**Interpret:**

Steve has a supportive family and team of professionals in school, including a native-Lingala/French paraprofessional. He has a classroom teacher and an ESL teacher, who collaborate daily and are committed to supporting his language development and are eager to help him become a contributing member of society.

**Focus:**

Steve is a new student who has recently been adopted from the Democratic Republic of the Congo (DRC).

**Describe:**

**Life in Congo:** Steve is an 11-year-old boy who was recently adopted from the DRC. We have received very little information about the last few years in an orphanage in Mbuji-Mayi, Congo. While in the orphanage Steve slept on a concrete floor and was given one meal a day- typically a mix of oatmeal and spinach. He has had some education, and the last formal education was in December 2014. He says he does not have any living family members, but paperwork shows that mom died and dad abandoned him. Languages spoken by Steve, prior to coming to the U.S. include: French, Lingala, and Tshiluba.

**Life since coming to the U.S.:** Steve was in the U.S. for one week before his adoptive parents enrolled him in public school, and his only English words were: *hi, good,* and *thank you*, but he repeated everything others said. Two weeks later he now has close to 30 words in his productive vocabulary.

Day 3 was very rough; Steve complained that his “eyes pained.” Since then, he often appears easily distracted. On several occurrences Steve has been seen visiting with his peers at recess, in the hall, or in his classroom.

**Analyze:**

We suspect that some of his bad days were the result of tension between Steve and another student who was also adopted from the DRC. When Steve started I thought that because of his strong personality and his eagerness to learn, he was going to take off and start learning English quickly. In recent days I have noticed that he is developing the social language to communicate with his peers, but the academic language is developing less quickly. In math Steve seems to have a good grasp on double digit addition with and without regrouping, but he is struggling with subtraction.

**AAction Plan:**

After two weeks of observations and collaboration with family and professionals, I feel like we have a good plan set in place. We will continue with the current pullout schedule: 30 minutes for math in the morning, and 30 minutes for vocabulary development in the afternoon.

We have had several questions about his behavior and attentiveness; therefore we have a meeting scheduled with his parents. We want to develop a better understanding of his behaviors and actions at home. I believe with the open communication, between Steve’s parents, his classroom teacher, and myself, we will be able to identify any concerns and address them early.

**New Questions Emerge:**

Are the behaviors we are currently seeing in Steve typical behaviors because of the lack of English language and ability to communicate or are there other issues going on that need to be identified

and addressed? Joan replies: He seems to be doing very well–all things considered.

Kim Dike

November 12, 2015

Joan 11.17.2015