Irma Estrada-Lanier
Individual Case Study #2

The Case of Eda:

Eda Diaz is a 12th grade student at Durant High School who is having trouble passing the FCAT. I met with Eda after school for 7 sessions where we discussed the issues she’s been facing and her frustrations regarding the test.

During session 1 I discussed the confidentiality of our meetings, we also discussed times and places where we would meet. We than began discussing Eda’s family history, when asked about her family and her relationship with her family Eda seemed very proud and spoke positively about her relationship with them. I got the impression that it was a very close and loving family. Eda lives with her mother and father and an older sister, who attends college. I asked Eda to use 1 word to describe each of the family members in her home and her responses were very loving. She described her father as hard working, her mother as caring, and her sister as sweet. The family is from Puerto Rico, but has been living here in the U.S. for many years. Eda seems like a well-adjusted young lady who comes from a very loving household.

Session 2 concentrated on her feelings regarding the FCAT. Eda is at a point where she seems to have given up on the idea of passing the test or even receiving a diploma. She has not made any plans for the future due to her frustrations. Eda seems to be suffering from a sense of learned hoplessness, as she has not made any plans for her future and has given up on herself. We discussed how she felt about this and she felt that it was unfair for her future to depend on just 1 test to determine her future. I asked her what was it is about the test that she found the most difficult, since she had taken the test 5 times before and she stated that the reading selections are boring and the questions are too difficult.
Eda stated that they needed to make the reading selections more relevant to the people who are taking the test. I asked her what she had done in order to prepare for the test, focusing on the problem solving model and she stated that she went to tutoring but had not really done much else. I than asked her what she could do differently and at first she said there was nothing else she could do, than she said well maybe I could take more of the practice tests on-line.

During session 3 & 4, we began to focus on plans after high school despite the FCAT test results, we talked about her feelings about leaving high school and starting a brand new chapter in her life. Eda expressed some concerns about leaving her friends, and was really unsure what she wanted to do after high school. Eda mentioned that she did not have any plans for the future as of yet, and was going to take the summer off to relax before she made any decisions. I became concerned about her laissez faire attitude and her lack of concern for her future. I did a guided imagery activity with her where I had her imagine herself 10 years from now what does she picture herself doing. Eda’s response was a doctor. We then discussed what was preventing her from becoming a doctor, and her reply was the FCAT. At this point in our discussion I did not want to pressure Eda about making plans and decided to continue this conversation during our next session. I asked Eda to go to the success lab and talk to the teacher in charge of the success lab about different options she may have.

In Session 5 & 6 we discussed the findings of her visit to the success lab and what she had learned there. I believe that her visit to the lab was very successful she was able to get information on technical schools, job opportunities, as well as career options. Eda
seemed more positive as she was able to see more options for herself. She said that she was going to look into one of the technical schools getting more information and possibly visiting after graduation. During this session we also got the good news that she had passed the math portion of the FCAT and that she would be able to get a regular high school diploma. This was a very exciting time for Eda, as she was preparing for prom, and preparing for graduation. I asked Eda what this good news means for her, and she said that more than anything she felt relieved and did not feel like a failure because she was getting her diploma like everyone else.

Session 7 was a time for closure, where we wrapped up and summarized our sessions. I got feedback from Eda on how the sessions went and she stated that it was nice to know that someone listened to her when she needed it. We agreed to meet 1 more time before graduation so I could get an update. Finally, Eda told me about prom and showed me pictures.

Interview with parents

I conducted a phone interview with Eda’s mother where we discussed her feelings regarding Eda’s situation at school. Mrs. Diaz had the same sentiments as Eda regarding the testing and felt frustrated that her daughter had to go through what she went through. I asked her how she felt about Eda’s education in her 4 years of high school. Mrs. Diaz mentioned that she was very happy with the education her daughter was receiving and felt that her daughter received a good education. We discussed their own education and how they helped. Both parents had graduated from high school but had not attended college. They admitted that while they stayed involved in Eda’s education they did not know how to help her with FCAT. I asked them in what areas they felt the school needed
improvement, where they replied more communication between home and school would have been helpful. I asked them how they themselves stayed involved in school and they admitted that they really did not do much to stay involved because Eda seemed to do well in her classes.

**Interview with Eda’s teachers**

An interview with Eda’s teachers revealed that Eda was a good student, who does her work and is not disruptive in class. Teachers spoke positively about Eda stating that the only area of concern that had was Eda’s absences. Teacher’s felt that Eda missed too many days of school sometimes making it difficult for her to catch up. Overall, teachers stated that Eda is an intelligent young woman who will be successful in the future.

Teachers did not believe that not passing FCAT was going to be necessarily detrimental to Eda. One teacher stated that the most valuable thing she could have taught Eda was the value of working to your fullest potential and felt that Eda worked very hard.

Teacher’s felt that Eda’s overall experience was a positive one except for her frustration over FCAT. Teachers stated that they interacted with parents by was of conference nights, and phone calls, but feel that better communication is necessary.

**Types of services needed**

The main concern for this student and her family has been trying to pass the FCAT. This is a concern for many seniors who are dependent on this test in order to graduate. The types of services needed to fully optimize the education of our students would include better communication between parents of seniors, (especially those who have not passed the FCAT) and the school. This could be done through the use of letters for those who are on the verge of failing or who have failed the FCAT. Many parents do not know
what to do in order to help their student, so I believe that a workshop needs to be
conducted with these parents informing them on test taking strategies, note taking skills,
as well as rules regarding testing and how this could have an impact on the future of their
student. I believe that the school is doing all it can as far as preparing students for FCAT.
There is tutoring available, extensive FCAT practice during extended homeroom
sessions, as well as specialized reading and math classes for these students. As a future
counselor I would make an effort to contact the parents of failing seniors through mail,
phone calls, as well as newsletters. I would include parents in this process as much as
possible.