

# CASE STUDY SEVENTEEN: BATU

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## Case Study Covers:

- *Intellectual Disability*
- *Middle School Setting*

**B**atu is a middle school student who is diagnosed as having an intellectual disability. He lives at home with his parents, grandfather, and two young siblings. His family is very supportive of him and encourages him to do things in the community. Batu is athletic and enjoys playing basketball with his two siblings and kicking the soccer ball around in the backyard. He especially likes to swim and has just joined a swim team at the local swim club.

Batu has a speech impediment that sometimes makes him hard to understand and he sometimes has to repeat himself. He prefers not to interact with others when he can help it. Batu is fully included into general education classes and does well in academic tasks that are concrete such as spelling, math, and science. He does less well in academic subjects that are more abstract such as history and literature. He receives academic support from a resource specialist and is generally pulled out one period a day (during the physical education class so that he is not missing academic content instruction) to get help with homework assignments and additional academic instruction on topics being covered in classes.

Batu finds group work in his classes to be difficult from a social standpoint. During group work or other social times, he becomes anxious and starts engaging in self-stimulatory behavior such as rocking, twirling his hair, drumming his fingers on objects, and rolling his shoulders. Though he generally enjoys doing the academic work required for group participation, he does not enjoy the discussions or other social aspects of the group work and generally is very quiet during group times. His peers perceive him as a bit “odd” but not necessarily

a bad person to have in their group, as he does complete academic tasks that are assigned to him (as long as he has buy-in on what he is to do).

Batu does not like to be individually presented with tasks and told what to do (in a 1:1 situation). In these situations, he often makes inappropriate remarks such as “I won’t do it,” “Try and make me,” and “I don’t go to school to do things like this” to the staff person presenting the task and demand.

Finally, Batu definitely does not like to be touched by others, especially if the touching is unexpected (the exception to this rule is during sports such as banging into another person playing soccer or getting a high five from a teammate for a good shot in basketball). For instance, if staff put their hands on his shoulder, he will drop to the floor and cry out “She hurt me!” If peers touch him or brush up against him, he says, “You’re gross” and other inappropriate remarks.