



Institute of Clinical Psychology

University of Management and Tecgnology

We train professionals

Case Report 5

“I don’t love studying. I hate studying. I like learning. Learning is beautiful.”

Identifying Data

Name:	S.R	Institute	T.B.S	Age	12 Years
Gender	Male	Class	7 th	No of sessions:	8
Date of first session	08-05-2023	Date of last session:	26-05-2023		

Source and Reason for Referral

Client was referred by the school principal and class teacher to the school psychologist for his current academic problems weak in studies, problems in reading and writing, weak in Urdu and English, or Math. Difficulty in learning difficult words of Urdu and English and problem in memorizing lesson or low self-esteem issues in class and low self-confidence absence in class so many times and time management problems.

Presenting complaints

Table No 1.

Duration and Presenting Complaints According to the Client.

Duration	Presenting Complaints.
3 ماہ پہلے سے	پڑھنے لکھنے میں مسئلہ ہوتا ہے
ڈھائی مہینے پہلے سے	انگلش میں مسئلہ ہوتا ہے
پچھلے چھ مہینے سے	اردو اور انگلش کے جملے بنانے میں مسئلہ آتا ہے
ایک ماہ سے	پڑھائی میں دل نہیں لگتا
پچھلے چھ مہینے سے	مجھے کلاس میں سبق کی سمجھ نہیں آتی حساب
پچھلے چھ مہینے سے	مشکل لگتا ہے
	میرا اسکول آنے کو دل نہیں کرتا

Table No 2.

Duration and Presenting Complaints According to the Teacher.

Duration	Presenting Complaints.
پچھلے چھ مہینے سے	بعض دفعہ کلاس میں اداس رہتا ہے
پچھلے چھ مہینے سے	اپنی کلاس کے بچوں سے بہت کم بات کرتا ہے
شروع دن سے ہی	پڑھائی میں سب سے پیچھے ہے
شروع دن سے ہی	کوئی بھی سبجیکٹ پڑھتے ہوئے اس کو مسئلہ ہوتا
شروع دن سے ہی	ہے
	اپنی کوئی بھی بات ٹیچر کو نہیں بتاتا اسکول لگتا ہے
	کے میں ٹھیک بات نہیں کر رہا

Initial Observation

S.R was a boy of 12 years old. The height and physique of the client was appeared normal. His hygiene condition was appropriate as he seemed neat and clean uniform. Client was dressed up appropriately. Client's hairs were combed and nails were trimmed and clean. Client was observed during the session. During the session it was observe the client was sitting in comfortable posture. His speech was clear. The client was attentive towards the therapist and showed willingness to attend the session because trainee asked him about session activity she showed willingness to trainee. During his first session he didn't established the eye contact with the trainee clinical psychologist. While in second session the client started to establish the eye contact because he likes to talk with trainee because trainees talk about his favorite games.

S.R was a responsive child and had compliant because when trainee ask him where is his English book then he give response to trainee. He was cooperative during the session and after adjusting in session and rapport building client responded well.

History of present illness

As reported by the client that his problem of weak in studies, problem in reading or weak in Urdu, English, Math. Difficulty in making English sentences, difficulty in learning or writing difficult words, started from three years back when he was in 5th grade. He stated that he firstly live in his maternal grandmother's home because his parents had separated for almost one years due to divorce that the client reported, After that he move with his mother as his nano's home, where he studied in the John & Scott school from nursery to 5th grade. So now he had to changes his school because school used to be far away due to which he dropped out of school, he loved his old school a lot and miss his friends as well.

The client reported that his academic problem started due to the change in his school and due to this got poor grades in his class test and in school terms which may lead him to lack interest in his studies. The client also reported that he faced some problems in learning English, and Urdu words which are very easy for other students, but he can't remember them and felt very embarrassed. The client also stated that he had

difficulty in memorizing his lesson, he tried to memorize his lesson but he couldn't memorize even a single passage.

Background Information

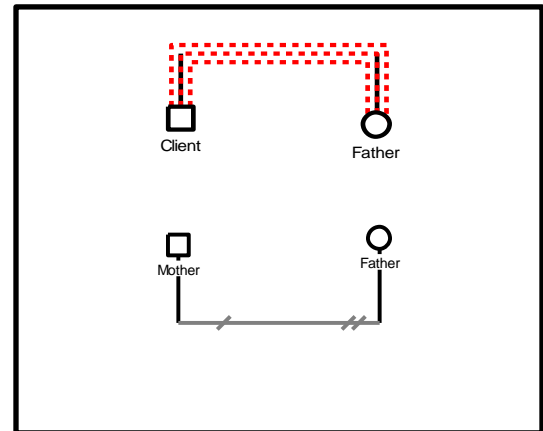
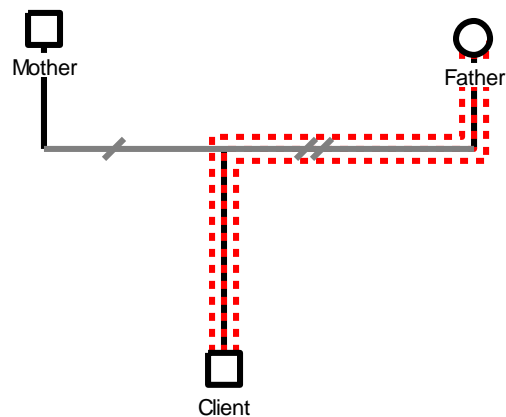
Personal history. The daily routine of the client was that he woke up early at 6:30 am for school, He goes school at 7:30 am and returns back from school near 1:30 am. Then at 4:00 pm he was sit for school work till 7 pm. Then he plays cricket with his friends at 7:30 pm. After that, he takes some rest and watches T.V takes his dinner does his homework, and then goes to sleep.

He likes watching football Match, Vlog on YouTube. He also likes playing Football. He didn't like watching daily serial and cartoon on TV. During His free time, he used to play free-fire games with his old school friends. He also likes to watch Bollywood movies.

Educational History. The client's schooling started at the private school named as John & Scott school where he studied from nursery to 5rd grade according to the client, he stated that his performance at this school was good as he took 50 to 65% marks there. After 5^h grade client was admitted to a new school where he was currently studying, and his performance was average as he didn't learn his lesson properly and faced difficulty in memorizing lessons and got low grades. When the client had any test or assigned task given at the school the client didn't learn it at home, or client did a lot of absentees.

Family History. From background information, it has been revealed that the client belonged to a low socio economic status. He lived in a nuclear family system. There are three members in his family which include the client's nano's and client mother or client. According to the client, his nano is 65 years old, and her education was matriculation but she was died now. He had a loving attitude towards all children. The client reported a satisfactory relationship with his nano's. Client reported a satisfactory relationship with her mother as well his mother education was masters in Urdu and relationship with his mother loved. Client relationship with his father not satisfactory because he hate his father. Education of his father till M.B.A but now he didn't live with them.

Family Genogram. *The family genogram shows the strength of every relationship with the client.*



History of family psychiatry/ medical illness

There was no particular disease or psychological problem running in their family. Not from paternal side or maternal side.

Provisional Formulation

After taking the detailed history of the client the case was formulated according to the 5 ps's model. So it could hypothesize that the predisposing factor might include. He stated that he firstly live in his maternal grandmother's home because his parents had separated for almost one years due to divorce that the client reported, After that he move with his mother as his nano's home, where he studied in the John & Scott school from nursery to 5th grade. So now he had to changes his school because school used to be far away due to which he dropped out of school, he loved his old school a lot and miss his friends as well. As well as Precipitating factors client reported that his academic problem started due to the change in his school and due to this got poor grades in his class test and in school terms which may lead him to lack interest in his studies. Client also reported that he faced some problems in learning due to change of school..

The perpetuating factors of the client's problem were, lack of interest in studies, lead him less motivation towards studies and his low self-esteem problem lead him to not studying. Protective factors loved relationship with mother.

Psychological Assessment

Assessment is a procedure in which a clinician evaluates a person in terms of the psychological, physical, and social factors that have the most influence on the individual's functioning (Halgin, 2010). Assessment of the child was done with the help of different assessment tools. To test the above given hypothesis the following assessment plan was devised.

- Behavioral Observation (Thompson, Felce, & Symon, 2000).
- Clinical Interview
 - Clinical interview with teacher.
- Identification of reinforcement (Thorndike, 1911).
- Emotional /Behavioral Assessment
 - School Children Problem Scale (Saleem & Mahmood, 2011).
- Academic Assessment
 - Reading Test
 - English Passage Reading.
 - Urdu Passage Test
 - Writing Urdu Passage
 - Writing English Passage
- Cognitive Assessment Battery (CAB)
 - Paired Association Learning Test
 - Digit Span

Behavioral Observation. Behavioral observation is a functional, utilitarian approach in that it focuses on the clearly observable ways in which the client interacts with his or her environment. Behavioral observation may be used informally as part of an interview or in a testing session, or as a method in its own right (Eric Simonton, 2015). Behavior observation was done during the session to know about the behavior and

personality of the client. Participant observation couldn't do as participation of the psychologist in the playground. The client was noted during the initial observation as he 12 year old boy who seemed to be of his sated age. He seemed much happy and was maintain proper eye contact. His tone of voice was a bit high and his pitch was heavy. He had a normal height and weight. He was a fairly tall and slim boy. Thought-out the course of the smiled nervously every few seconds. He was dresses properly in a neat clean uniform. His hair was properly combed.

During the initial session it was observed that client was quite comfortable, and he seemed too happy during the interview, when asked he reported that he was happy for the interview because his friends also came to trainee clinical psychologist. Maze and matching letters activity were used with the client for rapport building, and he likes that activity and felt more comfortable with the trainee clinical psychologist at the end of the session.

Break time. It was observe that he was sit with his classmate and sharing his lunch with other classmates, when he done his lunch they all play with each other. Client was also observing that when the break was off he run for class and go back to his class with his friends.

Playground. It was observe that he was playing football with his class mates during observation it was observe that he was happy to playing with his other classmates. When he was done his turn he came back to his class for holy Quran lecture. .

Clinical interview with Teacher. Clinical interview was conducted with teacher to get more information about the client. Teacher was asked about history of the problem of the client, and the client; behavior and performance in the class. Client's teacher reported that class performance of the client was not satisfactory. Teacher also mentioned that he had the potential behavior to do studies but he didn't pay attention on his studies.

Subjective Rating of Presenting Complaints. Subjective ratings concern the assessment of events in the external world and internal sensations and feelings (Annett, 2002). The subjective rating scale was also used in the assessment for the purpose of

knowing the client's insight regarding severity of the problem. He was asked to rate his problem out of 10. This subjective rating was taken from the client in order to know about the severity of the problem (Appendix-1).

Table 3

The presenting complaints Reported by the Client

Problem	Rating(0-10)
Difficulty in memorizing lesson	8
Difficulty in making English sentence	9
Lack of interest in studies	8
Difficulty in learning English /Math's	8

Table no 4

The problem and severity Level Reported by the school Teacher

Problem	Rating (0-10)
Problem in reading and writing	8
Weak in studies	9
Low self-confidence	7
Not talkative during class	10
Low Self-Esteem	8

Academic assessment

Academic assessment was done with the client to through assessing the level of his academic problem. For this purpose, reading and writing assessment were done.

Oral Assessment. The client's reading assessment was done by asking to read a paragraph from English and Urdu book. The rationale of it was verified how much he had faced difficulty in reading and pronouncing the word of English and Urdu.

Quantitative analysis

Table No 5

The result of reading Task of English, and Urdu Subjects by the Client.

Subject	Total Words	Correct words	Mistakes
English	45	20	30
Urdu	43	15	18

Qualitative Interpretation. It was assessed that he was unable to read difficult to read easy words from English, Urdu books and he had learned the wrong words. Moreover, he had no fluency to read a paragraph in a rhythm.

Written assessment. To Assessed the client severity of his problem in English and Math's questions or Urdu subjects, the paragraph was picked up from his textbook. His writing assessment was also done by asking him to write different words from, English and Urdu.

Quantitative Analysis

Table no 6

The result of Writing Task of English, Physics and Urdu Subjects by the Client.

Subject	Total Words	Correct words	Mistakes
English	51	32	19
Urdu	42	19	18

Qualitative Interpretation. A written sample was taken to check his writing skills. The client was first asked to learn the paragraph and after that, the written test was taken out. The client did many mistakes with simple and difficult words which conclude the client had problems in Urdu, and English subject as reported in his presenting complaints.

Table

Score, Mean, standard deviation, and categories on School Children Problem scale

Factors	Obtained Score	<i>M</i>	<i>SD</i>	<i>Category</i>
F1 Anxiousness	11	13.48	7.28	Mild
F2 Academic	12	7.11	4.42	Moderate
F3 Aggression	12	7.05	4.35	Normal
F4 Withdrawal	1	7.51	3.94	Normal
F5 Rejection	2	3.25	3.25	Normal
F6 Somatic	5	2.54	2.54	Normal

FT	43	43.45	19.17	Mild
----	----	-------	-------	------

Qualitative Interpretation. The Overall scoring the child was mild which means that he was facing difficult problems, on the indicator of academic skill and anxiousness. These factors showed his problems regarding academic and anxiousness problems. Most of the time child didn't contribute to the class, as he was less talkative during the class. He had problem in learning and memorizing lesson. This can be linked with his history and presenting complaints. The client's condition was also showing that he had the above mentioned problems.

Cognitive assessment

Cognitive assessment was done to determine an individual's cognitive abilities and to recognize the problem, for the cognitive assessment paired association learning test, digit span, logical memory test was administered to the client.

Paired association Learning Test (PALT).

Table 8

	Trail 1		Trail 2		Trail 3	
Range	Easy	Difficult	Easy	Difficult	Easy	Difficult
Scores	2 /6	0/4	5/6	2/4	5/6	2/4

Qualitative Interpretation. Overall, on easy words child took a minimum of 5 seconds for retrieving the pair of words in the first trail on other hand, in difficult tasks client took an overall maximum of 6 to 9 seconds to retrieve the information and he was trying hard to memorize in each trial.

On Trial in easy words, the child scored 2/6 which indicates that the client has a problem in the understanding of semantics which means the understanding of words, and their relationship. The client was also paying attention due to the surrounding as there are other students in the session room and he was looking around. However, in the difficult word client scored 0/4 which means illogical words, he was unable to retrieve pair of words such as گوی، قلم حکم، گز، کتاب، اندھیرا، اسکول which indicate that client had difficulty in memorizing words which had a dissimilar relationship.

On trial 2 of paired association learning test client scored 5/6 in easy words and on difficult words the client scored 2/4 in trial 2 which indicates that after first trial client correct his mistakes and in the next trail his speed of processing and memorizing is high or might he have paid attention at the request of trainee clinical psychologist. In the trial e client scored again 5/6 in easy word and he scored 2/4 in difficult words. This indicates that the client could recall paired words after the number of trails. There might be some indication that client needs to work on his working memory and ability to recall to enhance his ability through study skills training.

Digit Span. A digit span test was used to assess the memory of the client by giving the trails, one is forward and the second is backward.

Digit Forward	Digit backward	Digit
Total		
4/6	3/7	7/13

Qualitative interpretation. The child was able to memorize 3/7 sets of the digit forward and after that, he was not able to memorizes further series of sets of digits. In backward pattern, the client was able to memorize 4/6 series of digits. After that client was not able to memorize the whole series of the numbers, the client started missing and displacing the numbers. However, according to his mental functioning age, his scoring on the digit span was satisfactory.

Reinforce Identification. Multiple reinforcers were identified for the client to keep him busy in activities and maintain rapport with the client. The client loves to talk about his interest in cricket and football matches free-fire game or PUBG.



Case Formulation

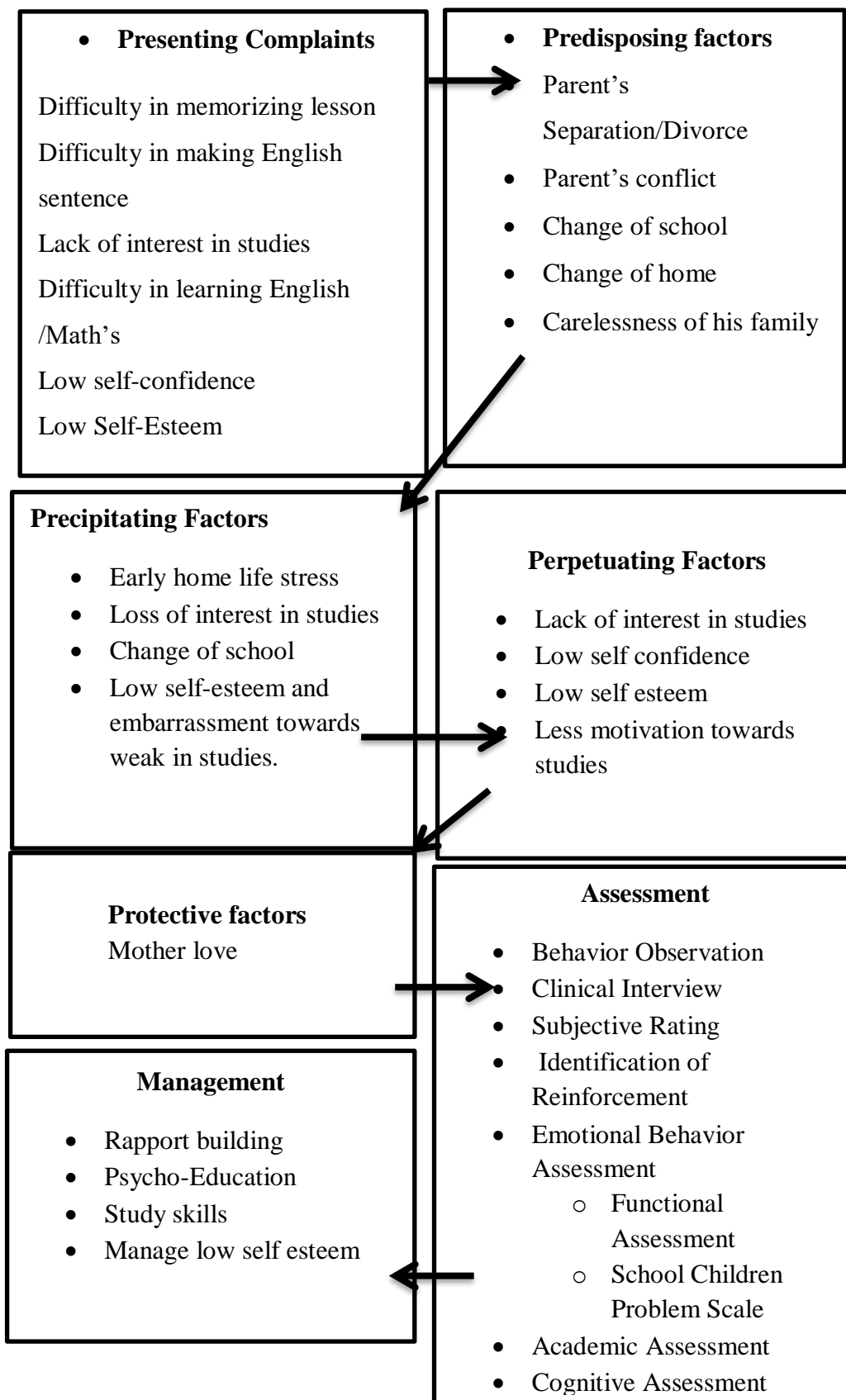
The client's case formulation was conceptualized on the bio-psycho-social model eliciting as precipitating, predisposing and maintain factors in the clients presenting problem. He stated that he firstly live in his maternal grandmother's home because his parents had separated for almost one year due to divorce that the client reported. After that he move with his mother as his nano's home, where he studied in the John & Scott school from nursery to 5th grade. So now he had to changes his school because school used to be far away due to which he dropped out of school, he loved his old school a lot and miss his friends as well as. Carelessness of his family his performance in school was affecting as the result of the assessment showed that at emotional level as it related with the history of the client. According to Bowlby, that uninvolved parenting, sometimes referred to as neglectful parenting, is a style characterized by a lack of responsiveness to a child's needs (John Bowlby, 1958).

As well as Precipitating factors client reported that his academic problem started due to the change in his school and due to this got poor grades in his class test and in school terms which may lead him to lack interest in his studies. Client also reported that he faced some problems in learning due to change of school. Vygotsky believed that a student would not be able to reach the same level of learning by working alone so children must face problems in academic level because they are less motivated (Vygotsky, 1924)

Similarly, some perpetuating factors currently maintaining client's problem were lack of interest in studies, low self-confidence, low self-esteem, lead him less motivation towards studies. Stanley Coopersmith's typically believe that a person with low self-esteem: Is extremely critical of themselves. Downplays or ignores their positive qualities. Judges them to be inferior to their peers. Uses negative words to describe themselves such as stupid, fat, ugly or unlovable (Coopersmith's, 1968).

Furthermore, his protective factors were a loving relationship with his mother. Bowlby suggests that people are born with a need to forge bonds with caregivers as children. These early bonds may continue to have an influence on attachments throughout life (Bowlby, 1988).

Summary of case Formulation



Intervention plan

The intervention plan was devised according to the presenting complaints regarding client co-relating them with the assessment of the client. To deal with his problem some of the goal has been set description of some major management has been given below.

Counseling strategies

Following procedure were followed to implement the intervention plan for the client's in which covered on the given section.

Rapport building. The responsibility to engage the client and bring him or her to sees you as a trusting and helping person. In addition, being interested in the information provided, conveying the sense that you want to understand the world of the client (Sheppard, 2002). Trainee clinical psychologist used with client the maze and matching letters activity with the client for rapport building and he like that activity and felt more comfortable with the trainee at the end of the session whenever asked the client, he answered appropriately to each question and was curious about the next session (Appendix-4).

Psycho-education. Psycho-education is the process of in which psycho-educate the client about his problem basically give awareness to the client (Hemix-2016). The client was psych educate about the importance of studies. Whereas he was also psycho-educated about different study skills how he improve his studies by using these methods in his daily life to get good results and progress (Appendix-5)

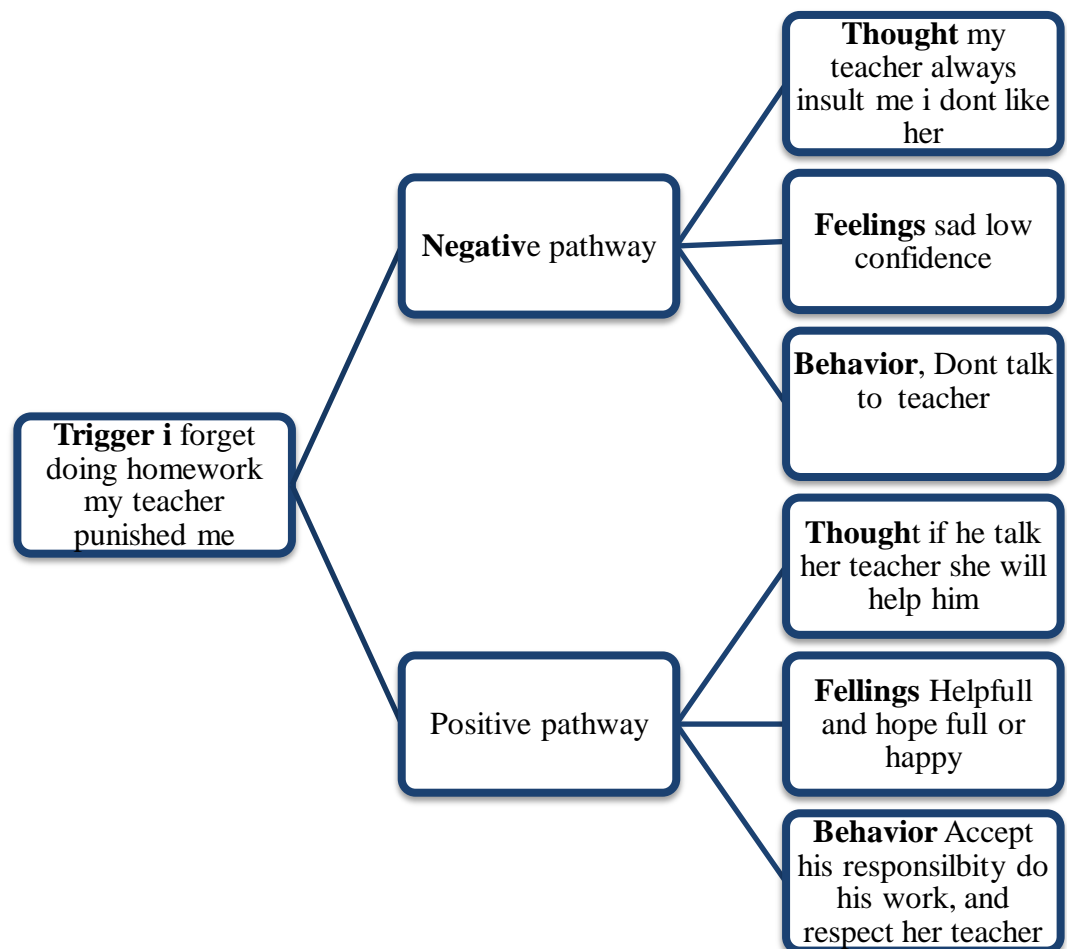
Daily activity scheduling activity Scheduling. Activity scheduling is technique based on promise that regularly engaging in pleasant activities. Activity scheduling is a part of cognitive behavior therapy in which time management week schedule with days is used with the client.

In order to handle the client's problem like weak in studies, problem in reading and, being, less talkative during class weak in Urdu subject or English. Difficulty making sentence, daily activity scheduling was used with the client. Daily activity secluding was

done with the client who helps the client to engage in certain activities scheduling with time. This helps the client to study at home using different methods of studying skills mentioned in the scheduling chart (Appendix-6).

Turning negative thoughts into positive one with CBT. Cognitive behavioral therapy is a form of psychotherapy that involves restricting the thoughts and converts negative thoughts into positive (Kesler. 1015).

This technique used with client to change his negative thoughts pattern about his class teacher and modify his thinking pattern by changing them into a positive one (Appendix-7).



Deep breathing. Breathing practice, also known as “diaphragmatic breathing” or “deep breathing,” is defined as efficient integrative body–mind training for dealing with stress and psychosomatic conditions (Konstantin Buteyko, 2016). Firstly provide understanding about this activity and then asked to the client to take a deep breath in through their nose, and then encourage him a slow exhale, after taking several deep belly breaths, Trainee clinical psychologist ask him how they feel and if they notice any difference. Trainee practices him in two or three session. The outcome was effective client was satisfied through practicing this activity (Appendix-8).

Study skills management strategies. It can help the client prioritize studying and ensure that his time is productive. Study skills are strategies and methods that aid learning process. As child had study related problems like weak in Urdu, English, Physics, Chemistry or difficulty to making sentence, Difficulty in memorizing the lesson. Trainee asked the client skills and techniques will help him study efficiently and remember the things him have learned (Apendi-9)

Manage his Time. Trainee taught him make a list of all the things he do each day. Then trainee asked him look for things that are a lower priority, during which he could be studying instead. Then trainee taught him when he schedule his daily tasks, be intentional about how much time he want to commit to each task, and choose how much time he can commit to studying.

Take smart notes. Whether he listening lecture or reading a book, take notes that are more than just a repetition of the things he hearing or reading.

- **Be selective:** Trainee taught him he may not need to take notes on everything. In a book or lecture, look for concepts that might have emphasis or headings that can help him determine major concepts.
- **Re-write:** Pay careful attention to each concept, and then re-write it in his own words.
- **Summarize:** Go back through his notes and summarize each concept in a sentence or two. This will help solidify the information in his mind and make your notes easier to review later.

Lecture yourself. After taking notes, repeat aloud what he have just studied as if he delivering a lecture on the topic. Explain the concept in his their own words.

Teach others. Trainee taught him, he really understands a subject when he can teach it to someone else. Find a friend or relative who is willing to listen to him talk about the subject he has been studying. Encourage them to ask questions since that will help him determine how well he knows the topic.

Conflict Management. Conflict management is an umbrella term for the way we identify and handle conflicts fairly and efficiently. The goal is to minimize the potential negative impacts that can arise from disagreements and increase the odds of a positive outcome. Conflict management refers to the way that you handle disagreements. On any given day, you may have to deal with a dispute between you and teacher (Appendix-10)



Competing. Client was taught that when he face conflict with teacher and class mate then they leave the situation for some time and argue with class mates and teacher solve their conflict. When he leaves the situation more and more conflict will not arise in future.

Collaborating. Client was taught that when he faces conflict with teacher and class mate then they understand the situation and must work with collaborates and uses effective communication with other to solve their conflict. If his teacher asked him for learning something they must listen teacher's instruction.

Avoiding. Client was taught that when client face conflicts they must avoid the situation for time being to stop their conflict. When conflict stop then client using effective communication with his teacher to resolve problems.

Accommodating. Client was taught that when he face conflict with fellows and class teacher so he must show his better performance in front of class and teacher then his teacher will be impress form his performances

Chunking. Chunking is the grouping of words in a sentence into short meaningful phrase (Usually three to five words) (Appendix-11).

Table no: 9

Chunking for client to improves spelling

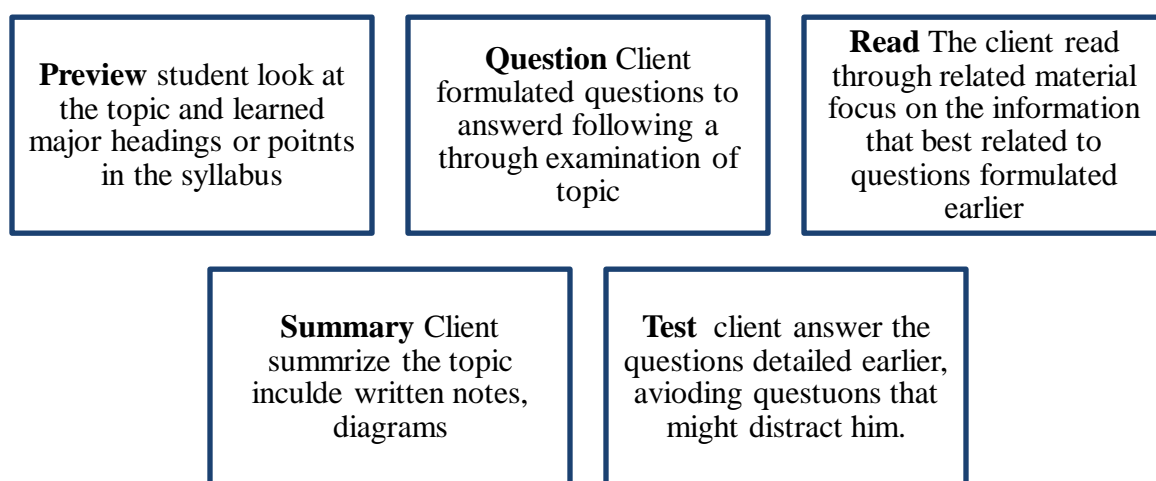
Complex words	Chunks
Preoccupation	Pre-occu-pa-tion
Delightful,	De-light-ful,
Deprived	De-pri-ved
Twinkling	Twin-king
Ambitious.	Am-bi-tious.

Learning of words through practicing. It was assessed while during the academic assessment that when client was doing the dictation test he did make mistakes of spellings so make him able to learn the spelling correctly as client was asked to write and practiced those spellings on paper. Therapist write those words on paper and asked the client to repeat those words and write them more than 10 times and practice them after that it was asked from the client that did he memorized the correct spelling of all the words. And for future it was taught to him that whenever he do mistakes in spellings always practice them through this technique (Appendix-12).

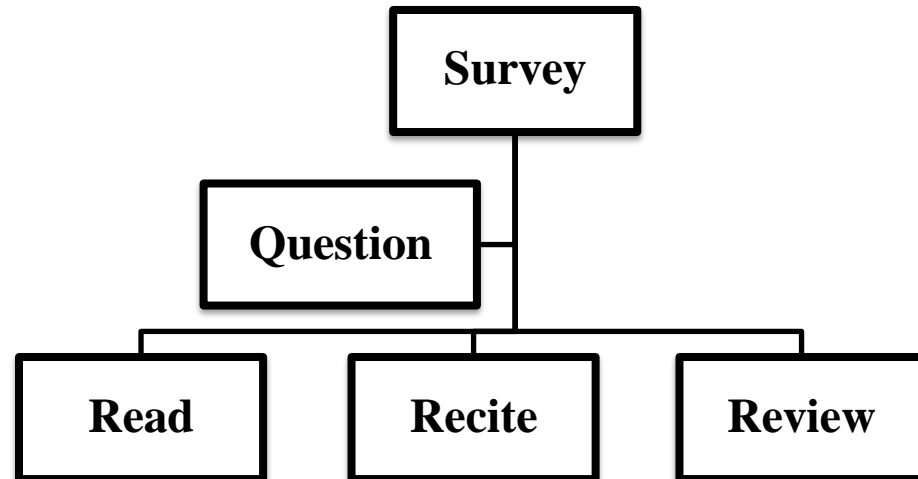
Use mini dictionary. A mini dictionary is one of the most important tools during the time of studying. A good dictionary carries additional information about grammar and

usage, synonyms. The client was taught during session how to use the dictionary with the help of worksheets.

PQRST This method focus on key information when studying from book. This method prioritized the information in a way that related directly to how they will be asked t used information in exams PQRST is an acronym Preview, questions, Read, Summary and Test (Appendix-12).



SQ3R Method of Reading. The SQ3R Method was developed to help people read faster and study well. SQ3R is a reading comprehension method named for its five steps survey, questions, read, recite, and review. It is similar to the information he just read with some added detailed. As the child has a reading problem that was assessed during assessment procedures so this method will help the child to improve his reading, pronunciation and fluency in both English and Urdu subjects.



Survey. This step takes only few minutes. Go through the chapter quickly. A glance at the chapter title, the information, headings, and summary paragraphs, if any notice any pictures, diagrams, graphs, tables etc., Read ant bold print. It motivates the child to read less interesting material to get the “good stuff”.

Questions. In this step before the child begins reading a section, he was turn the headings into question. For example, if the heading is basic causes of stress, his question would be “what are the basic causes of stress?” This arouses curiosity and increase comprehension. It also bring to mind information that the child already know the questions he was also help make important points stand out as he read. These forces he thinks about what he is reading.

Read the child was read the material under the headings to get the answer to his questions. Read with concentration. Identify the main ideas and highlight or underline difficult words. Read sections at a time and stop to ask questions. A good practice for more difficult reading is to an outline of chapter in notes. By leaving extra space the child can fill in details during the class lecture, make notes of new vocabulary and write definition in his notes.

Recite. This step requires that the child was reciting out loud the answer to the question he asked before reading a section of the text. The child was saying it in his own words.

Review after the child read the entire chapter, he was asking to look over the notes he made to familiarize himself with important information. Check his memory by reciting the main point out loud. Then review the main points in his notes, making sure he was understanding them. Trainee asked him add his notes from the text, if necessary. Always do a review of the chapter after completing the reading. They do quick reviews before exams for getting good remarks.

The SQ3R method of reading sets the stage for interacting with text material that child goes through the five steps h will gain information, formulate questions, thinks about what he is reading and try to find answers to his questions. All of these steps require the use of auditory, visual, and kinesthetic sense. When more senses are involves, more effective learning takes place (Appendix-13)

Highlighter. Use of highlighter, mark, underline, and deface the text and make a tool to work with. Write questions and comments in margins. With this method child was highlighted the text directly and then make notes from what he was highlighted begin by reading a paragraph and then highlighting the main point or idea will help to memorize the lesson.

Eisenhower Matrix. Eisenhower Matrix is a task management tool that helps organize and prioritize tasks by urgency and importance. The client was instructed that divide tasks into four boxes based on the tasks want to do first, what to tasks schedule for later, what to delegate the tasks, what to delete the task.

	Urgent	Not Urgent
Important	Do Memorizing the Pakistan-studies lesson	Schedule Do other subjects lessons
Not Important	Delegate Written homework	Delete Playing game

Figure: The four quadrants of the Eisenhower Matrix

Termination. The client was terminated after 8 session the was a predominated and noticeable changes in the client way of at looking things. His academic problem was learned. He was satisfied with the therapeutic techniques relationship and its outcomes. At the termination feedback was taken from the client how much improvement he feels and what he has learned from the earlier sessions. Client reported that these sessions were helpful for him. He gets to know about those things which he taught were not such that problematic for him. He gets the solution of his academic problems as well as about his anger which he discussed during the session now he will try to follow all the instructions given by the therapist and generalizes further in his life. For the termination feedback of the client's taken from teacher she asked to trainee performance was improve as compare to previous days.

Outcome The client referred by the school teacher for management of his academic problem, Complaints that were reported by his teachers were weak in studies, problem in memorizing the lesson on the other hand behavioral issues such as

mannerlessness, disrespectful, talkative during class. During session the clinical interview client reported certain presenting complaints like weak in Urdu, Physics, and English difficulty in making sentence.

After termination post rating were taken to assess the improvement in the client. Pre and post ratings are mentioned below in the table and a graphical form is also mentioned below to see the change in pre and post-subjective rating of the client's problem (Appendix-15).

Pre post Subjective Rating of Presenting Complaints. The subjective rating scale was also used in the assessment for the purpose of knowing the client's insight regarding severity of the problem. He was asked to rate his problem out of 10. This subjective rating was taken from the client in order to know about the severity of the problem (Appendix-16).

Table 10

The presenting complaints Reported by the Client

Problem	Rating(0-10)	Post Rating (0-10)
Difficulty in memorizing lesson	8	5
Difficulty in making English sentence	9	5
Lack of interest in studies	8	4
Difficulty in learning English /Math's	8	4

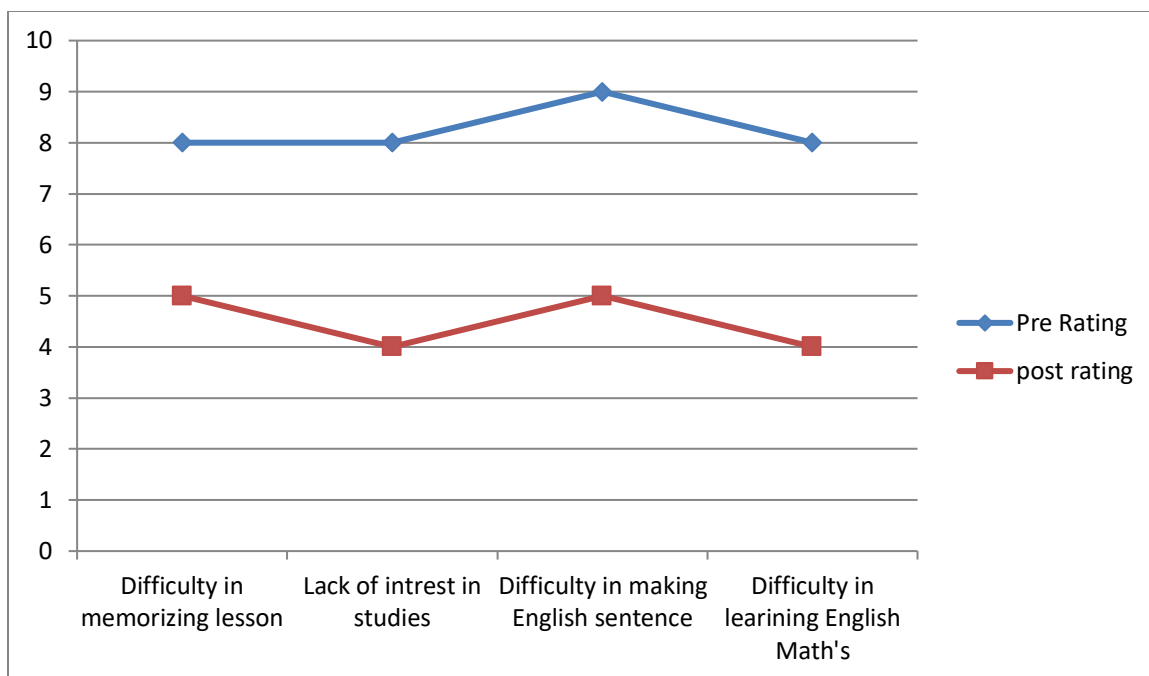
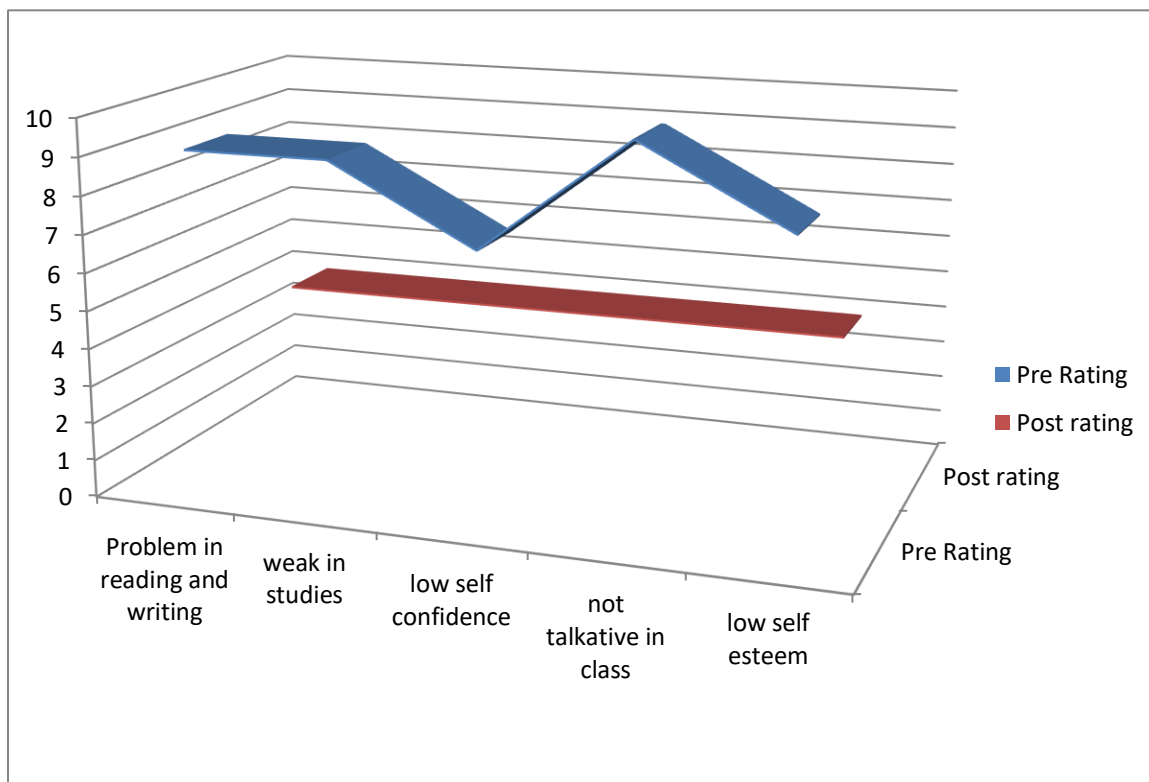


Table no 10

The problem and severity Level Reported by the school Teacher

Problem	Rating (0-10)	Post-Rating (0-10)
Problem in reading and writing	8	4
Weak in studies	9	4
Low self-confidence	7	4
Not talkative during class	10	4
Low Self-Esteem	8	4



Qualitative Interpretation. The Overall scoring the child was moderate which means that he was facing difficult problems, on the indicator of academic skill behavioral problems such as little bit aggression problems. These factors showed his problems regarding academic problems. Most of the time child didn't contribute to the class, as he was less talkative during the class client had low self-esteem or low self confidence in the class which will cause his lack of interest in his studies and caused behavioral problems in him. This can be linked with his history and presenting complaints. The client's condition was improved.

Table 11

Score, Mean, standard deviation, and categories on School Children Problem scale

Factors	Obtained Score	<i>M</i>	<i>SD</i>	<i>Category</i>
F1 Anxiousness	7	13.48	7.28	Mild
F2 Academic	8	7.11	4.42	Mild
F3 Aggression	3	7.05	4.35	Normal
F4 Withdrawal	1	7.51	3.94	Normal
F5 Rejection	2	3.25	3.25	Normal
F6 Somatic	4	2.54	2.54	Normal
FT	25	25.45	19.17	Normal

Qualitative Interpretation. The Overall scoring the child was normal which means that he was facing difficult problems, on the indicator of academic skill and anxiousness. These factors showed his problems regarding academic and anxiousness problems. Most of the time child didn't contribute to the class, as he was less talkative during the class. He had problem in learning and memorizing lesson. This can be linked with his history and presenting complaints. The client's condition was also showing that he had the above mentioned problems.

Limitations.

- The limitation which were faced, while working with the client were:
- Unavailability of parents is also limitation.
- Trainee was absented for two days so session was not conduct with the client.
- Trainee frustrated some time just because of she takes 3 sessions consecutively.

- Sometime unavailability of the clients because he faces so many health issues in his school that's why he cannot come to school regularly.

Recommendation

- Client's teacher should follow up on the intervention plan that was used with him to support his academic difficulties and anger problems.
- Family should come for psycho-education just because will be helpful to understand and dealing with the problem of client.