

Case Kim –

Case study of a teenager caught between behavioral problems and learning difficulties

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Summary

The case Kim is a realistic case study developed by experts in the field of special educational and inclusive practice. It focuses mainly on behavioral problems in conjunction with learning difficulties. This realistic but fictitious case study has been published in German and English as an alterable work with Open Access may be used in teacher training.

As an additional instrument, the case-by-case framework for educational assessment (Lutz, 2023) may be utilized to illustrate protective and risk factors in a structured manner regarding the case and its setting.

Keywords

case study, emotional and behavioral problems, trauma, learning difficulties, case-by-case framework for educational assessment, protective factors, risk factors, special education, inclusive education, problem-based learning (PBL), teacher personality

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Preface and structure of the publication

The present case Kim is the third case study which was developed by experts in the field of special educational and inclusive practice. The case study Kim focuses mainly on behavioral problems in conjunction with learning difficulties, which, in the daily school practice, are often difficult to separate from one another. In the case studies of the eight-year-old boy in [Fallbeispiel Robin](#) (Lutz & Eckerlein, 2024b) and its English version [Case Robin](#) (Lutz & Eckerlein, 2024a) and of the 12-year-old girl in [Fallbeispiel Lucy](#) (Lutz & Durner, 2025b) and its English version [Case Lucy](#) (Lutz & Durner, 2025a), the focus is on learning difficulties. All three case studies are realistic, but fictitious, and can be effectively used in teacher training.

The case Kim can be worked on following the problem-based learning (PBL) approach. The first chapter provides insight into how the cases based on the PBL approach may be applied in seminars. Chapter two contains the case Kim, which in addition to her domestic and family situation also describes her preschool and current school situation. The case study concludes with tasks to work on, targeting an in-depth examination of the contents as well as the advancement of the teacher students' thought processes.

To make the case Kim easily accessible, it has been published in English and German ([Fallbeispiel Kim](#), Ehr & Lutz, 2026) as an alterable work with an open access license.

To structure cases studies, the German-language [Einzelfallraster für pädagogische Diagnostik](#) (Lutz, 2023b) and the English-language [case-by-case framework for educational assessment](#) (Lutz, 2023a) may be drawn upon, which can be used to display protective and risk factors of the case and its environment in question in a well-arranged manner.

We would like to thank Regine Rackerseder for her valuable support in creating the English version of the case study.

1 Use of the cases in seminars following the approach of problem-based learning (PBL) in combination with the case-by-case framework for educational assessment¹

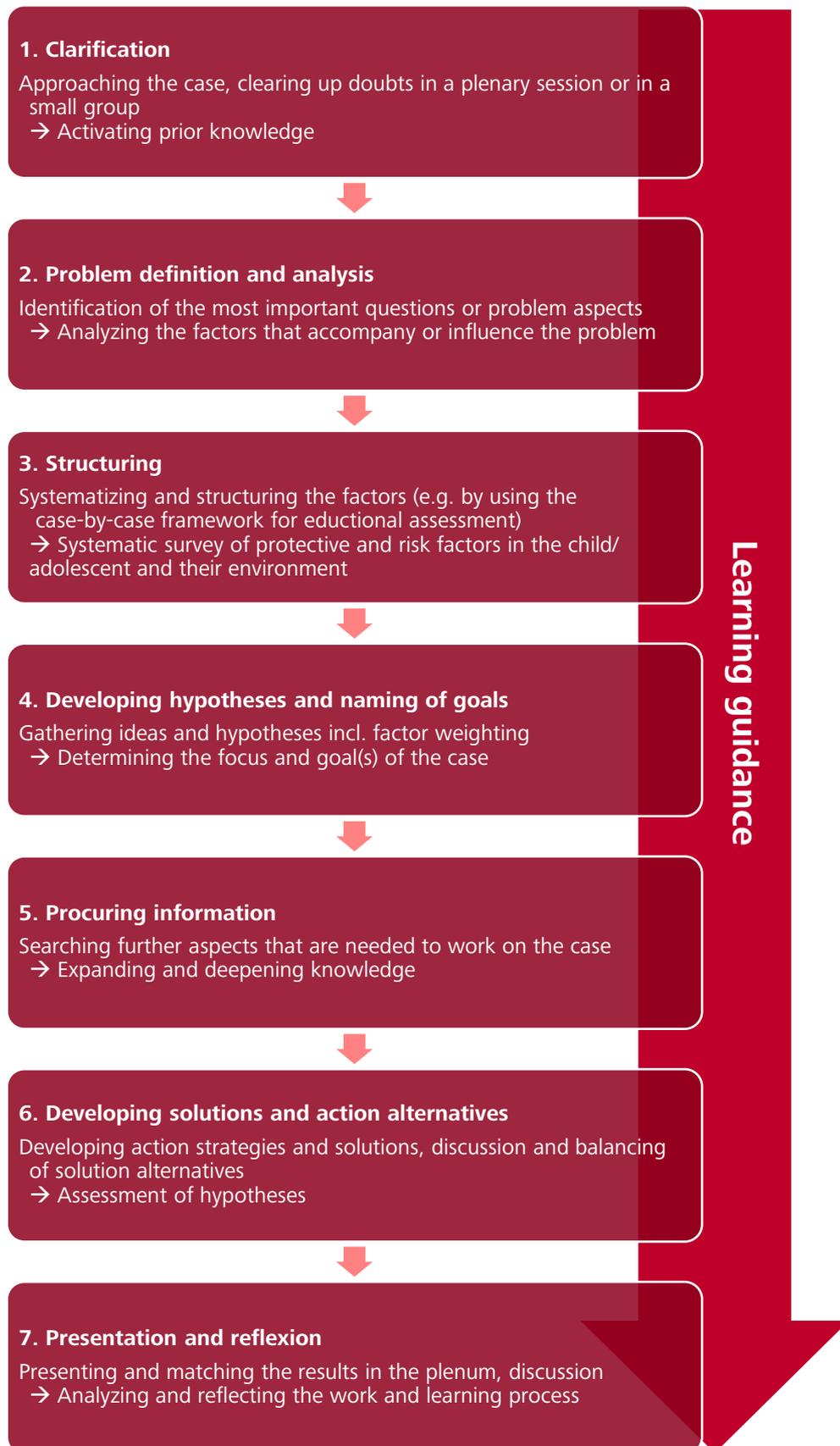
Case-based approaches in teacher training have become established over the past few years (Hmelo-Silver, 2004; Levin, 1995; Savery, 2006), because their effectiveness has proven in the handling of fictitious cases for the development of both patterns of action and attitudes of teacher training students (Jungjohann et al., 2020). In this context, the approach of **problem-based learning (PBL)**, in particular, has turned out to be advantageous for an encompassing study of cases. This teaching-learning approach, which is more and more employed in university teaching (Becker et al., 2010), focuses on learners. It increasingly combines knowledge transfer with contexts of practical application, ensures lasting learning success and leads to an in-depth scientific analysis by the students (Amerstorfer & Freiin von Münster-Kistner, 2021; B. Schmidt & Tippelt, 2005). By using the PBL approach, learners are encouraged to integrate theory and practice and apply their knowledge and skills by developing feasible solutions and strategies for real-life, clearly defined problems (Savery, 2006). Complex problem scenarios, for which there is more than one appropriate solution or answer (Hmelo-Silver, 2004), add to an intensive knowledge gain, with learners finding solutions actively and independently. As a matter of principle, each case is a complex one and does not aim at finding one solution only. Instead, the cases encourage learners to develop multiple action alternatives and options of support.

The **step-by-step approach** to work on the cases, which takes into account the characteristics of the PBL approach (Barrows, 1996; Becker et al., 2010; Hmelo-Silver, 2004; McWilliam & Snyder, 1999; Savery, 2006; H. G. Schmidt, 1983), is summarized in Fig.1 and described in detail in the [Fallbuch zum sonderpädagogischen Schwerpunkt Lernen](#) (Lutz & Gebhardt, 2025). During the case work, the teaching staff takes on a moderating, guiding and **accompanying role** (Barrows, 1996; Savery, 2006).

¹ Note: This chapter has been partially adopted and updated from Lutz and Eckerlein (2024a, pp. 1–3).

Fig.1

How to proceed when working on cases using the problem-based learning approach



Note. Illustration taken from Lutz and Eckerlein (2024a, p. 2)

After the **introduction to the case**, which mainly serves to activate previous knowledge, it is important to **analyze** and define important aspects and **problems** of the case. A precise focus on the important factors may be achieved by **structuring** and systematizing them in a third step. Following the model of resilience research (Masten & Powell, 2012; Petermann & Resch, 2013), there are both **risk factors**, namely all inhibiting factors and difficulties, and **protective factors**, namely beneficial aspects, strengths and resources that are supportive of a positive development despite high risk (Werner, 2020). In the [case-by-case framework for educational assessment](#) (Lutz, 2023a), risk factors or protective factors of the case and its environment can be presented in a systematic way and a weighting of the factors can be carried out. The case-by-case framework considers different levels, for instance the level of the child or the adolescent, the level of the school environment, the level of the family environment and the level of the extracurricular environment (Lutz, 2023a), because there are always interactions and interconnectivities between the child/adolescent, the school and the wider environment (Ingenkamp & Lissmann, 2008; Lauth et al., 2014; Linderkamp, 2018; Nickel, 1990).

After **developing hypotheses and setting goals**, further **information** is needed in many cases to obtain an all-encompassing picture. This information is obtained in a fifth step by those who work on the case. In step six, **solutions and action alternatives** are devised, balanced and evaluated. In the last step, the results are **presented** and the learning process is **reflected**. The work tasks which are provided in addition to the case are supposed to facilitate the application of the PBL approach. During the work on the case, the focus is on linking previous with newly acquired knowledge to promote and support their being interconnected and transferred. In this context, the advancement of self-reflexivity, enabling the learners to recognize their individual learning success towards the end of working on the case, is an essential aspect.

2 Case Kim

Thirteen-year-old Kim is the elder child in a family of four. Although she is very muscular, she looks much younger, because she is rather small and slender. She has short hair. Among her hobbies are Parkour, drawing and doing handicrafts. And she is extremely fond of wildlife, in particular of wildcats.

Domestic situation and family situation

Kim has a younger brother whom she loves very much and of whom she often talks in her residential group. Both of her parents work: her father works as a warehouse clerk, her mother is a company clerk.

The family has gone through a challenging separation process of the parents, interrupted by several phases of "giving their relationship another chance". During these phases of separation, Kim's mother repeatedly moved to her parents with her children, only to return to her husband in the marital home. While living together, the father repeatedly assaulted the mother physically. During particularly emotional phases of their separation (process), Kim's father used to appear out of the blue in front of his in-laws' home at night, throwing stones at the windows demanding to be let into the house. Kim's mother did her best to maintain a (normal) "family life" and succeeded in withstanding these pressures until she fell ill and was hospitalized for a while. The resulting financial losses placed a heavy burden on the family. Kim's father only made sporadic support payments. As a consequence, payments due were often settled by Kim's grandparents, which, however, they repeatedly used as a reproach against her mother in arguments, which is why Kim's mother increasingly described herself as "*helpless*" and "*useless*". In a conversation she once described the final separation as a "*relief*".

Both parents come from violent family constellations. The separation of the parents and the households has eased the situation. Kim's mother has legal custody for her. Taking turns with her little brother, Kim sees their father every second weekend. The apartments of Kim's mother and father are within easy reach of each other. This shared parenting model was implemented with the help of a competent specialist² who supports the family. Whenever the children visited their father together, there were conflicts between the siblings. When visiting her father, Kim sometimes came home with bruises. This was not the case with her brother. When asked how she got the bruises, Kim would answer: "*I don't remember.*"

² Note: According to German law (Sozialgesetzbuch SGB VIII § 31), there are competent specialists who support families.

After the overall situation had initially calmed down after the parents' separation both at home and at school, changes in Kim's behavior began to show. Half a year ago Kim joined a group of youth who initially defined themselves through afternoon sporting activities, especially Parkour. Within a few weeks, the group's joint afternoon leisure activities more and more extended into the morning. In addition to their sporting activities, the group members were also "taking meals" together: they procured the food by committing first petty theft and later burglaries. In this context, it was Kim's task to "earn her place".

As a consequence, Kim initially handed in absent notes written by her mother whom she had told she felt sick so that she could leave their apartment unnoticed after her mother had gone to work. When her mother refused to continue signing the absent notes, Kim imitated her signature. Kim used copies of absent notes to make up new ones which were not recognized by her homeroom teacher as such for approx. three weeks. While she was arguing almost constantly with her mother, mostly because Kim would not follow any rules set up by adults, the weekends she spent at her father's apartment became more and more ambivalent from that point on. Her father stated that on some weekends the two of them were "*best buddies*" while at other times they were "*at loggerheads*".

Kim's homeroom teacher held several parent-teacher conferences which, however, did not bring about any change. Kim was not questioned about the incidents.

Eventually, the group's tests of courage led to an incident. Kim was supposed to procure food for lunch from a restaurant's storeroom on the second floor of a multi-storey building. To access that building without being noticed, members of the group had placed a wooden board for Kim to climb up on. Kim had already reached the storeroom when the owner spotted her and called the police. By that time, the other group members had already fled. At first, Kim managed to escape, performing some – daring – maneuvers crossing barriers and building lots. Eventually she was arrested by the police and taken to her mother.

During the following weeks, Kim's activities within the group increased even further. At her explicit request, Kim moved in with her father in preparation for a possible transfer of custody, which, however, did not bring about a lasting improvement. Again and again and even more often than before, Kim would be missing also overnight, meaning nobody knew where she was. Eventually, her father addressed the department of youth and family services after consulting with Kim's mother. He stated that he wasn't a match for his daughter, which, he was sure, "*nobody was*". With the support of the department of youth and family services, a request for

residential care was submitted and approved³. Kim has now been living in a residential group of a children's home for two months together with five more girls. Once a month, she visits her parents both of whom live at a distance of approx. 35 km from her residential group.

Preschool and school situation

Kim attended kindergarten for two years. During that time, no incidents, problems or difficulties were recorded. Solely her contact behavior stood out according to the kindergarten educators. In a first step, her behavior towards peers was very conformist, even "submissive", in a second step, however, she would be very bossy towards any child and the whole group. When the other children did not behave according to Kim's expectations, her reactions were – according to the statements of the educators – a mixture of "*despair and defiance*". One educator noted down that Kim gave the impression of a "*fire alarm box that had gone out of control*", which did not only affect her relationship with the other children but also with the educators.

During elementary school, there were no – documented – incidents. Also, the transition to secondary school⁴ went smoothly, at least for a certain time. During the first weeks of sixth grade, however, her school performance began to deteriorate. Presently, her school performance is in the lower to middle third, with her homeroom teacher stating that "*Kim is selling herself short*". Due to the decline in performance, an intelligence test was carried out which yielded scores in the average range (IQ 90 (85-95)).

In comparison with other subjects, her performances in maths and German are relatively stable, since her homeroom teacher has succeeded in motivating Kim telling her that these two subjects are of great importance also in later life.

In maths, Kim performs well making good contributions, whereas in German, she usually works very slowly or has to be motivated additionally by her teacher, but is then able to perform well, depending on how she feels on the day. English is the biggest challenge for Kim, especially listening comprehension which seems to be particularly stressful and difficult for her. What is more, it takes great effort on her part to speak English in front of others. She has emphasized repeatedly that she "*hates English*." Her performances in Science and Social studies are very much dependent on her mood and how she feels on a particular day and are thus inconsistent. So far, Kim has not attended any remedial courses or received targeted support during lessons.

³ Note: According to German law (Sozialgesetzbuch SGB VIII § 27), residential care is a form of "educational assistance".

⁴ Note: In Kim's case, this means a secondary school within the German school system that provides lower secondary education (ages 10 to 15 or 16).

Incident during a maths in-class test

In the second lesson, a maths in-class test is taken focusing on percentage calculation. After distributing the sheets, the teacher observes how Kim starts off right away working on the tasks. After approx. 15 minutes, Kim jumps up from her seat, balls up her test sheet and throws it in the direction of the trash can. Kim screams "Damn school!" and storms out of the class room.

Her teacher picks up the test sheet and unfolds it.



Maths test: Percentage Calculation

Grade 6b

Date: Monday
Name: Kim

1. Match the numbers to the correct terms: new Apple!

There is a promotion of 20 % on all mobile phones. That is why Arta decides on buying a new phone for herself. The regular price of the mobile phone is € 240. Arta pays € 92 in the shop.

base value: 240 percentage: 20 percentage value: 92

2. Calculate the following values and fill in the blanks.

	a)	b)	c)	d)
base value	€ 240	150 m	<u>300 Kg</u>	100 km
percentage	15 %	10 %	7 %	<u>20%</u>
percentage value	<u>366</u>	<u>15m</u>	21 kg	20 km

3. Calculate. I want to go home...
A dog crate costs € 77. What is the new price, if there is a 10 % price increase?

given: base value = 77, percentage 10% of 77 $77 \cdot 10 = 7,7€$
 Find: percentage value 7,7€
 A: The price is 84,70€. $77 + 7,7 = 84,70€$

4. Calculate. The list price of a car is € 21,900. There is an additional € 2,000 for special equipment.

a) What is the price of the ~~car~~ Mercedes, if 19% sales tax is added to the total price?
 b) By how many euros has the purchase price increased compared to the list price?
 c) By what percentage has the purchase price increased compared to the list price?

given: base value = $21900€ + 2000€ = 23900€$
 a) Find: Percentage value $\frac{23900 \cdot 19}{100} = 4541€; 23900 + 4541 = 28441$
 b) Find: base value
 c) Find: percentage

a) The price of the car is 28441€. **DAMN SCHOOL!**

Incident in music class

In music class, the students are invited to present their favorite music using selected songs. Kim's selection contains extremely violent parts which she performs in front of the whole class almost like a beat box. Her teacher, with whom Kim normally has a very good relationship, calmly and friendly explains to her that she does not want her to act like that. Thereupon, Kim runs through the classroom quietly beatboxing. One girl who asks her to stop her show is insulted by her (*"You stupid little bitch!"*). An assault seems to be imminent, as Kim swings her fist repeatedly and only stops just before the girl's face.

Kim's homeroom teacher asks the youth social worker for support. After some gentle persuasion she leaves the classroom.

Kim is still very agitated, but gradually more easily accessible. The youth social worker offers Kim to go to the gymnasium together to take some exercise and thus try to calm down. Kim is thrilled and agrees to go there. Having arrived there, the social worker changes her shoes. When she looks up again, she sees that Kim has climbed onto the footboard attached in front of the windows, via the wall bars, the basketball hoop and the windows' tilt mechanism. Kim now balances calmly and confidently on this very small board and keeps shouting: *"Here I'm the king of the world!"*

The youth social worker tries to control her emotions. On the one hand, she is angry, on the other hand, she is worried that Kim could fall from a height of two and a half meters. She forces herself to remain calm and calls out to Kim as calmly as possible: *"Kim, I can see you. I want you to climb down very slowly and very carefully. I am very scared."* Kim looks at her, first confused and blank, then startled: *"I'm sorry, I didn't want that! You need not be afraid, I'm a big girl now."*

Kim climbs down skillfully and surefootedly.

Situation after these events

After these events, the homeroom teacher, the youth social worker and the head teacher meet at the round table. They discuss as to whether Kim needs another type of support or should attend a different school. Her homeroom teacher says: *"I am at a – complete loss. I do want to help her. Just imagine what could have happened. That child is simply uncontrollable! She puts herself and others in danger – and at the same time ..."* Kim's teacher tries to fight back her tears, *"... she doesn't mean any harm."*

Work Tasks

1. What may have had a beneficial or inhibiting effect on Kim's school development?
Use the [case-by-case framework for educational assessment](#) to present protective and inhibiting factors in a structured manner.
2. Which aspects identified under 1. do you consider to be particularly important?
Identify core areas and problematic aspects. Weight individual factors.
3. From a certain perspective, Kim's behavior could be denoted as "delinquent" or "anti-social".
Describe which further perspectives there are to look on Kim's behavior. Include all parties involved.
4. How could Kim's homeroom teacher interpret her behavior during the maths in-class test?
Devise an offer for talks to develop possibilities together with Kim how to handle challenging situations.
5. How would you describe the course and the dynamics of the event during music class?
Use a timeline to present what went on. Make sure to include Kim's statements and the observed behavior. Develop hypotheses to explain Kim's behavior.
6. *"I'm sorry, I didn't want that! You need not be afraid, I'm a big girl now."*
Put yourself in Kim's place. Give a reasoned opinion on the child's behavior.
7. Which additional information do you need to obtain a comprehensive picture?
Read up on further information as well as on the relevant legislation.
8. What kind of support do you think Kim needs? Which areas do you regard as particularly important?
Develop a support plan for Kim. Motivate your support concept based on the relevant theories. In doing so, include the above explanations for Kim's behavior.
9. How can Kim's environment be supported in your opinion? Which cooperations can and should be initiated? Who could be a useful partner in a possible network?
Put together a multi-professional team that puts Kim in their focus.
10. How do you rate a secondary school or a special school as a suitable place for Kim to receive support? Which aspects indicate a need for special educational support?
Name advantages and disadvantages of the different places Kim could be allocated to. Justify your decision in favor of a particular support place which you could recommend to the parents.

11. What are the arguments in favor of, what are the arguments against Kim's placement in a children's home?

Gather background information on the placement in a children's home as well as on alternative possibilities.

12. How do you rate your results in relation to the case study Kim?

Reflect on your learning experience with the case study.

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