



linking research to real life.

Joe Example



Joe- Case Study

- Joe is a fourteen-year-old boy educated in his neighborhood school. He is in a regular education classroom for a portion of his educational day and also receives part of his instruction in a small group in the resource room. Sometimes the special education aide is available to assist in the regular education classroom and sometimes he attends with no assistant.
- Joe can read simple, clear directions and understands familiar questions in a written format. He has difficulty following a story that is more than a paragraph in length. Math is a strength. He understands the concepts well and can complete the work with little assistance; however, he becomes stressed if he is required to write for more than 15 minutes. When he is able to work on the computer or keyboard, he can attend to the academic task for up to 30 minutes.
- Verbal directions and instructions are very hard for Joe to understand. He easily becomes confused when the teacher gives two- or three- step directions or when she speaks quickly. Others have noticed that Joe is more likely to respond promptly and accurately when the aide gives the directions, instructions or requests.

Joe- Case Study

- Joe can answer questions in short phrases, if they are familiar. He has difficulty expressing himself verbally in situations that are emotional or when there is much activity in the environment. He is more successful verbally when he is given “wait time” after he is presented with a question.
- Joe is most comfortable in small social groups or one-on-one social interactions. He has been observed to pull away when others come close. It is difficult for him to participate in large groups. Joe generally chooses to interact with three boys in the class. These are the boys that are quiet and tend to be interested in books, computers, cars, and music.
- Joe is very selective and has a narrow range of clothing items that he will wear. He also is very particular about the types of foods he will eat – mostly chips, crackers, french fries, and he will separate lunchmeat, cheese and bread on a sandwich and eat each individually.
- **CONCERNS:** In the general education room, when asked to sit in his chair and work during class, Joe will continue to stand in the middle of the classroom and look away from the adult (usually the teacher). When the adult tells him again to get to work, Joe looks for the nearest desk, pushes the books to the floor, may kick the books, and starts to run to the door. He will run out of the door and down the hall an adult does not intercept and physically stop him. When he returns to the class, he is assisted (generally by the aide) to pick up the materials, organize his work and complete the assignment. Baseline: 2 times a day approximately 3 days a week.
- **TEAM IDENTIFIED BEHAVIOR:**
An episode that begins with Joe standing, looking away from teacher, then escalates to pushing books off the desk, kicking, and bolting down the hall

Antecedents

- Teacher direction 1) To Sit 2) To Work
- General Education Classroom
- Large Group
- Teacher vs. Aide directions?

Episode: Begins with Joe standing, looking away from teacher, then escalates to pushing books off the desk, kicking, and bolting down the hall

Consequences

- As the behavior escalates, Joe is given more direction to sit and do work.
- Adults may come closer to him or may just give directions
- As he bolts for the door, adults follow
- When he returns, he is assisted to clean up the materials
- He is assisted to organize and complete assignment

Setting Events

- Activity of the large group
- Space issues of the desk
- Lack of auditory processing time
- What is the assignment?
- Communication requirements

Triggers

- Teacher verbal request to sit and complete assignment

Factors that Increase the Behavior (Reinforcement)

- Behavior escalates as the teacher increase the requests
- Joe temporarily leaves the situations
- Joe is provided assistance to comply with the academic demands when he returns

What is Increasing or Decreasing the Targeted Behavior?

Joe engages in the behavioral episode because of both **antecedent stressors and reinforcing consequences**. Joe views the **academic work as difficult**, the **large classroom** environment challenges his ability to focus, the teacher may **not provide enough processing time** and **Joe cannot explain** this verbally. When he knocks over books and bolts he is **communicating his frustration**. He also gains at least a **temporary escape** from both the environment and the demands. He also then has found that when he returns, **he gains assistance** and is able to successfully complete the assignment.

Begin with Success: Recognize the Student's Strengths

JOE

Communication

Can use short
phrases

Physical Attributes

Well coordinated with
gross motor skills

COPING SKILLS

Not Sure
Can handle large class for
a short time

Academically
related areas

Math

Functional Skills

With environmental
support, Joe can be
independent in a
general education
classroom

Work Habits

Can work well
on computer

Self Monitoring and Self
Regulation of Sensory Needs

Knows when he gets
overloaded and needs to
leave

Personality

In small groups, his
unique personality
comes out and is
appreciated

Motivators and
Reinforcers

Cars,
Computers,
Books, Music

Self Determination
Skills

Often knows what
he wants and
needs

Social Competencies

In small group with
familiar boys he is
very capable of
participating

Student Challenges Related to Behavior (To Help Identify Antecedents and Consequences)

Student Strengths Related to Behavior (To Help Identify Strategies)

Interventions to Address Behavior

Episode: Begins with Joe standing, looking away from teacher, then escalates to pushing books off the desk, kicking, and bolting down the hall

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Learning Challenges and Uneven Skill Development

Difficulty with:

- ☐ Understanding verbal information
- ☐ Lengthy written information (example: more than a paragraph)
- ☐ Handwriting

Environmental Mismatch and Change

- ☐ Difficulty with large classroom environments for learning or mid to large social groups

Sensory/Biological Sensitivities and Preferences

Impact of Medical Concerns

- ☐ Handwriting is difficult
- ☐ Narrow food choice
- ☐ Limited types of clothing

Social, Emotional and Communication Challenges

Difficulty:

- ☐ Understanding verbal directions
- ☐ Expressing emotions verbally
- ☐ Asking for help verbally

Difficult to Motivate and Narrow Areas of Interest

- ☐ Large Social Settings not motivating
- ☐ Interests do not include academic subjects

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Learning and Skill Development

- ☐ Can read.
- ☐ Understands familiar written questions
- ☐ Can write (does well for about 15 minutes)
- ☐ Math
- ☐ Computer – Can work up to 30 minutes

Environmental Matches

- ☐ Small Groups
- ☐ Limited distractions of auditory and visual
- ☐

Sensory/Biological Preferences

- ☐ Likes chips and crackers and french fries
- ☐ Likes food to be “organized”
- ☐ Likes specific clothing (need to find out more about the types)

Successful Social and Communication

- ☐ Able to answer verbally short phrases of factual information (non-emotional)
- ☐ Most successful socially 1 on 1
- ☐ Has three classmates that he works well with (need names)
- ☐ Communicates most effectively with aide

Motivations and Interests

- ☐ Books, Computers, Cars, Music

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Ways of Improving Learning and Skill Development

- Proactively Plan to use keyboarding. Put on Schedule
- Motivate difficult subjects (Language Arts) with the use of favorite books and subjects (cars)
- Pair music with learning new subject content

Modifications to Achieve Environmental Matches

- Explore the use of headphones in class
- Utilize small learning groups
- Utilize natural dividers in class (bookcases, file cabinets, etc.)
- Placement in class away from confusion as possible
- Visual Schedule of activities-pair with reminder to ask for help

Sensory/Biological Adaptations and Interventions

- (See above)
- Personal space – “escape” are within the classroom
- Social Narratives, visual supports, Power Cards and modeling from peers as to when and how to use area so as not to need to push books/ bolt/etc.

Social, Emotional and Communication Supports and Instruction

- Social Narratives of how to express emotions. Use in Language Arts class. Add lessons re: “How to Ask for assistance, ask for clarification, ask for a break”
- All adults to use “wait time” and well paced directions. Look for indication of understanding
- Visual supports in class to remind adults of above
- Visual Rules of the Room to support the communication skills being taught (What To Do”)

Ways to add Motivation and Reinforcement

- If necessary, token reinforcement for use of targeted replacement behaviors.
- Also embed use of music, computers, cars

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What are the Underlying Contributors to the Behavior (Setting Events? Triggers? Reinforcers?)

Setting Events: Overwhelming classroom environment auditory, visual and space overstimulation.

Triggers: Anticipation of difficult work/verbal directions

Reinforcers: Assisted to begin assignments – Reduces

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What additional skills are needed to improve behavior?

- Needs to learn to communicate that: 1) he does not understand 2) he needs assistance 3) he needs a break in a way that is calm/acceptable 4) he is emotional upset
- Learning to better understand verbal directions/information could assist to reduce anxiety and resulting behaviors
- Learning better strategies to cope with sensory overload

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What Skills Need to be Taught ?

1. Effective Communication Skills
2. Coping Strategies



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