

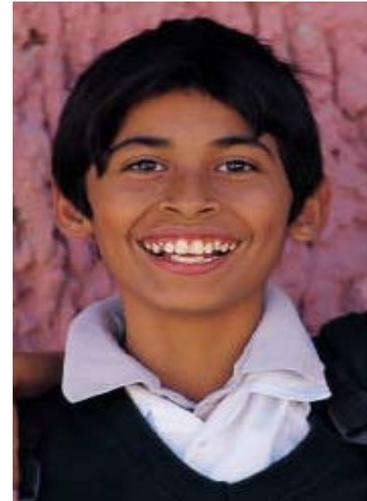
TEDDY CASE STUDY

Middle School, Multiple Aggressive Behaviors

Step One - Beginning the Activity:

Read Teddy's description below silently to yourself

Teddy is a seventh grade student with low average cognition. His reading and writing standard scores are below grade level. In General Education classes, Teddy is usually not disruptive but does no homework, puts forth little effort in class and often comes in after the late bell has rung. In his RSP classes he is non-compliant and disrespectful (For example, he once said to his teacher, "Is that your face or is it your mask for Halloween?"). During unstructured times, he often insults others' race, physical appearance or makes crude sexual statements ("Your mother's a lap dancer, right?"). He has touched female students inappropriately, trips kids, throws balls at peers, and does other roughhousing with smaller or weaker students, but has never really hurt anyone. He does not accept responsibility for any of his actions and sometimes seems amused by them.



Fictitious picture

Eighty per cent of the students in Teddy's school are middle to upper middle class white children, while sixteen percent are Hispanic students who are Spanish speaking. Teddy is a low income Hispanic but he doesn't speak Spanish. He has no real friendships in any peer groups. Teddy's mother left the family three years ago and refuses contact with Teddy and his older brother. His father often works on weekends and is very angry with his ex-wife. He sometimes blames the school for Teddy's behavior and cites discrimination and at other times blames Teddy.

Although he has been served by Special Education since early elementary school, as Speech-Language Impaired with ADHD features, he no longer qualifies as speech-language impaired, and no other disabilities under the IDEA have been found. His family has also requested he no longer be enrolled in special education.

Teddy is sent to the office almost daily and although the assistant principal tries to help him, he has not been able to establish a trusting relationship with Teddy or his father. Teddy's father has declined to attend this meeting, but has reluctantly agreed that the idea of finding positive ways to change his son's behaviors are a good idea. He has asked to receive a copy of what the school may choose to do about Teddy.

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Step Two - Activity Instructions:

1. Quickly pick roles in your team from the list below.
2. Look at descriptions in your handout packet.
3. Each player reads his/her part.
4. What to do next is embedded in each person's role description.
5. Teddy's parent begins the role-play.

- Vice Principal
- Psychologist from elementary district
- School counselor
- Lead BSP collaborative consultant (can be teacher, psychologist, behavior specialist, or any other member of the student assistance team from this middle school)
- Teacher who likes Teddy
- Teacher who does not like Teddy
- Scorer (Advocate or other visitor who checks and scores each section)
- Remaining members of group: Adjunct role players

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Step Three:

Read ONLY your assigned role below. Be ready to play your part. Do your best to make this fun, and accurately communicate to the team your information and perspectives.

The parent(s) will open when everyone has read their roles, written the role on the provided label and put it on.

Opening Dialogue, first speaker – Psychologist from Elementary School Role

You open the role-play by speaking first. Wait until you can tell everyone has read their parts and is ready to begin. Begin the role-play by asking everyone to say their first name, and the role they are playing in this meeting. After that, tell them you are Teddy's psychologist and counselor from elementary school. Tell them you feel the elementary district often failed Teddy. "For example, in elementary school he was in a class of mostly gifted children and spent much of that year sitting at the picnic bench in the yard." Go on to state that he has had numerous suspensions, some for serious infractions (intimidation of a 6th grade girl that was ruled, "sexual harassment") and others questionable suspensions that might have been handled differently (spitting water). **Stop. Wait for speaker 2, the vice principal, to ask you questions about what has already been done.**

Tell everyone interventions that have been tried with little success included: shortened day, special day class, therapy, "helping" the custodian, and a one to one male aide. Tell them the staff loved shortened day best, but it didn't really change his behavior and when the special education director read the article in LRP legal news letter on the illegality of shortened day as a behavioral intervention written by Diana Browning Wright, that was discontinued. (Yes, it is available and in your packet tell everyone.)

Opening Dialogue, second speaker – Vice-principal from the Middle School Role

Tell everyone you are pretty sure that if a BSP is not effective, Teddy will either be expelled or sent to an alternative site with more aggressive students. Tell them you have worked hard to develop rapport, but Teddy is pretty sullen. Tell them you had mixed feelings about having Teddy come to this meeting, but then felt the team should meet without him, with a subsequent meeting with one member of this team and yourself meeting with Teddy to get his input and agreement. Ask who might want to volunteer. Wait for a response. After you get it, go on to ask the elementary psychologist what had been done at the elementary district for Teddy.

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Opening dialogue, third speaker – RSP Teacher who doesn't like Teddy

When the vice principal asks for volunteers to talk with Teddy, speak up. Tell him you would do it, but you find him intimidating. Tell everyone Teddy is almost 6' and weighs 250 lbs. Tell them you looked at his cum file and discovered. He has always been large and has heard others have always perceived him as older than he is, ever since Kindergarten. Tell them you are not alone. Many female teachers are intimidated by his size and by his verbal aggressiveness.

Opening dialogue, fourth speaker – Math Teacher who likes Teddy

After third speaker, another teacher, finishes his/her part, speak up. Tell everyone that one on one, you have found Teddy to be pleasant and cooperative. Go on and tell the rest: He has told you he likes sports but asthma limits his involvement. Tell everyone you wish he could get a full medical workup to see if football might be possible. You either ARE the football coach, or are friends with a colleague football coach who might be interested in getting Teddy involved. Tell about a time you praised Teddy and he just beamed. You saw him waiting for you once outside your classroom, but when you approached, he ran away. You think he wants a relationship but is having trouble getting started and needs more invitation.

Opening dialogue, fifth speaker – Middle School Counselor

After the elementary psychologist describes what had been done there for Teddy, you speak. Tell everyone you are thinking of running some special sessions for students on making friends and how to become a contributor to the school (i.e., helping in the office, volunteering at a nearby senior center and kindergarten for community service hours). Tell everyone you have met with Teddy twice and have found him to be a pretty lonely, unhappy kid in need of friends.

❑ Opening dialogue, sixth speaker – Behavior consultant, teacher or psychologist in the role of leading this COLLABORATIVE team effort

After the first five speakers, then you start off: Let everyone know now that “my job is to facilitate everyone working together to understand the problems Teddy has and to find solutions. Teddy may need both behavior support AND counseling for the problems he has at home and the recent stress of his mother leaving. We have about an hour to write down what we all plan to do to help support Teddy and hopefully prevent more restrictive settings. If it takes us longer, we will reschedule to finish on another day. I too will meet with Teddy and his teacher and vice-principal to go over our plan for him.” Offer to record the discussion on the blank BSP. Ask for acknowledgment that this is fine with everyone. Tell them “After we ALL make a decision is made as to what to write, I will check with you on final wording and record it for us. My scorer-assistant will let us know if we are on track, and if not will tell us to try to improve what we are writing.” Then start with Line One: The problem behavior. “So I hear everyone saying that Teddy has many problem behaviors in school. Let’s discuss what we want to focus on, and finds words to capture our thinking here.” ETC. Praise people for their contributions lavishly as you go through the plan.

You are modeling collaborative behavioral consulting skills. You may only write while YOU are talking, not while THEY are talking. Play Columbo: “Do I have that right? Now what should we write here again?” Your scorer-assistant will whisper to you to remember to write only what the team has agreed if you forget. You may only write when YOU are speaking, not while others are speaking. Your scorer-assistant will remind you by gesturing a hand with an invisible pencil.)

Scorer - Assistant

Your primary duty is to whisper to the behavior consultant to remember to write ONLY if he/she is speaking, not while others are speaking. You cue him/her by gesturing a writing motion with an invisible pencil. He/she knows what that means. After the team determines what they will write for each line, consult your scoring guide. You give your analysis of the points for each response. After lines that must be analyzed together have been written (such as C. linking 5 and 6) stop the group to discuss the score. If you think any response is not a “2” response, suggest rethinking and writing again. Play close attention to what to do when there are many behaviors and many functions in the BSP-QE. Tell people to look at this as they try to focus on which behaviors to address.

Adjunct Role Players

When you are required to introduce yourself, choose ANY role:

Speech language pathologist, other district psychologists, school psychology graduate student, another counselor, an ape specialist at the school, another one of Teddy’s teachers. As the plan is written, play that role. Ask questions whenever you can, ask for more explanation, and above all, express how thrilled you are, praise lavishly!

TEDDY CASE STUDY HINTS

Step Four - Key Information and Hints:

EVERYONE: Read each piece below as you write each BSP section/line and role-play plan development together in your team.

1. **Behaviors:** There are many to choose from the list below: The team should focus on one or more critical problems and leave the rest for later.
 - a. Does no homework;
 - b. Puts forth little effort in class
 - c. Comes in after the late bell has rung.
 - d. In his RSP classes he is non-compliant and disrespectful (relationship problems with this teacher)
 - e. Verbal Aggression: During unstructured times, he often insults others' race, physical appearance or makes crude sexual statements
 - f. Physical Aggression towards others: During unstructured times, Teddy has touched female students inappropriately, tripped kids, thrown balls at peers, and engaged in too aggressive roughhousing with smaller or weaker students
5. **Predictors:** Look at when these occur (write this to a 2 pt.)
6. **What is in/missing in:** Nothing has been done so far (write this to a 2 pt. response)
7. **Environmental:** Write changes that enhance his sense of self worth, increase peer acceptance, limit opportunity to harm others, etc. Depends on behaviors you select (Time-Space-Materials-Interactions) on the schoolyard, in the classroom or both. Discuss how to work this so Teddy will realize the support, TLC and genuine caring that will be offered.
8. **Function:** Behavior is very well generalized and proactively used. He is amused by his aggressive acts. Is he seeking something or protesting something? Do not list the function as a protest of his father's affection. That is a counseling issue, not one addressed in this BSP. Check with a facilitator before moving on.
9. **Alternative replacement behavior:** Write something that allows Teddy to get his needs met in appropriate ways. This means the function must have been well written to provide an appropriate way now for him to get this.
10. **Teaching:** Write very specifically how/who/how often will teach this

11. **Reinforcers:** Everyone discuss what might be desired by Teddy. Remember, you will need to check with him. Discuss how he has responded to time with the math teacher, praise, etc. Build contingencies, offer access to stuff he likes or might like.
12. **Reactive Strategies:** Write multiple steps and include reminding Teddy of positive alternatives you have taught, phone calls, new meetings, meeting with counselor to look at the plan again with him, district actions, etc. Teddy needs all four clearly written steps.
14. **Communication:** This parent does not have email. Think of daily reports written on his progress to both Teddy and his father. How will you get involvement? Who else could receive reports of his progress and provide reinforcement from a caring adult mentor?