

# EPSY 329 Classroom Management Case Study

## Group 4 - [Timothee]

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### Group Members:

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### Description of your case study student:

Timothee is a 12 year old boy in Grade 7. He lives with his grandma & grandpa, and only gets to see his parents irregularly. He is struggling with anger issues and often shows it through verbal aggression (yelling, talking back to teachers and swearing at others) as well as physical aggression (starting fights, pushing, punching when angry and sometimes will try and cause damage to property.) Timothee grew up in an unstable home with his mother being in jail for the early years of his life and his father being an alcoholic who would often hit others when drunk. Timothee was removed from his parents care at age 9 and was placed with his grandparents who started to notice his anger issues from age 10.

### PBIS Behaviour concern and Tier 1, Tier 2, and Tier 3 Interventions:

Timothee's main behavioural concern is his anger and aggression towards others.

**Tier 1:** Take a walk. Everytime he walks away from aggressive behaviour he will earn some sort of privilege/reward. He will work towards being able to identify the emotion and alert the teacher of this prior to leaving for a walk.

**Tier 2:** Daily behaviour form and teaching coping skills. The coping skills will help him to identify when it is needed to walk away and calm down. Filling out a daily behaviour form will allow Timothee to see what he was able to accomplish, what he needs to do differently next time and what he is proud of.

**Tier 3:** Behaviour contract to hold him accountable for his actions along with collaboration with a mental health provider if these behaviours persist.

## **ABC Documentation:**

Timothee often becomes very sensitive when others talk about their families, as he does not have a positive relationship with his parents. One day, Timothee was listening to two students talk about what they did with their families on the weekend and when they turned to ask Timothee what he did, he yelled at them that it was “None of their business”, he swore at the students and stormed out of the class without giving the teacher an indication of where he was going. The EA followed Timothee and directed him to the office because of his behaviour.

Antecedent: Timothee overhearing the students talk about their families.

The behaviour: Yelling and swearing at another student and then leaving the classroom.

The consequence: Getting sent to the office

## **Rules and Procedures:**

1. Hands to self
2. Respect individual's personal space
3. Alert the teacher before leaving the classroom for a walk
4. When starting to feel angry, count backwards from 5 and take deep breaths

When Timothee begins feeling angry towards another peer he will relocate to a safe space within the classroom or school after first alerting the teacher. This may involve taking a short walk. The teacher will then check in one on one with Timothee after he has had a few minutes to calm down. This will hopefully encourage him to express his feelings of what prompted the need for him to walk away.

## **Seating Arrangements:**

Due to Timotee's struggles with aggression, we have decided to set up our classroom in a circular arrangement. This way there is adequate distance between each of the students so they do not feel cramped and the risk of an outburst from Timothee is less risky to the other students.. In addition, Timotee would be seated close to the teacher to ensure his behaviour was monitored and to create easy access to verbalizing the need to take a walk.

We would avoid seating Timothee's close friends or students that will distract him next to him. In addition, we would avoid seating close friends or students who may cause a distraction across from Timotee directly in his line of vision. We would seat Timothee next to a student who is considered a positive role model and someone who would not urge a behavioural outburst.

### **Collecting Observational Data:**

For Timothee we could use the ABC form to help him understand the patterns in his negative behaviour and work towards understanding how to calm himself down or identify triggers.

For our own data collection we could use the event monitoring form to see how often he is triggered (becomes angry). This would be able to help us track how often he begins to show negative behaviour throughout the day.

We could also use the interval data collection form as it would allow us to see if there were specific moments or events throughout the day that were extra triggering for Timothee (such as transition times). This way we can work on helping him through those times that are extra difficult for him.

### **Interview Questions:**

1. Can you think of any times or situations in school that you would really avoid if you could? What is happening in your life outside school that affects you while in school? Name one or two things that you wish were different about yourself. **(Student)**
2. In what specific settings or under what conditions do you observe the behaviour? Are there other behaviours that usually occur along with the problem behaviour? Are there settings, conditions, or situations in which the behaviour does NOT occur? **(Teacher)**
3. Characterize your observation of the frequency, intensity, and duration of the behaviour. Who is present when the behaviour occurs? What other insight can you offer about this student or the behaviour that might assist us in developing appropriate, effective interventions? (any health, eating/sleeping habits, other patterns) **(Grandparents)**

## **Behaviour Intervention Plan (BIP):**

Please see attached Word Document in email.

## **Report Summary:**

Through our data collection, we have noticed Timothee shows quite a few signs of anger and aggression. As a team, we are hoping to work with Timothee using the following strategies. Effective immediately, Timothee will be allowed to move to a safe space within the classroom or school when feeling angered by another student or a situation. He must tell the teacher before leaving the classroom. Once Timothee has had a few moments to calm down, the classroom teacher will check in with him to see how he is feeling. If this strategy is not successful, we will begin using a daily behaviour form to track Timothee's behaviour and teach coping skills. As a last resort, Timothee will agree to a behaviour contract to hold him accountable for his behaviour. We have chosen this approach to allow Timothee the time to practice coping strategies on his own and to help with his independence.