

# Lagging Skills Case Study #1

Child A. Learner is a 3rd grade learner who has been referred for **vocal disruption and aggression**.

**Review:** The review of records showed Child A. Learner is passing all of their classes and excels in Reading (FAST score placed them significantly above grade level). Child A. Learner had excellent attendance (95% or greater) until the beginning of this school year. Child A. Learner was placed by HHS in the custody of their grandmother, who is reported to have difficulty sleeping at night which results in Child A. Learner missing the bus. Grandma also reported that they do not have a car. Since Child A. Learner has been living with their grandmother, attendance has dropped to 74% attendance and 16% tardy. It was noted that Child A. Learner has had the following office referrals for discipline: Kindergarten - 0; 1st grade -0; 2nd grade - 1; 3rd grade - 17. Child A. Learner has an attendance agreement in the schoolwide information system, with a current intervention in place for a daily check-in/check-out system with the school guidance counselor.

**Interview/Rating Scale:** Child A. Learner's grandmother was interviewed on a date during this assessment. Child's grandmother indicated that Child has been "lashing out" at home since they have been placed in their care. When asked to describe what "lashing out" means, the grandmother indicated the child first starts by screaming/yelling, then will spit at others, and eventually will begin to hit or throw things at other people. Grandmother indicated this happens approximately every 2nd or 3rd day, and always after Child has been on a visit with their parents.

Child A. Learner's general education classroom teacher was interviewed on a date during this assessment. Child A. Learner's general education teacher indicated Child A. Learner did not display any behaviors of concern at the beginning of the school year. Around October, when Child A. Learner began living with their grandmother, they began to yell out during class. At first, Child A. Learner would simply blurt out answers without raising their hand, but this quickly escalated to Child A. Learner yelling at other students and calling them names. Shortly after, Child A. Learner began yelling and cussing during the school day. In November, Child A. Learner began a daily check-in/check-out system with the school guidance counselor after Child A. Learner began tipping chairs when upset and hitting other children when they lost at a game during Recess. The general education teacher has not observed or heard reports of any other times that Child A. Learner will hit other students. The general education teacher also reported Child A. Learner frequently misses their check-in with the guidance counselor due to being tardy, and when Child A. Learner misses the check-in, they exhibit more blurting and yelling.

**Observations:** Recess: Child A. Learner was observed during two separate 30-minute recess times. During the first recess, Child A. Learner was engaged with three other children, playing kickball. Approximately 3 minutes after recess began and the students started their game of kickball, a peer tagged Child A. Learner and said, "you're out!" Child A. Learner began cussing at the peer, approached them, spit on them once, and then kicked the peer 3 times. An adult intervened and began telling Child A. Learner how their actions were inappropriate, and that we "don't hit, kick, or spit at school." Child A. Learner began walking away from the playground with the adult to go "cool down" in the guidance counselor's office. It was observed that when the adult said, "We need to go to the Guidance Counselor's office," Child A. Learner began smiling widely and said, "Okay, sure! I can go calm down with the Guidance Counselor!" Child A. Learner did not return back to the playground during this recess time.

Lagging Skills Identified: \_\_\_\_\_

Hypothesized Function Identified: \_\_\_\_\_

IEP Goal: \_\_\_\_\_

## **Prevention Strategies**

1.

2.

3.

## **Teaching Strategies**

1.

2.

## **Replacement/Appropriate Behavior Strategies**

1.

2.

## **Behavior of Concern Strategies**

1.

2.