

PSE Challenging Behaviors - Case Studies

STUDENT	SETTING	CHALLENGING BEHAVIORS	RESPONSE
Student 1	Classes	<ul style="list-style-type: none"> Off-task, looking at computer, looking at other materials Off-topic questions, too many comments, taking too long with his comments, questions Taking too much of the instructors time before/after class Stalking type behavior with classmate Porn on computer in class 	<ul style="list-style-type: none"> Social story-classroom expectations Social story- interacting with professor Setting clear expectations for interacting with professor, i.e. 1 question per week, wait to speak w/ professor after class or make appointment, (make a note of question(s) to ask) Assigned seating with football players/guys Removed from class. Recruited VU sociology major to tutor student for remainder of semester to complete Independent Learning Agreement- happened to be a star VU football player. <ul style="list-style-type: none"> Tutor has since decided against law school and was selected as a Teach for America teacher. Next Steps was asked for a letter of recommendation for his app
	Socially	<ul style="list-style-type: none"> Non-compliant, off-task, argumentative during tutoring/daily planning sessions with mentors Over-communicating (texts/emails) Approaching unknown women and trapping them in conversations Poor turn-taking skills during conversations Lack of empathy for other's feelings/opinions 	<ul style="list-style-type: none"> <i>5 is Against the Law</i> scale of social behaviors Social stories – conversations/work time Checklist of tasks to complete during sessions with mentors Group Social skills classes Training/modeling for mentors Participation in behavior clinic meetings with family
	Internship/ Employment	<ul style="list-style-type: none"> Lack of focus Too attentive to female customers Too much talking 	<ul style="list-style-type: none"> Timer – time to talk/time to work Scheduled conversation time with co-workers as a reward for being productive and remaining on task Scheduled break time Timer- time for break/time to return back to work

Student 1		<ul style="list-style-type: none"> • Taking too long on break 	
Student 2	<p>Classes</p> <p>Independent Living Skills</p>	<ul style="list-style-type: none"> • Sleeping in class • Not engaged in class or field trips • Shut down after three weeks of class • Missing events on schedule • Missing assignments/requirements • Inability to avoid sweets on campus 	<ul style="list-style-type: none"> • Independent study for one month • Working with work-study students individually • Return to class with more explicit expectations and proximity to note taker • Staff to individually teach telling time and use of schedule • Set calendar alerts on cell phone • More implicit directions for mentors to support student in NS assignments • No cash on campus • Not allowed in convenient stores
Student 3	Vocational Training Site	<ul style="list-style-type: none"> • Student reported being picked on by other students • Reported being sexually assaulted • Student was no longer comfortable in shop class 	<ul style="list-style-type: none"> • Investigated charges and complaints • Removed student during investigation • Notification of VU legal counsel • Connected student to counseling services on campus • Student limited hours on site and finished certification through independent study of coursework • Student earned supplemental certificate upon completion of over 300 hours
Student 4	Socially	<ul style="list-style-type: none"> • Highly anxious • Fist fight with VU student at the Rec Center during pick-up basketball game • Talked about inappropriate topics with mentors: sexual orientation, sex, drugs, etc. Resulting in mentors not feeling able to appropriately handle these discussions 	<ul style="list-style-type: none"> • Scheduled time in NS apartment • Social Worker supports student and NS staff with counseling time and discussions • Additional supports for peer mentors • Creation of Student Welfare Team following VU guidelines for emotionally troubled students • Conference calls with NS staff, parents, and mental health professionals • Second semester student was asked to leave program
Student 5	Classes	<ul style="list-style-type: none"> • Distracted others in class with attention-seeking behaviors • Off-topic comments • Phone ringing 	<ul style="list-style-type: none"> • Assistance from class note taker • Developed independent study and worked with tutor for the remainder of the semester

Student 5 continued	Socially	<ul style="list-style-type: none"> • Professor not equipped to integrate into classroom • Non-compliant, off-task, argumentative during tutoring/daily planning sessions with mentors 	<ul style="list-style-type: none"> • Social stories – working with others/letting others handle my belongings • Checklist of tasks to complete during sessions with mentors • Group Social skills classes • Training/modeling for mentors • Participation in behavior clinic meetings with family
	Internship/ Employment	<ul style="list-style-type: none"> • Non compliant • Resistant to new tasks and instructions 	<ul style="list-style-type: none"> • Modeling of tasks • Checklist—Allowing individual to pick the tasks, write them in the list and check off when complete (accountability) • Social story • Scheduled breaks • Trained staff • Detailed schedule indicating the time to work and time for breaks • Timers – Helped clarify when to begin/finish breaks • Positive reinforcement when successfully adapting to new tasks, instructions and/or schedule