**Jack**

Jack is 6 years old and is in grade 1 at XYZ Elementary School. Jack had what his teacher called a “rough year” in kindergarten, and things don’t seem to be going any better in grade 1. At first, the teacher noticed that Jack would refuse to do the activities that he was asked to do. Then he started throwing his materials on the floor and wandering around the classroom. The teacher placed a “quiet chair” on one side of the classroom, and anytime Jack refused to work, spoke in a disrespectful way, threw materials, or started wandering, the teacher would tell him to go sit in the quiet chair until he could calm down and re-join the class. Unfortunately, this strategy didn’t seem to help, and Jack’s behaviour is becoming more challenging. In the last couple of weeks Jack has knocked over a table and has even hit some of his classmates. Although the teacher tells Jack to go to the quiet chair, Jack often refuses and runs from the teacher if she tries to take him to the chair. The teacher doesn’t know why Jack’s behaviour is escalating, but she is becoming more concerned about safety and about the impact of Jack’s behaviour on the learning environment. Jack’s parents have also expressed concern that they are seeing similar behaviours at home.

**Elizabeth**

Elizabeth is a grade 7 student whose parents and teachers say that she is “very bright” and “quite capable.” Elizabeth has Asperger Syndrome, which causes her to have some trouble with social interactions with peers at school, but she has always liked school, especially science and music classes. When she was younger, Elizabeth used visual supports to help her know what the class routines were and to break her work down into smaller steps. When she made the transition into middle school, Elizabeth didn’t want to use those things anymore because she thought they made her “look like a baby.” After all, nobody else in her class used those. For a while all went well for Elizabeth in middle school, but as time went on the teacher started to notice that Elizabeth seemed to get frustrated in class and that she was starting to yell at her teacher and classmates. The teacher tried to get Elizabeth to use some of the old strategies that used to work for her, but Elizabeth refused. Her screaming in class became more frequent and more disruptive, until one day the teacher sent Elizabeth to the principal’s office. Now, even though Elizabeth says she “hates the principal’s office,” her yelling seems to be on the rise. Elizabeth is spending more and more time in the principal’s office.

**Danny**

Danny is a middle school student who sometimes finds the noise and commotion in the classroom distracting. The classroom is most challenging for Danny when there has been a new math concept taught and he has to practice the new concept until he is sure he understands it. Once Danny wraps his mind around a new math concept, he really “gets it,” but Danny’s teacher knows that Danny really needs a distraction-free environment when he is practicing the new skill. So when Danny needs time to practice a new math skill and there is lots of active learning happening in the classroom, the teacher lets Danny go to a small office area just off the main office of the school. The plan is pre-arranged and the vice-principal checks in regularly when Danny is working in that area. In most cases, Danny works in that area for fifteen or twenty minutes at a time and then returns to class.

**Marco**

Marco is a kindergarten student with autism. He received 20 hours of EIBI before starting school, and he responds well to a very structured approach to learning and practicing new skills. Although Marco participates in many activities with his classmates, the school team and family have decided that Marco would benefit from an hour each day, split into 2 blocks of 30-minutes each, to work on more structured ABA programs with either the resource teacher or educational assistant. So for a half hour each morning and a half hour each afternoon, Marco goes to the resource room and works one-to-one with a staff member.

**Paula**

Paula is a grade 10 student who came into high school with some pretty challenging behaviours. She would frequently have meltdowns that could involve yelling, throwing materials, and sometimes even hitting staff members who were working with her. It seemed that the more that the adults tried to intervene and try to help Paula calm down, the more aggressive her behaviour would become. A behavior specialist was called in to help the school team address Paula’s behaviours, and the first area that the team identified to work on was teaching Paula to communicate her wants and needs in appropriate ways. Over several months the team worked to help Paula learn to communicate when she needed to take a break from the task she was working or when she needed a break from the classroom environment. Now, instead of having regular meltdowns, two or three times each day Paula will pass her teacher a note that says, “I need a break” and she will quietly leave the classroom and go to a small area across the hall that is sometimes used as a quiet study space. When Paula gets to the quiet space, she sets the timer on her phone for 7 minutes, and once the timer goes off she returns to the classroom and goes back to work.

**Lise**

Lise is a grade 6 student who talks back to the teacher and disrupts the learning environment several times each day. The teacher feels like Lise always tries to show off in front of her classmates and when describing Lise, the word that the teacher uses most often is “attitude.” For some reason, it seems that Lise just feels the need to argue with everything the teacher says and refuses to do anything she is asked to do. The teacher has started sending Lise to stand in the hallway when she becomes too disruptive, and once the class gets to work on an activity, the teacher will go out into the hallway and have a talk with Lise about her behaviour. Several times when the teacher has stepped into the hall to talk to Lise, there are two or three students standing around talking to Lise. Each time the teacher talks to Lise, Lise says all of the right things and promises that she will try to be more respectful in class, but the teacher is getting frustrated that Lise’s behaviour isn’t improving at all.

**Bradley**

Bradley is a grade 3 student who was diagnosed on the autism spectrum. He is bright and articulate, and he will engage peers and adults in lengthy conversations about his areas of interest. He reads voraciously and can recall and recount almost every detail of what he reads or sees on TV. However, Bradley has a really hard time with writing tasks. If the teacher asks Bradley to tell a story or to explain something, he can do that with ease, but if he has to write anything down, his behaviour changes completely. At first Bradley just seemed to “tune out” and ignore the teacher when she asked him to write; then he started to verbally refuse, saying things like “I can’t,” and “It’s too hard.” More recently Bradley has started breaking his pencils and throwing them across the classroom. The teacher became concerned about the safety of the other students, and started asking the educational assistant to take Bradley to the time-out room each time he threw his pencils or other materials, but now Bradley is refusing to write and is throwing materials almost every day during writing time.