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SPED 790

M4 Major Assignment: The Rage Cycle

**Student Information**

 Bobby is a middle school student who meets autism eligibility through IDEA. Bobby has average intelligence and does well academically in classes he likes such as Social Studies but has a harder time performing well in classes that he is not interested in like Math and English. Bobby takes medication to help him focus at school, but his mother reports that when he gets home often times the medication has worn off and she has a hard time getting him to complete his homework. Academic achievement testing shows that Bobby performs within 1 standard deviation of his peers, but his scores are low and are worth concern. Particular areas of concern are writing, reading comprehension, and mathematics. The expectation is for Bobby to be able to participate in the general education classroom and keep up with his grade level peers. Bobby often feels overwhelmed by tasks and may contribute to anxious behavior.

**Rumbling Stage Behaviors**

 Some examples of “rumbling behaviors” that Bobby displays are fidgeting in his seat and tearing up bits of paper. Bobby may also repeatedly tell teachers no when he starts to feel overwhelmed. One strategy that may be effective with Bobby is signal interference follows by antiseptic bouncing. Signal interference is when a teacher uses a preestablished nonverbal signal after recognizing a “rumbling behavior” to let the student know that the teacher is aware of the situation. Antiseptic bouncing is when the teacher removes the student from the environment. This may be being sent to run an errand or at home, a parent may ask them to go get an item for them. In Bobby’s situation, it may help him for him to know that his teachers are aware of the situation and they can give him the signal, and then at a good time, send him on an errand to help diminish the problem. I selected these strategies because I think that Bobby would benefit from the acknowledgement of a secret signal his teachers can give. I also think that allowing Bobby to remove himself from the situation through a meaningful errand will allow him to feel some control over that task before returning and facing whatever is causing an issue in the classroom. It may help him diminish his stress level by accomplishing the errand and could give him some momentum to return to the classroom. The signal could be the teacher tapping her desk and the errand could be delivering a message to another teacher.

**Situation, Options, Consequences, Choices, Strategies, Simulation (SOCCSS)**

 SOCCSS is a strategy that helps students with social deficits, like students with ASD, understand social situations and helps them problem solve by putting the issue in a sequential format. It helps show the cause and effect relationship between what is happening and their decisions within the situation.

 In *Situation* the adult helps the student identify the who, what, when, where, and why of the situation. In Bobby’s case the who would be Bobby and his teacher, the where could be the math classroom, the when could be during independent work, the what could be Bobby began rocking in his chair and tear up the worksheet he was assigned, the why could be that Bobby found the problems too difficult and he didn’t know how to solve them.

 In *Options*, the student and adult brainstorm about potential behavior options the student might have chosen in the situation. For Bobby possible options could be asking the teacher for help, throwing the worksheet away, refusing to work on the worksheet, and asking a friend for help.

 In *Consequences*, the adult and student list consequences for each behavior option. For Bobby, consequences could include:

 Asking the teacher for help – the teacher helps Bobby work through the problems

 Throwing the worksheet away – punishment for not following instructions

 Refusing to work on the worksheet – getting a zero on the assignment

Asking a friend for help – the friend helps Bobby work on the assignment; the friend refuses to help

 In *Choices*, the options and consequences are prioritized and the student selects the option that seems doable and will help the student obtain their wants or needs. Bobby may rank his options as follows:

1. Asking the teacher for help
2. Asking a friend for help
3. Refusing to work on the worksheet
4. Throwing the worksheet away

Bobby may select asking the teacher for help as the most doable option and the option that best helps get his needs met.

 In *Strategies*, a plan is created to carry out the option if the situation occurs. This step should be completed by the student to help them have ownership over the strategy. For Bobby, this is where the “rumbling behavior” strategy of signal interference could be useful. If Bobby sees the signal from the teacher, he could use this as a prompt to ask for help.

 In *Simulation*, the adult and student may use imagery, talk about the plan, write down the plan, or role play to simulate the enaction of the plan. The student then evaluates how they feel about the plan after the simulation. For Bobby, the teacher and Bobby could role play how Bobby will ask for help when he finds himself in this situation. They could keep practicing until Bobby feels confident in implementing the plan.

**Stop, Observe, Deliberate, and Act (SODA)**

 The SODA strategy helps individuals with ASD recognize relevant social cues, interpret the cues, and choose appropriate responses through a think aloud, think along model.

 In *Stop*, the student defines the activities and location from which he can observe the activity to obtain information. For Bobby, he may stop and watch his class from his desk and observe how they interact with each other and the teacher as they begin their independent work.

 In *Observe*, the student may observe the lengths of conversations, the number of individuals involved in a conversation, the tone, how people begin and end the conversations, any nonverbal cures, and any routines in place. In Bobby’s situation, he may observe how the students interact with the teacher when they receive their worksheets, how they ask each other for help, how other students approach the teacher for help. This last part could be especially helpful for Bobby learning an effective way to approach his teacher and ask her for assistance.

 In *Deliberate*, the student develops a plan of action. This includes deciding the topic of conversation, strategies that may lead to successful interactions, and analyzing consequences for following or not following observed routines. For Bobby, he may think about routines he’s observed about how other students have asked for help, like body language when approaching the teacher, tone to use when asking for help, when is the best time to ask for help, or the best means for gaining the teacher’s attention.

 In *Act*, the student participates in the environment and carries out the strategy that has been deliberated on. For Bobby, he would carry out his plan for asking for assistance by raising his hand, waiting for the teacher to come to him, and using a polite and formal to tone ask for help.

**Data Collection**

For our strategy of signal interference with antiseptic bouncing, we would use frequency data to measure how often Bobby completes his worksheet without ripping up the assignment.

For our SOCCSS strategy, we will use frequency data to measure how often Bobby asks for assistance on his worksheet and completes it.

For our SODA strategy, we will use frequency data to measure how often Bobby asks for assistance on his worksheet and completes it.

We are hoping that these interventions increase the amount Bobby asks for help and finishes work so frequency data will be useful for informing us if the rate of this behavior does indeed increase.

**Reflection**

 I found this assignment and the article that goes along with it very useful. I had never heard of any of these strategies before and I can see how they would be useful for helping students navigate stressful situations at school and at home. I like that they help students take ownership over the situation and their behavior and help them create good strategies for finding success. I definitely think I will implement these strategies with students in the future. I thought the assignment was great practice for understanding the strategies and for working through what it may look like for a student.

**References**

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