

a number of times, but this had not helped. His work had been modified because of his weak reading skills.

**Stage 3:** The following questions were asked for clarification:

- Does he have friends in that room? (Not really.)
- What is he really good at? (Spelling, basketball.)
- Is his behaviour the same outside of class? (Yes.)
- Does he have friends outside of class? (He spends time with one or two students.)
- Does he change his behaviour after you speak to him? (For a few minutes.)
- How does he react to one-on-one talks with you? (He gets very angry.)
- Is work experience part of his program? (Not yet, but he will be going out to work at a later date.)

**Stage 4:** The brainstorming session provided the following suggestions:

1. Choose the smallest behaviour that you want to stop and develop a plan to stop that behaviour with built-in rewards.
2. Video-tape Nathan in the classroom over a period of time to show him what he is doing or have some observation done to establish a baseline of his behaviour.
3. Provide modification to plan for success and reduce frustration.
4. Tape materials that he has to read and provide discussion time, so that he will understand what he reads.
5. Provide time for small cooperative group work.
6. Hold cooperative group activities that stress social skills.
7. Work with school social worker to set up behaviour modification plan.
8. Look at relationships with friends.
9. Bring parents in and make frequent home contact.
10. Establish peer monitors and/or a buddy system to help with problem behaviour.