

## APPENDIX 2 – Case Study

# Sion's Story

### The Background

Sion Pari is 6 years old and he has one little brother who is 1 year old. He lives at home with his Mum and brother during the week and with Dad on weekends.

He attends Ysgol y Betws, is in Year 2, and is part of a class of 30 children aged 4, 5 and 6 years old.

### What is the difficulty at School?

- Finding it difficult to make friends as he struggles with social rules. He regularly pushes other children and lashes out.
- Finding it difficult to pay attention and follow instructions. He refuses to listen to instructions from adults.
- No educational delay at the moment (he can do the same work as everyone else) but it is difficult to assess him properly due to his behavioural problems. His language and communication is developing as expected.

### The home environment?

He has similar difficulties at home with Mum. Dad does not realise that there are so many problems.

### The current way of working

The School has identified that Sion requires additional support, more than what the School can offer – because of his behaviour. In the nursery class, the School has been targeting different methods to try to help him. The problems persisted in reception class and a request was made for an Educational Psychologist to visit to assess his problems. He was referred to the behavioural support teacher so that specific methods of working with Sion could be offered.

The School realised that Sion's behaviour affected the whole class, and that he was falling behind the class with his work and understanding.

After collecting enough evidence, a 3\* application was made in Year 1 for assistant hours to deal with the behaviour; and Sion now receives 5 hours of support from 'Aunty Caren' every week (for the year).

Unfortunately, there is no certainty that what Aunty Caren and the behavioural support teacher have suggested is consistent. See Sion's Individual Education Plan (Appendix 2).

### The new way of working

As Sion has difficulties controlling his behaviour, the Class Teacher has drawn up a one-page Profile (Appendix 3) for Sion, in conjunction with his parents. A request was made for the initial opinion of the Educational Psychologist. Following discussions between the school and the parents, the one-page Profile was adapted and the action plans (strategies) were also changed.<sup>iii</sup>

After the half term period, the school and the parents feel that there has been a slight change in Sion's behaviour. Sion's Mum also feels that his behaviour towards his little brother is problematic. The school is arranging a meeting to formulate a more detailed Individual Development Plan for him. The Educational Psychologist, and also the School Nurse, will be invited as Sion's difficulties are much more apparent at home by now.

At the Meeting, a full discussion is held regarding what is going to work best for Sion; and an Action Plan is drawn up. The Plan notes that it is possible for Sion to have access to the Behavioural Team, therefore, there is a need to discuss the application at the Area Forum.

The Forum discusses Sion's Individual Development Plan; and decides that he meets the criteria to receive the input of the Behavioural Team. It was decided at the forum that the Specialist Teacher and the Behavioural Officer should visit the school together in order to draw up a detailed behavioural programme with parents and staff.

The officer will visit the school to model special methods of working according to the programme for a half term period. He will spend a lot of time at the school at the beginning of the period but this will gradually decrease if the methods seem to be working in class and the behaviour stabilises. The Officer will also collaborate with parents and the school nurse to offer special methods of working to be used at home. The IDP will be reviewed before Sion is discussed at the next Area Forum at the end of the half term.

## Cost Implications

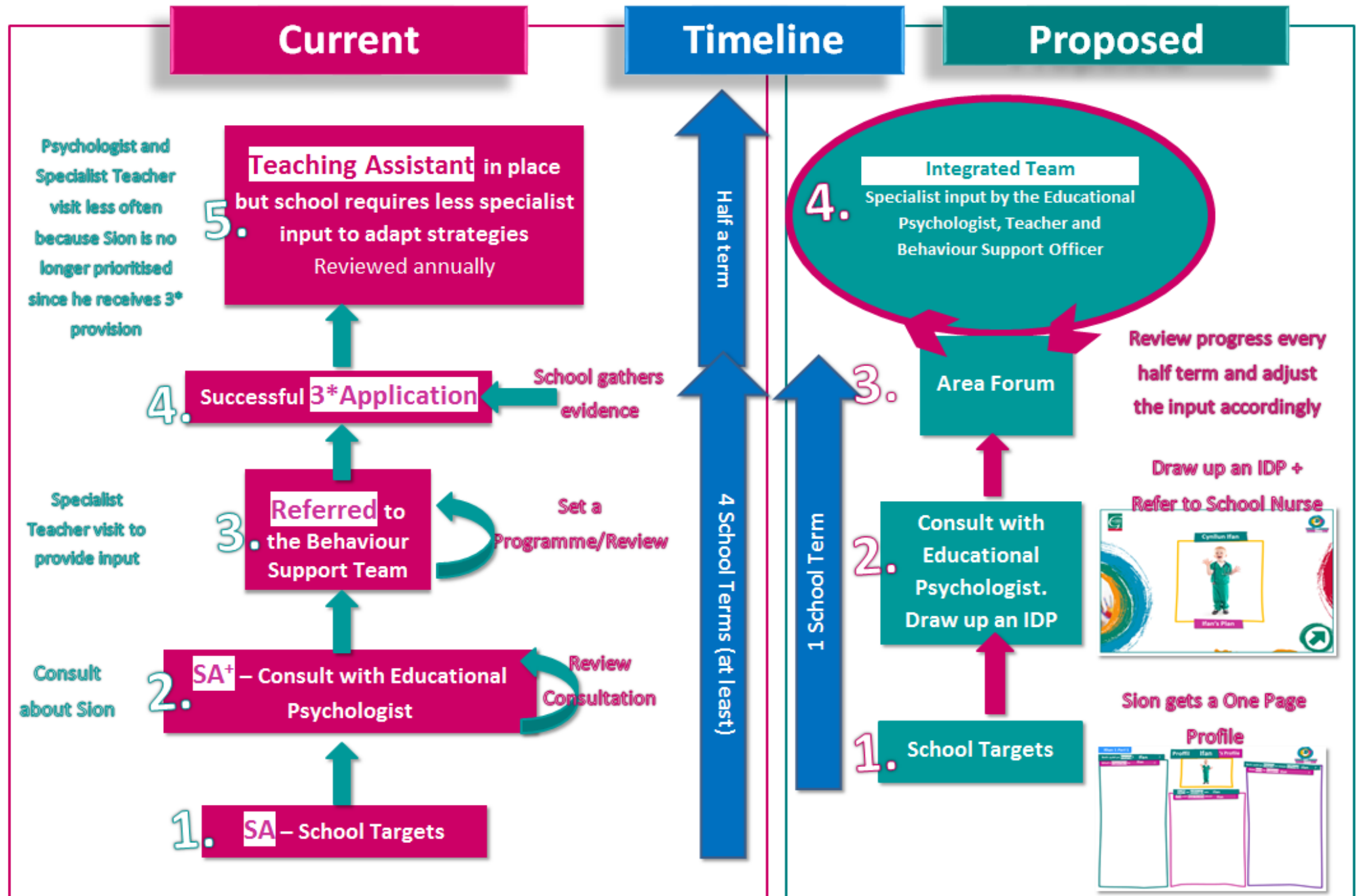
<b>THE CURRENT WAY OF WORKING</b>	<b>Cost</b>
input of Educational Psychologist – could be a consultation every half term for two terms	£540
input of behavioural support specialist teacher x 2 years	£1,255.38
assistant @15 hours for 2 years	£15,750
<b>Total</b>	<b>£17,545.38</b>
<b>THE NEW WAY OF WORKING</b>	
input of Educational Psychologist (two visit)	£270
input of behavioural support specialist teacher for a year	£627.69
Officer visiting the school for a half term period	£1,641
Talkabout (groups within the school)	
<b>Total</b>	<b>£2,403.69</b>

### Appendices:

- 1 Chart indicating Access to Support for Sion (comparing the old way with the new way)
- 2 Sion's Individual Education Plan (the current way)
- 3 Sion's one-page Profile and Sion's Action Plan (part of the IDP - the new way)

<sup>iii</sup> The Class Teacher uses Webster-Stratton Methods with the Whole Class but makes individual amendments for him. For example, they use the Spiderman reward chart with him in order to reward him if he sits during the focus task for 5 minutes and if he does not push another child during a session. If he receives 5 stickers in a day, he will be granted a period of 10 minutes on his favourite game on the classroom iPad and he takes the Spiderman certificate home to show his parents. When a certificate is sent home, his parents have also promised to reward him.

Appendix 1- Chart indicating Access to Support for Sion (comparing the old way with the new way)



**Appendix 2- Sion's IEP (the current way)**

<b><u>Individual Education Plan</u></b>					
<b>Name:</b> Sion		<b>Date of Birth:</b>		<b>Stage:</b> SA+	
<b>Concerns:</b> Emotional, Behavioural and Social Difficulties		<b>Start:</b> Oct 2015		<b>Review Date:</b> March 2016	
<b>Supported by:</b> Anti Karen					
<b><u>Targets:</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Resources and Techniques:</u></b>	<b><u>Possible Classroom Strategies:</u></b>	<b><u>Ideas for the support teacher:</u></b>	<b><u>Conclusion:</u></b>
<ol style="list-style-type: none"> <li>1. To concentrate for more than 5 minutes</li> <li>2. To interact with another child for 3 minutes</li> <li>3. To interact with a group of children for 2 minutes</li> <li>4. To vary the beginning of sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Observed 10 times</li> <li>2. Observed on 10 different occasions</li> <li>3. Observed on 10 different occasions</li> <li>4. 5 different beginnings used</li> </ol>	<ol style="list-style-type: none"> <li>1. Rotate activities regularly</li> <li>2. Set tasks which require collaboration, paired reading</li> <li>3. Role play, group reading, teach group roles and cooperative strategies</li> <li>4. Examples in text</li> </ol>	<ol style="list-style-type: none"> <li>1. Remind to pay attention</li> <li>2. Check that both children understand the task, increade the time spent gradually.</li> <li>3. Check that the group understand what they need to do, increase the time gradually</li> <li>4. Point out different ways of beginning sentences when reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Praise when concentrating</li> <li>2. Discuss ways of interacting well, praise</li> <li>3. Discuss ways of interacting well, praise</li> <li>4. Look at Sion's stories and discuss different ways of beginning sentences</li> </ol>	
<b>Parents to:</b> Read with Sion at home					
<b>Child to:</b> Try to listen more in the class					



# Cynllun Sion



# Sion's Plan

Beth sydd yn bwysig i [Enw] ?

What's important to [Name] ?

- Sitting by the window facing the school yard in class – this helps me to know what time it is and I concentrate better there.
- I like to have a chat with Miss Jones in the morning before playtime.
- Watching the Betws Team playing football on Sunday morning with Dad.
- Buying a newspaper or football magazine on Saturday to read with Dad. I support Liverpool.
- Keeping my Spiderman toys in the blue box over the weekend so that nobody has played with them when I'm not at Mum's house.
- Having a chance to play football with Tomos in the garden after School.
- Time to have a story or play a game with Mum after Tomos goes to sleep.



## Proffil Sion 's Profile



Hoffi ac edmygu am [Enw]

Like and appreciate about [Name]

How tidy Sion is with his things.

Sion is always willing to help.

Sion is kind with Tomos, his little brother.

Anghenion Dysu Ychwanegol  
Additional Learning Needs

Beth sydd yn bwysig er mwyn cefnogi [Enw] ?

How best to support [Name] ?

- Miss Jones gives me a job to do in class – I enjoy this very much, especially making sure that the classroom plants are watered everyday.
- Having time to look at a football website on the ipad if I haven't received a red card during the morning or afternoon.
- Using the coloured cards system with me to help me understand my behaviour – green for good behaviour, amber for a warning and red to show that I need to stop.
- My timetable is now visual and helps me to understand what comes next.
- I enjoy Talkabout group time with Aunty Caren and I practise what we do in the group – in class and at home.
- If I haven't received a red card, I get a Spiderman sticker in my home Contact Book to show Mum and Dad.
- If I don't receive a red card from Mum I get a Spiderman sticker in my book to show Miss Jones after registration time.
- I like to be praised.

## Cynllun Gweithredu Sion

### Sion's Action Plan

*Deilliant i'r unigolyn: <i>Outcome for the individual:</i>	**Beth ydym angen ei wneud i gyrraedd y deilliant? <i>What do we need to do to reach the outcome?</i>	<u>Pwy fydd yn gwneud hyn?</u> (e.e. Ysgol, A.LI. rhieni, asiantaeth) <u>Who is responsible?</u> (e.g school, LA, Parents, Agencies)	Erbyn Pryd? <i>By When?</i>
Continue to make progress with concentration skills and reduce challenging behaviour in class so that he receives a green card in 8/10 sessions a week.	Continue with the reward system of football coloured cards and Spiderman stickers. Continue with the visual timetable, experiment with a weekly one.	Miss Jones Aunty Caren Betsan Parry	07/03/2016
Target playing skills on the school yard so that Sion can join in with various playtime and lunch time activities.	Introduce Talkabout to the playtime supervisors so that supervisors can remind Sion of the skills and assist him to join in with Year 1 or 2 children more often.	Mrs Evans Betsan Parry	18/12/2015
Continue to develop positive interaction skills in class.	Continue to remind him of good behaviour. Use Webster-Stratton methods For Sion to share the ipad with another child during a task rather than during reward time.	Miss Jones Aunty Caren	07/03/2016
For Sion to settle better when he arrives home at Mum's House on Sunday night.	Dad to bring Sion home an hour earlier and to stay at Mum's House for a cup of tea and help Sion to unpack his bag.	Mum and Dad	18/12/2015
For Sion to settle better in Class on Monday morning.	Hold a Talkabout session on Monday morning at 9.15 immediately after registration rather than 11am, as Sion settles well in this session.	Miss Jones Aunty Caren	18/12/2015
To plan for Sion to have experiences of playing football in a Team.	Make enquiries with the village's Football Club.	Dad	18/12/2015

