**Educational Case Study**

Byron is a seven-year-old first grader often in trouble. On the first day of school, he stole some crayons from one of his classmates. When confronted with the fact that they belonged to another student, Byron adamantly denied stealing them. His behavior became more difficult over the first six months of the school year. Ms Houston, Byron’s teacher, uses a classroom management system that rewards students with check marks for appropriate behaviors. Students can redeem their check marks at the end of the week for various toys. Byron has never earned enough check marks to get a toy. Now he openly states that the he doesn’t care if he ever receives any check marks.

Byron’s primary difficulty is his inability to leave his classmates alone. He is constantly pinching, pulling hair, or taking things from other students. Ms Houston has separated his desk from the other students in an attempt to prevent him from bothering them. Still, he gets out of his chair and manages to create disturbance regularly. Ms. Houston has sent him to the principal’s office on numerous occasions. Each time he returns, his behavior improves, but only for several hours. Then he returns to his previous behavioral pattern. Byron’s schoolwork suffers as a result of his behavior problems. While many of his classmates are reading and writing their names, he still has difficulties associating sounds with letter and can print his name only in a rudimentary fashion.

The teacher has had four parent conferences regarding Byron. His mother indicates that she does not know what to do with him. Ms. Houston and Byron’s mother are both concerned that his behavior will get worse unless some solution is found. The team is currently discussing whether to retain him in first grade.

**What types of interventions would you recommend for Byron?**