

### Week 3: Case Study #3

Marco, a high school student, is consistently late. He would saunter in last, make a comment to one or two of the girls who were sitting in the row by the door, plop down in a desk, and make a comment such as “Continue, teacher.” Being sent out of the room did not discourage the behavior. When his classmates ignored him, his comments only become more outrageous (and funny). Ms. Tyson was ready to lock the door at the conclusion of the bell, but Marco often was an active participant in class discussions, and he learned little sitting in the school office or in the “in-school suspension” classroom.

If Ms. Tyson understood the function of the behavior perhaps she could better design a way to deal with it. How can Ms. Tyson decide how to deal with Marco? What was this behavior actually doing for Marco, and to the class? Please refer to recent readings and research you have read which can support your professional opinion.