**TIM**

Tim entered Kindergarten eagerly this year. He loves to play and delighted in all the manipulatives and puzzles that were new to him and tended to play alone for the first week. Tim was new to the area, and hadn’t gone to preschool with the other children, so his teacher predicted that it might take some time for him to get to know everyone. One play session, early in the second week of school, Tim was confronted by another child who wanted to use the Mobilo set. Tim yelled at the child and threw a large wooden block at his head. The child cried, went to the teacher, and Time continued playing happily with the Mobilo as if nothing had happened.

Many more of these aggressive incidents were to follow. The situation had worsened such that Time was violent nearly every day, would not participate in any activities except playing alone with a toy of his choice, and sometimes ran away from school. Tim is a good climber and tended to spend time scaling trees, drainpipes and walking along the roof of school buildings. The school had started suspending him, which Time didn’t mind either. Tim’s teacher was in her first year of teaching, and was starting to panic. Tim wouldn’t talk to her or anyone else about his behaviour. Those who persisted were kicked, bitten or spat upon. The school could see that they needed assistance for working out a plan for Tim, so they made a referral for behaviour support.

A team was set up to conduct a functional behavioural assessment. Each person had clear roles towards gathering information towards analysis and developing an individual learning plan within the next month. Tim’s class teacher went about tracking patterns on a simple timetable, coding different behaviours. She determined that Tim’s aggressive behaviours were worse in the literacy block and at recess. Hardly any incidents ever occurred at lunch time when Tim played happily on the library computers. The Deputy Principal and the Student Management Consultant undertook a structured interview with Tim’s grandmother, ascertaining that she was indeed his prime carer, while his parents were in jail for drug offences. She divulged that she didn’t believe Tim had a bond with anyone, had hardly ever seen his parents and just lived from moment to moment, doing what he had to meet his need at the time.

Tim had also experienced six foster care placements, all of which had broken down. The Student Management Consultant undertook direct observations with a view to determining some simple strategies that could be used to engage Tim in positive social and academic experiences. After a psychiatric assessment, Tim was diagnosed as having an attachment disorder.