**Description of Student**

1. Student is in 8th grade and a male. During the school day, student either has his head down on the desk or does not follow along with instructor and classmates. Student will draw pictures in his notebook or will sit and not look at material during instruction. If the student is given a verbal request, the student will be non-compliant, or will take 15-30 seconds to respond to any request. The student is fully verbal. The student’s current receptive communication is rather poor. On most days, the student does not follow directions, and his only peer interaction is when the student takes materials from other students or is told by an instructor to work as a group. Student may argue with teacher during requests (take out your homework). The student does not have any self-injurious behaviors. During class time, the student usually sits by himself. During transitioning activities, given directions, or given individual instruction by an instructor, the student will put his head down on the desk.

**Operational Definition:**

* 1. During any class of the school day, Student E puts his head down on desk for 2-5 minutes at a time.

**2. A-B-C Observation Paragraph Summary**

Throughout the observation, I have seen that the student’s behaviors are related to escaping tasks. The student becomes noncompliant when given directions on any school-related task. When the student has materials in front of him, he either draws on any paper or plays with the materials (i.e. taking apart pens, tearing erasers, etc.) When the student is given a direction for a second time following up with a warning (either going to ISS or SADD lunch), the student is compliant after sitting at the desk for 25-30 seconds. When the student is asked to do something instead of being commanded, the student complies more often. For example, if the teacher says, “Can you please go get your textbook” instead of saying “Go get your textbook”, the student is more likely to complete the task. Some problems I had were identifying between a request and a command. Some benefits from doing this A-B-C recording was finding the exact antecedents that triggered the students’ behavior. The A-B-C recording also helped identify the function of the student’s behavior.

**3. FAI Summary Statement**

When E is given a difficult task in any class, he puts his head down on his desk to escape work.

**FAI Summary**

From interviewing the student’s case manager and other teachers in the building, it has been shown that the student’s problem behaviors are to get him out of work during class. The student’s problem behaviors occur when given a difficult task, when transitioning activities, or when asked a request or given a direction. The student has these problem behaviors more in classes he is struggling in. Some problems I encountered were trying to find time to interview the teachers and to make sure the student did not realize I was observing his behavior. The student works better with his case manager and in a 1:1 setting than in a regular education classroom setting. The student works better with teachers that give the student extra time to complete requests and when they do not give the student a lot of individual attention.

**4. FAO Revised Summary Statement**

When E is given a difficult task in a class, he puts his head down on his desk to escape the activity.

**FAO Summary**

After conducting the FAO, there were not many changes from my FAI. The student was performing his problem behaviors when given a difficult task, and he would respond mostly by putting his head down on his desk. From conducting the FAO, the student seemed to have equal amount of problem behaviors throughout all three periods of the day. Some problems I encountered were identifying specific behaviors, because they all seemed to happen at the same time. The student works better with teachers that give the student extra time to complete requests and when they do not give the student a lot of individual attention.

**5. Functional Analysis Manipulations**

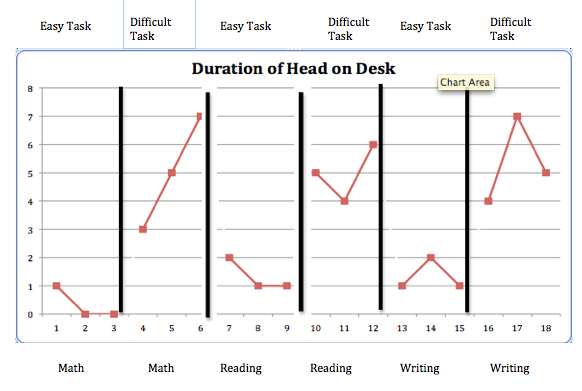
**i.** **Hypothesis 1:** When transitioning between activities during class time, Student E puts his head down on desk to escape work.

**Hypothesis 2:** When given a direction during class time, Student E will put his head on desk to escape work.

**Hypothesis 3:** When given individual attention by an adult during class, Student E will put his head on desk to escape work.

**ii.** From looking at the A-B-C forms, the FAI, and the FAO, it has been shown that the student’s function of behavior is to escape work. The student will put his head down during the following antecedents: transitioning between activities, given a new task, and when given individual attention by an adult. During the FAI, the instructors say that the student struggles in these subjects so he tries to avoid the task because it may be difficult for him. The student seems to escape work with teachers who give commands “get out your book”, or when they single the student out in the class.

**iii.** To confirm these hypotheses, I would set up antecedents when I would expect the behavior to increase, and set up antecedents where the behavior would decrease. I would engage the student in activities he is interested in: (basketball-related activities, drawing, talking with friends) to see decrease in behavior. I would set up antecedents with difficult activities (reading independently after given individual instruction by a teacher, transitioning from division worksheet to multiplication worksheet, and writing a 5 paragraph paper).

**iv.**

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**6. Preference hierarchy/reinforcer assessment**

i. Interview with target student: After sitting down with the student and asking him what his preferences were, he described free time activities and food. After going more specific, the student picked 7 preferences: basketball with friends, drawing, computer time, chips, chocolate, juice, and reading comic books.

ii. After observing the student before school, during recess, and during free time in class, the student’s highest preference seems to be basketball. His next preference would be to draw on paper. Before school, the student came around 7:35 and played basketball for 10 minutes. The next day, the student came to school at 7:30 and played basketball for 15 minutes. During free time, the student would participate in drawing independently for an average of 6 minutes for the week.

iii. Preference hierarchy list: The hierarchy was determined by the interview of the student and seeing what the student does during his free time. The student seemed highly interested in many of the preferences given to him during the assessment. The student would pick his most interested topics first, which were chosen because that is what the student was choosing during the observations. The student seemed highly interested in all items, he just liked some more than the others.

**7. Data collection technique**

**a. Data Recording Sheet**

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Instructions: For this data chart, the instructor will be using a duration technique. The instructor will write the date and period in the first part, then the time the behavior begins. The instructor will then write the time the behavior ends, and the total amount of minutes the student performed the behavior.

* 1. **Rationale**

For this data collection, the data collector will be using a duration recording during the class period. The instructor will write down the date, and time the behavior occurs until the behavior ends. Using a duration recording would be beneficial for this behavior because the student puts his head down on his desk for a significant amount of time, even if it is only once per period. The student may put his head down for multiple minutes at a time, so the student’s education may be impacted.

**8. Baseline data**

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| **Date** | **Time Behavior Begins** | **Time Behavior Ends** | **Length of Time of Behavior (minutes)** |
| 10/28- Math | 8:14 | 8:22 | 8 minutes |
| 10/28- Math | 8:29 | 8:33 | 4 minutes |
| 10:28- Reading | 9:23 | 9:28 | 5 minutes |
| 10/28-Writing | 10:02 | 10:08 | 6 minutes |
| 10-29-Math | 8:07 | 8:11 | 4 minutes |
| 10/29- Reading | 8:56 | 9:00 | 4 minutes |
| 10/30- Math | 8:24 | 8:29 | 5 minutes |
| 10/30-Reading | 9:04 | 9:07 | 3 minutes |
| 10/30-Reading | 9:12 | 9:14 | 2 minutes |
| 10/30- Writing | 9:46 | 9:51 | 5 minutes |
| 10/30-Writing | 10:02 | 10:05 | 3 minutes |
| 10/31- Reading | 8:52 | 8:56 | 4 minutes |
| 10/31- Reading | 9:12 | 9:16 | 4 minutes |
| 10/31- Writing | 9:52 | 9:58 | 6 minutes |

**Baseline**

**9. Assessing Inter-Observer Agreement**

**Date: 11/5/13**

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| **Obs 1** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **1** | **1** | **0** | **0** | **0** | **0** | **0** |
| **Obs 2** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **1** | **1** | **0** | **0** | **0** | **0** | **0** |
| **Minute:** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |

**Date: 11/6/13**

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| **Obs 1** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **1** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Obs 2** | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Minute:** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |

**Date: 11/7/13**

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| **Obs 1** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **1** | **1** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Obs 2** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **1** | **1** | **1** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Minute:** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |

i. To obtain Inter-Observer Agreement, the data was taken over a 20-minute interval during the class time. 2 observers took data on the occurrence of the student putting his head on the desk. The observers would put a mark if the student put his head down on his desk throughout the interval. At the end of a minute, if the student’s head was still on the desk, they put a 1 on the next minute. To gather IOA, observers use Interval-by-Interval IOA.

ii. During IOA, observers observed the student in Math class. Observers agreed 59 out of 60 intervals. The IOA gathered was 98.3.

**10. Reference List**

**Reference 1:**

Benner, G. J., Nelson, J., Sanders, E. A., & Ralston, N. C. (2012). Behavior intervention for students with externalizing behavior problems: primary-level standard protocol. *Exceptional Children*, *78*(2), 181-198.

In this article, a study was shown to manipulate the following situations in a classroom: precision request, assigning the behavior intervention, reflective period, debriefing process, and classroom re-entry. The results showed that the students showed more on-task behavior after the teacher used short, verbal prompts instead of warnings, threats. This study relates to this project because during the intervention, the teacher will not use demands or commands with the students, and instead will use requests and questions.

**Reference 2:**

Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & Morgan, P. L. (2008). Examining the Influence of Teacher Behavior and Classroom Context on the Behavioral and Academic Outcomes for Students With Emotional or Behavioral Disorders. *Journal Of Special Education*, *41*(4), 223-233. doi:10.1177/0022466907310372

In this article, they state how teacher’s behavior is very critical when working with students. If teachers have problematic relationships with students, it is more likely the students will have negative behaviors in the classroom. This relates to the project because teachers will use positive interactions with the student and the whole class during instruction. The instructor will use antecedents to increase correct behavior and to use positive remarks to increase behavior as well.

**Reference 3:**

Lannie, A. L., & McCurdy, B. L. (2007). Preventing Disruptive Behavior in the Urban Classroom: Effects of the Good Behavior Game on Student and Teacher Behavior. *Education & Treatment Of Children (West Virginia University Press)*, *30*(1), 85-98.

In this article, the study shows a classroom setting where the teacher uses the behaviors as some sort of game. If student increase in good behavior and decrease in off-task behavior, the students win the game. The study discusses how classroom management is a large part of effective teaching. This relates to the project because the instructor in the classroom will use whole-class classroom management to help increase correct behaviors in the classroom.

**Reference 4:**

Wheatley, R. K., West, R. P., Charlton, C. T., Sanders, R. B., Smith, T. G., & Taylor, M. J. (2009). Improving behavior through differential reinforcement: a praise note system for elementary school students. *Education & Treatment Of Children (West Virginia University Press)*, *32*(4), 551-571.

In this article, the study talks about using differential reinforcement to increase correct behavior. If the correct behavior is performed by the student, the student is reinforced. The reinforcement increases while the correct behavior increases. This goes along with the project because teachers will be reinforcing the student throughout the entire intervention. The instructor will reinforce the student when the student performs the correct behavior. This will increase the correct behavior.

**11. Intervention Plan**

**i. Antecedent-based:** During Math, Reading, and Writing, the student will be given time “count-downs” before he has to transition into a new activity. This will benefit him so he will process the information that he will be changing tasks some time soon instead of it happening right away. The student will also be asked to complete a task, instead of giving a command to the student. For example, “Get out your book” is a command. The student does not respond to these, and is more likely to complete his work if you say, “Please get your textbook from the shelf so we may begin the lesson”. This will benefit instruction because the student seems to want to be noncompliant when given commands by the teaching staff. For a third antecedent, instead of giving the student individual instruction, pertain it to the whole class. If the student is not participating, remind the whole class about participation points and the importance of working together. If the student feels singled out from the rest of the class, the behavior tends to increase. The particular classes the student is performing these behaviors in are difficult for the student. The student is not at the same reading level as his peers along with his math skills. The student may need to perform tasks he know he can accomplish to boost his confidence in these subject areas.

**ii. Alternative skills:** For alternative skills, have the student sit up and not complete the worksheet. For this skill, the student is still escaping the work, but will be more alert of what is going in the classroom and can see his peers completing the assignment. Since this skill is still having the student escape the work, the student may be more compliant to this request. This is also a very simple task that the student may accomplish during class time. Throughout time, have the student complete the first problem of the activity, and then he is done. If student refuses to do any type of activity, have them work on multiplication problems or division problems (problems the student can easily accomplish). The hypotheses all state the student is escaping work by putting his head down on the desk. If the student simply keeps his head up and observe the classroom, it may motivate him to attempt the activity.

**iii. Consequent-based:** For this particular student, it is important to keep the student in the classroom. The student is looking to escape the work by being sent to ISS (in-school suspension). If the student is staying in the classroom, it gives him an opportunity to attempt the work. If he does not attempt the work, he may sit there with his head up, or complete the alternate activity (multiplication or division problems). The student’s consequence is still getting out of work, but will be in the classroom environment with his peers. During the functional assessment, the student’s behavior to attempt the activities increased when he stayed in the classroom with his peers. After the replacement behavior goes from sitting with his head up to completing one problem, to 3 problems, to half the worksheet, to the entire activity, the consequence will soon turn into verbal praise by the instructor and self-motivating factors such as getting good grades.

**iv. Data-Collection Procedure:** During the intervention, the instructor will collect data with a duration event recording. The instructor will write the date, period, and the time the behavior begins to occur. The instructor will then write the time the behavior ends, and the total number of minutes the behavior lasted. With this data collection, the instructor is hoping for the student’s behavior of putting his head down on the desk will decrease in time throughout the instruction. By the end of the intervention, it is hopeful that the student will not be putting his head down throughout any class period.

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