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BC-521 Behavioral Assessment
Massachusetts School of Professional Psychology
Functional Behavioral Assessment
April 6, 2013

Functional Behavioral Assessment and Behavior Plan

Student: A.B.

Grade: 1st Grade

Participants: Mrs. G & Practicum student

Date: Feb, March & April 2013

Age: 7

Duration: 7 weeks

Background Information:

A.B. is a 7-year-old, first grade student at F Elementary School. This is A.B.'s first year at F Elementary School. A.B.'s mother is concerned that he is having trouble adjusting to the new school environment and making friends. His teacher is concerned with his impulsive and disruptive behaviors. Both A.B.'s mother and classroom teacher emphasized that he is a good artist, detail oriented, and loves to write. A.B. is also very capable of doing classwork that is given to him when he is not distracted.

The *Conners-3*, ADHD scale, was given to both his parents and classroom teacher. Through evaluation, *Conners-3* parent and teacher scales are shown to be consistent across both home and school settings. The parent scale endorsed A.B. to have Very Elevated levels of Hyperactivity, Inattention, Defiance/Aggression, and Peer Relations. The teacher scale endorsed A.B. in the Very Elevated range in Hyperactivity, Defiance/Aggression, and Peer Relations.

Reason for Referral:

A.B. was referred for a Functional Behavior Assessment (FBA) due to disruptive and inappropriate behaviors in the classroom. A.B. calls out frequently during whole and small group instruction, detracting from the lesson and distracting the other students. A.B. also has difficulty keeping his hands and feet to himself. A.B.'s exhibits rude and impulsive behavior in other classroom settings as well, in particular, gym and music.

Target behavior:

1. Talking out in whole and small group instruction – any auditory response or noise.
2. Not keeping hands and feet to himself – kicking, hitting, punching other students.

What Has Been Done Previously:

In the beginning months of school, A.B.'s teacher has tried a variety of tactics to combat his disruptive behavior. She has tried to give him frequent breaks when she notices he is getting wound up as well as letting him go for a walk up the hallway and back. When he is being too distracting to his table she has tried removing him and putting him at a separate table in the back of the room. If A.B. is having difficulty staying focused to finish work and starts acting out and distracting other students, he has been sent, with his work, to finish in the office. When he has been sent to the office he returns to class shortly after, with completed and correct work.

Observation(s):

The examiner entered the room while the class was in small group at carpet doing the calendar, weather, and number of school days thus far. A.B. was disruptive throughout the time at carpet, having a comment to say after everything another peer or the teacher said. His behavior was ignored until he escalated to a point where he was removed and asked to sit at the back table away from his classmates. The class then moved back to their tables to work on a reading

worksheet, A.B. remained in the back of the room with his workbook. During this time he was making faces at the table closest to him and distracting them from the assignment. A.B.'s teacher knelt down next to him and quietly talked to him regarding his behavior. When A.B. was still unable to stop making vocalizations and calling out he was told to go and take a walk in the hallway and then sit at a table outside to finish his work. Once he was done he was allowed to go back and sit at his table. During the time he was at his seat, he had difficulty sitting in his seat and knelt on his seat or walked around the table. A.B. continued to distract other students at his table and was then sent to the office to "cool down" for ten minutes. During a thirty-minute observation, A.B. consistently engaged in disruptive and inappropriate behaviors.

Antecedent Events and Consequences:

For A.B., there was no observable pattern to his disruptive behavior. A.B.'s behavior was consistent in structured and unstructured activities both at carpet and in his seat. His behavior tended to escalate during transitions and he had a difficult time coming back to the class, or "calming down," after transitioning. A majority of the time A.B.'s behavior was ignored until he escalated.

When A.B. starts to call out and engage in disruptive behavior he is given a warning. After a warning he is then asked to take a break and allowed to walk the hallway once and come back or separate himself for his classmates. If A.B.'s behavior does not improve he is then sent to the office.

Purpose and Function of Inappropriate Behavior:

The purpose of A.B.'s behavior appears to be to gain the attention of his teacher as well as his classmates. He appears to want to gain control of the class through inappropriate vocalizations and calling out.

Hypothesis about Behavior:

A.B. appears to have difficulty regulating his behavior in the classroom. A.B. has very impulsive and inappropriate behaviors that are consistent across settings. It is also apparent that he may be struggling adjusting to his new school as well as making friends. His behavior can be an attempt to gain the attention of his peers to make friends. A.B.'s inappropriate behavior, however, is causing him to have difficulty making friends.

Target Replacement behaviors:

1. A.B. will sit quietly with his mouth closed, raise his hand and wait to be called on to talk.
2. A.B. will sit and keep his hands and feet to himself and away from other students.

Intervention:

During whole group and small group instruction A.B. will have the opportunity to earn 5 stars by not engaging in target behaviors or by demonstrating replacement behaviors. A.B. will have a visual cue in order to raise his awareness regarding his behavior. The cue will be present so the teacher, at set intervals, can provide reinforcement. A.B. will gain a check for engaging in replacement behaviors and lose a check for engaging in the target behaviors. If he reaches his goal for that day, he will have the opportunity to choose from a set list of rewards/activities. In

responding to A.B.'s target behavior, it would be beneficial to redirect immediately, therefore, not letting the behavior escalate.

Choice Rewards/Activities:

- In the classroom
 - o Use of the computer
 - o Write on the principal's "Proud Board"
 - o Play with Play-Dough
 - o Have his own coloring book to color in
 - o Can bring in one of his *Star Wars* books and have a reading time

Monitoring:

A.B.'s classroom teacher will monitor his behavior on a daily basis and record how many stars he earns each day. She will also be responsible for providing him with reinforcement. Through discussion, it was thought that reinforcement should be instant in the beginning after he has earned his stars. The MSPP practicum student will also check in with the teacher and A.B. on a bi-weekly basis when she is at the site to monitor progress and go over the plan with A.B.

After the 7 week intervention, the plan will be revisited to monitor its effectiveness and conclude whether or not it would be plausible for A.B. to generalize the plan across settings

**see attached data sheet*

Follow Up:

A follow-up observation and check-in with the teacher was conducted during the seventh week of the intervention. The examiner observed A.B. during a math assessment. Throughout the assessment A.B. was able to complete the work. When the students finished a certain portion of the assessment they were allowed to color on the back of their worksheet, which A.B. really enjoyed. Once the class was told they could draw and color on the back of the sheet, A.B. tried hard to concentrate and finish that portion of the assessment so he would have time to draw. Transitioning back to the assessment was difficult, however he was able to focus, finish and get back to his drawing. After the assessment the class had recess. During the 23-minute observation A.B. was off task 27% of the time compared to 4% of same aged peer composite.

Although, A.B. was able to finish the assessment without too much difficulty, he had a hard time staying quiet throughout, and his teacher needed to cue him to be quiet. In talking with the teacher afterwards, she was surprised at how well he did during this assessment because normally he has a hard time sitting and staying quiet for that long period of time.

A.B. made progress during the intervention, however, his teacher still is experiencing inappropriate and disruptive behaviors on a regular basis. A.B. has started seeing the school psychologist for counseling, a half-hour a week