

# Katherine Hinkson

## Behavioral Assessment Component 1:

### Define the Problem

#### 1. Description of Student<sup>1</sup>

<b>Student Name: Adam H.</b>	<b>Age: 11</b>	<b>Grade: 6</b>	<b>Report Date: 3/20/13</b>
<b>Name of Person Conducting Assessment: Katherine Hinkson</b>			
<b>Description of the Observational Context/Setting</b> (type of program, grade level, etc.) 6 <sup>th</sup> grade general education classroom			

**Based on the interview with the teacher, please list strengths and weaknesses:**

Strengths:
1. social
2. willing to help
3. figurative language skills
4.
Weaknesses:
1. reading comprehension
2. problem solving
3. multi step directions
4.

**2. Describe the problem behavior<sup>1</sup>**, as represented by the referring teacher, in observable terms. Be as specific as possible. Based on the teacher's report, estimate the severity of the problem (frequency, duration, latency, etc.). Decide which behavior(s) you will begin to gather information on first in order to design a behavioral intervention plan.

**Define the Target Behavior by clearly describing the Problem Behavior(s) in Observable Terms (Operationally define the behavior so that it can be measured by yourself and others)**

<b>Description of Problem Behavior 1</b>	<u>Estimated Frequency, Duration, Latency, etc.</u>
Non-compliance with teacher given directions (sit down, get out materials, stop talking, start independent work)	5-10 times every 30 minute period

<sup>1</sup> These numbers correspond to the elements listed on the Assignment 2 Description.

**Functional Behavioral Assessment Component 2**  
**ABC Recording Form<sup>2</sup>**

Student Adam H Observer Katherine Hinkson

Teacher Paige C. Subject/Class/Context 6<sup>th</sup> Grade ELA

Date 3/6/13

<b>Event/Stimulus/ Setting</b>	<b>Antecedents</b>	<b>Behavior</b>	<b>Consequences</b>
<b>Gen. Ed. Classroom after assembly: Language Arts instruction</b>	<b>Teacher asks students to take out a pencil &amp; their writing notebook</b>	<b>Adam takes out a pencil, get up, walks slowly to sharpener</b>	<b>Teacher tells Adam to sit down. Adam says “I am!” Teacher says “NOW”</b>
	<b>Teacher asks students to take notes</b>	<b>Adam complies</b>	<b>No direct attention from teacher</b>
	<b>Teacher is instructing class</b>	<b>Adam turns around in his seat and starts making faces</b>	<b>Peer laughs and make faces back, both get color change</b>
		<b>Adam gets up</b>	<b>Teacher says sit down</b>
		<b>Adam says “I need an ice pack.”</b>	<b>Teacher says “you’re fine” and continues on</b>

<sup>2</sup> If you need assistance with this aspect of this assignment (A-B-C assessment), please see Maurice Moses’ handout.

<b>Event/Stimulus/ Setting</b>	<b>Antecedents</b>	<b>Behavior</b>	<b>Consequences</b>
<b>Resource room</b>	<p><b>Teacher asks small group to turn to page 89</b></p> <p><b>Teacher writes a question on the board and asks students to respond</b></p> <p><b>Teacher models the notes and gives students time to complete them</b></p>	<p><b>Adam turns to page 89</b></p> <p><b>Adam doesn't write anything</b></p> <p><b>Adam takes notes</b></p>	<p><b>Teacher affirms Adam</b></p> <p><b>Resource teacher gives him "look," he starts writing, she affirms him</b></p> <p><b>Teacher pats him on the back and smiles</b></p>

**5. Ecological Analysis of Environment**  
**Functional Behavioral Assessment Component 3:**  
**Identify Antecedents: Events, Times, and Situations**

Student: Adam H Date: 3/12/13

Answer these key questions in measurable terms using specific data gathered from all the assessment tools used by the evaluation team. Patterns of behavior may emerge as you answer the questions. Be as specific as possible to develop an effective behavioral intervention plan.

**Who is present . . .**

when the behavior tends to occur?

Peers, teacher

when the behavior almost never occurs?

one on one with teacher, no peers  
In resource room

**What is going on . . .**

when the behavior tends to occur?

Whole group instruction, transitions

when the behavior almost never occurs?

Small groups

**When/Where does the behavior . . .**

tend to occur?

In the classroom, in the hallway,  
in the morning

almost never occur?

when having a one on one conversation without  
others present

## Functional Behavioral Assessment Component 5: Identify Consequences Maintaining the Behavior

*Answer these key questions regarding what happens after the behavior occurs. Be specific using data collected about consequences. General responses do not assist in the development of an effective behavioral intervention plan.*

**When the behavior occurs, what are the reactions or actions . . .**

Teacher in the context?	Says: I'm not going to argue with you Says: You can either follow directions or go to Mrs. Newby (dean)
Peers in the context?	Some peers (Jaylin, Cortland) engage with him. Others do not engage and ignore him.
Student to other people?	Makes faces, shrugs shoulders, acts confused, says "What??"
Parents? (if applicable)	n/a

### **5. Health/Medical Factors<sup>3</sup> (not included in this Assignment)**

Adam is diagnosed with ADHD. He takes medication. However, when he stays with his dad on the weekends, his dad does not give him his medication. Adam typically has a very hard time on Mondays, and his behavior gets better throughout the week.

### **7. What interventions have been tried in the past? What did you observe or teacher report? What happened?**

School behavior plan: 5 questions: What are you doing? What are you supposed to be doing? Are you doing it? What are you going to do? What's going to happen if you do this again.

When the teacher uses this strategy, he either says "I was doing it" or answers in another way. He rarely shows remorse and gets back on task or follows directions.

<sup>3</sup> This is not required for this assignment. The item numbers correspond to the list provided in the assignment description and cover pages.

## Functional Behavioral Assessment Component 6: Develop a Hypothesis

Student: Adam H Date: 3/18/13

Use the assessment information collected about the behavior and decide what purpose or function it has for the student. The following checklist may be helpful in developing a theory. Write a theory statement at the bottom.

**Considerations: Determining the Purpose of a Problem Behavior**

The purpose of the behavior may be **Attention** if . . .

It occurs when teacher is not paying attention to the student (e.g., talking to someone else in the room, talking on the phone, too busy to have a chat, etc.).

It occurs when teacher stops paying attention to the student.

Student gets attention from others when the behavior occurs

The purpose of the behavior may be to **Get/Obtain Something** if . . .

It occurs when teacher take away a favorite activity, food, toy, free time, etc.

It stops soon after teacher gives the student what he or she seems to want or has recently requested.

It occurs when the student can't have what he or she desires.

The purpose of the behavior may be **Escape/Avoidance** if . . .

It occurs when teacher asks the student to do something (e.g., getting ready to change activities, write assignments, speak in front of peers, read in class) that he or she doesn't seem to like or want to do.

It stops after teacher stops "making demands."

### 8. Develop your Hypothesis pertaining to the purpose or function of the student's behavior:

**When this occurs .....**

Paige instructs class to work independently or gives a direction that does not allow Adam to have attention

**The student does .....**

Attention seeking behavior (non compliance, followed by Paige's redirection)

**To get/avoid .....**

Attention from the teacher or other students/avoid doing academic work

**Does the student possess the necessary skills? Yes No, needs instruction in ...**

Depending upon the task. If it is academic he does not possess the skills, and small group instruction is needed. If it is related to transitioning, he does.

**Record Baseline/Frequency of Target Behavior(s): Data Collection Method (select only one. Consult the resources in Appendix A. Once you have collected one day of data, record the data in the appropriate column that matches your observation system).** [Note for the assignment, you will only have collected 1 day, but for an FBA, you will need to collect 3-5 days for adequate baseline data collection]. The chart below is simply a summary chart associated with the Baseline Data collection associated with the fourth item listed in the Assignment Description. When you submit your assignment, include the baseline log and graph (one day of data).

Date(s)	Event Recording	Duration Recording	Interval/Time Sampling	Latency Recording
1. 3/12	Non compliance with transition directions (8 times in 30 minutes)			
2. 3/13	Non compliance with transition directions (6 times in 30 minutes)			
3. 3/14	Non compliance with transition directions (18 times in 30 minutes)			
4. 3/15	Non compliance with transition directions (4 times in 30 minutes)			

## Behavioral Intervention Plan

Student Name: Adam H Date: 3/20/13

Target Behavior (State in observable terms, using action verbs, and identify the data collection system to measure progress):

Adam will comply with Paige's transition directions the first time given 75% of the time. Adam will comply with his own modified academic strategy plan 100% of the time.

### Develop a Plan

Teach: What other behavior or skill will be taught to the student so he or she can accomplish his or her purpose in a more acceptable way?

Prevention: How will situations or the context be altered or changed to support the replacement behavior, or to minimize the problem behavior?

Response: How will people respond when the problem behavior occurs so that their response does not reinforce the inappropriate behavior or cause the person interacting with the student greater upset and stress?

### 9. Identify the replacement behavior(s) that result in a same/similar outcome for the student.

**What is the replacement behavior? Define the replacement behavior:**

**Adam will comply with Paige's directions the first time given, without doing anything to draw attention to himself.**



**10. Behavior Intervention Plan. How will the replacement behavior be taught? Detail strategies to teach replacement behavior:**

Teach (Steps)	Who is Responsible	How Often
<ol style="list-style-type: none"> <li>1. When Ms. C asks you to do something, and you want her attention, you need to complete the task, then you can write her a sticky note.</li> <li>2. When Ms. C gives you directions, and you don't understand, highlight any confusing words on your paper. Ask the person sitting next to you what the word means.</li> <li>3. Come up with a list of appropriate/inappropriate times to be up/sharpen pencil/get materials. You can ONLY get up at these times.</li> </ol>	Myself/Classroom Teacher	Hourly

**Context alteration to support use of replacement behavior, e.g., Prompts prior to “trouble spots”. These are the changes in environment to support instruction and replacement behaviors (e.g., routines, grouping, work difficulty) (1:00:00)**

Context Alteration	Who is Responsible	How Often/When
<ol style="list-style-type: none"> <li>1. Positive reinforcement</li> <li>2. Design times to go and see dean for positive reasons</li> <li>3. Use Adam to demonstrate a skill to the class</li> </ol>	Classroom teacher	Hourly

**Functional Behavioral Assessment/Behavioral Intervention Plan**

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**What Outcomes will be delivered when student uses replacement behavior, e.g., Match to function and scheduled delivery (GET teacher attention, earn free time with peers, special privileges; AVOID – task choice, ask for assistance, peer tutor, “take-a-break”, re-seated)**

<b>Outcomes</b>	<b>Who is Responsible</b>	<b>How Often</b>
<ol style="list-style-type: none"> <li><b>1. Peer tutor</b></li> <li><b>2. Strategies markers (highlight confusing parts or words he doesn't know)</b></li> <li><b>3. Small group instruction with teacher</b></li> <li><b>4. Teacher positive praise/affirmation</b></li> <li><b>5. East Arbor “All Star” award for hard work</b></li> <li><b>6. Computer/free time at lunch</b></li> </ol>	<b>Classroom teacher</b>	<b>Daily at first with decreasing frequency</b>

**Develop a plan for the response to the problem behavior when it occurs. Think how the environment should be altered so that the problem behavior does NOT result in previous outcomes (gain/avoid). Problem behavior should not be as efficient or result in the outcome that the student seeks. During intervention, what will happen when the problem behavior occurs to break the behavior-outcome cycle?**

<b>Teach [response to problem behavior]</b>	<b>Who is Responsible</b>	<b>How Often</b>
<ol style="list-style-type: none"> <li><b>1. Sticky note reminders (do not distract from whole group)</b></li> <li><b>2. Ignoring when possible</b></li> <li><b>3. Affirming those who are on task</b></li> <li><b>4. Affirming Adam when he gets on task</b></li> </ol>	<b>Classroom teacher</b>	<b>Hourly</b>

**Analysis of the Behavioral Intervention Plan  
Data Collection Plan**

Student Name: Adam H Date: 3/21/13

Timeline for the next meeting to review and evaluate effectiveness of the intervention: 3 weeks

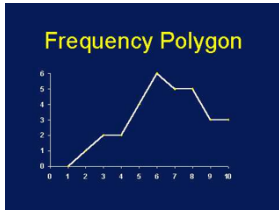
Date: 4/11

**11. Data Collection Plan:** What data will be collected to evaluate the program? by whom? Indicate what data is needed to evaluate success (e.g., frequency, duration, latency). Provide brief instructions to family and/or staff on how to collect this information, and when to collect this information. Specify who is responsible for which type of data collection.

Data Collection Plan (What behavior should be recorded and what type of recording system)	
Count number of transition directions, measure how many are followed the first time without any other attention seeking behavior	
Who: myself	When: During my prep: 8:30-9:15am

Frequency of Review of Progress (select one)				
Bi-Weekly	<b>Weekly</b>	Monthly		
Data Collection Method (select one):				
<b>Event Recording</b>	Duration Recording	Interval Recording	Time Sampling	Latency Recording

**The information provided in the Appendices that follow is provided to facilitate your baseline data collection, and the development of the Behavior Intervention Plan. They are resources**



**Attachment A**  
**Data Collection Systems for Collecting Baseline Data**  
**Intervention Plan: Frequency Graph –**  
**Plot Frequency and Dates. Connect the points.**

18			x		
17					
16					
15					
14					
13					
12					
11					
10					
9					
8	x				
7					
6		x			
5					
4				x	
3					
2					
1					
0					
Date	3.12	3.13	3.14	3.15	

**Attachment B**

**Strategies for Behavioral Support Plans**

<b>Preventative</b>	<b>Teaching Behaviors</b>	<b>Responses</b>
Adult supervision	Direct instruction of behavioral skills	5-10 second compliance-time window
Appropriate and motivating curriculum	Functional communication training	Behavioral contracting
Assistive technology devices or services	Meaningful work projects	Differential attention
Behavioral momentum	Modeling of appropriate behavior	Group contingency
Collection of behavioral data	Momentum training with relaxation strategies	High rate of positive responses with a 4:1 ratio
Environmental engineering	Over-correction for positive practice	In-school suspension
Increased academic learning time	Self-management	Notes home
Instructional pacing	Social skills training	Parent conference
Peer involvement & influence	“Sure I will” program	Response cost lottery
Polite command statements	Technology device instruction	Seclusionary timeout
Precision requests		Structured incentives
Prompting		- material reinforcers
Proximity		- social reinforcers
Quiet start requests		- edible reinforcers
Short, planned activities for transition time		- natural reinforcers
Staff training		Token economy system
Structured daily schedule for on-task activities		Verbal, social praise
		“What if?” chart

## **Appendix C**

### **Descriptions/Definitions of Behavioral Support Strategies**

#### **5-10 second compliance-time window**

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

#### **Appropriate and motivating curriculum**

A curriculum too difficult or easy is likely to increase inappropriate behavior. An appropriate curriculum provides a student with success but is challenging enough to elicit progress. Interests, learning styles, multiple intelligences, and preferences are considered.

#### **Assistive technology devices and services**

Consider the need for assistive equipment that elicits success and motivation.

#### **Behavioral contracting**

Written documents are mutually agreed on between a student and a teacher specifying expected behaviors and consequences.

#### **Behavioral momentum**

Student is given a series of high-compliance requests before a low-probability compliance request.

#### **Data collection**

Collecting information about what triggers inappropriate behaviors and then making decisions based on data

#### **Differential attention**

The teacher differentially (separately) pays attention to appropriate behavior and ignores inappropriate behavior. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

#### **Direct instruction of basic skills and/or social skills**

An instructional approach that emphasizes the use of group instruction and face-to-face instruction by teachers or aides using carefully sequenced lessons. There are specific characteristics: presentations are scripted and fast paced, skills are taught to mastery, motivation is maintained by praise and encouragement, and when students make errors, correction is immediate, using specific correction procedures.

#### **Environmental engineering**

Arrangement or manipulation of the physical environment and stimuli can facilitate appropriate responses and avoid disruption.

**Functional communication training**

Appropriate forms of communication can serve to replace problem behavior that has become a means of communication for a student. Communicative responses to serve as alternatives to the inappropriate behavior are developed, such as asking for a break instead of trying to escape a difficult task.

**Group contingency**

A system for the delivery of a reward to an entire group based on the behavior of the individuals in that group. There are three basic types of group contingencies: (1) individual-all group contingency, (2) independent-group contingency, and (3) group-all group contingency.

**High rate of positive responses from teachers**

Teachers must create a positive environment by frequently reinforcing a student for appropriate and correct responses. A 4:1 ratio of positive to negative responses is recommended.

**Home notes**

The purpose of home notes is to provide clear, precise communication between school and home.

**In-school suspension**

An alternative to out-of-school suspension designed to deny a student the opportunity to receive the positive reinforcement available in the regular school setting for a fixed period of time.

**Increased academic learning time**

The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 percent. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

**Instructional pacing**

If the rate at which the teacher presents instructional material to the learner is too fast or too slow, inappropriate behavior is likely to increase.

**Meaningful work projects**

Students participate in a “jobs program” within the school in which they are viewed as valuable, contributing employees of the school.

**Modeling/differential reinforcement of appropriate behavior**

A student learns behavior by observing a modeled response or practicing the desired behavior.



**Momentum training with relaxation strategies**

Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

**Over correction for positive practice**

Students intensely practice the appropriate behavior for a time period or a specific number of appropriate behaviors.

**Parent conference**

Parent must be involved in the problem resolution.

**Peer involvement**

The use of same-age and/or cross-age peers for structured social engagements, and as “buddies.”

**Planned activities for transition time**

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

**Polite command statements**

Phrase a request as a polite command statement instead of using a question format, such as “Please start your math paper,” instead of “Wouldn’t you like to start your math paper?”

**Precision commands**

Precise verbal statements enhance compliance.

**Precision requests**

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

**Prompting**

A visual, auditory, or physical cue is presented to a student to facilitate a given response.

**Proximity**

A request or reprimand should be made at approximately three feet or arm’s length. Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.

**Quiet start requests**

Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

**Response cost lottery**

A response cost is a system in which the student loses something he or she has. A lottery means that the teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

**Seclusionary timeout**

Timeout is not a place; rather, it is a procedure whereby a student is removed from a reinforcing environment to a less reinforcing environment in a special place when misbehavior occurs. The room must be a room with no other purpose. A student must never be left unattended by a staff member in the room.

**Self-management procedures**

Student is taught how to monitor and manage his or her own behavior.

**Social skills training**

Instruction that focuses on skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. This instruction could be provided individually or in a group format.

**Staff training**

All staff must be thoroughly trained in the use of the interventions and the importance of data collection while using behavioral intervention strategies.

**Structured incentives**

A positive reinforcer is given to a student contingent on his or her appropriate behavior. Careful selection and use of positive reinforcers are critical. Determine which of the four types of reinforcers will be of value and desired by the student, not what the teacher or parent thinks the student should value or desire. The four types of reinforcers are material, social, edible, and natural.

**Structured daily schedule for on-task activities**

Unengaged time is likely to accelerate a student's inappropriate behaviors. Preparing and using a visual cue for a daily schedule can maximize on-task behavior. Alternative methods, which use the auditory or tactile senses of a student, could also be used.

**Supervision**

School staff must provide adequate and appropriate supervision and use teachable moments.

**“Sure I will” program**

If a teacher asks a student to do something, the student is taught to respond with the words, “Sure I will” and begin the requested behavior. It helps if the student is randomly rewarded for saying “Sure I will.”

**Token economy**

A student is rewarded with tokens that can later be exchanged for reinforcers for behavior that is occurring.

**Verbal, social praise**

Any verbal or nonverbal action by a teacher or adult that indicates approval of or satisfaction with the student's behavior. Examples: "That's good working." "I appreciate your time on-task."

**"What if?" chart**

A chart that designs a hierarchy of positive and negative consequences that details how much or how long each consequence will be used. The negative consequences increase in severity as they go down the hierarchy

**Attachment C**  
**Crisis Management Guidelines**

1. If an emergency situation occurs that requires the immediate use of crisis management procedures to protect the student or others from harm, staff must notify the student's parent within 24 hours. A written description of the situation must be submitted to the appropriate administrator within 24 hours for each emergency occurrence.
2. Emergency Definition:
  - a. **Danger to others:** physical violence toward others with sufficient force to cause bodily harm;
  - b. **Danger to self:** self-abuse of sufficient force to cause bodily harm; or
  - c. **Destruction of property:** severe destruction or physical abuse of property.

It must be noted that threatened abuse toward others, self, or property may be considered an "emergency" situation if there is sufficient evidence and likelihood that the threat will lead to any of the above-mentioned behaviors if immediate action is not taken.

**Further, if an "emergency" behavior occurs more than once per week, two times in a month, or a total of four times in a year, a behavioral intervention program must be designed or reconsidered to correct the problem behavior. Repeated emergency behavior must not be allowed to continue and must be addressed in the IEP.**

3. Trained Staff:

Emergency procedures must only be used by trained and competent staff. Training must occur before implementation of any extraordinary emergency procedures. All individuals should understand the procedures. A trained staff member should be within a reasonable proximity of the student to react with the intervention if necessary.

4. Emergency Intervention Strategies:

To deal with "emergency" behavior in an effective and humane manner, a range of alternative techniques, from the least intrusive to the most intrusive, may be necessary. One possible sequence of alternatives, from least to most intrusive, would begin with alterations of the environment and progress to redirection, seclusionary timeout, physical restraint and finally, law enforcement intervention. Indicate the specific intervention strategy that will be used, for example, Mandt procedures or room clears.

**References:**

The information in this appendix was adapted from the following resources:

Crimmins, D., & Woolf, S. (1997). *Positive strategies: Training teams in positive behavior support*. Valhalla, NY: Westchester Institute for Human Development.

Deitrich, R. (1998). Presentation of *The focused classroom: Decoding individual student behavior*. Berkeley, CA: Spectrum Center for Educational and Behavioral Development.

Fodor, J., Cloud, C., & Parks, L. (1997). *Positive behavioral supports: Training manual*. Moscow, ID: Center for Disabilities and Human Development, University of Idaho.

Hamilton, R., Welkowitz, J., Mandeville, S., Prue, J., & Fox, T. *Prevention, teaching & responding: A planning team process for supporting students with emotional and behavioral difficulties in regular education*. Burlington, VT: The University Affiliated Program of Vermont.

Janney, R., Black, J., & Ferlo, M. (1989). *A problem-solving approach to challenging behaviors*. Syracuse, NY: Syracuse University. (Contract #GOO-86-300358)

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior*. Pacific Grove, CA: Brooks/Cole Publishers.

Utah State Board of Education Special Education Rules. (1993). *LRBI: Selection of least restrictive behavioral interventions for use with students with disabilities*. Salt Lake City, UT: Author.