

# Functional Behavioral Assessment

SPED 503

Fall 2010



Table 1  
needs to  
be included  
ethics section  
needs  
reword

Overall  
great job  
 $+ \frac{37\frac{1}{2}}{40} = 94\%$

## I. Classroom Description:

<b>Student Population</b>		
<b>Gender</b>		<b>Learning Needs</b>
Male 7	Female 10	RTI Tier 1: 10 students
		RTI Tier 2: 6 students
		RTI Tier 3: 1 student
<b>Race</b>		
African American: 2	Caucasian: 2	Hispanic/Latino/Mixed: 13
<p>This class consists of seventeen first grade students between the ages of six and seven. All students live in a low income area and receive free breakfast, snack, and lunch daily.</p> <p>The learning needs of the class are very diverse. There are ten students in the first tier of Response to Intervention, which consists of high quality, research based teacher instruction. There are six students in the second tier of Response to Intervention. Those students receive small group instruction in literacy and math from the resource teachers, title one teachers, and the interventionist. There is also one student in the third tier of Response to Intervention who has an Individualized Education Plan and receives special education services from the speech teacher.</p> <p>The students in this class are racially diverse and come from many different cultures. While there are two African American and two Caucasian students, most of the students in this class are from Hispanic, Latino, or mixed descent.</p>		

<b>Classroom Contents</b>
<ul style="list-style-type: none"> <li>• See Figure 1. Classroom Map for a diagram of the classroom.               <ul style="list-style-type: none"> <li>• 21 student desks</li> <li>• 25 cubbies</li> <li>• 4 computers</li> <li>• 2 easels</li> <li>• 1 storage closet</li> </ul> </li> </ul>

- 1 horseshoe shaped table
- 1 teacher's desk
- 1 square table
- 1 sink
- 1 overhead projector
- 1 rug
- Storage shelves
- Book shelves

academics  
lack of  
function?

This classroom contains an abundance of furnishings which make it welcoming to the students it accommodates. Each student has his or her own cubby. Each cubby has the capacity for a student's backpack and jacket. Above each cubby is a smaller shelf for lunchboxes, take home folders, and papers being sent home. Extra cubbies are used for storage.

Although there are currently only seventeen students in this class, there are twenty-one student desks in the classroom. The extra desks are used in the middle of groups for storage of writing instruments shared by each group. There is also a spare desk at the main entrance of the classroom for the placement of the box containing student breakfasts in the morning. Students sit at their desks to complete independent work and occasionally for whole group instruction.

The majority of whole group instruction is conducted on the meeting rug. Most small group instruction is done at the horseshoe shaped table. Occasionally the special education teacher will use the square table for one-on-one instruction or assessment.

There are four computers in the classroom. Three of them are used by students, and the other is on the teacher's desk. Student computers can be used for reading programs, such as *Star Flow*, *Lexia*, and *Accelerated Reader* during the literacy block. During math the computers can be used for math programs, such as *Symphony* and *Investigations*. They are also used during science to check the

weather daily.

There are two easels in the room, which are used by the teacher during instruction. One is found by the horseshoe table for use with small groups, and the other is found by the meeting rug for whole group instruction.

This room contains a wealth of curriculum materials for all subjects and picture storybooks on its' storage shelves. The walls are also covered with colorfully presented text, student artwork, a word wall, a calendar, a daily schedule, and pictures of the students being "smart readers."

### Class Rules & Consequences









Rules	Consequences
1. Raise your hand to speak.	<i>name</i> <u>Color Chart</u> Pink: "Super Star" Green: OK Yellow: First Warning Blue: No Recess Red: Phone call or note sent home
2. Follow the teacher's directions. ✓	
3. Be kind to others.	
4. Walk quietly in halls. <i>a big</i>	
5. Good behavior in the bathroom.	
6. Obey cafeteria and recess rules.	

In this classroom the rules are clearly posted near the door in student friendly language. By the door, there is also a chart with each student's name and picture on it. Each day every student begins their day with a green card next to their name. Throughout the day, if a student is doing an outstanding job following the rules, the teacher would ask the student to replace his or her green card with a pink card. However, if a student breaks a rule, he or she would have to replace the green card with a yellow card for the first offense, blue for the second offense, and red for the third offense. The consequences that are aligned with those colors are listed above. Another consequence, which is not listed on the chart and only used for severe or repeated offenses, would be sending a student to meet with the principal.

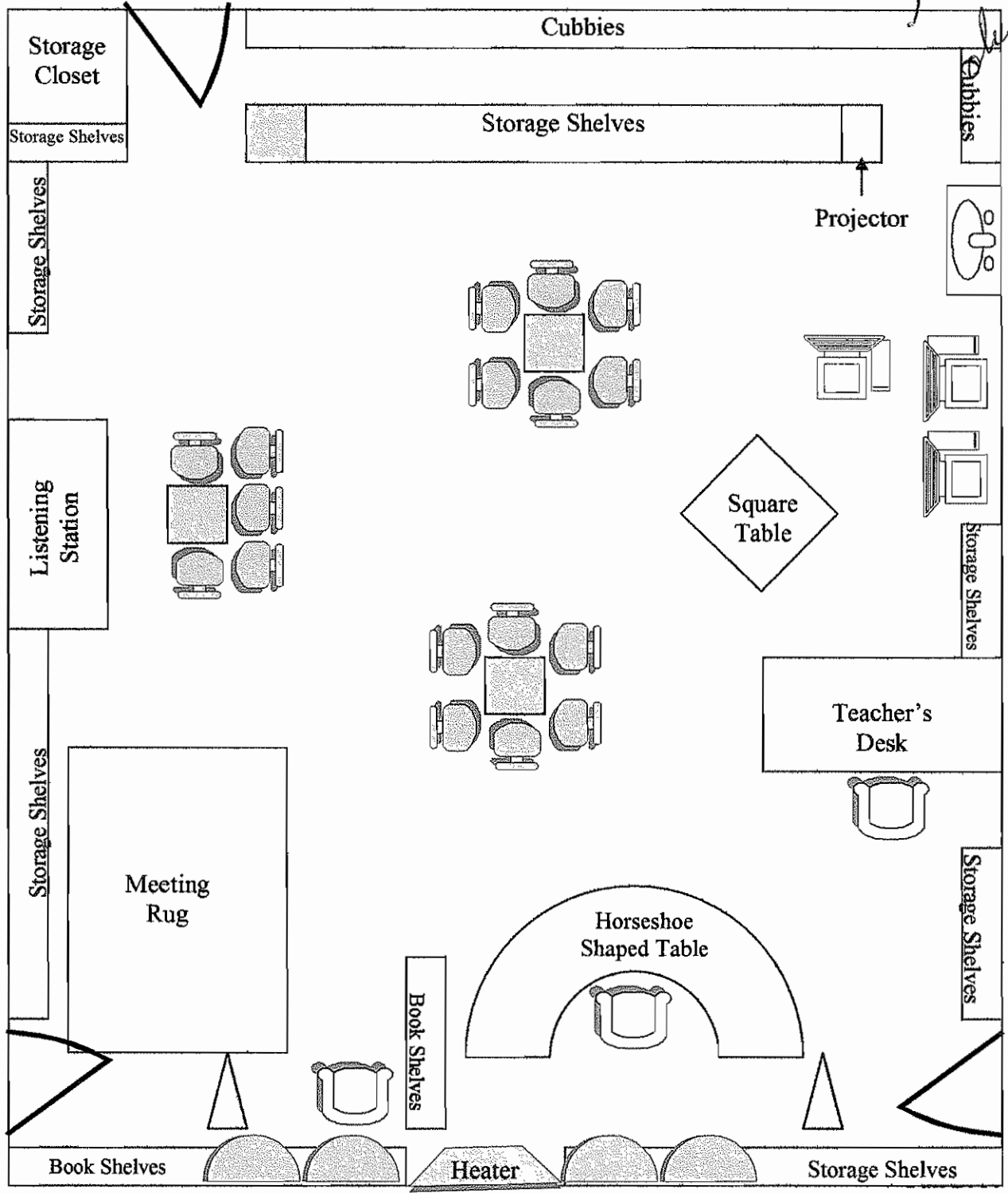
x 3 1/2



# Figure 1 Classroom Map

- Map Key:**
-  Student Computer
  -  Student Desk
  -  Unused Student Desk
  -  Teacher Chair
  -  Sink
  -  Easel
  -  Door
  -  Window

*Excellent Program*



## II. Target Behavior:

<b>Description of Student</b>	
<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Task completion with one-on-one instruction</li> <li>• Classroom participation</li> <li>• Generally friendly towards teachers and classmates</li> <li>• Developing phonemic awareness and decoding skills</li> <li>• Eager to please teachers</li> <li>• Interested in science and math when using manipulatives for exploration</li> </ul>	<p style="text-align: center;"><b>Needs</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• Following Directions</li> <li>• Self Confidence</li> <li>• Cooperative Learning</li> </ul>
<p style="text-align: center;"><b>Likes</b></p> <ul style="list-style-type: none"> <li>• One-on-one attention</li> <li>• Reading</li> <li>• Watching television</li> <li>• Going to the park</li> <li>• Playing computer games</li> <li>• Playing with math manipulatives</li> </ul>	<p style="text-align: center;"><b>Dislikes</b></p> <ul style="list-style-type: none"> <li>• Going to the grocery store</li> <li>• People teasing him</li> <li>• Eating vegetables</li> </ul> <p style="text-align: right;"><i>nicely done</i></p>
<p>Jo is a first grade African American student with a lot of energy. He enjoys reading books about cars, food, people, and the alphabet. He also enjoys watching television and going to the park with his mother, father, and baby brother. In the classroom Jo enjoys using reading software on the computer. He also enjoys using math and science materials that he is able to manipulate independently. Jo is beginning to develop more accurate phonemic awareness and decoding skills for reading. He is eager to please his teachers and learns best when he is seated directly in front of a teacher. This seven year old loves to volunteer his answers when the teacher asks a question.</p> <p>Jo is currently being monitored in order to enter the second tier of RTI for</p>	

reading, math, and behavioral interventions. Jo's assessment scores show that he is one reading level below grade level in reading. He also has difficulty in math due to lack of focus. He often skips steps when following directions and he has difficulty working cooperatively with his peers. At times he also seeks teacher help when he doesn't truly need it because he lacks the self-confidence to complete his work independently.

Jo's behavior in the classroom is inconsistent. Some days Jo is ready to learn, focused, and in high spirits. Other days Jo is sullen and withdrawn. On those days Jo often has difficulty focusing on his work and completing tasks independently. He often leaves his seat without permission or calls out when he needs a teacher's help. He frequently chooses not to follow teachers' directions. He also gets frustrated easily. When he becomes frustrated he often puts his head down and momentarily refuses to complete his work. Jo's teacher feels that Jo would be more successful in the classroom on a daily basis if his behavior were better maintained.

*academic?*

*assumption*

### Target Behavior

Jo leaves his seat without permission from a teacher (due to his impulsivity and often as a means of acquiring a teacher's attention.)

#### Example 1:

October 7, 2010 at 8:45am during independent reading time Jo left his seat to ask the teacher if he could sharpen his pencil.

#### Example 2:

October 14, 2010 at 10:35am during independent writing time Jo left his seat to ask the teacher to tie his shoe.

### Goals for Jo

- During periods of the school day that are spent in the classroom with the general education teacher, Jo will stay in his seat (unless given permission by a teacher to leave his seat) for no less than three out of five periods per day.
- Ideally, through the use of interventions, Jo's target behavior will gradually decrease by 80 percent.

- If Jo needs to leave his seat or acquire assistance from a teacher, he will raise his hand and wait for a teacher's permission before leaving his seat.
- Jo will stay focused on his work instead of leaving his seat.

f4

### III. Previous Interventions:

<b>Interventions Attempted</b>
<ul style="list-style-type: none"> <li>• From the beginning of the school year, the teacher has been using the classroom color chart and its' associated consequences with Jo. It seems that either Jo is unresponsive to the consequences or the teacher does not use the chart regularly enough for it to be effective on Jo's behavior.</li> </ul>
<ul style="list-style-type: none"> <li>• Since the beginning of the school year, the location of Jo's desk has been moved multiple times. At one point it was located perpendicular to the teacher's desk. Now it is in a group farther from the teacher's desk. It appears that no matter where Jo's desk is located he leaves his seat without permission and has difficulty focusing on his work.</li> </ul>
<ul style="list-style-type: none"> <li>• Jo has also been given verbal cues to remind him to sit down and raise his hand if he needs the teacher. This works only for the instance he is given the cue. The next time he needs the teacher, he leaves his seat again.</li> </ul>
<ul style="list-style-type: none"> <li>• Jo has witnessed other students modeling and being praised for using the correct behavior.</li> </ul>
<ul style="list-style-type: none"> <li>• Jo has received verbal praise for choosing the correct behavior.</li> </ul>

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### IV. Plan for Gathering Data

<b>Data Collection</b>
<ul style="list-style-type: none"> <li>• The collection of data began with making informal observations of the student and receiving information about the student's behavior from his teacher. From that data, a target behavior was determined.</li> </ul>
<ul style="list-style-type: none"> <li>• The baseline data of the target behavior will be collected throughout each school day during the time students are in the classroom by tallying the number of times Jo leaves his seat without permission. Anecdotal notes will also be collected <del>during that time, which will include</del> the antecedents and consequences of his behavior.</li> </ul>
<ul style="list-style-type: none"> <li>• Baseline data on the target behavior will be collected each day from October 4, 2010 through October 8, 2010.</li> </ul>
<ul style="list-style-type: none"> <li>• Intervention data will be collected each day from October 18, 2010 through</li> </ul>

*good procedure*





October 22, 2010 and from October 25, 2010 through October 29, 2010, which includes ten consecutive school days.

- Once the baseline and intervention data have been collected, it will be entered onto an Excel spreadsheet and graphed.
- The final step will be to analyze the data to determine if the interventions were successful. The Consequence Planning Decision Flowchart Model will also be used to determine if interventions were successful.

### **Behavior Intervention Plan**

- See the following Behavior Intervention Plan (BIP) Form.

+4

## Chart 1. Jo's Behavior Reward Chart

### Jo Smith's Reward Chart

**Date:** \_\_\_\_\_

**Expected Behavior:**

Jo will stay in his seat throughout the entire period unless permission is given by a teacher for him to leave his seat.

<i>Literacy Block</i>	<i>Reading Mini-Lesson</i>	<i>Vocabulary/ Spelling/ Phonics</i>	<i>Math</i>	<i>Writing/ Science</i>
<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>

**Sticker Goal to Earn Reward:** \_\_\_\_\_

**Reward to be Earned:** \_\_\_\_\_

The FBA-BIP sheets have been reviewed

1	2	3	4
+ 4			

### V. Data Summary:

#### Pre-Intervention

During the acquisition of baseline data, it was determined that the target behavior occurred predominantly when Jo was at his desk completing an independent work assignment. The target behavior was also more common to appear during literacy, math, writing, and science.

Jo left his seat without permission five to eight times each day. As illustrated in Table 1 and Graph 1, before the interventions took place Jo left his seat an average

of 6.4 times per day. Jo spends five periods per day in the classroom with the general education teacher. Therefore, on average Jo left his seat without permission 1.28 times per period. This can become a nuisance to the teachers in the classroom and also takes away from time that Jo should be using to complete his work. It often takes him longer than many of the other students to complete his work because he leaves his seat and is not able to stay focused on the task at hand.

According to the baseline data, it also seems that Jo had the most difficulty controlling his behavior on Friday. The number of times he left his seat peaked on that day with eight occurrences. This could have been due to his excitement for the upcoming weekend.

### Pre-Intervention: Anecdotal Notes

Antecedent	Behavior	Consequence
<ul style="list-style-type: none"> <li>Jo was expected to read independently at his desk.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat to ask the teacher if he could sharpen his pencil.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's response was "no" because he didn't need a pencil for what he was expected to do. However, Jo sharpened his pencil regardless, and the teacher ignored his disregard of her response.</li> </ul>
<ul style="list-style-type: none"> <li>Jo was expected to be sitting at his desk while waiting for snack to be passed out.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat to bring a book to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher said "thank you" in response to him giving her the book.</li> </ul>

### During Intervention

During the ten days of intervention Jo left his seat without permission an average of 3.2 times per day as illustrated in Table 1 and Graph 1. This showed a fifty percent decrease of the target behavior from the baseline data. During interventions, the frequency of Jo leaving his seat without permission ranged from

two to five times per day. Each Friday during the intervention period the target behavior increased slightly. The reason for this could again be Jo's anticipation and excitement for the weekend. Similar to the baseline data, the target behavior was more prevalent at times where Jo was expected to be completing independent work at his desk during literacy, math, writing, and science.

**During Intervention: Anecdotal Notes**

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
<ul style="list-style-type: none"> <li>Jo was expected to be working on an independent writing assignment at his desk.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat to ask the teacher to tie his shoe.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reminded Jo to sit in his seat and raise his hand. When the teacher observed Jo taking part in the expected behavior, she responded to Jo's request and tied his shoe. Jo did not earn a sticker for this period.</li> </ul>
<ul style="list-style-type: none"> <li>Jo was expected to complete an independent literacy activity at his desk.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat to ask the teacher if he can have a sticker on his chart now.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher told Jo that it was not time yet and she will check in with him when it is time. Jo did not earn a sticker for this period.</li> </ul>
<ul style="list-style-type: none"> <li>Jo was expected to complete an independent literacy activity at his desk.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat to ask a teacher for help on his work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reminded Jo to sit down and raise his hand if he needed help. Jo did not earn a sticker for this period.</li> </ul>
<ul style="list-style-type: none"> <li>Jo was expected to complete a math worksheet independently at his desk. Another student asked the teacher for help.</li> </ul>	<ul style="list-style-type: none"> <li>Jo left his seat without permission to go to where the other student was and help her.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher asked Jo to please go sit down. Jo did not earn a sticker for this period.</li> </ul>

### Excel Spreadsheet & Chart

- See Excel attachment for table (Sheet 1) and graph (Graph 1) of all baseline and intervention data.

**Table 1. Baseline & Intervention Data:  
Number of Times Jo Left His Seat Without Permission**

Baseline Total	Baseline Mean	Intervention Total	Intervention Mean	Percent of Decrease
32.00	6.40	32.00	3.20	50.00%

### Analysis of Baseline and Intervention Data

As depicted in Table 1, the percent of decrease of the target behavior was fifty percent. The goal set for Jo was for the target behavior to decrease gradually by eighty percent. Although the final goal was not met, it seems that if the interventions were continued, the behavior might continue to decrease to meet the goal of eighty percent. On average, a gradual decrease of behavior was found throughout the ten days of intervention.

Prior to beginning the intervention data collection, natural positive consequences, withholding of natural positive consequences and prompts had already been presented to Jo. Jo was generally unresponsive to those consequences and prompts, except for at the exact moment they were given. Therefore, while collecting intervention data, artificial positive consequences and the withholding of artificial positive consequences were employed (see BIP and Chart 1 for a more in depth explanation). It appears that the artificial positive consequences presented to and used with Jo were effective. The use of these strategies caused a decrease in the target behavior over the course of the ten day intervention period.

*well done*

## VI. Hypotheses of the Function of Behavior:

Hypothesis	Description
Performance Deficit	Jo knows that he is supposed to raise his hand while sitting in his seat if he needs the teacher's attention or help. However, he chooses not to take part in the expected behavior because he knows that many times leaving his seat without permission is often an effective way of obtaining the teacher's attention. This is due to the fact that the teacher does not always enforce the expected behavior.
Frustration	Jo is frustrated with his seat work, so he leaves his seat in order to get help from the teacher or because the level of the task is too difficult.
Attention Seeking	Jo seeks attention and/or help from the teacher to complete independent work, tie his shoe, or a variety of other reasons in order to obtain individualized attention from the teacher.
Avoidance	Jo seeks to avoid seat work because he is not able to focus, it is too difficult, or something else distracts him.
Task Completion	Jo leaves his seat in order to complete a task, such as sharpening his pencil or bringing something to the teacher.
Impulsivity	When Jo needs something in the classroom, his first impulse is to leave his seat to meet his needs. He doesn't think about the rules and expected behavior. Instead he acts on his first impulse.

## VII. Function of Behavior

Compelling Hypotheses
After observing Jo's behavior throughout the baseline data collection, there seem to be two possible functions of the target behavior. Although any of the hypotheses of the functions of Jo's behavior could be true, the theories that make the most sense are attention seeking and impulsivity. When Jo leaves his seat without permission it usually seems to be for one of those two reasons.
<b>Attention Seeking:</b>

As a student who thrives on one-on-one attention from a teacher, Jo often leaves his seat to obtain the teacher's attention. Whether it be to ask the teacher a question, gain permission to sharpen a pencil, or obtain help with an assignment, Jo frequently chooses to leave his seat without permission in order to obtain the teacher's attention.

**Impulsivity:**

As a first grader with a lot of energy, Jo tends to be impulsive in many of his actions. He often speaks without raising his hand and waiting to be called on, and he is quick to become upset when something doesn't go his way. Another example of his impulsivity is the frequency of leaving his seat without permission. He leaves his seat for various reasons, but also because he doesn't stop to think about the classroom rules or what is expected of him first. He is quick to leave his seat so that whatever his needs are at that moment can be met insantaneously.

VIII. Intervention Plan

**New Interventions**

According to an article put forth by the Institute of Education Sciences (2008), "Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavior expectations; rearranging the classroom environment, schedule, or learning activities to meet students needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior" (p.22). In order to decrease the target behavior of Jo leaving his seat without permission and increase the replacement behavior of Jo staying in his seat unless he has permission to get up, various interventions were put into place. These interventions included changes in the classroom environment, teaching strategies, prompts, natural consequences, and artificial consequences.

**To Decrease Target Behavior:**

- Changes in the Classroom Environment:

In order to facilitate Jo's success at decreasing the target behavior, the teacher made a few accommodations in the classroom environment. During the intervention period, the teacher placed herself in close proximity to Jo's desk whenever students were expected to complete independent work at their desks. This created an opportunity for the teacher to be able to easily recognize when Jo might need help and also gave Jo the opportunity to be able to talk to the teacher without having to leave his seat. Although Jo didn't always have the self-confidence needed to independently complete the assignments he was given, all of the assignments were provided at a level where Jo should need minimal to no help in order to complete them independently. Therefore, he should have little need to obtain the teacher's help for those independent work assignments. However, The teacher made it a point to check in with Jo frequently during independent tasks so that if he needed help she would go to him instead of him getting out of his seat to obtain help. The teacher also tried her best not to become aggravated by Jo's use of the target behavior.

- Teaching Strategies:

The teacher explained the target behavior to Jo and described why it was a problem for him, for his peers, and for the teacher. She explained that when he leaves his seat without permission, he is not able to get his work done as quickly as he should. The teacher also explained that leaving his seat can be a distraction to his peers and it would be unsafe if everyone was leaving their seat without permission all the time. She also explained that she can only help one student at a time, and the best way to get a teacher's attention would be to raise his hand and wait to be called on.

- Prompts:

When Jo took part in the target behavior during the interventions the teacher



verbally prompted him to sit down and raise his hand if he needed help.

- Natural Consequences:

Jo's needs were not met by the teacher if he took part in the target behavior. The teacher would not acknowledge Jo's needs until he took part in the replacement behavior.

- Artificial Consequences:

Jo did not receive a sticker on his chart (see Chart 1) for each period during which he left his seat without permission from a teacher. If at least three stickers were not earned throughout the day, Jo did not receive a reward for that day.

### **To Increase Replacement Behavior:**

- Changes in the Classroom Environment:

In order to facilitate Jo's success at increasing the replacement behavior, the teacher made a couple of accommodations in the classroom environment. At the beginning of the intervention period, the teacher reminded the entire class of the expected replacement behavior. Most of the students who habitually follow the classroom rules, did a wonderful job of taking part in the expected replacement behavior throughout the intervention period. The teacher provided verbal prompts to Jo individually when she thought he might need to leave his seat. The teacher reminded Jo of the replacement behavior before she thought he might take part in the target behavior. The teacher also spoke to Jo in a calm, friendly tone of voice, saying "please" and "thank you" when give reminders to use the replacement behavior.

- Teaching Strategies:

The teacher explained to Jo the expected behavior of staying in his seat and raising his hand if he needed a teacher's attention. She also told him that this behavior is expected whenever he is sitting. Whether he is sitting at his desk,

on the meeting rug, or at the horseshoe and square shaped tables, he must stay seated until he has permission from a teacher to leave his seat. Jo observed his peers using the replacement behavior and how they were given praise for doing so.

- Prompts:

Jo was individually verbally reminded of the replacement behavior throughout the intervention period.

- Natural Consequences:

Jo was given verbal praise for using the replacement behavior. Jo's needs were met by the teacher if he took part in the replacement behavior. The teacher would quickly respond to Jo's raised hand in order to meet his needs promptly. Jo spent less time out of his seat and more time engaged in his work. Therefore, he completed his work in a more appropriate amount of time.

- Artificial Consequences:

A token economy was created for Jo. Jo was given a sticker on his sticker chart (see Chart 1) for each period in which he stayed in his seat without getting up, unless he obtained permission from a teacher. If he received at least three stickers on his chart throughout the day Jo received a reward of his choice from the choices provided by the teacher. According to the Center for Effective Collaboration and Practice (2001), "When trying to determine the best reinforcer to use, knowledge of student preferences and strengths is useful in developing a plan." All reward choices provided by the teacher are based on activities Jo enjoys doing in the classroom.

well described

**References:**

Center for Effective Collaboration and Practice. (2001). *Creating Positive Behavioral Intervention Plans and Supports*. Retrieved October 31, 2010, from <http://cecp.air.org/fba/problembehavior3/intro3.htm>

Institute of Education Sciences. (2008). *Reducing Problem Behaviors in the Elementary School Classroom*. Retrieved October 31, 2010, from



## IX. Multicultural Issues:

### Gender

Jo is a male student in a classroom with a female teacher and a student population of slightly more females than males. It is possible that someone might think Jo's behavior stands out because he is a male student with a lot of energy. However, based on the preceding data presented, it is illustrated that Jo frequently leaves his seat without permission. And comparative to the other students in the class (male or female) it is likely Jo leaves his seat without permission more than any other student. If data was collected for each student on the same behavior, it would surely show that Jo leaves his seat without permission more than any other student in the class and definitely many more times than any of the males in the class.

Jo currently has a positive outlook on his behavior plan and views it as a way for him to earn a special reward for taking part in the replacement behavior. However, there are days when Jo can become angry easily. According to Mukichi, teachers should, "Treat the angry boys in a fair and rational manner. Over reacting to angry boys can be detrimental. Every little effort helps. Sit them down and let them be involved in providing solutions to their anger. Offer positive rewards for good behavior." This is why a token economy works for Jo. He appreciates the positive interactions and rewards from the teacher for his replacement behavior.

### Race & Social Class

Being an African American student in a low-income school with a middle-class Caucasian teacher, some critics may think that Jo is being singled out because of his race, color, or social class. Jo is one of only two African American students in his class. The students in his class are predominantly of Hispanic, Latino, and

mixed races. Jo is the only student in the class with a behavior plan.

Jo was given a behavior plan because his inappropriate behavior made him stand out. Not for any other reason. Jo feels privileged to be a part of his behavior plan. The following quote from a study conducted by Kelly Goran Fulton from the University of Texas at Austin addresses the importance of caring, compassionate, sensitive teachers, no matter the race or income level of the teacher compared to his or her students.

Much literature addresses the idea of a “cultural mismatch” between teachers and students which can result in poorer outcomes for children’s educational experiences and outcomes. Yet we cannot ignore how differences in class also affect the perceptions of teachers and how they demonstrate their care for the students in their charge. The caring relationship formed between teachers and students has been posited as a vital component of helping students experience education in positive ways (Noddings 1984, 1992). Race and class both shape these ideas about caring. Teachers’ perceptions of parents not only shape how the teachers relate to their students, but also hint at the attitudes about which parents can be authentic educational partners (Lightfoot, 1978). Authentic partnership, then, would include “culturally relevant” teaching as well as a sensitivity to ideas about class and how that shapes teachers’ perceptions and actions. We see in the example presented in this paper, that simply having teachers of the same race/ethnicity as the students does not erase how class affects teacher-student-parent relationships. An emphasis on achieving “culturally relevant” teaching by matching race/ethnicity can be one piece of the puzzle, but not the whole solution. (p. 2)

*with discussion*

#### **Learning Needs**

As a student with learning needs, Jo is also being monitored for Response to Intervention purposes. It is likely that he will soon be receiving RTI services for

math and reading along with his behavioral interventions. Jo also has challenges with social interactions in the classroom.

According to Dunlap in her article on classroom management, it is important to “Let students know your feelings when negative behaviors take place in the classroom. They need to see the result of their actions. Impose the consequences, discuss the situation, but then carry on without anger or resentment.” For students like Jo, with diverse learning needs, these ideas are especially significant because these students need to understand how their actions affect others. However, teachers need to also remember to move on from the problem behavior without holding it against the student in the future.

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**References:**

Dunlap, B., (2010). *Classroom Management for a Behaviorally Challenged Classroom*. Retrieved November 2, 2010 from <http://connected.waldenu.edu/curriculum-resources/classroom-management/item/1352-classroom-management-a-behaviorally-challenged-classroom>

Goran Fulton, K., (2003). *Transforming 'Poor' Behavior: Social Class and Caring in a Predominantly African American Elementary School*. Retrieved November 2, 2010 from [http://www.allacademic.com//meta/p\\_mla\\_apa\\_research\\_citation/1/0/7/4/6/pages107465/p107465-1.php](http://www.allacademic.com//meta/p_mla_apa_research_citation/1/0/7/4/6/pages107465/p107465-1.php)

Mukichi, M., *Dealing with angry boys at school*. Retrieved November 2, 2010 from <http://www.helium.com/items/1028804-dealing-with-angry-boys-at-school>

## X. Ethical and Legal Issues:

### Ethical Issues

With the use of a reward chart, or token economy, there is always the concern that one student receives special rewards for good behavior, but not all students are able to earn the same rewards. Other students notice that this student is earning special rewards and they want the rewards as well. This is something for the

teacher to consider. Should the reward be available to all students?

It is important to remember that token economies should only be used if they are necessary. They may be necessary now, but once the behavior is under control, they may no longer be necessary. Cash & Woollens remind us "Only use a token economy system when necessary, and not when desirable behavior can be maintained with the use of less systematic and controlling techniques" (p. 1). Also, when using a token economy it is imperative to remember not to plan "a program that may involve depriving a student of something that already morally or legally belongs to him or her" (Cash & Woollens, p. 1).

### Legal Issues

There do not seem to be any possible legal issues that may arise from this functional behavioral assessment, but Public Agenda (2004) presents a valid statement in the following quote: "The present legal environment undermines order in schools by enabling students and parents to threaten a lawsuit over virtually anything, said Philip K. Howard, Chair of Common Good. The legal system must strike a better balance between the claimed rights of individuals and the legitimate interests of society as a whole."

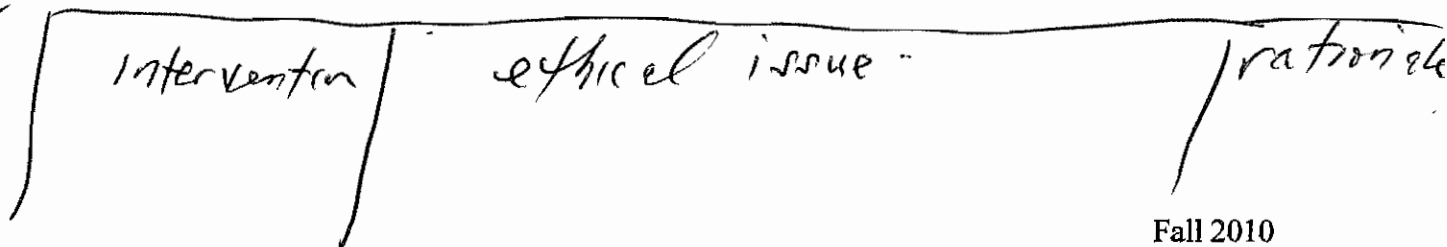
### References:

Cash, A. & Woollens, S., *Token Economy Systems in the Classroom: Recommendations for Teachers*. Retrieved November 2, 2010 from <http://www.udel.edu/education/masters/psychology/handbook/recommendations/TokenEconomy.doc>

Public Agenda. (2004). *Discipline Problems, Unruly Behavior Seriously Threatening Student Achievement*. Retrieved November 2, 2010 from <http://www.publicagenda.org/press-releases/discipline-problems-unruly-behavior-seriously-threatening-student-achievement>

*select each intervention as follows*

+ 2 1/2



## Behavior Intervention Plan Form

Student: Jo Smith

Teacher: [REDACTED]

School: Memorial School

Date: October 15, 2010

Step	Action	Outcomes
1	Identify the function of the behavior <ul style="list-style-type: none"> <li>• Describe the behavior in measurable terms.</li> <li>• How does the behavior meet the student's needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Jo leaves his seat without permission from a teacher due to his impulsivity and often as a means of acquiring a teacher's attention.</li> <li>• This behavior meets Jo's needs by giving him an opportunity to take a break from his work and move around the classroom. It also meets his needs because he is able to gain the teacher's attention.</li> </ul>
2	Select a replacement behavior <ul style="list-style-type: none"> <li>• What should the student do instead?</li> <li>• What do successful students do?</li> <li>• Will the behavior help the student meet his or her needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Jo should stay at his seat unless he has permission from a teacher to get up. Instead of leaving his seat he should remain focused on his work. If he needs the teacher's assistance he should gain it by raising his hand and waiting to be called on.</li> <li>• This behavior will meet Jo's needs because he is still able to get out of his seat and move around the classroom as long as he has permission. It will also allow him to gain the teacher's assistance in a more appropriate way.</li> </ul>
3	Design a teaching plan The expected behavior includes: <ul style="list-style-type: none"> <li>• Conditions</li> <li>• Behavior</li> </ul> Teaching examples should: <ul style="list-style-type: none"> <li>• Describe when to use the behavior</li> <li>• Be realistic</li> </ul>	Expected Behavior <ul style="list-style-type: none"> <li>• During periods of the school day that are spent in the classroom with the general education teacher, Jo will stay in his seat (unless given permission by a teacher to leave his seat) for no less than three out of five periods per day. If he needs to leave his seat or acquire assistance from a teacher, he will raise his hand and wait for a teacher's permission before leaving his seat.</li> </ul> Teaching Examples <p>This behavior is expected when Jo is:</p> <ul style="list-style-type: none"> <li>• Completing independent or group seat work at his desk</li> <li>• Sitting on the meeting rug for instruction or a read aloud</li> <li>• Sitting at the horseshoe table for small-group instruction</li> <li>• Sitting at a computer</li> <li>• Sitting at the square table for one-on-one instruction</li> </ul> Non-Examples <p>This behavior is not expected during:</p> <ul style="list-style-type: none"> <li>• Breakfast in the classroom</li> <li>• Snack time- when throwing away trash</li> <li>• Indoor recess in the classroom</li> </ul> Teaching Strategies <ul style="list-style-type: none"> <li>• Reminding Jo of the expected behavior: "When you are sitting, you must stay seated unless you have permission from a teacher to get up. If you need the teacher, you must raise your hand and wait to be called on."</li> <li>• Using peers to model expected behavior</li> </ul>

		<ul style="list-style-type: none"> <li>Using verbal and visual cues</li> <li>Providing verbal praise when the expected behavior is used</li> <li>Providing other types of positive reinforcement</li> </ul>
4	<p>Arrange the environment to facilitate success</p> <p>Consider changes to:</p> <ul style="list-style-type: none"> <li>Physical environment</li> <li>Classroom procedures</li> <li>Task requirements</li> <li>Teacher-student interactions</li> </ul>	<p><b>Problem Situations</b></p> <ul style="list-style-type: none"> <li>A teacher is not able to respond to Jo's raised hand promptly.</li> <li>Other students are also taking part in the target behavior.</li> <li>The teacher may become frustrated that Jo is frequently leaving his seat.</li> </ul> <hr/> <p><b>Facilitate Success</b></p> <ul style="list-style-type: none"> <li>Move Jo's desk to a place in the classroom where it is always in close proximity to a teacher.</li> <li>Remind the entire class of the expected behavior and be more diligent with enforcing the expected behavior for all students.</li> <li>Be sure independent tasks are provided at a level that Jo can be successful without the help of a teacher.</li> <li>Frequently check in with Jo to see if he needs help.</li> <li>Provide verbal or visual prompts to remind Jo of the expected behavior.</li> <li>The teacher will speak to Jo in a calm and friendly tone of voice, using "please" and "thank you" often.</li> </ul>

### Behavior Intervention Plan Form

Step	Action	Outcomes
5	<p>Develop consequences for desired and undesired behavior (Artificial consequences should be used only when natural consequences are not sufficient)</p>	<p><b>Natural Positive Consequences</b></p> <p>For desired behavior:</p> <ul style="list-style-type: none"> <li>Jo will receive verbal praise from the teacher if he takes part in the expected behavior.</li> <li>Jo will spend more time focusing on and completing his work if he takes part in the expected behavior.</li> </ul> <p>For undesired behavior:</p> <ul style="list-style-type: none"> <li>Jo may obtain the teacher's attention if he takes part in the target behavior and the teacher does not reinforce the expected behavior.</li> <li>Jo is able to take a break from his work if he takes part in the target behavior.</li> </ul> <hr/> <p><del>Withhold</del> <b>Withhold access to natural positive consequences</b></p> <p>For desired behavior:</p> <ul style="list-style-type: none"> <li>Jo will not receive verbal praise from the teacher if he does not follow the expected behavior</li> <li>Jo may not complete his work in an acceptable amount of time if he does not follow the expected behavior.</li> </ul> <p>For undesired behavior:</p> <ul style="list-style-type: none"> <li>Jo may not obtain the teacher's attention when he takes part in the target behavior.</li> </ul>

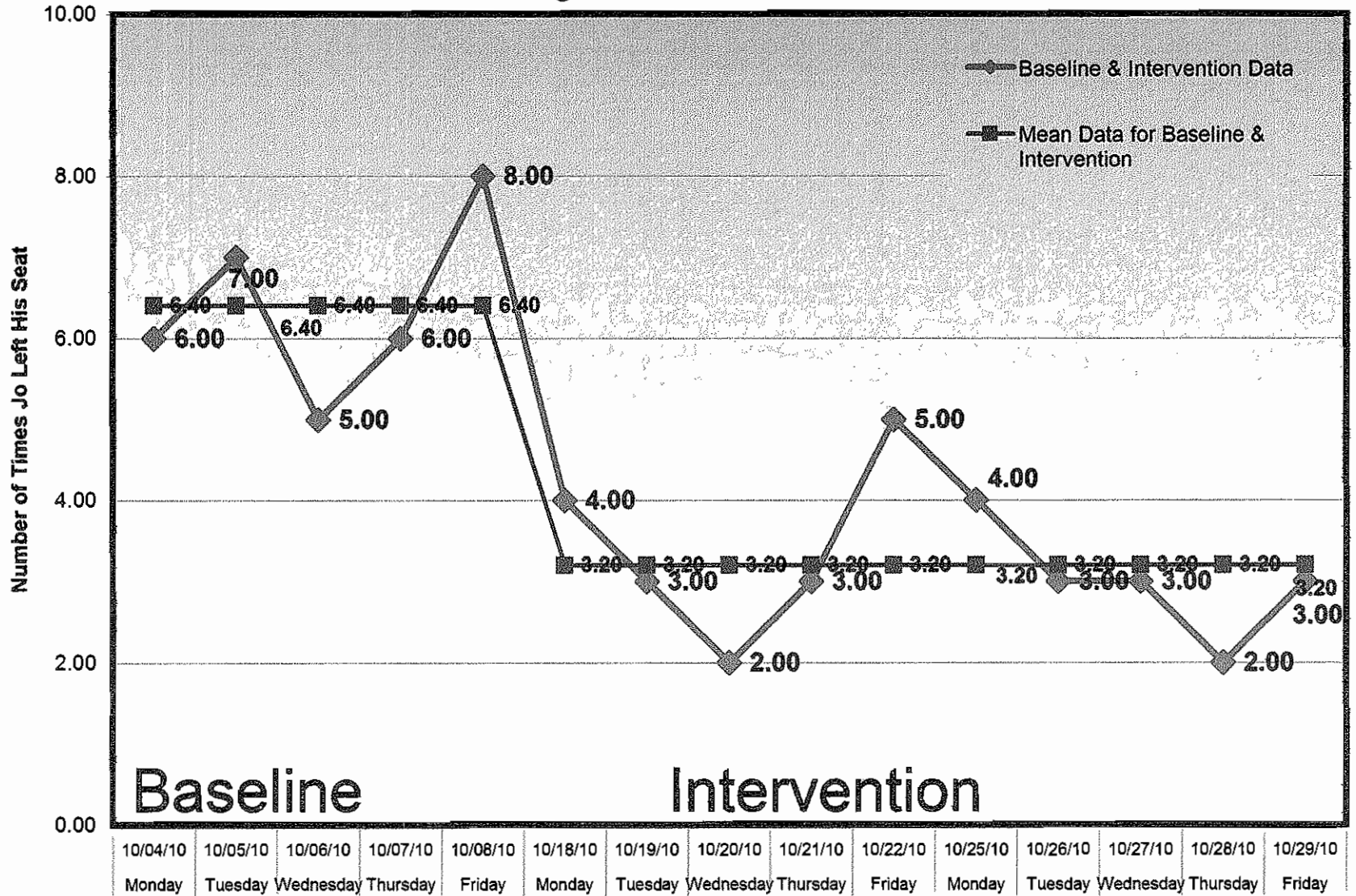


		<p>Prompts</p> <ul style="list-style-type: none"> <li>Jo would benefit from a visual prompt given by the teacher when the target behavior occurs. The teacher can demonstrate a specific cue (such as the sign for "sit" in American Sign Language) that will be like a secret code between Jo and the teacher to silently remind him of the expected behavior.</li> <li>Jo would also benefit from verbal prompts given to the whole class to remind everyone of the expected behavior. For example, the teacher might say "Remember, I am looking for students to stay seated and raise their hand if they need a teacher's help."</li> </ul>
	<ul style="list-style-type: none"> <li>If the replacement behavior is not exhibited despite natural positive consequences and prompts</li> </ul>	<p>Artificial positive consequences</p> <ul style="list-style-type: none"> <li>Token Economy: Each day Jo will have a chart at his seat (illustrated in Chart 1), and for each instructional period he is in the classroom, he can earn a sticker on his chart if he stays in his seat without getting up (unless he has permission) for the entire period. If Jo achieves his goal of staying in his seat for three to four (out of five) periods each day he will earn a reward of his choice from the choices of activities provided by the teacher.</li> </ul> <p>Possible rewards for earning 3 stickers can be:</p> <ul style="list-style-type: none"> <li>5 minutes of free time (to draw, play with math manipulatives, or use the computer) at the end of the day.</li> </ul> <p>Possible rewards for earning 4 or more stickers can be:</p> <ul style="list-style-type: none"> <li>10 minutes of free time (to draw, play with math manipulatives, or use the computer) at the end of the day.</li> <li>Eat lunch in the classroom with the teacher and a friend the following day.</li> </ul>
	<ul style="list-style-type: none"> <li>If the problem behavior continues despite natural positive consequences and prompts</li> </ul>	<p>Negative consequences</p> <ul style="list-style-type: none"> <li>Jo will not receive stickers on his chart if he does not participate in the expected behavior. Consequently, Jo will not receive a reward if he does not earn at least three stickers during a school day.</li> </ul>
6	<p>Write behavioral objectives</p> <ul style="list-style-type: none"> <li>Learner: Who will demonstrate the behavior</li> <li>Conditions: When, where, and under what circumstances</li> <li>Behavior: A physical description of what the learner is to do</li> <li>Criteria: How much of the behavior is necessary for the objective to be complete</li> </ul>	<ul style="list-style-type: none"> <li>During periods of the school day that are spent in the classroom with the general education teacher, Jo will stay in his seat (unless given permission by a teacher to leave his seat) for no less than three out of five periods per day. If he needs to leave his seat or acquire assistance from a teacher, he will raise his hand and wait for a teacher's permission before leaving his seat.</li> </ul>

Date for implementation: Monday, October 18, 2010

Date for review: Monday, November 1, 2010

**Graph 1. Number of Times Jo Left His Seat Per Day During Baseline & Intervention**



Monday 10/04/10	Tuesday 10/05/10	Wednesday 10/06/10	Thursday 10/07/10	Friday 10/08/10	Monday 10/18/10	Tuesday 10/19/10	Wednesday 10/20/10	Thursday 10/21/10	Friday 10/22/10	Monday 10/25/10	Tuesday 10/26/10	Wednesday 10/27/10
6.00	7.00	5.00	6.00	8.00	4.00	3.00	2.00	3.00	5.00	4.00	3.00	3.00
6.40	6.40	6.40	6.40	6.40	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20

Baseline	Total	Mean	% Decrease
	32.00	6.40	50.00

Intervention	32.00	3.20	
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<b>Thursday</b>	<b>Friday</b>
<b>10/28/10</b>	<b>10/29/10</b>
<b>2.00</b>	<b>3.00</b>
<b>3.20</b>	<b>3.20</b>

Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
10/04/10	10/05/10	10/06/10	10/07/10	10/08/10	10/18/10	10/19/10	10/20/10	10/21/10	10/22/10	10/25/10	10/26/10	10/27/10	10/28/10	10/29/10
6.00	7.00	5.00	6.00	8.00	4.00	3.00	2.00	3.00	5.00	4.00	3.00	3.00	2.00	3.00
6.40	6.40	6.40	6.40	6.40	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20	3.20

	Total	Mean	% Decrease
Baseline	32.00	6.40	50.00

Intervention	32.00	3.20	
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*This work is done correctly.*

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p><b>1. Description of Subject</b>                      Clear description of the student in terms of</p> <ul style="list-style-type: none"> <li>• age and gender</li> <li>• cultural/linguistic background</li> <li>• primary language</li> <li>• why chosen in terms of oral language concern, LEP, or developmental level</li> <li>• Current school placement if applicable</li> </ul> <p><b>CEC Standard 8: Assessment DIVERSITY: Ind. Diff/ Cult Div.</b></p>	<p>Detailed description of the student and relevant oral language history is not provided or is lacking two or more of the required elements.</p> <p>0-2 points</p>	<p>Detailed description of the student and relevant oral language history is provided for all, except one of the required elements.</p> <p>3 points</p>	<p>Detailed description of the student and relevant oral language history are described for all required elements.</p> <p>4 points</p>	<p>Detailed description of the student and relevant oral language history are clearly and comprehensively described.</p> <p>5 points</p>
<p><b>2. Transcription of Oral Language Sample</b>                      Complete oral language sample transcribed. It includes proper format according to language sample table</p> <p><b>CEC Standard 6: Language PRACTICE: Professional Practice</b></p>	<p>Transcription is not provided or does not follow the required format, or is incomplete.</p> <p>0-5 points</p>	<p>Transcription is provided but has minor format issues or omissions.</p> <p>6-7 points</p>	<p>Transcription is provided using proper format and is complete.</p> <p>8-10 points</p> <p><i>regrade 4/20/09</i></p>	
<p><b>3. Mean Length of Utterance (MLU)</b>                      The MLU is provided and is correctly scored. It is evaluated in terms of its effectiveness as a tool for identifying the language needs of the subject.</p> <p><b>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know</b></p>	<p>MLU or evaluation is not provided, or there are numerous scoring errors, or the evaluation does not demonstrate a reflective understanding of the process.</p> <p>0-5 points</p>	<p>While provided, the MLU contains a few significant and minor errors in scoring. The reflection on the results and the MLU process is weak or unclear.</p> <p>6-7 points</p>	<p>The MLU contains few minor errors in scoring and the evaluation is clear and demonstrates understanding and reflection on the results and process.</p> <p>8-9 points</p> <p><i>regrade 4/20/09</i></p>	<p>The MLU scoring is virtually error free and the evaluation is very clear and demonstrates a significant understanding of the results and a solid reflection on the value of the process.</p> <p>10 points</p>

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p><b>4. “Eyeballing” Technique</b> The results of using “eyeballing” to identify the subject’s oral language strengths and weaknesses are presented on the appropriate MLU table and reflected upon.</p> <p><b>CEC Standards 8 and 6</b> <b>PRACTICE: Reflective Prob Solving</b> <b>KNOWLEDGE: Dom Specific Know</b></p>	<p>The results of the “eyeballing” technique or its evaluation is not provided, or the evaluation does not demonstrate a reflective understanding of the results or the process.</p> <p>0-8 points</p>	<p>The results of the “eyeballing” technique and its evaluation are provided. The evaluation is weak or does not clearly demonstrate a reflective understanding of the results or the process.</p> <p>9-11 points</p>	<p>The results of the “eyeballing” technique and its evaluation are provided. The evaluation is appropriate and demonstrate a reflective understanding of the results and the process.</p> <p>12-13 points <i>regrade 4/22/09</i></p>	<p>The results of the “eyeballing” technique and its evaluation are provided. Both demonstrate excellent insight and reflection into the results and the process</p> <p>14-15 points</p>
<p><b>5. Identification of Articulation Difficulties</b> Oral language is described in terms of errors of articulation. Student patterns of sound acquisition are described to include</p> <ul style="list-style-type: none"> <li>• identification of sounds acquired</li> <li>• sounds in error</li> <li>• age of sound acquisition.</li> </ul>	<p>This information is not presented or minimal information is presented</p> <p>0-8 points</p>	<p>Description of articulation difficulty does not address all of the three key areas. Description is vague or not supported by examples</p> <p>9-11 points</p>	<p>Description of articulation difficulty addressed the three key areas. Description lacks some detail or is not supported by examples</p> <p>12-13 points</p>	<p>Description of articulation difficulty is detailed with much information presented. The description is rich with examples to further clarify the observations.</p> <p>14-15 points</p>
<p><b>5. Identification of Oral Language Deficits</b> Language deficits are identified, supported by information identified in the MLU calculation and eyeballing techniques. Rationale for language deficits and language strengths are discussed.</p> <p><b>CEC Standards 8 and 6</b> <b>PRACTICE: Reflective Prob Solving</b> <b>KNOWLEDGE: Dom Specific Know</b></p>	<p>Not presented, or one or more of the priorities are omitted or not discussed. Rationale missing or is inappropriate.</p> <p>0-8 points</p>	<p>While all three deficits are identified, discussion and rationale is weak or somewhat inconsistent with data provided.</p> <p>9-11 points</p>	<p>All three deficits are identified and discussed appropriately. Rationale is appropriate and consistent with data provided.</p> <p>12-13 points</p>	<p>All three deficits are identified and discussed in a highly appropriate and insightful manner. The rationale evidences reflection on the various data uncovered in the process.</p> <p>14-15 points</p>

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<b>6 Remedial Plan</b> A remedial plan is developed and described in detail for one of the top three oral language priority needs of the subject. <b>CEC 6 and 4 Instructional Strategies</b>  <b>PRACTICE: Professional Practice</b>	Not presented, or the plan described is lacking in sufficient detail, or does not address the identified problem in a manner likely to be successful.  <b>0-8 points</b>	The plan presented is generally appropriate to remediate the identified problem but lacks sufficient detail or clarity.  <b>9-11 points</b>	The plan presented is appropriate to the remediation of the identified problem with sufficient detail and clarity.  <b>12-13 points</b>	The plan presented is appropriate to the remediation of the identified problem with a high likelihood of success based on very clear understanding of the subject's needs and strengths.  <b>14-15 points</b>
<b>7. Reflection</b> The candidate presents a reflection on the benefits of the assignment to both the candidate and the subject assessed.  <b>CEC Standards 8 and 6</b>  <b>PRACTICE: Reflective Prob Solving</b>	Reflection is not provided or is limited in its discussion of the benefit to both the candidate and subject.  <b>0-4 points</b>	Reflection is provided but lacks clarity or reflection in its discussion of the benefit to both the candidate and subject.  <b>5 points</b>	Reflection is provided and is clear and shows appropriate level of reflection in discussing the benefit to both the candidate and subject.  <b>6-7 points</b>	Reflection is provided and is very clear and shows a highly appropriate level of reflection in on the benefit of the assignment to both the candidate and subject.  <b>8 points</b>
<b>8. Writing Convention and Format</b> The entire report is evaluated in terms of organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and consistence adherence to the subject's confidentiality.  <b>CEC 9 Professional and Ethical Practice</b> <b>PRACTICE: Comm. &amp; Expression</b>	Report shows multiple errors in three or more of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.  <b>-5 to -4 points</b>	Report shows occasional errors in one or two of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.  <b>-3 to -1 points</b>	Report shows primarily correct usage in all of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality.  <b>0 to +1 points</b>	Report is consistently well organized, focused, relevant, error free in terms of spelling, grammar and use of professional language, and strictly adheres to the requirements for subject's confidentiality rights.  <b>+2 points</b>

Student Name [REDACTED] Evaluation: Below Standard  Approaches Standard  Meets Standard  Exceeds Standard

Faculty Signature: *Alyan Dell* Date: 4/22/09 ARTIFACT COURSE GRADE: \_\_\_\_\_

*83/93 = 85 max for grade*