

Happy School

Functional Behavior Assessment

Student Name: Student Koschik	Date of Birth:
Homeroom Teacher: Mr. Gencher	Grade: First Grade
School: Happy School	Date of Report:
Person Completing Form: Sally Special	
Participants in Functional Analysis	
Name	Title/Relationship to Student
Sally Special	Special Education Teacher
Mr. Todd Gencher	General Education Teacher
Ms. Genny lance	Guidance Counselor

Educational Program Description:

Student is a first grade, male student in Mr. Gencher's class. Student enrolled at Happy School at the beginning of his kindergarten year. His kindergarten teacher, Ms. Mercian, reports nothing significant regarding his behavior in the classroom. She states that he was compliant, socialized with friends, and enjoyed school.

Parent Input:

Mom and Dad Koschik, Student's parents, requested a special education evaluation on November 18, 2014. Their reasons for requesting the evaluation were: "behavior/thoughts around school at Happy School. Frustration experienced at times around writing assignments." The Evaluation Consent was sent home, signed and returned; beginning the evaluation period.

On January 26, 2015 Sally Special, K-2 Special Education teacher at Happy School, received the medical treatment plan from Eastern Institute and Clinic with a diagnosis for Student of Anxiety Disorder and Depression. On January 28, 2015, Student's mother, Mom Koschik, reports that Student has been diagnosed with Attention Deficit Hyperactivity Disorder and depression and that Student will begin taking Concerta once a day. In the same correspondence, Mom Koschik states that Student will be entering Hospital Behavioral School, partial placement, on January 28, 2015 and will undergo a neuropsychological testing on February 17, 2015.

Academic Performance:

Currently, Student is fully included in the first grade curriculum for all academic and creative arts classes. Mr. Gencher, reports that Student was performing on grade level in Math and Reading, during the first grading period. However, his grades have dropped dramatically during the second grading period due to refusal to complete work. Student acquires and retains new information at a pace comparable to his peers; though, he often does not demonstrate his abilities in the classroom.

List the strengths of the student (such as academic, social, physical, family assets):

Student's strengths include:

Social:

- Student is friendly to those he is familiar with and does not instigate arguments with other students
- Responds to positive reinforcement and positive attention
- Eager to please and offer assistance
- Easily redirected with the use of positive reinforcement

Academic:

- Student enjoys listening to text of high interest
- Demonstrates competency with using and enjoys using technology to complete assignments
- Student is able to make connections to text when the text is of interest to him
- Able to tell time to the hour and half hour
- Recognizes and counts mixtures of coins

Functional:

- Provides assistance to others when feeling successful
- Appropriately asks for help when anxiety levels are low
- Able to navigate around the classroom and school without needing assistance
- Takes pride in appearance and work

Description of the Behavior of Concern: (specifically describe what the behavior looks and sounds like)

- A.) Refusal to complete work; join group
- B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
- C.) Defiance: Talking back to adults and saying "no" when given a direction

Physiological and Medical Factors:

Yes	Could the behavior be the result of a medical or psychiatric condition or any form of physical discomfort? On December 16, 2014, Student was diagnosed with Attention Deficit Hyperactivity Disorder and Depression. On January 27, 2015, Student has been diagnosed with Anxiety Disorder and Depression.
	Could the behavior be related to a side effect of medication? While displaying the behaviors of concern, Student was not taking any medication reported by his parents.
Yes	Could the behavior be the result of some physical deprivation condition? Student will often complain that he is tired and lay his head down. Student does not eat breakfast at the school. He often refuses to join his class for lunch and will end up eating in the office after repeated attempts to get him to eat.

Antecedent Events:

Are there circumstances in which the behavior ALWAYS occurs?

Behaviors:

- A.) Refusal to complete work; join group while engaged in learning activities
- B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
- C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

Yes

After conducting classroom observations and analysis of data, it can be concluded that Student always engages in behaviors A, B, and C when:

- presented with an assignment or task that he believes to be difficult
 - when writing projects or lengthy activities are presented
 - when written work is encouraged to be shown to demonstrate understanding
 - the task or assignment appears to be of little/no interest
 - he would prefer to be doing an alternative activity
-

Are there circumstances in which the behavior NEVER occurs?

Behaviors:

- Yes A.) Refusal to complete work; join group while engaged in learning activities
B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that Student never engages in behaviors A, B, and C when:

- presented with a preferred assignment or task
 - the task or assignment is of high interest or not directly related to academics
 - being given preferential treatment by an adult
-

Does the behavior occur only (or more often during particular activities)?

Behaviors:

- Yes A.) Refusal to complete work; join group while engaged in learning activities
B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that Student more often engages in behaviors A, B, and C when:

- presented with a non-preferred assignment or task; particularly during writing or reading related assignments
 - the task or assignment is of little/no interest
 - when he would rather be completing an alternative assignment or activity
-

Does the behavior occur only with (or more likely with) certain people?

Behaviors:

- Yes A.) Refusal to complete work; join group while engaged in learning activities
B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that Student more than likely engages in behaviors A, B, and C when:

- presented with a non-preferred assignment or task by a teacher, paraprofessional, guidance counselor, and administrator
-

Does the behavior occur in response to certain stimuli (demands, termination or preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc.)?

Behaviors:

- Yes
- A.) Refusal to complete work; join group while engaged in learning activities
 - B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
 - C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that Student engages in behaviors A, B, and C when:

- presented with a non-preferred assignment, tasks, or demand
- a preferred activity is terminated
- when the behavior is ignored by teachers, paraprofessionals, guidance counselors, and administrators
- when a change in routine occurs

Does the behavior occur only (or more likely) during a certain time of day (morning, afternoon, end of school day, evening)?

Behaviors:

- Yes
- A.) Refusal to complete work; join group while engaged in learning activities
 - B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
 - C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that Student engages in behaviors A, B, and C when:

- presented with a non-preferred assignment, tasks, or demand; particularly during reading and writing.
- in the morning when academic demands begin
- end of the school day, during dismissal
- times during the day when independent academic work is required by all students

Once the behaviors begin, they will carry throughout the school day until dismissal.

Skill Deficits Related to Behavior of Concern

Could the behavior be related to any skill deficits? (check all that apply)?

	Academic Skills	Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
X	Participation Skills	The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction
X	Social Skills	The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions
X	Communication Skills	The student has difficulties with requesting what they need, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal language, or following directions.

X	Organizational Skills	The student has difficulty with organizing school supplies, study area, time, or projects, organizing class notes, or dividing assignments into task.
	Self-Regulation Skills	The student has difficulties with staying on-task, completing work assignments, handling stressful situations, calming self when agitated, following rules, or difficulty transitioning between activities/places or people. Difficulty with problem solving.
	Study Skills	The student has difficulty with studying for tests, taking tests, taking notes from lectures, or using studying techniques
	Motor Skills	The student has difficulty with gross motor skills (e.g. running, raising arms, putting feet together, squatting, bending at waist, etc.) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/ pen, holding a fork/spoon, pressing a computer key, using a mouse, etc.). S/he has difficulty with imitating others' actions
	Functional Skills	The student has difficulty with performing activities of daily living (e.g. eating, dressing, toileting, grooming).
	Play Skills	The student has difficulty with actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities

Consequence Factors:

Does the behavior allow the student to gain preferred activities or items?

Behaviors:

- A.) Refusal to complete work; join group while engaged in learning activities
- B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
- C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

Yes

After conducting classroom observations and analysis of data, it can be concluded that behaviors A, B, and C allow for Student to gain preferred activities or items, such as:

- Attainment of control or power over what is occurring at the time
- Ability to escape his work
- A route to attempt to obtain a preferred activity
- Wanted attention from his peers and the staff

Does the behavior allow the student to gain peer or adult attention?

Behaviors:

- A.) Refusal to complete work; join group while engaged in learning activities
- B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
- C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

Yes

After conducting classroom observations and analysis of data, it can be concluded that behaviors A, B, and C allow for Student to gain adult attention through verbal prompting, redirections, and reassurance. The behaviors, A, B, and C, allow for Student to gain negative peer attention.

Does the behavior allow the student to postpone, avoid, or escape something such as task demands, social interactions, etc?

Behaviors:

- Yes
- A.) Refusal to complete work; join group while engaged in learning activities
 - B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
 - C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

After conducting classroom observations and analysis of data, it can be concluded that behaviors A, B, and C allow for Student to postpone, avoid, or escape task demands, such as:

- Escape or postpone work completion of non-preferred activity
 - Escape from the task to gain control over the classroom situation
 - Avoid or escape whole group, small group and independent work times
-

Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

No

List Strategies used in the past and note their effectiveness

Antecedent (prevention) strategies:

During his Kindergarten year and the beginning of the current first grade year, Student did not exhibit any extreme behaviors. In Kindergarten, Student was motivated by the classroom-wide positive behavior system, completed assigned work with little to no prompting, and appropriately socialized with classroom peers.

The same behavior was exhibited in the beginning of the first grade year. As the task demands increased, Student began to display behaviors of concern. The behaviors escalated quickly within a short period of time. His classroom teacher, Mr. Gencher, employed multiple classroom based behavior interventions to remedy the situation.

Behaviors:

- A.) Refusal to complete work; join group while engaged in learning activities
- B.) Physical Aggression: throwing objects, shouting out, and destructive towards property
- C.) Defiance: Talking back to adults, saying "no", or doing opposite of given a direction

Classroom-Wide Based Behavior Systems:

Class-wide Behavior System

Targeted Behaviors: A., B., and C.

Antecedent Strategy

In the first grade classroom, Mr. Gencher uses the school-wide color behavior monitoring system to track and communicate each child's behavior. Mr. Gencher reports that Student was motivated by the system in the beginning of the school year; however, it no longer is an effective to monitor his behavior. Each student's color is communicated daily with the child's parent in the home-school binder.

Duration: Beginning of the school year – Beginning of second 9 weeks

Effectiveness: During the beginning of the school year, Student responded appropriately to the class-wide behavior system. When his behaviors began to increase and intensify, Student did not respond to the class-wide behavior system even when given verbal prompts and immediate redirection.

Whale Done:

Target Behaviors: A, B, and C

Antecedent Strategy

The classrooms in K-2 have a Whale Done ceremony every morning to start the day, where they are acknowledged for academics and behavior. Student receives between 1 and 2 Whale Dones per week to celebrate accomplishments he has made academically or behaviorally. Student is proud and excited when he receives a Whale Done. He will show it to other adults while walking through the hall.

Duration: On going

Effectiveness: While Student does not appear to be motivated by earning a Whale Done, he does enjoy the reward and satisfaction when he earns one.

Class-wide Behavior Incentives

Target Behaviors: A., B., and C

Antecedent Strategy

Once a month the first grade students will have an opportunity to earn an additional incentive. There have been multiple class-wide incentives since the beginning of the school year. The last incentive, a hot chocolate party was earned by receiving 4/5 green days the week prior to Winter Break. Students are told prior to the incentive period beginning on what is required of them to attend. Student did not receive the required number of green days and attended this incentive. It is also communicated with parents so that they can encourage their child to earn the incentive.

Duration: On going

Effectiveness: Student has only earned the past class-wide behavior incentive. Although he did not earn the required number of days, Mr. Gencher did agree that since he had a positive past few days, he would be able to attend. When Student did not earn the previous incentives, his behavior escalated on those days and he was often sent home early due to the aggressive behaviors.

Office Handled Discipline:

Target Behaviors: A., B., and C

Consequence Strategy

This past school year Student has received 10 documented office referrals for behaviors categorized as "Defiance", "Disruption" and "Physical Aggression". The office referrals begin mid-September and continuing until the present time. Below is a table outlining the day and category of the office referrals.

Duration: Mid-September – Present

Effectiveness: Student's behaviors escalate to the point of being unsafe for himself and those around him. When smiles and shows enjoyment when he receives the attention given by staff members and administration for these behaviors. He will often say that he wants to go home; the escalation of the behavior and sending Student home is reinforcing the negative behavior.

Date	Category
9/17	Disruption
9/26	Defiance
10/4	Defiance
10/9	Defiance
11/6	Defiance
11/14	Defiance
11/18	Defiance
12/13	Physical Aggression
12/16	Physical Aggression
1/14	Disruption

Individualized Behavior Modification Systems:

Preferential Setting

Target Behaviors: A, B, and C

Antecedent Strategy

Mr. Gencher has purposefully selected a seat in the classroom for Student that provides him with a clear view of the front of the classroom, allows for the classroom teacher to easily monitor his progress while working, groups him with supportive students who encourage him to stay on task and complete work.

Duration: On going

Effectiveness: While Student has easier access to Mr. Gencher, his behaviors continue.

One On One Time (in classroom):

Target Behavior: A, B, and C

Consequence Strategy

When Student is demonstrating behaviors associated with frustration or anger, he is able to move to a "cool down" spot in the classroom, where he works to decrease his feeling of frustration and prepares to join the rest of the class. Mr. Gencher will check in with Student during his cool down time to see if he needs any additional assistance.

Duration: On going

Effectiveness: Student is unable to move to the cool down spot in the classroom prior to becoming frustrated since his level of frustration quickly escalates. Student will use this spot when offered time on the iPad as a cool down and as incentive to complete an assigned work. When Student's time is up, he rarely is able to complete the assigned task from Mr. Gencher. He regresses back to the undesired behaviors.

One-On-One Time (removed from classroom):

Target Behaviors: A, B, and C

Consequence Strategy

When Student is demonstrating behaviors associated with frustration and attempts to use the cool down spot in the classroom, but cannot regain his composure, he will be removed from the classroom to work one-on-one with an adult.

Duration: Beginning of 2nd 9 weeks

Effectiveness: While Student is not able to immediately calm down, through planned ignoring and alternative activities, he is able to recompose himself and enjoys working with the adult in a one-on-one environment. He typically gets his classroom work done very easily and enjoys this time.

Presenting Material

Target Behaviors: A

Antecedent Strategy

Clear and concise directions are given to decrease frustration and lack of motivation for all students in the classroom. If Student does not understand a direction or assignment, he can raise his hand to ask appropriately before getting frustrated and becoming aggressive.

Duration: On going

Effectiveness: When given a preferred assignment or activity, Student understands the directions and is able to appropriately ask for assistance if he does not. When given a non-preferred activity, Student's behaviors continue.

Crisis Plan

Target Behaviors: A, B, and C

Consequence Strategy

On 11/21/2014, Mr. Gencher, Ms. Special, and Ms. Lance created a crisis plan in order to assure the safety of Student and other students when Student is having a difficult time in the classroom. This crisis plan outlines the behaviors and replacement behaviors desired by the classroom teacher for Student. The crisis plan also outlines the strategies to use while Student is having a difficult time.

Duration: 11/21/2014 – present

Effectiveness: The crisis plan created has been implemented on a number of occasions since its creation. Staff members working with Student are aware of the strategies in place. When Student exits the classroom for any given reason, it is impossible to get to him to re-enter, as stated in the plan. At this time, Student will go to the office.

Crisis Plan:

STEP 1: When Student is with his head down, mumbling and is unresponsive to staff requests, it is the first indication of a potential problem. The steps at this point include:

- Direct Student to use his signal to take his break.
- Teachers and students will practice planned ignoring.
- Interest boosting activities (rewards) will be used when undesirable task is completed (i.e. computer time/brain breaks)
- Antiseptic bouncing (send Student on a mission to take a break i.e. take a note to another teacher/staff member/office)
- When completed, Student and the teacher will discuss what occurred (max 5 mins). Student will receive specific praise of what he did right and encouraged to use the same skills later if needed.
- If this is successful, Student will remain in the classroom and continue his day.

If this is NOT successful, continue to next step.

STEP 2: If Student refuses to comply with the teacher's directions, the teacher will contact Ms. Ofack for Ms. Special to be contacted. Ms. Special will remove Student from class to complete the following:

- Implement calm-down strategies
- Discuss his feelings on what is occurring in the classroom.
- Discuss the problems/issues in the classroom.
- If successful, Student will return to the classroom (10 minutes maximum)

If unsuccessful, move to the next step.

STEP 3: If Student refuses to comply with teacher's directions or becomes physically aggressive (not responding to sensory techniques), the teacher will call the office; whoever is first available will respond to the teacher's call. The administrator and/or counselor will walk with Student to quiet location and allow him to exhaust his frustrations. Student will be directed to complete the following:

- Discuss his feelings on what is occurring in the classroom.
- Discuss the problems/issues in the classroom.
- If successful, Student will return to classroom (15 minutes maximum)

If unsuccessful, move to next step

STEP 4: If Student refuses or becomes more disruptive or physically tries to harm himself or others, the teacher will contact one of the administrators and/or counselors. Mom Koschik also will be contacted. Student will remain in quiet location. If deemed necessary, Re:Solve may be called. Any disciplinary action will be determined by the Principals and Pupil Personnel Coordinator.

***STEP 4 - 911 will be used IMMEDIATELY if self-injurious behaviors occur

IPad Breaks

Target Behaviors: A

Antecedent Strategy

When working with Student one-on-one outside of the classroom setting, it was determined that he enjoys time on the iPads. When presented with the Ipad to play learning activities he enjoys the time. This strategy was implemented in the classroom in order for him to complete assignments.

Duration: January 8th, 2014 – Present

Effectiveness: Student enjoys his Ipad breaks and one-on-one time. These breaks are short in time, so that he is not missing instruction in the classroom; however, they occur frequently until more independence can be established by Student. He is completing all assigned work and has a positive attitude. He enjoys the immediate feedback and satisfaction of the frequent, structured breaks.

Direct Observation Summary

Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs

Student was observed over a nonconsecutive five day period in various classroom environments with various staff for 20 to 30 minute duration. He was observed in both morning and afternoon blocks for reading and math as well as during recess. Various assessments were administered in order to determine the function of Student's behavior and the situations in which Student's behavior arises.

The data that was collected consisted of the following:

- Functional Interview with a Student
- Motivation Assessment Scale
- Functional Assessment Screening Tool
- Summary of Social Skills Checklists
- Force-Choice Reinforcement Menu
- Frequency Recording.

The focus of the data collection was geared towards use of refusal to complete work, aggression, and defiance.

Functional Interview with a Student; 1/10/2015

The Functional Interview with a Student was conducted on January 10, 2015 with Student. Similar to interviews conducted with adults, interviews with students are useful in identifying how the student perceives the situation and what causes them to act (or react) in the way that they do.

(Q) Tell me about things you like/dislike at school, home, and other places.

(S) no response

(Q) Tell me about thing that seem to be going well or not so well at school, home, and other places.

(S) I don't like Math computers. Playing IXL.

(Q) Tell me about the subject or class you like most or least. Why?

(S) I don't like writing. I don't know.

(Q) Tell me about when you seem to have the most or least problems (where you are, what time of day, who is around you)?

(S) I don't know

Observations made during the interview were: Student had a difficult time expressing his ideas. When prompted with questions that he did not want to answer or did not have an answer for, he would put his head in his hands and say "I don't know." He frequently gets easily frustrated and becomes unresponsive. The behavior continues to escalate if the question is repeated. This type of behavior is similar to what is happening in the classroom when presented with difficult material or an undesirable assignment.

Motivational Assessment Scale (MAS); 12/12/2014

The Motivational Assessment Scale is an additional way to find out why problem behaviors persist by assessing the influence of social attention, tangibles, escape, and sensory consequences on problem behaviors. The MAS is a sixteen item questionnaire that is organized into four categories of reinforcement (attention, tangible, escape, and sensory).

The classroom teacher is provided one assessment scale per behavior of concern. The teacher ranks the questions from 0-6. Mr. Gencher was asked to complete three MAS surveys for: Refusing to complete tasks, Defiance, and Aggression.

The results are as follows:

Refusing to complete tasks:

	Sensory	Escape	Attention	Tangible
Total	12	12	11	12
Rank	1	1	2	1

The results of this inventory shows that Student often refuses to complete tasks in order to gain a sensory input, escape the current situation, or obtain a tangible item.

Defiance:

	Sensory	Escape	Attention	Tangible
Total	11	13	11	12
Rank	3	1	3	2

The results of this inventory shows that Student is often defiant towards adults in order to escape demands placed upon him during the situation.

Aggression:

	Sensory	Escape	Attention	Tangible
Total	12	12	11	14
Rank	2	2	3	1

The results of this inventory shows that Student is often aggressive in order to obtain a tangible reward, such as computer or iPad time.

The results of the assessment show that the motivation to Student's behaviors rank the highest under the "Escape" and "Tangible" categories. From the results of the assessment, it can be concluded that Student tends to behave in order to escape or avoid non-preferred activities which may include lengthy assignments, activities he is not confident in, or working with a partner he may not prefer. It can be concluded that Student acts aggressively to get items that he prefers.

Functional Assessment Screening Tool (FAST); 12/12/2014

The Functional Analysis Screening Tool is designed to identify a number of factors that may influence the occurrence of problem behaviors. It is used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST consists of 27 yes or no questions used to determine the likely maintaining variable of behavior. After evaluation of the 27 questions, it can be determined that Student's primary function of behavior is Escape scoring 8/8 items, followed by attention and access to specific activities/items each with a score of 7/8 items. It can also be concluded through the results of this assessment that Student is not reinforced through sensory stimulation (scoring 1/8) or pain attenuation (scoring 0/8).

Summary of Social Skills

The Summary of Social Skills assessment analyzes 10 areas of social play and emotional development for an elementary aged student. The assessor is required to rank the particular skills within a category from Almost Always, Often, Sometimes, and Almost Never. Percentages are calculated to determine areas of strength and weakness within social play and emotional development.

Student's strongest areas of social play and emotional development are: Beginning Play Behaviors and Compliments. When a student demonstrates strengths in these particular areas, it shows that they understand proper peer interactions and various ways of communication and accept compliments between people.

Student's areas of weakness are: Self-Regulation, Flexibility, and Problem Solving. These areas of weakness show that Student struggles to self-regulate his emotions in response to changing environments or completing undesired tasks. He is weak in the area of problem solving which indicates that skills are needed to address various ways of expressing his dislike or completing the difficult task at hand.

Forced-Choice Reinforcement Menu

The Forced-Choice Reinforcement Menu is a 40 question inventory developed to determine the types of reinforcements students prefer. When administering the inventory, the evaluator presents the student with choices to two different activities and the student must select one over the other. Once the preferences are tallied, the reinforcer(s) with the highest number are considered to be the child's desired reinforcers. The results are listed below in a table.

Independent Rewards	8
Consumable Rewards	6
Peer Approval	3
Adult Approval	2
Competitive Approval	1

From the results of the Force-Choice Reinforcement Menu, it can be determined that Student is motivated and his behavior is reinforced by independent rewards such as free choice to choose activities and independent activities that are separate from the group.

Behavior Tracking Form

Frequency Data was gathered over a three day period in the following areas: Whale Done, Writing, Reading, Math, Creative Arts, Recess, and Dismissal. During this time the students participated in whole group, small group, and individual instruction as well as free play. Frequency Data score represents the score associated with the student's compliance within the target behavior.

Target Behavior: Student will complete assignments and tasks when presented to him the first time.

Total Number of Opportunities	Total Number of Successful Outcomes
17	2

Target Behavior: Student will follow directions the first time they are given.

Total Number of Opportunities	Total Number of Successful Outcomes
34	6

Target Behavior: Student will stay in his seat during instructional times.

Total Number of Opportunities	Total Number of Successful Outcomes
26	10

Describe any patterns to the occurrence of the behavior of concern (consider the time of day, location, and others involved).

Student understands the classroom rules and expectations. He is able to identify when he has broken a rule or alternatives to his behavior. During classroom observations, it can be concluded that:

- Student will demonstrate the behaviors associated with refusing to complete an assignment when he is presented with material that he feels is too difficult, requires the expression of ideas onto paper, or is too lengthy. If Student is prompted to complete the work, the behaviors will escalate. If the behaviors are ignored, the behavior will escalate to gain attention.
- Student will demonstrate the behaviors associated with defiance when presented with material or a task that is undesirable to him. He will yell, run from, and kick towards adults trying to calm him down. When the adults ignore the behavior, Student's behavior will escalate in order to get their attention back.
- Student will demonstrate the behaviors associated with aggression when presented with material or a task that is undesirable to him. He will yell, run from, and kick towards adults trying to calm him down. When the adults ignore the behavior, Student's behavior will escalate in order to get their attention back.
- Student will demonstrate the behaviors associated with aggression when trying to obtain a desired item/attention by adults. These behaviors will continue until the item is given to Student or a more severe consequence is given.

Antecedent and Consequence Factors

Describe the antecedents that are present when the behavior of concern occurs

Refusal to complete assigned task:

Student is more likely to engage in task refusal when presented with whole class work which involves guided lessons, independent work, writing assignments, tasks the student believes are too difficult, or when tasks appear lengthy and have many steps. In previous times, additional teacher redirections also caused an elevated level of work refusal.

Defiance:

Student will demonstrate the behaviors associated with defiance when presented with material or a task that is undesirable to him. He will yell, run from, and kick towards adults trying to calm him down. When the adults ignore the behavior, Student's behavior will escalate in order to get their attention back.

Physical Aggression:

Student is more likely to engage in physically aggressive behaviors when motivation and effort is low, when he is trying to escape or avoid a task, and when the activity is unstructured or lightly supervised.

Describe the consequences that appear to be maintaining the behavior of concern

Student's behavior of concern is maintained when given computer time, individualized attention, and escape from completing classroom work.

Using these reinforcers for positive behavior does support Student in his attempts to model correct classroom behaviors.

Student no longer responds to the class-wide behavior system. An individualized behavior system is currently in place that provides Student with frequent praise and rewards for positive behavior and work completion.

Hypothesis Regarding Function of the Behavior of Concern

The Team may identify more than one hypothesis

When presented with material that he feels is too difficult, requires the expression of ideas onto paper, or is too lengthy, Student will refuse to complete an assignment in order to escape the completion of the task.

When presented with undesirable material or a task from an adult or authority figure, Student will demonstrate behaviors associated with defiance in order to escape or avoid the completion of the task.

When the undesirable behavior is ignored, Student will demonstrate behaviors of defiance in order to gain the attention of the adults.

When presented with work that Students feels is too difficult and he is repeatedly presented with commands and the completion of the work, Student will demonstrate behaviors associated with aggression in order to escape the completion of the task.