

ASSIGNMENT 1 (Behavioral Concern)

Student: Alex

Grade 1st

Teacher Christine Karch (General Education Teacher) Date 02/06/2012

Does student attend school consistently? Yes No

A. Background: Background: Description of the student, the interview context and circumstances of the interview

Alex has been in Mrs. Karch's class for 6 weeks now. He has a low IQ and limited social skills. He has been moved around to numerous schools over the past year and his parents are in and out of jail. He currently holds an IEP in the state of Kentucky which has him labeled as Developmentally Delayed (DD). The special education team is working to change his IEP to Mild Mental Retardation (MMR). He remains in a general education classroom all day except for 30 minutes of pull out time to work in the special education room.

The interview was conducted during our grade level planning time in the classroom of Mrs. Karch. We had 55 minutes to discuss Alex.

TEACHER INTERVIEW

B. How do this student's academic skills compare to those of an average student in your classroom?

"They don't" said Mrs. Karch. He is currently at a preschool level in all subject areas. He has already repeated kindergarten. He also has very significant speech issues which hinder his communication abilities.

Step 1: Assess Teacher's Concerns and Reasons for Referral

1. What is the nature of your concerns for this student?

Mrs. Karch is concerned that Alex does not understand work time from play time. He has little ability to focus his attention towards her or any learning in the classroom. She is very concerned that his behavior will continue hinder academic growth.

What specific* behaviors (maximum of 3) occur in school that interfere most with this student's learning/social relationships? (List in order of importance.) What does the student do or not do?

1) Aggression- when you don't understand him or he can't explain himself he becomes aggressive.

When he is required to stop playing and work he becomes aggressive.

(kicks, hits, rips objects off walls, runs out of the classroom, throws himself on the ground).

2) Staying in his seat in the classroom and working on modified tasks without getting up and running out of the room or going to find a toy to play with.

2. In what settings or times does the problem behavior(s) occur most often? Days? Times of day? Specific activities? When interacting with particular students, individuals, groups?

* The behavior occurs first thing in the morning when he arrives in the classroom.

* Right after recess once they get back into the classroom.

* At the end of the day when they are packing up to go home.

Mrs. Karch said it basically occurs when there is any shift in routine and it always occurs in the classroom.

3. In what settings or times of day does the problem behavior(s) occur least often? context? people? times of day?

The behaviors occur during typical daily routines and transitions, such as restroom breaks, recess, and before and after specials. Certain people do not affect his behavior.

Additional information about problem behavior: intensity, frequency, duration (may suggest methods of data collection)

Frequency of Problem Behavior(s): [How often per day/per week/per month....]

The behaviors were happening 2x a day. These were severe and aggressive episodes. They are now down to 1x a week since new interventions have been put in place.

Duration of incident(s): [How long is each episode?]

15 minutes typically

Intensity of Problem Behavior(s):

High Intensity

2. Functional Relationships

1. What happens immediately before the problem occurs? (specific context, peers, teacher, materials, time of day, antecedents, etc.): Who is present? What is going on when the behavior occurs? When does the behavior occur? Where does the behavior occur?

The behavior typically occurs during a transition period. He does not want to work. The aggression often comes when he is asked to work on a new activity. At first he would run out of the room or find a hiding space in the classroom. Mrs. Karch said that he seems to have a hard time understanding that he can't have "playtime" all the time. He wants to play with toys which are his rewards (toy cars, IPAD, Legos). She believes that his low IQ and lack of communication skills plays a big role in his inability to understand the difference between learning time and playtime.

The behavior occurs when the general education teacher and special education teacher *or* assistant are present. When he is told to begin his work time the aggression or refusal to work would begin. The severe episodes include kicking, hitting, running, and ripping things off the walls.

2. What happens immediately after the problem occurs? (What are the reactions of other people? peers? teacher? parents?) What are the consequences that follow the student's behavior? outcomes?

Alex is usually removed from the room. He goes to a time out space in the resource room where himself and others are safe. His card also gets turned to red. The consequence is that he loses his reward, which is a break time to play with toy cars, the IPAD, or Legos.

Parents have been involved throughout this entire process. There have been many phone conferences and an actual meeting was held a week earlier.

3. What seems to improve the behavior?

Mrs. Karch said that reminding him that his card will be turned to red and that he will lose his reward of playtime has helped his behavior. When he first came to our school for every 6 minutes he worked he could have 8 minutes of playtime. They have gradually increased his work time and now for every 17 minutes of work time he completes he gets his 8 minutes of playtime. However, if his card gets turned to red he loses that reward time.

4. What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met? [gain.... escape]

Mrs. Karch and the special education teacher feel he is escaping his work time. Mrs. Karch stated, "Due to his low cognitive ability he still is in the play stage of life rather than the learning stage." While all of his work is modified for him he attempts to avoid doing anything. Another factor could be Alex's speech problems, which are causing communication problems with his peers and teachers. He is extremely difficult to understand and becomes frustrated and angry when he is not understood. He is currently receiving speech services at school.

- Get attention? What kind? From whom?- He does not care about the attention.**
Escape/avoidance? relief? From what?- He seems to be avoiding doing any type of learning work.
Avoid task? Which?- All school learning related tasks.
Other?- This could be due to his communication skills.

EXAMPLES: What function(s) does the identified behavior(s) seem to serve for the child?

Escape

- Avoid a demand or request
- Avoid an activity/task (if known)
- Avoid a person
- Escape the classroom/setting
- Escape other students
- Other

Attention/Control

- Get desired item/activity
- Gain adult attention
- Gain peer attention
- Get sent to preferred adult
- Seeks access to rewards
- Other

3. Interventions

1) What interventions have you tried to do to resolve this problem?

The first intervention was the timed work time in exchange for a reward break time to play with his toys. This is determined by whether he is able to complete the work time without turning his card to red.

They also created a picture schedule to help with what he needs to do next. This helps prepare him for the transitions that come. This type of intervention uses cueing.

There is also a large reward intervention that has been put into place. He is able to play with remote control car at the end of the day if he does not turn his card to red at all for the day.

2) How did it work?

The reward interventions have worked very well. They have decreased his aggressive behaviors and increased his work time from 6 minutes to 17 minutes. The cue cards have also been successful as a visual tool for Alex.

3) What things are reinforcing or rewarding to the student?

Play Cars, IPAD, Legos, and now praise is working as well.

4) What are your classroom rules and routines when the problem behavior occurs?

The behavior occurs during transitioning time. Typically during transition times from classroom break time such as restrooms, specials, and recess to classroom work time. There are very specific rules and routines such a voice level system and hallway behavior system that the entire class follows. Students are always lined up the same way, calling students by tables when large transitions occur.

5) What would be the best time for someone to observe the student having the difficulties that you describe above?

After recess when Alex returns to the classroom.

Example of Types of interventions:

- X Modified tasks/assignments
- X changed the student's schedule or order of activities
- X changed the curriculum for the student
- X provided extra assistance
- X changed the student's physical environment (seating, grouping)
 - provided tutor
- X small group instruction
- X Used cooperative or collaborative learning
- X Provided instructional scaffolds or supports
 - Used graphic organizers, study guides
- X Provided visual, auditory, concrete materials or demos for directions/information
 - Provided additional time
- X Gave frequent reminders
 - Gave extra time

Examples of Behavioral techniques

- X Posted rules for the class
- X Reviewed rules and procedures
- X Immediate feedback
- X met with parents
- X reward system
- X Offered options/choices
- X denied desired items/activities
- X notes/phone calls to parents
- X loss of privileges
 - o reprimands
- X ignored the behavior
 - o detention
 - o referral to office
 - o referral to school counselor
 - o detention

4. What are the student's strengths, talents, positive qualities, or specific interests?

What are the student's strengths, talents, positive qualities or specific interests?

He is very friendly and attempts to be social. He enjoys helping out in the classroom. He is extremely interested in cars.

What are some things that the student does well or enjoys doing around the classroom?

He enjoys cleaning up his area and passing out papers. He basically enjoys doing any type of special type of job where he can feel important and part of a social community.

When does that occur?

As opportunities arise in the classroom he is given the opportunity to help out.

What is/or can be done to reinforce this behavior?

Mrs. Karch said she tries to give him more opportunities to be successful by finding jobs for him in the classroom. She knows he feels good when he is able to help her out so she looks for these types of opportunities for Alex.

What are some hobbies or topics of interest for this student?

He loves cars. Any type of toy car, however he has no interest in books even if they are about cars.

What rewards or incentives have you noted in school that this child enjoys?

His rewards are:

- Toy Cars
- Ipad
- Legos

What Reinforcers do NOT work with this student:

Gaining a long term reward does not work for him. He needs rewards throughout the day that are based on small intervals of time. Using a weekly reward system, such as the one the rest of the class uses, would not be successful for Alex.

Verbal reprimands do not work for Alex. He does enjoy praise but he needs more than just praise as a reinforcer.

*5. Getting a sense of the teacher's Academic or Behavioral Goals;
Replacement Behavior*

Given the student's current functioning, at what level would you like to see him/her after an 8-week intervention period?

Mrs. Karch said she would like to see him move away from using timed activities and towards having specific goals for different periods of the day. Currently he is given a reward if he works for 17 minutes. She would like him to be able to have task completion be his goal by the end of the year with a reward to follow. She would also like him to learn more coping skills for social situations that he gets frustrated and angry in, instead of running out of the room or tearing things off the walls.

What is a realistic goal and rate of progress for the student?

By the end of the year he is able to complete modified daily routines and tasks more independently and without timed rewards.

Describe the specific expectations you have for the student?

1. To keep his card on green without reminders
2. To begin and complete modified tasks independently without aggression being present
3. To remain in his personal space without reminders

What appropriate/acceptable behavior can the student demonstrate use as a substitute or replacement for the behavior regarded as unacceptable?

Instead of hitting, kicking, running, or tearing things up he could:

- use a stress ball
- cool down spot
- one-on-one communication with a teacher in a less stressful environment

General Notes and Summary (Behavioral Concern)

Summarize Interview Data

A. Summarize the Interview

1. From teacher's perspective, the Problem or Target Behavior/Operationally Defined:

The problem behavior is aggression (hitting, kicking, running) when he is required to do any sort of school time work. The aggression is often times seen during transitional periods when he is required to go back to doing work. The typical times of the day where the behavior is seen is in the morning, after recess, and after bathroom breaks.

2. From teacher's perspective, Replacement Behavior/Operationally Defined:

The replacement behavior would be for him to have other ways to release his frustration when he becomes aggressive instead of hitting, kicking, and running. Reward interventions have been started which have helped lower the amount of aggressive behavioral incidents that occur. The reward system involves reminding him daily of what is required of him during work time, and what his consequences will be if he does not follow the rules or what his rewards will be if he does.

Other short-term replacement behaviors include a stress ball that is accessible to him. Giving Alex a special cool down spot where he knows he can go when he feels frustrated. Allowing him a one-on-one conversation with an adult outside of the environment where the behavior is taking place, which is typically the classroom.

3. Hypotheses [Prediction about Functional Relationship]

- **When this occurs....**It occurs during transitional periods of the day where Alex is required to go back to his seat and work.
- **The student does....**becomes frustrated and aggressive. He will hit, kick, run around the room or run out the door.
- **To get/avoid...**Alex does this to avoid having to do work. He is cognitively low and has poor communication skills. He seems to get frustrated due to lack of understanding the content and his inability to be understood.
 - **Times when the behavior is likely to occur**
 - Right before the morning bell, restroom breaks, after lunch, after specials
 - **Events that trigger or precede the behavior;**
 - When playtime or break time has stopped and school work time has begun
 - **Events (consequences) that follow the behavior, including peer and teacher responses**

- Peers: Become confused and ask questions like “Why is Alex tearing things off the wall?” The teacher often times needs to explain the situation to the rest of the class once Alex is removed from the classroom.
- Teacher: Mrs. Karch gives Alex verbal warnings and touches his card. She then flips it to red if the behavior continues. The consequence is that he is unable to play with a toy car, IPAD, or Legos during his “break time”.
- He is often times removed from the class and goes to the resource room to cool off.

4. Classroom rules relative to the problem behavior;

- **What the teacher thinks is the source of the problem;**

She believes that his refusal to do work is mainly due to his low cognitive skills. Even though his work is modified for him he still gets frustrated. He is unable to understand that there can't always be a playtime and that at school he must follow rules and complete tasks given to him. She believes his lack of understanding, lack of social skills, and lack of communication skills due to severe speech issues are all a source of the problem.

5. What the teacher has tried to date with respect to the behavior problem, how long was the intervention implemented, and what was the success/failure of those attempts.

The break time intervention has been implemented for the past 6-8 weeks. The intervention involves going over expectations with Alex in the morning, reminding him of what happens if his card stays on green or gets turned to red, and what his reward/ consequences are. The intervention was very successful at first. However, while he still works to have a break time his rewards of playing with certain toys and the IPAD are not as pleasing to him anymore. He continues to not want to do any work and still needs to have the constant reward of getting a break every 17 minutes. The aggressive behavior is not seen as much but is still present from time to time.

The picture cards have been used as well to help prepare him for what will come next. The cueing has helped with his behavior as well.

6. What baseline data should be collected? Describe the nature of the observational data and instrument.

B. Self-Reflection

- 1) What communication and active listening skills did you employ during the interview?
- 2) What types of questions did you ask or didn't ask?
- 3) Ways you can improve future interviews? Self-evaluate your communication skills



NEXT STEPS: Behavioral Concern

1. Observation – Functional Behavior Analysis

2. Observe classroom management procedures

- Clearly posted rules; frequently revisited.
 - Instructional level/methods appropriate for the child.
 - Predictable routine –posted and reviewed each day.
 - Classroom setting/schedule set up to promote positive behavior
 - Behavior monitoring system in place; frequent feedback given to all students for positive and negative behavior.
 - Other
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- List or attach classroom rules/expectations posted in the classroom
- List motivators/Incentives for positive behavior (free time, privileges, etc.)

3. Antecedents: What precedes the behavior

4. Consequences: The teacher’s response to behaviors

NEXT STEPS: Academic Concern

1. Observation—Academic Record Analysis

2. Observe academic performance and management

- Clearly posted rules; frequently revisited
- Instructional level/methods appropriate for the child.
- Predictable routine –posted and reviewed each day.
- Specific accommodations or modifications used with student
- Review academic assignments the student has completed