

Special Education Student Teaching

SPED 287

Functional Assessment Project

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Introduction

In this section is a description of the student and a rationale for the functional assessment. The student description is important to read and understand so that a person can have an understanding of who the student is and what affects them at school. The rationale contains why this assessment was conducted and why it is important to provide a type of intervention and support in developing skills.

Student Description

The student being observed in this behavior project is an eleven-year-old boy that is in fifth grade. Joey is identified with a specific learning disability. Joey primarily receives support in the resource setting in the areas of reading and writing and occasionally receives additional assistance in math. The student has reading class in the special education classroom for 50 minutes each day. During writing class he is in the regular education classroom but the special education teacher co-teaches with the regular education teacher and is in the classroom everyday for 45 minutes. Joey is in the regular education classroom for writing (he receives services in this class because it is co-taught by the regular and special education teachers), specials, math, and unit studies. Joey occasionally comes to the resource room for additional support on math assignments and tests for a maximum of 30 minutes a day.

Rationale for Functional Assessment

Joey has struggled in the area of work completion for most of the school year. Joey has turned in very little, if any homework in many of his classes. This is a problem that occurs in all of Joey's classes: reading, spelling, writing, math, and unit studies.

Joey's teachers have tried keeping him in at recess to finish his work, sending notes home to parents asking for help in completing assignments, and working through assignments with different teachers or classroom helpers. Staying for recess to work on completing assignments was not an intervention because recess was not enough of a reinforcer for Joey. Sending notes home to parents was also not an effective intervention because sometimes they would not get home and when they did get home Joey's parents did not place definite parameters on Joey to complete his work. If Joey works through his assignments with a teacher or helper, he has some motivation to complete his work but it still does not get completely finished and turned in.

Hypothesis Generation

This section focuses on the information collected and used to think about and analyze the student's behavior. Included in this section are the methods used to gather and collect data and information that led to the design of the behavior project. The information collected during the hypothesis generation section is critical for identifying the target behavior and the function of that behavior.

Summary of Interviews

Both of these teachers were interviewed because they spend a significant amount of time with the student each week. As a result of spending so much time with the student they are extremely familiar with the student and his behavior at school. One of the teachers is a regular education fifth grade teacher and is Joey's math teacher. The other teacher is also a regular education fifth grade teacher and is Joey's unit studies teacher. Ms. Lou, Joey's math teacher, is responsible for Joey's math instruction each

day. Ms. Lou spends approximately three hours and forty-five minutes per week with Joey. Mrs. Smathers, Joey's unit studies teacher, is responsible for teaching him health, science, and social studies on a rotational basis. Mrs. Smathers spends approximately five hours per week with Joey.

Ms. Lou sees Joey interact in multiple settings within the math classroom; whole class instruction, guided practice, and independent work. When working with Joey, there are behaviors that concern Ms. Lou. She sees that Joey's biggest problems are not focusing on the teacher, lack of assignment completion, and distractibility. Ms. Lou has noticed that the difficulty of the assignment is a definite trigger for Joey and whether or not the work will be completed the next day when it is due. Ms. Lou has made adjustments for Joey to help him in the classroom. She regularly adjusts the assignment by shortening it so that it is not so overwhelming. This has been inconsistently successful. Ms. Lou also stated that Joey is a wonderful student to work with because he talks in a respectful way to her and he always works well with peers and gets along with peers.

In unit studies, Mrs. Smathers has become concerned about some of Joey's behaviors. These behaviors include not attending to the task, lack of work completion, lack of motivation to do assignments, and unorganization. Mrs. Smathers stated that she is working hard on helping Joey develop some of these skills due to the lack of help and modeling from home. Mrs. Smathers has seen that the difficulty or lengths of assignments are triggers for Joey because he can get overwhelmed easily. She would like to see Joey's confidence and motivation increase because she believes these things will lead to more positive behaviors. She believes in providing accommodations and

adjustments for Joey by shortening assignments, providing study guides, giving practice tests, or reading instructions and materials to him.

See Appendix A

Summary of Behavior Observation Form

When Joey was observed in during math class, he exhibited and I observed, similar behaviors to what his teacher described. He worked well with peers and was respectful to the teacher, in the way that he spoke to them. I also observed numerous times when he was not attending to the task and following along with the class, which this was one of the concerns outlined by the teacher. The other major concern stated by the teacher, was Joey's lack of work completion, which I only observed once during this class but there was only one opportunity for it to be observed because only one assignment was due.

When Joey was observed during science class, he engaged in multiple appropriate and inappropriate behaviors. He showed that he could get along well with peers and he was also compliant with the teacher's directions. However, he demonstrated on numerous occasions that he was not focused on the teacher and at times, he seemed to be spacing off and not hearing what the teacher was saying. He also was not prepared and did not have his homework. This was a concern expressed by the teacher that has been occurring consistently throughout the school year.

Operational Definition of the Target Behavior

When given assignments in literacy class, Joey did not complete three out of four of his reading assignments (seventy-five percent) and four out of five of his spelling assignments (eighty percent) in a one week time period. This behavior occurs in all

settings but is most manageable within the resource setting, then generalization can begin to occur in other settings.

Summary of Scatter Plot

After observing the student in multiple settings, it is clear that the target behavior is occurring across all subject areas and in different environments. The target behavior occurs most consistently in math, occurring once per day each week. Even though data was collected separately between reading and spelling, they are combined as one class. When this class is looked at as a whole, the target behavior occurs the most during this class. I think that Joey has not been successful at turning in daily assignments because he lacks the motivation to complete the assignments and he has not been held accountable to finish his assignments with a powerful enough reinforcer to complete them, and he is content to sit and avoid the task completely.

Summary of A-B-C Analysis

I observed Joey during two different class periods, math and reading because these seemed to be the areas in which Joey was exhibiting the target behavior most frequently, according to the scatter plot. In both instances when I observed the class was supposed to be working on something and in both instances Joey was not attending to the task. In math, Joey was not attending to the task because he had not completed his homework and the task was to be checking his homework. In reading he was supposed to be working on his spelling packet, which he did not do unless the teacher was sitting there working with him. After conducting this analysis and evaluating the results, I found some of the possible antecedents of the Joey's inappropriate behavior. One antecedent is the difficulty of the assignment. If Joey perceives that it is a difficult assignment then he

does not put forth much effort, if any, to accomplish the task. Another antecedent is the structure of the independent work time. Joey does not do well with independent work time within the classroom. If he is asked to work on something independently, there is a high probability that, he will not accomplish the task.

See Appendix A

Summary of Functional Assessment Protocol

Target Behavior

The target behavior for Joey is not turning in assignments each day. Joey has shown that work completion is problematic in all subject areas and I think it is important to isolate the behavior and modify it in the setting where there are the least amount of changing variables and then branch out and target his other classes as he learns the necessary skills for turning in assignments. I will start to manage Joey's behavior within the resource classroom because that is where I have the most control over different variables and can teach him skills and modify his behavior and then branch out to the other subject areas and work towards generalization of the skills.

Function Target Behavior Serves

I hypothesize that the function of the target behavior is avoidance. Many times escaping and avoidance are lumped into the same category but they are different. In Joey's case, he is only avoiding work; he is not running away or escaping it. Another possible function that could be hypothesized in this case is that Joey is seeking attention by not completing his work. However, based on the previous observations and the fact that Joey exhibits similar behavior with

numerous adults, peers, and in multiple settings leads me to believe that avoidance is a stronger, more prominent function. Therefore, I am hypothesizing and going to test and provide manipulations based on the function of the target behavior being avoidance.

Proposed Manipulations

The possible contextual manipulations are providing Joey with regular monitoring and cueing to work on and complete assignments or to move Joey to a seat closer to the teacher so that the teacher can closely monitor him. The possible curricular manipulations include providing Joey with a plan to utilize his assignment planner on a daily basis, shortening his assignments, or giving him the assignments in smaller chunks.

Hypothesis Testing

This section focuses on the collection of data after identifying the target behavior and the function of the behavior. This section outlines the different techniques and manipulations used to modify the student's behavior.

Description of Recording Technique

For the purpose of collecting data the frequency recording method will be used. The frequency recording method allows for recording the number of assignments that are turned in.

Description of Manipulations Conducted

Contextual or Curricular Manipulation

I chose to implement a curricular manipulation for Joey. Each day when Joey got to class he was required to write down his daily work in his planner. At the end of the class period, the teacher would check his planner and sign off. The purpose of this was to remind him of exactly what he needed to complete that day or throughout the week. I chose this manipulation because I believed it was critical that Joey demonstrated organizational strategies in completing assignments.

Replacement Behavior Training

For Joey, I chose to break down his weekly assignment to ultimately reach the goal of turning in a complete spelling packet each week. In order to accomplish this goal and to reduce the target behavior Joey will be required to complete half of one page each day in class. If Joey completes half of one page he will receive a small reward (piece of candy, sticker, etc). Each day Joey will be given 10-15 minutes of class time to work on his spelling packet and he must complete half of one page each day in order to receive the daily reward. At the end of the week, when spelling packets are due, if Joey turns in his spelling packet completed then he will receive a larger reward (special pencil, mechanical pencil, pen, etc). I think that these external controls are going to be extremely effective because Joey has shown in previous situations that he responds to external rewards.

As Joey prepares for middle school, I think it is important that he learns the importance of completing assignments and completing them on time. Even though it is important that Joey eventually turn in his homework in all subject

areas, I think that Joey will initially need the support and structure that can be provided in the resource setting.

Behavior Support Plan

This section outlines the overall plan of the behavior project and functional assessment. This section includes information about all aspects of the behavior plan implemented with the student. It is an outline so that someone unfamiliar with the project can learn about and understand the different aspects of the project.

Summary of Findings

Summary of Manipulations

The first manipulation that I conducted was a curricular manipulation. Each day when Joey would come to class, he wrote down all of the daily assignments in his planner. If he would complete the assignment, he could cross it off. This served multiple purposes; one was to inform Joey at the beginning of class what he would have to accomplish that day and two, to provide Joey with a reminder of what he needed to get done during that class period.

The second manipulation that I did was the replacement behavior training where I worked with the student on breaking up assignments into smaller portions so that do not seem so overwhelming and large. The student practiced this skill on daily assignments, as well as weekly. Each week the student had to keep track of and complete a packet of spelling activities. We broke down the packet into how many days there were in the week and the student was to complete one section per day. If the student made the daily goal, he was rewarded. If the

student made the weekly goal and turned in the entire packet by Friday then he was given a larger reward.

Implications of the Findings

I found through conducting this functional assessment that the function of the student's behavior is avoidance. He does not have the intrinsic motivation to complete his daily assignments. However, the student responds extremely well to external motivation, such as tangible rewards.

Within the last two weeks of the replacement behavior training section, the fact that the student was gone for three days in a row one week and two days in the next week, significantly impacted and hampered the data collection and his success. He had begun to develop a trend of increasing the number of assignments he was turning in and then he fell behind because he was gone. Since returning, he has continued to complete daily assignments but struggles to make up the work. Other factor that affected the functional assessment was that there were multiple behaviors interwoven and I only chose to focus on one of them. The fact that the student frequently misses school, leads to lack of assignment completion. The fact that the student lacks intrinsic motivation, leads to not wanting to come to school and the lack of assignment completion.

General Approach

Setting Event

One possible antecedent is that the student is seeking the attention of the teacher by not completing his work; even though this is negative attention the student still might want it. Another possible antecedent that will prompt the

student to engage in appropriate behaviors is to have strong peer models working around the student. If the students near Joey are engaging in appropriate behaviors they might influence Joey and help him to also engage in appropriate behavior.

Instructional Interventions

There are multiple instructional interventions that could be tried to help Joey increase the number of assignments he turns in each day. One is to break down the assignment into smaller sections by only assigning parts at a time (assigning page by page or 1-5 then 6-10, etc). Another intervention is to shorten the assignment and collect it immediately when Joey completes it. One area of weakness, that both teachers interviewed, identified was Joey's lack of organization and how this can contribute to his assignment completion. An additional intervention is to lower the level of difficulty if it appears to be too high for the student. Another instructional intervention is to provide instruction and support in a one-on-one or small group setting, continuing to hold tight boundaries with Joey.

Consequent Interventions

Joey is a student who responds extremely well to external rewards. Joey likes verbal praise and reassurance from the teacher and it is helpful in boosting his self-confidence but it is not powerful enough to motivate him to do his schoolwork. Joey started on a token economy for completing his daily assignments within the classroom. I think it would be extremely beneficial to extend this challenge to actual homework assignments. Joey receives homework

assignments in his other classes and he will continue to get them throughout his school career and it is important for him to learn strategies and understand the importance of completing his work. Since Joey responds so positively to external rewards, I think those should be incorporated into his homework challenge. I also think that eventually the homework challenge should develop into a group contingency so that he can feel part of a group. The two other boys in his class are extremely encouraging and there would not be the possibility of sabotage within the challenge. It would be good for all three of them to develop that bond, dependence upon one another, and work together to meet a goal.

Future Replacement Behaviors

There are multiple replacement behaviors that can be considered and implemented to help the student adapt their behavior and be more successful at school. One behavior is to allow the student to work for a specified amount of time and then give them a chance to take a break for free time, if they get the work done. A second option is to allow the student to choose a certain number of problems that they do not have to do but the deal is that they have to do complete the rest of the assignment to meet the teacher's expectations. The last option would be to give the student a homework agenda. All of the student's assignments would be written on the agenda or checklist and within a specified time period the student would have to get the assignments completed to meet the teacher's expectations. Within this plan the student could negotiate the order that they complete their assignments, as well as how fast they complete the assignments within the specified amount of time.

Areas of Concern

Key Routines

In conjunction with not completing daily assignments there are other inappropriate behaviors Joey will display. One is not attending to the task or teacher. Both of the teachers interviewed stated that he often seems to be spacing off and not following along with the class, which affects his understanding of the material and assignments and then directly links to his assignment completion. Another inappropriate behavior that can greatly impact Joey's success at school is his lack of organizational skills. He has a tendency to forget about assignments and to lose them before they can get turned in.

Difficult Situations

There are multiple situations that would qualify as difficult situations for Joey and where it would be likely to trigger the target behavior and other inappropriate behaviors. One is when he is given an assignment that he does not want to do. This directly links to his lack of motivation. It is important to develop activities that meet his instructional level, as well as ones that have hook to get him drawn into the assignment. Another situation is when assignments or specific classes are too difficult. His self-confidence and motivation are low so when an assignment seems overwhelming and/or too difficult it is likely that he is not going to attempt or complete the assignment.

Monitoring and Evaluation Plan

Collecting Data

The data should be collected on the number of assignments that the student turns in within a specified period of time, out of how many assignments were given. The target behavior is that Joey is not turning in his daily assignments. I recorded this behavior using the frequency method, keeping track of how many assignments were given each day during the literacy class (reading and spelling) and how many he turned in. Then I used a double bar graph to show the comparison between how many assignments were given and how many were turned in. It is also important to note any other behaviors that Joey exhibits during class. For example, if the student is absent, note that information and also the activities and classes that the student would have had that day. It is also beneficial to note the behaviors of the student during instruction and independent work time to gain a better understanding of the student's behavior and the function of the student's behavior.

Data Review

Throughout this project, the data is informally observed and collected daily by the resource teacher. At the end of each week, the resource teacher will create a graph showing the comparison between the total number of daily assignments and the number of assignments completed. At the end of the week, the teacher needs to analyze the data and see if the behavior plan is still working. If the total number of assignments significantly declines then the teacher needs to analyze the variables that could have possibly contributed to the student's

behavior. These variables could include stress from home, the difficulty of the assignment, the total number of assignments for that day, or the reinforcement for the behavior is not strong enough.

Appendix A

Interview Forms

Behavior Observation Sheet

Scatter Plot

A-B-C Analysis

Functional Assessment Hypothesis Protocol

Interview FormStudent's Name Joey Anderson Date 11-16-2006Respondent's Name Suzie Smathers Title Unit Studies TeacherHow long has the respondent known the student? Approximately 3 monthsApproximate time respondent spends with the student per week 5 hours

1. Mrs. Smathers stated that overall Joey does well in unit studies. However, there are areas of concern for her. The major problems she sees in unit studies are his focus during class and when working on assignments, attending to the task, organization of his assignments and materials, work completion, and attendance. She believes that his focus and motivation are the most severe problems but that they lead to the other problems.
2. She sees these behaviors occur during different times in unit studies. In unit studies there is whole class instruction, small group, hands-on activities, and individual work. Mrs. Smathers sees the behaviors in all of these situations and settings.
3. Mrs. Smathers sees the most appropriate behavior when Joey is actively engaged or working one on one with a teacher.
4. Mrs. Smathers believes that one of Joey's greatest strengths is his pleasant personality. She stated that he always has a smile on his face and he gets along well with his peers. She also appreciated that he follows directions in class. She also sees a lot of potential in Joey that he has not displayed yet this school year

- but she thinks he has potential to do great things. She also knows that Joey loves art and drawing.
5. Mrs. Smathers thinks that Joey's greatest weaknesses are his lack of motivation and organization and that these two things lead to other behaviors that hinder his education and success.
 6. Mrs. Smathers believes that Joey behaves the way that he does because of the lack of modeling, from his parents at home, the influences from home, and the lack of nurturing at home. She believes these things affect Joey's behavior along with the habitual cycle he has gotten into of getting away with these behaviors for so many years.
 7. In order to help Joey and make him a more successful student, Mrs. Smathers believes that he needs consistent encouragement to increase confidence and spark potential. She thinks that modeling will help with organization.
 8. The student loves art and the school counselor, Mrs. Sing. He is allowed special art time with her if he comes to school every day in the week. He looks forward to this every way and it helps motivate him to come to school.
 9. The student dislikes the physical act of writing, which Mrs. Smathers feels contributes to his lack of work completion.
 10. Through working with Joey, Mrs. Smathers has discovered things that trigger Joey's inappropriate behaviors. These things are when Joey is overwhelmed with assignments, the assignment is too difficult, or a lack of motivation (which she believes that there is a limit to his motivation).

11. In order to increase the likelihood of appropriate behavior Mrs. Smathers has set up and implemented earned art time with Mrs. Sing. She also believes it is beneficial to adjust assignments, type the class notes or give him an outline of the notes, give him a study guide, give him a practice test, and/or read material to him.

Interview FormStudent's Name Joey AndersonDate 11-16-2006Respondent's Name Betty LouTitle Math TeacherHow long has the respondent known the student? Approximately 3 monthsApproximate time respondent spends with the student per week 7.25 hours

1. Ms. Lou feels that Joey's biggest problems during math class are not focusing on the teacher, being easily distracted, and assignment completion. Ms. Lou feels the most severe problem is focusing during class which she also feels directly leads to assignment completion because if Joey does not understand he will not try to complete his homework.
2. Ms. Lou structures her math class similar each day. First she has whole class instruction. Then she has the students do guided practice. Last the students are given time for independent work. The behaviors causing concern occur during the whole class instruction and during the guided practice. Joey goes to the resource room for individual practice.
3. Ms. Lou feels that Joey exhibits appropriate behaviors, such as attending to the teacher and task, when he is working one on one with a teacher, para, or another classroom helper.
4. Ms. Lou sees multiple strengths in Joey. Joey is a compliant student that is willing to try new things at times and tries to be independent. For example, Ms. Lou will tell Joey to go to the resource room for help and he will say, "No, I don't need help." Then a few minutes later will ask for help. She feels that he

- wants to try on his own before receiving help. She also said that even though that at times he is not focusing on the teacher, he does not distract other students from learning. She also stated that Joey gets along well with his peers and works well with them.
5. Ms. Lou feels that in math class Joey's greatest weaknesses are his distractibility during math lessons, the fact that he cannot focus for long periods of time, his lack of organization (assignments, materials, etc), and his work completion.
 6. Ms. Lou believes that Joey behaves the way that he does because of a few different factors. One is that he does not understand the material or lost during instruction. Second is that it has become a habitual way to act in the classroom and he has gotten away with these behaviors for a long time.
 7. There are a few modifications that Ms. Lou thinks Joey will benefit from. One is small group instruction or one on one instruction so that he can stay focused and on task. Second is to adjust assignments and shorten them so that he can complete them at school.
 8. As far as the math curriculum, there are no things that Ms. Lou has seen that the student particularly likes. She has noticed that he likes, at times, to try things on his own first. She also mentioned that Joey loves art and drawing.
 9. In regards to the math curriculum, she thinks that Joey does not particularly dislike any part more than any other because he does not seem to like any of them.
 10. Ms. Lou has discovered a few things that trigger the inappropriate behaviors. One is the difficulty level of the assignment; the harder the assignment, the more likely

the inappropriate behaviors will be seen. Second is that most times he comes to class unfocused, without materials, and sometimes is gone from school and does not want to make up the work. She has also noticed that seating does not affect his behavior.

11. In order to increase the likelihood of appropriate behaviors, Ms. Lou believes it is important to give Joey some small group or one on one instruction, adapting the assignment, and keeping him focused and on task during instruction.

Behavior Observation Sheet

Student <u>Joey Anderson</u>		Date <u>November 13, 2006</u>		
Observer <u>Sarah McMahan</u>		Environment: <u>Math Class</u>		
Materials/Tasks (What is the student being asked to do?)	Appropriate Student Behaviors		Inappropriate Student Behaviors	
	Working with peers/Getting along with others	Talks respectfully to adults and peers	Not attending to task	Not turning in work
Walked into the classroom	Entered the classroom appropriately, going straight to his desk	Said "excuse me" as he walked through a group of students		
Sat down at desk to do problem of the day			Did not take out notebook or solve the problem	
Checked homework assignment				Did not bring homework assignment to class/school
Whole class instruction (lecture style)		*Answered the teacher's question when asked *The teacher asked Joey for an answer and he did not know so he then asked for help	*Seemed to be spacing off *Did not know what page the class was on	
Guided Practice using white boards	*Worked cooperatively with a neighbor when asked to solve a problem with a partner		*Colored pictures on his white board	

Behavior Observation Sheet

Student <u>Joey Anderson</u>		Date <u>November 14, 2006</u>		
Observer <u>Sarah McMahan</u>		Environment: <u>Science Class</u>		
Materials/Tasks (What is the student being asked to do?)	Appropriate Student Behaviors		Inappropriate Student Behaviors	
	Gets along with peers	Compliant with teacher's directions	Not focusing on the teacher	Not turning in work
Walked into the classroom from math	Joey was friendly with peers	Entered the room quietly and went to his seat		
Sat down-was supposed to switch from math to science materials		Sat down and put math materials away	Teacher had to redirect to get Joey to look for science materials	
Review of the previous day's experiment			*Looked around the room *Drew small pictures in his notebook while other students were reviewing	Joey could not find his packet of experiments
Get out materials for new experiment-need packet of experiments		*Looked for his packet when asked to do so		Joey looked in his desk, backpack, and organizer but could not find his packet
Conduct experiment	Worked cooperatively with peers while they conducted the experiment	*Worked quietly *Shared the materials	*The teacher asked Joey to use a separate sheet of paper and he took seven minutes to find a piece of paper *Had to be redirected to write the parts of the experiment on the sheet of paper	
Put all materials away	Each group member put some of the materials away	Put his paper in his organizer		
Get ready for dismissal		Sat at desk until dismissed	Did not respond when the teacher dismissed Joey, was not paying attention	

Scatter Plot

Student: Joey AndersonDate Began: November 6, 2006Observer: Sarah McMahanDate Ended: November 17, 2006Target Behavior: Not turning in daily assignments

Directions: Make a tally mark each time the student exhibits the target behavior

Activity	Time	Days									
		M	T	W	TH	F	M	T	W	TH	F
Reading Class	10:05-10:45										
Spelling	10:45-11:00										
Writing	11:30-12:30										
Math	1:15-2:30										
Unit Studies	2:35-3:35										

A-B-C Analysis

This analysis was done during the first fifteen minutes of math class, when they are checking and turning in their homework.

Antecedents	Behavior (Joey)	Consequences
The teacher directed the students to come, sit down, and solve the problem on the board.	Joey came in and sat down but did not solve the problem. He sat and looked at his paper but did not write anything.	The teacher instructed the student that he needed to solve the problem.
The teacher instructed the student that he needed to solve the problem.	Joey wrote down the problem but did not solve it or do any work on it.	After a few minutes, the teacher gathered the class back and they solved the problem together.
After a few minutes, the teacher gathered the class back and they solved the problem together.	Joey sat and stared off into space and still did not solve the problem with the class.	The teacher directed the students to take out their homework and a checking pen.
The teacher directed the students to take out their homework and a checking pen.	Joey sat at his desk and did not look for his assignment or take out a pen of any kind.	The teacher went over to Joey's desk and specifically asked him to get his homework out to check.
The teacher went over to Joey's desk and specifically asked him to get his homework out to check.	Joey said, "I don't know where it is."	The teacher helped Joey look through his folder, book, and notebook for the assignment.
The teacher helped Joey look through his folder, book, and notebook for the assignment.	Joey said, "Maybe it's in my desk or backpack. Can I go look?"	The teacher sent Joey to look in his desk and backpack for his assignment.
The teacher sent Joey to look in his desk and backpack for his assignment.	Joey came back and said that he could not find the assignment.	The teacher gave Joey a new worksheet and said he needed to turn it in the next day.
The teacher gave Joey a new worksheet and said he needed to turn it in the next day.	Joey took the sheet and put it in his planner. He sat and stared at the wall while the class checked their homework.	

I talked with Joey's teacher the following day to see if he turned in his late assignment and the assignment from that day and she informed me that he did not turn in either assignment.

This analysis was done during reading class, when students are to be working on their spelling assignments.

Antecedents	Behavior (Joey)	Consequences
The teacher instructed the students to take out their black notebooks and work on their spelling packets.	Joey took out his black notebook and fumbled through the pages for a few minutes.	The teacher redirected Joey, by opening to a specific page and asked him to work on it.
The teacher redirected Joey, by opening to a specific page and asked him to work on it.	Joey sat there looking at the page for a minute.	The teacher asked Joey if he needed help with any of the questions or reading any words.
The teacher asked Joey if he needed help with any of the questions.	Joey responded by saying that he didn't know how to do it.	The teacher told Joey that if he needed help he needed to ask for it by using words or raising his hand.
The teacher told Joey that if he needed help he needed to ask for it by using words or raising his hand. She asked him what he needed help on.	Joey pointed to the first question and said, "I don't know what this word is".	The teacher said, "lets sound it out together".
The teacher said, "lets sound it out together".	Joey sounded out the word and answered the question.	The teacher moved on to help another student.
The teacher moved on to help another student.	Joey sat there and did not answer any more questions.	The teacher noticed that Joey was not working and asked him if he needed help with the next one.
The teacher noticed that Joey was not working and asked him if he needed help with the next one.	Joey shrugged and said, "I don't know".	The teacher said, "Joey, I am giving you this time to work. The packet is due on Friday and I would advise that you use this time to get it done."
The teacher said, "Joey, I am giving you this time to work. The packet is due on Friday and I would advise that you use this time to get it done."	Joey said, "I know." He acted like he was reading the next question but never answered it.	The teacher tried cuing Joey by just placing their hand on his paper and pointing to the question he was on.
The teacher tried cuing Joey by just placing their hand on his paper.	Then Joey answered the next question and informed the teacher it was time to go to speech.	

FUNCTIONAL ASSESSMENT PROTOCOL

I BEHAVIOR DEFINITION

A. **Definition Components:** Operationally defining the problem behavior is the first step in conducting an effective functional assessment. In order to arrive at a reliable definition that can be observed and measured, answer the following questions:

1. What does the problem behavior look like? (Check one that is of greatest concern)

- | | |
|---|---|
| <input type="checkbox"/> talks out/disrupts class | <input type="checkbox"/> tardy/late to class |
| <input type="checkbox"/> insubordination | <input type="checkbox"/> out of seat/place |
| <input checked="" type="checkbox"/> not completing work | <input type="checkbox"/> excessive movement/fidgeting |
| <input type="checkbox"/> inappropriate language | <input type="checkbox"/> threatening |
| <input type="checkbox"/> destruction of property | <input type="checkbox"/> theft |
| <input type="checkbox"/> aggression | <input type="checkbox"/> other (specify) |

2. How is the behavior performed (topography/appearance)?

Consider the following categories: type of physical movement and use of objects

The student sits and acts like he is working but usually is not working on his assignment. He uses his pencil and moves it around like he is writing to make it seem as if he is working on his assignment.

3. How long does it last when it occurs (duration)? *Check box that corresponds to the approximate length of action and circle the appropriate time measurement*

- | | |
|--|--|
| <input type="checkbox"/> 1-2 seconds/minutes | <input type="checkbox"/> 15-20 seconds/minutes |
| <input type="checkbox"/> 3-5 seconds/minutes | <input type="checkbox"/> 20-25 seconds/minutes |
| <input type="checkbox"/> 5-10 seconds/minutes | <input type="checkbox"/> 25-30 seconds/minutes |
| <input checked="" type="checkbox"/> 10-15 seconds/ <u>minutes</u> (how often independent work is given during reading) | |
| <input checked="" type="checkbox"/> other <u>historically teachers have reported that he does not complete work</u> | |

4. How often does it occur (frequency)? *Indicate the rate of occurrence using formula:*

2-4 times per Lit Class (reading and spelling).
Ex: three or four times an hour.

5. How damaging or destructive is the behavior (intensity)? *Ex: with no physical injury*

This behavior has occurred over many school years and significantly throughout this school year. There is no physical injury caused to peers or adults.

6. Where does the behavior occur and who is typically involved (setting)?

The behavior occurs in all settings or classes, no matter who is involved, teachers or students, except if Joey is engaged in one-on-one or small group instruction with extremely tight boundaries.

B. Definition Summary: Using the answers to the questions 1-6 above, write an operational definition of the target behavior. Ex: During transitions when new students are present, Jane strikes peers with an open hand on the back for 2 seconds 3 times per period with no physical injury to the peers.

When given assignments in literacy class, Joey did not complete three out of four of his reading assignments (seventy-five percent) and four out of five of his spelling assignments (eighty percent) in a one week time period.

II FACTOR IDENTIFICATION

C. Setting Events: Using the checklists below, identify factors that usually occur prior to, or as a result of, the problem behavior (antecedents).

1. Factors that appear to set off and/or precede the problem behavior.

Teacher behaviors:

- Task explanation/demand (difficult assignment)
- Performance feedback/evaluation
- Lesson presentation/lecture
- Teacher reprimand
- Teacher encouragement/praise
- Individual attention to student
- Independent work/lack of attention

Student behaviors:

- Drowsy/sleepy appearance
- Physical complaints (hunger, pain, etc.)
- Disturbed affect (sad, angry appearance)
- Excessive motor activity (fidgety, restless)
- Peer attention (negative)
- Peer attention (positive)

Environmental factors:

- Elevated/excessive noise levels
- Presence of unusual/extra adult(s)
- Presence of unusual/extra peer(s)
- Transition task/activity (expected/routine)
- Transition task/activity (unexpected/irregular)

- Access/availability to preferred activity/task
- Termination of preferred activity/task
- Access/availability of food

2. Factors that appear to maintain/follow the occurrence of problem behavior:

Teacher behaviors:

- Teacher reprimand
- Teacher encouragement/praise
- Task removal
- Withdrawal of teacher attention/ignoring

Student behaviors:

- Peer attention (negative)
- Peer attention/affirmation (positive)
- Withdrawal of peer attention/isolation

Environmental factors:

- Access/availability of preferred activity task
- Removal of student to alternative setting (will continue to avoid)

D. Behavioral Intent Identification: Using the checklist below, identify the possible functions or outcomes that the behavior may serve for the student. If more than one function appears to be a reasonable explanation, rank order your responses from 1 to 3 with 1 being the most likely function of the behavior.

- | | |
|--|--|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Acceptance/affiliation/approval |
| <input type="checkbox"/> Tangible reward | <input type="checkbox"/> Sensory stimulation |
| <input type="checkbox"/> Gain access to objects/activities | <input type="checkbox"/> Expression of self |
| <input type="checkbox"/> Gratification | <input type="checkbox"/> Justice/revenge |
| <input checked="" type="checkbox"/> Escape/ <u>avoid task</u> /event | <input type="checkbox"/> Escape/avoid attention |
| <input type="checkbox"/> Power/control | <input type="checkbox"/> Other _____ |

III FUNCTIONAL HYPOTHESIS

A. Hypothesis statement: Using the information from sections I, II, and III, construct a hypothesis statement according to the form.

When given an assignment Joey will not work on or turn in the assignment in order to avoid the task and not have to do the work.

B. Functional Analysis Plan: In order to test the hypothesis, the following functional analysis will be attempted:

1. **Contextual Modification:** (What changes in environmental and/or teacher behaviors will be attempted?)

*Regular cueing from the teacher-at times constant.

*Move the student's seat closer to the teacher so that the student can be monitored.

2. **Curricular Accommodation:** (What changes in instructional materials/techniques will be attempted?)

*Have the student use his daily planner/organizer to write down assignments each day.

*Change the level of difficulty for the student's assignments.

*Give the student extra time to complete the assignments.

3. **Replacement Strategy:** (What new behaviors/strategies will be taught?)

*Teach the student how to chunk assignments or break them down into smaller parts.

*Teach the student to regularly use his planner to write down daily assignments.

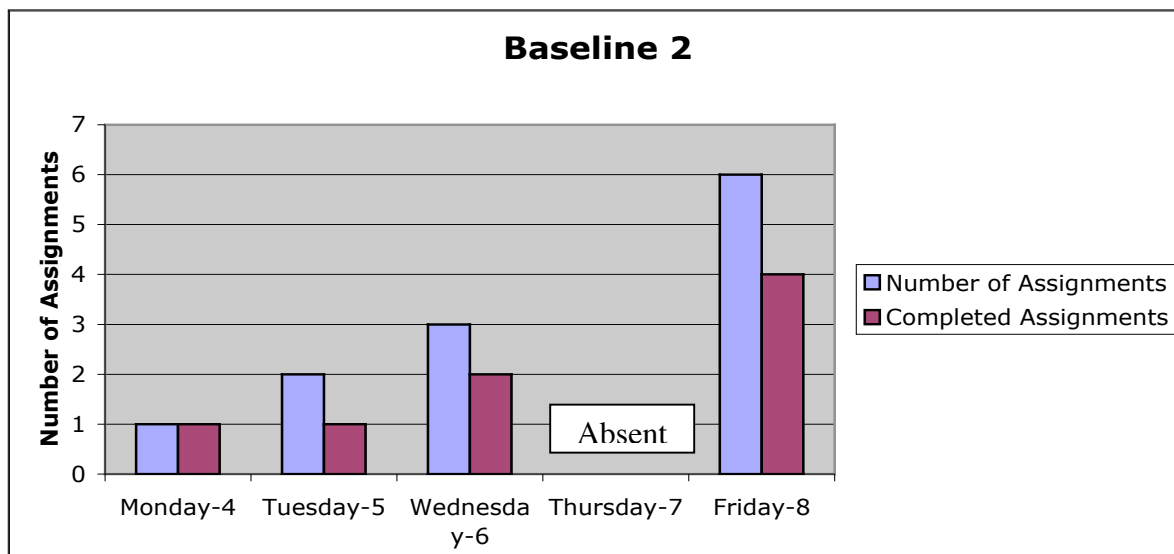
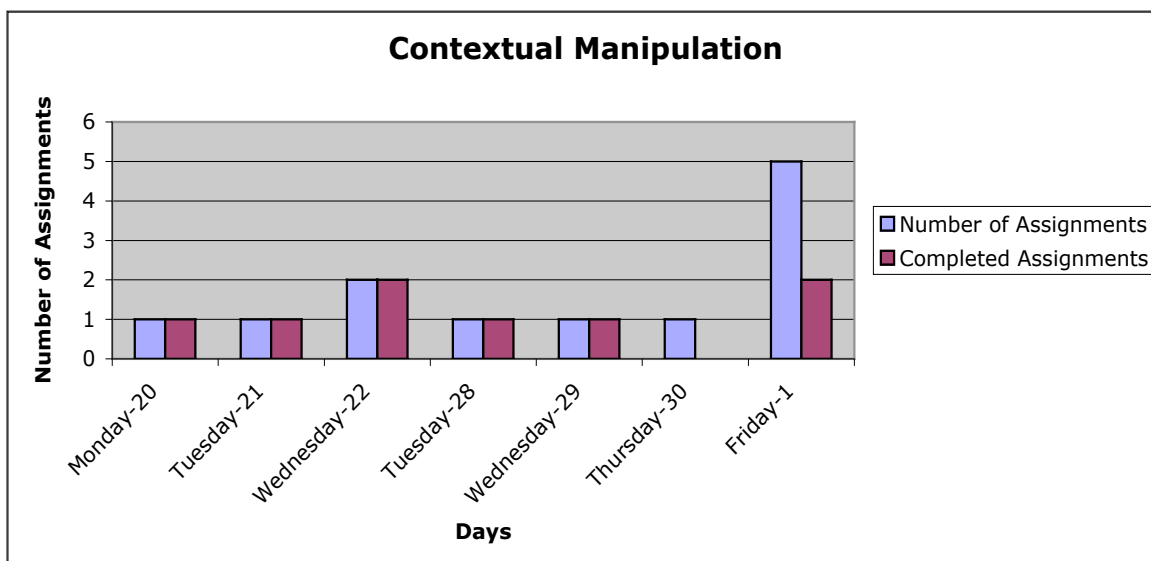
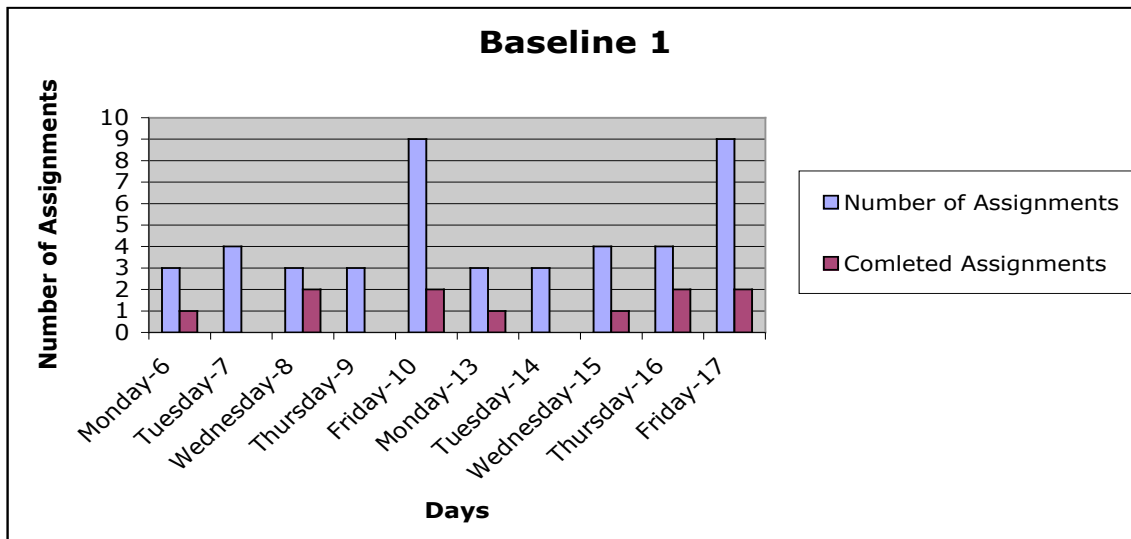
Appendix B

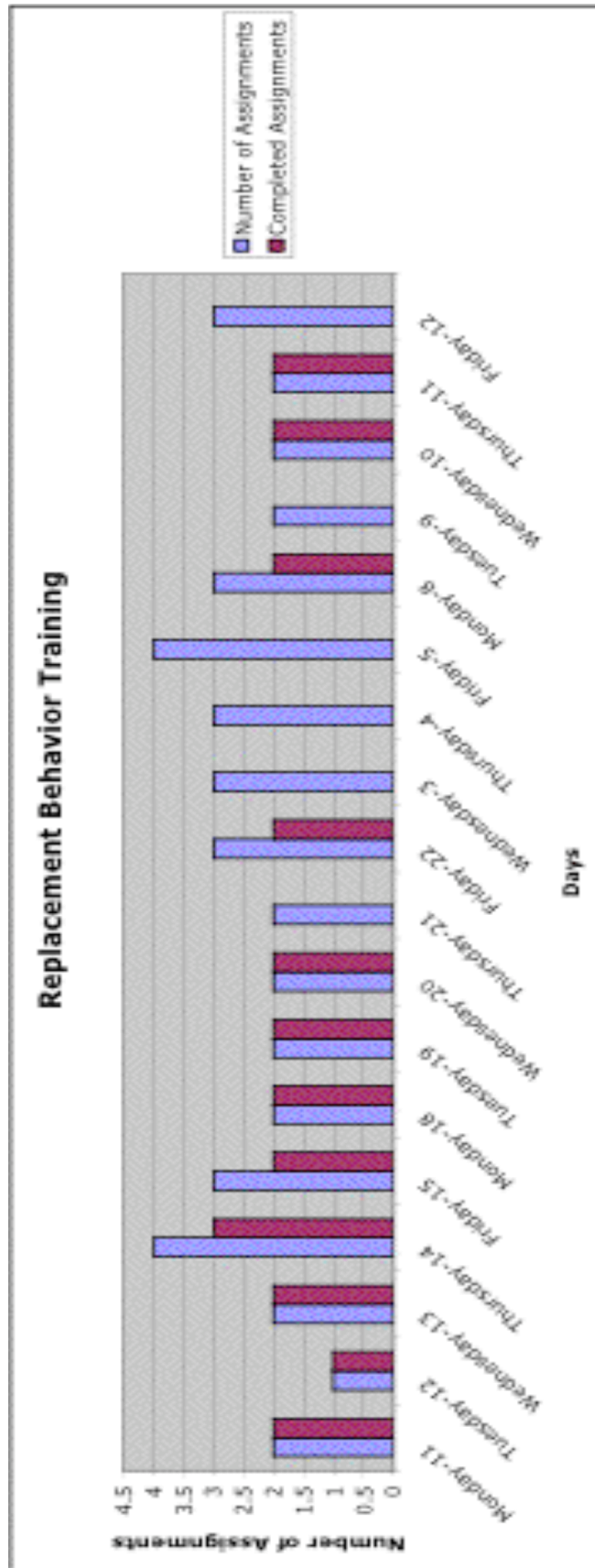
Recording Sheets

Graphs

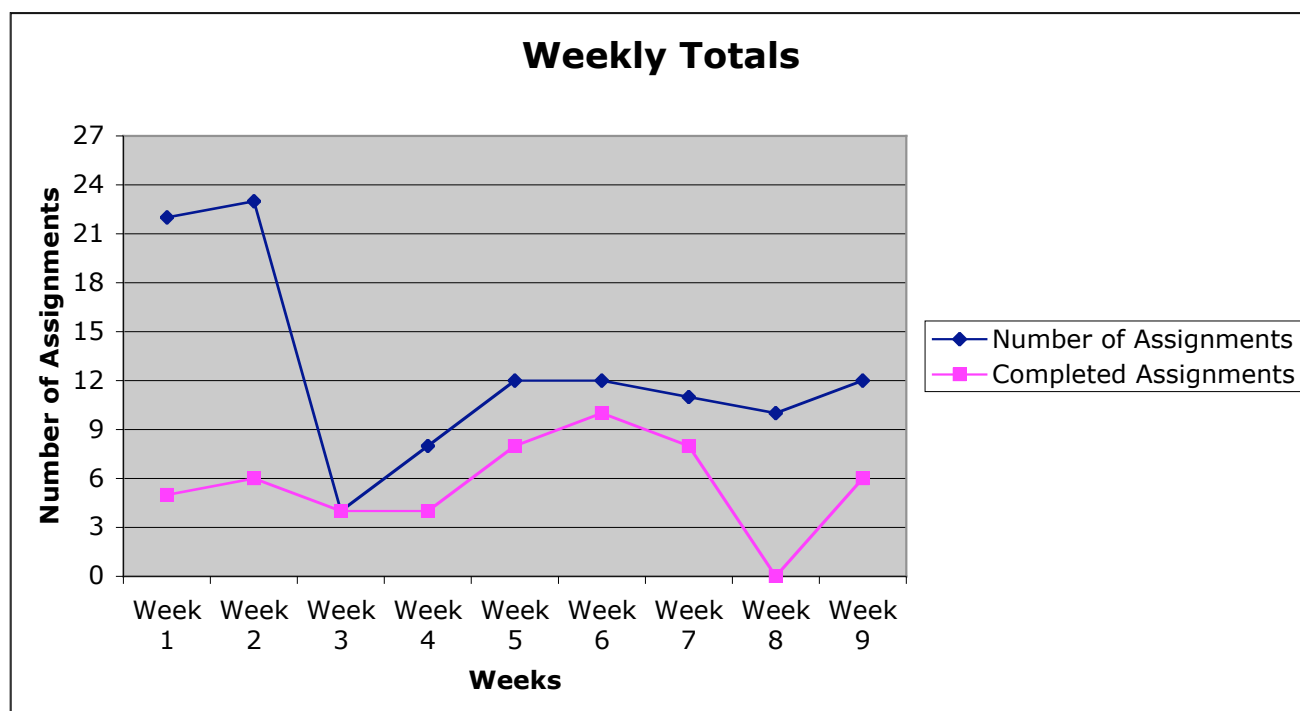
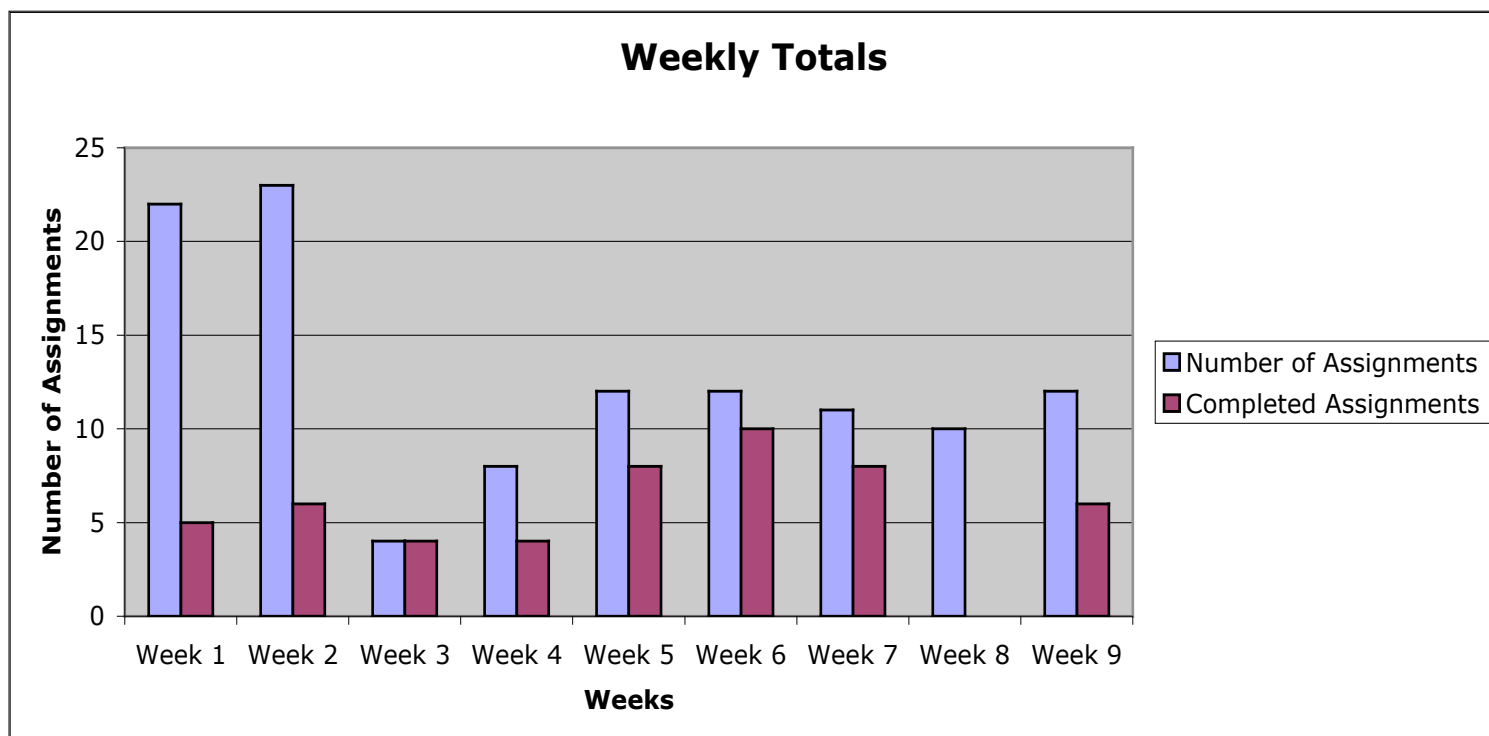
Raw Data

Day	Number of Assignments	Completed Assignments
Contextual Manipulation		
November 20, 2006	1	1
November 21, 2006	1	1
November 22, 2006	2	2
November 28, 2006	1	1
November 29, 2006	1	1
November 30, 2006	1	0
December 1, 2006	5	2
Baseline 2		
December 4, 2006	1	1
December 5, 2006	2	1
December 6, 2006	3	2
December 7, 2006	0	0
December 8, 2006	6	3
Replacement Behavior Training		
December 11, 2006	2	2
December 12, 2006	1	1
December 13, 2006	2	2
December 14, 2006	4	3
December 15, 2006	3	2
December 18, 2006	2	2
December 19, 2006	2	2
December 20, 2006	2	2
December 21, 2006	2	Absent
December 22, 2006	3	2
January 3, 2006	3	Absent
January 4, 2006	3	Absent
January 5, 2006	4	Absent
January 8, 2006	3	2
January 9, 2006	2	Absent
January 10, 2006	2	2
January 11, 2006	2	2
January 12, 2006	3	Absent





Absent:
 Thursday 21st
 Wednesday 3rd
 Thursday 4th
 Friday 5th
 Tuesday 9th
 Thursday 11th



*Absent for all of Week 8

Appendix C