

Case Study 1
LSI 443
May 22, 2010
by
Beth Ann Bryant-Richards

I. Identifying Information

Name: MR
Date of Birth: October 10, 1995
14 years 7 months
grade 8
Chicago Metro Selective Enrollment High School
Dr. F

Instruments

1. **Pre-Mod Analysis** Developed by Kaplan in 1995, this is an initial evaluation of student behavior. The Pre-Mod Analysis is intended to begin to determine whether a student has the precursors that are necessary to behave appropriately in the first place.
2. **BOSS** The Behavioral Observations of Students in Schools is a way to track a student's off- and on-task behavior. Data are collected every 15 seconds for a period of 15 to 45 minutes. The behavior tracked is broken into off-task verbal, off-task motor, active engaged, passive engaged, off-task motor, and off-task passive. The BOSS was developed by Shapiro (2004).
3. **ABC** The Antecedent-Behavior-Consequence Analysis helps observers discover what comes directly before an unwanted behavior, helps identify unwanted behaviors, and uncovers reasons or consequences that the student may gain for behaving in certain ways. Teachers can use this analysis to help them discover what a student gets out of a behavior, or a behavior's function or purpose. By learning what purpose is behind a behavior, teachers can more effectively craft a Behavior Intervention Plan.
4. **Problem Behavior Questionnaire Profile** helps to identify the function of the student problem behavior by examining peers', adults', and setting events' relationship to the function of the student behavior. This questionnaire can help to clearly see whether or not a student is gaining a benefit from the behavior in question due to peer relationships, relationships with adults, or setting events. This questionnaire was developed by Lewis, et. al (1994) and was specifically designed for the general education setting. Since this is the setting in which the data were collected, and the student does not have an IEP, a 504 Plan or a known diagnosis, this was deemed a worthy choice for determining the function of the problem behavior.

II. Teacher Interview

The teacher interview was conducted after the initial observation and after the pre-mod analysis.

The teacher indicated that the fifth period class is a challenging one overall. There are 21 male students and 12 female students. The classroom is very crowded and tightly packed. There are a number of troublesome students in the class. Several of the students call out inappropriately and disrupt the class and their peers. The teacher took one student's iPod away and there was also a steady stream of students asking to leave the room for water or a restroom break. The teacher indicated that she has to work hard to maintain classroom management.

M is not one of the disruptive students. When I asked the teacher about his habit of sitting in his seat with his feet in the aisle, she said that she knew about it and that he was unable to fit his legs underneath his desk to sit properly. She said that he had experienced a growth spurt (along with several other boys) and his legs had grown too long to fit under the desk. She said that the student has displayed a great deal of intelligence throughout the year, and that his main strengths are in the areas of math and science. She described an impressive project he had undertaken earlier in the year to count and analyze the verbs used in the sports section of a newspaper over the course of several weeks.

The teacher said that she thought the main issue with the M's distraction and lack of focus was due to the very challenging nature of the assignment given. She said that she thought the work was very challenging to him in particular (given his areas of strength being math and science) and that he was probably finding it extremely hard and at times, boring. However, because of the non-disruptive nature of his behavior and the size of the class, she said that it was likely that his difficulties were going unnoticed. She began to try to think of a way to get him another place to sit to help him as we talked.

III. Target Behavior

M.R. is a 14 year, 7 month old eighth grader at Chicago Metro Selective Enrollment High School. This program is for advanced 7th and 8th graders who are ready to begin high school courses. Knowing that, it is clear that M.R. is a very bright student with motivation and good support at home. He has strong abilities in math and science, and by teacher reports, has an analytical mind.

M.R. does not have an IEP or a 504 Plan, and is not undergoing any assessments at the school.

The target behavior for this analysis is M's focus and distractibility while engaged in challenging independent work in his Survey of Literature class. M is mostly quiet. His behavior is indicative of zoning out and being in another world. He sits sideways in his chair with his feet in the aisle. He looks out the window and stares around in the room.

He taps his pencil. He puts his book on the floor and leans far over to look at the book, but it is not clear that he is reading. He rarely writes anything on his assignment sheet. He whispers to the students behind him and next to him. At one point during the observation, he looked as if he was trying to swallow air or pop his ears. Passive and active re-direction can bring M back to his task, but not for a sustained period of time.

M's behavior is not disrupting the class, but the personality of the class may be hindering M's ability to focus. Since many of the other students in class are outwardly disruptive, their distractions are likely making it even harder for M to concentrate on his work.

IV. Test Interpretations

Pre-Mod Analysis

Student: MG

Evaluator: Bryant-Richards

Date: May 7, 2010

Maladaptive Behavior: student loses focus during independent seat work time and does not complete assignment

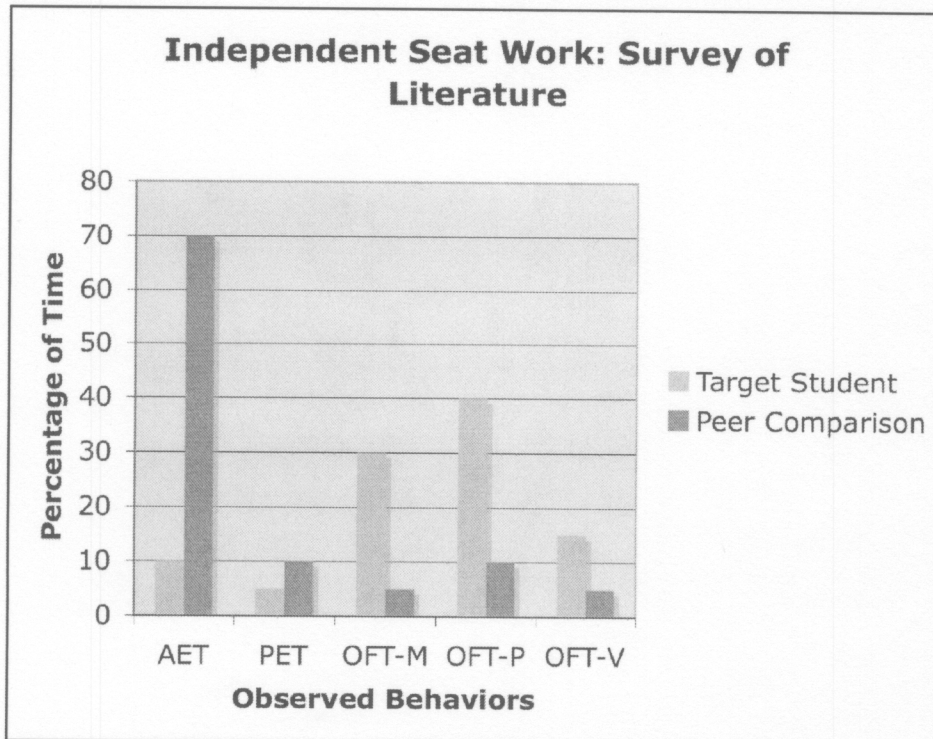
Target Behavior: student will remain focused on work during independent seat work time and complete the assignment

Prerequisite	Status	Assessments	Results
1. M knows that he should begin working on the task as soon as he enters the class and gets his materials	N	M will begin work within 2 minutes of the bell ringing; seen through observation	
2. M can self-monitor to redirect himself to the independent task	N	M redirects himself without prompting; if prompting is needed, at only 90% rate; seen through self-report and direct observation	
3. M can self-monitor his time in class to complete written assignments	N	Written assignments are complete or near completion; seen through assessment of written work	
4. M can self-monitor his motor behavior to stay focused on his seat work	N	M stays physically turned to the front in his seat and redirects himself without prompting; if prompting is needed, at a 90% rate	

This analysis highlights M.R.'s need for self-monitoring. The self-monitoring skills may be there in other classes or in other settings, but the importance of self-monitoring needs to be emphasized to M.R. The possibility that M.R. can begin to self-monitor better just

by simply discussing the skill with him in the context of the assignment may help his situation a great deal.

Behavioral Observation of Students in Schools (BOSS) – Data Analysis



Behavior Key:

AET	Active Engaged Time
PET	Passive Engaged Time
OFT-M	off-task motor
OFT-V	off-task verbal
OFT-P	off-task passive

M.R. was observed in Honors Survey of Literature where he was working on completing a rigorous independent assignment about Charles Dickens's *Great Expectations*. On the day of the BOSS data collection, M.R. did not appear to write down a single answer in his answer booklet. He spent the majority of his time in off-task motor behavior (40%). He was only actively engaged for 10% of his time, in comparison with his peers, who engaged actively for 70% of their time. Even though this peer comparison is with peers who had a more difficult time focusing on the material than others from other class periods, M.R. was significantly underperforming in comparison to his peers. The drawback of this evaluation is that it was sometimes difficult to ascertain the students' passive vs. active engagement. When reading a book to help with answering questions, a student can easily look at the book and appear to be reading, so it is quite possible that the observer's observations can be skewed. However, it is clear that M.R.'s peers were much more actively and passively engaged in the independent assignment than was M.R.

ABC OBSERVATION FORM

Student: M.R. Observer: Bryant-Richards
Date: April 23 Time: 11:00-12:00 Activity: independent work

Context of Incident: Students are engaged in a very challenging assessment in English class. The assessment is a 3 part log, completed in class, of a close textual analysis of Dickens's Great Expectations.

Antecedent: The materials (log books) were distributed. Students took out their books and began working independently.

Behavior: Ten minutes passed before got his book out of his bag and opened it. He worked intermittently. He turned around in his seat and talked to the student behind him.

Consequence: M's work did not get done on this day.

Comments/Other Observations:

M needs more observation

ABC OBSERVATION FORM

Student Name: MR Observation Date: May 7
 Observer: Bryant - Richards Time: _____
 Activity: textual analysis of G.E. Class Period: 5
 Behavior: off task

ANTECEDENT	BEHAVIOR	CONSEQUENCE
transitioning into class	did not begin independent work	did not work on assignment
distracted, staring into space	talked to student behind him	attention/avoid work / student talked to M
Observer watched M + ^{other} student		
other student redirected G	G turned back to his book	
distracted, staring into space	talked to student behind him	attention/avoid work / student talked to M
observer stood near M	G turned back to his book	
distracted	talked to student behind him	observer asked G not to talk

PROBLEM BEHAVIOR QUESTIONNAIRE

Respondent Information

Student MR DOB 10/10/95 Grade 8 Sex M F IEP: Y N
 Teacher Dr. F School Chgo Metro SE High
 Telephone _____ Date 5/7/18

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

unfocused + off-task during independent work

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

		PERCENT OF THE TIME						
		Never	10%	25%	50%	75%	90%	Always
1	16. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2	17. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3	18. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone? NA	0	1	2	3	4	5	6
4	19. When the problem behavior occurs do peers verbally respond or laugh at the student? NA	0	1	2	3	4	5	6
5	20. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
6	21. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7	22. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8	23. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode? NA	0	1	2	3	4	5	6
9	24. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10	25. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11	26. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12	27. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	5	6
13	28. Will the student stop doing the problem behavior if you stop making requests or end an academic activity? NA	0	1	2	3	4	5	6
14	29. If the student engages in the problem behavior, do peers stop interacting with the student? NA	0	1	2	3	4	5	6
15	30. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. Diagnostic, 19, 103-115. Reprinted with permission.

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student
School

MR

Chgo Metro SE High

Grade
Date

8

May 7, 2010

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS			ADULTS			SETTING EVENTS								
Escape			Attention			Escape			Attention					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR

Both peer escape and attention items were "not applicable." Setting events did not appear to play a role. Escaping the task appears to be the possible function of the student behavior.

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Interval Recording

Student: M.R.

Behavior: on-/off-task behavior

Date: May 14, 2010

Setting: Honors Survey of Literature

Time: 11:00 to 11:15

Observer: Bryant-Richards

Interval: 15 seconds

OT	OT	OT	OT
OT	OT	OT	OT
ON TASK	OT	OT	OT
ON TASK	OT	OT	OT
OT	OT	ON TASK	OT
OT	OT	OT	OT
ON TASK	OT	OT	ON TASK
OT	OT	OT	OT
ON TASK	ON TASK	OT	OT
OT	OT	OT	OT
OT	OT	OT	OT
OT	ON TASK	OT	OT
OT	OT	OT	OT
OT	OT	ON TASK	ON TASK
ON TASK	ON TASK	OT	OT

OT = Off task

Summary of Data Results

After reviewing data from the ABC analysis, the BOSS, and the Problem Behavior Questionnaire, it is clear that M.R.'s behavior of not focusing on the independent seat work in Survey of Literature class is interfering with his ability to engage with a text and focus on answering questions about it in the school setting. According to the data collected, M.R.'s behavior is far away from what his peers' behavior is in the same setting and with the same expectations. M.R. is off-task a very large portion of the class period. Since the data show that he is not frequently engaged in verbal off-task behavior and he is not making a nuisance of himself to the teacher or his peers, he is not calling attention to his behavior. An analysis of the antecedents and consequences of M.R.'s behavior show that he is behaving this way for two reasons or purposes:

1. to avoid the task of engaging with a text and answering questions about it
2. to "fly under the radar" so that his inability to focus on the work is not detected by the teacher or his peers.

Recommendations

The main recommendation for M.R.'s situation is to have a conversation with him about his work in class. This conversation would best be conducted in private so that his ego is not compromised in front of his peers. In a highly-competitive academic environment such as this, students are hyper-aware of any weakness (perceived or otherwise) in their academic life. The conversation with M.R. should center around the difficulty of the tasks he is being asked to perform and what he may need to perform the task. The possibility that a student can tell a teacher what is wrong and what needs to happen should not be underestimated.

That said, another recommendation is to move M.R. closer to the teacher so that his behavior is easier to monitor. He has generally not had frequent (or much) redirection. Redirection when needed may help M.R. immensely. The teacher may want to consider a signal between herself and M.R. so that the redirection is not obvious to peers. A tap on the shoulder may be a good signal. The teacher's idea to find M.R. a work space that fits him is also important, so that he can keep physically focused on the work in front of him.

A set time period for this new classroom intervention needs to be established, and a new set of data generated for M.K. After two class periods of the interventions, collecting more data should show progress. If there is not progress, more interventions need consideration.

At this point, an IEP or 504 Plan is not seen as an option or need for M.R.

Bibliography

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