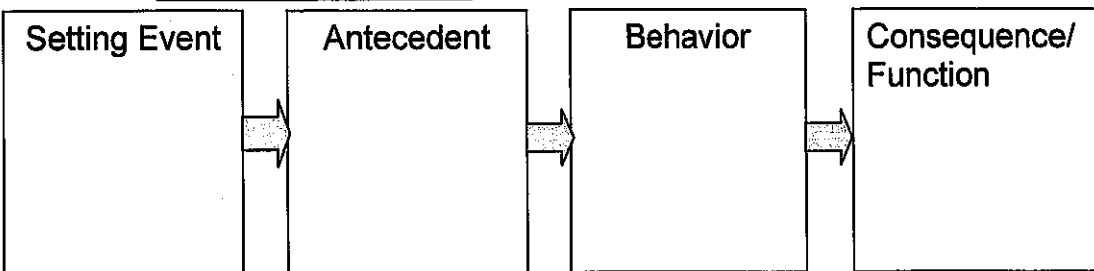


ACTIVITY 1

Create a Summary Statement for Jason's behavior:

When Jason is asked to outline a book chapter in Language Arts, he often argues, refuses to work and uses profanity which results in being sent to the office for 'disrespect'. This behavior is more likely if Jason has an altercation with a peer on the bus on the way to school.

Routine: _____

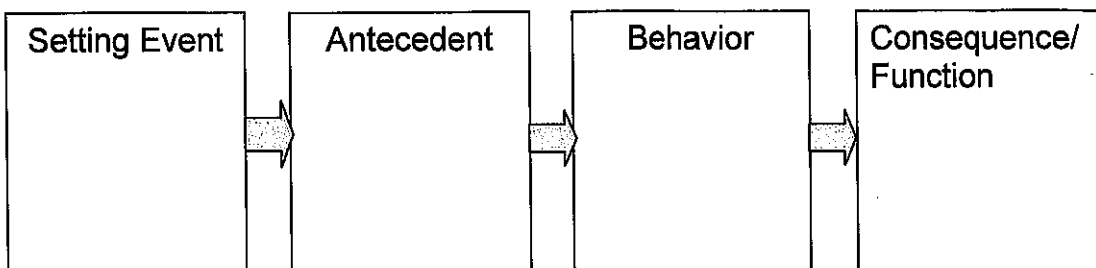


ACTIVITY 2

What is wrong with/missing from the following summary statement?

Sarah often leaves her seat without permission, walks around the room and talks with peers. Sarah's peers laugh and talk with her. This behavior is more likely if Sarah has forgotten to take her medication before school. The function of Sarah's behavior is to gain access to teacher attention and to escape tasks.

Routine: _____



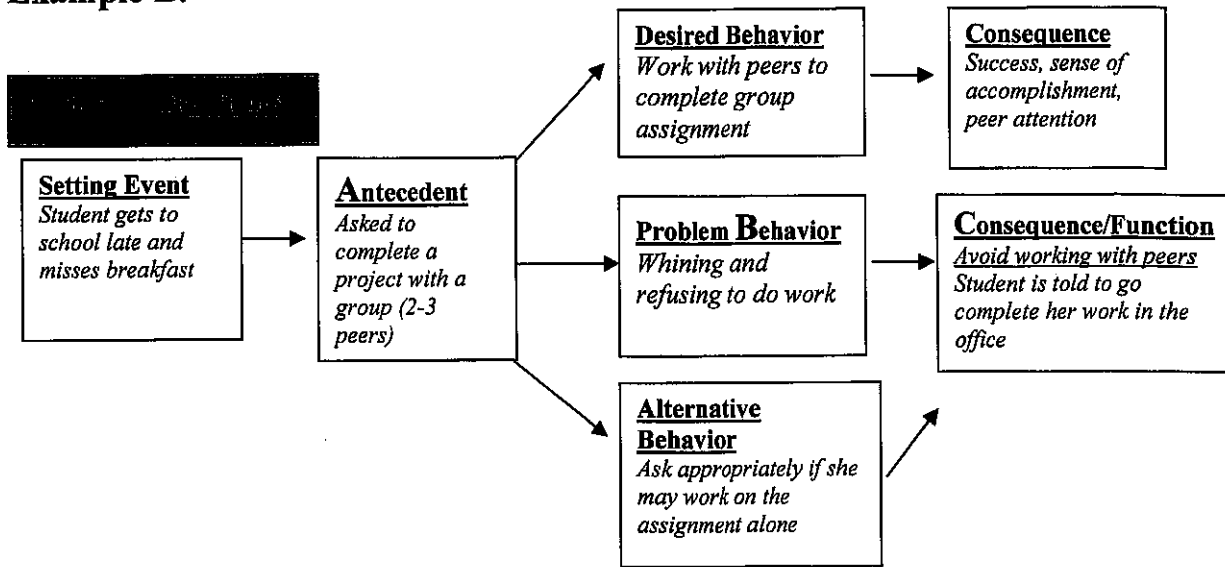
Vignette 3

Audrey, a 3rd grade student, was referred to the behavior support team by her teacher, Mrs. Briggs, for disruptive behavior. After interviewing Mrs. Briggs and conducting several observations of Audrey in the classroom, the team determined that when asked to do independent seat work during math instruction, Audrey cries and tears up her papers. Based on the data collected, the team agreed that the function of Audrey's behavior is to escape difficult academic tasks.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ___ The school counselor will provide two 15-minute anger-management sessions per week for the remainder of the term.
2. ___ Review class rules about working respectfully and quietly before independent seat work.
3. ___ When problem behavior occurs, the student will be sent to the counselor's office to practice self-soothing behaviors.
4. ___ Teach student to raise her hand and ask for help from the teacher when she has difficulty with academic tasks.
5. ___ Modify math assignments to more closely match the student's current skill level, and provide additional tutoring during free-study time.
6. ___ When it appears that the student is becoming frustrated, send her to the hall to calm down.
7. ___ When problem behavior occurs, do not allow the student to escape the task. Instead, prompt the student to ask appropriately for help or for a break from the task, and only provide help or a break after she asks appropriately.
8. ___ Provide frequent descriptive praise when the student engages in appropriate seat-work behavior.

Example B.



<u>Setting Events</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<p><i>Arrange for more opportunities to interact with peers on days when student has not had breakfast</i></p>	<p><i>When passing out assignments provide student with a choice of working with a group or completing the assignment alone</i></p> <p><i>Place a "reminder" card on student's desk stating that she may ask to work alone at any point during the group task</i></p>	<p><i>Provide social skills training focused on how to work cooperatively with peers 3 x per week</i></p>	<p>Rewards <i>Student will be allowed to work alone when asks appropriately</i></p> <p>Response to Problem <i>At first sign of problem behavior, student will be told to go to resource room to complete work on her own</i></p> <p><i>Student is told that she may work alone after she either a) asks appropriately, or b) completes one part of the task with peers</i></p>

Is there anything incorrect or missing? _____
