

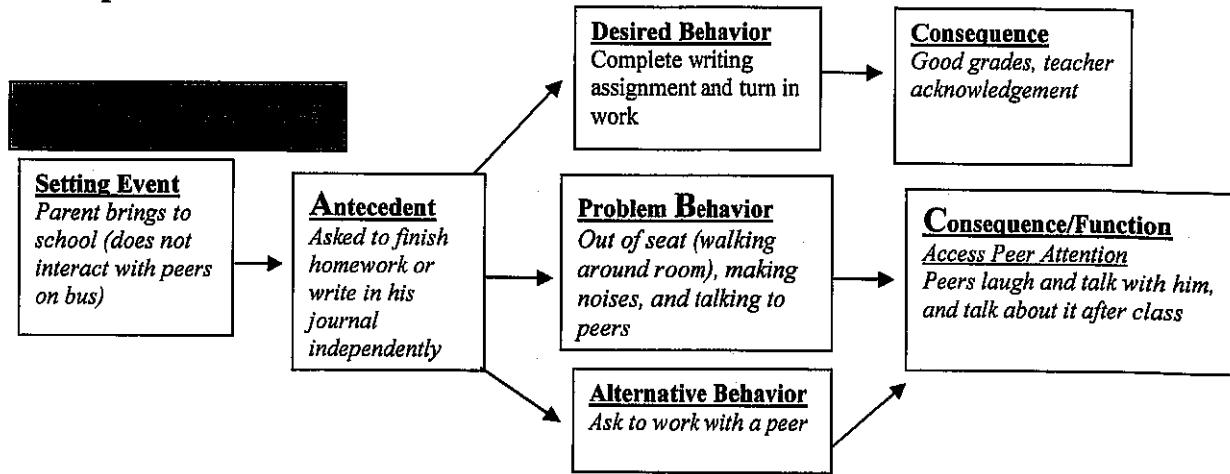
**Vignette 2**

**Jessica, a 7th grade student, was referred to the behavior support team for 'disrespect' by staff that monitors the halls during passing periods. After interviewing the staff and conducting several observations of Jessica's behavior between classes, the team determined that when walking down the hallways between classes, Jessica shouts curse words and intentionally bumps into peers. This behavior is most likely to occur on the days that Jessica arrives late to school. Based on the data collected, the team agreed that the function of Jessica's behavior is to obtain adult attention.**

**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. \_\_\_\_ When problem behavior occurs in the hallway, provide a verbal reprimand and have the student go back to her classroom and then walk down the hallway the 'right way'.
2. \_\_\_\_ Appropriate hallway behavior will be added to Jessica's daily point card, and before classes begin she will 'check-in' briefly with each of her teachers regarding her behavior.
3. \_\_\_\_ On days that the student arrives late to school, she will be allowed to spend 5-10 minutes with the school counselor (a preferred adult) prior to going to class.
4. \_\_\_\_ When problem behavior occurs, take the student aside to explain why her behavior is inappropriate and how she should behave in the hallway.
5. \_\_\_\_ Teach student appropriate ways to gain attention from adults and peers in the hallway.
6. \_\_\_\_ When problem behavior occurs, student will be immediately sent to the office to discuss the incident with the principal or counselor.
7. \_\_\_\_ An announcement will be made over the PA system each morning reminding all students how to behave in the hallways.
8. \_\_\_\_ Provide frequent descriptive adult praise for appropriate hallway behavior.

**Example A.**



<u>Setting Events</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<p>Arrange time for positive adult attention before writing on days when student is brought by parent</p>	<p>Remind student before independent-work time that he may choose to work quietly with a peer</p> <p>Allow student to sit with preferred peer in 1<sup>st</sup> period writing</p>	<p>Teach student to appropriately ask to work with a peer</p> <p>Explicitly teach what "on-task" behavior looks like (and does not look like) in writing class</p>	<p><u>Rewards</u></p> <p>Student can work with peer when asks appropriately</p> <p>Student can earn 5 minutes of free time with a peer, if stays on task for 90% of period for 5 consecutive days</p> <p><u>Response to Problem</u></p> <p>When student starts to get out of seat/engage in problem behavior, remind him to ask appropriately to work with a peer</p>

Is there anything incorrect or missing? \_\_\_\_\_

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