

Case Study: Bill

Bill has often announced how much he hates _____. Today, just as the _____ activity was underway, Bill was not following the teacher's directions. He refused to open his _____ book or get out his notebook and was just sitting there. The teacher gave him a reminder to get started. He said that he hates _____ and folded his arms. The teacher approached him and told him that he should ask for help if he needs it, otherwise he should get out his materials and start work. Bill replied, "Why bother, it is all a waste of time." The teacher explained to him that if he didn't get ready for _____ he would have to do it at _____ and reiterated the availability of help if he had difficulty with the activity. Bill then pushed the _____ book on the floor, said he was not going to do any _____, and became belligerent. The teacher sent him to office for noncompliance, disrespect and belligerence.

Table 3.2 FBA Summary and Intervention Plan, Case Study 1 (See Appendix A: FBA Summary and Intervention Plan)

Functional Behavioral Assessment Summary			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects of Problem Behavior</i>
<ul style="list-style-type: none"> • Aversion for math (perhaps due to history of lack of success or failure with math) • Issues with anger management 	<ul style="list-style-type: none"> • The beginning of math period • Teacher directions to get materials ready • Engagement with the teacher • The warning that he would miss recess if he didn't get ready 	<ul style="list-style-type: none"> • Refusal to follow the teacher's directions • Maintains refusal to start • Using bad language • Disrespect 	<ul style="list-style-type: none"> • The teacher was drawn into the problem by student's refusal to follow directions • The student was sent to the office, thereby escaping from the math class • Class was disrupted
Intervention Plan			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Increasing Expected Behavior</i>	<i>Decreasing Problem Behavior</i>

Table 3.3 FBA Checklist for Noncompliance (See Appendix B: FBA Checklist for Noncompliance)

Functional Behavioral Assessment Summary			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects of Problem Behavior</i>
<ul style="list-style-type: none"> • Has the student experienced setbacks with demand before, such as: <ul style="list-style-type: none"> ○ Failure ○ Embarrassment or ridicule ○ Rejection ○ Injury ○ Punishment ○ Other • What basis is there to know if the student can perform the task satisfactorily? • Have there been previous attempts to address the noncompliance? • Are there nonclassroom-based risk factors such as: <ul style="list-style-type: none"> ○ Home issues ○ Hunger ○ Substance abuse ○ Inadequate sleep ○ Transportation to school problems ○ Peer conflicts ○ Other 	<ul style="list-style-type: none"> • What is the task or demand required? • What words are used by staff in presenting the demand? • What are the prerequisite skills for the task? • Does the involved student have the prerequisite skills to complete the task? • Has the student been on task prior to this demand situation? • Other? 	<ul style="list-style-type: none"> • What does the student do to noncomply? • What language does the student use when noncomplying? • How does the student avoid the demand or task? • How does the student escape the demand or task? • How does the student not fulfill the task to a reasonable standard? • What do the other students do in this context that is acceptable? • Other? 	<ul style="list-style-type: none"> • What changes occur in setting when the noncompliance occurs? • What does the teacher do immediately following the noncompliance? • What does the teacher say following noncompliance? • What consequences are delivered? • What do other students do/say when the noncompliance occurs? • Are other adults brought into the picture? • Does instruction or the activity stop? • Other?
Intervention Plan			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Increasing Expected Behavior</i>	<i>Decreasing Problem Behavior</i>