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Behavior Observation Report

19 November 2012

Professor Muller

**Background Information**

Kevin is a five-year-old boy in kindergarten. Kevin is Hispanic; his father is a first generation immigrant from a Venezuela and his mother, of Dominican decent, was born in the United States. Kevin is part of a middle-class family. His father works as a train conductor for Metro North and his mother is a secretary at a dentist office in White Plains.

In preschool, Kevin struggled to keep up pace with his classmates, displayed from aggression and did not use his words to communicate effectively. During kindergarten screening, teachers noted that Kevin struggled significantly and was referred to the Committee on Special Education (CSE). Kevin’s doctor diagnosed him with Attention Deficit Hyperactivity Disorder (ADHD). According to the doctor, this disorder accounts for some of Kevin’s impulsive behaviors and aggression. Kevin was classified as Speech and Language Impaired by the Committee on Special Education and now functions with an Individualized Education Plan. He has been placed in a self-contained special education room with a 12:1:1 ratio. Kevin receives Adaptive Physical Education, music therapy in the classroom and art in the art classroom. Kevin is pulled out for Speech Therapy five times a cycle. At times, the school’s behavioral specialist pushes into Kevin’s classroom to observe and monitor his behaviors and offer support to his teacher.

Kevin’s impulsive behaviors and communication issues sometimes mask his strengths, however he is a very happy boy and is eager to learn. Kevin loves to hear stories, work on art activities, cut and paste and complete other sensory activities. He engages well with peers in group-play both in the classroom and on the playground.

On the carpet during circle time, story time or instruction, Kevin often struggles to find a spot to sit and also calls out frequently. Kevin struggles with academic work in both math and literacy. Kevin is still learning all of his numbers and has not yet mastered phonemic awareness.

**Inappropriate Problem Behaviors**

Kevin displays a variety of challenging and inappropriate behaviors in the classroom that can be distracting to both the teacher and other students. Some of his more typical behaviors include speaking out of turn, continuously moving around during the lesson, invading the space of his peers, taking items without asking, and engaging in unwanted touching.
**Targeted Behavior**

All of Kevin’s behaviors have an affect on his learning, however it is his impulsivity that hinders him the most and occurs the most frequently. It is considered a problem behavior because it causes the teacher to stop her instruction to address the behavior, which disrupts the flow of learning. This behavior also encompasses many of the problem behaviors that the student demonstrates. Examples of this behavior include calling out, speaking out of turn, taking items without asking, and roaming around the room during instruction. ‘Impulsivity’ can be operationally defined as any time the student calls out without raising his hand, gets up from the circle during instructional time without asking and/or taking items from people without permission during both instructional and individual work time.

**Indirect Data Collection**

In the interest of creating a Behavioral Observation Report, several different types of data were collected including both indirect and direct approaches. Three separate methods were chosen as forms of indirect data collection including a Motivation Assessment Scale, a Problem Behaviors Questionnaire and a Functional Assessment Interview Form; the classroom special education teacher, Mrs. S, completed all three of the forms.

**Motivation Assessment Scale**

The Motivation Assessment Scale is intended to identify the function of a child’s behaviors is or what their motivation is for engaging in the problem behavior. According to the results of Mrs. S’s assessment form, the greatest motivation for Kevin’s behavior is ‘sensory’ with a mean score of 3.25. Following ‘sensory’ is ‘escape’ with a score of 3, ‘tangible’ with a score of 2.5 and ‘attention’ with a score of 2. These test results indicate that both sensory and escape may be the main functions of Kevin’s behavior. Because one test is not enough evidence to make a conclusion, several other tests were conducted and the student was observed in many different settings.

**Problem Behavior Questionnaire**

The purpose of the Problem Behavior Questionnaire is similar to that of the Motivation Assessment Scale in that it is intended to pinpoint the function of the problem behavior. This assessment form was also completed by Mrs. S and the scores indicate that the function of Kevin’s behaviors is mostly due to setting events and can also be a result of attention seeking from adults. The ‘figure 1’ below demonstrates these scores and shows how there is a heightened level of inappropriate behaviors due to setting events.

***(Figure 1)***

|  |  |  |
| --- | --- | --- |
| 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 |

**Functional Assessment Interview Form**

The last method of indirect data collected, was a Functional Assessment Interview Form completed by Mrs. S, the special education classroom teacher. Unlike other indirect methods, this interview form provides a more comprehensive analysis of student behaviors and stems directly from classroom teacher observation. On this interview form, Mrs. S. indicates that the problem behavior, impulsivity occurs rather sporadically in the classroom; the duration and cause of the behaviors varies day to day and is greatly affected by setting events however Mrs. S noted that the behavior is more likely to occur on the carpet than when the student is actively engaged in an activity at the tables. Kevin is also more likely to display the problem behaviors during transitions and when the class routine or schedule is interfered with. The typical consequence for his behavior is either teacher redirection (verbal) or time in the “Think about it” chair. According to the interview form, there seems to be consistency in discipline and consequences between the classroom teacher and classroom aides/teacher assistants, however a slight lack of consistency amongst other building staff such as specials teachers and support staff.

**Direct Data Collection**

 Because indirect data is not enough to understand the full scope of a student, several hours of observation time was spent in the classroom and direct data was collected on the student’s behaviors. Three types of direct data were collected including an A-B-C Recording Observation Form, Frequency Recording and Interval Recording. The results are as follows.

**A-B-C Recording Observation Form**

 The A-B-C Recording Observation Form is useful for noting the type of behavior expressed in conjunction with the antecedent and consequence. This information may be beneficial to the teacher to assess how effective the consequences are and what types of antecedents frequently trigger behavior. The data collected on the ABC form indicate several antecedents including transitioning, teacher reminders/consequences to behavior and time spent on the carpet. The behaviors ranged slightly and included moving about the room, calling out and taking others’ belongings. Lastly, the consequences demonstrated by the teacher varied greatly and included several verbal reminders, the “Think about it” chair and negative reinforcement with the “smiley” token system in place.

**Frequency Recording**

 The frequency of the student’s behaviors was collected using a tally method. The results are shown below in figure 2. The results were not steady; spikes in behavior can be attributed to specific setting events.

***(Figure 2)***

**Interval Recording**

An Interval Recording Data Collection Sheet was used to collect information regarding the frequency of a student’s behavior when the time period was broken down into shorter segments. The results of this data shows that the student exhibited the problem behavior seven times in the thirty minutes he was being observed. The times the behavior occurred are marked with a (+) and times where the problem behavior did not occur are marked with a (-). The results are shown on the Interval Recording Data collection sheet.

**Hypothesis**

Based on the formal and informal data collected on Kevin’s problem behaviors, the function of Kevin’s behaviors is mainly sensory and stimulated by setting events.