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Informal Assessment Report

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Professor Muller

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**Background Information and Academics**

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 is able to count independently up to the number twelve. He has developed basic skills in phonemic awareness and has learned most of his letter names and letter sounds. He recognizes some simple sight words such as “and” and “the”. Kevin is also still developing his fine motor skills by completing classroom activities each day and has made moderate progress since September.

**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. These behaviors directly affect his academics because when he is focused on these other tasks, it hinders his learning.

**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.

**Work Samples**

No work samples were able to be collected for this student.

**Data**

***Figure 1*** This graph depicts the number of times the targeted behavior occurred during each twenty-minute observation.

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

Student: \_\_Kevin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_11/15/12\_\_\_\_\_ Setting: Classroom\_\_\_\_ Observer: \_\_Stephanie Moody\_ Starting time: \_10:10am\_\_ Ending time: \_\_10:45am\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Time (length of behavior) | Antecedents (A)  What occurred prior to the behavior | Behavior (B)  Describe the behavior | Consequences (C)  Outcome of the behavior |
|  | Transition to the carpet | Moves from spot to spot on rug/doesn’t settle in one spot | Teacher reminder (verbal) |
|  | Teacher leads circle time | Calls out on carpet—“we go out today?” | Teacher gives verbal reminder to raise hand and not call out |
|  |  | Calls out—“it is too cold?” | Teacher sends student to “Think about it” chair |
|  | Students are transitioned to desks | Student runs and pushes to get to desk | Teacher flips happy face over (token system) |
|  |  | Takes another student’s pencil | Verbal warning |
|  |  | Gets up from desk and walks around room | Teacher calls back to desks |

N*ote:* Modified from McConnell (2001)

***Figure 2*** This ABC Recording Form shows a log of the behaviors during a 35-minute observation including the antecedent of the behavior. The form indicates 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.

**Functional Assessment Interview Form**

Student: \_\_Kevin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_Nov. 12, ‘12\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_F. Satin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Describe the Behavior**

1. What is the behavior?

Impulsive behaviors—calling out, aggression, getting up and moving about during instructional time

2. How is the behavior performed?

See above

3. How often does the behavior occur?

Frequency varies based on events of the day—some days behavior is less frequent and other days is occurs very often

4. How long does the behavior last when it occurs?

Varies—sometimes 45 seconds and can be re-directed, other times 5-15 minutes at a time

5. What is the intensity of the behavior when it occurs?

Usually can be redirected, however sometimes uncontrollable

**B. Define Setting Events and Environmental Factors that Predict the Behavior:**

1. Classroom structure (physical).

Behavior most often occurs on the carpet—less frequent at the tables.

2. Class rules and behavioral expectations.

Students must raise hands to talk while the teacher is talking. Students must sit on a letter on the rug and remain in that space.

3. Instructional delivery methods (lecture, cooperative learning, labs, discussions, etc.).

Cooperative learning, reading stories, short discussions (mostly interactive and quick due to low attention rates in the class)

4. Instructional materials (textbooks, worksheets, hands-on activities, etc.).

Some worksheets—mostly hands-on-activities and a lot of art activities (use of many visuals

5. How are directions presented?

Short instructions in steps (only one or two steps at a time)

6. Assessment techniques (multiple-choice tests, essay tests, etc.).

Teacher observation, art activities (no tests)

**C. Define Specific Immediate Antecedent Events that Predict when the Behaviors are Most Likely to Occur:**

1. When are the behaviors most likely to occur?

Transitions and when schedule is interrupted or changed

2. When are the behaviors least likely to occur?

When engaged in an activity

3. Where are the behaviors most likely to occur?

Specials, in the hallway, carpet instruction

4. Where are the behaviors least likely to occur?

At the desks or table

5. During what activities are the behaviors most likely to occur?

n/a

6. During what activities are the behaviors least likely to occur?

n/a

**D. Identify Specific Consequences that Follow the Behavior:**

1. What specific consequence is most likely to immediately follow the behavior?

Verbal reminders, sent to “Think about it” chair.

2. What seems to be the effect of the consequence on the student’s behavior?

Sometimes it is enough of a reminder to stop the behavior and other times it exacerbates it

3. Does the consequence remove the student from an uncomfortable situation?

Sometimes (the “Think about it” chair)

4. Is there consistency between the consequences given by the classroom teacher and the consequences given by other school staff?

Consistency between classroom teacher and aides, but not with specials teachers or lunch aides

5. Is there consistent follow-through with all consequences both in the classroom and other school settings?

Same

Note: Adopted and modified from Functional Assessment Interview Form by McConnell (2002) (pp. 97-98)

***Figure 3*** This interview was conducted between the classroom special education teacher and myself to determine the function of the child’s behavior. This interview 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.

**Problem Behavior Questionnaire**

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

***Figure 4*** This data chart is the results of a Problem Behavior Questionnaire, which is intended to pinpoint the function of the problem behavior. 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.

**Anecdotal Notes**

* Teacher is leading science lesson on carpet—reading a story about sense of hearing.
* Kevin is sitting on carpet, legs not crossed
* Teacher corrects him and asks him to sit “crisscross”—he complies for a few minutes
* Kevin begins touching peers next to him with his hands and legs—teacher does not notice
* Another student makes grunting noise at Kevin for touching her—teacher tells Kevin to keep his hands to himself—Kevin looks at teacher, she asks again, and he puts his hands slowly back into his lap
* Kevin is on his knees, moving around in his spot—his legs are touching his peers
* Teacher asks Kevin to sit in a chair and he complies
* Teacher finishes book and asks students to be quiet and listen to see what sounds they can hear—Kevin is quiet and listens, then yells out, “kids are screaming!”—the teacher accepts his answer even though he called out
* Teacher tells class they are going on a listening walk outside of the school—she leads the class to the front of the building and instructs them to walk quietly and listen to what sounds they hear
* As soon as we get out of the doors, Kevin runs—teacher yells for him to stop—Kevin keeps running and teacher has to go after him
* Kevin struggles to keep quiet during listening walk but is able to list several sounds he hears
* Class goes back to the classroom and teacher creates a chart on chart paper to list the things students heard on the walk
* Kevin raises his hand and the teacher doesn’t call on him right away
* He continues to raise his hand and the teacher calls on him—he says he heard a garbage truck and airplane—teacher praises him for answer
* Teacher sends students back to desks/table depending on their grouping—Kevin runs back to the desk and pushes several friends out of the way—teacher tells Kevin he must go back to the carpet and try again—he hesitates and stares at teacher until she asks again—he complies
* Kevin walks back to the desk and sits down.
* Teacher introduces a worksheet activity where students sort pictures of items they can smell and items they can hear—Kevin completes worksheet with moderate assistance (needed help cutting and some help sorting)
* Teacher transitioned into center time—Kevin called out the activity he wanted to do—teacher said, “I didn’t call on you, you need to wait.”
* Teacher called on Kevin and he chose an activity and walked to it.

**Summary of Academic Challenges**

Kevin is in emergent literacy stages; he has developed early phonemic awareness and is able to distinguish orally between most letter sounds but still struggles to fully discriminate between certain sounds such as /f/ and /s/. He is able to recite his alphabet in order, yet sometimes has difficulty naming letters out of order. Other than “k” for Kevin, he is unable to determine the sound each letter makes or come up with any words beginning with that letter.

In math, Kevin is able to count up to the number twelve independently and to the number nineteen with prompting. He is able to identify written numbers up to the number ten; he can also write numbers 0-9 without assistance—he often writes the number ten in reverse order, putting the zero before the one. Kevin’s math group is beginning basic addition with the use of manipulatives—usually small red chips on a work mat. Kevin still requires maximum assistance with this task.

**Hypothesis**

A large barrier for Kevin is his low retention rate. Kevin often struggles to retain information and will frequently forget content that he mastered just a few days prior. Another obstacle for him is his behaviors. When asked to transition between activities and/or when the student is held in one place for a lesson for an extended period of time, Kevin’s impulsive and aggressive behaviors are more likely to occur. Based on formal and informal data collected, the function of Kevin’s problem behaviors is mainly sensory and is stimulated by setting events yet it affects his retention rates.

**Classroom Interventions**

Kevin’s classroom teacher implements several interventions to help meet the needs of each of her students, including Kevin. She teaches at a very slow pace and uses repetition of material to help the students master the information. She will spend several days teaching and practicing a simple skill until the students are proficient in that area. She also groups students based on their needs for each academic area; the wide range of disabilities and levels in this classroom call for grouping to be used. In her classroom, there are different groups for literacy and math. This differentiation of instruction allows Kevin to be involved in a group that will challenge him, but not overwhelm him. In addition, the teacher uses multi-sensory activities for each subject to enhance instruction. This often includes art projects, music, dancing, poetry, and other sensory activities. Lastly, the teacher uses computer-learning programs, on adaptive touch screen computers, to complement instruction and provide students with a fun way of practicing the skills they have learning. One program used in the classroom is Word World; it has proven to be a wonderful resource and a great reinforcement of learning.

**Assessment Design**

This informal assessment was designed to test the student’s knowledge of letter names and letter sounds. The first subsection of the assessment, “Identifying Letter Names”, includes a list of 52 upper and lower case letters and is meant to test the student’s knowledge of letter names. In this section, the student will go from left to right and be asked to identify each letter name. The teacher may choose to block the other letters with a blank sheet of paper or use a ruler or pencil to underline the letters if the sheet is too distracting to the student. The teacher may also choose to point to each individual letter if the student has trouble tracking.

The second subsection of the assessment, “Identifying Letter Sounds”, is a tool for the teacher to use to see if the student can name the letter sound that each letter makes. These letters on the test are displayed all in capitals because this area of the assessment is not testing the student’s recognition of the letter, but of the sound it makes. The section will be scored with how many out of 26 letter sounds the student is able to identify. If the student cannot say the letter sound, they may substitute with a word that begins with that sound.

**Observation of Student Behavior During Assessment**

Kevin was taken out of his classroom during fine motor activities to join me in the school conference room to take this informal assessment. I told Kevin that I was going to be asking him some questions, and I wanted to hear his answers. I asked if he had any questions, and he said no, so we began the assessment. He started off strong and seemed very focused on the assessment. He struggled a bit to track himself as he was going through the letters, so I used a blank piece of paper to cover the remaining letters; this seemed to help him track the letters. Kevin began to lose interest about half way through the first subsection of the assessment and was very fidgety in his chair; he got up onto his knees and then was swinging his leg off the chair. He stood up from the chair a few times and frequently looked around the room. I attempted to draw him back in, but allowed some moments for him to stretch and/or share a quick thought. In the second subsection, Kevin began to fidget even more, which I believe is a result of his uncertainty. Part way through the second subsection, he seemed to have given up and was rushing through answers without much thought. It is my belief that this was his way of communicating that he wished to be done with the assessment. These behaviors reflected in his results.

**Error Analysis**

In the first subsection of the assessment, Kevin was able to identify 27 out of 52 letter names including both upper and lower case letters. His results/performance was not consistent in that he was able to identify either only upper or only lower-case letters. Instead, he identified an, almost equal, mix of both upper and lower-case letters. The results do, however, reflect instruction in the classroom. Though all letters are discussed and practiced in the classroom, the classroom teacher has introduced one letter sound at a time since the beginning of the school year. She introduces the letter through explicit instruction, multi-sensory activities and projects. The results of the assessment show that Kevin was able to identify the names of letters that were explicitly taught in the classroom yet struggled to name the letters that were not yet taught. For example, he was able to identify the following letters which were already taught in the classroom: f, s, a, b, c.

In the second subsection of the test, Kevin was able to identify 2 out of 26 letter sounds. The only letter sounds that he was able to correctly identify were /s/ and /k/. When taking the test, Kevin stated that /s/ is for ‘Sara’, a classmate, and /k/ is for ‘Kevin’. This indicates that Kevin is still struggling to retain letter sounds even after explicit instruction, but he retains letter sounds that he hears repeated in the classroom consistently like the first sound of his name and of his friend’s name.

These results show that Kevin has a relative strength in identifying letter names, but a definite weakness in the area of identifying letter sounds.

**Intervention Recommendations**

Though Kevin’s results indicate that he is struggling in the area of phonics, his teacher has informed me that his progress since the beginning of the year has been constant; in September, he was able to identify only 7 letter names and no letter sounds. This indicates to me that the interventions used in the classroom now have been effective. For this reason, I recommend that the classroom teacher continue to implement these interventions with just a few additions and/or modifications.

First, I recommend continuing direct instruction of letters names and letter sounds as his assessment results show that this instruction has been effective and he has retained the information. In addition to this instruction, I believe that Kevin would benefit from activities where he, either individually or with a group, is asked to sort words or pictures between letter sounds. This will help him practice discriminating between letter sounds and will also help him to develop sound-letter correlation.

An increase in the use of technology to support phonics is also suggested. This may include computer-based games such as Word World and Imagined Learning or teacher-made SMARTboard activities supporting content and instruction.

Lastly, if possible, it is advised that the teacher communicate and foster a collaborative relationship with the parent to ask their help in reading books to their child at home to help support instruction in school. If this is not possible due to time constraint and/or language barrier, then after-school programs may be endorsed.