

Proforma

Assessment Task 1

Part A Group Work

List the members of your LaST
<ol style="list-style-type: none"> 1. Kirn Hans 2. Oliver Signorini 3. Zahra Al Modafer 4. Natasha Rana 5. Robert McCreery

Clarity of operational definition of the problem behaviour (5%)
Operationally define the most serious challenging behaviour of your scenario student, including as many of the 7 dimensions of behaviours as possible from your data
During his content-based classes, Jai will make inappropriate comments or noises, loudly enough that the entire class can hear. Jai repeatedly interrupts the teacher, calling out immediately after he is asked for input or soon after being ignored. The behaviour can persist for several minutes; the rate of the behaviour is approximately 1-3 times/lesson and has happened at least 61 times.

Accuracy in identifying missing information and how to collect it (5%)
Outline what other information you would like to know about your student and how you would collect and collate the data
<p>We would like to collect the following data through the actions proposed for each:</p> <ul style="list-style-type: none"> • Investigate the relationship Jai has with his peers. While he might be maintaining a persona, this is highly unlikely, given the example interaction narrated by his teacher Miss Lyons. We can collect this information by interviewing his peers. • Understand the home situation and Jai's reactions to authority. We can learn more about this by interviewing Jai's mother about the specific situations Jai reacts to, and his responses to family figures (his mother and his brother), from the standpoint of authority figures and role models. • Learn more about Jai's relationship his father and his weekend activities, by speaking with his father. • Review family history at the school, specifically his teenage brother's classroom record, and the sort of role model he might be. We can review the school's behaviour files and contact his teachers to gain this insight. • understand Jai's history of classroom behaviour from his previous school, which we plan to contact and request any reports on Jai's behaviour. • Learn whether Jai is seeing a psychologist/counsellor outside of school, which his mother would be able to confirm. • Learn more about Jai's bedtime routine from his mother to identify specific factors – such as behaviours or blue-light exposure from screen time, that might affect his irregular sleep pattern. • Understand the behaviours associated with Jai's epilepsy and learn whether it increases risk factors for his problem behaviours. • Find out if Jai is participating in any extra-curricular/co-curricular activities such as sports. We can learn this from other teachers at the school.

Validity of hypothesis/es and identification of clear means of testing hypothesis/es with suggestions of likely behavioural responses (15%)
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Create a hypothesis statement

Explain how you might ethically test to see if your hypothesis was correct.

Hypothesis:

We believe Jai's problem behaviour is intended to gain adult attention. When Jai does not receive direct interaction from adults, he is more likely to make inappropriate comments and noises to get attention. He appears to have healthy peer relationships, and he follows their lead.

Plan to test hypothesis:

Our plan focuses on the teacher providing more positive attention to Jai, the teacher being more likely to change his behaviour than the peers. The testing of this hypothesis will be tested over several weeks during a variety of classes to control for variables such as subject, teacher and location preferences. We also plan to notify Jai's parents and offer them the opportunity to be involved in the process being implemented into Jai's learning.

To test this hypothesis, we would like to make some changes to the attention Jai receives in various classes, to see whether more or less attention will help reduce problematic behaviour:

- A "high attention" class period where Jai receives more attention from his teacher (direct and modified attention during class, informal conversation before and after class)
- A "low attention" class period where Jai receives less attention from his teacher (inappropriate comments are ignored and he is not called on to volunteer answers)
We do not expect injurious behaviour, because there is no data regarding Jai harming himself or others.
- A control class period where the attention Jai receives does not change.

To support data collection, we would like to do the following:

- Consult with a school counsellor for feedback on this plan.
- Create and carry out a plan with the school counsellor for observing and documenting Jai's behaviour, to measure progress.
- Utilise the Behavioural Function Assessment to measure and document behaviour, at the start and end of the observation period.

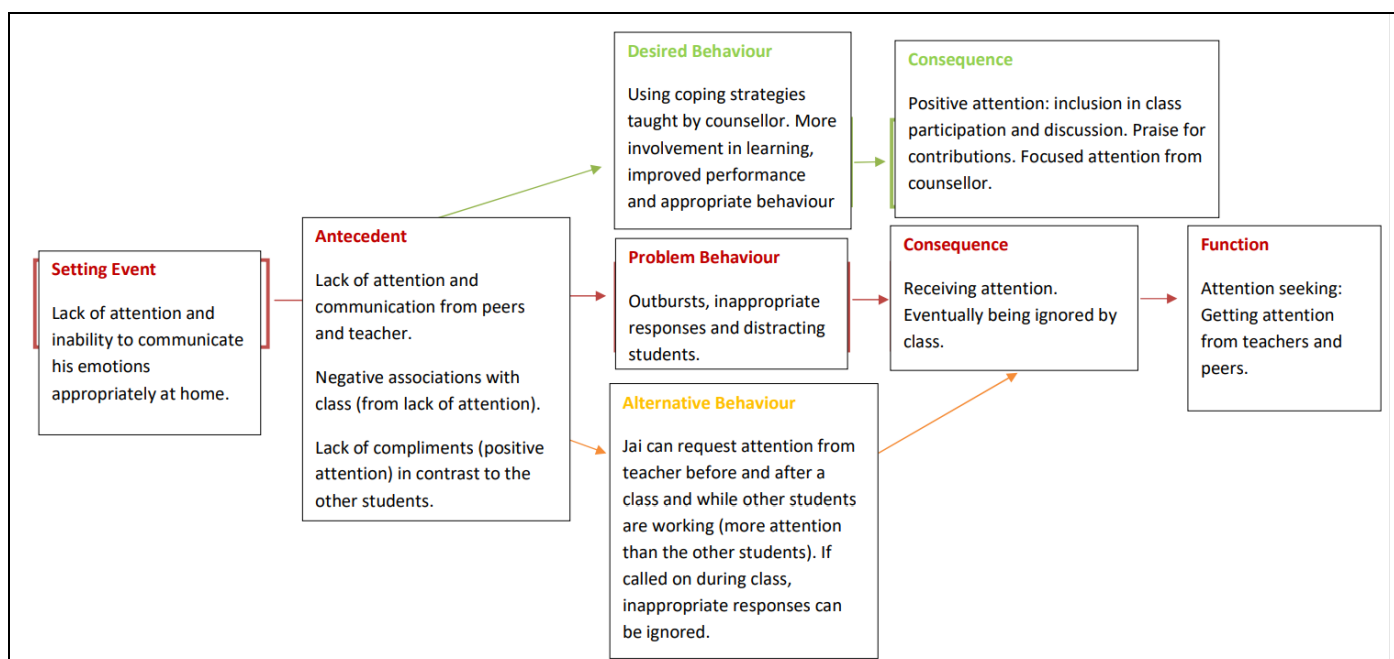
Expected Results:

We expect Jai's disruptive behaviour to change based on the level of attention he is given.

- High attention: Jai's behaviours are expected to decrease.
- Low attention: Jai's behaviours are expected to increase.
- Control: There is no change expected in the frequency or intensity of Jai's behaviours.

Clarity of proposed competing behaviour model/pathway for behaviour (15%)

Create a competing behaviour model



Clear and logical match of function to intervention strategy (5%)

Identify the probable function of the behaviour.

Probable function of the behaviour:

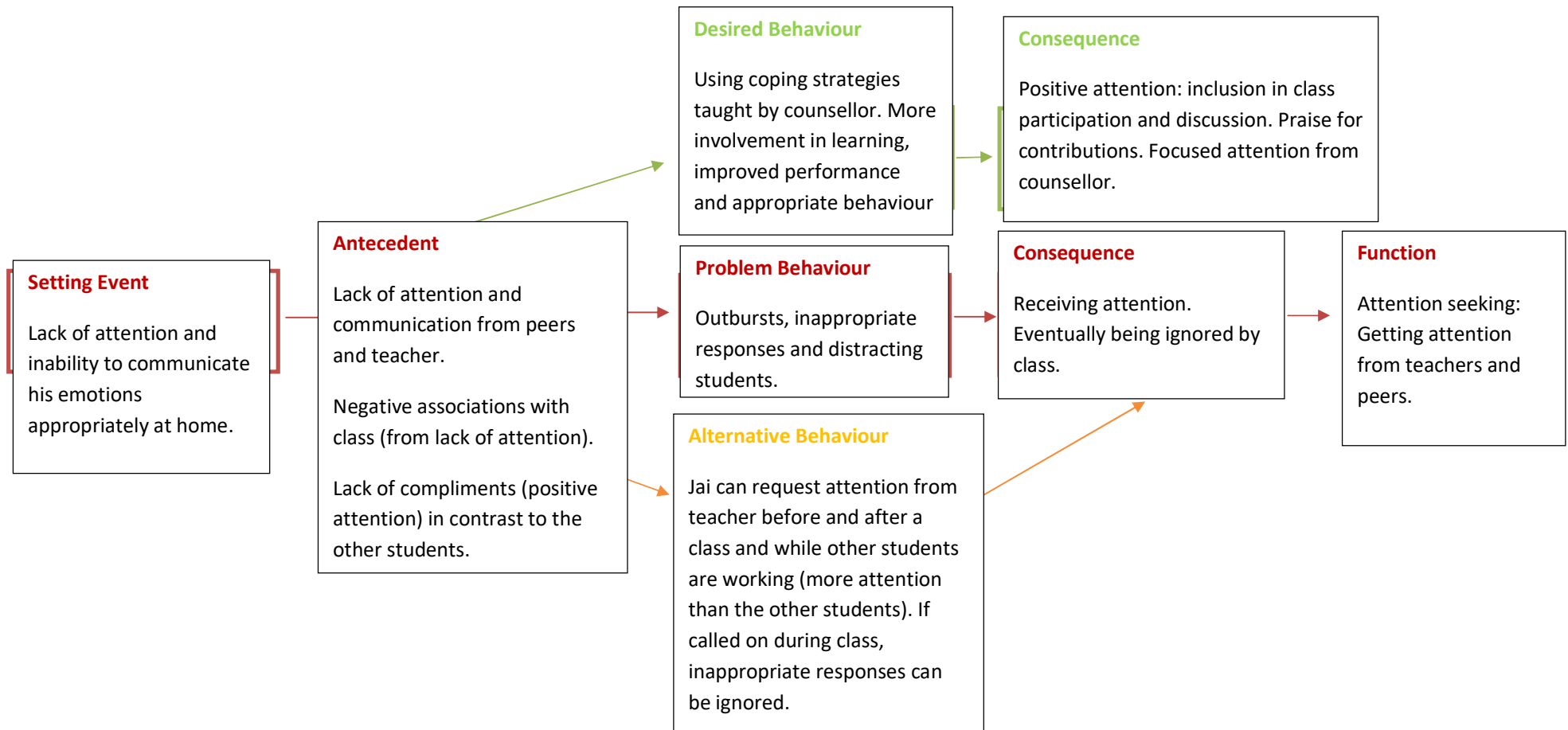
We believe the function of Jai's behaviour is attention-seeking. His comments elicit laughter from his peers and reprimands from his teachers, both of which are forms of attention.

He also shows signs of not receiving sufficient attention at home due to the demands of his mother's schedule. The answers to our completed Functional Behaviour Assessment questionnaire led us to conclude that Jai's behaviour does not serve the functions of sensory stimulation, escape or tangibles, but strongly indicated attention as the probable function.

Intervention strategy for the behaviour:

Providing Jai with positive attention as a response to appropriate behaviour through participation and discussion in class in the form of praise for contribution.

Behaviour Support Plan: Competing Behaviour Pathway



Student Name : _____

Date: _____

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FUNCTIONAL BEHAVIOR ASSESSMENT QUESTIONNAIRE

Circle *yes* or *no* to the following questions to determine the likely function or payoff of the problem behavior:

Attention seeking

Does the behavior occur when the teacher's attention is focused on other students or staff?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior result in a "reaction" from others (e.g., laughing, crying, comments)?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior draw attention from peers and staff?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior occur when someone stops interacting with the student?	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Escape or avoidance of a specific task or situation

Does the behavior occur when the student is asked to perform a <i>non-preferred</i> or difficult task?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur during some tasks but not others?	<input type="radio"/> Yes	<input type="radio"/> No
Does the behavior occur when the student has been working for an extended period of time?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior intensify if you insist the student complete the task?	<input type="radio"/> Yes	<input type="radio"/> No
Does the behavior stop when the task is removed, or our demands to complete the task are removed?	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Power/Control over others or situations

Does the behavior occur when you do not comply with a demand/request from the student?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior occur when a desired item/activity is taken away?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur in response to peer pressure?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur when the student feels threatened, intimidated and/or antagonized?	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Stress/Frustration

Does the behavior occur consistently prior to or during transition times?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur on occasions when there is an unexpected change in schedule or routine?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur when the student has difficulty expressing wants/needs?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Does the behavior occur when the student is asked to perform a new/challenging task?	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Sensory Issues

Does the behavior occur repetitively when the student is alone and continue when someone approaches?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur repetitively when the student is alone and stop when someone engages the student?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the student seem to enjoy performing the behavior because it feels, smells, tastes, looks, or sounds appealing? _____	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Access to preferred items or activities

Does the behavior occur when the student wants something and is told no?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur when you ask the student to "wait" for something?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior stop when the student is given something they want or need?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Does the behavior occur when something desirable is taken away?	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Based on answering "yes" to 1 or more questions in a category the most likely FUNCTION of the problem behavior is: Attention seeking