

Behavior Assessment Project

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Part 1: Characteristics of the Setting/Classroom Climate Checklist**School/Community**

- Description of school

Howell Memorial Elementary School is a public school in Monmouth County, New Jersey. The school is located in a large suburban area and is considered an above-average public school. The school has about 250 students and 35 teachers with grades ranging from 3rd to 5th grade. The enrollment per grade is 64 students in third grade, 63 in fourth grade, 68 in fifth grade, and 57 ungraded. As well as 135 male students and 117 female students. The student-teacher ratio for Howell Memorial is 7:1 including teachers, paraprofessionals, aides, and specialists throughout the school. Howell school district takes great time and effort into their special education and students with disability programs. Throughout the school, they have trained behavioral, speech, and autistic specialists. As well as a case study team with highly qualified training. The school has dedicated areas for students with disabilities, learning impaired, and autistic children. Howell Memorial also accommodates children with wheelchairs as they have ramps and an elevator built in. The school offers other educational classrooms such as; a computer room, movie room, cooking room, and life skills room.

The ethnic and racial grouping of the students is broken down into 156 students white, 46 students Hispanic, 23 students African American, 11 students Asian, and 16 students two or more other races. The average household income for families is 118,000 which is significantly above the national average. Out of the 252 students, about 21% of them are eligible for reduced lunch rates. The school has an academic rating in percent proficient in reading 49% and math proficient 24%.

Howell Memorial Elementary School is inviting and welcoming to everyone. As soon as you walk in it has the American flag imprinted on the wall. All throughout the hallways have students' artwork and pictures on display. The school also has a memorial for its past of being a Middle School. The memorial has pictures of families and awards for everyone to see. Each hallway and door are labeled for easy directions. The school also has a police officer right next to the main office for the safety of the children. The building is relatively new and has all-new advanced technology in each of the classrooms. The district of Howell provides an iPad for each of its students. The iPad comes with a charger and insurance so if it breaks it is covered. The child is given the iPad each year and returns it at the end of the school year. Technology is a big factor inside the

classroom so it is important that the school provides it at home if students are not available to it at home.

- Description of the Community

Howell Memorial is surrounded by the largest municipalities in the country with a total area of 61.21 square miles. The town has a population of 53,706 residents and 22% are under the age of 18. The school is directly next to another Elementary school called Adelphia Elementary containing grades Kindergarten through second. Besides the other school, Howell Memorial is surrounded by lots of land. There are no stores, or houses within a half mile of the school.

Classroom

- Grade Level and Classroom Setting

The classroom setting for the target student is part of a “Special Class Program”. Which is essentially a self-contained class with fewer students. The class is considered an autistic classroom because of the number of staff to students. The maximum number of students is 6 because of the student-to-adult ratio of 3 students to 1 adult (3:1). This year there are 5 students, one para is 1:1 and the other is the classroom para. The headteacher cannot be left with 4 students alone because of the student-to-teacher ratio with the students in need. For example, 5 students : 3 staff. All 5 of the students have an IEP, but not all 5 have a medical diagnosis of autism. Students can be placed in an autism classroom demonstrating the need for a smaller student-class ratio without an actual diagnosis. This tendency is very rare to have but two of the students have not been diagnosed this year. The MD (Multiple Disabilities) classes are 12:1:1 (12 students, 1 para, and 1 teacher) and the Cognitively Impaired classes are 9 students, one teacher, and one para. This year’s class has many 1:1s.

- Overview of the following Tier 1 Supports and Strategies from the Classroom Climate Checklist

- Classroom Setup

The classroom environment is very welcoming as soon as you walk into the room. Right when you walk in the teacher displays all five of the student’s names with their birthdays underneath. The classroom is divided up into individual workspaces, group spaces, floors, and playtimes. As it is an autistic classroom, lots of the educational work has played. For example, there are beanbags, floor mats, and many toys. On the walls of the classroom are times and schedules for activities the students may have that day. Each student has their own space throughout the classroom. The classroom set up for desks is scattered throughout the room so that the students are not bothering each other. Each student in this classroom has some sort of disability and being far apart allows for fewer distractions. A

bin and hook are assigned to each student as soon as they come in to put their backpacks and coats away. There is also a bin for their notebooks that they bring home each night for the teacher and parent to communicate. The class has a mini library for students to go up and pick a book of their liking. In the back of the class, there is a big calendar for the morning meetings. Each morning meeting students learn what day it is, what tomorrow is, and the month, date, and year. The classroom is equipped with lots of supplies such as markers, crayons, paper, pencils, pens, cleaning supplies, and technology.

The classroom design is set up for the students to feel comfortable. A self-contained classroom for autism is a unique classroom. It does not look like your average general education class. The classroom is accommodated and modified for the students so that they have the best environment to work in to reach their full potential.

■ **Classroom Routine**

Every morning, the teacher greets the students on their buses. Since this is an autism classroom the teacher goes down and gets the kid off the bus along with the two other paras. Once the teacher gets the students they walk up to the second floor to their classroom. The first thing the students do is unpack their backpacks. They take their notebooks, and lunchboxes out and put them where they belong. The notebooks go on a table near the door of the class, and the lunch boxes go on a hook in the back.

After the kids unpack which can take quite some time, they go to sit down at their desks to start rainbow writing. This consists of the students practicing writing their names in each color of the rainbow. After about 10 to 15 minutes they will head over to the back table for the morning meeting. This consists of using the calendar, a worksheet of the months and days, and then circling the correct answers. This will also be the time to go over things for the day. Such as what specials they have or any important news to share that will be expected of them.

Once the morning meeting is over students are then told it's time for work. This is where it is quite different from a regular general education classroom. This can be very hard to do because of their disabilities. The teacher has a three-drawer bin next to each student's desk which has all the work that students will do for the day. This is where differential learning is used because each work is unique to that particular student. For the teacher to get the students to do their work, they do it in increments of three. For example, the teacher will ask what are you working for? And most students will say a snack or maybe a walk. The student will then have to complete three things in order to get that reward. Each time they

complete a matching game or worksheet they move the star from the back to front. After the student gets the reward they will restart until all the work is completed. Each student is different for what they want to work for like snacks or some work to sit in the bean bag chairs. This is a technique that works for my cooperating teacher. One of the students is not verbal so he uses an iPad to communicate and the others have a hard time using their words and use actions instead. This technique is used throughout the day to get work done. It is on a continuous cycle until they have specials such as gym, music, or recess.

It is still the beginning of the school year so the students are still adapting to the classroom routine. My teacher has stated many times that she can see improvement in how they are reacting to it. Routine is essential in an autistic classroom because it is easier for them to remember rather than something new put on them each day.

■ **Implementation of Transitions and Procedures**

A big struggle seen in my placement classroom is the transitions and procedures. The attention spans and how easily these students lose focus are a big reason why the transitions between lessons or work are hard to do. For example, when a student completes a worksheet they tend to think they are done with work so they get up from their desk and walk around. The teacher or para has to explain that they are not done and need to sit back down. To them, some may get upset and not know how to use their words and start screaming or hitting things. Some transition strategies are keeping all work on the desk so the student can see, prompting them on what to do, using touch and moving their hands and body to where it should be, and using claps and snaps to help get their attention. The main technique that is continuously used is using visuals. Most students have a hard time speaking and expressing looking at what is supposed to be happening and done as seen to show the best result. Along with that is positive talking. Talking with a happy voice and smile shows the students it is supposed to be happy and fun and that it is a good thing.

Another strategy used is cueing the lights on and off to get the student's attention. It can be because we are changing activities or it's time to go somewhere. Another thing turning the lights off does is bring the attention to the front of the room for maybe a video to watch or for further instruction.

■ **Implementation of Learning Supports**

The learning environment in this self-contained autism class is very teacher-evolved. Almost every student has a one-on-one. Especially when I am in the classroom, I am able to work with a child on one. The

one-on-one is a big help in a classroom like this. The students benefit so much and are able to stay focused. When one - one-on-one instruction is used the teacher or para is able to see where that child needs more help or where the child is excelling in other areas.

Other areas where learning support is used are on the worksheets or books the students use. Almost all the worksheets have prompts to help them complete. For reference, this is a 3-5 grade class. One student is in fourth and the rest are in third grade by age. On an academic scale, they are at a kindergarten, first-grade level in math and reading. With that being said most of their work is tracing, practicing writing, counting numbers, adding subtracting, matching words to pictures, and coloring.

Another learning support is the head teacher making her way around the room to each student. The teacher will make sure each student is not struggling and see if they need help. If a student is kindly doing work she will use positive reinforcement to show this is good behavior and to keep going. The teacher is also big on personal choice such as what worksheet they start with and what they are working for.

A big factor that is different in this class is that they receive no homework. In an autistic classroom not only is the curriculum different but they also are taught life skills. For example, one student's work was organizing socks and they had to pick and sort out all the matches and put them in another bin. This is something that you would never see in a general education classroom. Also sometimes they will go down to the kitchen and practice brushing their teeth, hanging clothes, and playing store.

■ Methods of Curing and Redirecting Behavior

Curing and redirecting behavior is a big issue in an autistic classroom. As many of these students have a hard time with speaking they tend to use actions to express emotions. This is where behavior will look different in this classroom. Sometimes you need to let the child act out for them to calm down. A strategy the teacher uses is just simplifying ignoring. As long as no one is affected by this student, no harming of self, others, or objects is at risk then it will be done. After a couple of minutes, the student will sit back down and do work.

A characteristic many autistic kids have is scripting. Which is when they start saying something not related to the time and place they are but because it is playing in their head. Sometimes this can be bad such as curse words, hitting themselves, or acting out. The way the teacher goes about this is by redirecting them. Such as looking at a new activity or taking a walk to change up their thinking. Most of the time the child will stop after getting it out but it is usually on a loop in their head. No matter

the behavior as long as no one is directly affected by it and the student is not at harm then it is alright. No matter how much reinforcement and redirecting bad behavior it will always be present in an autistic classroom. The key is to keep it under control, try to work through it, and get back to work. For example, a student got triggered by a hand soap dispenser not working. The child screamed, cried, and sat in the hallway for about 20 minutes. The teacher stood by him until the student agreed to move back to the classroom. Another time a student had a reaction to the other students and had to leave the classroom for a bit with an adult so they did not get hurt. This is where it is not alright to act out because the safety of others is at risk. The teacher then used sensory objects such as shaving cream on the desk to calm him down. Sensory objects play a big part in calming down kids. It brings them back to being present and not so much in their head.

■ Overview of Teacher-Directed Instruction

My cooperating teacher has been teaching students with disabilities for over 10 years. The teacher is well-trained and very knowledgeable on how to treat and deal with autistic students. In an autistic classroom, the teacher is always involved. Especially with this year's students. The teacher is always working with a student one-on-one. This classroom is not meant for group instruction and lectures because each student is at a different level. With that being the teacher has to make different lessons, worksheets, and tests for each individual student. The teacher is never sitting down unless it is with a student she is always calming students down or positive self talking students. The teacher will always make sure a student knows what is expected from them and intervene if the student is struggling. Every morning the teacher sits at the back table for a group morning meeting to make sure everyone is on the same track for the day. During lunch break or prep time my cooperating teacher is always setting up ahead of time so there is no time wasted when the students come back. Throughout the day the teacher will try to get the last 15 minutes with each student one-on-one to assess where they are and how they are doing. Along with the two paras in the class they work directly with the teacher. Whatever the teacher needs help with or needs help with the student the paras are there to help assist. In an autistic classroom teamwork is essential. Having the best interest for the student is the number one goal throughout the day.

■ Overview of Cooperative Group/Center-based Learning

In an autistic classroom cooperative group learning is very rare to occur. This is because each child has different learning needs and different

disabilities that can impact and affect others. For example in my classroom we have a student who is nonverbal. If he were in a group setting it would be much harder on him to work rather than independently. Another example is one student wears headphones because his ears are very sensitive. If he were to work with another student up close the yelling and screaming would hurt him more than benefit. The only time all students are doing the same thing in a smaller area is during morning meetings, visual learning through videos on the projector, lunch time, and recess. Even during these times there are issues with sharing, and learning to respect others while playing. This is where groups are easier because it is not based on education level but rather just learning to work with others. Learning how to share and take turns, not invading others' space, and treating others the way you want to be treated. During group activities it is always closely monitored by the para or teacher because things can quickly take a turn.

■ Overview of Independent Practice

Independent work is what is used most in my classroom. It is what has shown to be the most beneficial to the students and teacher for getting work done. As stated above each child has their own individual work made for them depending on their learning needs. So the best way to achieve individual goals is by working on it independently. If it is not independently the teacher or para is right there to help guide them. They are there for support if needed. If the support is not needed then they will not intervene because the goal is for the student to do the work independently. The most trouble the students struggle with is focus. A lot of the time the child knows how to do the work but is easily distracted by the other kids. This is why everyone is all scattered around the room to help with this issue.

A routine is in place for independent work. The students know all their work can be found in the draws next to them. They start with the first draw and work their way down. After the work is completed they show the teacher to earn a star and put it back into the bin. Once the student does three pieces of work the student can take a little break for the reward they earned. After at most the five minute break they will continue to work until told to do something else.

Class Climate and Culture Reflection Checklist

Guidance for use: The items included in this checklist are considered essential minimum practices for the setup, management, and design of instructional environments. For the best reflection opportunity, apply the indicators across a series of lessons. For the items you determined are not typically evident, consider accessing professional development resources for ideas and suggestions.

Evident	Class Set Up: Reflection items
✓	Expectations for how students should conduct themselves are posted, positively stated, action oriented and visible from all parts of the room.
✓	The class schedule / routine is posted and visible from all parts of the room
✓	Students have personal space for their belongings
✓	Materials to support learning are available and easy to access (Examples include: pens, paper, reference books and materials, content specific supplemental resources, pencil sharpener, etc.)
✓	Organization of the room allows for unobstructed student movement
✓	The seating arrangement is flexible to support different opportunities to learn
✓	The room is free of physical hazards
✓	Technology is available to support different opportunities to learn

Evident	Enter Class Routine: Reflection items
✓	Teacher greets / welcomes students as they enter the room.

✓	Students arrive to sit ready with minimal prompting and guidance.
✓	Do Now is posted on the board.
✓	Do Now is relative to the content (e.g., prepares students for new concepts; activates background knowledge; reinforces previously learned skills, etc.).
✓	Do Now is appropriate for independent level work and accomplishable in 10 minutes or less
✓	Teacher scans and moves around the room to check for understanding, provides help, gives performance and behavior feedback, distributes school-wide tickets, etc.
✓	Teacher has a procedure for bringing the Do Now to a close.

Evident	Transitions and Procedures: Reflection items
✓	Consistent signals are used to gain student attention prior to directions
✓	Students complete transitions with minimal prompting and guidance
	Students know what their roles are and how to perform their roles during transitions (e.g., collecting materials, etc.)
✓	Directives for transitions are action oriented, in the form of a statement and are 3 or less steps
✓	Routines to guide transitions are clearly defined and consistently used
✓	Cues are used to signal that transitions are approaching (e.g., get ready cue; countdown to the end of an activity)
✓	Routines are established for daily occurring student needs (e.g., bathroom pass, pencil sharpening, asking for help, going to the nurse)

Evident	Supportive Learning Environment: Reflection items
✓	Learning objective is posted and visible from all parts of the room
✓	Anchor charts are visible and relevant to support the learning objective
✓	The majority of time is spent engaged in active learning activities
	Models of completed tasks/projects are available for reference
	Student understanding is checked frequently and for all students
✓	Opportunities are available for students to influence the learning process (e.g., choice of activities or topics)
✓	Distractions (visual, tangible, and auditory) are minimized
✓	Individual student needs are planned for and addressed (e.g., accommodations, individual explanation of directions, extra attention or assistance, etc.)
✓	The teacher monitors engagement by moving and scanning
✓	A routine exists for students to access help (e.g. Ask 3 before me, 2 fingers in the air)
✓	Distractions (visual, tangible, and auditory) are minimized
✓	Adults demonstrate caring and interest in student well-being and success
✓	Each student has a positive interaction with the teacher on a daily basis
✓	Positive and corrective feedback are specific and provided immediately
✓	A minimum of 1 positive comments for every 1 negative or corrective comment is provided

✓	The teacher uses behavior specific praise to reinforce positive behaviors and participation in the academic routine.
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Evident	Cuing and Redirecting Behavior and Conduct Issues: Reflection items
✓	The teacher uses a variety of strategies to cue appropriate behavior and circumvent anticipated problems.
✓	Adults in the classroom model appropriate social behaviors (e.g., speaking respectfully, following routines).
✓	The teacher continually scans and recognizes student signals that there is a problem or that they are having a difficult day (e.g., facial expression, mannerisms out of routine, etc.).
✓	When an individual student is engaging in an unwanted behavior, the teacher employs indirect strategies to cue appropriate behavior (e.g., praising students sitting near the student, providing a whole prompt or restatement of expectations).
✓	When addressing student behavior, the teacher tends to phrase corrections and prompts in terms of what they want the student to do (as opposed to what the student should stop doing).
	When an individual student is acting out, the teacher first engages the rest of the class in an activity and then speaks to the student privately to address the issue.
✓	When an individual student is acting out, the teacher handles the situation calmly and with a neutral affect.
✓	The teacher uses a variety of redirection strategies to re-engage a student back into the classroom routine.
✓	The teacher praises cooperation when a student follows a redirection

✓	The teacher avoids using these: threats, sarcasm, jabs, scolding in front of other students, putting the student down, etc.
✓	Has and follows a protocol for a continuum of consequences appropriate to the developmental age of the class.

Evident	Teacher Directed Instruction: Reflection items
	Teacher presents the learning objective for the day.
	During instruction, the teacher uses multiple means to present concepts (e.g., narrative explanation, illustrations, modeling, video, interactive website, manipulatives, guided exploration).
✓	Teacher directed instruction is explicit, clear, and presented in small segments (about 15 minutes)
✓	Teacher scans for signals or responses that indicate uncertainty, understanding, or need for help.
✓	Teachers create academic response opportunities to engage students (e.g., choral responding, check for understanding questions, etc.).
✓	The teacher has a process for determining if additional teacher direction instruction on the concept is needed.
	The pace of instruction is appropriate

Evident	Cooperative Group / Center based Learning: Reflection items
	Flexible grouping is used with consideration to composition and size of groups
✓	Assignments are designed to reflect the range of learning needs in the class

✓	Assignments are designed to motivate learners (e.g., differentiating across learning styles or multiple intelligences)
	Group activities include group (e.g., a common product) and individual (e.g., completing a specific part) accountability expectations
✓	Engagement issues are quickly and effectively addressed
✓	There is a plan for handling students finishing work at different increments
	There are opportunities for students with and without disabilities to interact with one another
	Students are assigned roles with the group.
	Students perform assigned roles
✓	Instructional assistants know and perform their role to support small group / center work
	Teacher actively monitors and facilitates group work.
	Teacher provides group feedback promptly and specifically
	Teacher defines and models appropriate group behavior
	Group / center work is guided by a defined rubric.
	Groups/centers rotate in 20 minute intervals, allowing for movement, increased interest and multiple activities to reinforce learning.

Evident	Independent Practice: Reflection items
✓	Assignments are designed to reflect the range of learning needs in the class

✓	There is a plan for handling students finishing work at different increments
✓	Teacher provides immediate performance feedback (always beginning with what was specifically correct followed by area in need of improvement)
✓	Independent tasks are adapted to meet individualized learning needs.
✓	Independent work is balanced to include easier and more difficult items.
✓	Teacher encourages students to self-monitor their performance
✓	There are multiple checks for understanding to determine if re-teaching or remediation is required

References

Search for public schools - school details for Memorial Elementary School. National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. (n.d.).

https://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&DistrictID=3407560&ID=340756006123

U.S. Census Bureau quickfacts: Howell Township, Monmouth County, New Jersey. (n.d.).

<https://www.census.gov/quickfacts/fact/table/howelltownshipmonmouthcountynewjersey/PST045222>

Part 2: Characteristics of Learner and Behavioral Goal

Description of Learner

Name: Joey

Age: 8

Gender: male

Race/ethnicity: White

Disability: Communication Impairment

Physical Characteristics/Needs: Long brown hair covering his face, brown eyes, and very active.

Strengths

- Coloring and Painting
- Writing/ Hand Writing
- Spelling
- Number Sense
- Creative Thinking

Challenges

- Staying seated
- Staying on task
- Attention
- Craves Movement
- Fidgetive

Current Tier 1 Supports

- One on one instruction
- Physically prompted
- Small group work

Focus

- Students' desks are facing the wall so they do not get distracted by others.
- Away from the door and other students.
- Close to teacher and paraprofessional
- Seated on the ends of group circles and meetings.
- All his work throughout the day is located right next to him in a bin.

Motivating Activities/Items

- Specials, such as gym, computers, and music
- Videos on smartboard
- Snack time foods
- Crafts
- Climbing
- Markers

Behaviors and Objective

· **Target Behavior:**

Joey gets up when it is time for work. He begins by running around the classroom when it is time to sit down. Joey runs and jumps on bean bags, disrupts others and yells. When Joey is told to go sit down he yells and runs around. After the teacher or paraprofessional brings Joey back to his seat he gets up again and runs around.

· **Replacement Behavior:**

Joey will stay seated when it is time for work. He will not get up out of his seat until he is told to do so by the teacher. He will not be told to stay seated but will do it upon himself.

· **Statement of Purpose:**

The purpose is to strengthen Joey's ability to listen to directions and get his work done. Oftentimes he is missing out on curriculum because of his issue of staying in his seat. Initiate. Doing so will enhance his knowledge of his academic work.

· **Behavioral Objective:**

When given a verbal direction by the teacher or paraprofessional to start independent work for the day, Joey will find his seat and stay seated during the time it takes to finish his top bin of work. Joey will start his work within 2 minutes of being told so 6 out of the 10 times for 4 observation sessions.

Part 3: ABC & Baseline Data Collection**ABC Data****· Data Collection Conditions Under Which the Target Behavior Was Assessed**

Joey's target behavior was getting up out of his seat and roaming the room when it was time for work or individual tasks were assessed through observation of around the same times and routines throughout the day. The data was collected in a third-grade autistic inclusion classroom at Howell Memorial Elementary School. There were 5 students in the classroom and 4 adults, the teacher, two paraprofessionals, and myself. Joey's desk is in the back of the room facing the wall to teach directions among others. When other activities are performed in class, Joey sits at a table with five of his peer classmates. The target behavior was consistent throughout each observation. The observations of Joey's behavior are in the mornings because this is when it is individual work time. The ABC data was collected over the span of three school days, between the hours of 8:30 a.m. to 10:30 am. During these hours, each student is supposed to be at their desk working on their assigned work from the teacher in the bins next to their desk. The dates on which this observation took place were Thursday, October 19, 2023, and Thursday, October 26, 2023. The observation times begin when the teacher dismisses the class from the morning meeting to go straight into independent work. As well as the transition between completing one task to the next without breaks. The total length of the first ABC data collection was 20 minutes, the second session was 20 minutes, and the last collection was 15 minutes, (See **APPENDIX B** for ABC data sheets)

· Competing pathway (See APPENDIX C)**· Summary Statement**

In an autistic inclusive, third-grade classroom, when instruction is given by the teacher for independent work in the classroom, Joey will run around the classroom, throw a tantrum, scream, kick, hit, or try to escape work until the use of external assistance to complete the task.

Baseline Data**· Description of & Rationale for Data**

The type of data collection used to observe the target behavior and replacement behavior was through interval recording. Interval recording was the best way to observe Joey's behavior to see how many times the target behavior happened in a time span. Joey's replacement behavior is for him to stay seated until he is told otherwise by an adult. The

focus of the replacement behavior is to keep Joey on task to complete his work to expand his knowledge of work and life skills. During the data collection, the start time is recorded when the time for work is assigned to Joey. The collection of interval recordings is five-minute intervals of 30 seconds a piece. This was discussed as the best time between my cooperating teacher and me. Interval recording was done four times throughout the morning. At the conclusion of the observation times, the data was evaluated between the different intervals of when the behavior took place.

· **Length and frequency of data collection periods**

The baseline data was collected over the span of six school days: October 19, 2023, October 20, 2023, October 23, 2023, October 24, 2023, October 25, 2023, and October 26, 2023. The observations were broken down into 2 sessions throughout the morning five minutes from start to finish and 30-second intervals. Each of the sessions was done after the morning meeting was dismissed for independent work. As it is an autistic classroom each student has a bin next to the desk of their work all laid out for them. It is the student's job to open the bin and take out what has been left for them. This is where the collection of data is being observed and seeing if he goes straight to work or wonders about the class. The first three sets of data were collected during math time. It has been observed that Joey does not like math as much as reading and writing. So through the data, we have seen Joey have more target behavior during math. The other three sessions were during ELA and writing.

· **Summary and analysis of data** (See **APPENDIX D** for the data sheets)

The baseline data shows that on average, Joey has more than 50 percent of a target behavior in an interval recording. When Joey is doing his work he gets up out of his seat 8 of the 10 times recorded. After reviewing this data it can be interpreted as Joey is a very distracted learner and loses focus very easily. He does everything he can to escape work by getting up and moving throughout the room. Also getting Joey back on task takes a while because of the tantrums he throws to not do work. As independent work is going on Joey is missing out on life skills he would be learning if he was following the rules. Fixing this issue would help Joey become a better learner as well as improve the skills he is lacking. The replacement behavior that has been put in place supports the long-term goal for Joey. Which is to be able to stay seated during independent work time. The baseline data for Joey's target behavior supports the need to provide a replacement behavior to help build independent functioning.

APPENDIX B

A-B-C Observation Form

Student: Joey

Date: October 19, 2023

Grade/ Class- 3rd Grade Autistic inclusion classroom

Teacher: Cooperating teacher Mrs. Milchman

Observer: Ms. Chenoweth

Instructional Activity: Independent work and guided work

Other Relevant Information: Inclusion classroom; 5 students, 4 adults – A special education teacher, two paraprofessionals, and a Monmouth University student teacher.

Time	Antecedent	Behavior	Consequences
8:10 am	Coming in off the bus to unpack.	Joey throws his backpack and goes and plays on the bean bags.	The teacher says "Joey, it is time to unpack, hang up your backpack and take your folder, notebook, and lunch box out."
8:30 AM	Teachers told students to start their rainbow writing	Joey roams the classroom and refuses to sit and do his work.	The teacher assists Joey to his seat and prompts him with his writing.
8:45 AM	The teacher told the class to come to the front table for the morning meeting.	Joey comes over and takes a seat at the end of the table with a paraprofessional behind him.	The teacher asks Joey the day, week, and month to circle.
9:15 AM	The morning meeting is over and students are directed back to their desks to start their work in bins.	Joey does not go to his seat and instead yells at the teacher.	The teacher asks Joey "What are you working for".
9:30 AM	Morning work is still being done.	Joey constantly gets up out of his seat to escape work.	Joey is constantly asked what he is working for and he continues to say an Oreo or goldfish.
9:45 AM	Joey is told he gets a break because he finished three of his worksheets.	Joey chooses to go lay on the beanbags.	The teacher tells Joey he has a five-minute

10:00 AM	1 hour of work is complete and the teacher puts on a Halloween song.	All students take a break for a quick song to reward the good listening.	break then it is time for work.
10:05 AM	Students are verbally directed to start their Work again and finish the work in the bins.	Joey goes to his desk to do his work.	The teacher tells the students great job you guys get a quick break.
10:30 AM	All of the bins should be completed and it is time to pack up for special.	Students line up at the door.	The teacher praises Joey's great listening skills.
			The teacher tells the students it's time for music and great listening.

Appendix C

Competing Pathway Worksheet for Mapping-Out Behavior Problem

Setting Events→	Antecedent Triggers→	Behavior →	Maintaining Reinforcement
<p>Joey is diagnosed with a communication disorder.</p> <p>Difficulty with completing work and staying on task.</p> <p>Does not like the answer no.</p> <p>Needs prompted instruction along with verbal.</p>	<p>When the student is asked to engage in independent work or work-related activities.</p>	<p>Joey will walk around the classroom, get up out of his seat, kick or scream, and resist corroboration.</p>	<p>Teachers and paraprofessionals will reward with food or items that are picked by the student.</p>

Setting Event Interventions →	Antecedent Interventions→	Replacement Skills→	Desired Behavior →	Maintaining Reinforcement
The teacher and paraprofessionals prompt Joey to help unpack and start working activities. They guide him by laying out work in the order it is supposed to be done.	Reduce the work tasks to what is fair for the student. Reduce the amount of distractions by moving his desk away from others. Placing his desk near the teacher. Provide positive feedback as the student does his work.	Joey signals and mands when he needs a break and is given one when he asks. Joey uses his star counter to see how much work he has left to complete. Timers are used to show the student how much longer work is for.	Joey will work independently and will not need prompted assistance. Joey will continue seated and not walking around and distracting others.	Positive reinforcement system Self-monitoring tools. Positive classroom environment.

BEHAVIOR ASSESSMENT PROJECT

24

Student: Joey Date: 10/19/23 Time started 9:15 am- 9:25 am Math

Class/ Teacher: Mrs. Milchman Observer: Danielle Chenoweth

Start/ end times: 5 minutes Length of interval: 30 seconds

Behavior: Getting out of the seat during work time.





















Codes: + behavior did occur — behavior did not occur

Interval	Behavior	Interval	Behavior
1.	+ —	1.	+ —
2.	+ —	2.	+ —
3.	+ —	3.	+ —
4.	+ —	4.	+ —
5.	+ —	5.	+ —
6.	+ —	6.	+ —
7.	+ —	7.	+ —
8.	+ —	8.	+ —
9.	+ —	9.	+ —
10.	+ —	10.	+ —
Total 70%		Total 100%	

BEHAVIOR ASSESSMENT PROJECT

25

Data recorded 10/ 20/ 23 Time started 9:20 am to 9:30 am ELA

Interval	Behavior	Interval	Behavior
1.	+ 	1.	 —
2.	+ 	2.	 —
3.	+ 	3.	+ 
4.	+ 	4.	+ 
5.	 —	5.	+ 
6.	+ 	6.	+ 
7.	+ 	7.	+ 
8.	+ 	8.	+ 
9.	 —	9.	 —
10.	+ 	10.	+ 
	Total 20%		Total 30%

BEHAVIOR ASSESSMENT PROJECT

26

Data Recorded 10/23/2023 9:30 am - 9:40 am math

Interval	Behavior	Interval	Behavior
1.	+ —	1.	+ —
2.	+ —	2.	+ —
3.	+ —	3.	+ —
4.	+ —	4.	+ —
5.	+ —	5.	+ —
6.	+ —	6.	+ —
7.	+ —	7.	+ —
8.	+ —	8.	+ —
9.	+ —	9.	+ —
10.	+ —	10.	+ —
	Total 100%		Total 50%

BEHAVIOR ASSESSMENT PROJECT

27

Data Recorded 10/24/2023 9:30 am - 9:40 am ELA

Interval	Behavior	Interval	Behavior
1.	+ —	1.	+ —
2.	+ —	2.	+ —
3.	+ —	3.	+ —
4.	+ —	4.	+ —
5.	+ —	5.	+ —
6.	+ —	6.	+ —
7.	+ —	7.	+ —
8.	+ —	8.	+ —
9.	+ —	9.	+ —
10.	+ —	10.	+ —
Total 60%		Total 30%	

BEHAVIOR ASSESSMENT PROJECT

28

Data Recorded 10/25/2023 9:15 am - 9:25 am Math

Interval	Behavior	Interval	Behavior
1.	+ —	1.	+ —
2.	+ —	2.	+ —
3.	+ —	3.	+ —
4.	+ —	4.	+ —
5.	+ —	5.	+ —
6.	+ —	6.	+ —
7.	+ —	7.	+ —
8.	+ —	8.	+ —
9.	+ —	9.	+ —
10.	+ —	10.	+ —
Total 60%		Total 100%	

BEHAVIOR ASSESSMENT PROJECT

29

Data Recorded 10/26/2023 9:30am 9:40am math

Interval	Behavior	Interval	Behavior
1.	+ —	1.	+ —
2.	+ —	2.	+ —
3.	+ —	3.	+ —
4.	+ —	4.	+ —
5.	+ —	5.	+ —
6.	+ —	6.	+ —
7.	+ —	7.	+ —
8.	+ —	8.	+ —
9.	+ —	9.	+ —
10.	+ —	10.	+ —
Total 100%		Total 50%	

Part 4: Behavior Plan

Behavior Planning Sheet

Date: <u>November 6, 2023</u> Student: <u>Joey</u> Teacher: <u>Mrs. Milchman</u>	
<i>Description of Challenging Behavior</i>	The challenging behavior is Joey gets up out of his seat to escape work when work is given.
<i>Function of Challenging Behavior</i>	<p>When: It is time for independent work given verbally by the teacher.</p> <p>What: Gets up out of his seat and roams the classroom yelling.</p> <p>In order to: Get a reaction out of the teacher and not do his work.</p> <p>Because: He wants to go play, draw, or sit on the beanbags instead of his work.</p>
<i>Preventative Strategies for Challenging Behavior</i>	<p>Moving his desk to an isolated area facing the wall so he is not distracted by others.</p> <p>Moving his work right next to his desk so he does not have to get up to get it.</p> <p>Incorporating breaks throughout his session so he is not overstimulated. Maybe try to work for 10 minutes then a break.</p>
<i>Response Strategies for Challenging Behavior</i>	<p>Redirection Strategies and Style that tend to work best with the student:</p> <p>Tell the student to work first and then you get that.</p> <p>Asking what are you working for Joey?</p> <p>Give positive feedback when working to encourage good behavior.</p> <p>Collaborative approach asking let's do this together.</p> <p>Avoid these types of responses, as they tend to escalate the student's behavior:</p>

	<p>Joey, you have math and reading to do. Instead, say work to do.</p> <p>Negative tone of voice</p>
<i>Description of Replacement Behavior</i>	The replacement behavior for Joey is to keep him on task longer and complete his work to expand his knowledge of work and life skills.
<i>Teaching Strategies for Replacement Behavior</i>	<p>Replacement Skills:</p> <p>List staff person and role: The primarily teacher and paraprofessionals will be consistent, reinforcing the intervention to help improve target behavior.</p> <p>How to Introduce & Discuss The Skills: When introducing the skills we need to make it interactive and engaging. The child needs an intervention but still needs to be able to express and engage in activities in class.</p> <p>Daily Reminders To Use The Skills: Consistency is key. Implement daily reminders through visual cues, such as posters or charts, that highlight the replacement skills.</p>
<i>Reinforcement Plan for Replacement Behavior</i>	<p>Reinforcement For Using The Skills: We will be using positive reinforcements when we see Joey showing good behavior. This could include verbal praise and awards of snacks.</p> <p>Reinforcement Schedule: Establishing a consistent reinforcement schedule will provide regular feedback and rewards to reinforce the use of replacement behaviors.</p> <p>Corrective Feedback For Errors: For corrective feedback we will be using the approach of two positives to one negative. Starting and ending with a positive to help deliver the corrective news.</p>
<i>Data Collection Plan</i>	Our data collection plan made up by myself and my cooperating teacher will be conducted using interval recording and our abc data collection. With our findings through our data we were able to successfully come up with an

	intervention plan to address our students behavior. Our Interventions include moving his seat to be connected with the teachers work table and offering more breaks.
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Part 5: Evaluation and Reflection

Collect Intervention Data

- Implementation of Fidelity checklist

Intervention Steps	Yes Completed	No
1. When the teacher introduces independent work assignments, she prompts Joey to begin his work.	Yes, it is being implemented.	
2. The teacher instructs Joey to work for 10 minutes independently and then he will be allowed to have a break.	Yes, we have implemented shorter work times and more breaks for more success in Joey's independent work.	
3. The teacher goes to Joey's desk to check his work.		No, Joey's desk is already attached to the teacher's work table so Joey is constantly being monitored.
4. The teacher repeats steps 2 and 3 until the end of the independent work period.	Yes, the teacher is constantly reminding Joey it is time for work and reminding	

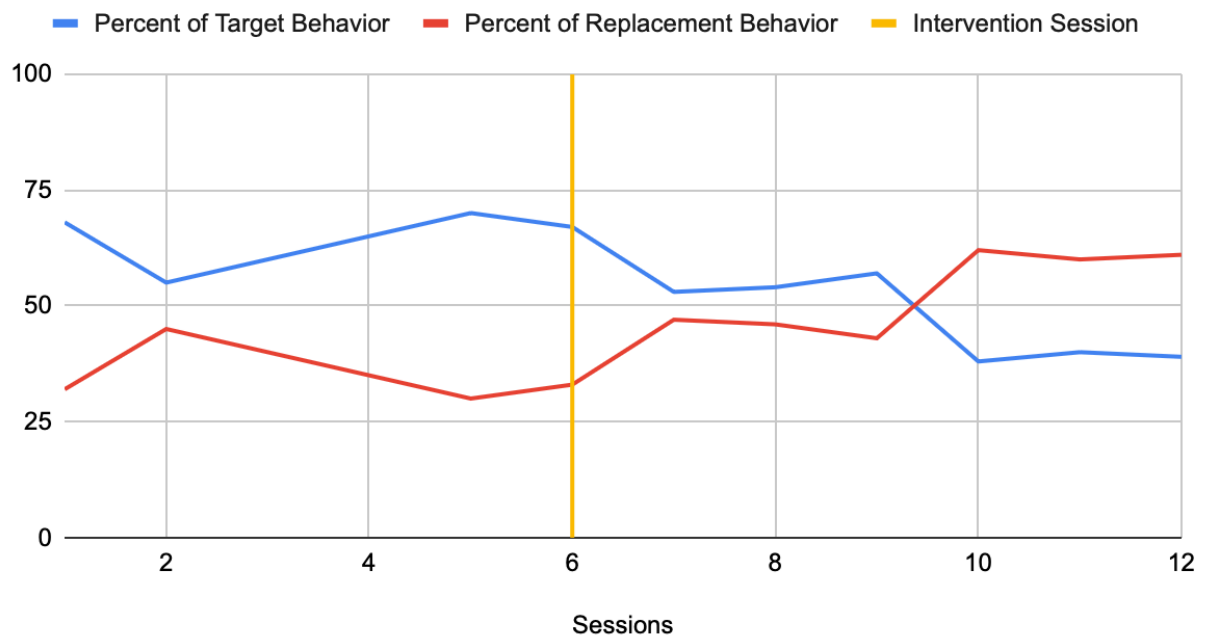
- Summarize Numerical Data Information

The baseline and replacement behavior data would show positive progress in Joey's behavior. The interval data recording was utilized for this data collection and was successful. The first day of intervention took place on October 26, 2023, the second was on November 2nd, 2023, and the third and fourth intervention sessions were on November 6th and 17th, 2023. A total of four sessions were recorded over four different school days. The length of each session was 5 minutes with 30-second intervals. For the baseline data and the intervention data, the same recording method was used. The start time is recorded when Joey sits down and starts his work. The end time is recorded when Joey finishes an assignment.

The baseline data shows that on average Joey will get up out of his seat in the first three minutes of work 70 percent of the time. As the setting intervention strategies and breaks were not yet introduced during the baseline data collection the replacement behavior did not occur. Once the intervention was in place, there was close to a 40% reduction in more than half of the sessions. Joey had a longer work span without getting up out of his seat and overall better behavior when working.

- **Graph of Data**

Joey's Data Chart on Effectiveness of Intervention



- **Interpretation of data**

The intervention when first applied was very successful. We were able to observe that many of the issues with Joey's behavior were due to long periods of work time. Through observation of Joey's target behavior and replacement behavior, I can confidently say the interventions chosen were the right ones. I do believe that it was a combination of changing the setting of his seating, implementing breaks, and positive reinforcement that brought such great success.

At first, it took Joey a little bit of getting used to because his sitting arrangement was moved to the opposite side of the room. Many times Joey would come in and go directly where he used to sit so the teacher would have to prompt Joey to his new seat. Joey's new seat connected to the teacher's work table was seen as a big success. Joey liked the fact that he was right next to the teacher and stayed in his seat more. During morning meetings and class discussions, he was no longer running and trying to escape. It was a big help when the teacher did not need him to get up to come to the morning meeting as his desk was already right there. In addition to his seating, we also moved all of his work to a bin right next to his desk. This was very helpful because the teacher did not have to waste time to get his work as it was at arms reach.

Overall, with the help of my cooperating teacher and two paraprofessionals, we were able to come up with an intervention plan to help Joey meet his learning and behavioral needs. With the intervention in place helping with Joey's behavior we are now able to focus more attention on the academic and life skills Joey will need. Addressing the behavior is super important because it gets in the way of other important goal sets in the classroom. Not only does addressing his behavior benefit him but also the class. The teacher now uses less time addressing behavior and can spend more time on content.

Suggestions for Future Use:

When thinking about future use for collecting data and creating an intervention I hope to have more time. This was during a college semester and only done in a certain amount of hours and visits. I wish I got more exposure before and after the intervention was in place. I believe that coming up with plans for children is by exposure and seeing how they react in the given environment. I felt that after the intervention was in place I did not get a full understanding of how the interventions will work in the long run.

Another suggestion for future use is to teach Joey self monitoring skills as it is an important life skill. As the resources have been implemented they may not always be available in future classrooms. For instance if Joey's teacher next year can't have his desk connected to hers Joey would have to learn and react appropriately to that.

Generalization and Maintenance Strategies

The outside maintenance for Joey's case is crucial for his improvement over the years. Yes we have seen improvements with his behavior currently but Joey is a case study that will need outside support. Currently the child study team and behavioral specialists are working

with the teacher and paraprofessionals to get Joey a one to one paraprofessional to better his behavior and academic success. Joey is a student who always needs support and getting him a personal paraprofessional will help with his behaviors.

Next Steps

As of now, the school and teachers are onboard with keeping the intervention in place for as long as it shows improvement in Joey's behavior. In my final data recording visit the teacher and I talked about how to keep pushing Joey further with work time and to hope to get to 10 minutes before breaks. As Joey keeps showing positive behavior the teacher will continue to reward him with rewards of his choosing such as snacks or a place to sit. As long as Joey continues to be motivated in his independent work, the target behavior should decline as the school year goes on.

- **Reflection**

Throughout my time in the classroom it was a challenge but one of the most rewarding challenges yet. During my first few days I had no idea how I would be able to pick a student with behavior and actually be able to fix it for the better. It was super overwhelming at first seeing this project and performing it in the classroom. With help from my professor and cooperating teacher it all became possible. The things I did not know suddenly I knew and I did not feel so hopeless. As each day came I learned more about my student Joey and saw what worked and what didn't. I got to understand Joey at a personal level and saw he truly is a great kid who just has more energy and expression than others.

When it came time to choose one of Joey's many behaviors we chose the one that would best benefit him if it was fixed. We chose to fix his trying to escape work and record data on how many times he got up and out of his seat. We wanted to narrow down why Joey felt the need to get up out of seat to try and limit the amount of times that it happened. Once we started trying interventions we saw that moving his seat and limiting the span of work benefited Joey the best. The ways that I would modify this intervention in the future would be evenly adjusting it to grow with Joey's needs. As interventions are great when they work eventually they will need to be changed or modified to grow with Joey as a learner. The ways I would modify in the future would consist of taking more data and assessing it and seeing what actions will be needed.

A challenge that I faced throughout this experience was learning all the terms and concepts it took to write a BAP and collect data. Learning that there are so many different types of ways to collect data was hard to comprehend. As well as learning which type of data recording was the best fit for Joey's behavior. An asset to me in this placement was the classroom. Luckily three adults were in this class for five children. So as many behaviors as there were resources were available to assist. The days that I was in the

classroom were even easier because there would be 4 adults and almost each child had a one to one adult. Another challenge I faced was learning how to work with Joey. Joey does have some behavioral issues like hitting and screaming and I did not want to set him off more when working with him. It took a lot of watching the teacher work with him to learn what works and what does not work.

I believe that this project benefited me so much as an educator. It taught me how to deal with behavioral issues in the classroom and how to properly go about them. I've learned that every classroom has issues and the best thing to do is comfort the issues and not let them fester. Using resources as a teacher is so important and to know you are not alone when it comes to dealing with behavior. Just doing this project over 7 people were involved somehow to help fix Joey. It is truly amazing the support team there is for teachers. I will forever remember this experience for my teaching career and always look back on my notes for support.

When it came down to picking the right interventions for Joey's behavior our class textbook Evidence-Based Strategies for Effective Classroom Management by David M. Hulac and Amy M. Briesch came in handy. A reading I found in the textbook that imminently connected me to Joey's case was "Increase the Frequency and Explicitness of Feedback" (pg. 203). Joey is a student that likes attention and positive reinforcement. After observing Joey would smile or do the work when he was told "you are working so well" or "great job in completing your work". "This inability to wait for reinforcement is often characteristic of those students who struggle with self-control and impulsive behavior" (pg. 203). With this knowledge we were talking with Joey almost every time he completed a task on his own to reward the good behavior being shown.

In addition to adding positive reinforcement to Joey we also took the approach of addressing the antecedent to the behavior. We noticed that Joey was more likely to act out if there were breaks in between getting work or moving around the room. An article written by the University of Kansas explains the antecedent aspect to our approach of trying to limit the behavior before it is triggered. "Antecedent Interventions address the physical, social, and physiological events that trigger problem behavior. When a setting event cannot be eliminated, it may be necessary to withhold or eliminate the antecedents associated with problem behavior. Decreasing the number of verbal demands, switching activities and changing schedules on days when setting events occur are examples of Antecedent Interventions that can be used in conjunction as part of a Setting Event Intervention" (KU). Learning and understanding that you can always change the setting but can alter it will help deal with behavior. In our case just moving a simple bin of papers for Joey made all the difference.

If I had to work with the same student again I would continue the approach I have been taking with implementing more breaks and avoiding the trigger of getting up out of his seat. I would also be in touch with Joey's parents to let them know what is happening in the classroom so at home it can be similar to keep the reinforcement of the behavior. The connection at home is super important for children especially if you are dealing with a behavior it could make all the difference.

Overall I had a positive experience with my behavioral assessment project. It turned out better than I had hoped and I am so happy to say I made a difference in a child's life. Knowing that I did everything in my power to help Joey corporate in the classroom was my goal and I have succeeded. I am happy to know I can keep this experience in my teacher tool kit and take it with me for when I am the real teacher.

References

Hulac, D. M., & Briesch, A. M. (2017). *Evidence-based strategies for effective classroom management*. Amazon.

<https://www.amazon.com/Evidence-Based-Strategies-Effective-Management-Intervention/dp/146253175X>

Setting event interventions. Special Connections. (n.d.).

https://specialconnections.ku.edu/behavior_plans/positive_behavior_support_interventions/teacher_tools/setting_event_interventions#:~:text=Setting%20Event%20Interventions%20can%20include,of%20engaging%20in%20problem%20behavior.

Interval Recording Data





















Student: Joey Date: 10/26/23 Time started 9:05 am- 9:35 am

Class/ Teacher: Mrs. Milchman Observer: Danielle Chenoweth

Start/ end times: 5 minutes Length of interval: 30 seconds

Behavior: Getting out of the seat during work time.

Codes: + behavior did occur — behavior did not occur

Interval	Behavior	Interval	Behavior
1.	+ 	1.	+ 
2.	+ 	2.	+ 
3.	+ 	3.	+ 
4.	+ 	4.	 —
5.	 —	5.	 —
6.	+ 	6.	 —
7.	+ 	7.	+ 
8.	+ 	8.	+ 
9.	 —	9.	+ 
10.	+ 	10.	+ 
	Total 20%		Total 30%

BEHAVIOR ASSESSMENT PROJECT

40





















Student: Joey Date: 11/2/23 Time started 9:05 am- 9:35 am

Class/ Teacher: Mrs. Milchman Observer: Danielle Chenoweth

Start/ end times: 5 minutes Length of interval: 30 seconds

Behavior: Getting out of the seat during work time.

Codes: + behavior did occur — behavior did not occur

Interval	Behavior	Interval	Behavior
1.	+ 	1.	+ 
2.	+ 	2.	 —
3.	+ 	3.	 —
4.	 —	4.	+ 
5.	 —	5.	+ 
6.	 —	6.	+ 
7.	+ 	7.	 —
8.	 —	8.	 —
9.	 —	9.	+ 
10	+ 	10.	+ 
	Total 50%		Total 40%

BEHAVIOR ASSESSMENT PROJECT

41





















Student: Joey Date: 11/6/23 Time started 9:05 am- 9:35 am

Class/ Teacher: Mrs. Milchman Observer: Danielle Chenoweth

Start/ end times: 5 minutes Length of interval: 30 seconds

Behavior: Getting out of the seat during work time.

Codes: + behavior did occur — behavior did not occur

Interval	Behavior	Interval	Behavior
1.	+ 	1.	+ 
2.	+ 	2.	+ 
3.	 —	3.	 —
4.	+ 	4.	 —
5.	+ 	5.	 —
6.	 —	6.	+ 
7.	+ 	7.	+ 
8.	+ 	8.	+ 
9.	 —	9.	+ 
10	+ 	10.	 —
Total 30%		Total 40%	