

### Anecdotal Record

**Name of Observer:** Ryan Adams

**Date and Time of Observation:**

September 30—12:00 pm-2:00 pm

October 06, 08—9:00 am-11 am

October 15—9:00 am—10:40 am

October 29—8:30 am-11 am

November 03—8:15 am-11 am

November 05—9:00am-11:00am

November 10—9:15am-11:00am

November 12—9:30am-11:00am

November 17—8:00am-9:00am

November 19—9:15am-11:00am

**Length of Observation:** 21 hours 15 minutes (21.25 hours)

**Grade Level/or Event Observed:** Freshman (Ninth grade)

**Objective of Observations:** To observe behavior problems that Nigel is experiencing in the special education classroom.

Nigel Bomb is a child that lives in a family made up of his younger brother and mother.

**Comment [kmg1]:** Nice alias 😊

He lives in a rural community and typically wears jeans and a t-shirt to school. He is currently receiving special services because he is labeled as emotionally disturbed. He is a freshman at Jewell High School where he spends two periods in an emotionally disturbed classroom and an additional two periods with a job coach developing his jobs skills. Nigel is not on diploma track as of right now, but he will be put back on diploma track if his behaviors improve.

Nigel experiences several key behaviors which are all of the following: sharing irrelevant information during lessons, interrupting others, and talking back to his teachers. Nigel's teachers redirect him when he chooses to act out by signaling to him that it is time to be quiet. Nigel also gets sent to the office occasionally when he chooses to talk back to the teacher when he does not like what is being said to him. According to Nigel's teacher, he has come a long way with his inappropriate behavior from the beginning of the year, but those skills still need to be developed greatly.

**Comment [kmg2]:** When Nigel doesn't like what is said or the teacher? This is unclear here.

Upon my observation of Nigel, I have only had the chance to see his behavior in the emotionally disturbed classroom. I observed Nigel during his morning class which is a double period class. This class was focused on teaching students basic skills they could use after

graduating from high school. I generally observed the math, driving, and reading lessons. During these lessons, the classroom teacher may lead the class in large group instruction or the students would work independently. Nigel would get off task during these lessons and get out of his seat to talk to others in the classroom or he would talk out of turn. When Nigel wants to say something he does not wait on the teacher to call on him. He chooses to yell out the answer even if it may be incorrect. He also tells the class information that is not related to the topic of the lesson. During one of the driving lessons I observed, Nigel started telling the class a story about guns. The teacher used hand signals or said "Nigel" to redirect him to regain focus.

If Nigel does not like being told to be quiet, he tells the teacher he does not have to obey her or he gets upset and just does not pay attention. Nigel also gets upset when he gets in trouble for not following directions, so he chooses to argue with the teacher about the proper way to do something. For example, when the teacher told Nigel to capitalize the "F" on Friday, he said that the capital did not matter, and he was going to write it that way on a test no matter what. One other procedure that Nigel did not follow during my observation was entering his banking on the computer before having it checked by the classroom teacher. This led to him being scolded by the teacher and him retaliating by arguing and saying, "The computer says it was right!" Then after the teacher talked with him, he decided to apologize.

**Comment [kmg3]:** Should this be When?

Ryan Adams

Professor Gust

EDUC-315-A

17 November 2009

### Functional Behavioral Analysis Summary

According to Nigel's teacher, the main behaviors he displayed were talking out, talking back, and talking about inappropriate things. Nigel's teacher has stated to me that he talks back when things do not go his way. She also informed me that when something comes into his mind, he will share it with the class no matter what is going on within the class at that time. After looking at the data that I have collected, I have observed two major behaviors that effect how Nigel functions within the classroom. One behavior that I observed was Nigel sharing inappropriate information with the class while the teacher was instructing the students. The other main behavior that I observed was Nigel talking out before the teacher calls on him to answer a question. Nigel also chooses to talk back to the classroom teacher and aide when he is corrected.

While the class was reviewing for a test, Nigel was sitting in his seat turned around talking to other students in the classroom. When the students were being asked questions, Nigel would yell out the answer without being called on. If he would get the answer incorrect, he would say, "Are you serious?" As my profile card indicates, Nigel would talk out at least once every five-minute time slot I observed him. Since Nigel was talking out and talking to his neighbor, he did not hear all the review questions as the teacher asked

him; he often asked the teacher to repeat the questions. The teachers chose not to reread the questions since Nigel was talking out and not paying attention. The teacher has developed a hand signal with Nigel so he knows not to talk out anymore. The teacher also verbally warns Nigel when he is talking at inappropriate times. Talking out still remains a problem for Nigel because he misses instructions and completes assignments the wrong way.

Nigel also chooses to share inappropriate information with class at any time. He generally shares this information when the class is quiet or the teacher is between asked questions from others. During my observation of this behavior, I used a Behavior Frequency Form to determine how often Nigel would share invalid information with the class. During the times I collected data using the Behavior Frequency Form, two out of the three times I observed him for sharing unnecessary information indicates that this behavior occurs often within a short amount of time. Nigel would talk with the class and other students about guns, running from the cops, and about his job. Nigel would be corrected by the teacher when he shared these stories, and he would be told that his stories were inappropriate. Nigel still continues to share improper information with the class, and he is still working on sharing information that deals with the topic the class is discussing.

So the teacher does not have to continuously warn Nigel about his inappropriate behaviors, I believe there are some alternative ways to correct these behaviors. One way to prevent Nigel from sharing inappropriate stories would be to provide him with a notebook to write his stories in whenever he thinks of one. This notebook would solely be used for Nigel, and his stories would be disposed of daily so others could not read the inappropriate

stories. The teacher could also prevent Nigel from talking out by providing him an incentive for not talking out. One incentive could be allowing him to get a piece of candy out of the candy drawer if he does not talk out more than five times in a class period. These alternative ways could prevent Nigel from acting out.