The included anecdotal report and behavior frequency form were both observed on November 9, 2007 during the spelling time. The Profile card was done on November 29, 2007 during media/library time.

The behaviors needing to be changed were whining (high pitched voice complaining about the task) and crying. In most cases, the two behaviors accompanied each other.

For the anecdotal report I observed the student in the resource room as he worked on spelling. I occasionally worked with other students so the student would not know that I was there to observe him. This also helped his actions to be more genuine and not effected by my presence in the classroom. The report shows a step-by-step of what happened in the classroom during the time.

The behavior frequency form was filled out during the same time as the anecdotal report. Each time the student performed the target behavior (whining or crying) a checkmark was put down. Whining occurred once while the student was completing the unscramble worksheet and twice during the test. Crying occurred once during the test. The student began crying while whining during the test.

The profile card was done while the student was in media/library. I stood by a bookcase during the class-time to observe not only him but his interactions with other students. Neither target behavior happened in this setting as I was observing him.

When looking at the anecdotal report, the actions were performed when the student did not have a correct answer. The only time I observed the crying behavior, it was accompanied by the whining behavior.
When I spoke to the teacher she told me that "Joe" was labeled as Mild Interventions and Communications disorder that has been identified to be Apraxia. Apraxia is when a student thinks they are telling the muscles in his/her mouth to move but they actually do not move when the student goes to speak. The teacher told me they are having troubles with "Joe" whining and crying when he does not understand something or is encountered with something new.

"Joe" lives at home with his mother and step-father and two siblings. "Joe’s" father lives in Speedway. The teacher tells me that Joe’s mother is not very organized and often forgets to do things like sign "Joe’s” assignment sheet. "Joe" does not miss very many days of school. He is an average looking student. He is a few inches taller than the majority of the students. He usually wears sweat pants, a tee shirt, and tennis shoes.

"Joe" comes to the resource room from his regular fourth grade class. The resource room is in an open concept school so it is in the fifth and sixth grade class. He comes in and sets down his folder, book, and pencil. He says “Hello” to Mrs. Dale and me. He goes to his box and gets out his spelling packet. He returns to the table and begins to flip through the packet to find out what work he has left to do. He has two worksheets to finish before he takes his spelling test.

"Joe" opens the packet to the page where he is to unscramble the spelling words. He asks the teacher to read him the directions. She does so and he begins to work on the paper. He does the first two words quickly. He stops and stares at the next word. The teacher asks him if he would like some help. He says yes. The teacher tells him to count the number of letters in the scrambled word and then try to find the words on the list with the same number of letters. He keeps looking at the paper and says that he already did that. His voice was a little higher than it had been before. The teacher asks him to show her what words had the same number of letters as the scrambled word. He slams his finger against the paper and points at two words. He then says “it’s not on here. I’ve looked at all of them and it’s not here.” His voice was higher still. The teacher helps him count the letters and finds that he had just counted improperly. "Joe” finishes the section and turns the page.

For the next section “Joe” has to write each of the spelling words five times. He completes this section quickly and without any help from the teacher. He hands his packet to the teacher so she can check his work before he takes the test. She marks that he got 20 out of 20 correct and then tells him that they are going to take their test in a new way. They are going to take the test on the computer.
“Joe” frowns after she says computer. He gets up from the table and goes over to the computer station. He logs in and she shows him how to open a new document page. She also shows him how to put his name and SPELLING TEST at the top of the page.

She reads him his first spelling word. If it is spelled incorrectly it shows up underlined with a red line. The student is then able to right-click on the word to see the different suggestions for the word. They can click on the one that is their word spelled correctly. He spells the first word correctly. He spells the second word incorrectly. The teacher shows him how to correct the word by right-clicking. He misspells the third word and right-clicks to find the proper spelling. He clicks on the wrong thing and he turns to the teacher and in a very high voice tells her about the problem. She pushes the undo button and it returns to the previous spelling and he turns to the teacher again and says “that’s not what I wanted.” This was in a high pitched voice. He crossed his arms across his chest. She shows him how to fix the problem. He gets the next two words correct. The teacher tells him the sixth word and he misspells it. He right-clicks but does not see the word on the list. The teacher tells him that if it is not on the list that he needs to go back and try to spell the word again. He crosses his arms across his chest and in a high pitched voice says “I already tried.” He then put his head in his hands and began to cry. The teacher had him return to the table for a five minute “Cool-down” time and then he returned to the computer and finished the test.
Profile Card

Medial library
returns book
sits@ back of group

55
Sits on one foot while the other knee is up to chin
Sits by Dominic (other student in class)
puts hands on head while resting elbow on knee

56
looks around the room not @ teacher reading

57
puts head on knee
talks to student next to him
plays with chair next to him - pushes it in & out

58
glances @ teacher every ~5 sec.

90
puts both knees to chin & begins to rock back & forth
looks @ teacher

102
resumes previous position - looks @ floor

103
scoots towards middle of group while still in position
sighs when teacher says they are going onto Chap. 4

Teacher asks a question & Sean answers puts hand on head

Still looking @ teacher w/hand on side of head

Wraps arms around knees & claps hands

Teacher says they can go pick out their book - gets up quickly & picks up a football book - flips through book quickly

Returns book to shelf

Goes to easy reader section & picks up a book.

Pokes student next to him

Teacher "Sean! Knock it off!"

He laughs & goes around the book shelf to get another book

Checks out 2 book

Sits on couch next to another student & opens the book

Spends ≈ 10 sec/page

Line up

Opens next box - talks to person next to him
## Behavior Frequency Form

Name: ___________________________ Age: 10

(It is recommended that only one or two behaviors be charted during an observation. Take data regularly to see how much progress is being made.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Behavior</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Observer</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 9</td>
<td>Whining</td>
<td>8:00</td>
<td>9:00</td>
<td>Robin Ward</td>
<td>Spelling</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Crying</td>
<td>8:00</td>
<td>9:00</td>
<td>Robin Ward</td>
<td>Spelling</td>
</tr>
</tbody>
</table>

Odom-Winn/Dunagan, 1991
### Manchester College
**Functional Behavioral Analysis- EDUC 315**

Name: ___________________________  Due Date: ____________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Methods</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not complete at least two different observation methods plus an anecdotal report.</td>
<td>Student completes at least two different observation methods plus an anecdotal report, but some inaccuracies are present.</td>
<td>Student completes two different observation methods plus an anecdotal report with attention to detail.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data was not collected accurately and/or adequately explained.</td>
<td>Data was collected but collection process not adequately explained.</td>
<td>Data was collected, and collection process explained.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function of Behavior Identified</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The function of the target behavior was not identified.</td>
<td>The function of the target behavior was hypothesized, but data does not support hypothesis.</td>
<td>The function of the target behavior was accurately hypothesized based on the data collected.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anecdotal Report</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The anecdotal report is missing significant information.</td>
<td>The anecdotal report is missing some helpful information.</td>
<td>The anecdotal report is complete.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective and Factual</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report contains numerous items of subjective information not supported by data collection methods.</td>
<td>Report contains items of subjective information not supported by data collection methods.</td>
<td>Report contains no items of subjective information not supported by data collection methods.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and Spelling</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 5 grammar and spelling errors are present in the functional behavioral analysis.</td>
<td>4-5 grammar and spelling errors are present in the functional behavioral analysis.</td>
<td>1-3 grammar and spelling errors are present in the functional behavioral analysis.</td>
<td>No grammar and spelling errors are present in the functional behavioral analysis.</td>
</tr>
</tbody>
</table>

**Total**——

Teacher Comments:

*Excellent!*