

Mary Jane Dickey

December 5, 2008

EDUC 315

Anecdotal Report

*Verb tense
needs to stay
constant - It keeps changing*

Austin is a junior at Manchester High School, and is 18 years old. He wears sweatshirts or zip-up hoodies, jeans, and tennis shoes everyday to school. Austin's Transitional Life skills teacher explained that in the past Austin was self-injurious, which is why he tends to wear baggy clothes, according to his teacher. His parents were divorced in 2004 and he lives with his mom, however, his parents have joint custody. In 2003, he was referred to the Behavior Health Center of Northern Indiana for an emotional handicap, and he was 14 years old. Austin has been diagnosed with bi-polar disorder, manic depression, Attention Deficit/ Hyperactive Disorder, and had a developmental delay.

When Austin was in middle school, he repeated the seventh grade, for failing grades. It was noted several times in various Case Conference/ Individualized Education Plan reviews that Austin has an "I don't care" attitude that affects his academic progress, because he does not get his work done, or does not see the importance of getting his work accomplished. According to his records, Austin has frequent absences from school. One account explains that on the day of the GQE testing he missed school because "he didn't feel like coming to school." According to a Case Conference document from November 2007, Austin's disability makes it difficult for him to progress in general education curriculum without modifications. During this conference, he was also removed from the diploma track and placed on a certificate track for graduating from high school. He was then also placed in the Transitional Life skills class and also enrolled at the

Heartland Career Center, where he is learning about Gas/ Diesel Power Technology, which is preparing to become an auto mechanic. He also meets with an Emotional Disability consultant which is also a part of his IEP.

According to a previous functional behavior assessment Austin was given a behavior plan for threatening and hitting fellow students. In this FBA, it outlines the need for Austin to be put into classrooms with fewer students, which would also allow for one-on-one teacher attention.

Observations and documentation showed that Austin interacted well with fellow students in these settings and continued to progress with his academics.

↓
How does this
~~challenge~~ change
his behavior or does it
just limit his potential
victims?

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Data Summary

The behaviors I chose to observe for my data collection ^{were} ~~where~~ the valuable contributions the student made in period of time, and how many times the student got 'off task' and talked to his neighbor. I am concerned with Austin's low grades and "I don't care" attitude. I chose those behaviors to observe because they may also explain why he does not get his work done on time and has failing grades in many classes. I observed two different days on a behavior frequency form and made a mark for every time Austin was talking to his neighbor and not doing his work. In five minutes, Austin turned around and talked to his neighbor seven times. The second time I observed this behavior it was for fifteen minutes and he turned around and talked to his neighbor eight times. The second observation may seem like less times he was distracted, however, each time he talked to his neighbor he was off task for two or three minutes at a time. I also observed for a thirty-minute time span everything that he did. I noticed that when the teacher was in front of the classroom, giving direct instruction, Austin was on task and working. However, as soon as the students were free to work at their own pace he became distracted and did not complete tasks assigned. I also wondered if part of his low performance grades could be a result of lack of participation in his classes. I found that he made only one important contribution to a class period in a fifteen-minute period of time, which was an encouragement to a classmate, two minor contributions which were questions not pertaining to current class work but for events in the future, and twelve distracting remarks most of which were directed to other students in the class.

that is something to reward

I think one way ^{to} ~~way~~ correct this distracting behavior the teacher could break down the assignments or tasks into smaller parts/ sections, which will allow him to progress in smaller, more accessible parts. After each section is complete, he would be allowed to take a five-minute

break. Eventually the breaks would get less and less until he can complete an assignment without

breaks. The teacher could also reinforce quiet behaviors while working on homework in class.

In addition, if the student was seen off task, and distracting others the teacher should ask the student to keep working.

Manchester College
Functional Behavioral Analysis- EDUC 315

Name: Mary Jane Dickey

Due Date: December 5, 2008

	Criteria				Points
	1	2-3	4	5	
Observation Methods	Student does not complete at least two different observation methods plus an anecdotal report.	Student completes at two different observation methods plus an anecdotal report, but some inaccuracies are present.	Student completes at two different observation methods plus an anecdotal report with accuracy.	Student completes more than two different observation methods plus an anecdotal report accurately and with attention to detail.	<u>5</u>
Data collection	Data was not collected accurately and/or adequately explained.	Data was collected but collection process not adequately explained.	Data was collected, and collection process explained.	Data was collected, and collection process explained in detail.	<u>4</u>
Function of Behavior Identified	The function of the problem behavior was not identified.	The function of the problem behavior was hypothesized, but data does not support hypothesis.	The function of the problem behavior was accurately hypothesized based on the data collected.	The problem behavior is clearly defined with more than adequate support by the data collected.	<u>5</u>
Anecdotal Report	The anecdotal report is missing significant information.	The anecdotal report is missing some helpful information.	The anecdotal report is complete.	The anecdotal report is exemplary containing personal information, environmental information, and a narrative summary...	<u>5</u>
Objective and Factual	Report contains numerous items of subjective information not supported by data collection methods.	Report contains items of subjective information not supported by data collection methods.	Report contains no items of subjective information not supported by data collection methods.	Report is factual and objective throughout the anecdotal report and other methods used.	<u>5</u>
Grammar and Spelling	More than 5 grammar and spelling errors are present in the functional behavioral analysis	4-5 grammar and spelling errors are present in the functional behavioral analysis	1-3 grammar and spelling errors are present in the functional behavioral analysis	No grammar and spelling errors are present in the functional behavioral analysis.	<u>3</u>
Total					<u>27</u>

Teacher Comments:

*Good work,
Mary Jane!*

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