

## Functional Behavioral Analysis

My observations were done at Indian Springs Middle School in Columbia City, IN. The student I have chosen to observe is a 12 year old male in the 7<sup>th</sup> grade. This student has not been identified nor does he have any learning disabilities on record. To most, this child is a typical 12 year old boy, but when it comes to academics teachers notice a different side of him.

All teachers agree that when it comes to academic tasks, that he has some behavioral issues. In class, the subject is easily distracted by others, wastes time, usually off task, and is unprepared. He can also be disruptive by doing things like talking out loud and fidgeting. The main issue with the teachers is that the student is hardly ever on task.

The schedule at the school is weird and it is never the same everyday. Each grade has a core and a block day. Each grade is split into 3 team (A, B, C). Each team is on a different schedule and core/block. So one day a team could have science and math but another team won't have math or science that day. Having a different schedule everyday can be very stressful. It also throws the students off because they always have to guess at what's going on for the day/week.

While being in my placement, I was able to observe the subject in different classroom settings and at different times of the day. Using different types of observations, I got to witness all of the teacher's concerns. The types of observations used were Functional Assessment Observation Form, Descriptive Profile Chart, and a Coding System to show participation in lessons.

One type of observation done was a Functional Assessment Observation. The student was in Language block and the class was going to the library to get new books and then coming back

to class to work on their posters. The first thing I observed was the subject having an outburst and slamming his materials (behavior). The antecedent which caused the outbursts was the teacher mentioning that the class was going to the library. It was clear that the student forgot his books and wasn't going to be able to check out new ones (consequence). The outburst lasted for 5 minutes.

Another behavior observed was the student getting antsy and pulling at his hair. He was also making comments like "dang it" and "I forgot again" while the teacher was talking. The antecedent was that the teacher was going over the poster assignment and the students had an outline that was homework for what was going on the poster. The consequence was that the student had to spend lunch in the resource room doing another outline because he forgot his at home. It's clear that the subject has problems with forgetting things.

The Descriptive Profile Chart is another type of observation I did. Items recorded were done in 20 second intervals for 35 minutes. The time was split between discussion and work periods. Starting out strong, the subject applied himself in the discussion by taking notes. While writing notes, the student stopped and started banging his pencil on the desk. This lasted for 10 seconds and then the student answered a question. Once the question was answered, the subject immediately started talking to a neighbor. This incident happened twice and the talking lasted for 30 seconds. For the last five minutes of the discussion, the student stared into space and looked around the room.

Based on the things I saw, the discussion period went ten times better than the work period of the class. Once again, the student started out strong by getting his homework assignment but once he saw that the teacher was not focused on him he became distracted.

Instead of working on the assignment the student rocked on his chair and bothered the girls near his pod by calling them names. The teacher saw that some students didn't understand the assignment so she gave clearer directions, so she thought. At this time the subject returned to his seat and look at his assignment. Once the teacher was done talking, the student began dancing with his feet along the floor, rocking in his chair, tracing floor tiles, and talking out at others across the room. At one point, the student was shooting paper baskets for 5 minutes.

I finally got a clue as to why the student was not doing his work. As he was talking to a friend, I overheard him say that he doesn't like this class sometimes because he hardly ever knows what's going on. The subject did not understand the assignment and instead of asking for clarification, the student did his "own thing."

The third type of observation was the Coding system. This was done to see how much important contributions were made during a class discussion by the subject. The class chosen was Science, which was at the end of the day. The teacher was having a class review to prepare students for a test coming up. Lasting somewhere between 15 and 20 minutes, the subject made two important contributions and three minor contributions throughout this time. For most of the time the student had made disturbing marks. Making disturbing or distracting remarks is often done by the student to make other's laugh or to get attention from friends.

The personal interview that I had with the student gave me the clearest picture as to what was troubling the student. As I interviewed the subject, he was anxious and antsy in his seat. He also stuttered a little when I asked him what he did not like about specific classes. People passing in the hall distracted the interview process and the student was always fidgeting. In general, he

likes school. He enjoys doing experiments in Science, doing group activities, free writing, and teachers who are nice to him. What could bother the student that affects his behavior at school?

The student had a little trouble opening up about what he does not like about school. He got more comfortable when I let him know that I won't be sharing the information with any of his teachers. The main issue was that the assignments and lessons were not engaging enough. He gets bored very easily. The student also claims that there are assignments that he doesn't understand, other students distract him, and he isn't praised for anything good he accomplishes. The student felt if he had more encouragement, engaging lessons, and motivation then he would be better at school.

Although the student has not been identified, there are some issues that keep him from being successful in class. The student is usually off task, has occasional outbursts, forgets homework, and can be very hyperactive. The teacher's in his team have noticed these issues and are bothered by them. As I observed there are things that cause these behaviors but one that stands out the most is not understanding the assignment which causes him to be off task. I feel that the main problem is the broken line of communication. The teacher and the student need to try and make some kind of effort or agreement so that assignments are understood and the student can be on task.