

# Behavioral Consultation Summary

**Name:**  
**School:**

**Date of Report:** 5 June 2007  
**Grade:** 9

## Background Information

XXX is a fifteen-year-old freshman in XXX's Resource Room English class. XXX is an intelligent young man who has exhibited several disruptive behaviors in Ms. XXX's class. E-mail communication with XXX's other teachers revealed that while XXX does exhibit mild forms of these behaviors in all his classes, they seem to be most intense in Ms. XXX's class.

## Summary of Findings

### Problem Definition

Ms. XXX brought XXX to this consultant's attention due to an ongoing display of disruptive behaviors that have progressively become worse over the course of the semester. Ms. XXX initially identified three major types of problematic behaviors to target in this consultation: inappropriate verbal outbursts (often sexual in nature), a high rate of out-of-seat behavior, and playing with his cell phone in class. According to Ms. XXX, these behaviors seem to occur across settings. She also hypothesized that he engages in these behaviors to gain the attention of both his teacher and his peers. XXX has exhibited these behaviors since the class started in late January 2007, but Ms. XXX has observed a gradual increase in frequency and intensity of these behaviors since then.

The consequences for these behaviors usually involve corrective remarks from Ms. XXX or Ms. XXX, the classroom aide. This often results in defiance from XXX in the form of "staring her down" and refusing to comply with her request. Ms. XXX usually asks him to comply "three or four times" and then walks away. Eventually, XXX usually complies with the original request.

An acceptable short-term goal determined by this consultant and the consultee was to reduce the frequency of XXX's verbal outbursts, out-of-seat behaviors, and cell phone infractions by 50 percent.

### Problem Analysis

Ms. XXX and Ms. XXX agreed to keep a tally of how many times during English class XXX engaged in an inappropriate verbal outburst, used his cell phone, or got out of his seat without permission or purpose (e.g., going to the bathroom). They accomplished this by making tick marks on a daily tally sheet for every incident. This was deemed an acceptable method of data collection due to its relative unobtrusiveness and relevance to our goal of reducing the behaviors' frequency.

Baseline data collection showed the following cumulative quantity of verbal outbursts per day, over eleven school days: 4, 4, 3, 5, 3, 5, 7, 8, 2, 0, 3. The data represents an average of 4 outbursts per English class. Baseline data collection showed the following cumulative quantity of out-of-seat occurrences per day, over eleven school days: 2, 2, 2, 2, 0, 1, 4, 5, 2, 1, 7. The data represents an average of 2.45 out-of-seat occurrences per English class. Baseline data collection showed the following cumulative quantity of cell phone infractions per day, over eleven school days: 1, 2, 2, 3, 3, 2, 2, 2, 1, 0, 0. The data represents an average of 1.64 infractions per English class. Ms. XXX

acknowledged that data collection was difficult to conduct while teaching, and that these numbers probably under-represent the actual quantity of each behavior.

During the data review, Ms. XXX indicated that many of XXX's outbursts were oppositionally defiant in nature, and that he also frequently attributes his behavior to "not taking my meds today". This consultant and the consultee hypothesized that these outbursts may be an attention-seeking device for B, from both teacher and peers. There may also be an element of task avoidance to this behavior. This hypothesis guided our discussion of possible interventions, which sought to address the defiance aspect as well as the attention seeking.

### Intervention/Treatment Plan

The teacher and this consultant collaborated to develop the following behavioral intervention plan:

1. The teacher will isolate X from his peers (either before or after class) and inform XXX of the following:
  - He now has a specific time limit (to be determined by the teacher) within which he must comply with her request, or else she will write a discipline referral.
  - While XXX will still be allowed breaks during class, he is not allowed to intentionally distract other students or disrupt the lesson. Doing so will earn another discipline referral.
  - His cell phone is to remain off and away during class; refusal to do this will also result in a discipline referral form for every infraction.
2. The teacher will implement a classwide cell phone policy that will involve all students taking out their cell phones at the start of each class and turning them off. Once the teacher and aide are satisfied that all phones are off, they will have students leave them on their desks for the duration of the block (this may be changed if the phones prove to be too distracting).
3. The teacher will not engage XXX in an argument or discussion about compliance or discipline. After making the initial statement or request, the teacher will either repeat the request in a business-like tone of voice or immediately disengage from the student, reminding him of his time limit. This can also be offered as a choice (e.g., "You can refuse to work and get a discipline referral, or you can choose to start doing your work, and not have to get the writeup").
4. If behavior becomes so disruptive that class cannot continue, the classroom aide or another staff member (e.g., duty release aide) will escort B to the Vice-Principal's office, and the teacher will submit a discipline referral form.
5. Appropriate classroom behavior should be praised. When XXX is doing a good job, is on task, or complies with a request immediately, he should be praised or complimented at the time to reinforce the desired behavior. This can be done by whatever method XXX is most comfortable.

This intervention plan required no external physical resources, and the teacher and aide were the personnel who implemented it. Treatment integrity was determined by the teacher's adherence to the

above-stated plan, e-mailed to her separately. The teacher agreed to (and did) implement the plan as designed, according to the checklist; treatment integrity was high. This treatment was acceptable to the teacher, and the data discussed in the evaluation demonstrate a satisfactory level of treatment validity.

### **Plan Evaluation and Recommendations:**

At the two-week followup, Ms. XXX noted that XXX is currently failing English I, but that the target behaviors seem to have abated. Ms. XXX was unable to locate her post-intervention data collection sheet, but through anecdotal observation, she reflected on the three problem behaviors targeted in this consultation:

- Highly disruptive verbal outbursts seemed “rare” (baseline: avg. 4 per class)
- Disruptive out-of-seat behaviors also seemed diminished (baseline: avg. 2.45 per class)
- Cell phone violations have not occurred in the last ten school days (baseline: avg. 1.64 per class)

The significant reduction in the target behaviors indicates that our initial functional hypothesis was at least partially correct. Ms. XXX is content with these results, as we exceeded our specified goal of halving the frequency of the behavior, but still expresses deep concern over XXX's refusal to complete homework or come to after-school tutorial periods to make up tests and quizzes.

This consultant has asked Ms. XXX to continue to keep an informal record of observations to determine the longer-term efficacy of this intervention; if the current plan ceases to be effective, we will revisit the hypothesized behavior and change the plan accordingly. Additionally, Ms. XXX should try to maintain open lines of communication with XXX's mother; this seems to motivate XXX to behave appropriately and attempt to raise his grades.

Although XXX's work refusal exceeds the scope of the current intervention, this consultant will pursue possible interventions for next school year in a full Functional Behavior Assessment.

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**School Psychology Intern**

**Date**

Portfolio Work Sample