

Consultation Summary

Name:
School:

Date of Report: 10 June 2005
Grade: 12

Background Information:

XXX is a seventeen-year-old twelfth grader in Ms. XXX's Public Speaking class. XXX is a bright young man who is popular with his peers. XXX's English class generally consists of three instructional variations: large group discussion or lecture, small group work, and individual oral presentations.

Summary of Findings:

Problem Definition

Ms. XXX brought XXX to this consultant's attention due to his excessive inappropriate actions toward her in class; specifically, comments of an inappropriately personal nature, inappropriate physical contact, and attempting to access her personal and professional files. XXX has exhibited these behaviors, almost daily since the teacher took over the class for a teacher on maternity leave, and always multiple times in a day. Actions occur most frequently during small group work, but also occur during unstructured class time, such as transitioning from one activity to another, and immediately before and after class. The teacher has not introduced any punitive measures to this behavior; consequences are limited to positive reaction (laughing) from the class when XXX engages in these behaviors. The teacher also laughs on occasion. Frequently, when the target behavior occurs during small group work, it prevents XXX from finishing his assignment, for which he receives a low grade. As a result, XXX's grade for Public Speaking is hovering between passing and failing. An acceptable short-term goal determined by this consultant and the consultee was to reduce the frequency of XXX's behaviors to half the current frequency.

Problem Analysis

The teacher agreed to keep a tally of how many times during her classes XXX initiated one of three behaviors: inappropriate physical contact with the teacher, inappropriate personal teasing or discussion

with the teacher, and attempts to access the teacher's personal or professional records. She 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 behavior's frequency. Baseline data collection showed the following cumulative quantity of inappropriate actions per day, over twelve school days: 0, 0, 3, 4, 3, 3, 1, 1, 1, 2, 0, 3. Since the zeroes represent days when XXX was absent, the data represent an average of 2.3 incidents per day over nine days. This consultant and the consultee hypothesized that these outbursts may be an attention-seeking device for XXX. This hypothesis guided our discussion of possible interventions.

Intervention/Treatment Plan

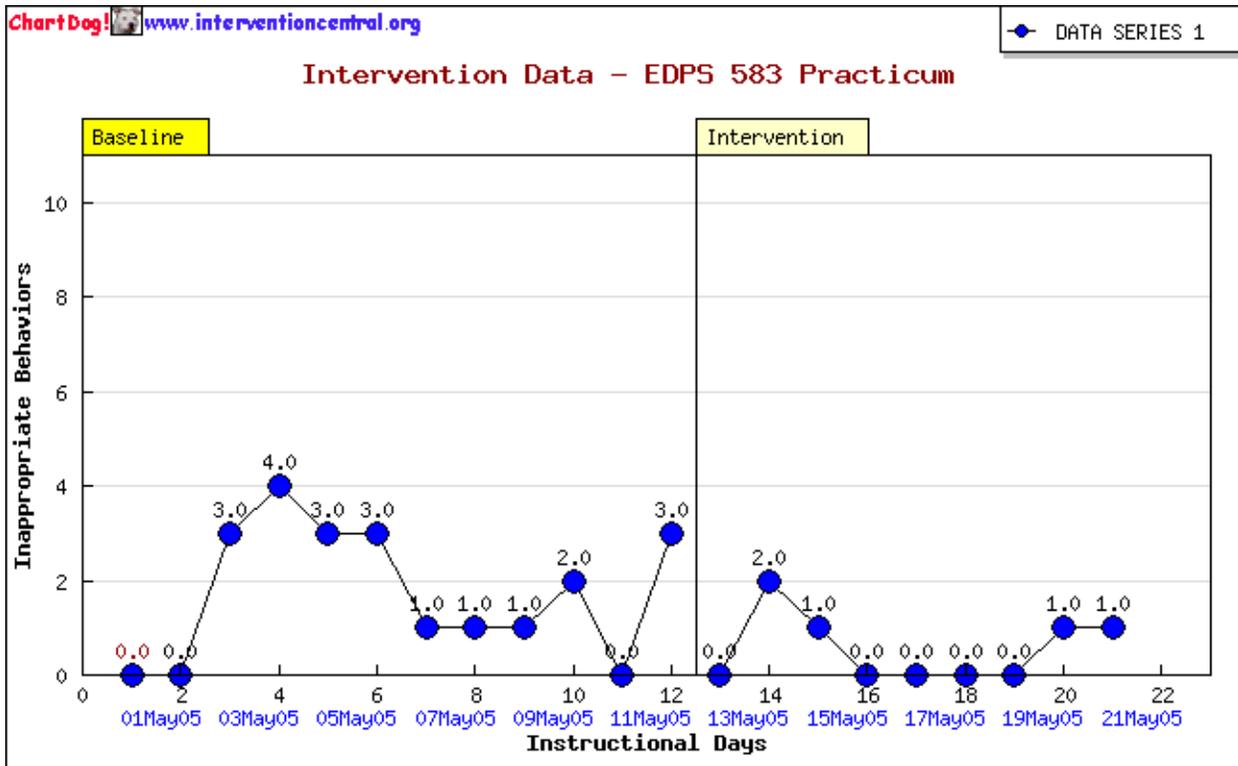
The teacher and this consultant collaborated to develop the following behavioral intervention plan:

1. The teacher will re-organize the class seating arrangement in order to separate XXX from friends who encourage his target behaviors. This will also separate other "problem groups" to improve the overall tone of the class.
2. The teacher will speak to XXX after class (away from other students) and clearly explain that continuing the target behaviors will result in immediate disciplinary referral with no further warning.

This intervention plan requires no external physical resources, and the teacher is the only personnel required to implement it. Treatment integrity was determined by the teacher's adherence to a "script" checklist (see addendum). 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:

The behavioral intervention seems to be working. As evidenced by the graph below, XXX has significantly reduced his inappropriate behaviors.



Since implementing the behavioral intervention, XXX's inappropriate behaviors have been reduced from 2.3 per class to approximately 0.5 per class (0, 2, 1, 0, 0, 0, 0, 1, 1 over nine class days). The significant reduction in the target behaviors indicates that our initial functional hypothesis was correct. The teacher is happy with these results, as we exceeded our specified goal of halving the frequency of the behavior. This consultant recommends maintaining the new seating chart for the remainder of the school year. Should the problem behaviors reappear, the teacher should first consider rearranging the seating chart. The teacher should also follow through on her promise to write XXX up for future infractions.

Portfolio Work Sample

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Addendum

Consultee: XXX

Consultant: Damian Bariexca

Behavioral Intervention

1. Create new seating assignment for entire class – separate all friends and potential “chatters”
2. One-on-one interaction w/student - **Basic message:** Inappropriate behavior/outbursts MUST stop, or you will begin writing discipline referrals for each occasion.
 - A. Ask student to stay after bell for a few minutes (can do this as students leave classroom)
 - B. Explain your concern:
 1. Your outbursts and goofy behavior are disruptive to the class
 2. You are not allowed to go through my personal records – they are private documents.
 3. Your behavior is contributing to your poor grade in this class.
 - C. Here’s the deal:
 1. The outbursts, goofy behavior, and going through my things have to stop IMMEDIATELY.
 2. This is your one warning. If you continue to do these things, I will write you up. If it still doesn’t stop, I will call home. Do you understand?
3. Anticipate resistance in the form of whining or bargaining. Remember to stand firm and do not send mixed signals by smiling or laughing. You want him to know that this has gone beyond the bounds of acceptable behavior.
4. In class, remember to anticipate challenges and be ready to rise to them. Ignore him to the extent possible, and remember to write him up if he continues to act out in class.