

Confidential Functional Behavior Assessment Report

Student: XXX
Parent/Guard.:
Address:

DOB:
CA: 14-8
Date of Rpt.: 06/08/2007

Phone:

Grade: 9th (2006-07)

Examiner: Damian Bariexca, School Psychology Intern

Reason for Referral

X is a fourteen-year-old freshman who is exhibiting specific **work refusal** behaviors in his Resource Room Replacement English I class. When asked to complete tasks such as homework or taking vocabulary quizzes, XXX's refusal, if pushed, escalates to defiance. When told of the negative impact the work refusal will have on his grade, XXX frequently says, "I don't care, you can't make me do it."

This behavior directly impedes XXX's educational process in that his refusal to complete required assignments negatively impacts his grades to the point that he is currently failing English I.

Ms. XXX noted that XXX fails to complete homework on a regular, daily basis (or whenever homework is assigned). He also refuses to complete grammar worksheets and vocabulary quizzes on a regular basis. Accumulated grades of zero throughout the quarter have brought his current English I grade down to a 55, fifteen points below passing.

Assessment Procedures

- Record Review
- Teacher Interview
- Direct behavioral observation in classroom
- Behavioral Observation of Students in Schools (BOSS)

Assessment Results

A review of XXX's IEP indicated that he is classified as having a Specific Learning Disability. He is also diagnosed with ADHD. Other teachers have noted similar behavioral concerns in XXX in all content areas, but primarily in the areas of written work and homework. At his most recent IEP meeting (Jan. 2007), his Transition Careers teacher noted that XXX "is good with his hands...follows directions well...does well in oral discussion...[but] [h]e is very reluctant to complete written work." His math teacher also noted that XXX "does little to no homework and exhibits immature behaviors in class. Based on his math abilities, XXX should be in a mainstreamed math class." His mother has also expressed concern for how his ADHD will impact his success in high school.

XXX's English teacher indicates that XXX specifically refuses to complete grammar, worksheets, some vocabulary quizzes, and any homework assignment. He is least likely to refuse to participate in hands-on tasks or class discussion.

Direct behavioral observation supported the interview data. A thirty-minute observation utilizing the BOSS indicated that in a teacher-centered large-group class setting, XXX's average rate of Passive Engagement (listening to a teacher/classmate) was significantly less than that of his peers (14% compared to 42%). However, his rate of Active Engagement during this large-group question-and-answer period was slightly higher than that of his peers (32% compared to 21%). B also had a much higher rate of Off-Task (Motor) behaviors than his classmates (50% compared to 8%).

XXX was not openly defiant during this observation period, but he did demonstrate great reluctance to begin work on an independent PowerPoint project that involved composition. He engaged other students, played with his ID and pencil, banged on the keyboard, and complained that the adults in the room were "hovering" over him before finally getting down to work about 10 minutes after the rest of the class had already started.

Antecedents

Work refusal most frequently occurs when XXX is asked to complete grammar worksheets, vocabulary quizzes, writing composition, and homework assignments.

Consequences

Historically, XXX's primary consequence is work avoidance and a grade of "0". A secondary consequence is teacher/peer attention (from in-class, active refusal to do work).

Hypothesized Function of Behavior

Based on information gathered during this FBA, it appears that XXX's work refusal provides him with escape from a difficult or unpleasant task. His refusal to work also brings him positive reinforcement in the form of "negative" attention from his teacher.

Preferred Alternate Behavior

Due to the negative impact of work refusal on XXX's academic progress, it is suggested that XXX learn appropriate ways to ask for help with tasks that are difficult for him. For writing tasks, XXX would benefit from learning how to create outlines or checklists to help him structure his writing.

Positive Behavior Plan Suggestions

Instructional/Antecedent

Placement in a Study Skills class would provide XXX an opportunity for one-on-one help with a teacher in areas that give him difficulty, such as appropriately asking for help, structuring writing assignments, and learning new vocabulary. This class should run concurrently with XXX's English and/or Social Studies class.

XXX's Study Skills teacher can work in concert with his English/Social Studies teacher to teach XXX how to develop writing outlines/plan sheets or review vocabulary terms.

To help XXX successfully complete homework, it is also recommended that his teachers maintain regular contact regarding current assignments with his mother. This can be done via phone, e-mail, a teacher web page, or an initialed homework assignment book. XXX's mother may wish to set up a weekly incentive program at home to encourage XXX to complete his homework on a more regular basis.

Reduction

If XXX refuses to complete a class assignment, the teacher or aide should remind him of an alternate strategy non-emotionally (e.g., "You can make a good choice or a bad choice; take a minute to decide"), and then move on to other classroom business. This will minimize the attention gained from this behavior.

XXX seems to respond better to concrete examples than abstract concepts; therefore, he should also be provided with regular grade reports to demonstrate the impact that doing (or not doing) homework continues to have on his grade. The content area teacher or Study Skills teacher can go over this with XXX on a weekly or bi-weekly basis; this course of action can be faded as XXX's rate of work completion stabilizes.

Crisis

Should XXX become dangerously oppositional, a vice-principal or HC security will be called to escort XXX from the room.

Damian N. Bariexca
School Psychology Intern

Date