**General Information**

Student X is 16 years old, who currently is placed in a self-contained classroom. This student is currently in 10th grader, but he is performed at the four mid of grade level in the areas of math, reading and writing. Ethnically, he is Afro-American. His family is middle class and his primary language is English. To retain his privacy, student X comes from a family of two parents with three sisters and four brothers. Since he was 8 years old, student X was diagnosed with ADHD. Student X in reference to the FBA, it was initiated for the student during his scheduled Math, English, Social Studies, Spanish, and arts while he was in the classroom setting.

In terms of behavioral concerns, this student formerly has been experiencing periods of aggressive behavior, severe impulsive control, distress and outbursts that have disrupted other student’s ability to learn, and his ability to learn. These behaviors have been an ongoing consistent issue for the student who suffers from ADHD.

Student X was observed several times during the week of March 14 to 18 to develop a behavioral intervention plan. I observed that Student X can become disrespectful when he reached academic saturation or became behaviorally or social frustrated. Also, his attention concentration further compounds his ability to learn and produce work in the academic setting. Student X behavior escalated quickly after been redirect to time-out room for been disrespectful, off task, out of his assigned area, and for make chronic interruptions in the classroom, he tend to arguing with the teacher, making inappropriate comments, and pushing his desk.

**Target Behavior**

The target behaviors entails that student X rather than pushes paper and pencil off his desk, making complain, making inappropriate comments to peers, call out during work time and make chronic interruption in class when given English or Social Studies assignment to completely independently at his desk or when he feels frustrated, Student X will complete assigned English or Social Studies work independently within time allotted, and will sick attention in appropriate way when he needs it. The following strategies will be used to teach the replacement behavior, given a color block system, Student X will displayed the Red block on his desk to indicate that he needs to take a self or break or the blue block to indicate that he needs help with an assignment. Also, this student being required to develop a learning portfolio that allows the student to track their own progress throughout their school day and chart any outbursts, the causes for these outbursts, and the progress that they have made toward preventing these outbursts.

**Problem Behavior**

Student X appears to get off task, make inappropriate comments to peers, push pencil and paper off his desk, walk out of his assigned area, making complain and push his desk in the morning time in the period of English and Social Studies instructional time. This student gets very disrespectful and frustrated after the English and Social Studies teacher given an assignment to complete independently. Student X behavior occurs in the period of 9:50 to 10:50 during English and Social Studies class when teacher given an assignment to complete, student X start it making inappropriate comments, off task, walk out of his assigned area, push his paper and pencil off his desk. His chronic disruption always ends in time-out room. This student also shows a very good self-control and good behavior during Math lesson, art and Spanish class. He also enjoys art, math and Spanish which involved hand on activities. Student consequences always have been immediately applied after he start acting out. His behavior in unacceptable in the classroom and he is always disciplined for his misbehavior during instructional time. The consequences seem to have a negative effect in student X since his behavior escalated quickly after been redirect to time-out room, also because he continues to repeat the same behavior over and over.

**Collect Data**

Based on my data collected from direct observation, indirect observation and ABC Chart, I noted Student X appears to have most success with task that are tactile, which allows him to process information with assistance of physical stimuli rather than verbal presentation. In class, Student X, have difficult with subjects that require him to access and use verbal fun of knowledge without visual aids. This student exhibits challenges in the area of attention, hyperactivity, impulsivity which impact his ability to access the curriculum and make progress in the school setting. Also, I was able to observe how the student constantly disrupts the class during English and Social Studies subjects ABC data is provided on the following sample of behaviors observed during instructional time from March 14 to 15, with hypothesized functions was based on these.

The following antecedents, behavior and consequences of behavior sample were collected in the classroom setting on March 14 and 15 from 7:50 AM to 12:20PM

**A-B-C Analysis Chart**

Date: 3/14/16 Student: X Observer: Ms.Diancy

Behavior(s): Off task, made complain, made inappropriate, push paper and pencil off his desk, call out and distracted other.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Time** | **Antecedent** | **Behavior** | **Consequence** | **Possible Function** |
| 3/14 | 7:56 | Math instructional time | talking | Warning | escape |
| 3/14 | 7:57-8:45 | Independent work | No behavior issues | No consequences |  |
| 3/14  | 8:46 | Transition time  | No behavior  | No consequences |  |
| 3/14 | 8:50-9:50 | Art instructional time  | No behavior | No consequences |  |
| 3/14 | 10:03 | English instructional time | taking | warning | escape |
| 3/14 | 10:07 | Instructional time  | Tapping on his desk | mines | escape |
| 3/14 | 10:10 | Reading time | Out of his assigned are | mines | escape |
| 3/14 | 10:13 | Reading time | Made complain ”Why he needs to read that” | mines | escape |
| 3/14 | 10:18 | Independent work | Inappropriate comment to peer  | Time out room for 5 minutes | escape |
| 3/14 | 10:25 | Independent work | Inappropriate language | Time-out room for 5minutes | escape |
| 3/14 | 10:30 | Independent work | Push paper and pencil off his desk | minus | escape |
| 3/14 | 10:33 | Independent work  | Push desk, made inappropriate comments  | Time-out room for 10 minutes | escape |
| 3/14 | 10:45 | Transition  | No behavior | No consequences |  |
| 3/14 | 10: 50- 11:20 | Lunch | No behavior | No consequences |  |
| 3/14 | 11:20- 12:20  | Garden Club | No behavior | No consequences |  |
| 3/15 | 7:50 | Spanish I | No behavior |  |  |
| 3/15 | 7:58 | Instructional time | Off task | Warning  | escape |
| 3/15 | 8:30 | Group work  | Taking  | warning | escape |
| 3/15 | 8:30 -8:50 | Group and independent work | No behavior |  |  |
| 3/15 | 8:50 | Biology instructional time  | No behavior |  |  |
| 3/15 | 8:56 | Instructional time  | Off task | warning | scape |
| 3/15 | 9:10 | Lab  | Talking  | Warning  | scape |
| 3/15 | 9:25 | Lab-group activity | Talking  | Warning  | scape |
| 3/15 | 9:46 | Exit ticket  | Taking | Mines  | scape |
| 3/15 | 9:50  | Transition  | No behavior |  |  |
| 3/15  | 9:52 | Social Studies  | No behavior |  |  |
| 3/15 | 9:56 | Instructional time  | Off task | Warning  | Avoid  |
| 3/15 | 10:00 | Instructional time  | Talking  | warning | avoid |
| 3/15 | 10:06 | Working in pair  | Out of his assigned area | mines | Avoid  |
| 3/15 | 10:17 | Working in pair  | Call out | Mines  | Avoid  |
| 3/15 | 10:26 | Independent work | Push pair and pencil off his desk | Mines  | avoid |
| 3/15 | 10:30 | Independent work  | inappropriate language | Time-out room for 5 minutes  | avoid |
| 3/15 | 10:38 | Independent work  | Tapping on his desk | Minus  | Avoid  |
| 3/15 | 10:40 | Independent work  | Arguing with teacher | Time-out for 5 minutes  | Avoid |
| 3/15 | 10:48 | Exit ticket | Push desk  | Time-out for 8minutes  | avoid |
| 3/15 | 10: 57 -11;:20 | Lunch  | No behavior |  |  |
| 3/15 | 11:20 | Transition  |  No behavior |  |  |
| 3/15  | 11:21  | Math Instruction | No behavior |  |  |
| 3/15 | 11:30 | Instructional time  | Off task | Warning  | Avoid  |
| 3/15 | 11:36-12:20 | Working in group  | No behavior |  |  |

**The Function of the Behavior**
 Based on my data collected, antecedents, behavior and consequences of behavior the functional of the behavior of student X appears to be avoid finish his English and Social Studies work and receive attention from his teacher. Student X most completes his English and Social Studies assignment independently. I think one strategy that will help this student to improve his behavior is the use of positive behavior reinforcement rewards which can help the English and Social Studies teachers to help Student X to complete his work in time manner.

**Hypothesis**

When teacher given student X an assignment to complete independently, student X made complain, distracted other peers, made inappropriate comments to peers, call out, walk out of his assigned area, and pushing paper and pencil off his desk in order to avoid finishing his work in time manner when hi is frustrated. This is most likely to occur during English and Social Studies period from 9:50 AM to 10:50 AM right before lunch.