

BEHAVIOR SUPPORT PLAN

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Northern Kentucky University

EDG 652: Applied Behavior Analysis II

April 22, 2023

Introduction

Background Information: Student and Setting

E. is a male sophomore enrolled in the 6th period beginning guitar class. He has been identified as autistic and below grade level in reading, math, writing, and social/behavioral skills and receives Tier 3 services. E. attends a physical education and guitar class for enrichment daily accompanied by a special resource instructional aide. The remainder of the instructional day is spent with his teacher of record in the self-contained classroom in the 1300 wing. E. has a docile and accommodating demeanor stated from his teachers and noted during the observations. His residence consists of father, mother, and himself. Current BIP target behavior states:

“Frequency data indicates that during special (PE) unstructured times, when E. sees the girl she likes, he will invade her personal space (this looks like flipping her hair and touching her). The function of this behavior is to get attention. There is no known setting event. Replacement behaviors, proactive strategies and supports, and intervention strategies are specified with consequence strategies and progress monitoring of the target behavior.”

His IEP states that he needs continued reinforcement and prompting to increase appropriate behavior and decrease off-task behavior. A 508-consent form was signed by guardians for observation and educationally related intervention (appendix f). Written IEP records and resource teacher/aide written notes indicate he enjoys math, history, and computers.

Behavioral Definition and Function of the Behavior

Upon entering the beginning guitar classroom, students acquire their assigned guitar from the storage along the wall and go to their respective seat and prepare for playing. After

attendance is called and instructions are disseminated, students are required to practice independently for the duration of the lesson. The student should have the appropriate sheet music displayed on the music stand in front of them, acquired either from a previous lesson or from the teacher for the day. The instrument case should be placed flat on the floor. All necessary accessories (neck strap, pick, etc.) should accompany the presentation. The handling of the instrument and all other related equipment should be handled in a cautionary manner to prevent damage. Additionally, while playing, the student should be tracking (eyes focused on music or other music related operations) during performance practice.

Examples:	Non-Examples:
<ul style="list-style-type: none"> • instrument held at correct angle; • sitting toward the front of the chair; • eyes staring at the music; • no extraneous body movement; • arms in the correct position; • fingers, hands in proper playing position; • feet flat on the floor 	<ul style="list-style-type: none"> • back against the chair; • talking to himself or others; • fidgeting/stimming; • moving head, eyes, body; • eyes wandering; • resting head on music stand; • not holding instrument

Results from the FAST instrument (appendix e) and teacher interview record that E. does have the skills to be able to do these activities and the skills needed to be an accomplished performer and provide self-monitoring for better presentation, focus, and display on-task behavior as reported by his instructors and assigned aides. The guitar teacher stated that E. has participated a few times this year, displays the correct presentation (sitting still with the instrument in the correct position), can replicate correct playing procedures, but chooses not to participate most of the time. It is unknown the last class period that E. participated in the guitar class per the teacher. Independent practice time during the class is approximately 45 minutes of the period. Appropriate performance behavior was not displayed nor attempted on any days of

direct observation. After instruction and directives were given at the beginning of the class, independent practice with visual fidelity assessment by the teacher was observed during 5 sessions. E. was given choices of preferred instructional activities (choice of music to play), but rejected. Students have the option of different selections of songs of varied difficulty and style to practice during the independent work time. Engagement in the guitar class is meaningful and provides immediate automatic reinforcement from sound, touch, and movement. He was not being asked to wait for engagement of the instructional activity and students are allowed freedom of movement to practice in their area. E. was not refused any items or activity including bathroom privileges. Only one instructional transition occurred in each lesson after the teacher explained the objective for that specific class period.

After two ABC observations of the guitar class (2.23-2.24.2023) and two ABC observations of his math class (2.23-2.24.2023), findings may indicate he is hungry, has little reinforcement, or is distracted by the busy environment (appendix d). His lunch period began immediately after the guitar class and his hunger may be a motivating factor. The temperature of the room is comfortable with ample commercial lighting, but the music room is an extremely loud environment. The size of the instrumental classroom would not be considered crowded with 30 students, but contributes to a very stimulated environment. E. is never alone during guitar instruction time, 30 other students and three adults are always present. It is unknown if E. was participating with non-preferred peers. He displayed brief communication with three other peers in the class over the observation time period, but no other indication was noted for the remaining students of the class. No determination was made to think his instructors or aides are non-preferred. Teacher instructions and directives prior to independent practice were the main antecedents in the guitar class. No consequences were administered by the teacher or aides

during these observations. Off-task behavior was observed 100% of the time for five observation sessions in the guitar class.

Comparison observation was made in his math class, results show E. displayed on-task behavior for 28 minutes of the 30-minute whole interval observation (appendix c). His math class only consists of two students, a teacher, and an instructional aide. The classmate in this environment was very quiet and was not impediment. The atmosphere is quiet with low lighting and a calming YouTube video was being played on the front projector screen. During the ABC observation, E. was required to work independently at his station on his Chromebook. This station included a beanbag to sit on against the wall and no other student in immediate proximity and occurred immediately after lunch. The teacher gave instructions for the assignment, students were asked to log on to their Zearn Math application and work independently. E. was reminded he will earn tokens for 10 correct responses. With the exception of looking off and displaying self-talk for 2 intervals ("I am the G.O.A.T." was audible), he remained on task for the remainder of the 30-minute observation. E. was rarely off-task during the observations of his math class. On-task behavior is 0% and off-task behavior is occurring 100% during this period. After comparing assessment and observation data of E. in various settings during the school day, the primary functional hypothesis may be avoidance/escape from a demand. He does not exhibit these behaviors in his other classes where guidance and reinforcement are provided. E. displays avoidance of participation during the beginning guitar class. Three possible reasons for avoiding independent guitar playing include lack of reinforcement procedures, hunger due to the time of day prior to lunch, or the loud and active environment. A secondary hypothesis may be attention, but rare instances of attention seeking behavior were observed during the five session

observations (self-talk, peer interaction) and were not substantiated from observations in other settings.

Behavioral Objective

During the 6th period beginning guitar class at Rancho High School, E. will independently remain on-task with correct presentation, tracking of music, and performance engagement for a cumulative 15 minutes per class session.

Data Collection System

Baseline observations for E. consisted of 5 consecutive school days during 6th period beginning guitar class (10:00 am - 10:30 am) and 2 consecutive school days during 7th period math class for comparison (12:00 pm - 12:30 pm) at Rancho High School, 2/16 - 2/22, 2023. Results show recurring off-task behavior (self-talk, head resting on a music stand, instrument in case, looking around, talking to peers) observed during group instruction and independent practice of the beginning guitar class from (appendix a); graphed data can be seen in Appendix B.

Data during treatment sessions was conducted by continuous time sampling during the guitar class. Duration was calculated in number of minutes using a stopwatch application on a smartphone. After instructions were disseminated at the beginning of class, time would accrue the immediate moment E. began independent practice. If E. paused playing for any reason, the stopwatch was paused. Reactivation of the cumulative time would begin when E. began independent practice. Duration of independent practice was recorded as cumulative minutes during each session. E. was not required to have continuous uninterrupted practice to satisfy criterion of the target behavior. Cumulative minutes equaling 15 or more were considered meeting criterion levels for the period. Anecdotal notes were recorded during the observation to be used in appropriate instructional objective planning. Data was recorded on a dated data sheet

and transferred to a secured password protected digital platform used by the school district (appendix g). Handwritten notes were destroyed after transfer.

Positive Reinforcement

The Dunn-Rankin preference assessment was utilized with my participant (appendix h). The decision to use this assessment was decided after conferring with his homeroom special education teacher and agreeing it would be appropriate. Though many of the questions seemed redundant, he was very accommodating, compliant, and patient. Results showed AA (9), PA (7), TNGBL (9), COMP (7), and INDEP (9). E. seems to function well with the students, but does not engage in social activity with them regularly. This may explain lower scoring preference for peer approval and competition. He declared that Pepsi was his preferred soft drink and, (from prior consultation with his homeroom teacher) it was noted that E. prefers chocolate Pop Tarts as a possible reinforcer. His homeroom teacher also indicated that he enjoys time sitting on his beanbag playing with this Chromebook. At the conclusion of administering the reward preference inventory, praise was given to him for completion. His approval of the praise was reflected in his body language. After discussing the preference assessment with this homeroom special education teacher, it has been determined that his choice of a chocolate Pop Tart or Pepsi will be given contingent on meeting criteria for participation in guitar class for the first phase of intervention. After asking E. his preference between Pop Tart or Pepsi, he chose the Pop Tarts for each reward.

Schedule of reinforcement will incorporate the already existing token economy from his homeroom teacher. Complete minutes of practice will accumulate for each guitar session. Criterion mastery for each session would be defined as 15 minutes of cumulated independent practice. For the first intervention phase, 15 tokens can be exchanged for Pepsi or Pop Tart at the

end of class as his lunch period is immediately after the guitar class. Praise from the attending instructional aide that is monitoring his progress will also be administered. If criterion is not met within 5 sessions, changes to intervention will be revised to accommodate the target behavior. If the mastered criterion is met within 5 sessions, changes will be revised to accommodate the fading of reinforcement or change in the criterion.

Procedures

Target Behavior/Description	Antecedents	Consequences	Functional Hypothesis
Upon entering the beginning guitar classroom, students acquire their assigned guitar from the storage along the wall and go to their respective seat and prepare for playing. After attendance is called and instructions are disseminated, students are required to practice independently for the duration of the lesson. The student should have the appropriate sheet music displayed on the music stand in front of them, acquired either from a previous lesson or from the teacher for the day. The instrument case should be placed flat on the floor. All necessary accessories (neck strap, pick, etc.) should accompany the presentation. The handling of the instrument and all other related equipment should be handled in a cautionary manner to prevent damage.	<p>Setting event: 6th period beginning guitar class, prior to lunch</p> <p>Antecedent: Teacher instructions and directives prior to independent practice.</p>	No consequences were administered by the teacher or aides during these observations.	<p>Primary: Avoidance/Escape task demand</p> <p>Secondary: Attention</p> <p>E. displays avoidance of participation during the beginning guitar class. Rare instances of attention seeking behavior were observed during the five session observations (self-talk, peer interaction). Three possible reasons for avoiding independent guitar playing:</p> <ol style="list-style-type: none"> 1.) Reinforcement procedures are not in place 2.) Hunger, guitar class was the period before lunch 3.) Loud and active environment

Additionally, while playing, the student should be tracking (eyes focused on music or other music related operations) during performance practice.

Examples:

- instrument held at correct angle;
- sitting toward the front of the chair;
- eyes staring at the music;
- no extraneous body movement;
- arms in the correct position;
- fingers, hands in proper playing position;
- feet flat on the floor

Non-Examples:

- back against the chair;
- talking to himself or others;
- fidgeting/stimmin g;
- moving head, eyes, body;
- eyes wandering;
- resting head on music stand;
- not holding instrument

Functional Communication Training protocol	Antecedent Intervention	Reinforcement Schedule	Reactive protocol

<p>E. will raise hand and wait for the teacher to come by his station to request performance related assistance or bathroom excusal.</p> <p>Comments and questions are required to be in verbal form.</p>	<p>Teacher will remind E. of the reinforcement schedule at beginning of class; praise will be administered as NCR or during intermittent fidelity check during independent practice time, if observed.</p>	<p>E will earn a token for every continuous minute of practice during the independent practice period of guitar class. Data will be observed by the assigned instructional aide with a stop-watch or other duration counting application in the form of seconds. For instance, if 5 minutes of practice are observed during one class session, 5 tokens will be awarded. He may rest between segments. Complete minutes of practice will accumulate for the session. Criterion mastery for each session would be defined as 15 minutes of cumulated independent practice. If master criterion is not met within 5 sessions, changes to intervention will be revised to accommodate the target behavior.</p>	<p>Response interruption and redirection will occur if required for stimming and out of seat.</p> <p>Modeling and positive practice will be used for correcting performance related issues.</p>
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Experimental Design

The single subject design utilized for the behavior change was a changing criterion design (A-B-BC). The model included baseline, intervention 1, and intervention 2. Intervention 1 incorporated the reward for 15 minutes of cumulative independent practice per session. During the second intervention phase, peer tutoring was paired with the reward. The peer tutor would present E. with instructions of what to practice during the class period. The first peer instructed session required E. to perform a specified rhythm on the guitar. The second peer instructed session required E. to perform the previously taught rhythm on a G chord. The third peer instructed session required E. to perform the same rhythm on a D chord. The fourth and fifth peer instructed session incorporated all three elements (rhythm, G chord, D chord) in any

combination so long as E. practiced independently for 15 minutes per class session. The peer was only required to give instructive guidance at the beginning of the session by explaining, modeling, and correction of hand placement for each day. After the instructive period, the peer did not facilitate more guidance for E. because it was unnecessary, but available if needed. The changing criterion design was chosen because “various changing conditions designs can be used to evaluate the effects of more than one treatment or a combination of treatments” (Richards, 2019). Regardless of the reason, a functional relationship for peer or the reward cannot be established due to the cumulative or sequencing effect. A way to test the effect would be to return to independent practice only with no peer instruction for the next phase (A-B-BC-B) and compare data trends.

Results and Discussion

During phase 1, the reinforcement (1 sleeve of Pop Tarts) was delivered for 15 minutes of cumulative duration criteria that E. displayed each session. During this phase, E. had free choice of what to practice on the guitar. During phase 2, E. was required to independently practice specific discrete tasks in effort to complete the chain of performing a chord sequence. The peer instructed E. on the repetitive rhythm to be used (1, 2, 3+, 4) with whatever string or combination of strings he preferred. The second class session, E. was required to perform the same rhythm with a G chord only. The third session E. was required to perform the same rhythm with a D chord only. The fourth session, E. had free liberty to perform both chords in any combination with the same rhythm. The fifth session was the same as the fourth during Phase 2. The next phase will require E. to perform the chords and rhythm in a specific fashion (1, 2, 3+, 4 = G, G, DD, G).

A limitation to the design is due to the confounding variables in the BC phase of this design. By combining two different treatments, it is difficult to determine which treatment is affecting the function of the target behavior. Fortunately, for the current design, E.'s responding remained relatively steady from condition B to condition BC. The data may suggest that peer instruction was simply instruction and not a motivating factor due to the lack of communication after the peer delivered the instruction at the beginning of the class. Because the instructing peer sat next to E. in the class, proximity may have resulted in reactivity to keep E. independently practicing as well. According to the peer instructor, E. did not socialize or converse with him after the initial instruction time each session.

Overall, E. showed enthusiasm for the intervention. He began smiling when he walked into the classroom and after the first intervention did not need assistance or prompting for what operations related to setting up the guitar, music stand, and other materials for each class session. In addition, if asked how many minutes he needed to complete each day, he responded correctly and enthusiastically. As seen in the line graph (appendix h), the first day of intervention, E. exhibited 34 minutes of independent practice. During the remaining sessions, his recorded independent practice ranged from 15 to 24 minutes and all sessions have met criteria since treatment began. After E. displayed criterion mastery for five sessions and discussions with his resource teacher, it was decided to maintain a criterion of 15 minutes for positive reinforcement, but implement peer instruction for the next phase. It was also discussed to begin fading procedures after the instructive period of learning his first song has been completed. E. showed enthusiasm and comfortability during all treatment phases thus far and plans to continue the intervention until the end of the school year are planned. An additional note, after treatment began, if E. would see me passing in the hallway at any time of the day, he was very forthcoming

and said hello while smiling. This behavior showed increasing functional communication socially, not observed prior to intervention.

Implications for Future Intervention and Generalization

After consultation with his resource teacher, any tokens earned after the 15 minutes in guitar class can be used in his resource class merit point accumulation. For example, if E. practices 24 minutes in one class, 24 tokens will be rewarded. 15 tokens will earn the Pop Tart sleeve, and 9 tokens can be used in his resource classroom token economy system. Currently, the course of intervention will be to incorporate two chords changing utilizing the same rhythm to create a song. Peer instruction as discrete training, shaping, and chaining will be used to complete this objective. Criterion for minutes practiced, token exchange, and praise will be maintained throughout. Fading will begin for a number of minutes after he has shown accomplished technique of the aforementioned procedure. Because E. has lunch after the guitar class period, It was also decided to maintain Pop Tarts as the exchange reinforcer. If E. should begin to show fewer than 15 minutes of independent practice, the reinforcement of Pepsi may be offered, or another preference assessment will be administered.

Ultimately, natural reinforcement for accomplishing tasks is the end goal for E. in all of his coursework. However, the fading procedure will need to be longitudinal in nature due to the lack of skills acquired on guitar and just beginning to learn. Currently he is on a changing criterion design of independent practice duration (in minutes). A timeline for fading may be compounding or can utilize use lesser degrees of changing criterion so not to create ratio strain:

Week 1 of Fading	15 minutes per class of	1 token per minute
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	independent practice	
Week 2 of Fading	20 minutes per class of independent practice	1 token for 2 minutes
Week 3 of Fading	25 minutes per class of independent practice	1 token for 3 minutes
Week 4 of Fading	30 minutes per class of independent practice	1 token for 4 minutes
Week 5 of Fading	35 minutes per class of independent practice	1 token for 5 minutes

Generalization for independent studying, practicing, and work completion is required in all of his classes (with the exception of physical education). An identified peer in his guitar class that sits in proximity to E. has agreed to cooperate and provide peer mentoring during the remainder of his guitar class this school year. His other academic courses are in self-contained settings with minimal peer interaction. The supervising teacher and/or aide has agreed to continue implementation with similar guidelines as the guitar class.

References

Richards, S. (2019). *Single subject research: Applications in educational settings* (3rd ed.). Cengage.

Appendix A

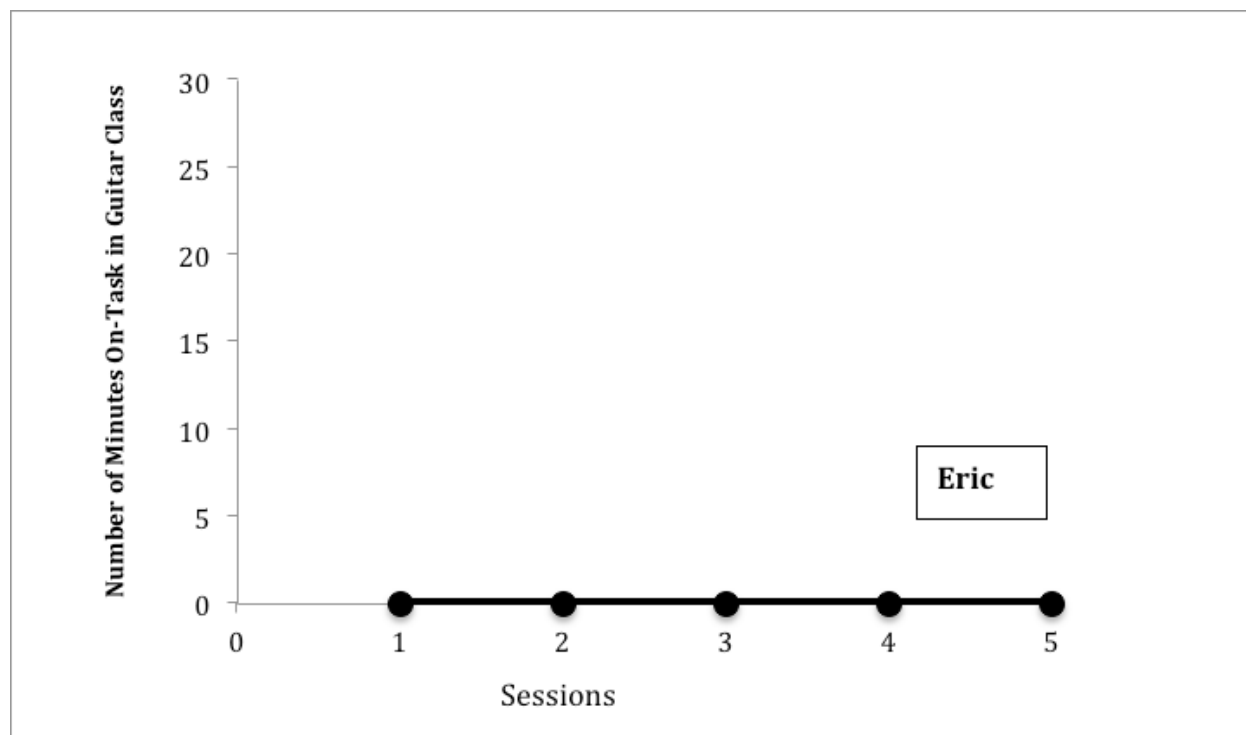
Scatterplot Observation Form - GUITAR

Student Name: E.						Date Started: 2.16 -2.22.2023 Guitar Class				
Observer: Williams						Coding Key: √= Behavior observed				
Target Behavior: Off-task						√+ = observed multiple times				
TIME	M	T	W	R	F	M	T	W	R	F
10:00AM				√	√	√	√	√		
10:01 AM				√	√	√	√	√		
10:02AM				√	√	√	√	√		
10:03AM				√	√	√	√	√		
10:04AM				√	√	√	√	√		
10:05AM				√	√	√	√	√		
10:06AM				√	√	√	√	√		
10:07AM				√	√	√	√	√		
10:08AM				√	√	√	√	√		
10:09AM				√	√	√	√	√		
10:10AM				√	√	√	√	√		
10:11 AM				√	√	√	√	√		

10:12AM			√	√	√	√	√		
10:13AM			√	√	√	√	√		
10:14AM			√	√	√	√	√		
10:15AM			√	√	√	√	√		
10:16AM			√	√	√	√	√		
10:17AM			√	√	√	√	√		
10:18AM			√	√	√	√	√		
10:19AM			√	√	√	√	√		
10:20AM			√	√	√	√	√		
10:21AM			√	√	√	√	√		
10:22AM			√	√	√	√	√		
10:23AM			√	√	√	√	√		
10:24AM			√	√	√	√	√		
10:25AM			√	√	√	√	√		
10:26AM			√	√	√	√	√		
10:27AM			√	√	√	√	√		
10:28AM			√	√	√	√	√		
10:29AM			√	√	√	√	√		
10:30AM			√	√	√	√	√		

Appendix B

Graph of Off-Task Behavior in Guitar Class (2.16, 2.17, 2.20, 2.21, 2.22.2023)



[illegible]

Appendix D

Date 2.23.23	Antecedent	Behavior	Consequence
Avoidance GUJAR Time Began 10:00 am Time ended 10:30 am Total Duration 30 minutes 0 prompt	<u>X</u> presented with an instructional <u>demand: independent practice of the guitar</u> Transition from highly-preferred to lesser- preferred activity What activities? _____ Adult interrupted some enjoyable/reinforcing activity. wants something and the answer is "no." What item? _____ confronted with inappropriate behavior Other _____	tantrum-duration: Property destruction Throw/tearing materials Aggression towards others (adult/peer) Hit Kick Bite Flop/Lay on floor Other: Off-task: self-talk, laying head down Intensity level of aggression	<u>X</u> Ignored behavior Redirected to task teacher question to get him started Redirected to a different, highly-preferred activity Blocked response Time-out Other _____
Date 2.23.23	Antecedent	Behavior	Consequence
Avoidance MATH Time Began 12:00 pm Time ended 12:30 am Total Duration 30 minutes 2 prompt	<u>X</u> presented with an instructional <u>task/demand: independent practice of math assignment</u> Transition from highly-preferred to lesser- preferred activity What activities? _____ Adult interrupted some enjoyable/reinforcing activity. wants something and the answer is "no." What item? _____ confronted with inappropriate behavior Other _____	tantrum-duration: Property destruction Throw/tearing materials Aggression towards others (adult/peer) Hit Kick Bite Flop/Lay on floor Other: Off-task: self-talk, staring Intensity level of aggression	Ignored behavior <u>X</u> Redirected to task by teacher Redirected to a different, highly-preferred activity Blocked response Time-out Other _____
Date 2.24.23	Antecedent	Behavior	Consequence

Avoidance GUITAR Time Began 10:00 am Time ended 10:30 am Total Duration 30 minutes 0 prompt	<u> X </u> presented with an instructional /demand: <u>independent practice of the guitar</u> ___ Transition from highly-preferred to lesser- preferred activity What activities? _____ ___ Adult interrupted some enjoyable/reinforcing activity. wants something and the answer is “no.” What item? _____ ___ confronted with inappropriate behavior ___ Other _____	___ tantrum-duration: ___ Property destruction Throw/tearing materials ___ Aggression towards others (adult/peer) ___ Hit ___ Kick ___ Bite ___ Flop/Lay on floor Other: Off-task, self-talk, laying head down, peer talk Intensity level of aggression	<u> X </u> Ignored behavior Redirected to task teacher question to get him started Redirected to a different, highly-preferred activity ___ Blocked response ___ Time-out Other _____
Date 2.24.23	Antecedent	Behavior	Consequence
Avoidance MATH Time Began 12:00 pm Time ended 12:30 am Total Duration 0 minutes 1 prompt	<u> X </u> presented with an instructional task/demand: <u>enrichment video</u> ___ Transition from highly-preferred to lesser- preferred activity What activities? _____ ___ Adult interrupted some enjoyable/reinforcing activity. wants something and the answer is “no.” What item? _____ ___ confronted with inappropriate behavior ___ Other _____	___ tantrum-duration: ___ Property destruction Throw/tearing materials ___ Aggression towards others (adult/peer) ___ Hit ___ Kick ___ Bite ___ Flop/Lay on floor X Other: Walked to the trashcan Intensity level of aggression	___ Ignored behavior <u> X </u> Redirected to task by teacher Redirected to a different, highly-preferred activity ___ Blocked response ___ Time-out Other _____

Appendix E

FAST

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: [REDACTED] Age: 15 Date: 02-24-23

Behavior Problem: Non responsive to choice of staying on task (Attention span)

Functional Assessment Screening Tool
Page 2

14. The behavior often occurs during training activities or when asked to complete tasks. ☒ Yes ☐ No
15. (S)he often is noncompliant during training activities or when asked to complete tasks. ☒ Yes ☐ No
16. The behavior often occurs when the immediate environment is very noisy or crowded. Yes ☒ No
17. When the behavior occurs, you often respond by giving him/her brief "break from an ongoing task." ☒ Yes ☐ No
18. The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. Yes ☒ No
- Part III: Nonsocial (Automatic) Reinforcement**
19. The behavior occurs frequently when (s)he is alone or unoccupied. ☒ Yes ☐ No
20. The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment. ☒ Yes ☐ No
21. (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. Yes ☒ No
22. (S)he is generally unresponsive to social stimulation. Yes ☒ No
23. (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger wringing, object twirling, mouthing, etc. ☒ Yes ☐ No
24. When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.) Yes ☒ No
25. The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. ☒ Yes ☐ No
26. The behavior seems to occur more often when the person is ill. Yes ☒ No
27. (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). Yes ☒ No

Scoring Summary
Circle the items answered "Yes." If you completed only Part II, also circle items 1, 2, and 3

<u>Likely Maintaining Variable</u>												
1	2	3	4	5	6	<input checked="" type="radio"/>	8	Social Reinforcement (attention)				
1	2	3	9	10	11	12	13	Social Reinforcement (access to specific activities/items)				
1	2	3	14	15	16	17	18	Social Reinforcement (escape)				
19	20	21	22	23	24	Automatic Reinforcement (sensory stimulation)						
19	20	24	25	26	27	Automatic Reinforcement (pain attenuation)						

Comments/Notes: [REDACTED] is not defiant, but does not play the guitar.

Appendix F

508 CONSENT

CONFIDENTIAL

Clark County School District – Las Vegas, Nevada
Student Services DivisionCCF-555
Rev. 2/14

Consent for Special Education Supports

Student Name: Eric Grade: 9 DOB: 01/25/08 ID#: 1365634
 Date: 08/22/22 Location: Rancho High School

Dear Parent/Guardian/Adult Student:

A referral for Student Services has been made for: a) direct assessments to facilitate Individualized Education Program (IEP) development and/or b) support to the special education teachers serving Cisneros, Eric. Selective assessments and/or instructional supports will be completed by Clark County School District staff who are involved.

This is not consent for a comprehensive evaluation for special education eligibility.*

Selective assessments and/or instructional guidance may include:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Academic Performance/Achievement | <input type="checkbox"/> Speech/Language/Communication |
| <input type="checkbox"/> Health/Sensory/Motor | <input type="checkbox"/> Functional Behavioral Assessment |
| <input checked="" type="checkbox"/> Transition | <input checked="" type="checkbox"/> Social/Emotional/Behavior |
| <input checked="" type="checkbox"/> Progress Monitoring | <input type="checkbox"/> Other () |
| <input checked="" type="checkbox"/> Observations | |

It is anticipated that the information gathered from the assessments and/or instructional guidance identified above will be used for the following purposes (e.g., staff facilitating instructional planning, IEP development, behavior plan development, transition planning, etc.):

Request permission to conduct evaluations to develop current performance levels and annual IEP goals.

Michael Arciga

Sped Teacher

Printed Name (person completing form)

Title

Signature

Authorization for Supports:

The purpose of these supports has been explained to me. Permission for the supports identified above will only be effective for the 2022-2023 school year. I understand that this authorization will remain in effect throughout that time period unless I revoke it. I understand that I may revoke my consent at any time, but that I must submit my revocation either verbally or in writing.

I hereby authorize the Clark County School District to assess and/or provide guidance in all areas identified above:

☒ Yes ☐ No

Parent/Guardian/Adult Student Signature

08/22/22

Date

*Note: Formal evaluations for special education eligibility must use the CCF-555: Parental Consent for Evaluation Form – Student Services

Distribution: Original – Confidential Folder 1st Copy – Parent/Guardian/Adult Student

CCSD
Clark County School District

Appendix G

Observation Notes and Data for E. During Intervention, Continuous Cumulative Time Sampling

OBSERVATION NOTES AND DATA FOR E.

DATE	TIME PLAYING (MINUTES)
3.28.23 (free choice strumming)	34 - Reinforcement 1, 2 given
3.30.23 (free choice strumming)	20 - Reinforcement 1, 2 given
4.3.23 (free choice strumming)	15 - Reinforcement 1, 2 given
4.5.23 (free choice strumming)	24 - Reinforcement 1, 2 given
4.7.23 (free choice strumming)	20 - Reinforcement 1, 2 given
4.11.23 (peer instruction, 1,2,3+4 rhythm)	24 - Reinforcement 1, 2 given
4.13.23 (peer instruction, G chord and rhythm)	18 - Reinforcement 1, 2 given
4.17.23 (peer instruction, G/D chord and rhythm)	24 - Reinforcement 1, 2 given
4.19.23 (peer instruction, G/D chord and rhythm)	19 - Reinforcement 1, 2 given
4.21.23 (peer instruction, G/D chord and rhythm)	22 - Reinforcement 1, 2 given

Reinforcement 1: Chocolate Pop Tarts

Reinforcement 2: Praise

Appendix H

Dunn-Ranking Assessment

Scoring Instructions: Circle the student choice for items 1-40. Add the number of circled items in each column and summarize below.

*** PROFILE ***				
AA (adult approval)	PA (peer approval)	TNGBL (tangibles)	COMP (competition)	INDEP (independence)
1.a	2.b	2.a		
3.b	4.a	5.b	4.b	3.a
6.a	6.b	8.a	7.a	5.a
8.b	9.a	10.a	10.b	7.b
11.a	12.b	12.a	11.b	9.b
13.b	14.a	15.b	14.b	13.a
16.a	16.b	18.a	17.a	15.a
18.b	19.a	20.b	20.a	17.b
21.a	22.b	22.a	21.b	19.b
23.b	24.a	25.b	24.b	23.a
26.a	26.b	27.a	27.b	25.a
28.b	29.a	28.a	29.b	27.b
31.a	32.b	32.a	30.a	29.b
33.b	34.a	35.b	31.b	33.a
36.a	36.b	37.a	34.b	35.a
38.b	39.a	38.a	37.b	37.b
		40.b	40.a	39.b
Total = 9	Total = 7	Total = 9	Total = 11	Total = 9

DUNN-RANKIN REWARD PREFERENCE INVENTORY

Student Name: [redacted]

Grade: 10 Date: 3.10.23

Administered By: Williams

PROFILE SUMMARY	
AA	9
PA	7
TNGBL	9
COMP	11
INDEP	9

Directions:
Suppose that you have worked hard on an assignment and you think that you have done a good job. Which of the two choices below would you like better?

a. _____ Teacher gives you a gold star.
b. _____ A friend says he likes you.

If you choose the gold star, make a check mark ✓ on the line in front of the statement about the star. If you like what your friend would say better, put a check ✓ in front of that statement.

On the following pages are pairs of other things that might happen after you have done a good job or finished your work. Choose ONE of each pair that you would prefer and place a check on the line in front of it. Make only one check per pair.

Other Methods of discovering potential reinforcers include open-ended questions. For example:

- What kinds of things do you collect?
- Who are four people you would like to eat lunch with?

Directions: Choose ONE of each pair that you would prefer and place a check mark (✓) on the line in front of it. Make only one check per pair.

- | | |
|--|--|
| 1. a <input checked="" type="checkbox"/> Teacher writes "100" on your paper
b _____ You are the first to finish your work | 11. a <input checked="" type="checkbox"/> Teacher writes "A" on your paper
b _____ Be the only one who can answer a question |
| 2. a <input checked="" type="checkbox"/> A package of bubble gum
b _____ Students ask you to be on their team | 12. a <input checked="" type="checkbox"/> A candy bar
b _____ Friends ask you to sit with them |
| 3. a _____ Be free to do what you like
b <input checked="" type="checkbox"/> Teacher writes "100" on your paper | 13. a <input checked="" type="checkbox"/> Be free to go outside
b <input checked="" type="checkbox"/> Teacher writes "A" on your paper |
| 4. a <input checked="" type="checkbox"/> Students ask you to be on their team
b _____ Be the first to finish your work | 14. a _____ Friends ask you to sit with them
b <input checked="" type="checkbox"/> Be the only one who can answer a question |
| 5. a <input checked="" type="checkbox"/> Be free to do what you like
b _____ A package of bubble gum | 15. a <input checked="" type="checkbox"/> Be free to go outside
b <input checked="" type="checkbox"/> A candy bar |
| 6. a _____ Teacher writes "100" on your paper
b <input checked="" type="checkbox"/> Students ask you to be on their team | 16. a <input checked="" type="checkbox"/> Teacher writes "A" on your paper
b _____ Friends ask you to sit with them |
| 7. a _____ Be the first to finish your work
b <input checked="" type="checkbox"/> Be free to do what you like | 17. a <input checked="" type="checkbox"/> Be the only one who can answer a question
b <input checked="" type="checkbox"/> Be free to go outside |
| 8. a <input checked="" type="checkbox"/> A package of bubble gum
b _____ Teacher writes "100" on your paper | 18. a <input checked="" type="checkbox"/> A candy bar
b <input checked="" type="checkbox"/> Teacher writes "A" on your paper |
| 9. a _____ Students ask you to be on their team
b <input checked="" type="checkbox"/> Be free to do what you like | 19. a <input checked="" type="checkbox"/> Friends ask you to sit with them
b _____ Be free to go outside |
| 10. a _____ A package of gum
b <input checked="" type="checkbox"/> Be the first to finish your work | 20. a <input checked="" type="checkbox"/> Be the only one who can answer a question
b <input checked="" type="checkbox"/> A candy bar |

Directions: Choose ONE of each pair that you would prefer and place a check mark (✓) on the line in front of it. Make only one check per pair.

- | | |
|---|--|
| 21. a <input checked="" type="checkbox"/> Teacher writes "Perfect" on your paper
b <input type="checkbox"/> Have only your paper shown to the class | 31. a <input checked="" type="checkbox"/> Teacher writes "Excellent" on your paper
b <input type="checkbox"/> Have your paper put on the bulletin board |
| 22. a <input checked="" type="checkbox"/> An ice cream cone
b <input type="checkbox"/> Classmates ask you to be the class leader | 32. a <input checked="" type="checkbox"/> A soft drink
b <input type="checkbox"/> Friends ask you to work with them |
| 23. a <input type="checkbox"/> Be free to play outside
b <input checked="" type="checkbox"/> Teacher writes "Perfect" on your paper | 33. a <input checked="" type="checkbox"/> Be free to work on something you like
b <input type="checkbox"/> Teacher writes "Excellent" on your paper |
| 24. a <input type="checkbox"/> Classmates ask you to be the class leader
b <input checked="" type="checkbox"/> Have only your paper shown to the class | 34. a <input type="checkbox"/> Friends ask you to work with them
b <input checked="" type="checkbox"/> Have your paper put on the bulletin board |
| 25. a <input checked="" type="checkbox"/> Be free to play outside
b <input type="checkbox"/> An ice cream cone | 35. a <input checked="" type="checkbox"/> Be free to work on something you like
b <input type="checkbox"/> A soft drink |
| 26. a <input type="checkbox"/> Teacher writes "Perfect" on your paper
b <input checked="" type="checkbox"/> Classmates ask you to be the class leader | 36. a <input type="checkbox"/> Teacher writes "Excellent" on your paper
b <input checked="" type="checkbox"/> Friends ask you to work with them |
| 27. a <input checked="" type="checkbox"/> Have only your paper shown to the class
b <input type="checkbox"/> Be free to play outside | 37. a <input type="checkbox"/> Have your paper put on the bulletin board
b <input checked="" type="checkbox"/> Be free to work on something you like |
| 28. a <input checked="" type="checkbox"/> An ice cream cone
b <input type="checkbox"/> Teacher writes "Perfect" on your paper | 38. a <input checked="" type="checkbox"/> A soft drink
b <input type="checkbox"/> Teacher writes "Excellent" on your paper |
| 29. a <input type="checkbox"/> Classmates ask you to be the class leader
b <input checked="" type="checkbox"/> Be free to play outside | 39. a <input checked="" type="checkbox"/> Friends ask you to work with them
b <input type="checkbox"/> Be free to work on something you like |
| 30. a <input checked="" type="checkbox"/> Have only your paper shown to the class
b <input type="checkbox"/> An ice cream cone | 40. a <input checked="" type="checkbox"/> Have your paper put on the bulletin board
b <input type="checkbox"/> A soft drink |

Appendix I

E. Line Graph Data

