

Clint Williams

EDG 651

2.26.2023

FBA Report

Description of Individual

Eric 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. Eric 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. Eric has a docile and accommodating demeanor stated from his teachers and noted during the observations. Demographics: Latino, free-reduced lunch, 15 years of age, and 5' 9" tall, approximately 175 lbs, English is primary language. His residence consists of father, mother, and himself. Current BIP target behavior states:

“Frequency data indicates that during special (PE) unstructured times, when Eric 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 Procedure

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

Behavioral Objective

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

Sources of Data Identified and Analyzed

Eric shows typical physical development, has good verbal communication skills, but displays deficiency with application of on-task behavior and music literacy to the assigned music curriculum. After completing the trial sessions it is believed Eric will increase on-task behavior in the guitar class. Intervention for on-task behavior in the guitar class will consist of applying a modified version of the existing token economy from the self-contained home room class. Maintenance will be assessed intermittently after the treatment sessions have concluded by the assigned instructional aide. It is believed this intervention will improve the applied performance aspect of his guitar playing, discover a new stimulus for automatic reinforcement, and improve the social interaction with the peers in his class.

Observations for Eric 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.

Results from the FAST instrument (appendix e) and teacher interview record that Eric 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 Eric 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 Eric 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. Eric 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. Eric 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. Eric is never alone during guitar instruction time, 30 other students and three adults are always present. It is unknown if Eric 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 Eric 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, Eric was required to work independently at his station on his Chromebook. This station included a bean-bag 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. Eric 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. Eric 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.

Hypothesis of Function of Behavior

Eric 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:

- 1.) Reinforcement procedures are not in place
- 2.) Hunger, guitar class was the period before lunch
- 3.) Loud and active environment

Unlike the guitar class, Eric displayed on-task behavior in his math class at over 90% of recorded intervals. But, his resource teacher reminded him of earning tokens for proper behavior and achievement on his assigned math lessons. This may have been a motivating factor for staying on-task. Additionally, he responded “I am the G.O.A.T.” upon hearing how many tokens he can earn for on-task behavior and completion of his math assignment. The resource teacher was attentive for all instances when Eric had a question and provided instructional guidance and/or prompt for redirection. The teacher and aides in the guitar class did not administer redirection, prompting, or an earned token system for reinforcement. Redirection for Eric was not given during the guitar class for any of the time observed. A motivation survey was not conducted to determine the possible function of behavior.

Plan for Testing Hypothesis

In order to test the hypothesis of task avoidance during guitar class a token system will be administered. He will earn a token for every continuous minute of independent 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. This time must be accumulated as segments of continuous practice in minutes to earn a token. 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. This may include the addition of edible reinforcement or environmental change to a low activity location (practice room). Data will be analyzed and changes to the plan will be conferred after discussion with assigned resource teacher and guitar teacher.

Outline of Behavior Change

Setting event: 6th period beginning guitar class, prior to lunch

Antecedent: Teacher instructions, reinforcement prompt of tokens, students allowed to begin independent practice

Goal Behavior: Reduce avoidance of independent guitar playing during class

Target Behavior: Off-task and non-participatory behavior after classroom instructions and directives have been administered

Replacement Behavior: Display the defined engagement of independent guitar practice for cumulative minutes

Antecedent intervention: Teacher will remind Eric of reinforcement schedule at beginning of class; praise will be administered during intermittent fidelity check during independent practice time, if observed.

Appendix A

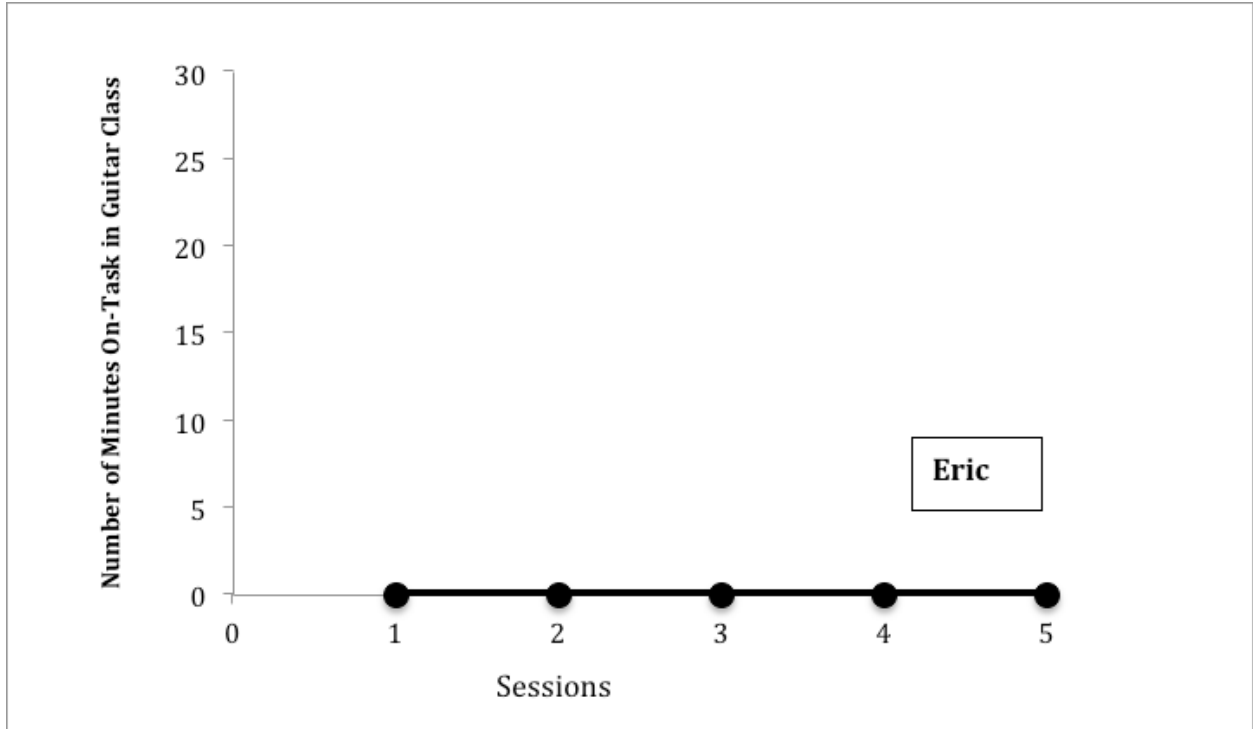
Scatterplot Observation Form - GUITAR

Student Name: Eric						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)



Appendix C

Scatterplot Observation Form - MATH

Student Name: Eric						Date Started: 2.20 -2.21.2023 Math Resource				
Observer: Williams						Coding Key: \surd = Behavior observed				
Target Behavior: Off-task						$\surd+$ = observed multiple times				
TIME	M	T	W	R	F	M	T	W	R	F
12:00PM										
12:01PM										
12:02PM										
12:03PM										
12:04PM										
12:05PM										
12:06PM										
12:07PM										
12:08PM										
12:09PM										
12:10PM										
12:11 PM										
12:12PM										
12:13PM										
12:14PM										
12:15PM										
12:16PM		\surd								

Appendix D

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

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

Appendix E

FAST

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: Eric Cisneros Age: 15 Date: 02-24-23
Behavior Problem: Non responsive to choice of staying on task (attention span)
Informant: _____ Interviewer: _____

To the interviewer: The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the informant: After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: _____ Parent Teacher/Instructor _____ Residential Staff _____ Other
How long have you known the person? _____ Years Months
Do you interact with the person on a daily basis? _____ Yes No
If "Yes," how many hours per day? _____ If "No," how many hours per week? 3
In what situations do you typically observe the person? (Mark all that apply)
 Self-care routines Academic skills training _____ Meals _____ When (s)he has nothing to do
 Leisure activities _____ Work/vocational training _____ Evenings _____ Other: _____

Part I. Social Influences on Behavior

- The behavior usually occurs in your presence or in the presence of others Yes No
 - The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. Yes No
 - The behavior often is accompanied by other "emotional" responses, such as yelling or crying Yes No
- Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

- The behavior often occurs when he/she has not received much attention Yes No
- When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) Yes No
- (S)he often engages in other annoying behaviors that produce attention Yes No
- (S)he frequently approaches you or others and/or initiates social interaction Yes No
- The behavior rarely occurs when you give him/her lots of attention Yes No
- The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity (If "Yes," identify: _____) Yes No
- The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: _____) Yes No
- When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: _____) Yes No
- (S)he often engages in other annoying behaviors that produce access to preferred items or activities. Yes No
- The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: _____ self-care _____ academic _____ work _____ other) Yes No

Adapted from the Florida Center on Self-Injury

- 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 waving, 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

Likely Maintaining Variable

1	2	3	4	5	6	<input checked="" type="checkbox"/>	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: Eric is not defiant, but does not play the guitar.

Appendix F


508 CONSENT

CONFIDENTIAL

Clark County School District – Las Vegas, Nevada
Student Services Division

CCSF 508
Rev. 2/19

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.

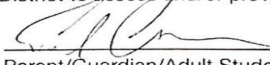
Michael Arciga Sped Teacher 
Printed Name (person completing form) Title Signature

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

 08/22/22
Parent/Guardian/Adult Student Signature Date

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