Behavioral Consultation Case Presentation

Presented By: Elizabeth Edgington
California State University, Chico
2011
Client Profile

- Client: Dan
- Grade: 7th
- Sex: Male
- Teacher: Ms. Waters

“He has a great smile and a natural curiosity that could make him an excellent student, if you can get him to sit in his seat long enough to start working.”

-Ms. Waters (consultee)
Consultee Profile

 Ms. Waters
 Teaching 7th grade for 19 years
 Teaches English and Language Arts
 “I called Dan’s mom and she informed me that he has been diagnosed with ADHD, but she does not want him to be medicated for it.”
 She is concerned that his behavior will prevent him from learning and his academics will suffer.
 She is worried that he will alienate himself from his friends with his attention seeking behavior.
The Problem Identified by the teacher

“Dan is very impulsive and distracted. He uses any excuse to get up out of his seat and walk around the classroom. During this time he usually pokes and pesters his other classmates.”

“He is hyper-alert and quick to react to any situation.”

“He comes to class unprepared. He doesn’t bring his journal, he doesn’t get his class materials out to complete his work, and he doesn’t pay attention to me while I explain directions on how to complete an assignment. Therefore, he is lost when other students begin to work independently.”
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<tr>
<th>Period</th>
<th>Time</th>
<th>Class</th>
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<tbody>
<tr>
<td>1</td>
<td>8:00-8:50</td>
<td>Learning Center</td>
<td>Barlow</td>
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<td>2</td>
<td>8:53-9:43</td>
<td><em>Language Arts</em> (Behavioral Intervention Area)</td>
<td>Waters</td>
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<td>Break</td>
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<td>3</td>
<td>9:58-10:48</td>
<td><em>Language Arts</em> (Behavioral Intervention Area)</td>
<td>Waters</td>
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<td>4</td>
<td>10:51-11:41</td>
<td>Pre-Algebra</td>
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<td>Lunch</td>
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<td>6</td>
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<td>P.E.</td>
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<td>7</td>
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<td>World History</td>
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<td>World History</td>
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Daily Routine

2nd Period Language Arts

- Typical class usually starts with writing down assignments in gold sheet planner.
- Next, students do independent journal writing.
- After journal writing the students do literature reading. During this time the teacher will read to the class or she guides the class with use of an audio recording.
- Toward the end of the period, students answer questions using their interactive reader.

3rd Period Language Arts

- Students work on vocabulary, spelling or grammar exercises.
Target Behaviors

Ms. Waters and I mutually identified two target behaviors to observe:

- **Out of Seat Behavior**: Leaving designated seat without permission i.e. walking around the classroom poking and antagonizing other students, getting up to use the bathroom, going to get a tissue, or getting hand sanitizer.
  - In Seat Behavior: Staying seated in designated seat.

- **Off Task Behavior**: Engaging in any other behavior other than on-task behavior i.e. not having work out, not having class materials, turning around in seat looking at other students, and talking to other students.
  - On Task Behavior: Having materials to complete current assignment and/or sitting in seat participating in the assigned task.
Antecedent: Language Arts

Behavior: Out of Seat

- Consequence:
  - C1: Teacher redirects Dan’s behavior through verbal reprimand to remain seated.
    - Code: Punishment because he is not allowed to walk around the classroom.
  - C2: Teacher moves Dan to another seat.
    - Code: Positive reinforcement because he is allowed to get up and walk to another desk.
  - C3: Receives attention from peers.
    - Code: Positive Reinforcement

Behavior: Off Task

- Consequence: Verbal reprimand from teacher
  - Code: Punishment because he has to get his work out and pay attention.
Problem Operationalized

**Antecedent**
- Language Arts
  - R+: Positive Reinforcement
  - P: Punishment

**Behavior**
- Off Task
- Out of Seat

**Consequence**
- Teacher Redirection
  - A: “Dan, I need you to sit down” (P)
  - B: Moves him to another seat (R+)
- Attention from peers (R+)
- Verbal reprimand from teacher (P)
Method of Recording

Target Behaviors: Off Task & Out of Seat Behavior

Method of Collecting Data: Momentary Time Sampling

Rationale: In this particular case, given that continuous recording is an unrealistic method of data collection, momentary time sampling was selected as the most suitable and practical method for recording the duration as well as recording frequency of the client’s behavior.
Daily Behavioral Progress Record
Date: ____________________
Monday-Thursday

Description of Behaviors to be recorded:
- **On-Task Behavior:** Listening to teacher directive and concentrating/focusing on what is to be done i.e: having materials, looking up at the teacher, reading/writing the assignment, following instructions.
- **Off-Task Behavior:** Engaging in any other behavior other than on-task behavior.
- **In Seat Behavior:** Staying seated in designated seat.
- **Out of Seat behavior:** Leaving designated seat without permission.

**Directions:** At each 5 minute interval during 2nd & 3rd period, for the first row, please circle if the student is exhibiting On-Task Behavior or Off-Task Behavior at the time indicated. For the second row, please circle if the student is out of his designated seat (Out seat) or has remained in his designated seat (In Seat).

### Period 2:

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Daily Behavioral Progress Record
Date: _______________
Friday Only

**Description of Behaviors to be recorded:**

- **On-Task Behavior:** Listening to teacher directive and concentrating/focusing on what is to be done i.e. having materials, looking up at the teacher, reading/writing the assignment, following instructions.
- **Off-Task Behavior:** Engaging in any other behavior other than on-task behavior.
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Baseline of Target Behaviors

Baseline Data

Off Task:
M = 54% SD = 30%

Out of Seat:
M = 6% SD = 10%
On vs. Off Task Behaviors

[Bar chart showing the percentage of on vs. off task behaviors over nine days]
On vs. Off Task Behaviors by Minute

Percentage of Minutes over 9 days (645 minutes total)
Problem Analysis
Background Information

- Dan lives with his grandparents.
  - He misses school to go spend time with mom while she babysits.

- He has 17 year old step brother that he never gets to see.

- Dan is in school with the same students from elementary school. During this time, he was also known for exhibiting attention seeking behaviors through off-task, out of seat and disruptive behaviors.

- He is failing all of his classes except his elective: Learning Center.
  - Dan claims, “When I read a story for English, I just cannot understand what is going on. I have a hard time following all the events taking place in the story.”
  - He does not turn in work.
What Dan Enjoys

Football; plays as a lineman, loves the Raiders

Skim Boarding & Wake boarding

Drawing; dragons are his favorite

Collecting baseball cards; he is a Giants fan

Attention from his peers

One on one time with adults

Bathroom breaks
Hypothesized Reasons for Behavior

Dan exhibits off task and out of seat behavior to gain the attention he does not receive from his older brother and his mother.

Dan’s struggling to understand the class work, so it is negatively reinforcing for him to be off task because he can avoid doing his work.

The attention Dan receives from being off task and out of his seat appears to be positively reinforcing, as he consequently receives the attention he desires.
Baseline Analysis

- Preliminary analysis shows Dan’s off task behavior was of most concern.

- Off task behavior consumed 54% of the minutes Dan spends in 2\textsuperscript{nd} and 3\textsuperscript{rd} period Language Arts.

- Goal:
  - We will use Differential Reinforcement of Incompatible Behavior (DRI) conjointly with shaping until the frequency and duration of on task behavior is increased to 100% and the percentage of off task behavior is decreased to 0%.
Intervention Methods

Differential Reinforcement of Incompatible (DRI) - to decrease the inappropriate target behavior by withholding reinforcers for it and by reinforcing an appropriate incompatible response.

- Positively reinforce on task behavior:
  - listening to teacher directive
  - concentrating/focusing on what is to be done
  - having materials
  - looking up at the teacher
  - reading/writing the assignment
  - following instructions

Shaping: Using momentary time sampling, shape Dan’s behavior by increasing the amount of time in each phase before Dan is allowed reinforcement.

Thinning of Reinforcement: (drawing time)
- Thinning refers to the spacing of a reinforcement schedule getting larger.

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# Daily Reinforcement Menu

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball Cards (Show &amp; Tell)</td>
<td>2 success tickets</td>
</tr>
<tr>
<td>Raiders/Giants Pictures</td>
<td>2 success tickets</td>
</tr>
<tr>
<td>Bathroom Pass</td>
<td>2 success tickets</td>
</tr>
<tr>
<td>Teacher Helper</td>
<td>2 success tickets</td>
</tr>
</tbody>
</table>
# End of the Week Reinforcement Menu

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
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<tbody>
<tr>
<td>Teach class how to draw</td>
<td>5 success tickets</td>
</tr>
<tr>
<td>Drawing Instruction/Art time with Ms. Waters</td>
<td>5 success tickets</td>
</tr>
<tr>
<td>Lunch with Mr. Garcia</td>
<td>5 success tickets</td>
</tr>
<tr>
<td>Showing Skim Board Competition Video</td>
<td>5 success tickets</td>
</tr>
</tbody>
</table>
Plan Implementation
At the end of *N minute interval: Verbal Praise given immediately along with Success Ticket & *DT minutes of drawing time

Success tickets can be turned in for an item on the reinforcement menu

At the end of *N minute interval: No Verbal Praise given, no success ticket & no reinforcement received

Antecedent

Behavior

Consequence
Plan Implementation

Phase 1: Place reinforcement menu on Dan’s desk at the beginning of 2nd period. At the end of the 5 minute interval, if you see Dan on task at that time, immediately provide verbal praise such as, “Thank you so much for being on task!”, give him a success ticket and allow 2 minutes of free drawing at his desk.

- If Dan is off task in the moment after the 5 minute interval, he does not get reinforced.

Phase 2: Place reinforcement menu on Dan’s desk at the beginning of 2nd period. At the end of the 10 minute interval, if you see Dan on task at that time, immediately provide verbal praise such as, “Thank you so much for being on task!”, give him a success ticket and allow 1 minutes of free drawing at his desk.

- If Dan is off task in the moment after the 10 minute interval, he does not get reinforced.
Plan Implementation

Phase 3: Place reinforcement menu on Dan’s desk at the beginning of 2nd period. At the end of the 15 minute interval, if you see Dan on task at that time, immediately provide verbal praise such as, “Thank you so much for being on task!” and give him a success ticket. No drawing time.

- If Dan is off task in the moment after the 15 minute interval, he does not get reinforced.

Phase 4: Place reinforcement menu on Dan’s desk at the beginning of 2nd period. At the end of the 20 minute interval, if you see Dan on task at that time, immediately provide verbal praise such as, “Thank you so much for being on task!”, give him a success ticket. No drawing time.

- If Dan is off task in the moment after the 20 minute interval, he does not get reinforced.

Eventually, the success ticket and verbal praise will be the only R+ for appropriate on task behavior.
Baseline Data

Off Task: M= 54% SD= 30%
Out of Seat: M= 6% SD=10%
Phase One

Off Task: M=16% SD=23%
Out of Seat: M=2% SD=6%
Phase Two:

- Off Task: M = 27% SD = 19%
- Out of Seat: M = 9% SD = 8%
Phase Three:

Off Task: M= 28% SD= 23%
Out of Seat: M= 3% SD=8%
Plan Evaluation
Analysis of Off Task Data: Intervention Outcome

- **Baseline**: 54% of the minutes off task; SD of 30%

- **Phase 1**: 16% of the minutes off task; SD of 23%
  - 38% Change from Baseline Performance

- **Phase 2**: 27% of the minutes off task; SD of 19%
  - 27% Change from Baseline Performance

- **Phase 3**: 28% of the minutes off task; SD of 23%
  - 26% Change from Baseline Performance
Intervention Outcome

In Phase Three, there are not enough trials to show the appropriate reduction of Dan’s off task behavior.

However, a decrease of 26% from baseline data indicates the intervention set in place has been working.

The intervention is progressing slower than initially expected.

The speed at which the behavior is to be reduced cannot be manipulated due to the amount of absences occurring over the course of intervention implementation.
Consultee Note: “When D is in class the intervention works great. However, the days surrounding his absences are very difficult for him.”
Expected Results

Based on the medians of off task behavior in Phase Two (35%) and Phase Three (30%), I was able to extrapolate the trendline for reaching criterion of off task behavior.

Criterion, off task behavior at 0%, should be reached in approximately 29 days.

Once criterion has been met for two weeks, maintenance and generalization will begin.

Once the behavior has been generalized and maintained for two weeks, the consultee will no long need to implement the intervention.
Phase Two  Phase Three

Trend Line

Criterion Reached

Percentage of Behaviors

100 90 80 70 60 50 40 30 20 10 0

0 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

Off-Task
Out of Seat
### Principles of Maintenance & Generalization

- Thin reinforcers and replace them with verbal praise.
- Thin verbal praise until it is generalized to natural classroom reinforcement.
- Utilize verbal praise to assist intervention maintenance if the client’s behavior reverses after completion of the treatment plan.
- Continue use of token economy in the classroom, with the client receiving no extra reinforcement for on-task behavior.
Implementation of Maintenance & Generalization

- **Week 1**: Remove end of week reinforcement menu. Pair verbal praise with success ticket application. Allow success tickets to be exchanged only for items on daily reinforcement menu.

- **Week 2**: Remove daily reinforcement menu. Pair verbal praise with every other success ticket application. Allow client to exchange success ticket for reinforcement items that are available for all students.

- Upon completion, verbal praise reinforcement will resemble the verbal praise that is received by his peers.
Consultee’s Evaluation

 Rewards of intervention success:
  - Positive attention from peers
  - Altruistic behavior
  - Diligence and concentration
  - Increased ability to learn
  - Organizational skills

 External validity:
  - “I can use the skills I learned from this behavioral consultation and apply them to behavior problems exhibited by other students in my classes.”
    - Ms. Waters (consultee)

 Generalization:
  - “During phase three I move Dan’s desk to the back of the classroom and he still maintained his on task behavior!”
    - Ms. Waters (consultee)
Factors contributing to intervention success:

- Variability of initial behaviors
- Salient reinforcement menus
- Integrity of intervention implementation
- Constructive collaboration between consultee and consultant
- Continuous communication and feedback
Additional Remarks:

“We are already helping Dan. He is aware of his behavior and tries to correct himself! Thank you!”

-Ms. Waters (consultee)

“I understand that the intervention will take a while longer to complete but I am more than willing to see it through to the end.”

-Ms. Waters (consultee)
Questions or Comments:

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