

Running head: FBA & BSP

Functional Behavioural Assessment and Behaviour Intervention Plan

Lianne Vroom

University of Calgary

Functional Behavior Assessment

Date: 02/10/2017

Name: Eternity Sloan

Date of Birth: 12/02/2009

Age: 7

Grade: 2 French Immersion

Parents: Brandy Lee Sloan & Ken Sloan

Classroom Teacher: Mrs. C. Billinger

School: Tomekichi Homma Elementary School

Referral Information

Eternity was referred for a functional behavioural assessment because of concerns regarding her ability to stay on task and complete assignments at school. Her parents and teacher want to obtain information regarding the behaviours that are interfering with Eternity's educational progress in order to assist with program planning.

Definition of Target Behaviors

Off-task: Not working on assigned task (e.g., scribbling or doodling instead of writing), leaving the assigned instructional area, gazing around class, not following directions, and/or the presence of self-stimulating behaviours (e.g., placing body parts or objects in one's mouth).

Methods of Functional Behavioural Assessment

Teacher interview

Parent interview

Student interview

Direction behavioural observation of the child in her home using the Functional Behaviour Assessment Observation Form (FBAOF)

Summary of information provided by parent, teacher and student interviews:

Eternity's mother was interviewed at the school on Wednesday, February 1st for 30 minutes after school. Mrs. Billinger, Eternity's current classroom teacher, was interviewed over the lunch hour on February 1st at school from 12:20-1:05PM, Eternity was interviewed for 15 minutes during class time on February 1st.

Health:

According to Mrs. Sloan, Eternity generally has good health, however she has had several colds this school year where she has been coughing to the point of vomiting. Mrs. Sloan noted that when not sick, Eternity sleeps well at night without getting up. Mrs. Sloan describes Eternity is a good eater stating that she likes to eat vegetables, however Eternity will take a long time to finish her food. Mrs. Sloan noted that Eternity's lunch is often not

finished at school and she will often eat her lunch after school when at home. No allergies, hearing or vision concerns were reported.

Educational/School:

Eternity's teacher, Mrs. Billinger, identified off-task behavior as the primary area of concern. She reported that Eternity has a difficult time remaining engaged in classroom lessons and often appears not to be listening during instructional time. Mrs. Billinger reports that Eternity is very easily distracted by her peers and often requires extra time as well as one on one support to complete activities. Eternity routinely has to finish her work at the end of the school day when the students are participating in free choice time. Mrs. Billinger states that she will also send work home to be finished as homework. According to Mrs. Billinger, Eternity struggles with transitions and will often be the last student to join the class at the carpet for instructional time or the last one in line when leaving the class. Mrs. Billinger also noted that Eternity often speaks in English, with the expectation for all students being to speak in French, and sometimes stutters when expressing an idea.

Eternity's mother Mrs. Sloan also reported some difficulties with regards to Eternity's ability to sustain attention. She reported that Eternity has difficulty at home sitting down to eat a meal and will often wander around while eating. Mrs. Sloan reported that Eternity often takes a long time to complete her spelling word practice, often pausing while writing to tell stories or jokes. Mrs. Sloan reports that they do not have any problems at home regarding compliance, and that Eternity easily completes her home reading homework tasks each night, often not wanting to accept help or guidance. Mrs. Sloan notes that she has a difficult time helping Eternity with her homework, as neither her nor her husband know any French.

Results of the student interview supported attention and escape as the function of off-task behavior. Eternity commented that she liked school, thought she was good at math and art and demonstrated a confident attitude towards her learning. She did report that she sometimes "got into trouble" for being distracted, and that she sometimes liked to talk to her peers rather than do her work. Eternity commented that she liked doing her schoolwork, but that she believed her off-task behavior was due to a lack of understanding of classroom activities and a lack of ability to focus in the classroom due to it being too loud. Eternity also stated that she would like more assistance from the teacher, suggesting that Eternity demonstrated off-task behavior when she was unsure of or unable to complete the task at hand and when she was unable to secure assistance.

Social/Behavioural:

Mrs. Billinger, Eternity's teacher, described Eternity as a very kind and empathetic student. She says that she is very enthusiastic about school and demonstrates a good attitude and self-confidence. Mrs. Billinger notices that Eternity seems less mature than her peers, seeking out the younger grade one's in her grade 1/2 split class to engage with. She demonstrates some behaviour challenges in class with regards to following directions when asked to transition from one activity to the next, and following the classroom rules when it is time to settle down to independent table tasks.

Eternity's mother also reports that Eternity enjoys playing with younger children. She is an only child at home, but has younger cousins under the age of three that she interacts with when she's with her grandmother, who is responsible for childcare after school. Mrs. Sloan reports that Eternity is very creative, has a strong imagination and is able to play independently for extended periods of time.

Functional Behaviour Assessment Observation Form (FBAOF)

Setting-Antecedent-Behaviour-Consequence-Effect

Students Name: Eternity Sloan

Setting: Regular classroom / library

Date/Time	Setting Events	Antecedent	Behaviour	Consequence	Effect
Feb 1 st 11:30	Regular classroom. Students working independently at their tables.	Teacher says "123 eyes on me" (in French)	Eternity does not follow the direction and respond by placing her hands on her head and repeating the phrase back to the teacher, She continues to draw in her book.	Teacher Ignored behaviour	Eternity continues drawing when she's meant to clean up.
Feb 1 st 11:30	Students cleaning up/transitioning to line up at the door.	Lots of noise in the classroom, students cleaning and lining up.	Ignored the direction Continued to work on her drawing.	Teacher prompted her verbally once to clean up.	Eternity complies, is the last one to line up at the door.
Feb 1 st 11:36	Students seated in a group at the carpet in the library.	Librarian reading story.	Sucking on fingers	No consequence	Continues sucking on her fingers.
Feb 1 st 11:37	Students seated in a group at the carpet in the library.	Librarian reading story.	Fingers in mouth	No consequence	Continues sucking on her fingers.
Feb 1 st 11:39	Students seated in a group at the carpet in the library.	Librarian reading story.	Licked the palm of her hand	No consequence	No change
Feb 1 st 11:44	Students seated in a group at the carpet in the library.	Librarian reading story.	Pinkie and ring finger in mouth	No consequence	No change
Feb 1 st 11:45	Students seated in a group at the carpet in the library.	Librarian reading story.	Called out in English "look look!"	The librarian reminded Eternity to raise her hand and then moved on to another student.	Eternity stopped calling out.
Feb 1 st 11:46	Students seated in a group at the	Librarian reading story	Fingers in mouth	No consequence	No change

	carpet in the library.				
Feb 1 st 11:47	Students seated in a group at the carpet in the library.	Librarian reading story.	Fingers in mouth	No consequence	No change
Feb 1 st 11:49	Students seated in a group at the carpet in the library.	Librarian reading story	Fingers in mouth	No consequence	No change
Feb 1 st 11:49	Students seated in a group at the carpet in the library.	Librarian asks question to the group	Playing with her mouth with both hands to “make faces” with her lips, does not respond to the question.	Peer attention for the “funny faces”	Eternity continues to make faces/laugh
Feb 1 st 11:50	Students seated in a group at the carpet in the library.	Librarian writing children’s responses down on the white board.	Eternity’s body turned away from the group, legs outstretched.	No consequence	No change
Feb 1 st 11:50	Students seated in a group at the carpet in the library.	Librarian says “touch your nose if you like…”	Eternity is playing with her socks, pulling them up her outstretched legs.	Behaviour ignored	No change
Feb 1 st 11:51	Students seated in a group at the carpet in the library.	Librarian writing children’s responses down on the white board.	Thumb in mouth x2	Behaviour ignored	No change
Feb 1 st 11:51	Students seated in a group at the carpet in the library.	Librarian writing children’s responses down on the white board.	Licks her palm	No consequence	No change
Feb 1 st 11:52	Students seated in a group at the carpet in the library.	Librarian uses attention grabbing strategy: “É Oh” and the students respond “Oh É.”	Does not respond to prompt.	Librarian verbally prompts Eternity to turn around by saying her name followed by “turn around”	Eternity does not change her direction and the librarian continues to call on other students.
Feb 1 st 11:53	Students seated in a group at the carpet in the library.	Librarian writing children’s responses down on the white board.	Hand in her mouth and down the front of her pants	No consequence/behaviour ignored	No change
Feb 1 st 11:53	Students seated in a group at the carpet in the library.	The librarian gives the direction to all students to go	Eternity does not follow direction, remains sitting on the carpet	The librarian prompts her verbally “Eternity, go	Eternity goes to her table after the teacher

		to their books at their table and begin writing.		to your spot.”	prompt.
Feb 1 st 11:55	Students working independently at round tables in the library.	Librarian gives direction to begin writing down their idea.	Eternity is looking at her drawings in her workbook from previous days (Pencil in mouth x 4)	No consequence, off-task behaviour ignored.	Continues looking through workbook.
Feb 1 st 11:56	Students working independently at round tables in the library.	Independent writing task.	Standing up and looking at books on the shelves	Librarian re-directs Eternity to sit down.	Eternity sits down
Feb 1 st 11:57	Students working independently at round tables in the library.	Independent writing task.	Erasing the table, finger into her mouth with eraser dust.	Ignored	Continues to erase table/put into mouth
11:58	Students working independently at round tables in the library.	Independent writing task.	Eternity continuing to erase the table.	Librarian gives one on one support.	Eternity begins writing.
Feb 1 st 12:07	Students working independently at round tables in the library.	Students working independently in table groups.	Lead pencil in mouth x 7	No consequence	Continues to periodically put the pencil into her mouth
	Students working independently at round tables in the library.	Librarian gives direction: says she'll choose the quietest table to be dismissed for lunch.	Eternity remains standing at her spot and has her thumb in her mouth. Does not appear to give attention when the librarian is speaking.	Teacher chooses Eternity last to line up at the door.	Last one to get her lunch out.

Date/Time	Setting Events	Antecedent	Behaviour	Consequence	Effect
Feb 2 nd 10:00am	Regular classroom, students working at their tables in partners	Did not have the materials needed for the activity.	Out of seat to get Ziploc bag distributed at the carpet	No consequence	Slow to begin playing the game
Feb 2 nd 10:05	Regular classroom, students working at their tables in partners	Finished one step, didn't know what to do next.	Out of seat to walk over to the teacher	Teacher prompts her to now play the math game with her partner at her spot.	Complies, sits down next to partner.
Feb 2 nd 10:05	Regular classroom, students working at	Teacher circulating, students playing	Puts Ziploc bag on her head, telling her partner to 'look!' laughing Puts Ziploc on hand	No consequence from teacher, peer smiling/laughter	Attention, continues with silly 'off task

	their tables in partners	assigned game in pairs.	“now this will be my glove” Looking at the bag on her hand and not the cards that her partner has passed out. “My name is trash”		behaviour”
Feb 2 nd 10:06	Regular classroom, students working at their tables in partners	Teacher circulating, playing game with peer.	Unnecessarily gets up to put Ziploc away in her bin, talking to herself “it’s just peeking out how mean of you.”	Teacher approaches and prompts Eternity and her partner to play the game. Teacher sits down beside the pair and plays the first two hands of subtraction “go fish” with Eternity and her partner.	Both students on task and playing the assigned game.
10:16	Regular classroom, students working at their tables in partners	Teacher circulating.	Places her cards over her eyes	Receives attention/laughter from peer	Continues to place cards over her eyes.
10:18	Transition	Teacher says 123 eyes on me (in French) and prompts students to clean up and sit quietly to get chosen to go first for recess.	Does not stop, look, listen like the majority of other students, walks over and puts her cards into her bin.	No consequence	Does not “stop, look listen” like the rest of her peers, begins cleaning up while the instructions are being given, not looking at the teacher.
10:19	Transition	Students cleaning up, noisy, students out of their seats putting materials away.	Eternity crawling on the carpet	Teacher ignores behaviour.	Two other peers come to the carpet to join. Eternity continues crawling.
10:21	Transition	Students cleaning up/noise	Gymnastics feet to head on the carpet with two other students watching	Teacher verbally prompts to go sit down “ Eternity, stop. Go to your spot to be ready for recess.”	Compliance and goes to her table. Peers ignore.
10:25	Preparing to get called to go for	Teacher choosing	Kneeling on chair and talking “last time I had	Her table is not called on to be	Continues talking.

	recess	students to be dismissed	pizza..."	dismissed for recess	
10 28	All students are outside for recess	Eternity getting winter clothing on to go outside	Talking to a peer, slow putting on her clothing, getting snack	Teacher comes over to help her put on her winter clothing, zips up her jacket, opens her granola bar and then sends her outside. All other children already out.	Eternity is the only students left inside. Goes outside 3 minutes after the other students.

Setting Events:

Eternity was observed briefly in her classroom and then in the library from 11:30-12:20 on Wednesday, February 1st, 2017. Eternity was in her regular grade 1 / 2 French Immersion classroom of 22 students, 1 teacher and 1 educational assistant when the observation began. She was seated at a large rectangular table towards the back of the classroom with two other students. The other children in the class were seated at round tables in groups of 4 or 5 students per table, grouped around the classroom. There were visual aids attached with Velcro on the table in front of Eternity, facing one of the other students seated at her table. There were no visual aids on the table facing Eternity.

Eternity appeared to be wearing appropriate clothing for school, running shoes, a legging pant and a long pink t-shirt. She appeared to have outgrown her pants, which were a few inches above her ankles and her mismatched Christmas socks were visible. Her very long hair was tied back in a braid, with very long bangs, which appeared to be obstructing her vision as they came down past the tops of her eyes. Initially the classroom was somewhat noisy, with some children out of their seats sharpening pencils and visiting students at other table groups.

Antecedent Events:

On February 1st, 2017 between 11:30AM and 12:20PM, the target behaviours occurred 23 times, as indicated by the Functional Behaviour Assessment Observation Form (FBAOF). On Thursday February 2nd between 10:00AM and 10:30AM, the target behaviours occurred 9 times as indicated by the FBAOF. According to the FBA, the target behaviours were triggered when it was time to transition, when asked to sustain her attention for extended periods of time and when working independently or in pairs/groups on an assigned task without teacher support. When the teacher librarian arrived at 11:30 to bring the students to library, the classroom teacher gave a prompt in French similar to "123 eyes on me" and the students responded in French with "4 5 6, I see you." Eternity did not participate in repeating the prompt back to the teacher or look at the teacher and she continued to draw on the page that she was working on. The teacher then gave the direction to students line up at the door. There was more noise in the classroom during this time as students pushed in their chairs and began lining up at the door. Eternity did not follow the teacher's directions and remained at her spot. The teacher then verbally prompted Eternity directly to put her things away and line up, however Eternity remained

at her spot still drawing and the teacher ignored this behaviour and moved on to assist other students with the classroom cleanup and transition. It was not until the class walked out of the classroom that Eternity put her duotang away in her bin and ran out of the classroom after the rest of the students.

When the class was in the library, Eternity was seated with legs crossed and her body was facing the librarian. The librarian began reading the story with the children seated in a group on the carpet. The librarian read the story for thirteen minutes. During this time Eternity was sitting with her legs crossed and looking at the story with her head tilted slightly up. During the time that the story was being read, Eternity had her hands in her mouth, sucking on her right pinky and ring finger on 5 different occasions and she licked the palm of her hand once while still appearing engaged in the story. She was wearing a swimming pass paper wristband that she was touching and moving around her wrist while she kept her eyes on the story and her body faced toward the teacher for thirteen minutes. Throughout the story the librarian asked four questions (in French) to the children such as “what do you think is going to happen next?” and “how do you think the pig is feeling?” Eternity did not raise her hand or participate in calling out answers to these questions. She did call out one time during the story, waving her hand in the air and saying, in English while laughing, “look! Look!” The librarian reminded Eternity to raise her hand and then moved on to another student.

After the story, the librarian asked the students for their ideas in response to a question regarding the story. At this point Eternity did not respond or raise her hand to offer an idea. She was playing with her mouth with both hands to “make faces” with her lips. She had the attention of one of her peers, who was smiling and watching her. The librarian wrote the students ideas down on a white board. During this time Eternity had her two legs outstretched on the carpet and was pulling her socks up as far as they would go up her legs. The librarian asked a question in French saying, “touch your nose if you think the pig made a good choice.” Eternity did not appear to have heard the question. She did not touch her nose and continued to pull on her socks. After playing with her socks Eternity had her thumb in her mouth on two occasions and licked the palm of her hand once more. The teacher gave a prompt of “É Oh” and the students responded “Oh É.” Eternity did not say the response. Her body was faced away from the group and she had her finger briefly in her nose. The librarian prompted Eternity to turn around but Eternity did not respond and the librarian moved on to continue writing the students ideas on the white board. Eternity was not aware that her pants had come down while she was sitting and the top of her bottom was exposed. At 11:53 she again had her hand in her mouth and then down the front of her pants and it remained down the front of her pants for close to 1 minute. The librarian clapped her hands in a rhythm to gather the student’s attention. Eternity’s hand was no longer down her pants but she did not clap back. The librarian gave the direction to all the students to go to their table and write their idea. All the students left the carpet to go and get started except for Eternity, who remained seated on the carpet. The teacher then verbally prompted her to go to her spot and Eternity quickly complied.

Eternity went to a table with two other girls. One of the girls said to her “you aren’t supposed to sit here.” Eternity did not respond and the other student, upon glancing at me, didn’t say anything else to Eternity after that. Eternity was seated at the table closest to the front where she has a good view of the whiteboard where there was a sentence starter for her to copy from. Throughout the next five minutes, Eternity was crouched on her chair with her feet underneath her. She was looking at her drawings in her workbook from previous days and put the lead part of the pencil in her mouth 4 times while looking at her pictures. After five minutes of the kids having begun copying off the board, Eternity stood up and was looking at the books on the shelves behind her chair. The librarian then came over to redirect Eternity to start writing her sentence and gave her direct instruction of what she was meant to be doing. Eternity then complied and began copying the sentence starter off the board. Eternity wrote for one minute and then started erasing the table. She then pushed the eraser dust around the table, pushing it around with her finger and then putting her finger into her mouth. After 13 minutes of the children having begun writing, Eternity had copied half of the sentence starter off of the board. The librarian came over to her spot to ask her for her idea and wrote it on the whiteboard for her to copy from. Eternity then began writing.

Throughout the next 10 minutes Eternity places the lead part of the pencil in her mouth another 7 times. She also periodically sucks on the eraser end of the pencil. She does not have any conversation with the other two girls sitting at her table who are frequently chatting to one another. At 12:20 the librarian says she’ll choose the quietest table to go line up at the door to be dismissed for lunch. The other students were seated at their table while Eternity remained standing at her spot, with her thumb in her mouth. Eternity’s table is the last chosen to line up. She placed her book in the appropriate spot and is the last one to line up at the door. She then walked sideways down the hallway. All students then began washing their hands at the sinks outside of the classroom. The teacher prompted Eternity directly to wash her hands. Eternity washes her hands with soap, dries with paper and then walks over to get her lunch out of her bag still holding the paper. She then realizes she’s still holding her brown paper and walks back to the sink to put it in the recycling. She is the last child to get her lunch out of her back and get to her seat to start eating lunch.

Similarly, during the second observation session in the regular classroom, Eternity demonstrated the target behaviour when she was meant to follow a direction, transition between activities and work on an assigned task without direct teacher supervision. For instance, when Eternity and her peer partner were not directly supervised by the teacher and were expected to be playing the math game, Eternity was distracted by her Ziploc bag, placing it on her head and on her hand, making statements such as “look!” to her partner. When the teacher was sitting with the pair, Eternity did not demonstrate any of the target behaviours and was able to follow the rules, take turns and play the game appropriately with her partner. When the teacher began circulating one again to help other students however, Eternity demonstrated off-task behaviour when placing the cards over her eyes and not appropriately attending to the task. Similarly, when it was time to transition to be dismissed for recess time, initially Eternity did not follow the directions of the teachers prompt to “stop, look, listen” in order to hear the direction that it was time

to clean up. Rather than stopping and directing her attention to the teacher, Eternity walked over to her bin to clean up her materials. The teacher again ignored this behaviour and continued to address the other students. When Eternity was crawling on the carpet during clean up time, which attracted the attention of two of her peers who then came to crawl on the carpet also, the teacher verbally prompted her with “Eternity, go to your spot” and Eternity immediately complied and went to her spot.

Consequence Events:

There were three consequence events indicated in the FBAOF as utilized by the teacher librarian as well as the regular classroom teacher. Both teachers used verbal prompts 4 times during the initial observation and twice during the second, to redirect Eternity to the task at hand. The verbal prompts would begin with her name, followed by an explicit direction such as “Eternity, turn around” or “Eternity, raise your hand.” These verbal prompts were met with compliance and served as an effective redirection for Eternity to attend to the task at hand.

Additionally, the teacher would provide Eternity with one on one support when she noticed that she was off-task. The librarian provided one on one support in order to get Eternity started on her writing activity, and the classroom teacher provided direct instruction and support when Eternity was asked to play a math game with a peer. Another consequence that occurred twice during the initial observation and once during the following observation is with regards to the natural consequence that occurs due to the classroom management strategies utilized by the teacher and teacher librarian. Because Eternity was not following the direction and sitting quietly to be dismissed for recess, her table was chosen last to go outside. Similarly, when the librarian was dismissing for lunch, because Eternity was not sitting down at her table, her group was chosen last to line up, and consequently she was the last one in the line up to wash hands for lunch. There was no consequence noted for her off-task self-stimulating behaviour, which continued throughout the first observation period.

Summary Statement:

Based on the information gathered during this FBA, Eternity demonstrates a considerable amount of off-task behaviour throughout instructional and independent work time. Escape from task demands is hypothesized as the function of the behavior and the off-task behaviour is maintained by negative reinforcement (i.e., avoidance of these tasks). Eternity’s off-task behaviour is also maintained by attention (positive reinforcement) that she receives from her peers. Eternity demonstrated off-task behaviour when asked to transition, direct her attention to instructions and complete an unassisted independent task. Eternity responded well to verbal prompts, responding appropriately to all but one cue to direct her attention to the teacher. The off-task behavior did not occur when Eternity worked one-on-one with an adult, or when the teacher was sitting in close proximity. Eternity’s lack of attention during instructional time is interfering with her ability to begin and complete assignments, thus increasing her task avoidance behaviours and increasing her need for one on one instruction and teacher support.

Behavior Intervention Recommendations and Strategies

Desired Replacement Behaviour: Attending to and participating in instructional activities as requested by teaching staff. This includes behaviours such as looking at the teacher while she is instructing, doing or attempting the assigned task, seeking assistance if needed, following directions as well as eliminating inappropriate self-stimulating behaviours. By increasing Eternity’s ability to attend to instructions, this serves to decrease off-task behaviour as a function of task avoidance due to a lack of understanding.

Reinforcing Consequences for Desired Replacement Behaviour

- Provide positive praise when on-task: Teacher praise is most effective when it is behavior specific (Sutherland, Wehby & Copeland, 2000). For example: “Eternity, I like the way you are looking at me,” “you did a great job completing your work today Eternity” and “wow, you are doing a great job sitting quietly.”
- Provide praise immediately when the desirable behaviour occurs.

Environmental Manipulations:

- Strategically review classroom rules in order to reinforce the behaviour expectations in the classroom. Rules should be few in number and phrased in a positive manner. Rules should be clearly explained at the beginning and periodically throughout the year. Eternity may need to have rules posted in closer proximity (e.g., printed on an index card affixed to her desk) (DuPaul, Weyandt, & Janusis, 2011).
- Provide calming manipulatives: Eternity may find that her attention increases when she has tactile stimulation. Suggestions for Eternity to try include: stress/squeeze balls, Velcro strips under her table, a fidget cube for when sitting at the carpet and a wiggle cushion on her chair and at the carpet. Manipulatives may help Eternity gain some needed sensory input while still attending to the lesson (Hawkins & Axelrod, 2008).
- Eternity would benefit from movement breaks incorporated into her schedule (Hawkins & Axelrod, 2008).
- In addition, Eternity may benefit from the opportunity to work in an environment free from background noise and visual distractions so that she can remain focused on the task at hand. A strategy such as the “good behaviour game” is a simple yet effective strategy for limiting disruptive behaviour in the classroom (Rathvon, 2008)
- A desk arrangement in rows rather than groups of students would aid in limiting the amount of distractions from peers.
- A seating arrangement where Eternity is in close proximity to the teacher and/or educational assistant would be beneficial.
- Proximity control: When talking to Eternity, move to where she is standing or sitting. Your physical proximity to the child will help the child to focus and pay attention to what you are saying.

Recommendations Addressing Antecedents

- Reduce task demands by modifying the length and/or content of assignments. As Eternity demonstrates success with shorter assignments, the length of assignments can be gradually increased thereby shaping task-related behavior to match classroom norms.
- Provide Eternity with task choices when given work assignments.
- Break tasks into smaller units.
- Provide help to get started.
- Utilize hand signals to communicate privately. For example, ask Eternity to raise her hand every time you ask a question. A closed fist can signal that the child knows the answer; an open palm she does not know the answer. You would call on the child to answer only when she makes a fist.
- Utilize Visual cues. Establish simple, nonintrusive visual cues to remind the Eternity to remain on task. For example, you can point to Eternity while looking her in the eye, or you can hold out your hand, palm down, near her.
- Planned ignoring: the teacher works with other students or at their desks and looks away from Eternity if she is demonstrating an inappropriate attention seeking behaviour (Stahr, Cushing, Lane, 2006).
- Activity reinforcement. Students receive activity reinforcement when they are encouraged to perform a less desirable behavior before a preferred one.

Strategies that Teach Individual Skills

- Self-management systems: Encourage Eternity to learn to monitor and evaluate her own behaviour without constant feedback from the teacher. The teacher and student separately rate student behavior during an activity and compare ratings. The student earns points if the ratings match or are within one point and receives no points if ratings are more than one point apart; points are exchanged for privileges. With time, the teacher involvement is removed, and the student becomes responsible for self-monitoring (Brooks, Todd, Tofflemoyer, & Horner, 2003).
- Tactile-cued self-monitoring: using a device called the “MotivAider”, Eternity would feel a vibration emitted by a pager-like device that serves as a prompt to answer the question “am I completing my work?” to which Eternity would circle “Yes” or “No” on a self-assessment recording sheet (Morrison, McDougall, Black, & King-Sears, 2014).
- Requesting help and contingent praise: Utilize a communication strategy using 3 different coloured cards on Eternity’s table. A green card indicates that Eternity is able to work independently and does not need assistance with the task. The teacher should praise her on-task behavior when Eternity displays the green card. A yellow card indicates that Eternity is attempting the assignment but will likely need assistance shortly. The teacher should respond to Eternity within 5 minutes of when the yellow card is displayed. A red card indicates that Eternity needs assistance with the task (Stahr, Cushing, Lane, 2006).
- A daily report card system for work completion

- Implement the use of a visual timer to increase Eternity's time management skills and aid in transitions.

Strategies for Reinforcing Appropriate Behaviour

- **Tangible rewards:** Use tangible rewards to reinforce appropriate behavior. These rewards can include stickers, such as "happy faces" or sports team emblems, or privileges, such as extra time on the computer or lunch with the teacher. Eternity should be involved in the selection of the reward.
- **Token economy systems:** Use token economy systems to motivate Eternity to achieve a goal identified in a behavioral contract. For example, Eternity can earn points for each homework assignment completed on time. After earning a specified number of points, the student receives a tangible reward, such as extra time on a computer or a "free" period on Friday afternoon (Maggin, Chafouleas, Goddard, & Johnson, 2011).

Consequence Strategies

- **Response cost system:** token reinforcers are removed contingent on disruptive or off-task behavior. Response cost should be used in situations where positive reinforcement alone has not sufficiently ameliorated problem behavior and implemented in conjunction with a token reinforcement program such that students are eligible to receive or lose tokens based on their behavior or work performance (DuPaul, Weyandt, & Janusis, 2011).
- **Time-out:** Time-out from positive reinforcement is another strategy sometimes used to reduce problem behaviors. This procedure involves briefly removing Eternity to a separate part of the classroom or outside the classroom following disruptive behavior (DuPaul, Weyandt, & Janusis, 2011).
- **Discipline privately**
- **Preventive cueing:** A signal to let Eternity know when she is doing something that is not acceptable. Teachers can frown, shake their head, make eye contact, point to a seat for a wandering child, or snap their fingers, to let the child know she needs to pay attention or to stop the problem behaviors.

References

- Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Interventions, 5*, 144–152. doi:10.1177/10983007030050030301
- DuPaul, G., Weyandt, L., & Janusis, G. (2011) ADHD in the classroom: effective intervention strategies, *Theory Into Practice, 50*(1), 35-42, doi: 10.1080/00405841.2011.534935
- Hawkins, R., Axelrod, M. (2008). Increasing the on-task homework behavior of youth with behavior disorders using functional behavioral assessment. *Behavior Modification, 32*(6), 840-859. doi: <https://doiorg.ezproxy.lib.ucalgary.ca/10.1177/0145445508318846>
- Maggin, D., Chafouleas, S., Goddard, K., & Johnson, A. (2011) A systematic evaluation of token economies as a classroom management tool for students with challenging behavior. *Journal of School Psychology, 49*(5), 529–554. doi: 10.1016/j.jsp.2011.05.001
- Morrison, C., McDougall, D., Black, R. S., & King-Sears, M. (2014). Impact of tactile-cued self-monitoring on independent biology work for secondary students with attention deficit hyperactivity disorder. *Journal of College Teaching & Learning, 11*(4), 181. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com/docview/1613026711?accountid=9838>
- Rathvon, N. (2008). *Effective school interventions: evidence-based strategies for improving student outcomes* (2nd ed.). New York: Guilford Press.

Stahr, B., Cushing, D., Lane, K. (2006) Efficacy of a function-based intervention in decreasing off-task behavior exhibited by a student with ADHD. *Journal of Positive Behavior Interventions*. 8(4) p. 201–211.

doi:10.1177/10983007060080040301

Steege, M. W. & Watson, T. S. (2009). *Conducting school-based functional behavioral assessment: a practitioner's guide (2nd ed)*. New York: Guilford Press.

Sutherland, K., Wehby, J., Copeland, S. (2000) Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders*, 8(1) 2-8. doi:

<https://doiorg.ezproxy.lib.ucalgary.ca/10.1177/106342660000800101>