Reason for Referral
- Attention difficulties
- Difficulties completing work
- Requires constant supervision and help to get anything done

Record Review
- 4th grade student
- First year at this Elementary school
- 0 to 20% of work being completed
- Reading and math grade = D
- Missed recess due to misbehavior and incomplete work about 3 times a week.

Teacher Interview
- Primary concerns: difficulties paying attention to directions and completing classroom assignments.
- Child shows no response to current card discipline system

ABC’s
- Antecedents: paper and pencil work, teacher lecture, transitions.
- Behaviors: slow compliance w/ frequent prompts, not remembering directions or listening to them in the first place, limited work production and completion.
- Consequences: escape from assigned work, directions repeated, one-on-one help from teacher, redirection from teacher, negative peer and teacher attention.
In-class assessment/CBM Results

Conclusions: Jake is having difficulty in reading but can do writing and math similar to peer performance if motivated. Jake is exhibiting disruptive behaviors but class on-task behavior was also slightly low.

Effective Teaching Observation

- 13 rule violations in 40 minutes
- Matched response 8/13; No response 5/13
- 77% of the students were able to do the work with 80% accuracy.
- Transitions

Environmental Context Observation from 40 minute class observation

Conclusions:
Most students are learning and are positively responding to classroom management procedures. Jake, however, performed lower than his peers on classwork and was frequently disruptive. It appears that the behavior plan is not applied consistently with Jake.

Effective Teaching Observation (cont.)

- Objectives were clearly defined and written on board
- Students were told how to do the task
- Short question and answer segment
- Modeling on an individual basis as students asked for help
- All materials were available

Jake may further benefit from:
- i. Short segments of practice with teacher monitoring and feedback
- ii. Monitoring for errors during independent seat work
- iii. Additional feedback for work with praise and/or work incentives
Description functional assessment

Conclusions: Jake is disruptive during lecture and seatwork. His disruptive behavior is mainly contacting teacher attention. He is also off task and is not completing work (45% of work was completed) suggesting that he is escaping form doing his work.

Hypothesis

- During lecture, child’s misbehavior is successfully obtaining teacher attention.
- During independent seatwork, child is escaping work although he is obtaining a lot of teacher assistance.
- Child is able to do work but is slower than peers in reading. He may benefit from short practice with frequent monitoring with feedback.
- Child’s performance increases with incentives.

Brief intervention trial
CBM reading Results

GOAL

Brief trial with class work

GOAL
**Intervention plan & rationale**

- **Focus on work completion**
- **Have him contact success with work completion**
- **Provide opportunities for the teacher to praise more frequently and feel good about this student**
- **Don’t overwhelm everyone all at once**

**Training**

- Provided scripts for Teacher, TA’s and student
- Monitored intervention in class the first two days and gave feedback
- Checked in once a week to trouble shoot and check for treatment integrity

**Intervention Chart**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Rationale</th>
<th>Student</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give child weekly dinosaur chart on work folder</td>
<td>Record child progress</td>
<td>Place chart on desk and put work in folder</td>
<td>Completed chart and work in folder</td>
</tr>
<tr>
<td>2. Randomly ask to repeat directions and give point if correct</td>
<td>Check if paying attention and if can do work</td>
<td>Listen to and/or write directions</td>
<td>Mark, weekly observation, and ask teacher</td>
</tr>
<tr>
<td>3. Set work goal on worksheets by marking with line</td>
<td>Decrease time child with clear signal for teacher attention</td>
<td>Look for work goal or raise hand for work goal if no goal is set</td>
<td>Look for marks or folds on papers in work folder</td>
</tr>
<tr>
<td>4. Notice child raising hand</td>
<td>Follows rules and prompts teacher</td>
<td>Raise hand when goal is completed</td>
<td>Observation</td>
</tr>
<tr>
<td>5. Check work. If &gt;80%, give points</td>
<td>Reward accurate work. Mark point on chart if earned</td>
<td>Points on chart</td>
<td></td>
</tr>
<tr>
<td>6. Assign new work goal</td>
<td>Ask for new goal</td>
<td>Look for marks on papers</td>
<td></td>
</tr>
<tr>
<td>7. Give reward ASAP when reach dinosaur goal</td>
<td>Motivational strategy that can be faded</td>
<td>Circle reward on chart and reward given at teacher time</td>
<td>Circle on sheet and ask student</td>
</tr>
</tbody>
</table>

**Results: Work Completion Goal**

<table>
<thead>
<tr>
<th>BL Train Intervention</th>
<th>Jake’s work</th>
<th>Points earned</th>
<th>Rewards earned (1 = yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Jake’s work
- Points earned
- Rewards earned (1 = yes)
Results: Treatment integrity

- Train Intervention
- Goal
- Jake's work
- Integrity

Generalization plan
- Continue to use Dinosaur motivator with rewards for December.
- January move to Self Management intervention with daily comparison with teacher, praise and points to earn rewards.
- End of January/early February fade SM to once per week with reward and praise.