

Pat Student Scenario

This document is intended for use during the FBA/BIP training days for practice pulling together information gathered during interview and observation into a hypothesis statement. It is based on the *Missouri SW-PBS Tier 3 Workbook (2015-16)*.

Review of the Record

Pat is a 7th grade student.

Office Discipline Referrals: 5

- 1 ODR for shouting at the teacher in Communication Arts
- 2 ODRs for drawing rather than working on assigned tasks (1 in CA and 1 in Social Studies) even after being directed several times to begin work
- 2 ODRs for walking around the room when directed to begin work (1 in Social Studies and 1 in Science)

Classroom Minor Misbehaviors: 11

- 4 for being out of her assigned area during small group activity in CA
- 3 for drawing rather than working on assigned tasks even after being directed several times to begin work (2 in SS and 1 in CA)
- 4 for making noises loud enough to disrupt work of students near her (2 in CA, 1 in SS, 1 in Science)

Absences and Tardies:

- 1 excused absence; no tardies

Academic Information:

- GPA: 2.1 – Math=B; CA=D-; Social Studies=F; Science=C; PE=B; Computer Tech=C-; Art=A
- Reading SRI score = 560 = 10th percentile
- Written Language: Acuity Language Arts = 440= 7th percentile
- Math: Acuity Math = Proficient

Counselor/Nurse Visits:

Pat visited the counselor one time when a teacher sent her to the counselor to talk about how to be prepared for class.

Interview Information

Teacher Interview

Pat’s problem behaviors:

- Draws pictures on paper rather than completing work
- Makes noises loud enough to disrupt students near her
- Leave assigned area, walks around the room

| Question | Mr. Lewis, Science | Ms. Haynes, Communication Arts | Ms. Deci, Math | Ms. Vista, Art | Ms. Dever Social Studies |
|--|---------------------------|--|---|---|---|
| What are some things Pat does very well? | She is a talented artist | She loves to do skits and perform in front of others | She is good at problem solving & calculations | She is one of my top artistic students. She really likes helping others | She is creative |
| Describe exactly what the student is doing (use action verbs) when she is engaging in the problem behavior | Makes noises | Looks through her desk and gets out paper and pencil, starts drawing, walks around, makes noises | 1 time | No problem behaviors | Draw pictures rather than completing work, walks around the room after being told to begin work |

| Question | Mr. Lewis, Science | Ms. Haynes, Communication Arts | Ms. Deci, Math | Ms. Vista, Art | Ms. Dever Social Studies |
|--|--|---|--|--|---|
| What type of activity is occurring when Pat is engaging in problem behavior? | Writing in science journal | Reading literature, independent writing assignments | Writing in math journal | NA | Reading the text, independent writing assignments |
| Likelihood of behavior (0-5) | 3 | 6 | 1 | No problem behaviors | 5 |
| What type of activity is occurring when Pat does not engage in problem behavior? | Class discussion Working in lab | When teacher reads to students, acting out parts, when we are reading play in Scholastic Action | All math calculation and problem-solving activities | Participates in all activities, work quietly, helps other students | When we work on projects like drawing maps, creating timelines, etc. When we watch videos, class discussions |
| What response most often occurs after Pat engages in problem behavior? | She is reminded to work, sent to a desk in a separate area of the room | Sent to timeout, sent to office 2 times | I asked her to write only single words or phrases in the journal rather than writing sentences | NA | Sent to a desk in a separate area of the room, sent to the office |

Summary of Behavior Accuracy Check (after interviews):

“During _____ (routine) _____ (student name) is likely to _____ (target behavior) when she is _____ (insert details of antecedent conditions), especially if she _____ (setting events) and you believe that she does this to _____ (details of consequence/function). Do you agree with this summary of behavior?”

Family Interview

The art teacher called Pat's dad to interview him. The interview is recorded in the table below.

| Question | Response |
|--|---|
| Describe a typical day for Pat | Pat gets up about 6:30 every day. She gets herself up, I never have to wake her. She east cereal or toast for breakfast. I leave for work, then Pat gets on the bus. She spends the day at school and gets home around 3:30. Her grandma fixes supper and we eat about 7:00. She goes to bed about 10:00. |
| What does Pat do after school when she gets home each day? | She stays in her room and draws pictures. |
| Does Pat spend time with friends or people her own age? | She talks about 2 friends that she's known since kindergarten. She calls them and goes to their house about once a week. |
| What does she say about what's happening in school? | She talks about things she's done in art class. She also tells me that she likes her computer class. She doesn't like her English class. She never had liked to read. |
| What are some things Pat does very well? | She is a very good artist. She's drawn pictures of me and her grandmother that look like it was taken with a camera. She helps out a lot. She has a good imagination. |
| What are some of Pat's challenges? | Like I said before, she doesn't like to read. I don't see her write a lot. Her teachers have called me about her not getting her work done because she won't sit still and follow directions in class. |
| What are your goals for Pat at home and school? | I'd like for Pat to do a good job at school so she can graduate and maybe go to college so she can get a good job. I'd like for her to listen to her teachers and work as hard on her work as she does on her drawing. |

Ms. Vista, the art teacher, ended the interview by telling Pat's dad that the people who work with Pat will be meeting as a team to identify the purpose of Pat's problem behavior and to develop a plan to help Pat be more successful in school. Ms. Vista also told Pat's dad that he and Pat are important members of the team. Pat's dad was given two choices for the date and time of the meetings. He selected the time and date he could attend. A meeting agenda was sent to Pat's dad before the meeting.

Student Interview

Next, the art teacher interviewed Pat.

| Question | Response |
|--|---|
| Describe a typical day for you. | I get up about 6:30 every day. I get dressed and eat breakfast. I draw or talk to my grandma for about an hour, then I go get on the bus. I go to school and talk to some of my friends. I go to all of my classes, then come home. I get home and work on some of my pictures and eat supper with my dad and grandma. I watch TV, call my friends, then I go to sleep. |
| What do you do after school when you get home each day? | I draw or go talk to my grandma. |
| Do you spend time with friends or people your own age? | I have lots of friends in my class, but I only call or go see Macy and Sarah. I go to Macy's house about once a week. |
| Do you have people in your classes that you like to work with? | I like to work with lots of people, but mostly Kim and Macy. They're my friends and Kim is really smart. |
| What are some things you do very well? | I'm really good at drawing. My dad says I'm good at helping at home. I like to help at school too, but I only get to do that in art class. |
| What are some things you have trouble with? | I don't read very good. I can't read really long books. I don't write very good either. I can write notes to my friends, but I can't write long papers. I have trouble doing my work in Communication Arts, so sometimes I walk around just to take a break. |
| What are your goals for home and school? | Well, I want to stay in school so I can maybe go to some kind of art college. I want to get a good job so I can help my dad and grandma. |

Ms. Vista, the art teacher, ended the interview by telling Pat that the people who work with her will be meeting as a team to get more information about Pat's problems and to develop a plan to help her be more successful in school. Pat and her dad are important members of the team. Ms. Vista let Pat know the date of the meeting. Pat said she would like to attend the meeting if Ms. Vista was going to be there too.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.