Case Study #3 (Roberto)

Roberto is a 10-year old 4th grade student who is receiving Resource Specialist Program (RSP) services. He has the Special Education eligibility of Specific Learning Disability (SLD). Roberto struggles with reading; the latest curriculum-based assessment (CBA) scores show that his reading fluency and comprehension is slightly below grade level. The RSP teacher provides services to Roberto through a "push in" model, in which she goes into his classroom for 30 minutes each day to support him. With the  RSP support, Roberto is able to complete the grade level assignments with an average accuracy of about 78%. Overall, his performance in reading has improved over the last year and he continues to make progress.

In terms of behavior, Roberto sometimes exhibits "off-task" behavior and "disruptive" behavior, including getting out of his seat, talking to peers about subjects not related to the instruction, and talking out without permission/interrupting instruction. These behaviors, while relatively mild, have been increasing, from the perspective of Roberto's classroom teacher.

Roberto's IEP team is not conducting a formal Functional Behavior Assessment (FBA) at this time, however, Roberto's parents consented to preliminary data collection, in order to better understand his behaviors. Preliminary data show that Roberto's "off-task" and "disruptive" behaviors occurred most often during English Language Arts lessons, when the RSP teacher was not present. Over the previous weeks, Roberto's problem behaviors occurred about two times per hour during English Language Arts lessons. Antecedent-Behavior-Consequence (ABC) data indicate that Roberto's problem behaviors are likely maintained by escape from academic tasks and/or attention from adults and peers.

Roberto's teacher knows that students who exhibit maladaptive behaviors may do so for a variety of reasons. The primary strategy the teacher used to prevent/reduce Roberto's off-task/disruptive behaviors was to give him a choice of two or three task options during his English Language Arts lessons. The task options were constructed as variations on the work assigned to the rest of the class, any one of which was acceptable and would lead to the same instructional objective. Under these conditions, Roberto engaged in the academic tasks during about 90 percent of observation intervals and his off-task/disruptive behaviors dropped to an average of about ten percent of observation intervals.

Questions/Prompts:

1. Describe three Tier I supports that could benefit Roberto (see pgs. 295-296 in our text and the "Behavior as Instruction" slides on Canvas (Session 3)). Describe how the teacher could implement these strategies in her classroom. Describe one advantage of using Tier I supports/strategies.
2. What antecedent-based strategy did the teacher employ? Explain why it is an antecedent-based strategy. *Extra credit (1 point): how could the strategy used as a Tier I support?

3. What is one new (replacement) behavior that could be taught to Roberto, that would function in the same way that his "off task" and "disruptive" behaviors are functioning? Hint: What is Roberto getting or getting away from and how can he achieve that same outcome, with a more school-appropriate behavior? This new behavior is referred to as a functionally equivalent replacement behavior (FERB). Remember to refer to the hypothesized function of Roberto's behavior. Briefly describe how teaching the replacement behavior would be carried out by the teacher and/or other school staff.
4. What is one consequence-based strategy that could help Roberto? Describe at least one suggestion you have for if/when Roberto exhibits off-task/disruptive behavior again (see  bottom of page 297-299 in the text and lecture notes from Day 3).