

Case Study #4 (Sven)

Adapted from Kauffman, J.M., & Landrum, T.J. (2009)

Sven is an 11-year-old boy who attends a self-contained class for students with emotional and/or behavioral disorders; he is eligible for Special Education services under the category of Emotional Disturbance. In a recent IEP meeting, Sven's teacher expressed that Sven's behavior has not improved over the first half of the school year and that she is at a loss as to how to help him. She describes Sven as "showing inadequate attention to tasks, inappropriate and aggressive talk, and physically aggressive behavior." The IEP team decided to conduct a Functional Behavior Assessment (FBA), due to Sven's ongoing problematic behaviors. Sven's mother agreed to the FBA and a parent interview was scheduled.

In the meantime, a Teaching Assistant/paraeducator used Planned Activity Check (PLAcheck) data recording during Sven's English class. Momentary time sampling, with 30-second intervals was used, at least twice during English class each day, for five days. During these observation periods, Sven was engaged in academic tasks in about 60% of intervals, on average. He exhibited problem behavior in about 40% of intervals, on average.

Questions/Prompts:

1. The Assessment Plan for the FBA has been signed, so assessment must move forward. However, there are steps that should be taken *prior* to the FBA. What would you ask the teacher about, in terms of the interventions that she has implemented thus far (hint: refer to Tier I, Tier II, and Tier III supports)? What information would you want to know about the Tier I supports at the school and in the classroom? Why would you investigate the multi-tiered supports?
2. Write up the *Reason for Referral* in Sven's FBA report. Include any further details that you feel are necessary (i.e., create your own details about Sven).
3. Which problem behavior(s) should be addressed? Provide rationale for your decision. Provide an operational definition for each target problem behavior you identify for assessment. Include any further details regarding the target problem behavior(s) that you feel are necessary (i.e., create your own missing details).
4. In Session 4 of our course, we covered the parts of the FBA. The Indirect Assessment portion of the FBA includes the parent interview. What questions would you ask Sven's mother? Describe some of the information that you'd want from her. How would you use the information gathered in the parent interview? Who else would you interview? Explain. What other types of information should be included in the Indirect Assessment portion of the FBA? What sources would you use?
5. What do the PLAcheck data reveal? What further information would you want to know, in regards to the PLAcheck data? Is there any further data collection you would recommend? Explain.
6. There are some important pieces of information included thus far, what else do we need to know, in order to help Sven?