

## Individualized Behavior Approach Case Example

**Student:** Ryland

**Grade:** 2nd

**Presenting Problems:** Interruptions during seat work

**Intervention:** Individualized Behavior Approach

### Background

Recently, Ryland's teacher has noticed that Ryland has become a disruption within the classroom. In class, Ryland seems most interested in chatting with his seat neighbors and often distracts them from their work. His teacher has reminded Ryland numerous times of the rules of the classroom which include staying on-task, but it has not seemed to help.

### Getting Started

#### Identify the challenging behavior you want to decrease

The teacher has decided that she wants to reduce the frequency that Ryland is talking to his classmates at inappropriate times.

#### Observe the specific situations that occur right before and after the challenging behavior (Antecedents)

The teacher notices that Ryland seems to begin talking to his classmates during individual seatwork times. Also, his teacher notices that Ryland often only talks to his classmates after he has completed his worksheet. Because Ryland is a bright student, he often completes his worksheets quicker than his peers. The teacher knows that she often will go over to Ryland, reprimand him for speaking to his classmates, and then end up praising him for completing his work so quickly.

#### Try to identify *why* the student is doing the behavior (I.e., avoiding something, gaining something) (Function of the Behavior)

The teacher believes that Ryland may be bored after the completion of the worksheet and is attempting to get rid of his boredom by talking to his classmates. This is reinforced by the notion that Ryland often receives attention when he speaks to his classmates, either from them or from the teacher who comes over. The teacher also praises Ryland often after walking over.

#### Identify situations or conditions that can be changed to proactively provide what the student needs without them engaging in the challenging behavior (e.g., gaining attention or connection with others).

The teacher knows that Ryland is avoiding boredom after completing his worksheets. So, the teacher implements a new rule stating that after completing a worksheet,



students may quietly walk over to the carpet area and read one of the available books. The teacher knows Ryland is a fan of the books near the carpet area.

**Consider what consequences could be altered to reduce accidental reinforcement of the challenging behavior (e.g., praising the student for meeting expectations)**

The teacher makes a plan to stop praising students at the same time she is correcting their behavior. In general, she knows she needs to make reading a book more reinforcing than the accidental reinforcing of her own attention to the behavior and any peer attention that may be received.

**Develop a schedule for how often you will reward or punish the desired or challenging behavior**

The teacher believes that offering a fun reward for completion of the worksheet will go a long way in correcting Ryland's behavior, but makes a plan around future occurrences. She plans to praise Ryland as soon she notices he is done with his worksheet, giving him some attention, and then reminding him that he can go over and pick out a book to read on the carpet. She plans to do this every time at first, then slow the reminders in hopes that Ryland learns to go to the carpet when he is done with his worksheet.

**Observe the child throughout the day in order to adhere to your schedule for rewards and/or punishments regarding the challenging behavior**

Ryland's teacher puts her plan into action the next day, jumping at the opportunity to praise Ryland for his completion of the worksheet and reminding him of the option of reading on the carpet for the remainder of seatwork. Ryland quietly moves to the carpet and begins to read a book, no longer distracting his seatmates.