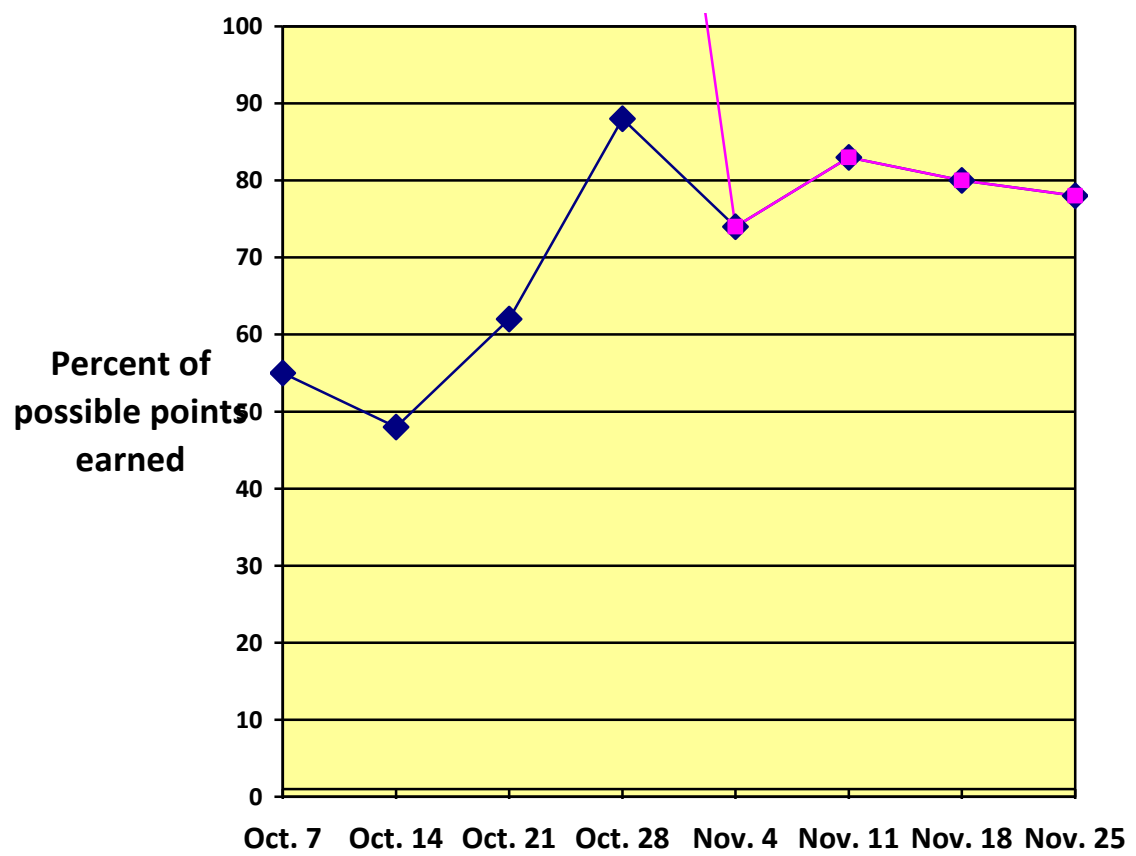


Caroline: Present Levels to Need to Grid to Goals to Progress Monitoring

Caroline's Functional Behavioral Assessment (FBA)	
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	<p>Caroline began the school year with frequent refusals, accompanied by inappropriate verbalizations towards teachers, typically when given an independent writing assignment or tasks perceived as difficult. Although she has displayed minor behavior problems in the past, this year behaviors interfere with academic progress. Caroline has never had a refusal in art class, and only one in algebra class since first week of school. Informal interventions including student conferences with teachers and guidance counselors and a parent meeting were conducted. Caroline's mother revealed that although Caroline has had belligerent behavior in the past, behavior problems at home worsened last spring, when her parents separated. Behavior worsens following Caroline's visits with her father every other weekend. Caroline's mother has recently initiated services with a community mental health provider.</p> <p>The team conducted an FBA in September 2008. Baseline data was collected over an 11 day period in three classes where problems occurred most frequently: Biology, English, and American History. Refusals were defined as "putting head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing book or notebook with a bang." Some refusals escalate to verbal challenges ("make me", swearing, name calling).</p> <p>FBA data indicates that she is refusing about 40% of assignments, with the highest rate in English (.6) and the lowest rate in Biology (.25). In an interview, Caroline indicated that she is embarrassed by her behavior but sometimes cannot help herself. She has several friends at school, but reported that she is not spending much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.</p> <p>Summary statement: <i>When given independent work , especially involving writing assignments, Caroline refuses to follow the request, accompanied by putting her head down, swearing and verbal challenges in order to escape the task. Consequences that appear to be maintaining these behaviors include being reprimanded, being sent to the principal's office, given a failing grade for the assignment, or being assigned in-school suspension.</i></p>
Need	<p>Caroline needs to develop more acceptable alternative (replacement) skills to the behaviors that she displays during assignments perceived as difficult.</p> <p>She also needs to develop coping skills to employ when anxious, frustrated or angry, as skill deficits in these areas will negatively impact her success in high school as well as future career endeavors. This instruction/support needs to be coordinated with her community service provider.</p>
Grid	<p>*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.</p>
Measurable Annual Goal	<p>Given support to develop individual coping/replacement strategies, and three times daily "check in" with the LS teacher, Caroline will work successfully on assigned tasks in Biology, English, and History classes, with no inappropriate verbalizations gestures, or refusals, earning 90% of possible points each week for five consecutive weeks.</p>
Progress Monitoring (how and when)	<p>Daily self-monitoring checklist, with weekly summary, compared with teacher reports. Teacher weekly report.</p> <p>Weekly report sent home.</p>

Caroline's Progress in Earning Points for Behavior in English, History, and Algebra Classes



Is Caroline on track to meet her goal?