

Case Studies

Ryan Johnson

- Ryan Johnson is a 7-year old African American male in the 2nd grade
- Ryan was referred by his teacher for noncompliance and temper tantrums
- According to school staff Ryan sought adult attention in inappropriate ways
- Ryan exhibited behaviors such as out of seat, yelling, crying, & interrupting his teacher by knocking classroom materials to the floor
- A problem identification interview was conducted with Ryan's teacher
- Ryan's teacher indicated that the above behaviors occurred multiple times during the school day
- Ryan was diagnosed by his pediatrician as ADHD & is taking Concerta & Risperidol
- School psychologist conducted 3 systematic observations
 - On task: 74%
 - Inattentive: 15%
 - Disruptive: 11%

Ryan Johnson

- Target Behaviors
 - Tantrums: Crying, leaving the classroom, running toward the street
 - Noncompliance: Failure to do what teacher asks within 10 seconds, work refusal, failure to follow directions
 - Inappropriate Attention Seeking: Not raising hand to ask questions, talking or blurting out, wandering around the classroom, knocking things over
- Intervention Procedures
 - School-Home Note + Contingency for Tantrum Behavior
 - School-Home Note: Talking/out of seat with permission, asks for help when needed, stay calm when angry or sad, & classroom work completion
 - Ryan received smiley face throughout school day for engaging in above behaviors
 - If Ryan met his daily goal of smiley faces, he would get a reward at home
 - Supplemental Contingency: Contingency contract for not engaging in tantrum behavior (colored in a football on his desk: 1 football for each day of the week)
 - Planned ignoring of inappropriate behavior & frequent praise for appropriate behavior

Ryan Johnson

Results

- Baseline: Average 5 tantrums per week & failed to complete classwork
- Intervention: Over 3 weeks, reduced tantrums to 1 per week, noncompliance decreased to about 15%, & inappropriate attention seeking decreased to about 10%

Lucy Smith

- 8 year-old African American female in 3rd grade
- Referred by teacher for noncompliance, work avoidance, & tantrum behaviors
- Teacher reported that Lucy kneels on floor, leaves the classroom, yells, & cries
- 3 systematic direct observations :
 - On-task: 39%
 - Inattentive: 49%
 - Disruptive: 38%
- Target Behaviors
 - Tantrums: Inappropriate attention seeking, leaving the classroom, pushing desk into other students
 - Noncompliance: Failure to comply with teacher requests within 10 seconds, verbally or physically indicating she will not comply
 - Work Avoidance: Failure to complete tasks or only partially completing tasks
- Intervention Procedures
 - Self monitoring chart: stays calm, follows teacher directions, & completes classwork (rated 0, 1, 2) over 30 minute time blocks
 - Frequent teacher praise for appropriate behavior
 - Implemented daily over 3 weeks

Lucy Smith

Results

- Target behaviors decreased dramatically from baseline:
 - Noncompliance: decreased to 0 by Day 14
 - Tantrums: decreased to 0 by Day 10
 - Work Avoidance: decreased to 0 by Day 12

Mark Blackwell

- 12 year old white male in 6th grade
- Teacher referred him for yelling at teacher, verbal aggression, & physical aggression
- Scatterplot analysis showed that these behaviors were most frequent in late morning during unstructured classroom activities
- FBA indicated Mark's behaviors maintained by social attention
- Baseline rate of aggressive behaviors averaged 15 occurrences
- Target Behaviors:
 - Physical Aggression: Hitting, kicking, slapping, biting, or pinching others
 - Verbal Aggression: Negative comments, cursing others, verbal intimidation
- Intervention Procedures
 - Noncontingent Reinforcement: Attention provided non-contingently every 20 minutes
 - Point System: Earns a point for each 15 minute interval with absence of target behaviors
 - Other students place on interdependent group contingency or ignoring Mark's aggressive behaviors

Mark Blackwell

Results

- Aggressive behaviors decreased from baseline of 15 occurrences to 0 occurrences after 2 weeks of the intervention procedures
- Results indicated that function-based intervention was effective in eliminating aggressive behavior