

Farmington Public Schools

Behavioral Assessment

Name: Jackson Roy

School: XXX Elementary School

Date of Birth: 10/9/2012

Age: 7 years, 11 month

Grade: 2nd

Jackson was referred for an Assessment of Lagging Skills and Unsolved Problems (ALSUP) due to continued challenges with emotional and behavioral regulation in the school environment. Behaviors of greatest concern include eloping and aggression toward others. Incidents have been significant enough that they have resulted in both seclusion and protective holds this year.

Background Information:

Jackson lives with his mother, grandmother, and older sister (15) in Farmington, CT. Both English and Portuguese are spoken at home, with English being the primary language. He was born in Lincoln, MA but moved to Connecticut in 2018 following a traumatic family event. Jackson is described as healthy and is not taking any medication at this time.

Jackson was originally referred for an evaluation in March of 2020 due to ongoing behavioral concerns. Cognitive testing placed his overall IQ score in the above average range. All composite scores fell in the average range except for his verbal comprehension score which fell in the high average range. Rating scales revealed greater concerns regarding his behavior and emotionality at school than at home. His teachers reported clinically significant scores on the BASC-3 on the Aggression, Anxiety, and Depression scales. A Functional Behavior Assessment was conducted and a behavior plan was developed based on the results. At a Planning and Placement team meeting held in May of 2020, he was found ineligible for special education.

In December of 2020, Jackson was referred again for a special education evaluation. Academic testing using the KTEA-3 revealed an overall score that fell in the below average range. His reading and writing composites fell in the below average range. His performance on the math composite fell in the average range. The testing administrators reported that he appeared to be anxious and was easily frustrated during some of the testing activities and this likely negatively impacted his performance. Occupational therapy and speech and language testing came out in the average range. Rating scales revealed continued concerns in the areas of emotional and behavioral regulation, especially in school. Jackson's self-ratings fell in the above average range on the Depression scale of the Beck Youth Inventory- second edition. At a planning and placement meeting held on March 5, 2021, Jackson was found eligible to receive special education services under the classification of Emotional Disturbance. At this meeting, the school-based team recommended a change in placement to a therapeutic program for elementary school children.

Jackson currently receives language arts instruction for two hours/week as well as counseling three times a week for thirty minutes. He met end of year standard in math, but not reading or writing.

Assessment of Lagging Skills and Unsolved Problems:

The team completed the Assessment of Lagging Skills and Unsolved Problems (ALSUP), a tool developed by Dr. Ross Greene as part of his Collaborative & Proactive Solutions (CPS) model. This tool is designed to help adults identify the lagging skills that are making it difficult for a child to respond adaptively to problems and frustration and the specific expectations a child is having difficulty reliably meeting that are causing concerning behaviors.

The ALSUP was completed by Jackson's school-based team on June 15, 2021. The team was composed of Mrs. Smith, his social worker, Mrs. Johnson, his classroom teacher and Mrs. Paine, his special education teacher. They first identified Jackson's hypothesized lagging skills. They then identified situations or expectations in the school environment that can lead to challenging behaviors (Unsolved Problems) and which ones lead to the most intense responses (starred items).

Lagging Skills:

Difficulty maintaining focus

Difficulty handling transitions, shifting from one mindset or task to another

Difficulty considering the likely outcomes or consequences or actions (impulsive)

Difficulty persisting on challenging or tedious tasks

Difficulty considering a range of solutions to a problem

Difficulty managing emotional response to frustration

Chronic irritability and/or anxiety significantly impede capacity for problem solving or heighten frustration

Difficulty taking into account situational factors that would suggest the need to adjust a plan of action

Inflexible, inaccurate interpretations/cognitive distortions or biases

Difficulty appreciating how behavior is affecting others

Unsolved Problems

Difficulty starting reading (a page or more of a book on his own)

Difficulty putting the title and date on word study materials

Difficulty sorting words on a word study sheet

Difficulty moving from recess to the classroom

Difficulty moving from recess to the resource room

Difficulty moving from recess to specials

Difficulty packing up his backpack at the end of the day

Difficulty unpacking his belongings in the morning

Difficulty eating breakfast in the morning by the end of morning circle

Difficulty getting started on the writing goal for the day

Difficulty getting started on the math exit ticket

Difficulty getting started on eating his lunch

Difficulty talking with peers or adults if it's not what he wants to talk about

Difficulty remaining on the present topic of conversation instead of what he wants to talk about

Difficulty letting it go when younger kids say unkind things

Difficulty remembering to bring his water bottle to blue room

Difficulty getting along with classmates in recess or PE if they're giving him sass

Difficulty getting along with classmates in recess or PE if they're boasting
Difficulty getting along with classmates in recess or PE if he feels unheard
Difficulty getting along with classmates in recess or PE if he feels excluded
Difficulty getting along with classmates in recess or PE if he's been interrupted
Difficulty moving from earned breaks to blue room
Difficulty moving from math if he hasn't finished
Difficulty moving from writing if he hasn't finished
Difficulty if he doesn't see Mrs. Smith during the regular time
*Difficulty if he disagrees with the points or checks he's received on his chart/binder
*Difficulty staying calm if he gets a little hurt (e.g. when another student hits him with his elbow while they're playing)
*Difficulty playing a game at recess if he feels that something is unfair
*Difficulty playing a game at recess if someone says something he doesn't like
*Difficulty playing a game at recess if someone is yelling
*Difficulty working on academics if someone is yelling
*Difficulty playing a game if someone is yelling

Behavioral Observations:

Staff working with Jackson took data across the day from June 10 to June 15, 2021 and from September 9 to September 22, 2021 to gather additional information regarding his concerning behaviors. Behaviors targeted for observation included:

Aggression - defined as attempting or making contact with others in a forceful way (including charging and posturing).

Elopement - defined as attempting to leave or leaving the area without permission.

Property destruction - defined as the misuse of materials, throwing items, knocking over items, ripping items, etc.

Yelling - defined as using a voice louder than conversation level, arguing with someone

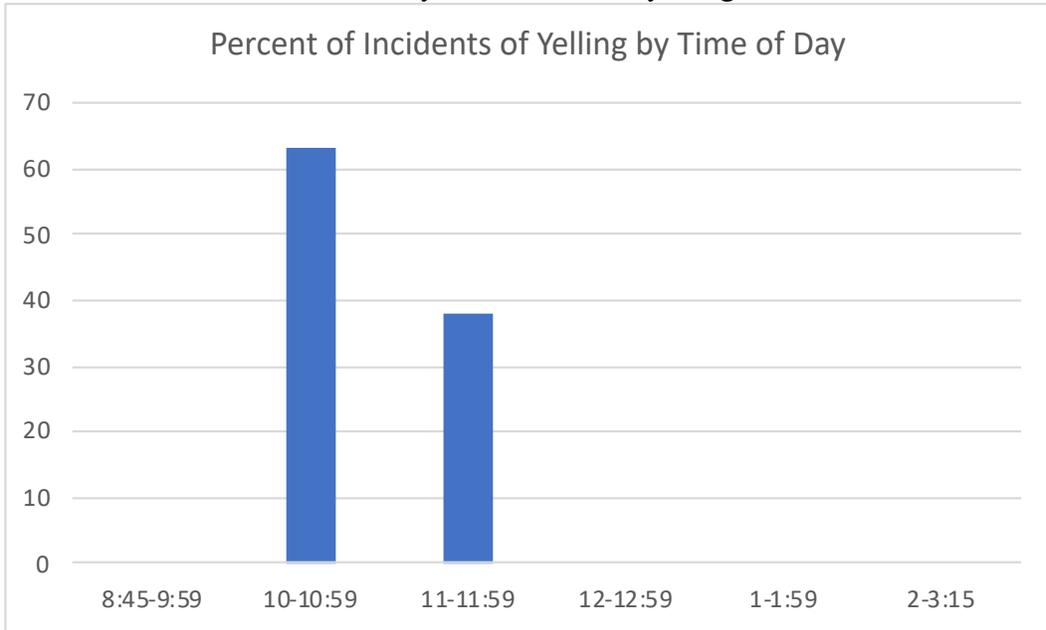
Episode - defined as a combination of more than one of the above behaviors

Fifty-one incidents were recorded during this time. There were three incidents of aggression only, six incidents of elopement only, and no incidents of property destruction only. As a result, there were too few incidents of these behaviors to analyze. There were eleven incidents of yelling only and thirty-one behavioral episodes. Information on yelling and behavioral episodes can be found below.

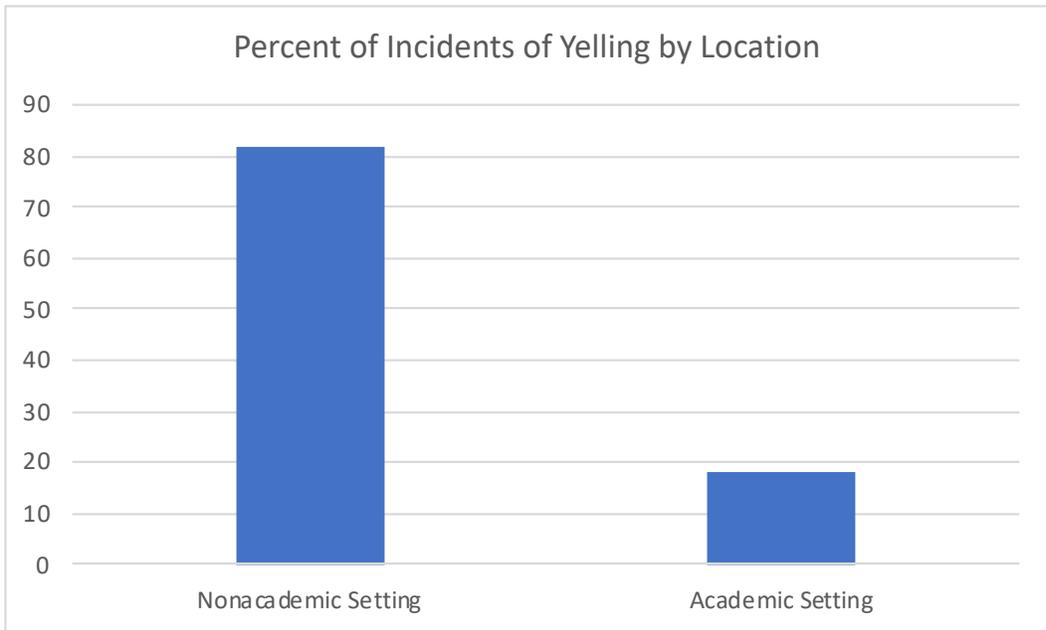
Yelling:

Episodes of yelling lasted from one minute to fifteen minutes. They averaged seven minutes per episode.

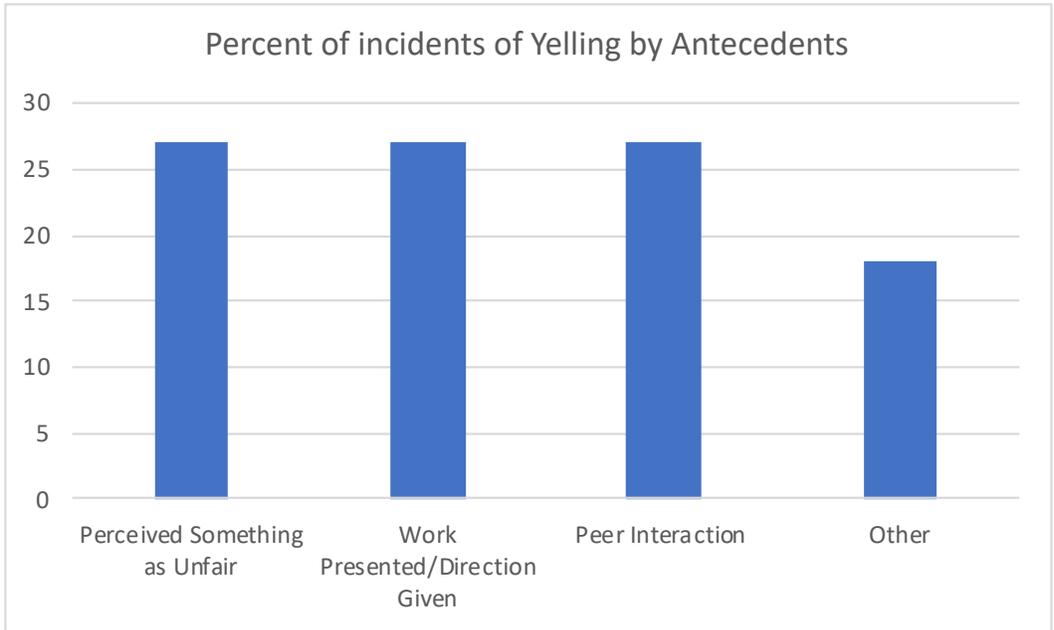
Data was collected on time of day for incidents of yelling. Results can be found below:



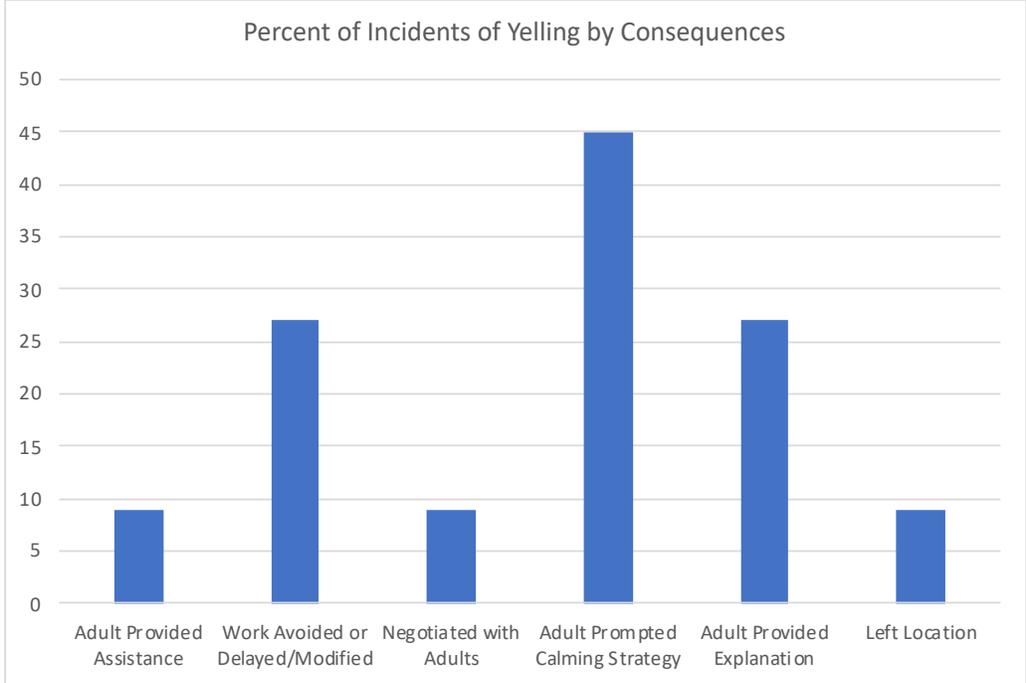
Most episodes of yelling occurred between 10am and noon.



Most episodes of yelling occurred in nonacademic settings such as the hallway and during gym.



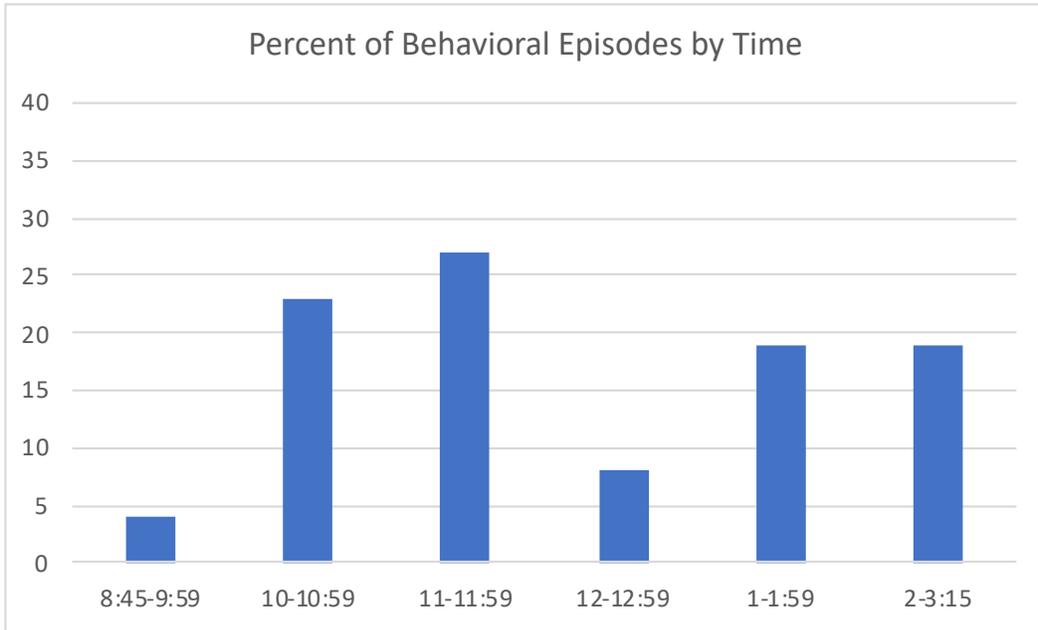
Most episodes of yelling occurred after Jackson perceived something as unfair, when a direction was given or following a peer interaction.



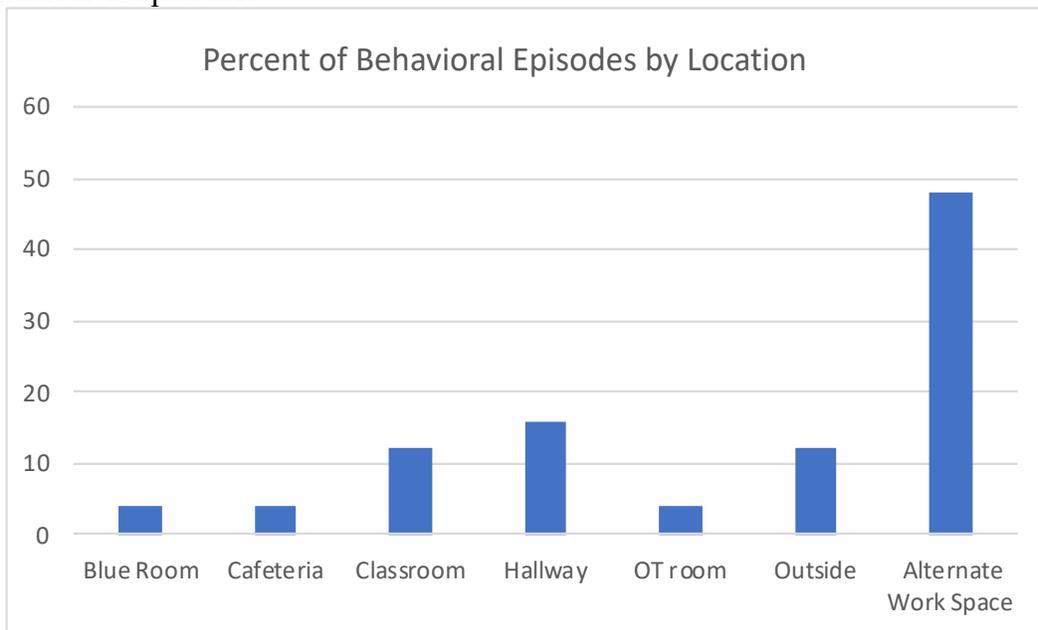
Most often, following an incident of yelling, Jackson avoided or delayed work or an adult provided an explanation or prompted him to use a calming strategy.

Behavioral Episodes:

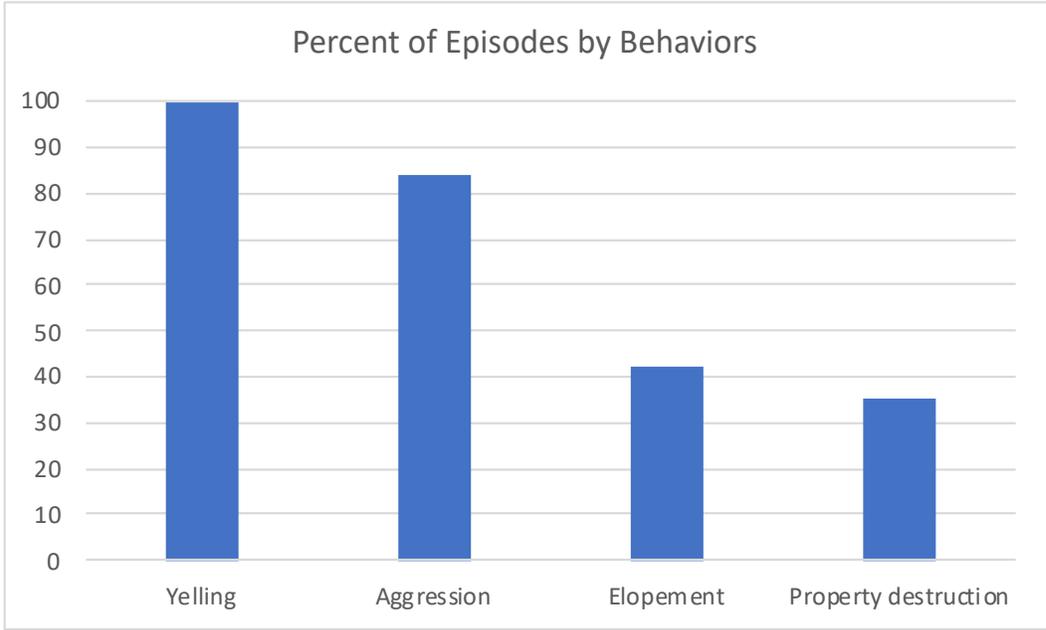
Behavioral episodes lasted from two minutes to sixty minutes. They averaged sixteen minutes per episode.



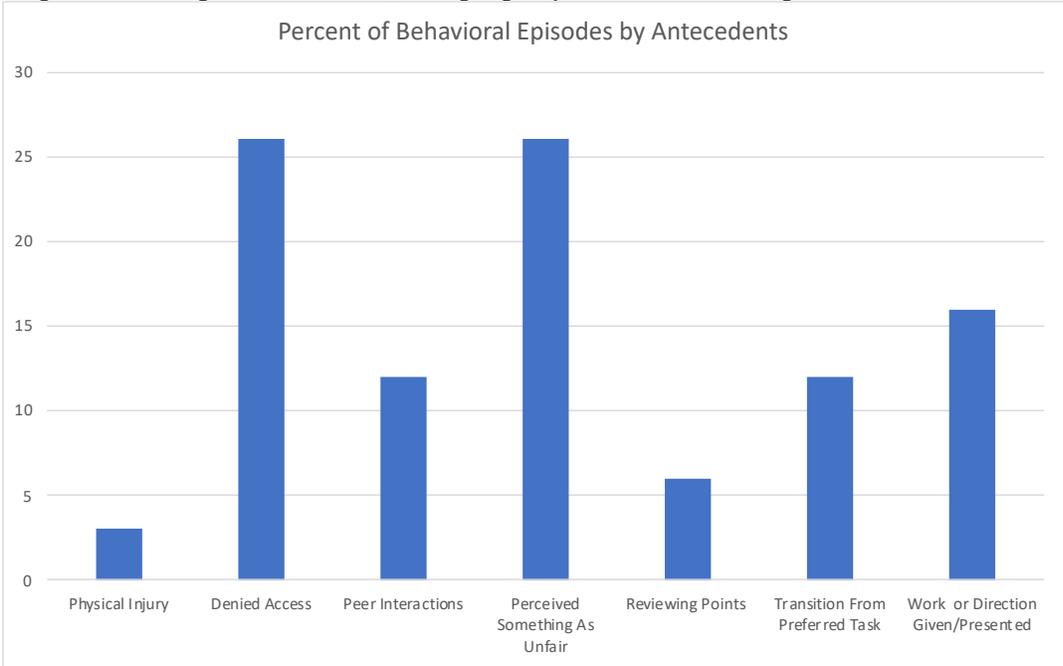
From arrival to ten and between noon and one were the times of day when Jackson had the least number of episodes.



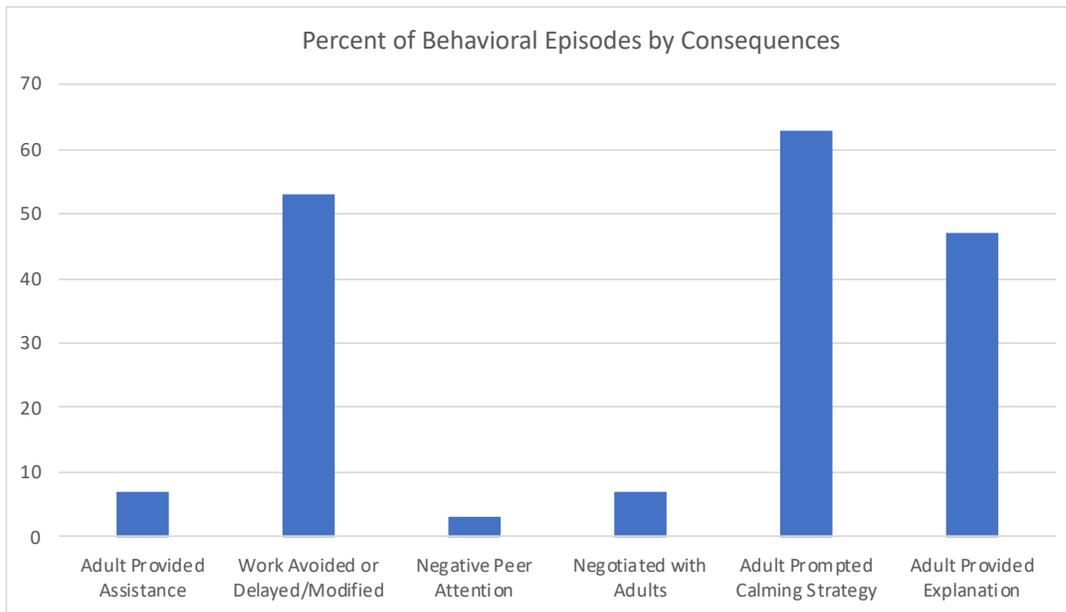
Most behavioral episodes occurred when the student was in an alternate workspace.



Yelling was present in 100% of the episodes. Aggression was present in 86% of the episodes, elopement was present in 42%, and property destruction was present in 36% of the episodes.



Being denied access to an item or activity he wanted and perceiving that something unfair had happened were the most common antecedents that preceded Jackson’s behavior during the observation period. Additional antecedents included the presentation of a direction or work task, peer interaction, ending a preferred activity, reviewing points and getting a physical injury. These align with and corroborate the unsolved problems identified through the ALSUP. The graph below shows the consequences for the student’s behaviors as a percent of incidents.



Most often, following a behavioral episode, Jackson avoided or delayed work or an adult provided an explanation or prompted him to use a calming strategy.

Summary and Recommendations:

Jackson is a bright third grade student. Although he has many strengths, there are also a large number of expectations that he has difficulty meeting across the course of the school day (referred to in the CPS model as unsolved problems) and lagging skills that make it difficult for him to respond to these problems and frustrations adaptively. Based on the results of the ALSUP, it is recommended that the team proactively partner with Jackson via collaborative problem solving conversations (known as Plan B) to come up with mutually agreeable solutions. In accordance with the CPS model, the team may want to consider starting with the 2-3 unsolved problems that lead to the most intense responses. Once those problems are solved, the team can turn its attention to other unsolved problems. Additionally, it will be important for the team to identify expectations that can be removed for now (known as Plan C).

We recognize that, for students like Jackson who have very large numbers of unsolved problems, it is difficult to focus on only 2-3 unsolved problems at a time. We also recognize that removing all the remaining unsolved problems until the first problems are solved may feel unrealistic. Below are a variety of additional strategies and supports that may help Jackson navigate these unsolved problems before they are addressed with Plan B. However, because these expectations have the potential to cause concerning behavior if they are placed upon Jackson, we recommend proceeding with caution. If the strategies and supports are not effective for particular unsolved problems, we recommend that those unsolved problems be removed completely (Plan C) until they are solved using Plan B.

Once the team has met to review and discuss this document, recommended strategies can be used to create a behavior support plan. At this meeting, it will be important for the team to also determine next steps for holding Plan B conversations as soon as possible with Jackson.

Unsolved Problems	Unsolved Problems Combined	Recommended Strategies
Difficulty starting reading (a page or more of a book on his own)	Difficulty initiating academic tasks	<p>Jackson may benefit from co-creating and practicing a routine around work initiation (e.g. check in with his para to ensure he understands the assignment, do a stretch/brain warm up, then write his name on the page). Engaging in the same routine each time may help build momentum toward initiating the academic task.</p> <p>Teach Jackson to access help appropriately when he perceives that the work task may be too hard. This can be a verbal phrase he uses or a non-verbal signal such as a sticky note on his desk. He should be reminded of this strategy regularly until it becomes part of his repertoire.</p>
Difficulty putting the title and date on word study materials		
Difficulty getting started on the writing goal for the day		
Difficulty getting started on the math exit tickets		
Difficulty packing up his backpack at the end of the day	Difficulty completing non-academic, routine tasks	<p>Jackson may benefit from the use of the “duck timer” or other fun timer that provides feedback regarding how much time he has before the next activity begins.</p> <p>It may be beneficial to allow Jackson to earn points toward a reinforcer for nonacademic task initiation.</p> <p>Jackson may benefit from a faded support approach to teaching routine tasks he is struggling to complete. The adult working with him would start by completing all the steps in a task but the last one. Then once he has demonstrated mastery on completing the last step independently (e.g. 100% for 3 days), the adult would do all the steps but the last two and continue to fade back until Jackson can complete the entire task independently.</p>
Difficulty unpacking belongings in the morning		
Difficulty eating breakfast in the morning by the end of morning circle		
Difficulty moving from recess to the classroom	Difficulty transitioning from recess and breaks to more structured activities during the day	<p>The transition may be a good time for staff to walk with Jackson and engage him in topics of interest. This will help develop and strengthen their relationship. Additionally, talking about topics of interest is both a highly preferred and calming activity for him. Staff should be prepared to ask questions about topics of interest (books, tv shows etc.) and to follow up on previous conversations during this time. Once he is in the next location, set a concrete expectation for the transition (e.g. tell him you will ask one more question/ hear one more fact or story and then it will be time for the next activity).</p>
Difficulty moving from recess to the resource room		
Difficulty moving from recess to specials		
Difficulty moving from earned breaks to blue room		

*Difficulty working on academics is someone is yelling	Difficulty engaging in academic tasks while someone is yelling	Jackson may benefit from having a workspace outside the classroom he can go to if the environment is too loud. It may be helpful to trial noise cancelling headphones Jackson can use when engaging in independent work to help regulate the amount of aural stimulation he experiences.	
*Difficulty playing a game at recess if someone is yelling	Difficulty engaging in nonacademic activities while someone is yelling	Jackson should be given permission to move to an alternative location where he can continue to engage in preferred activities (e.g. the Break Space) if there is sustained yelling during <i>play</i> activities. It will be beneficial to create a signal or means for him to communicate with staff when he may need to use this strategy.	
*Difficulty playing a game when someone is yelling			
Difficulty getting along with classmates in recess or PE if he feels excluded	Difficulty getting along with classmates in nonacademic, social settings with peers	It may be beneficial for Jackson to develop and practice scripts in counseling he can use when faced with the challenging peer behaviors. It may be beneficial for Jackson to engage in smaller, alternative recess activities with 2-3 thoughtfully selected peers rather than participate in large group recess activities as he practices social and self-regulation skills. When possible, this may be helpful in PE as well.	
Difficulty getting along with classmates in recess or PE if they're giving him sass			
Difficulty getting along with classmates in recess or PE if they're boasting			
Difficulty getting along with classmates in recess or PE if he feels unheard			
Difficulty getting along with classmates in recess or PE if he's been interrupted			
*Difficulty playing a game at recess if someone says something he doesn't like			Plan B conversation
*Difficulty playing a game at recess if he feels that something is unfair			Plan B conversation
Difficulty moving on from math if he hasn't finished			Difficulty moving on from an activity if he has not finished

Difficulty moving on from writing if he hasn't finished		<p>his class stops (e.g. one more math problem or one more sentence in writing).</p> <p>It may be beneficial to designate a time for students to complete any unfinished assignments (e.g. last twenty minutes of the day). Create a folder where Jackson can put any work he will do during that time.</p>
Difficulty talking with peers or adults if it's not what he wants to talk about	Difficulty engaging with peers and adults on non-preferred topics	<p>Jackson will benefit from learning and practicing conversation skills as part of his social skills training. ThinkSocial! curriculum (Michelle Garcia Winner) has many helpful lessons designed to target these skills.</p> <p>As Jackson is developing these skills, he may benefit from visual/verbal reminders from teachers and staff working with him before engaging in social activities with others. Partner with Jackson to determine how best to deliver these prompts.</p>
Difficulty remaining on the present topic of conversation instead of what he wants to talk		
Difficulty sorting words on word study sheet		It might be helpful to explore alternative methods of learning this academic skill (whiteboard, magnets, etc.) until an activity is identified that he is less resistant to.
Difficulty getting started on eating his lunch		Jackson may benefit from a quick conversation with staff to identify what he is going to eat first at the beginning of lunch.
Difficulty if he doesn't see Mrs. Smith during the regular time		It may be beneficial to have a plan set up for days he is unable to meet with Mrs. Smith (e.g. he can engage in a therapeutic/social skill building activity with his para outside the classroom so he receives that break and remains on the schedule he is used to). It will be important to co-create the plan with Jackson to ensure buy-in.
Difficulty remembering to bring his water bottle to Blue Room		The staff or teachers working with Jackson can remind him to bring his water bottle for now. If this is too challenging, it might be helpful to provide Jackson with a water bottle he can leave in the Blue Room so he does not have to bring the same bottle back and forth.
Difficulty letting it go when younger kids say unkind things		It may be beneficial to use the "Incredible Five Point Scale" (Kari Buron and Mitzi Curtis) book and accompanying activities to help teach Jackson more pro-social ways of responding to these situations. Visuals from this program may be helpful in coaching Jackson through his responses in the moment.
*Difficulty staying calm if he gets a little hurt (e.g. when another student hits him with his elbow when they're playing)		

*Note: starred items indicate the Unsolved Problems that lead to the most intense behavioral responses

It was truly a pleasure working with Jackson's team. If you have any questions or concerns regarding this report, please do not hesitate to reach out to me.

Respectfully Submitted,

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