

# Scenario 3

## Summary

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### Incident Details

- **Student involved:** Alex Brown
- **Teacher:** Valerie Frizzle
- **Date/Time:** October 3rd, 2025, approximately 10:15 AM
- **Duration:** Approximately 30 minutes
- **Location:** Back table in classroom during math small group
- **Activity:** Math small group with four students

### Incident Sequence

- Valerie had just reminded the group to stay focused due to loud talking
- Alex began tapping his pencil and humming during instruction
- When asked to stop, Alex claimed the noise was bothering him
- Alex pushed his worksheet off the table
- Valerie directed Alex to take 5 minutes in the calm corner

### Resolution

- After 5 minutes in the calm corner, Alex returned calm
- Alex completed his math problems without further incident

### Teacher Assessment

- Behavior was partly sensory-related (noise sensitivity)
- Behavior was partly escape-motivated
- Brief break in calm corner effectively reset Alex's ability to focus

### Action Items

☐ Complete formal incident report documentation

## Notes

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## Transcript

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Well, this morning during math group was just great. I have to log an incident report for it. Okay, this was with Alex Brown, and it happened this morning at about 10.15, October 3rd, 2025. The whole thing lasted maybe 30 minutes and I'm Valerie Frizzle and it was during our math small group at the back table in my classroom where I was working with four students.

So, I had just reminded everyone to stay focused because a few kids were talking way too loudly, and this is when Alex decided it would be the perfect time to start his own little percussion concert, just tapping his pencil and humming right in the middle of my direction.

When I asked him to stop, he said the noise was bothering him which sure like makes sense since he was adding to it and he pushed his worksheet off the table like it had done something to him. I told him to take 5 minutes in the calm corner to cool off, and surprise, that fixed everything. He came back calm as can be and finished his math problems like nothing had ever happened. Honestly, I don't know what to say.

I'd say it was partly sensory, with the noise, and partly just escape since the quick break seemed to reset him completely.



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## Observational A-B-C

**This form can be used as an observation tool and as part of the functional behavioral assessment process (FBA).**

**Student: Alex Brown Date: October 3, 2025 Time of Day: ~10:15 AM Duration of Observation: ~30 minutes Staff Observing: Valerie Frizzle Setting Where Observation Occurred: Back table in classroom during math small group**

Antecedents	Behavior	Consequence
<i><b>What Happened Before the Behavior</b></i>		<i><b>Purpose/Function of Behavior (Sensory, Attention, Escape, Other)</b></i>
<ul style="list-style-type: none"><li>- Group reminded to stay focused due to loud talking</li><li>- During math small group at back table with four students</li></ul>	<ul style="list-style-type: none"><li>- Student tapped pencil and hummed during instruction</li><li>- Pushed worksheet off the table when redirected</li></ul>	<ul style="list-style-type: none"><li>- Directed to calm corner for 5 minutes</li><li>- Returned calm and completed math work</li><li>- Observed functions: Sensory and Escape</li></ul>

**Notes (What did staff do that was successful in addressing the behavior?)**

- Teacher directed student to the calm corner for 5 minutes.
- Student returned calm and completed assigned math problems without further incident.

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