

Scenario 2

Summary

Incident Summary

- Alex exhibited disruptive behavior (tapping pencil and humming) during math small group instruction.
- Other students were talking loudly before this incident, which Alex later identified as bothersome.
- When asked to stop tapping, Alex pushed worksheet off the table in frustration.
- Teacher directed Alex to the "calm corner" for a five-minute break.
- After the break, Alex successfully completed math problems without further issues.

Environmental Factors

- Classroom noise from other students appeared to be a trigger for Alex's behavior.
- Alex verbally expressed that the noise from others was bothering them.

Intervention and Outcome

- The "calm corner" break strategy was effective in this situation.
- The brief 5-minute break helped Alex reset and return to work successfully.
- Alex was able to complete the assigned math problems after the intervention.

Action Items

- ☐ Consider monitoring Alex for potential sensory sensitivities to noise.
- ☐ Evaluate classroom noise management strategies during small group work.
- ☐ Continue using the "calm corner" strategy as it proved effective in this situation.

Notes

Transcript

This morning during our math small group, Alex began tapping his pencil and humming while I was giving instructions. And just before that, a few other students were talking loudly, and I reminded the group to stay focused. When I asked Alex to stop tapping,

He said the noise from the others was bothering him and pushed his worksheet off the table. I directed him to the calm corner for a five minute break, and when he came back, he completed his math problems without any further issues.



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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 **Date:** 2025-10-07 **Time of Day:** Math small group instruction (exact time not provided) **Duration of Observation:** Not specified **Staff Observing:** Manuela Rodríguez **Setting**
Where Observation Occurred: Classroom, small group instruction

Antecedents	Behavior	Consequence
<i>What Happened Before the Behavior</i>		<i>Purpose/Function of Behavior (Sensory, Attention, Escape, Other)</i>
<ul style="list-style-type: none">- Small group math instruction in classroom- Peers talking loudly; teacher reminded group to focus- Teacher giving instructions- Teacher asked Alex to stop tapping	<ul style="list-style-type: none">- Tapping pencil and humming during instruction- Pushed worksheet off the table- Stated that noise from others was bothering them	<ul style="list-style-type: none">- Directed to calm corner for a 5-minute break- Returned to seat and completed assigned math problems without further issues- Function: Not determined from this recording; further data needed

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

Indiana Resource Center for Autism ♦ Indiana Institute on Disability and Community 2810 E Discovery Parkway Bloomington, IN 47408 ♦ 812-855-6508 ♦