ABA Therapy: Functional Behavior Assessment, Behavior Intervention Plan, Alternating Treatment Graph, and ABAB Design Graph. Case: Lucas is in fourth grade and has been diagnosed with a specific learning disability. He reads at a third -grade level and his proficiency in Math is also below grade level. Lucas is known as the class clown and is very social; however, he often uses his friends as the target of his jokes. When Lucas was in reading class this week, he made a joke about his teacher, Mrs. Potts, and his friends laughed quite loudly which disrupted the class. Mrs. Potts asked the boys to keep their voices down and work quietly. While Mrs. Potts was busy assisting another student, Lucas began making raspberry noises and his classmates all began to laugh. Mrs. Potts directed her attention to Lucas, but he denied doing anything wrong. Mrs. Potts gave Lucas a warning, stating that if he continued to be disruptive, she would send him to the principal’s office. Lucas settled down and resumed working; however, he did not complete his assignment. That afternoon, when Mrs. Potts left the classroom to speak to another teacher, Lucas began imitating the teacher. The students in the classroom began to laugh loudly and talk to one another. Lucas continued to act out, getting out of his seat and mimicking the teacher at the whiteboard. When Mrs. Potts entered the classroom, the class was in quite a commotion. Mrs. Potts sent Lucas to the principal’s office for the tenth time since September and it is still early in the school year. Mrs. Potts is concerned about the disruptive behaviors that Lucas continues to exhibit and has requested that a behavior intervention plan (BIP) be put into place. The Functional Behavior Assessment (FBA)data indicate that Lucas’s behavior serves multiple functions, including attention and escape from demands. Given the multiple functions noted in the results of the FBA, it is determined that a Functional Analysis is necessary to determine the primary function of behavior. Student responses will vary slightly with regards to the FBA process and the interventions presented within the Behavior Intervention Plan (BIP). However, the graphs that are completed should be reflective of the data presented in the tables and display the required ABA conventions as demonstrated by the sample provided in the grading checklist. The BIP should be written in treatment plan format and contain all of the relevant sections necessary in a treatment plan. Part One: • Outline the Functional Behavior Assessment Process – The student should discuss and provide a rationale for: • Indirect Assessment procedures, such as Interviewing, Rating Scales, Checklists/Questionnaires. • Direct Assessment procedures, such as direct observation, data collection procedures (ABC, Scatterplots, direct measures, and/or narrative/anecdotal records). • Student should outline the basic procedures and limitations of conducting a Functional Analysis as part of the FBA process, and discuss how the specific conditions that would be tested: • Attention condition • Demand condition • Alone condition • Control (Play) condition • Limitations would include: • Inability to control extraneous or confounding variables in a natural setting • Difficult to use for low frequency behaviors • High effort and Time consuming to employ. • Functional Analysis Graph (Alternate Treatment Design): Given the data provided in the chart, create an Alternating Treatment design graph using ABA conventions that demonstrates the primary function of Lucas’ behavior. (“Revise” Attachment has example of how the graph should be. Also, open up “Data For Graphs” for the chart that has the data for graph). • Graph conventions: • All black (no colors) • Data points alternate across sessions (there is only one data point on the graph per session on the X axis, which alternate between data paths. • Each condition has different data point shape • Y and X axis are labeled • Legend on the right