**Background Information**

Tommy is a 10-year-old boy who enjoys baseball, swimming, and baking. He does not like art

activities or large crowds. Tommy has a good sense of humor, but he can be irritable. He is

fearful around new people, and may become quiet and more reserved in those situations. His

parents and teachers talk him through exposure to new people. Tommy is highly verbal and

speaks in sentences. Tommy is above grade level in reading. He enjoys reading, and his favorite

book is the *Percy Jackson Lightning Thief*. According to Tommy, he dislikes writing. Most of

his writing is simple sentences with a great deal of grammatical errors and little detail. He also

struggles with math, in which he is approximately 2 grade levels below. He has recently learned

how to pitch left handed. Tommy has a medical diagnosis of childhood-onset bipolar disorder

and an educational classification of severe emotional and behavioral disorder. He takes

medication for bipolar disorder on a daily basis. He is currently on a new medication. Tommy also has a new baby brother who is 5 months old.

**Target Behavior**

Tommy has been increasingly disruptive the past few months. He has verbal outbursts and

pushes classroom materials onto the floor after being given an academic task during quiet work

time. His verbal outbursts include yelling that he is not doing the assignment, telling a student to

shut up, using profanity, and calling student’s names. His teachers do feel that they spend about

an hour per day dealing with the behavior, and they usually respond to Tommy’s behavior by

scolding him or by initiating an office referral.

**School Classroom Environment**

Tommy attends a regular K-5 public elementary school. Tommy is new to the school. Tommy

is in the 5th grade. There are 19 students in his homeroom classroom. Tommy has 2 segments in

a resource SPED class with 5 other students. Tommy also has 1 co-teaching segment for math.

His teacher is very organized and structured. She is loving and understanding with regards to

Tommy’s needs.

**Previous Interventions**

Tommy has attended your school for two months now. Initially, he seemed to acclimate to the

the new school well. However, things have gotten more difficult for him lately. Tommy’s teacher

set up some rewards for him to earn if he does not engage in the disruptive behavior. His

behavior has not improved and it has been difficult for his team to identify “why” he is engaging

in the behavior. There is not consensus among his team that the rewards are the appropriate

intervention for his disruptive behavior. His team agreed that they should conduct an FBA and

develop a BIP.