

Madison Area Educational Special Services Unit FUNCTIONAL BEHAVIOR ASSESSMENT



Purpose of Functional Behavioral Assessment

The purpose of the Functional Behavioral Assessment (FBA) is to identify or clarify a functional relationship between behaviors, antecedents and consequent events. The FBA gathers information used to identify why a problem behavior occurs in order to maximize the effectiveness and efficiency of behavioral intervention.

Guidelines for Functional Behavioral Assessment

An FBA should be conducted as early as possible when a student demonstrates behavior that is interfering in the learning process. Building staff will want to determine when the FBA should take place. When a student has had a determined number of behavior referrals or is suspended for a determined number of days would be an appropriate time for the evaluation. Another appropriate time for conducting an FBA is as part of the General Education Intervention procedure in an effort to deal with student behavior so that a full educational evaluation may not be necessary. An FBA will be conducted as part of the initial educational evaluation for students suspected of having a disability when behavior is an issue. FBA will be part of the data gathering process during the re-evaluation process for students identified as having a disability when behavior is an issue.

Student: Tommy Jones - 2nd Grade

Date: 2/15/15

I. Specific Behaviors which may be of concern: (Please check one or more)

** Look at the most severe and daily occurrences**

<input type="checkbox"/> Talks out	<input checked="" type="checkbox"/> Argumentative
<input type="checkbox"/> Inappropriate response to authority figures	<input type="checkbox"/> Talks back
<input checked="" type="checkbox"/> Throws objects	<input type="checkbox"/> Won't work independently
<input type="checkbox"/> Laughs Loudly	<input type="checkbox"/> Overly restless
<input type="checkbox"/> Sleeps in class	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Cries in class	<input checked="" type="checkbox"/> Oppositional
<input type="checkbox"/> Daydreams	<input type="checkbox"/> Tardy/Absence
<input type="checkbox"/> Inattentive	<input checked="" type="checkbox"/> Non-Compliant
<input type="checkbox"/> Non-participation	<input type="checkbox"/> Unmotivated/Apathetic
<input type="checkbox"/> Self-abuse	<input type="checkbox"/> Rude/Impertinent
<input type="checkbox"/> Talks to others	<input type="checkbox"/> Lack of effort
<input type="checkbox"/> Seems to be a loner	<input type="checkbox"/> Incomplete Work
<input type="checkbox"/> Asks inappropriate questions	<input checked="" type="checkbox"/> Aggressive
<input type="checkbox"/> Disrespectful	<input type="checkbox"/> Disruptive
	<input type="checkbox"/> Other

Additional Comments:

Tommy becomes extremely angry and defiant immediately when prompted to perform a task he does not want to do.

II. Describe the Behaviors

	Behavior	Location (Where & When)	Frequency	Consequences	Trigger (with whom or under what circumstances)	Intensity (Mild, Moderate, or Severe)
1	Non-compliance	Classroom (cross-sectional)	4 x day (5-10 minutes)	redirection / time-out / choices	not getting what he wants from aide or teacher	Moderate
2	Screaming outbursts	Classroom	3 x day (< 5 minutes)	redirection / limits set	during reading lessons	Mild
3	Running	Hallways	2 x week	office referral	not getting what he wants	Moderate

III. Attempted Interventions

What has been done? Provide documentation of attempted interventions

Tommy has been provided a "cool down" time at his desk, back of the room, or in the hallway when needed. He is always provided positive alternatives or modifications for in-class assignments. Teacher has a "positive smile" reward chart system to reinforce good behavior. Tommy also gets preferential seating, extra 1 on 1 time to satisfy his attention seeking while also building his academic progress.

IV. Motivation for Behavior

Why is the behavior occurring? Complete Motivation Assessment Scale (page 3) and enter totals below

Total Score

<p>Sensory: <u>3.25</u> <i>(Self-Gratification)</i></p> <p>Escape: <u>7.25</u> <i>(Person, Task Situation)</i></p>	<p>Attention: <u>7.75</u> <i>(Peers, Staff)</i></p> <p>Tangible: <u>10.5</u> <i>(Respect, Power)</i></p>
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V. Parent Comments and Concerns

Parents have the same concerns as the school . They see the behavior worse at home during homework time.

VI. Suggest any preferred items, activities, or people that could be used as incentives in an intervention for this child (What can be used to increase positive student behavior?)

Tommy enjoys art and coloring. He also likes 1 on 1 time playing interactive games. He enjoys spending time with Mr. Tincher (principal) during recess.

VII. Behavior Goals (state in observable, measurable terms related to target behaviors)

Tommy will receive "coins" from Mrs. Littner for self-monitoring his frustration levels by following teacher / authority figure directives. He has a chance to earn up to 4 "coins" per day with his goal to be 10 "coins" weekly. Mrs. Littner will add 2 "coins" goals per week to a total of 14 "coins". 20 total coins is the goal. Tommy would be reaching a 70% rate. One he reaches his "coins" goal, he will receive a candy bar and praise from Mr. Tincher. Tommy will also use a "cue card" or ask on his own to take a break when he gets frustrated during reading lessons. He is to do this as a replacement behavior instead of screaming outbursts. He will get "LEGOTIME" daily for reaching his goal. Once he gets a total of 8 "LEGOTIME" days, he will be reward 15 minutes of free "LEGOTIME" with a friend. The teacher will use a monthly calendar chart to track daily "coins" and "LEGOTIME".

Completed By: Mrs. Littner Date: 2/15/15

MAESSU MOTIVATION ASSESSMENT FORM

STUDENT NAME: Tomm y Jones	OBSERVER: Mrs. Littner
TARGET BEHAVIOR: Non-Compliance	DATE: 2/15/15

Questions	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
<i>Place the appropriate number in the box provided for each question</i>	0	1	2	3	4	5	6
1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (for example several hours)			2				
2. Does the behavior occur following a request to perform a difficult task?					4		
3. Does the behavior seem to occur in response to your talking to other persons in the room?				3			
4. Does the behavior ever occur to get something that this person has been told that he/she can't have?						5	
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around?				3			
6. Does the behavior occur when any request is made of this person?					4		
7. Does the behavior occur whenever you stop attending to this person?						5	
8. Does the behavior occur when you take away an item or activity?						5	
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing)				3			
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?				3			
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (For example, if you are in a separate room, interacting with another person)						5	
12. Does the behavior stop occurring shortly after you give this person what he/she requested?					4		
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him/her?		1					
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?					4		
15. Does this person seem to do the behavior to get you to spend some time with him/her?						5	
16. Does the behavior seem to occur when this person has been told that he/she can't do something he/she had wanted to do?						5	

	<u>Sensory</u>		<u>Escape</u>		<u>Attention</u>		<u>Tangible</u>	
	Self-Gratification		Person, Talk, Situation		Peers, Staff		Respect, Power	
	1	2	2	4	3	3	4	5
	5	3	6	4	7	5	8	5
	9	3	10	3	11	5	12	4
	13	1	14	4	15	5	16	5
Total Score =	9		15		18		19	
Mean Score =	2.25		3.75		4.5		4.75	
Relative Ranking =	4		3		2		1	

Is the behavior occurring due to social skills deficit? If so, what skill deficit(s) may be causing the occurrence of this behavior?

MAESSU MOTIVATION ASSESSMENT FORM

STUDENT NAME: Tommy Jones

OBSERVER: Mr. Billett (Recess Aide)

TARGET BEHAVIOR: Non-Compliance

DATE: 2/15/15

Questions	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
<i>Place the appropriate number in the box provided for each question</i>	0	1	2	3	4	5	6
1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (for example several hours)		1					
2. Does the behavior occur following a request to perform a difficult task?					4		
3. Does the behavior seem to occur in response to your talking to other persons in the room?			2				
4. Does the behavior ever occur to get something that this person has been told that he/she can't have?							6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around?			2				
6. Does the behavior occur when any request is made of this person?						5	
7. Does the behavior occur whenever you stop attending to this person?				3			
8. Does the behavior occur when you take away an item or activity?							6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing)	0						
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?			2				
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (For example, if you are in a separate room, interacting with another person)			2				
12. Does the behavior stop occurring shortly after you give this person what he/she requested?						5	
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him/her?		1					
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?				3			
15. Does this person seem to do the behavior to get you to spend some time with him/her?							6
16. Does the behavior seem to occur when this person has been told that he/she can't do something he/she had wanted to do?							6

Sensory

Escape

Attention

Tangible

Self-Gratification

Person, Talk, Situation

Peers, Staff

Respect, Power

1	1	2	4	3	2	4	6
5	2	6	5	7	3	8	6
9	0	10	2	11	2	12	5
13	1	14	3	15	6	16	6
Total Score =	4	14	13	23			
Mean Score =	1	3.5	3.25	5.75			
Relative Ranking =	4	2	3	1			

Is the behavior occurring due to social skills deficit? If so, what skill deficit(s) may be causing the occurrence of this behavior?

Yes, Tommy still has a low social skills deficit. Tommy does not understand when to appropriately talk or wait his turn for others to speak. He has a

low patience level. When we wants to do something, he wants to do it now. If he doesn't get what he wants, he will show behaviors of a 3 year old.