

## Functional Behavioral Assessment Component 1: Define the Problem

### 1. Description of Student<sup>1</sup>

<b>Student Name:</b> Aiden*	<b>Age:</b> 12	<b>Grade:</b> 6	<b>Report Date:</b> 25/3/12
<b>Name of Person Conducting Assessment:</b> Amanda Dennison			
<b>Description of the Observational Context/Setting</b> (type of program, grade level, etc.) Aiden's 6 <sup>th</sup> grade general music class. Class is 45 minutes, every other day, during the last period of the day. The class is quite small- 8 students and one teacher. The school is a large international school in Asia that follows a primarily American curriculum.			

**Based on the interview with the teacher, please list strengths and weaknesses:**

Strengths:
1. Great drummer
2. Enjoys playing the guitar
3. Very social
4. Enjoys listening and responding to music
Weaknesses:
1. Easily distractible/off-task (daydreaming, playing with something, talking to peers)
2. Impulsive with hands: playing with whatever is nearby or touching peers

2. **Describe the problem behavior<sup>1</sup>**, as represented by the referring teacher, in observable terms. Be as specific as possible. Based on the teacher's report, estimate the severity of the problem (frequency, duration, latency, etc.). Decide which behavior(s) you will begin to gather information on first in order to design a behavioral intervention plan.

**Define the Target Behavior by clearly describing the Problem Behavior(s) in Observable Terms (Operationally define the behavior so that it can be measured by yourself and others)**

<b>Description of Problem Behavior 1</b>	<u>Estimated Frequency, Duration, Latency, etc.</u>
Aiden's teacher and I have chosen to focus on the problem of Aiden playing with or touching things he is not supposed to be touching, for example, playing with an instrument or other object when he is not supposed to be, or touching his peers.	This can happen as much as once every 3-5 minutes during less structured or less interesting activities, and lasts until the teacher intervenes.

<sup>1</sup> These numbers correspond to the elements listed on the Assignment 2 Description.

### 3. Functional Behavioral Assessment Component 2

## ABC Recording Form<sup>2</sup>

Student Aiden

Observer Amanda Dennison

Teacher Ms. Bechdoldt

Subject/Class/Context 6<sup>th</sup> Grade General Music

Date March 8, 2012

Event/Stimulus/ Setting	Antecedents	Behavior	Consequences
<p>6<sup>th</sup> grade general music class; 8 students and 1 teacher present; last period of the day, 2:15-3pm; students were researching music artists</p>	<p>Teacher asked students to begin work</p> <p>Other students were typing and doing their work</p> <p>Another student yelled out</p> <p>Teacher told students to begin listening to song</p> <p>Teacher began circulating to check on students' progress</p> <p>Other students were busy working on their computers.</p>	<p>Aiden looked up sports website instead</p> <p>Aiden was watching other students instead of doing his own work</p> <p>Aiden stopped, stared, giggled</p> <p>Aiden played with his headphones instead</p> <p>Aiden was flicking through "spaces" on his computer, not doing his work</p> <p>Aiden began playing with a nearby instrument.</p>	<p>Teacher redirected Aiden: "What should you be doing?"</p> <p>Teacher asked specific question about topic to refocus Aiden</p> <p>Teacher redirected the whole class</p> <p>Teacher redirected Aiden: "Stop playing with your headphones. You should be listening to the song."</p> <p>Teacher: "Aiden, I'm concerned because it doesn't seem you have any work finished. You only have 15 more minutes, and if you don't get it done you'll have to do it for homework."</p> <p>Other students looked at Aiden. The teacher took away the instrument.</p>

<sup>2</sup> If you need assistance with this aspect of this assignment (A-B-C assessment), please see Maurice Moses' handout.

	Teacher revisited Aiden to check progress.	Aiden had only typed a few sentences.	Teacher told Aiden he would have to complete the assignment at home and that she would let his mom know.
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**5. Ecological Analysis of Environment**  
**Functional Behavioral Assessment Component 3:**  
**Identify Antecedents: Events, Times, and Situations**

Student: Aiden Date: 25/3/12

Answer these key questions in measurable terms using specific data gathered from all the assessment tools used by the evaluation team. Patterns of behavior may emerge as you answer the questions. Be as specific as possible to develop an effective behavioral intervention plan.

**Who is present . . .**

when the behavior tends to occur?

Other students

Teacher

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when the behavior almost never occurs?

Other students

Teacher

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**What is going on . . .**

when the behavior tends to occur?

Less structured/open-ended activities

Sedentary activities

Lengthy assignments

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when the behavior almost never occurs?

Highly structured activities

Active activities

Brief assignments

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**When/Where does the behavior . . .**

tend to occur?

Academic subjects

Anytime, but worse later in the day

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almost never occur?

PE class; sports practice

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## Functional Behavioral Assessment Component 5: Identify Consequences Maintaining the Behavior

*Answer these key questions regarding what happens after the behavior occurs. Be specific using data collected about consequences. General responses do not assist in the development of an effective behavioral intervention plan.*

**When the behavior occurs, what are the reactions or actions . . .**

Teacher in the context?	Quickly calls attention to the problem behavior and reminds Aiden of what he should be doing. Takes away objects that may be distracting (i.e. an instrument). May give Aiden an official warning if she feels his behavior is intentional, though this does not happen often.
Peers in the context?	<i>If Aiden is acting out:</i> Usually positive attention: Laughter, smiling, watching Occasionally negative attention: “Don’t touch me.” or “That’s my ____.” <i>If Aiden is not focusing on his work:</i> Usually no reaction from peers, because they do not notice.
Student to other people?	Often seems to be surprised when the teacher points out what he was doing and tells him what he should be doing, like he didn’t realize. Upset/disappointed if the teacher takes away his instrument. Enjoys attention from peers.
Parents? (if applicable)	N/A

**6. Health/Medical Factors<sup>3</sup> (not included in this Assignment)-** diagnosed with ADHD but does receive any treatment (neither medicine nor behavior therapy)

**7. What interventions have been tried in the past? What did you observe or teacher report? What happened?**

Talking immediately with Aiden to bring his attention to his behavior, as well as taking away distracting objects (instruments) when necessary. These interventions seemed to be helpful to get Aiden temporarily refocused on the task at hand, however Ms. Becholdt does not think it is appropriate for Aiden to require so many reminders and reprimands during the class.

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<sup>3</sup> This is not required for this assignment. The item numbers correspond to the list provided in the assignment description and cover pages.

## Functional Behavioral Assessment Component 6: Develop a Hypothesis

Student: Aiden Date: 25/3/12

Use the assessment information collected about the behavior and decide what purpose or function it has for the student. The following checklist may be helpful in developing a theory. Write a theory statement at the bottom.

### Considerations: Determining the Purpose of a Problem Behavior

The purpose of the behavior may be **Attention** if . . .

It occurs when teacher is not paying attention to the student (e.g., talking to someone else in the room, talking on the phone, too busy to have a chat, etc.).

It occurs when teacher stops paying attention to the student.

Student gets attention from others when the behavior occurs

The purpose of the behavior may be to **Get/Obtain Something** if . . .

It occurs when teacher take away a favorite activity, food, toy, free time, etc.

It stops soon after teacher gives the student what he or she seems to want or has recently requested.

It occurs when the student can't have what he or she desires.

The purpose of the behavior may be **Escape/Avoidance** if . . .

It occurs when teacher asks the student to do something (e.g., getting ready to change activities, write assignments, speak in front of peers, read in class) that he or she doesn't seem to like or want to do.

It stops after teacher stops "making demands."

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### 8. Develop your Hypothesis pertaining to the purpose or function of the student's behavior:

<b>When <u>this</u> occurs .....</b>
When Aiden finds a task boring or is offered too much freedom in the assignment
<b>The student does .....</b>
he plays with something around him (such as an instrument), tries to engage peers through play/talk, or daydreams
<b>To get/avoid .....</b>
to avoid doing the assigned task in favor of something more interesting to him.
<b>Does the student possess the necessary skills? Yes No, needs instruction in ...</b>
No, he may need instruction in self-monitoring so he can monitor his attention to his work.

**Record Baseline/Frequency of Target Behavior(s): Data Collection Method (select only one. Consult the resources in Appendix A. Once you have collected one day of data, record the data in the appropriate column that matches your observation system).** [Note for the assignment, you will only have collected 1 day, but for an FBA, you will need to collect 3-5 days for adequate baseline data collection]. The chart below is simply a summary chart associated with the Baseline Data collection associated with the fourth item listed in the Assignment Description. When you submit your assignment, include the baseline log and graph (one day of data).

Date(s)	Event Recording	Duration Recording	Interval/Time Sampling	Latency Recording
1. Mar. 12, 2012			19%	
2.				
3.				
4.				
5.				
6.				
7.				

## Behavioral Intervention Plan

Student Name: Aiden Date: 25/3/12

Target Behavior (State in observable terms, using action verbs, and identify the data collection system to measure progress):

Aiden easily becomes distracted and off-task, which is demonstrated through daydreaming, playing with an object, or touch/talking to peers instead of doing the assigned work. Ms. Bechdoldt would like to first work on Aiden touching/playing with objects he should not be. We will use an interval recording chart to show how many times per music class (45 min. every other day) this happens over a period of 6 weeks to chart Aiden's progress.

### Develop a Plan

Teach: What other behavior or skill will be taught to the student so he or she can accomplish his or her purpose in a more acceptable way?

Prevention: How will situations or the context be altered or changed to support the replacement behavior, or to minimize the problem behavior?

Response: How will people respond when the problem behavior occurs so that their response does not reinforce the inappropriate behavior or cause the person interacting with the student greater upset and stress?

### 9. Identify the replacement behavior(s) that result in a same/similar outcome for the student.

#### What is the replacement behavior? Define the replacement behavior:

Aiden will be taught to self-monitor his attention through self-recording how many times per class period he touches objects inappropriately. He will be allowed a small fidget toy in his desk that he and Ms. Bechdoldt will decide on together, and he will be taught how to use it without distracting others.

### 10. Behavior Intervention Plan. How will the replacement behavior be taught? Detail strategies to teach replacement behavior:

Teach (Steps)	Who is Responsible	How Often
<ol style="list-style-type: none"> <li>1. Discuss the problem behavior with Aiden, as well as the correct behavior.</li> <li>2. Show Aiden the recording sheet and how it works. Every time he is touching an object inappropriately, he has to make a tally on the sheet.</li> <li>3. Ms. Bechdoldt will occasionally keep track of this data, as well, to check for accuracy, however she will not tell Aiden when she is going to do it.</li> <li>4. Ms. Bechdoldt and Aiden will select a "fidget toy" together and discuss how Aiden can use it appropriately and keep from bothering other students with it.</li> </ol>	<p>Ms. Bechdoldt is responsible for all steps.</p>	<p>Once initially Once initially Once every 2 weeks Once initially</p>



**Context alteration to support use of replacement behavior, e.g., Prompts prior to “trouble spots”. These are the changes in environment to support instruction and replacement behaviors (e.g., routines, grouping, work difficulty) (1:00:00)**

Context Alteration	Who is Responsible	How Often/When
<p>Ms. Bechdoldt will review with the class what your body should be doing when you are paying attention.</p> <p>She will often remind them to think about this before she begins speaking. “Check your eyes. Check your hands.” Etc.</p>	<p>Ms. Bechdoldt</p>	<p>Once initially</p> <p>Frequently; before she begins speaking</p>

**What Outcomes will be delivered when student uses replacement behavior, e.g., Match to function and scheduled delivery (GET teacher attention, earn free time with peers, special privileges; AVOID – task choice, ask for assistance, peer tutor, “take-a-break”, re-seated)**

Outcomes	Who is Responsible	How Often
<p>When Aiden accurately monitors his behavior (within 2), he will earn the privilege of getting to work with a peer on an assignment.</p> <p>When Aiden is able to keep the problem behavior at 4 times or fewer during a class period (45 min.), he will earn free time playing an instrument of his choice. (This goal will gradually be made more difficult as Aiden becomes more successful.)</p>	<p>Aiden &amp; Ms. Bechdoldt</p>	<p>Approx. once every 2 weeks</p> <p>Once per class period</p>

**Develop a plan for the response to the problem behavior when it occurs. Think how the environment should be altered so that the problem behavior does NOT result in previous outcomes (gain/avoid). Problem behavior should not be as efficient or result in the outcome that the student seeks. During intervention, what will happen when the problem behavior occurs to break the behavior-outcome cycle?**

Teach [response to problem behavior]	Who is Responsible	How Often
<p>As much as possible, Ms. Bechdoldt will make sure there are no objects near Aiden that he could play with, and she will only give him instruments and such when it is time for him to begin using them.</p> <p>She will also remove objects immediately from his possession if he begins to play with them inappropriately.</p>	Ms. Bechdoldt	Always

**Analysis of the Behavioral Intervention Plan  
Data Collection Plan**

Student Name: Aiden Date: 25/3/12

Timeline for the next meeting to review and evaluate effectiveness of the intervention: 6 weeks

Date: 11/5/12

**11. Data Collection Plan:** What data will be collected to evaluate the program? by whom? Indicate what data is needed to evaluate success (e.g., frequency, duration, latency). Provide brief instructions to family and/or staff on how to collect this information, and when to collect this information. Specify who is responsible for which type of data collection.

Data Collection Plan (What behavior should be recorded and what type of recording system)	
Interval recording to determine how often Aiden is touching something inappropriately during class.	
Who: Ms. Bechdoldt	When: Once/week

Frequency of Review of Progress (select one)		
Bi-Weekly	<b><u>Weekly</u></b>	Monthly

Data Collection Method (select one):				
Event Recording	Duration Recording	<b><u>Interval Recording</u></b>	Time Sampling	Latency Recording

# Interval Recording

TIME SAMPLING OF BEHAVIOR: 12/3/12, 2:30PM

INITIALS/NAME: AIDEN

At the end of each 30-second interval, observe the child's behavior for 3 seconds. Then place a check mark ( ) in each category of behavior that occurred during that interval. Record the child's behaviors of concern in the left columns.

Behavior	30	1'	30	2'	30	3'	30	4'	30	5'	30	6'	30	7'	30	8'	30	9'	30	10'	30	11'	30	12'	30	13'	Total	
Touching something or someone inappropriately				X								X	X			X											X	5

# of intervals where behavior occurred: 5

% of intervals 19%