

## FUNCTIONAL BEHAVIORAL ASSESSMENT

Date: 1/09/2017

Student Name: Tommy Smith School/Grade: 5th DOB: 12/15/07 Case Manager: Flo Magic

### Data Source:

FBA Parent Questionnaire  IEP  Psychological  Student Observation/Report (if applicable)  Observation Setting & Environment Checklist  
 FBA Staff Questionnaire  Student Survey  Other:

**Student Profile** (Utilize the IEP, Psychological, Student Observation/Report, and FBA Staff Questionnaire):

### Student Strengths:

#### Academic:

*The following progress monitoring data was reported for Reading levels:*

**10/15/16: i-Ready Reading:** 645 which is above grade level in Reading

**10/15/16: i-Ready Reading Comprehension:** 635 which is on a 5<sup>th</sup> Grade Level.

**11/15/2016 STAR Reading:** the student's Lexile Score was 825 (Lexile range from 800 to 900 is approximately a 5<sup>th</sup> Grade Reading Level)

He is capable of producing legible handwriting with consistent spacing; he has demonstrated functional skills to become proficient at keyboarding. Tommy performs better with tactile, kinesthetic, and visual presentation of academic assignments. Tommy performs well during preferred activities.

#### Behavioral:

Tommy was also screened on 10/01/2016 with the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a brief behavioral screening questionnaire about 3-16 year olds. It provides clinical assessment information, as well as a measure of outcomes following interventions. SDQ forms were completed by parent, teacher, and also a self-report was completed by Tommy. Results indicated slightly raised scores in the areas of behavioral difficulties, hyperactivity and concentration difficulties, and kind and helpful behavior. Very High scores were noted in Emotional Distress. These results led to diagnostic predictions for medium risk in any disorder and emotional disorder (anxiety, depression, etc.), and low risk in Behavioral disorder and Hyperactivity or concentration disorder.

Tommy enjoys engaging in conversations about things or events that interest him. He relates well to peers and adults when engaged in a preferred activity. He establishes friendships with some peers, and he participates in sports activities with them. He has excellent school attendance. Tommy is athletic and enjoys active, outdoor activities, as well as sports. Tommy is able to work well independently when he feels confident in the subject

matter. Tommy self-reported on a student survey that he would rather have adult approval for reinforcement.

**Student Weaknesses:**

**Academic:**

*The following progress monitoring data was reported for Reading levels:*

**i-Ready Math:** 449 which places him approximately at a 3<sup>rd</sup> Grade Level for overall math computation. Algebraic thinking, measurement and data, Number and Operations.

**Successmaker Math:** 3.5 grade equivalent. Weakness in the area of algebraic expressions,

**11/15/2016: STAR Math:** 3.2 grade equivalent. Weaknesses in the area of geometry and algebraic expressions.

**Behavioral:**

Tommy was assessed with a BASC-3 (Behavior Assessment System for Children-Third Edition) teacher rating on 11/12/15 The BASC-3 is a multidimensional scale which measures numerous aspects of emotional and behavioral functioning, including positive (adaptive) as well as negative (clinical) dimensions. The Teacher Report Form compares Tommy's "typical" behaviors at school to those of other students his age. The resulting clinical profile was remarkable for significant elevations on the aggressive scale. In the area of adaptive functioning, Tommy was assessed to have significant weaknesses in the areas of Study Skills, Functional Communication, and Learning Problems.

Tommy becomes anxious in some academic tasks (mainly math), which may lead to him to become non-compliant and refuse to complete tasks. This can especially happen when presented with a new task, or one that appears to be challenging to him. Tommy also becomes frustrated when tasks are not completed in the allotted time. When behaviors are addressed, his non-compliance may escalate to verbal outburst, or pushing classroom materials onto the floor. At times, transitions inside and outside the classroom can be stressful for Tommy, and he has difficulty waiting for any interruption to scheduled routine.

Tommy receives Occupational Therapy for 30 minutes per week to address functional fine motor skills.

**Previous Interventions (Describe previous interventions):**

Token Economy (Has not changed behavior)

Small Group setting (Responded well)

Tangible rewards (Some items he was willing to work for)

Extra time to interact with peers (Worked)

Assigned seating (Didn't work within large group)

Extra time with preferred adult (Worked)

Sensory needs addressed as needed (randomly)

**Setting & Environmental Factors** (Psychological, Student Observation/Report, FBA Staff Questionnaire, Observation Setting & Environment Checklist, FBA Parent Questionnaire, Classroom Description):

**Describe the current school/classroom environment:**

Tommy attends a regular K-5 public elementary school. Tommy is new to this school this school year. Tommy is in the 5<sup>th</sup> grade. There are 19 students in his homeroom classroom. Tommy changes classes between 5 teachers for instruction, based on academic subject areas. Tommy has 2 segments in a resource SPED class with 5 other students. Tommy also has 1 co-teaching segment for math. Tommy participates in a token economy and he uses points to purchase items and privileges.

Based on the observation and setting environment checklist: Most teachers appeared to be organized and structured, furniture are adjusted to the proper size for students, students have personal space to place belongings, and materials are organized and easily accessible. The school uses a PBIS model for behavioral expectations and reinforcement throughout the school.

**Describe any significant external factors (Psychological, FBA Parent Questionnaire):**

The psychological report from 04/25/2016, reports Tommy has a medical diagnosis of childhood-onset bipolar disorder and an educational classification of severe emotional and behavioral disorder. Tommy takes medication on a daily basis at home.

In the parent questionnaire, the mother reports that she has seen behaviors in the home as well, but they have intensified over the past few months, even prior to the move. There is a new baby brother in the home, who cries a lot a night. The mother reported that they moved in with the grandparents due to a recent divorce. The mother also stated Tommy experiences a great deal of anxiety in large crowds and with new people.

**Antecedent (A)-Behavior (B)-Consequence(C):** Analyze each target behavior (utilize FBA ABC Report, Target Behavior Form).

**Target Behavior One:**

**(B) Define the behavior: (Target Behavior Form)**

Tommy engages in the behavior of negative verbal outbursts. These negative verbal outbursts include yelling at peers and adults, name calling, and using profanity. This does not include talking during class time in a positive manner (even when talking when he is not supposed to).

**(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)**

Verbal outbursts are most likely to occur on Mondays in the morning between 9:30-10:30 AM and the afternoon at 2:30 PM.

**(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)**

Verbal outbursts are least likely to occur between 11:30AM-1:00PM mid-week.

**(A) Context: Within what settings/activities does this behavior occur most often?**

Verbal outbursts happen most often in math and check-out.

**(A) Antecedent: What event/activities seem to be triggering the target behavior?**

Transition events and routine tasks during math and check-out seem to be triggering the verbal outbursts.

**(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?**

No interventions/consequence are having a significant or consistent impact on the behavior.

**(C) Consequences: What consequence is used most often with the target behavior?**

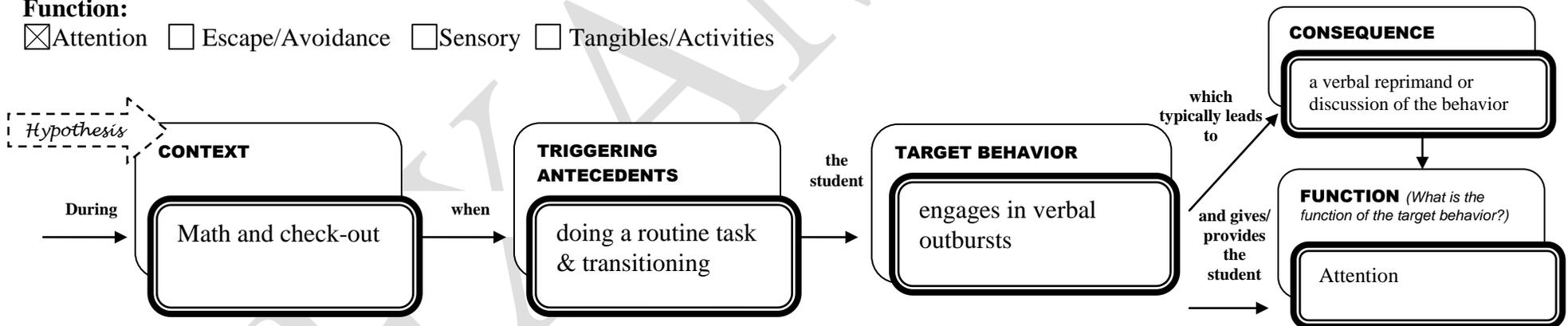
Verbal reprimand was used most often, but did not cause the behavior to stop. Discussion of behavior was also used.

**Identify and describe any patterns in the data.**

Overall behavior issues seem to be when first gets to school, and when it is time to go home. This could be indicative of a home issue. It could also be reflective of a medication issue (medication getting into his system and wearing off). Math seems to be the major time that he is having issues, which is also a weakness for him.

**Function:**

Attention  Escape/Avoidance  Sensory  Tangibles/Activities

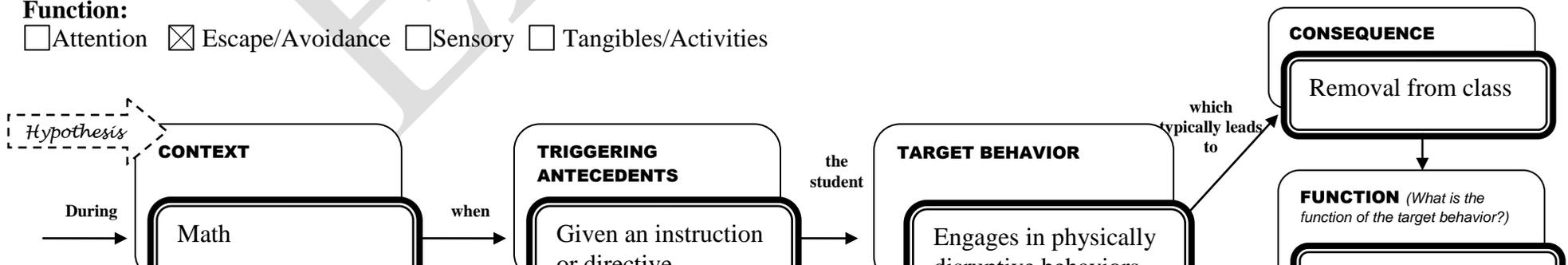


**Target Behavior Two:**

<p><b>(B) Define the behavior: (Target Behavior Form)</b>                  Physical class disruption- Tommy engages in physically disruptive behaviors. This looks like throwing classroom materials across the room and pushing books and papers onto the floor. This does not include moving his materials around in an angry manner, but any action which causes the materials to no longer be in his presence or makes the materials unusable.</p>
<p><b>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior most likely to occur? (times of day and days of the week)</b>                  Physical class disruption is most likely to occur at 10:00 am on Monday.</p>
<p><b>(B) Frequency of Behaviors/Behaviors Per Day: When is the problem behavior least likely to occur? (times of day and days of the week)</b>                  Physical class disruption is least likely to occur on Tuesday between 8:00-9:00 am and 10:30am to 1:00pm.</p>
<p><b>(A) Context: Within what settings/activities does this behavior occur most often?</b>                  Physical class disruption occurs most often during math.</p>
<p><b>(A)Antecedent: What event/activities seem to be triggering the target behavior?</b>                  An instruction or a directive seem to be triggering the physical class disruptions.</p>
<p><b>(C) Student Reaction: How are the current interventions/consequences impacting the target behavior?</b>                  He normally stops the physical class disruption when the consequence occurs.</p>
<p><b>(C) Consequences: What consequence is used most often with the target behavior?</b>                  The consequence used most often is removal from class.</p>
<p><b>Identify and describe any patterns in the data.</b>                   See above.</p>

**Function:**

- Attention  
  Escape/Avoidance  
  Sensory  
  Tangibles/Activities



EXAMPLE

and gives/  
provides  
the  
student

