

Functional Behavior Assessment Summary
Pennsylvania Training and Technical Support Network

Student: Student

Date of Birth: somewhere in time

School: Primary Autism Support Class

Date of Functional Behavior Assessment: November ____, 200__

Completed by: Mike Miklos, MS, BCBA and William Galbraith, PhD., BCBA

Description of Behavior

The behavior of concern is characterized by Student hitting his head with the lower palms of his hands and the related behavior of bringing his head in forceful contact with surfaces (banging his head). The head banging can include either hitting his upper forehead or the back of head on floors, mats, walls, etc.

To date the head hits/bangs have not resulted in any known tissue damage or insult. Staff at the school have intervened to insure that such damage does not occur (use of emergency physical restraint procedures and placing Student in a Refton chair.) Concern for Student's physical safety is the primary concern of his mother and the teaching staff at Western Wayne.

Functional Analysis Procedures

This functional analysis was completed through descriptive analysis. The descriptive analysis included parent and teacher observation, review of ongoing data collected on the behavior, direct classroom observation, and behavior rating scale (Functional Analysis Screening Tool: FAST).

Results:

FAST (Teacher: Wendy Henshaw): behavior maintained by socially mediated positive reinforcement in the form of contingent adult attention.

FAST (Parent: Heidi Fuehrer): behavior maintained by either socially mediated positive reinforcement in the form of contingent adult attention or automatic positive reinforcement (self stimulation.) Note: Ms. Fuehrer reports that the behavior does not occur at home at the current time.

Classroom data: Completed through use of Iwata Functional Behavior Card procedure.

6 observations:

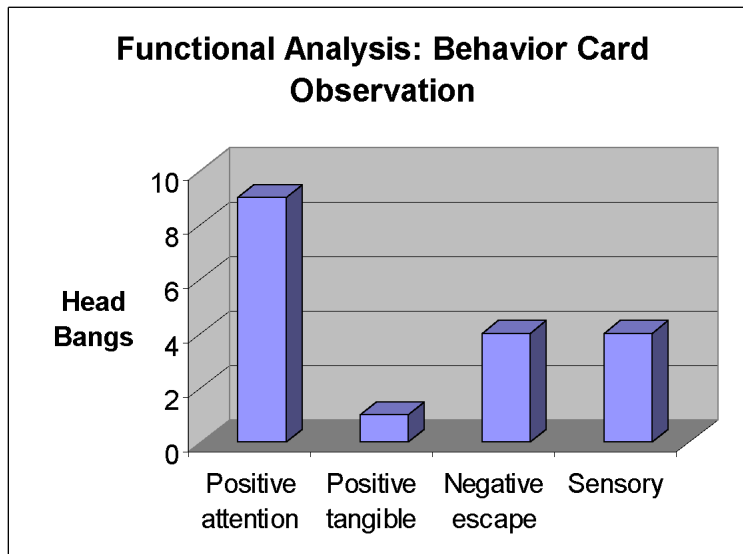
Positive reinforcement attention = 9

Positive reinforcement tangibles = 1

Negative reinforcement escape= 2

Negative reinforcement sensory = 4 (note 3 of 4 points due to antecedent of alone: can be confounded, each of the 4 had attention consequences)

The data from the 6 observations reflect episodes of behavior: duration of episodes not recorded nor was frequency of individual hits/bangs of head. The following bar graph summarizes observed frequency of episodes by function:



Classroom Observation: Student was observed in his classroom under natural conditions for one hour on the afternoon of 11/21/05 and again for one hour on the morning of 11/22/05. The target behavior was only observed once on the morning of 11/22/05. The behavior immediately followed removal of a potential reinforcer (a box of crackers.) The target behavior was preceded by Student fussing and stomping his feet, falling to the floor and in this case covering himself with a mat. The staff did not intervene. During the episode Student hit his forehead against the mat two times in quick succession. With no staff intervention, the behavior quickly subsided as did the stomping, and fussing. However, when approached by Jolleen (Personal Care Assistant) in an attempt to help him remove his jacket (she felt Student might be getting hot), he again increased his stomping and fussing. Other students were present in the room at the onset of the episode, but were removed while Student was on the floor (this is part of the current procedure used to handle the behavior). The children did return before Student was completely calm. It did not appear that the presence of peers had an effect on Student's behavior. The episode began at 8:59 when the crackers were removed and ended 9:18. The fussing and laying on the floor was not continuous during the period.

Interview information: Over the past several weeks when the behavior occurs, staff respond by attempting to hold Student to prevent him from hitting his head or staff provide physical prompts to have him sit in the Refton Chair. Staff report that physical contact with Student results in an escalation of the behavior. The staff feel as though they need to physically intervene to prevent Student from hurting himself.

Setting Event: Although no setting event is highly correlated with the problem behavior, the behavior may occur slightly more often when Student transitions from preferred to non-preferred activities.

Antecedent: Onset of precursor behaviors (fussing, "ee-eee" vocalizations, stomping feet, etc.) may occur after a reinforcer is removed or self-stimulatory behavior is interrupted.

Consequences: All assessment techniques are convergent in indicating that the behavior results in staff attending to and interacting with Student.

Function: Behavior often occurs following an interruption of access to some reinforcer or when Student is engaged in alone condition activity (self-stimulation). The behavior consistently results in application of adult attention. Therefore, the assumed function of the behavior is socially mediated positive reinforcement in the form of adult attention. Staff may attempt to redirect Student's behavior to some other preferred activity in an attempt to calm him.

Hypothesis Statement: When Student is denied access to a reinforcer or has an ongoing reinforcer interrupted, he engages in self injurious behavior which may be preceded by various behaviors including vocalizations, stomping, and falling to the floor. The self injurious behavior results in intensive adult attention and access to other reinforcers (redirection).