Kings Canyon Unified School District
Guidance and Learning Center
1280 East Washington Avenue
Reedley, California 93654
(559) 305-7180

FUNCTIONAL BEHAVIORAL ASSESSMENT REPORT

Student Name:		**Date of Assessment:**	
Parent/Guardian:		**Birth Date:**	
Address:		**Grade:**	
City/State/Zip:		**School:**	
Phone:		**Primary Language:**	
Examiner(s):	Behavior Intervention Specialist or Behavior Intervention Supervisor Rob Spain, M.S., BCBA Or Cristal Lopez, BCaBA Behavior Case Manager, Put name here School Psychologist, Put name here		

REASON FOR REFERRAL:

Student Name was referred to the KCUSD Behavior Intervention Team for additional behavior assessment and behavior intervention planning due to (list the titles of challenging behaviors occurring) during the school day.

BACKGROUND INFORMATION:

Student first name is a #years- old- boy/girl who lives at home with his mother (Molly), father (Arthur), and younger sister (Ginny) who is just over a year old. Ron was diagnosed with Autism Spectrum Disorder, with Accompanying Intellectual Disability, and Accompanying Language Impairment, Level 2, by Dr. Sybill Trelawney in 2015. Ron did not attend a preschool special education program and first enrolled at Hogwarts last year for Kindergarten. According to the report from Dr. Trelawney, Ron's family medical history is positive for depression, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, and possible Bipolar Disorder. Ron has no known allergies or history of surgery. He has asthma which can be exacerbated by dusty conditions, and significant physical exertion (according to an interview with mother and Dr. report).

Data Sources:

Record Review

- Previous IEP, Date
- Functional Behavior Assessment, Date
- Behavior Intervention Plan, Date
- Powerschool records, Date
- Psychoeducational Report, Date
- Speech and Language Report, Date
- OT Report, date
- Academic Report, date

Staff Interviews

- Teacher Name, Teacher Title, Date
- Staff Member Name, Staff Member Title, Date

Student Interviews

- Values Assessment/Preference Assessment, Date

- Student designed goals, Date
- Student statements are believed to be interfering with

Summary of Strengths
William has a lot of great skills navigating through daily tasks. He is resourceful and finds information online to help him understand topics of interest. William is aware of his environment and excels in conversation. He understands most of his wants, needs, and limitations and will communicate them in an appropriate manner.

Preference Assessment
Student Name prefers to stay at home with his dog Sheila, and maintain services from Developmental Disabilities/Intellectual Disabilities Waiver. He plays video games to fill up his time whenever he does not have something to do, but since he has had Sheila he is not able to play as much as he wants to. He reported that he does not have immediate goals to gain employment, but would like more help managing his money

Target Behaviors
- **Title Problem Behavior 1:** Definition of Problem Behavior 1
- **Title Problem Behavior 2:** Definition of Problem Behavior 2
- **Title Problem Behavior 3:** Definition of Problem Behavior 3

Powerschool records
Put relevant Summary information here

Summary of Previous IEP's and Behavior Plans or Previous Interventions
Put relevant Summary information here

Educational Report or Psychoeducational Report
Put relevant Summary information here

Speech and Language Report
Put relevant Summary information here

OT Report
Put relevant Summary information here

EVALUATION PROCEDURES:

The Functional Behavior Assessment procedure is generally understood to be an evaluation under the Individuals with Disabilities Act. The term "Functional Behavior Assessment" is the process of determining the cause or function of behavior before developing an intervention. The intervention must be based on the hypothesized function of behavior. (Starin, 2011)[1]. This Functional Behavior Assessment procedure has

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COMPONENTS OF EVALUATION

The Functional Behavior Assessment comprises several components. First, a team member interviewed Student. From the student interview, student values are identified, and the student worked with the assessor to create specific goals that are related to their identified values. During the interview, they identify verbal statements made by the student that are likely to lead them further away from their goals and values. In addition, examples of behaviors that are likely to move the student away from their goals and values are defined. Next, the assessor(s) complete a

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descriptive assessment using the ACT Matrix. The student and parent completed the Child Psychological Flexibility Questionnaire (CPFQ) to further identify possible areas of inflexible internal and external verbal behavior. Next, a hypothesized statement regarding the function of the student's challenging behavior is completed. Using verbal statements made by the student the assessor(s) identified the context in which the internal or extremal verbal statements are most likely to occur. Using the statements made by the student the assessor then evaluates the presence of singles or tells given by when the statements are validated and challenged. The focus of this assessment is to target specific areas of physiological inflexibility for intervention.

Values Identification

This assessment aims to help the student get in touch with natural contingencies that help them choose valued behaviors and search for meaningfulness. In this first phase of the intervention, the assessor establishes a list of values with the student as well as the context in which the values will be demonstrated. Values work can highlight the discrepancy between how the student is living and what they want to be about. Acknowledging the discrepancy between values and current actions can assist in the creation of value-driven goals.

Top values identified by Student Name

- List 3-5 Values here
- Value #1
- Value #2
- Value #3

Student Identified Goals

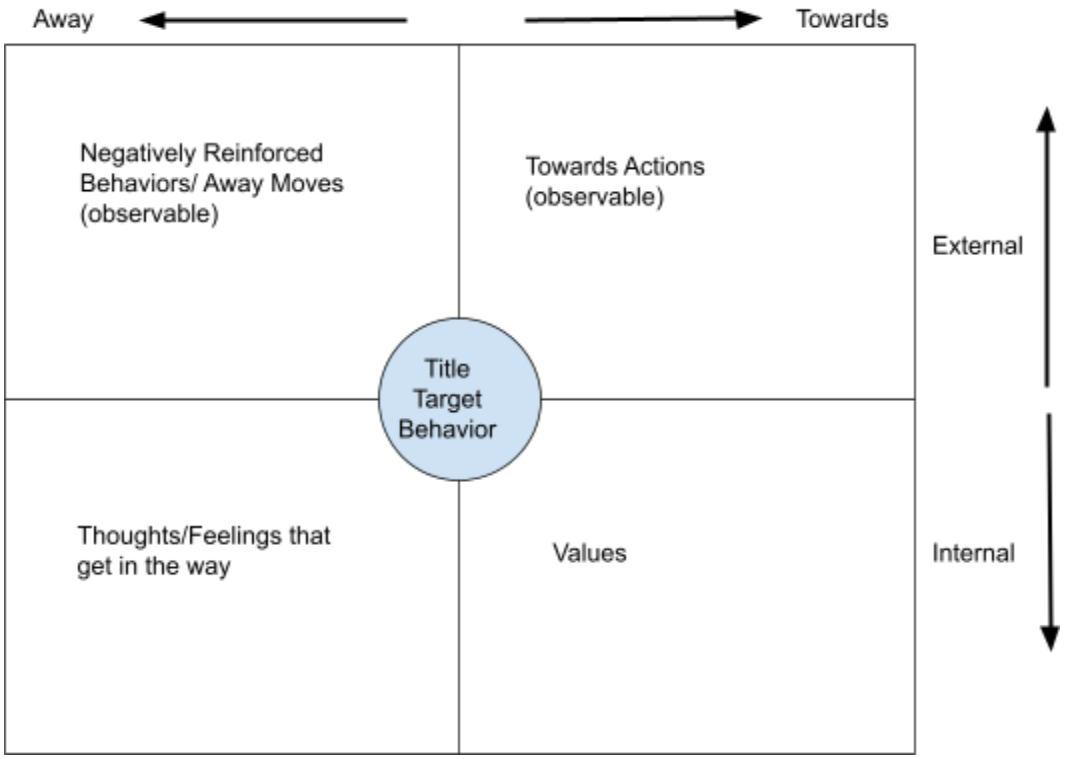
Goal #1 By Date, when describe the context, I will title of behavior (discription of behavior) during 80% of opportunities for 10 consecutively measured school days.
Goal #2 By Date, when describe the context, I will title of behavior (discription of behavior) during 80% of opportunities for 10 consecutively measured school days
Goal #3 By Date, when describe the context, I will title of behavior (discription of behavior) during 80% of opportunities for 10 consecutively measured school days

Psychological Flexibility and Acceptance and Commitment Training- Use this interview form

Psychological flexibility is the ability to persist with or change behavior in accordance with values-based contingencies. Interventions using the ACT approach are intended to increase this flexibility through verbal and experiential exercises. Psychological flexibility has been found to be associated with well-being, life satisfaction, and self-compassion in research. In the workplace, research suggests that psychological flexibility is predictive of learning, job performance, and mental health.

Acceptance and Commitment Training (ACT) is an intervention that aims to help individuals develop psychological flexibility. It is based on the idea that suffering is a natural and normal part of the human experience and that the way we respond to our thoughts and emotions can either worsen or alleviate our suffering. It educates people on how to stay focused in the present, recognize their feelings and ideas without criticism, and take actions that are in line with their values. It has been found to be effective in improving individuals' quality of life and reducing symptoms of psychological distress. Acceptance and commitment training can lead to improved school engagement, psychological flexibility, mindfulness, and decreased avoidance and hyperactivity/inattention.

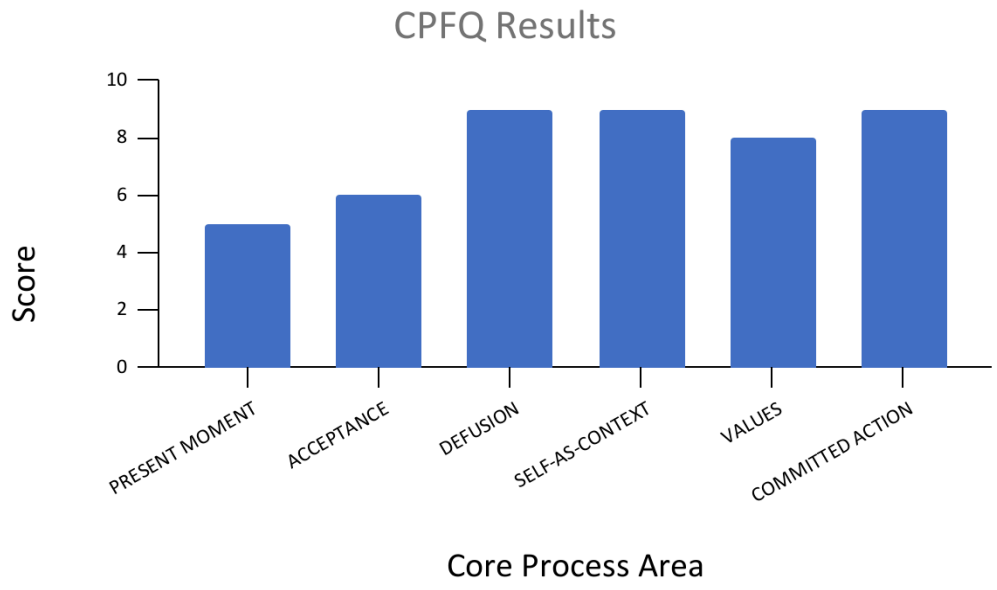
ACT Matrix: Descriptive Assessment



Child Psychological Flexibility Questionnaire (CPFQ)

The CPFQ-Child Report is a 24-item self-report measure that can be completed by the child with or without adult support. The CPFQ provides a total score as well as individual subscales for each component of the ACT hexaflex. This questionnaire is used for intervention planning to help determine which areas of the child's development are most important to target.

After completing the CPFQ with the student please use make a copy of the CPFQ Calculator and place it in the student's folder.



Hypothesized Function

Based on the results of the student interview and the CPFQ, the hypothesized function of The student's behaviors are experiential avoidance of non-preferred situations, thoughts, and feelings by engaging in the following behaviors:

Lack of Present-Moment Awareness - The student often over attends to thoughts about the future instead of the here and now.
Fusion- The student often engages in rigid rule-following that contributes to his avoidance of engaging in actions that inhibit him from working toward future goals.

Identification of Verbal Relations

During the student interview, Student Name made several statements that are related to specific areas of psychological inflexibility. Psychological inflexibility is the rigid dominance of psychological reaction (thoughts or emotions) over identified values and contingencies in guiding actions. The six components of psychological inflexibility are outlined below.

Psychological inflexibility components:

- Lack of present-moment awareness - Overattending to verbal stimuli about the past or future instead of the here and now.
- Loss or Lack of Values- No clear verbally constructed positive reinforcer to bring the delayed reinforcer to the current environment.
- Inaction/Stuck - Engaging in behavior that produces smaller-sooner (often negative) reinforcement rather than larger-later (positive) reinforcement.
- Self as Context - Behaving in line with rigid rules about self or others without regard for context.
- Fusion - Rigid rule-following contributing to avoidance.
- Experiential Avoidance - Escape and avoidance of aversive stimuli (thoughts, visual images, physiological sensations).

The table below matches the statements made by Student Name to specific components of psychological inflexibility.

Use ACT FAA Sheet and then copy and paste the results form the first two columns

Statement	**Area of Psychological Inflexibility**
	Inaction/Stuck
This Sucks	Loss or Lack of Values
	Inaction/Stuck
	Fusion
	Inaction/Stuck
	Self as Context
I am dumb	Self as Context
	Experiential Avoidance
	Experiential Avoidance
	Inaction/Stuck
	Inaction/Stuck
She hates me	Lack of present moment awareness
	Loss or Lack of Values
	Self as Context
	Loss or Lack of Values
	Self as Context
	Experiential Avoidance
	Inaction/Stuck
	Lack of present moment awareness
	Loss or Lack of Values

Rob - Brief ACT Functional Analysis

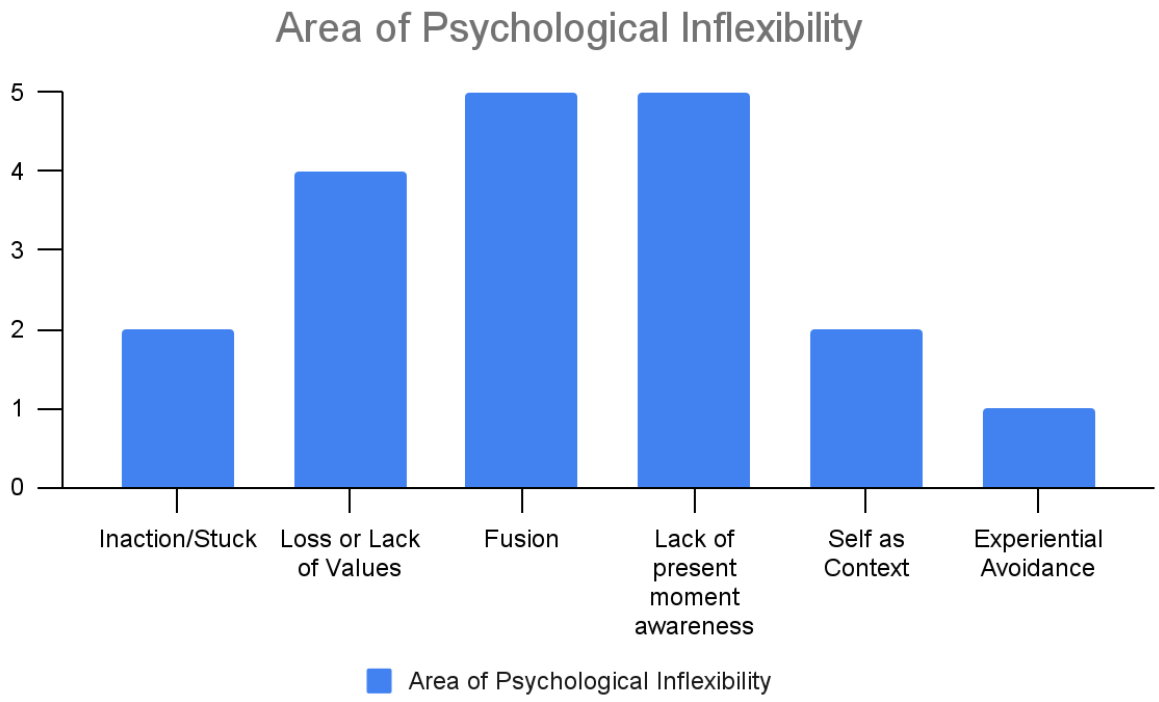
The procedure used was a Brief functional analysis (BFA) of precursor behavior. An empirically validated assessment tool, BFAs, help to pinpoint the cause of problematic behavior and may pave the way for more targeted and successful interventions. Based on the descriptive assessment using the ACT matrix, verbal statements were identified as precursors to challenging behaviors. Using the statements made by the student, the assessor then lists the presence of any inflexible verbal statements (i.e. "I just can't have this feeling", or "I can't stand thinking about

it). The assessor then discusses the verbal statements made by the student during two distinct conditions. In the first condition, the assessor validates the statements previously made by the student. During the second condition, the assessor makes statements and asks questions that challenge the student's identified inflexible verbal statements. During both conditions, the assessor counts any vocal or non-vocal behavior typographies that indicate that the student is uncomfortable with the conversation (i.e., changes in volume, pitch, or emphases of voice, slouching, verbal refusal, changing the subject, or turning their head away from the assessor) that are emitted when inflexible verbal statements are challenged by the assessor.

For Student Name these behaviors were:

- Changes the topic
- Asks to not talk about it, move on or do something else
- Fidgets with objects
- Leans back in his seat
- Looks around the room
- Shrugs his shoulders
- Adjusts his facemask
- States that he is physically uncomfortable
- Arguing with the assessor
- Rolling eyes

These "signals" or "tells" given by the student during the assessment help to identify specific areas of physiological inflexibility for intervention. During the assessment, Angel demonstrated the most "signals" and "tells" during - list the top two or three areas of physiological inflexibility.



Results of the Functional Behavior Assessment

During the functional assessment, it was identified that Student Name engages in the following challenging behaviors; list all identified challenging behaviors and precursors. The observation and interview also revealed that Student Name enjoyed Student Names identified values. The hypothesized function of the Student Name's behavior is name of the primary function (e.g. escape from task demands). He also engages in (other identified area of psychological inflexibility) to avoid uncomfortable situations, thoughts, and feelings.

Recommendations based on the Functional Assessment:

- Student Name would benefit from the following Replacement Skills
    - List the identified replacement behaviors that match the function.
    - Example: Completing all assignments
    - Example: Attending class
    - Example: Using respectful language with all adults.
- Student Name would benefit from the following Proactive Strategies

Present Moment Awareness

- Learning various breathing techniques that decrease physiological arousal.
- Learning to be aware of bodily sensations during everyday activities such as drinking water, walking, or sitting.
- Notice and observe his/her emotional state as it is occurring

Flexible Thinking

- Use metaphors to distance yourself from painful thoughts and feelings.
- Identify the difference between helpful and unhelpful thoughts.
- Identify unhelpful thought patterns
- Use various defusing techniques to alleviate unhelpful self-commentary.

Clearly defined values

- Identity values using various activities
- Identifying long-term goals for their future carrier, or life after graduation
- Identifying Strengths and preferences

Identified Goals

- Learning how to write specific measurable goals for school and home.
- Self-monitoring his/her own actions
- Learning specific behaviors that to engage in during challenging situations
- Progress monitoring of created goals.
- Learning to evaluate actions in terms of values.

Acceptance

- Learn to accept difficult situations or emotions
- Learn to accept emotional experiences.
- Engage in inactions that move him/her toward identified goals and values when experiencing unpleasant thoughts and emotions.

- When teaching Student Name to reduce challenging behaviors the following instructional practices are recommended to make the problem behavior less reinforcing.
    - Weekly monitoring of student progress by reviewing attendance and grades with the student.
    - Weekly communication with parents about academic progress and attendance.
- When providing instruction to Student Name he/she may learn new skills when the following supports are provided during instruction when teaching new appropriate and desired behaviors.
    - Bi-Weekly sessions with a member of the behavior intervention team, school psychologist or school social worker learning targeted skills to increase physiological flexibility.

********	********	Rob Spain, M.S., BCBA
Behavior Case Manager	School Psychologist	Or Cristal Lopez, BCaBA
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