

Functional Behavioral Assessment

Student Background Information:

“Bobby is an eighth-grade student who has **exhibited emotional and/or behavioral disorder characteristics** since he was four years old. Once his mother noticed he was **aggressive toward his younger sister**, as well as **hurting animals**, she had him screened by the school district. Even though Bobby was **placed in an at-risk preschool program**, his **behavior remained unchanged**. At this point he saw the school counselor on a weekly basis. During second grade, Bobby was recommended for the special education program. However, as an eight-grader, Bobby **still challenges authority, he is defiant and disobedient**. Bobby **continues to struggle** in both **his academics and in his social environment**.” ([Case study on Bobby](#))

Functional Behavioral Assessment

Data Record Form

Student Name or ID: ____ Robert “Bobby” Williams ____

DOB: ____ May 23, 2009 ____

Date: ____ April 26, 2022 ____

The Functional Behavioral Assessment (FBA) Data Record Form is a comprehensive data collection and synthesis tool designed to assist the professionals in determining what function a specific behavior serves for a student. A FBA is the foundation on which a behavioral intervention plan may be developed.

Behavioral Information

Description of target behavior:

____ Bobby struggles with maintaining his composure and managing his anger. His defiance and disobedience cause him to experience tension and has him missing out on instruction that he needs for high school. His aggression towards his younger sister translates to his behavior and attitude during class. His teachers have not observed him causing harm to animals but his mother states that it is something that he is still struggling with. His struggling in academics and social environment causes him to become more aggressive and frustrated in the classroom.

Setting(s) in which the behavior occurs:

____ The aggression towards his younger sister mainly takes place at home. The lack of anger management can be observed when he is having a tough time understanding new content or when he works individually on challenging assignments. According to his mother, Bobby harming animals occurs when he is bored and spending time outside in his backyard.

Frequency of behavior:

____ The aggressive and anger mismanagement is the behavior that occurs the most: about once every 3 school days closer around the time that math class takes place. According to his mother, the aggression towards his younger sister occurs on an almost daily basis after school or when he is bored at home. The defiance of authority occurs a few times a month.

Intensity of behavior:

When Bobby is exhibiting aggressive and angry behavior during the school day, it has ranged from him refusing to do work to him getting into verbal arguments that disrupts the class and distracts other classes. His teacher describes them as "screaming matches". According to Bobby's mother, his aggression towards his younger sister has ranged from being verbally aggressive to hitting his sister or pinching her.

Duration of behavior:

During the school day, the angry and aggressive behavior can last for 30 minutes to an hour according to his teacher, or as she describes it "whenever I cave in or whenever I can distract him or he decides to stop being angry". The aggression towards his sister according to his mother ranges from short exchanges that only lasted a few minutes to 45 minutes depending on how he interacts with his sister and how she reacts.

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ABC Observation Form

Student Name or ID: _____ Robert "Bobby" Williams _____

DOB: ____ May 23, 2009 ____

Date: ____ April 26, 2022 ____

Behavioral Information (continued)

Antecedent:

When Bobby is in math class, and his teacher assigns independent work that is meant to be a challenge,

Concurrent event (Behavior):

Bobby slams his pencil down on the desk and starts arguing with his teacher

Consequence(s) of behavior:

Bobby's teacher sends him out in the hallway to calm down and if he has not calmed down, he is sent to the office.

Interviews: Check for each interview conducted.

X parent or guardian

X student

X school staff knowledgeable of student behavior _____ Principal _____

X other person(s) knowledgeable of student behavior _____ Sister _____

BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: Robert "Bobby" Williams SSID: _____
District: District 134

Annual IEP Date: March 13, 2022
BIP Meeting Date: April 26, 2022

Behavior Goals

1. Bobby will be able to communicate with his teacher when he is frustrated with challenging assignments with using the prompt: "I feel frustrated with this assignment because _____". He will be able to have 4 recorded instances where he has communicated with this prompt successfully by May 20, 2022 and April 26, 2023. Bobby's math teacher and IEP team will be implementing this plan along with him going to check-ins weekly where he will sit one on one with his math teacher to see how he's doing and feeling about math and if he needs any further support.
2. Bobby will be able to manage his anger by attending mindfulness check-ins 3 days a week during the school year. He will meet with a school counselor that will help guide him through when he is feeling angry or when feelings of not wanting to listen or follow directions arise. He will show up to these check-ins for 2 months consecutively before May 29th, 2022. Bobby's homeroom teacher and his school counselor will be implementing this plan. He will have a chart to document each time he goes to see the school counselor.

FBA SUMMARY

This formative behavior assessment for Bobby is focused on reducing his defiant and aggressive behavior that occurs in school. This FBA should show the goals for helping reduce his aggressive behavior. This FBA is addressing how he is aggressive and angry and how it has been affecting his teacher during mainly math. This FBA showed that it is geared towards reducing the behavior. I would not make any changes to this FBA but more so combining the BIP and ABC forms on top of the basic FBA to make it more uniform instead of having to gather different forms from separate places.

The BIP goals were chosen because of how the aggressive behavior was affecting his relationships with his peers and teachers along with his learning time during school. I believe that the student can be successful if this FBA is followed along with maintaining consistency. I think that these FBAs require a lot of thought and detail that can help the student along with checking

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in to make sure the student is making the right progress or looking back to where the student is given the right supports. This FBA taught me a lot and gave me an insight as to what I will be looking at as a teacher and what a plan would look like for one of my students.