A FUNCTIONAL BEHAVIOR ASSESSMENT PROCESS

WHAT IS IT?

Rather than a single procedure or test, FBA is a process. The purpose is to determine which behavior(s) are limiting educational progress; to design interventions that decrease those target behavior(s); and to promote appropriate behavior(s) through positive behavioral support.

Documentation of Problem Behavior

Indicate the specific problem behavior(s). Prioritize if there is more than one.

1.	**Non compliant**
2.	Use of profanity
3.	Hitting staff/students

FUNCTIONAL ASSESSMENT FOR PROBLEM BEHAVIOR

Part One: Assessing the Behavior

1. Specific Target Behavior (Include topography [describe the behavior] include frequency, duration or intensity)

The student refuses to complete work or follow instructions. Student will knock over items, get out of her seat, wander around the class, and use profanity at students/staff.

2. Setting(s) In Which Behavior Occurred
   - **Gym**
   - **Classroom**
   - **Lunch**

3. Activities During Which the Behavior Occurred
   - **Instructional time**

4. Time of Day Behavior Occurred
   - **9:00 am, 12:02 pm, 1:30 pm**

5. Person(s) Around Whom the Behavior Occurred _
   - **Teacher**
   - **Para-professional**
   - **Unfamiliar students**
   - **Male peers**

6. Factors That Appeared to Set Off or Proceed the Behavior

Teacher Factors

x Task Explanation
x Lesson Presentation
__ Teacher Praise
___ Lack of Attention
__x_ Teacher Request
___ Other _____

___ Performance Feedback
__x_ Teacher Reprimand
___ Individual Attention
_x__ Task Demands
__x_ Consequence Imposed for Negative Behavior

Peer Factors

___ Peer Attention (Positive)
__*x*__ Peer Attention (Negative)
___ Other

Setting Factors

__x_ Transition (Task; Routine)
___ Transition (Task; Unexpected)
___ Elevated Noise Levels

___ Transition (Setting; Routine)
___ Transition (Setting; Unexpected)
___ Presence of Unfamiliar Adults

___ Presence of Unfamiliar Peers

__x_ Other: Presence of male classmates or any students from another class.

7. Factors That Appeared to Occur When the Behavior Took Place

Student Factors

___Drowsy/Sleepy Appearance

___ Disturbed Affect (e.g., sad, angry)

__x_ Other: Peer conflicts or conflict at home.

___ Physical Complaints (e.g., Hunger, Pain)

___ Excessive Motor Activity

Setting Factors

____Independent Seat Work

___ Crowded Setting

___ Unstructured Setting

___ Other _____

__x_ Group Instruction

_x__ One to One Instruction

___ Unstructured Activity

8. Factors That Appeared to Follow the Behavior

Teacher Factors

__x_ Teacher Reprimand

___ Task Removal

_**x**__Teacher Warning

___ Response Cost

_x__ Communication with Parent

___ In-School Suspension

__x_ Other __Paraprofessional removed student from classroom____

____Teacher Praise

___ Withdrawal of Attention

___ Time-Out

___ Sent to Office

___ Predetermined Contingency Imposed

___ Out-Of-School Suspension

Peer Factors

___ Peer Attention (Positive)

__x_ Peer Attention (Negative)

___Other:

9. Behavioral Intent or Function(s) That the Behavior Appeared to Serve

_x__ Power/Control

- __x_ Over Teachers
- ___ Over Peers
- ___ Over Parents
- ___ Other:

_x__ Escape/Avoidance

- **x** From an Activity/Task
- __ From a Person
- __ From the Classroom
- __ From the School
- ___ Other

__x_ Attention

- **x** Teacher
- _x_ peer
- ___ Parent
- ___ Other

___ Expression of Self

___ Gratification (Self-Reward)

___ Acceptance/Affiliation (More Formal Than Immediate Peer Attention)

___ Justice/Revenge

___ Other _____

Part Two: Formulating Hypotheses

Based on Information in Part One:

1. What Appears to Be the Predominant Setting/Activity in Which the Behavior Occurs?

The Predominant Setting/Activity in which the behavior occurs appears to be happening during instructional time after peer conflicts or conflict at home.

2. What Time(s) Of Day Does the Behavior Typically Occur?
The time(s) of day that the behavior typically occurs between 9 am and 2pm

3. Around What Person(s) Does the Behavior Typically Occur?
The people that around when the behavior typically occurs are the teachers, paraprofessionals, unfamiliar students, and male peers.

4. What Seems to Immediately Precede or Set Off the Behavior?
What seems to immediately precede the behavior is peer conflicts, conflicts at home, or when asked to stay on task or focus by a teacher or paraprofessional.

5. What Seems to Be the Immediate Consequence of The Behavior?
The immediate consequence is that the class continues with their activities, one adult focuses on calming Lisa down reflecting the impact of her behavior and offering a timed stimulating activity to engage with the planned transition back to assigned task.

6. What Function or Purpose Does the Behavior Seem to Serve?
The purpose that the behavior seems to be that the student obtains adult attention and avoids completing task/ activity.

Functional Hypothesis
Consider both (a) the conditions in which the behavior occurs and (b) the function that the behavior serves.

When there's presence of peers from other classes or male classmates or asked to stay on task or focus, the student will demonstrate non-compliancy defined as refusing to do or complete work including instructions. She complains/ blames others. She will knock over items or throw items within her reach. She will get out of her seat, wander around class, and uses profanity at students/staff. The student will knock down items found around the classroom including her desk. The student will hit staff and leaves from assigned location at an approximate rate/duration of 2.2 times per day for an average of 35.2 minutess in order to obtain adult attention and avoid completing task/ activity. The consequence of her behavior is that class continues with their activities, one adult focuses on calming the student down reflecting the impact of her behavior and offering a stimulating activity to engage with the planned transition back to assigned task.
The student obtains adult attention and avoids completing task/ activity.

Part Three: Interpreting the Results

A. Development of Behavioral Intervention Plan

Prevention Behavior
Based on the available information, list steps that could be taken to prevent the target behavior from occurring (e.g., avoidance of certain tasks and/or types of instructional delivery, seating arrangement).

Level 1: The student will refuse to do or complete work including instructions. When the student is refusing to comply, staff will reflect "Student, I think what you're trying to tell us you need a break. Do you need a break?" Staff will offer stimulating sensory option varying on what is available to calm down with timer .

Level 2: The student will engage in complaining/ blaming others. She will knock over items or throw items within her reach. The student will be reminded of class expectations, the impact her behavior has on others and self, and offered stimulation options varying on what is available to calm down with timer

Level 3: The student will get out of her seat, wander around class, and use profanity at students/staff. When the student gets out of her seat, wander around class, and use profanity at students she will be reminded of school expectations/PBIS. When the student is beginning to yell and curse; staff will talk to her about the impact her behaviors/feelings are having on others and offer stimulation options varying on what is available to calm down with timer.

Level 4: The student will knock down items found around the classroom including her desk. The student will hit staff. When the student is knocking down items, classmates will be evacuated from class, staff will redirect her with physical prompt of taking her hand and take her to a safer area in class where she will engage in talking her down and offered stimulation options.

Level 5: The student leaves from assigned location (e.g. walking down hallway, cursing, tearing down bulletin boards, and interacting with peers from different classes or staff with vulgar language). When the student leaves form assigned location, staff will redirect her with physical prompt of taking her hand and take her to a safer area (e.g. counseling office, main office) where she will engage in talking her down with discussing her behavior and school expectations/ PBIS. Lisa will then be offered a stimulating option varying on what is available to calm down with plan to transition to return to assigned location.

Replacement Behavior
Based on the available information, what behavior needs to be taught to allow the student to have a successful adaptation (e.g., requesting assistance to replace tantruming as a means of gathering attention).

The function is to obtain adult attention and avoid tasks therefore it is recommended that replacement behavior is that the student will communicate " I need…" "I feel…," and " I want…." She will learn through modeling and verbal reminders/prompts how to maintain safety and use calming skills.

Identification of Reinforcers
List all reinforcers, including preferred activities, appropriate for this student.
Student seem to be more engaged during math tasks, art activities, and dancing. The student also seems to be reinforced by being allowed to use electronics, and snacks.

Implementation of Behavior Intervention Plan

Goal:
The goal is to minimize the student's non-compliance aggressive outburst when asked to complete a task. Modeling and verbal reminders on how to implement coping skills and communicate her feelings, needs, and wants should minimize the behavior. The student may be reinforced with preferred task when they use the modeled coping skill instead of an outburst.

Prevention Strategies for Target Behavior

	Date **3/20/24**	Person(s) Responsible **I, the cluster teacher, and paraprofessional were in charge of monitoring and engaging the student in preventing them from being non-compliant by starting the lesson with a one-on-one wellness check-in where the teacher or paraprofessional will say how they feel or what they need in order to stay focused on the lesson (modeling communication), then the student was asked how they feel or what they need in order to stay on ask during the lesson. Once the student shared, an agreement was made where the student will get a 5 minute break in the iPad or a snack of choice if engaged in learning.**	Outcome **The student was able to participate in class without an outburst after the student's needs/feelings were addressed. Although the student will go off task, once the paraprofessional explicitly asked to use her words to express her needs, she was able to redirect to the task at hand.**

Intervention Strategies for Replacement Behavior

Strategy 1. **5-minute Breaks** 2. **Wellness check-ins** 3. **Positive praise** 4. **Sensory stimulating activities**	Date **3/20/24**	Person(s) Responsible **Mainly the paraprofessional and the cluster teacher managed the 5 minute breaks and the wellness check-ins and the use of stimulating activities when the student was getting off task or seemed frustrated.**	Outcome **The student was reluctant to share her needs/feelings at first, but with time, as the student received positive attention from the teacher and paraprofessionals, she was able to minimize her outburst and communicating her needs more effectively before reaching the other levels described.**

Summary of FBA

The observed student is a 13-year-old, female, 7th grade student classified with Emotional Disturbance and enrolled in a District 75,8:1:1 self-contained, standardized class. The student grew up in the South Bronx and comes from an unstable and impoverished family. Recently, the student's guardianship was transferred to her father and she does not see her mother often.

Based on my observations, the setting events that increase likelihood of problem behavior are during Gym, ELA, Achieve, and Lunch. Based on the data collected, the student is most triggered if with peers from other classes or male classmates and when asked to stay on task or focus with setting events peer conflicts and conflicts at home. The function of the behavior is to obtain adult attention and avoid or escape from task or activity. The consequence of her behavior is that class continues with their activities, one adult focuses on calming the student down by reflecting on the impact of her behavior and offering a timed stimulating activity to engage with the planned transition back to assigned task.

The student's observed behavior include 5 different intensities or levels. The first level, the student will refuse to do or complete work including instructions. The second level, the student will engage in complaining/ blaming others. She will knock over items or throw items within her reach. The third level , the student will get out of her seat, wander around class, and use profanity at students/staff. The fourth level, the student will knock down items found around the classroom including her desk and/or will hit staff. The fifth level, the student leaves from assigned location while walking down the hallway, cursing, tearing down bulletin boards, and interacting with peers from different classes or staff with vulgar language.

Strategies that will be implemented to help minimize the behavior include being offered stimulating sensory option varying on what is available to calm down with timer, reminding the student of class expectations, talk to her about the impact her behaviors/feelings are having on others and offer stimulation options varying on what is available to calm down with timer, and redirecting her to a safer area in class where she will engage in talking her down and offered stimulation options. The preventive strategies implemented are modeling to the student by the teacher or classroom paraprofessional to effectively communicate her needs, feelings, and wants at the beginning of the lesson and providing her with reinforcers that she enjoys once the behavior is adjusted.

The student likes using the laptop, listening to music, and getting snacks. The student constantly seeks the attention from teacher and paraprofessional varying on her mood as she has demonstrated not being receptive towards positive labeled praise. The student responds well to being rewarded with breaks and allowing her to take 5 minute breaks where she can visit places she likes such as the Art teacher's classroom, or where her friends are located. The student also enjoys learning dances with classmates. The student is reinforced by being given extra time with a friend, assist the gym teacher with a sport, helping students, and earning a reward for the class like slime, hot cheetos, gum, taco bell, or Dr. Pepper. The student is not reinforced by being given activities with class paraprofessional, academic class achieve, and dislikes takis