

Sample Student Data (Myron)

Myron – FBA Process

Documents included:

- Completed Adapted FACTs (Parts A & B)
 - Record Review
 - Context Analysis
 - Hypothesis Statement
- Completed Staff Interview
- Completed ABC Observation

The Functional Behavior Assessment, or FBA, is not a single document. Instead, it is a problem-solving process in which existing information is gathered to allow the teacher and/or team to look for patterns in behavior and response to help determine the function, or reason, for the behavior.

The documents included in the handout are examples of ways to gather and organize the information to help reach a hypothesis statement, and then engage in observation to confirm the hypothesis.

When the teacher or team has completed the FBA process, the information will be used to develop a Behavior Intervention Plan, or BIP, to describe how the environment will change to support the needs of the student. The BIP will include addressing antecedent events (those that occur before and make the behavior more likely to occur), teaching skills and strategies to support the use of the desired behavior, and consequence strategies (those that occur after behavior and serve to increase or decrease the likelihood of future occurrences).

Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name Myron Date _____

Classroom/Homeroom Teacher _____ Grade _____

SECTION 1: CLASSROOM INTERVENTION

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?

Yes _____

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? Yes

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

Describe student's strengths (academic, social/behavioral):

<u>Problem Behavior</u> (Obtained from identification process)	<u>What does it look like</u> (Observable)	How will behavior be measured? <u>Frequency</u> <u>Intensity</u> <u>Duration</u>
Disrespectful to authority figures :	Lays his head down, refuses to answer when spoken to, rolls his eyes, says "What?!?" or "I don't care!" when given directions	

SECTION 3: RECORD REVIEW

Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	9/15, 10/3	Both office referrals from reading/writing class
Classroom Minors	Sept – 8, Oct - 4	Talking back, refusing to work, laying head down
Absences	none	
Tardies	none	
G.P.A./Grades	D	Close to failing in reading/writing class
Reading Assessment	Below	Reading score indicated 15 th percentile
Written Language Assessment	Below	Student wrote only 6 sentences of 3 paragraphs
Math Assessment	On level	Student scored in 50 th percentile
Health Information (if applicable)	none	
IEP Information (if applicable)	none	
Other: <i>i.e. nurse or counselor visits</i>		

Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Student Name Myron Date _____

Description of Problem Behavior from Section 2: Lays his head down, refuses to answer when spoken to, rolls his eyes, says "What?!" or "I don't care!" when given directions

SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE

* Completed by each of the student's classroom teachers

Context		Problem Behavior		Consequence
1) Schedule: (Time & Subject)	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem: Low	High	4) What is the response to the problem behavior? (Write the # of the response that most often applies & is most likely maintaining the problem behavior.) 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
8:30 – 9:20	Reading – 1, 2, 3	1 2 3 4 5 6	5	1, 6, 7 (attention & removal)
9:25 – 10:15	Writing – 1, 2, 3	1 2 3 4 5 6	6	1, 6, 7 (attention & removal)
10:20 – 11:10	Math	1 2 3 4 5 6	2	1 (attention)
11:15 – 11:55	Lunch	1 2 3 4 5 6	1	1 (attention)
12:00 – 12:50	PE	1 2 3 4 5 6	1	1 (attention)
12:50 – 1:40	Science/SS	1 2 3 4 5 6	1	1 (attention)
1:45 – 2:35	Advisory & Specials	1 2 3 4 5 6	2	1 (attention)

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6: (Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)

Problem Behavior: refuse and talk back is most likely to occur during reading and writing.
(Activity)

Problem Behavior: refuse and talk back is least likely to occur during lunch, PE, other content.
(Activity)

Complete the FACTS-Part B on the next page for each of the prioritized context(s) identified.

Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part B)

SECTION 5: DESCRIPTION OF THE ANTECEDENT

Rank order the top two predictors of problem behavior in the context identified in Part A. Then ask follow-up questions to get a detailed understanding of each predictor.

Antecedents	Follow Up Questions – <i>Be Specific</i>
<input checked="" type="checkbox"/> a. Large Group Activity <input checked="" type="checkbox"/> b. Small Group Activity <input checked="" type="checkbox"/> c. Independent Activity <input type="checkbox"/> d. Transition <input type="checkbox"/> e. Unstructured Activity <input type="checkbox"/> f. Task too hard <input type="checkbox"/> g. Task too easy <input type="checkbox"/> h. Task too long <input type="checkbox"/> i. Physical Demand <input type="checkbox"/> j. Correction/reprimand	<p>If a, b, c, d or e– Describe setting/activity/context in detail <u>When asked to read aloud, even for assessment, partner read, or read and write independently narrative text</u></p> <p>If f, g, h, or i – Describe task/demand in detail _____ _____</p> <p>If j – Describe purpose of correction, voice tone, volume</p>

SECTION 6: DESCRIPTION OF THE CONSEQUENCE

Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.

Consequences (Rank order top 2)	Follow-Up Questions – <i>Be as Specific as possible</i>
<input checked="" type="checkbox"/> a. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) <input type="checkbox"/> b. Peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> c. Student obtains specific object/item <input type="checkbox"/> d. Adult(s) withhold/remove interaction <input type="checkbox"/> e. Peer(s) withhold/remove interaction <input checked="" type="checkbox"/> f. Activity/task is changed <input checked="" type="checkbox"/> g. Student sent to timeout or office	<p>If a or b – Which adults or peers respond? <u>Teacher</u></p> <p>How did the adults or peers respond? <u>Teacher reminds Myron to work</u></p> <p>If c – What specific item, activity or sensory input did the child get? _____</p> <p>If d or e – From which adults or peers was the child removed? _____</p> <p>If f or g – Describe how the task was changed or where student was sent. <u>Myron is sent to the office for his language</u> <i>(Specifically describe the type of work within subject areas)</i></p> <p>Can the student independently perform the task? Y N ? Is further assessment needed to ID specific skill deficits? <input checked="" type="radio"/> Y <input type="radio"/> N </p>

Functional Behavior Assessment Staff Interview Summary

Student: Myron

Date: _____

Interviewer: _____

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

Directions: Ask each teacher the follow questions and record in the space below.

Questions	Staff Name &	Staff Name & Position	Staff Name & Position
	Reading/Writing Teacher Mr. Kelley	Math Teacher Ms. Frederick	PE Teacher Ms. Martin
1. What are some things the student does well?	He is very athletic, and gets along well with older students.	He explains things to other students in a friendly way.	He excels at all tasks, especially those with speed and agility
2. What type of activity does the student choose when engaged in "free time"?	Myron will draw if he has a choice about an activity	Myron will use manipulatives to build or draw in his free time.	Myron will gather students in a group or team activity during free time, like kickball.
3. What adults does the student like to spend time with?	Myron seems to respond to Ms. Martin	Myron talks with another student's para, Lisa, about baseball, and always talks about Ms.	Myron visits me before school, and sometimes after school if there's time. He also talks to Mary, the school secretary
4. What peers does the student like to spend time with?	Myron spends free time with Jared and Dion, but not in class	Myron works with all students, no matter how I group them during math	Myron enjoys spending time with active students. He will include everyone who wants to participate
5. What are your goals for the student?	For Myron to read and write narrative and informational text on level independently	I want Myron to have the success across subjects as he does in math – to increase his confidence	My goal for Myron is to have opportunities to show his leadership in academic areas, and to continue to participate in activities that allow him to use his athletic ability

A B C Observation Recording Form

Observer: _____ Student: Myron

Location (e.g., class #, gym, cafe): Classroom (RLA) Date: _____

List Initial Summary Statement

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During: Group work or reading/writing narrative text	When: Given directions to begin work	The student will: Lay his head down, refuse to answer when spoken to, roll his eyes, say, "What?!?" or "I don't care!"	Because: Teacher will provide assistance, change the task, or send Myron from the group Therefore, the function is to obtain <u>avoid</u> teacher attention or task?

Activity Observed:

Time	Antecedent	Behavior	Outcome/Consequence
<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: Read passage and answer questions	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Teacher gave directions to class to begin assignment while teacher walked around checking in with students	Myron put his head on his desk and closed his eyes.	<input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> get specific activity/object <input type="checkbox"/> get specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Teacher came to Myron's desk and asked Myron to sit up and begin by putting his name on the paper
<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: Read passage and answer questions	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Teacher prompted Myron to sit up and begin working by writing his name on the paper	Myron turned his head away from the teacher and ignored the direction	<input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Teacher makes 2 nd request for Myron to sit up and write name on the paper

Time	Antecedent	Behavior	Outcome/Consequence
	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: Read passage and answer questions	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Teacher told Myron he needed to get started on work or he would not be able to use the computer.	<input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Teacher told Myron to go to the 'Safe Seat' and work on his paper.
	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: Read passage and answer questions	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Teacher told Myron to go to the 'Safe Seat' and work on his paper.	<input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input checked="" type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Teacher told Myron to go to the office.
	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: Read passage and answer questions	<input type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Teacher told Myron to go to the office.	<input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input checked="" type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: Myron left the classroom and did not take or complete the assigned

Summary Statement based on Observation(s)						
	During: Independent worktime	When: Myron is directed to begin working on reading and writing	Student will: Lay down head, refuse, say, "I don't care"	Because: The teacher will eventually send Myron from the classroom Therefore, the function is to obtain/avoid (circle one) Reading and writing tasks		
How confident are you that your Summary Statement accurately explains the problem behavior occurring?						
	<i>Not at all</i> 1	2	3	<i>So-so</i> 4	5	<i>Very confident</i> 6

Adapted from Loman, S. (2009) from Van Norman, R. (2008)