

Report By: Cory Puskala

**Functional Behavioral Assessment Component 1:
Define the Problem**

1. Description of Student¹

Student Name: Alex	Age: 7 years old	Grade: First Grade	Report Date: 3-10-2012
Name of Person Conducting Assessment: Cory Puskala			
Description of the Observational Context/Setting (type of program, grade level, etc.) Alex spends most of his day with same age peers in an inclusive first grade classroom setting. Alex currently as an IEP for Development Delay. He always has an aid or special education teacher with him and works on modified assignments.			

Based on the interview with the teacher, please list strengths and weaknesses:

Strengths:
1. Enjoys helping his teacher out
2. While he has difficulty with communication and speaking he likes to be social
3.
4.
Weaknesses:
1. Poor communication skills
2. Aggressive behavior when he is frustrated
3. Classroom work refusal
4.

2. **Describe the problem behavior¹**, as represented by the referring teacher, in observable terms. Be as specific as possible. Based on the teacher’s report, estimate the severity of the problem (frequency, duration, latency, etc.). Decide which behavior(s) you will begin to gather information on first in order to design a behavioral intervention plan.

Description of Problem Behavior 1	<u>Estimated Frequency, Duration, Latency, etc.</u>
When instructed Alex refuses to do his modified tasks during the school day. When he does do his work it requires many reminders of his consequences before he will attempt to get started. Work refusal is seen most often during transitional periods during the school day.	Frequency of task refusal at least 6 times a day. Duration- Anywhere from 5 minutes to 30 minutes depending on escalation of aggression.

¹ These numbers correspond to the elements listed on the Assignment 2 Description.

3. Functional Behavioral Assessment Component 2

ABC Recording Form²

² If you need assistance with this aspect of this assignment (A-B-C assessment), please see Maurice Moses' handout.

Student: Alex

Observer: Cory Puskala

Teacher: Christine Karch

Subject/Class/Context: First grade

Date 3-6-2012

Event/Stimulus/ Setting	Antecedents	Behavior	Consequences
<p>Coming in from outdoor recess. Alex is transitioning back into the classroom and required to sit at his desk to begin phonics work.</p> <p>Alex is now sitting at his desk. Phonics time in the classroom.</p>	<p>Prior to this activity he has been at lunch and out at recess. He is supposed to sit down and listen to the lesson and then complete his modified worksheet.</p> <p>He refuses to pick up his pencil and write the corresponding letters to the sounds Mrs. Karch is giving.</p>	<p>Alex refuses to sit down at his seat and listen to Mrs. Karch's phonics lesson. He sits on the carpet, then starts to pace around the room. He asks for when he is able to play with his car. After 3 reminders of his consequences he sits down.</p> <p>He tries to stand up. His aid sits him back down. He is showing frustration by grunting. He attempts to stand up again. He is reminded of his consequences of losing his behavior time. He again asks for his reward of playing with his toy car. This work refusal continues. After 6 reminders his card is turned to red. He is very angry now and tries to get out of his seat but his aid sits him back down.</p>	<p>He is reminded his card will be turned numerous times by Mrs. Karch. His aid taps his card and reminds him he will lose his break time if he doesn't sit at his desk.</p> <p>After 6 reminders his card has been turned to red. He has now lost his break time of 6 minutes.</p>
<p>Transition time to reading</p>	<p>Prior to this transition he has lost his break time where he could have played with his toy car.</p>	<p>Alex is very frustrated. He rolls around on the carpet and refuses to get his reading book out. He wants his toy car and is told 3 times by Mrs. Karch that he has lost his break time and needs to read with the class. After 3 minutes of him rolling on the ground and kicking his feet he gets up and goes to his desk. He gets out his reading book.</p>	<p>More reminders of how he lost his break time and needs to participate with the class to earn his next break time.</p>

Student: Alex

Observer: Cory Puskala

Teacher: Christine Karch

Subject/Class/Context: First grade

Date 3-9-2012

Event/Stimulus/ Setting	Antecedents	Behavior	Consequences
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<p>In the classroom</p>	<p>During this observation time, Alex had a substitute aid and his teacher Mrs. Karch Alex earned his reward time and was now able to pick to play with Legos or the Ipad.</p>	<p>He did not want either on of those rewards during his break time. He wanted to play on the computers. His aid and Mrs. Karch said that was not a reward option but he wouldn't leave the computer. They told him once again and pointed to his behavior card. He shows anger by kicking over the computer chair. He then paced the room. Mrs. Karch said he needs to sit down and either play Legos or with Ipad. He threw a pencil at Mrs. Karch and crumpled up paper he found and threw that.</p>	<p>Mrs. Karch turned his card and took him by the hand and walked him down to the special education room.</p>
<p>In the special education classroom.</p>	<p>He is now in the special education room due to the prior episode in the classroom.</p>	<p>Mrs. Karch brings him in the room and explains the situation to one of the lead special education teachers. Mrs. Gurley then takes over. She attempts to talk to Alex about what happened in the classroom and his new consequence of having to leave the classroom. He tries to throw a book he finds at her and then runs out of the room. She is able to retain him in the room.</p>	<p>Alex goes to the "cool down blue room" within the special education room. This is a padded room where he remains until he is ready to come out and work with Mrs. Gurley calmly. He spends 7 minutes in there.</p>

Record Baseline/Frequency of Target Behavior(s): Data Collection Method (select only one.

Consult the resources in Appendix A. Once you have collected one day of data, record the data in the appropriate column that matches your observation system). [Note for the assignment, you will only have collected 1 day, but for an FBA, you will need to collect 3-5 days for adequate baseline data collection]. The chart below is simply a summary chart associated with the Baseline Data collection associated with the fourth item listed in the Assignment Description. When you submit your assignment, include the baseline log and graph (one day of data).

Date(s)	Event Recording	Duration Recording	Interval/Time Sampling	Latency Recording
1. 3-5-2012		X		

2. 3-8-2012		X		
3.				
4.				
5.				
6.				
7.				

Duration Recording: Log (Example):

Student: Alex

Setting: First Grade Classroom

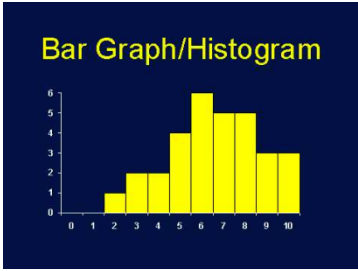
Definition of behavior: Student refuses to do work. Work refusal continues with reminders and warnings of consequences.

Observer: Cory Puskala

Date	Start Time	End Time	Duration
3/5/2012	9:35:39	9:41:05	:05:26
	2:40:00	2:48:12	:08:12

3/8/2012	10:31:20	10:43:13	00:11:53
	1:26:10	1:34:00	00:07:50
	1:38:05	1:44:15	00:06:10

Duration Recording: Log (Example):



Fill in the duration in the graph below. You can create a bar graph or histogram to graph the data. Customize (modify) the duration column to match your data.

Duration (seconds or minutes)					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Dates	3/05/12	3/05/12	3/08/12	3/08/12	3/08/12

5. Ecological Analysis of Environment

Functional Behavioral Assessment Component 3: Identify Antecedents: Events, Times, and Situations

Student: Alex Date: 3-10-2012

Answer these key questions in measurable terms using specific data gathered from all the assessment tools used by the evaluation team. Patterns of behavior may emerge as you answer the questions. Be as specific as possible to develop an effective behavioral intervention plan.

Who is present . . .

when the behavior tends to occur?

Mrs. Karch the classroom teacher and his aid or the lead specialeducation teacher. His peers are also present during these episodes when they occur in the general education classroom. Whenever there is a substitute teacher or substitute aid the behavior is seen more frequently and aggressively.

when the behavior almost never occurs?

During special classes, those teachers running the special classes (music, PE, library, art).

What is going on . . .

when the behavior tends to occur?

Morning time when he enters the classroom and the bell rings. Transitioning back into the classroom from any type of break such as bathrooms or coming back from a specials class. Transitioning from recess back to the classroom for work time. Behavior also occurs when transitioning to a new classroom activity. When he loses his reward.

when the behavior almost never occurs?

From lunch to recess time and from the classroom to specials time.

When/Where does the behavior . . .

tend to occur?

In the general education classroom setting during any form of work time or whole/ small group learning time. Occasionally in the special education classroom.

almost never occur?

Rarely occurs at recess, in the cafeteria and in the specials classrooms.

Functional Behavioral Assessment Component 5: Identify Consequences Maintaining the Behavior

Answer these key questions regarding what happens after the behavior occurs. Be specific using data collected about consequences. General responses do not assist in the development of an effective behavioral intervention plan.

When the behavior occurs, what are the reactions or actions . . .

Teacher in the context?	Work Refusal: She gives the student reminders that his card will get turned to red. She points to his card. She warns him what he will lose if he does not get to work. She will eventually turn his card over to red and tell him he has lost his reward time. She takes his hand and walks him down to the special education classroom.
Peers in the context?	Work Refusal: They continue with their work. They do not assist him. One student did try to talk to him and tell him to get his reading book out.
Student to other people?	He does not seem to notice or be bothered by others if they are not directly involved with making him do his work.
Parents? (if applicable)	Not Applicable

6. Health/Medical Factors³ (not included in this Assignment)

Alex has:

- Eczema on his back, neck, arms, and legs (very itchy and distracting for him)
- Asthmatic (has been in and out of the hospital for breathing treatments)
- Allergies (food and environmental)

Medications: Singular, Rescue Inhaler, Advair, Steroids, Corticosteroids

7. What interventions have been tried in the past? What did you observe or teacher report? What happened?

Seclusionary timeout has and is still used. Cue cards to teach the behavior of getting started with his work and working the entire time have and are still used. An individual reward system using a green/red card is used. All three behavior interventions are still being used and are moderately successful. His teacher and special education teacher find the most success with his reward system. He has responded positively to this and his

³ This is not required for this assignment. The item numbers correspond to the list provided in the assignment description and cover pages.

work time as been increased to him working for 17 minutes and then receiving a break time. However, the work refusal still always occurs before he actually gets started and still lasts anywhere from 4-11 minutes. The work refusal takes away from his and his classmates learning time in the classroom and therefore another intervention needs to be implemented.

Functional Behavioral Assessment Component 6: Develop a Hypothesis

Student: Alex

Date: 3-13-2012

Use the assessment information collected about the behavior and decide what purpose or function it has for the student. The following checklist may be helpful in developing a theory. Write a theory statement at the bottom.

Considerations: Determining the Purpose of a Problem Behavior

The purpose of the behavior may be **Attention** if . . .

It occurs when teacher is not paying attention to the student (e.g., talking to someone else in the room, talking on the phone, too busy to have a chat, etc.).

It occurs when teacher stops paying attention to the student.

Student gets attention from others when the behavior occurs

The purpose of the behavior may be to **Get/Obtain Something** if . . .

It occurs when teacher take away a favorite activity, food, toy, free time, etc.

It stops soon after teacher gives the student what he or she seems to want or has recently requested.

It occurs when the student can't have what he or she desires.

The purpose of the behavior may be **Escape/Avoidance** if . . .

It occurs when teacher asks the student to do something (e.g., getting ready to change activities, write assignments, speak in front of peers, read in class) that he or she doesn't seem to like or want to do.

It stops after teacher stops "making demands."

8. Develop your Hypothesis pertaining to the purpose or function of the student's behavior:

When this occurs

It occurs immediately when the student is asked to sit at his seat and do any type of classroom work or a learning task. It occurs during reading, writing, math, and phonics time..

The student does

He will not sit at his desk. He may roll on the carpet or move around the around. He may use his words and continue to verbally object to getting started on his work.

To get/avoid

This happens to avoid doing a learning activity or task in almost all subjects and primarily (reading, writing, math and phonics). It stops only after numerous reminders of his rewards and consequences.

Does the student possess the necessary skills? Yes **No, needs instruction in ...** what it looks like to get started on a task with no verbal or physical refusal. He needs instruction on how to focus and independently start and complete a task.

Behavioral Intervention Plan

Student Name: Alex Date: 3-13-2012

Target Behavior (State in observable terms, using action verbs, and identify the data collection system to measure progress):

When asked to get started on daily work tasks Alex will not argue, roll on the carpet, move around the room, or throw objects. Alex will transition to his working task with only 2 or less verbal reminders of his reward and consequences. Each reminder will have a compliance-time window of 30 seconds.

Develop a Plan

Teach: What other behavior or skill will be taught to the student so he or she can accomplish his or her purpose in a more acceptable way?

Prevention: How will situations or the context be altered or changed to support the replacement behavior, or to minimize the problem behavior?

Response: How will people respond when the problem behavior occurs so that their response does not reinforce the inappropriate behavior or cause the person interacting with the student greater upset and stress?

9. Identify the replacement behavior(s) that result in a same/similar outcome for the student.

What is the replacement behavior? Define the replacement behavior:

- Alex will sit at his seat and
- Alex will get out necessary materials to get started on his work tasks.
- Alex will raise his hand if he needs help.

10. Behavior Intervention Plan. How will the replacement behavior be taught? Detail strategies to teach replacement behavior:

Teach (Steps)	Who is Responsible	How Often
<p>Compliance-Time Window of 30 seconds Planned activities for transition time Individual stop light reward system Alex will be taught the steps it takes to transition from a break time to a work time. He will need to complete each step within the compliance-time of 30 seconds in order to keep his stoplight on green. The stoplight will have velcro light colors (green, yellow, red) that he will keep on his desk. It will allow him two chances to complete his three transitional steps within the compliance time before having his stoplight go to red. If he gets to red he will lose 5 minutes off his break time. If he completes his transition appropriately than he earns a</p>	<p>The special education teacher and assistant are responsible for teaching and modeling the behavior.</p>	<p>The 3 steps will be taught in the morning before the bell rings for 5-10 minutes.</p>

<p>gummy bear.</p> <p>3 Steps that will be taught for transition are:</p> <ol style="list-style-type: none"> 1. Find his desk and take a seat. 2. Get out a pencil. 3. Put his hands on top of his desk and eyes and ears on the teacher. <p>The behavior will be taught by first modeling to the student what each step looks like. They will explain how each step needs to be done before the 30 second timer goes off. They will show him the timer and how they set it to 3 seconds each time. The special education teacher/ assistant will model to Alex how to find his desk and sit down appropriately. They will then show him how to look into his desk and find a pencil. Last they will show what it looks like to place his hands on his desk and focus his eyes on wherever the teacher is. They will model his immediate rewards of getting a gummy bear and positive reinforcement words.</p> <p>They will also model to him what will happen if he does not follow each step promptly (within 30 seconds). They will model themselves not sitting at their seat before the timer goes off and they will model the consequence of having to pull off the green light. They will next model what it looks like to not find a pencil before the timer goes off and they will then pull the yellow light off. They next show Alex how now the reward of a break time has been lost because his red light is the only light left on his stoplight and that he has lost 5 minutes of his break time.</p> <p>Alex will then practice these three steps once every morning before the bell rings. He will practice finding his desk and sitting down the right way before the timer goes off. He will model finding a pencil in his desk before the timer goes off and he will model locating Mrs. Karch with his eyes before the timer goes off.</p>		
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Context alteration to support use of replacement behavior, e.g., Prompts prior to “trouble spots”. These are the changes in environment to support instruction and replacement behaviors (e.g., routines, grouping, work difficulty) (1:00:00)

Context Alteration	Who is Responsible	How Often/When
<p>Alex will review his 3 step routine each morning with the assistant or special education teacher before the school day begins.</p> <p>Before each transition period they will say “Alex go complete your 3</p>	<p>Assistant/ Special Education teacher</p>	<p>At the start of each day</p>

Functional Behavioral Assessment/Behavioral Intervention Plan

<p>steps so you can earn a gummy bear and get ready to get started on your important school work.” The teacher will point to the stopwatch and his stoplight on his desk as a reminder.</p>	<p>Teacher/ Assistant/ Special Education Teacher</p>	<p>Before each work transition</p>
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What Outcomes will be delivered when student uses replacement behavior, e.g., Match to function and scheduled delivery (GET teacher attention, earn free time with peers, special privileges; AVOID – task choice, ask for assistance, peer tutor, “take-a-break”, re-seated)

Outcomes	Who is Responsible	How Often
<p>When Alex successfully completes a transition within the compliance time, following the 3 steps, he will receive a gummy bear on his desk immediately to eat. He will also receive immediate praise, “You did a great job getting yourself ready to work Alex!”</p> <p>If he is not able to complete the three transition steps, with each step following the compliance time of 30 seconds he will lose 5 minutes of his break time, during break time. He has two warnings before his stoplight is moved to red and when this occurs he has unsuccessfully completed the task. This fits along with his current behavior plan for completing work.</p>	<p>Teacher/ Assistant, or the Special Education Teacher. Depends on who is working directly with him.</p>	<p>This will happen during all work transition times of the day. Example: Going from recess to writing. Going from writing to reading.</p>

Develop a plan for the response to the problem behavior when it occurs. Think how the environment should be altered so that the problem behavior does NOT result in previous outcomes (gain/avoid). Problem behavior should not be as efficient or result in the outcome that the student seeks. During intervention, what will happen when the problem behavior occurs to break the behavior-outcome cycle?

Teach [response to problem behavior]	Who is Responsible	How Often
<p>When the problem behavior of work refusal occurs, Alex will be reminded of his stoplight. The teacher/assistant/special education teacher will point to his stoplight to remind him. If the behavior continues and his light is moved to red and Alex is not ready with his materials, the teacher/assistant will gather his materials. He will be reminded he has already lost 5 minutes of his break time and if he now doesn't get started he will lose all of his break time.</p> <p>This is done so he will not disrupt the learning environment any longer, but still be held responsible to complete his modified task. He will not be removed from the classroom because he will now not be allowed to avoid doing his work.</p>	<p>Teacher/ Assistant/ Special Education teacher depending on who is working with him.</p>	<p>During any work transition in the day.</p>

**Analysis of the Behavioral Intervention Plan
Data Collection Plan**

Student Name: Alex Date: 3-13-2012

Timeline for the next meeting to review and evaluate effectiveness of the intervention: 6 weeks

Date: 4-24-2012

11. Data Collection Plan: What data will be collected to evaluate the program? by whom? Indicate what data is needed to evaluate success (e.g., frequency, duration, latency). Provide brief instructions to family and/or staff on how to collect this information, and when to collect this information. Specify who is responsible for which type of data collection.

Data Collection Plan (What behavior should be recorded and what type of recording system) -How many transitions he successfully completes each day. He will need to complete the 3 transition steps, within the 30 second compliance time for each step, without moving his stoplight to red in order for a successful transition to be recorded.	
Who: Depends on who is working directly with him (Teacher/ Assistant/ Special Education Teacher) They will record on a chart that will remain in the room.	When: After any work transition

Frequency of Review of Progress (select one)		
Bi-Weekly	Weekly	Monthly

Functional Behavioral Assessment/Behavioral Intervention Plan

Data Collection Method (select one):				
Event Recording	Duration Recording	Interval Recording	Time Sampling	Latency Recording

