

# Functional Behavioral Assessment: Part 1 (Description)

Date: 1/20/98

Student Name: Case One-SLD ID: 0001 DOB: 1/2/84 Case Manager: Ms. Jones

Data Sources:  Observation |  Student Interview |  Teacher Interview |  Parent Interview |  Rating Scales |  Normative Testing

**Description of Behavior** (No. 1):

Verbal disruption of the classroom including talking, teasing, and taunting peers.

**Setting(s) in which behavior occurs:**

Disruptive behavior typically occurs in all academic classrooms.

**Frequency:**

Daily, however, behavior is worse in afternoon.

**Intensity** (Consequences of problem behavior on student, peers, instructional environment):

Student disrupts all students in the room.

**Duration:**

All period long for several periods in a row.

**Describe Previous Interventions:**

Parent conferences, in-school suspension, student conference, and modification of curriculum.

**Educational impact:**

Not completing assignments, disrupting other peers, and showing no gain in academic areas.

**Function of Behavior (No. 1):** Specify hypothesized function for each area checked below.

**Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

**Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

**Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):

Antecedents: Teacher presents student with academic assignment.

Consequences: Diverts the attention of peers from his difficulty with academic tasks to his disruptive behavior that he considers more acceptable and less embarrassing.

**Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

Student copies the disruptive behavior of another high-status peer.

**Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

**Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

**Communicate need** (Identify what the student is trying to say through the problem behavior):

Student is communicating his embarrassment about his inability to do his school work.

**Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):

Disruptive behavior occurs when instructional expectations exceed his academic ability.

# Behavioral Intervention Plan

Date: 1/20/98

Student Name: Case One-SLD ID: 0001 DOB: 1/2/84 Case Manager: Ms. Jones

Behavior Number(s)	Expected Outcome(s) Goal(s)	Intervention(s) & Frequency of Intervention	Person Responsible	Goal/Intervention Review Notes
1	A. Student will attend to and complete academic assignments without engaging in disruptive behaviors 85% of instructional time.	A. Daily behavioral point sheet to monitor the following behaviors: <ul style="list-style-type: none"><li>• Follow instructions</li><li>• Complete and turn in assignments</li><li>• Appropriate peer relations</li><li>• Talking out</li></ul> B. Each week student achieves an average of 85% of behavioral objectives on point sheet will result in a candy bar reward. Review weekly. C. Each day student fails to achieve 85% of behavioral objectives on point sheet will result in one day of in-school suspension with resource support. Review daily. D. Five days of not "making his day" will result in temporary placement off campus in a more restrictive educational setting. Review daily.	All teachers  Resource teacher  Resource teacher  Out of district liason	

\* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue Expected Review Dates: 3/1/98 | \_\_\_\_\_ | \_\_\_\_\_

Signatures: \_\_\_\_\_  
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# Functional Behavioral Assessment: Part 1 (Description)

Date: 1/25/98

Student Name: Case 2- MIMR ID: 0002 DOB: 11/28/86 Case Manager: Ms. Jones

Data Sources:  Observation |  Student Interview |  Teacher Interview |  Parent Interview |  Rating Scales |  Normative Testing

## Description of Behavior (No. 1):

Student engages in a variety of forms of inappropriate social behaviors including hugging students and adults, approaching and standing too closely, holding onto the hands and clothing of others.

### **Setting(s) in which behavior occurs:**

Across a variety of school settings (classroom, hallways, cafeteria), particularly during unstructured times (transitions, free time, when visitors come into the room).

### **Frequency:**

5 to 10 times a day.

### **Intensity** (Consequences of problem behavior on student, peers, instructional environment):

Student alienates herself from other students and adults. Redirection interferes with instructional time.

### **Duration:**

Without immediate redirection, student will hold others indefinitely.

### **Describe Previous Interventions:**

Verbal redirection, student conference regarding appropriate greeting, individual and classroom instruction regarding appropriate physical contact.

### **Educational impact:**

Reduced instructional time, conflicts with peers, failure to achieve instructional goals regarding stranger danger.

**Function of Behavior (No. 1):** Specify hypothesized function for each area checked below.

**Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

Difficulty expressing affection for others in age-appropriate ways.

**Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

**Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):

Antecedents: Proximity of others during non-structured times, particularly when student leaves her seat, when others come to her class, transitions between activities

Consequences: Physical contact with others.

**Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

**Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

**Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

Down syndrome, onset of puberty.

**Communicate need** (Identify what the student is trying to say through the problem behavior):

Student is conveying an interest in the other person, greeting/welcoming the other person.

**Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):

# Behavioral Intervention Plan

Date: 1/25/98

Student Name: Case 2- MIMR ID: 0002 DOB: 11/28/86 Case Manager: Ms. Jones

Behavior Number(s)	Expected Outcome(s) Goal(s)	Intervention(s) & Frequency of Intervention	Person Responsible	Goal/Intervention Review Notes
1	<p>A. Student will greet other people by calling them by name, saying "Hi" and shaking their hand.</p> <p>B. Student will maintain a personal space of 2 feet during social interactions.</p>	<p>A. Social skills training, including role playing, regarding appropriate greetings, and maintaining appropriate personal space. Conducted weekly in special education classroom</p> <p>B. Coaching in vivo when others enter the room or during transition times. Daily, as needed.</p> <p>C. Positive practice of appropriate response when she violates the expectations (have student make three appropriate greetings after she has given a hug or have student stand at an appropriate amount of distance for five seconds). Daily, as needed.</p>	<p>Teacher</p> <p>All staff</p> <p>All staff</p>	<p>3/15/98: Making progress at achieving goals. C all interventions.</p>

\* Review Codes: GA = Goal Achieved | C = Continue | DC = Discontinue

Expected Review Dates: 3/15/98 | 4/15/98 | \_\_\_\_\_

Signatures: \_\_\_\_\_  
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# Functional Behavioral Assessment: Part 1 (Description)

Date: 2/1/98

Student Name: Case 3 – ED ID: 0003 DOB: 5/3/82 Case Manager: Mr. Roberts

Data Sources:  Observation |  Student Interview |  Teacher Interview |  Parent Interview |  Rating Scales |  Normative Testing

## Description of Behavior (No. 1):

Student isolates himself from others during class, refuses to go to lunch in the cafeteria, and prefers to stay in class during scheduled breaks. Student's academic production is minimal.

### **Setting(s) in which behavior occurs:**

All classes.

### **Frequency:**

3-4 days in a row, 2-3 times a month.

### **Intensity** (Consequences of problem behavior on student, peers, instructional environment):

Significant reduction in completed work and alienation from peers.

### **Duration:**

3-4 days in a row.

### **Describe Previous Interventions:**

Counseling, verbal redirection to complete work, medications, parent conferences, student conferences, classroom behavior management program.

### **Educational impact:**

Severe academic failure, disruption of group projects and activities, lack of appropriate socialization and development of peer relations.

**Function of Behavior (No. 1):** Specify hypothesized function for each area checked below. **Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

Student appears depressed. He has previously been diagnosed and expresses subjective feelings of depression when asked.

 **Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

Student makes frequent negative self-statements about his academic ability, his self-worth, and how other students and adults feel about him.

 **Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):

Antecedents:

Consequences:

 **Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior): **Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

Parents frequently make critical statements about student. They expect academic performance that is unrealistic, given student's cognitive and academic ability levels. They have difficulty accepting what appears to be age-appropriate adolescent behavior.

 **Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

Depression, social introversion.

 **Communicate need** (Identify what the student is trying to say through the problem behavior):

Withdrawal may tell others to leave him alone.

 **Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):



