



## FUNCTIONAL BEHAVIOR ASSESSMENT

<b>Student Name:</b>	Eve	<b>School:</b>	
<b>Date of Birth:</b>		<b>Grade:</b>	2 <sup>nd</sup>
<b>Age:</b>	9:1	<b>Date of Report:</b>	
<b>Written By:</b>	Dr. Karen Gordon-Stewart		

**I. Reason for Referral [NYS Regulation: 200.22 (b)]**

*Please provide detailed explanation*

- Student has been suspended multiple times: \_\_\_\_\_ (# of days)
- Student's behavior impairs his/her ability to benefit from the educational setting
- Student's behavior impairs others' ability to benefit from educational setting
- Student has engaged in behavior at risk to him/herself or others
- Student is being considered for a more restrictive program

The classroom teacher reports that Eve is typically noncompliant in the classroom, which leads to the use of profanity and escalating behaviors which results in disruption to the learning environment.

**II. Participants Involved in Functional Assessment**

Name	Title/Relationship to Student
Dr. Karen Gordon-Stewart	School Psychologist
	2 <sup>nd</sup> grade special class teacher
	Mother
	Physical Education teacher
	Teaching assistant

**III. Identify and Define Target Behavior [NYS Regulation 200.1(r)]**

*Define the Target Behavior(s) in observable, measurable terms:*

Noncompliance as defined as any response that does not match delivered instruction within 60 seconds. Example: When Eve says no, shakes her head no, says "I am not doing this", and does not respond to her name being called.

**Non-example:** When Eve may not answer to her name being called but shows her work when called on.

**IV. Assessments (Direct and Indirect measures): [NYS Regulation: 200.22 (a) (2)]**

*Check all direct and indirect measures used to identify and support functional hypothesis.*

	√ Indirect		√ Direct
<input checked="" type="checkbox"/>	IEP: Present levels of performance	<input checked="" type="checkbox"/>	ABC data
<input type="checkbox"/>	FBA Interview with Student	<input checked="" type="checkbox"/>	Frequency data
<input checked="" type="checkbox"/>	FBA Interview with Teachers/Staff	<input checked="" type="checkbox"/>	Duration data
<input checked="" type="checkbox"/>	FBA Interview with Parent/Legal guardian	<input type="checkbox"/>	Scatterplot data
<input checked="" type="checkbox"/>	Student record review	<input type="checkbox"/>	Interval data

<input type="checkbox"/>	Medical/Psychiatric Information	<input type="checkbox"/>	Latency data
	Testing data	<input checked="" type="checkbox"/>	Intensity scales
<input checked="" type="checkbox"/>	Attendance data	<input checked="" type="checkbox"/>	Assessment of student preferences
<input type="checkbox"/>	Discipline referrals		
<input checked="" type="checkbox"/>	Student interest inventory		
<input type="checkbox"/>	Other (explain):		

V. **Summary of Background Information/Student Record Review** [NYS Regulations 200.22 (a)(2) and 200.1(r)]

Standardized Testing: 11/13/2020 NWEA Math 1st percentile(Percentage Score)  
11/13/2020 NWEA Reading 19th(Percentage Score)

Current Academic Functioning: Eve is functioning below grade level. Currently she is in a special class and has been classified as a student with a disability. In reading, the teacher shared that Eve is on a grade K level. Her weakest area is phonics and she passed 60% of lessons completed. Eve is also on a Kindergarten level for math. She has passed 75% of lessons on numbers and operations.

Medical/Psychiatric Information: None available.

Strengths: Eve is self-motivated, she does not need someone to tell her what to do. Eve will always keep herself busy, which is a positive if it is guided.

Other (e.g., attendance, discipline referrals): Eve's parent has been called by the classroom teacher at least three times by the teacher due to Eve's behavior which includes name calling, sticking her middle finger up, and refusing to complete her schoolwork.

Previous and Current Interventions and Supports: The classroom teacher has tried a classwide behavior program (the rainbow chart) and reports that Eve has not responded well to the program. At the end of the week, the students have an opportunity to gain prizes and small rewards for positive behavior. The rubric is displayed in the classroom and is sent home to the parent on a daily basis. As a result of this being unsuccessful, the classroom teacher referred Eve to the IST team. A behavior support plan was created for Eve before she was formally referred for an FBA. The plan was not fully implemented because during the same time, the parent requested a behavior assessment in the form of an FBA. Eve has started a CICO program and is responding favorably to this. She currently receives group counseling weekly.

In physical education: Redirections, warnings, modeling proper voice, and going first have been successful at times for Eve.

VI. **Indirect Data Sources** [NYS Regulation 200.22 (a)(2)] and [NYS Regulation 200.22 (a)(3)]:

*Provide summary and/or attach:*

- Staff Interview/Input: Eve's classroom teacher shared that Eve will often refuse to complete her work when instructed by saying no, shaking her head no, or not responding to her name being called. This occurs by the teacher's estimates, two times per day. Eve may also begin yelling and

screaming at peers if the teacher continues to redirect Eve. The top two most concerning problem behaviors include Eve's calling out and poor impulse control – with her body (getting up a lot even though she gets a lot of movement activity during music class). She is “all over the place” always has to put something in the garbage, go to the bathroom, and help peers without asking or permission.

- ❑ Eve's physical education teacher described Eve's pattern of defiance (i.e. moderate- not following directions) and distractibility (i.e. appearing to look elsewhere when rules are provided, mild). Eve may not sense of danger from cars in the lot and goes through parking lot. She often touches peers to guide them when she wants them to do something. Eve's poor impulse control is a concern mainly with talking. She always seems to be all over the place and is overly active. Eve's profane language is another concern and if she does not like something, becomes very negative and not socially appropriate: she will use language such as “dumb”, “stupid”. Eve's classroom teaching assistant described the behaviors of concern to be off-task behaviors. Eve tends to be disruptive to herself and the entire the class. He reports that this occurs hourly – Every couple of minutes (if working on something she does not like such as reading and writing) slightly less often if she likes what she is doing (i.e. drawing). The behaviors were considered mild when she is engaged in drawing tasks.

Parent Interview/Input: According to Eve's mother, Ms. M, Eve is very bossy to everyone and is typically rude. She will hit her brother and two sisters with her hands often. This occurs daily, multiple times per day, lasting up to 20 minutes. She is disciplined by getting time outs and having her phone removed. Eve tends to shut down at school and at home. At school, her mother states that Eve will tear stuff up – papers, put stuff in mouth – pencils, chewing on a safety pin and a wire. She will do this at home as well and say things like, “Do not speak” daily, multiple times per day for about 10 minutes. The three most problematic behaviors at home are Eve's bossiness, tendency to hurt her siblings, and tearing stuff when she does not get her way. Her bossiness is moderate; tearing up stuff mild; and hitting severe. Eve likes to play with the tablet, baby dolls, watch TV (YouTube kids).

Student Interview/Input: Eve feels unfairly treated and thinks that her peers do not like her. She blames the teacher for being “mean.” Eve does not think that she does anything wrong in class and complains of being “bored” when describing her behaviors in the classroom. Eve likes receiving small prizes and edibles when she has good behaviors. She tells the teacher “sorry” when she is having a bad day.

**VII. Student Preference Assessment [NYS Regulation 200.22 (a)(3)]:**

Completed via interview.

Eve likes receiving small prizes (i.e toys from the dollar store and edibles when she has good behaviors.

**VIII. Direct Data Sources [NYS Regulation 200.22 (a)(2)]:**

*Summary of direct observations (include date, time, setting of all observations):*

Direct Observation by clinician (Date/Time/Setting):

- ❑ Eve was observed a total of three occasions, for a 30-minute period on 4/20, 4/22, 4/23 by the clinician; On 4/20/2021, during ELA, Eve was observed. When provided instruction, Eve did not answer even when called on. Adult attention was provided by the teacher, and she was asked three times to participate. Eve did not respond. Towards the end of the session, Eve was instructed to write sentences in her notebook. After the second time of the teacher asked to see her work. (10:23), Eve showed her work. At the end of the session, Eve had completed the work.
- ❑ On 4/22/2021, Eve was also observed during Math for 30 minutes, during 12:50 to 1:24p.m. The class was asked to draw cubes on worksheet. Eve walked around the room. She was redirected and called 3 times, until she returned to her seat. Eve was told to remain in her seat and the teacher demanded to see her work. Eve showed incomplete work. Eve continued walking around the room, bobbing her head up and down, and singing. The last 10 minutes of the observational period, she began completing her work (when no direction or teacher attention was provided).
- ❑ Eve was observed in the classroom on 4/23/21. She sits towards the back of the classroom, near the teaching assistant. The target behavior of noncompliance was not observed. Eve wrote in her notebook and copied information from the board. She worked quietly and followed directions within one minute. The classroom teacher stated that this was not typical behavior for Eve – her behavior might have been biased by the clinician’s presence.

❑ Teacher’s Observation (Date/Time/Setting):

5/6/21: Eve was given a direction during ELA. She refused to follow directions and yelled at the teacher. This lasted for 1-5 minutes; was considered medium intensity. She was verbally redirected. On 5/6/21, Eve was given a new direction for a math activity. She began disrupting the class by breaking pencils, yelling at the class, screaming at the students while calling them names, this lasted for 5-10 minutes, and Eve was verbally redirected.

On 5/7/21, during ELA, in the morning, Eve was given a direction. She refused to follow directions and yelled at the teacher and the students, called them names. She began to draw on her desk, tore up her classwork, and refused again to complete the assignment. She was verbally redirected, and the behavior lasted for 10-30 minutes with high intensity. On 5/7/21, during math, Eve was given a direction in the afternoon, she refused to follow it. She began yelling and calling her classmates

names. She laid across her chair and refused to sit up. Eve was verbally redirected, and this lasted for 5-10 minutes, considered high intensity.

On 5/10/21, during ELA in the morning, Eve was given a direction to begin a task. She refused to complete the activity. The teacher ignored her behavior, which lasted for 10-30 minutes, considered medium intensity. On 5/10/21, during math mid-day. Eve was given a direction and refused to follow. She walked around the room without permission, she touched other people's items or desk. This lasted for 10-30 minutes and was considered high intensity.

On 5/17/21, during social studies midday, Eve encountered a difficult activity. She refused to complete the task, both verbally and nonverbally. Eve tore the paper, yelled at the students and teacher, talked back to the teacher, stuck her middle finger up. She was verbally redirected, and her behaviors lasted for 5-10 minutes, considered high intensity. On 5/17/21, during math in the afternoon, Eve was given a direction to begin an activity. She refused to follow directions and began breaking pencils, name calling, drawing on desk. This lasted for 5-10 minutes until she was verbally redirected; her behavior intensity was considered medium.

On 5/18/21, Eve was given a directive during social studies. She began yelling at classmates, refused to put items away. This lasted for 5-10 minutes and was considered high intensity.

Direct Observation Date/Time/Setting):

## IX. Target Behavior 1

<b>a. Antecedent Analysis:</b> Summarize what occurs PRIOR to the behavior (i.e. where, when, who, and what)	
Location(s) in which the behavior <b>most</b> often occurs: (check all that apply)	
<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom	<input type="checkbox"/> Cafeteria <input type="checkbox"/> Music <input type="checkbox"/> Computer <input type="checkbox"/> Library
<input type="checkbox"/> Art room <input type="checkbox"/> Physical Education <input type="checkbox"/> Bus <input type="checkbox"/>	
If relevant, describe the environment based on any observable characteristics (e.g., density of people, noise level, size of room, unfamiliarity):	
When does the behavior <b>most</b> often occur (check all that apply)	
<input type="checkbox"/> Arrival in the morning <input type="checkbox"/> Lunch time <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Other	<input checked="" type="checkbox"/> During a particular subject: Math and ELA <input type="checkbox"/> During a particular activity (e.g., lengthy, passive): <input type="checkbox"/> Transition in the hallway (    to    ) <input type="checkbox"/> Transition in the classroom (    to    )
Day of week:	Time of day:
Person(s) involved prior to when the behavior <b>most</b> often occurs:	
<b>Teacher:</b> Ms. P	Peer: NA
Teacher aide/assistant: NA	Related Service Provider (e.g., OT, Speech): NA
Other:	
If relevant, describe specifics characteristics (e.g., past experience, unfamiliarity):	
Specific type of directive/instruction (note: pace, type of prompt, tone of voice):	Eve fails to follow directions after instructions are presented by to complete a math or reading activity, after being told to by the teacher. She responds to redirection from her teacher only after the third request. The teacher typically uses a calm voice.
Specific type of task (e.g., difficulty, new, number of errors made, length)	In the observation period, Eve was observed to become distracted in all academic task types.
Availability of teacher's attention:	Teacher provided many prompt redirections to Eve's off-task behaviors. Eve is typically provided with teacher attention in the form of redirection or repetition when Eve does not complete a task.

Other:

Eve may not respond to the teacher after getting an initial directive in reading or math.

Eve may be struggling academically. Her disruptive behaviors typically occur during classwork. Changes in the environment prior to when the behavior **most** often occur:

**Antecedent analysis summary:**

Eve when provided with an academic directive, will engage in non-compliant behaviors such as name calling, breaking pencils, refusing to complete the activity. Her non-compliant behaviors are seen throughout the day in all subject areas. Eve's off-task behaviors are not a response to a specific assignment or subject.

**Consequences Analysis:**

What typically happens AFTER the behavior occurs? (i.e. reaction from peers, reprimand, ignoring, removal, etc.)

Who usually intervenes (reacts/respond) after the behavior occurs:

Teacher: Ms. Patrice Scott	Peer: NA
Teacher aide/assistant: Mr. Burnett	Related Service Provider (e.g., OT, Speech): NA
Other:	

What environmental changes occur after the behavior:

<input checked="" type="checkbox"/> Adult attention (e.g., redirect, prompt, corrective feedback, reprimand):	<input checked="" type="checkbox"/> Demand to complete task is removed or reduced: <b>The demand is not reduced, but Eve is not engaging in that task/activity while she is being noncompliant</b>
<input type="checkbox"/> Peer attention (e.g., smile, laugh, cry):	<input type="checkbox"/> Adult attention is removed (e.g., teacher walks away, teacher stops talking):
<input type="checkbox"/> Desired activity:	<input type="checkbox"/> Student is sent out of the classroom
<input type="checkbox"/> Desired object/item:	<input type="checkbox"/> x Other :Eve gets to escape/avoid the tasks demands or activity she considers to be aversive

**Consequence analysis summary:**

When Eve is off-task, she receives redirection from her teacher. Eve may respond to the third request. If the teacher continues the demand, Eve's behavior typically escalates. In the classroom, Eve may yell at the teacher and students, destroy items at her desk, write on the table when given academic directives. Eve will often receive teacher attention in the form of verbal redirection. Her behaviors typically last 5-10 minutes and are considered high in intensity.

<b>a. Baseline Data</b> [NYS Regulation: 200.22(a) (3)] <i>Include any baseline graphs for target behavior</i>			
Frequency of the behavior (how often the behavior occurs):			
	Times an hour		Times a week
<b>2</b>	Times a day		Times a month
Duration of the behavior (how long the behavior lasts according to the teacher):			
<b>5-10</b>	minutes		hours
If applicable, latency of behavior (how long it takes behavior to begin after trigger): If latency is not part of the observation of behavior include statement here: NA;			
Latency was not collected because it was not important to measure how much time had passed in light of the student's intense behaviors			
	seconds	NA	minutes
Define intensity of target behavior and select intensity based on level of disruption, interference and/or danger to self or others			
	<b>1 Mild</b>	<b>2 Moderate</b>	<b>3 Severe</b>
	<input type="checkbox"/> Behavior does not significantly interfere with the student's learning  <input type="checkbox"/> Behavior impacts/distracts other students in close proximity  <input type="checkbox"/> Student responds to redirection 1-2	<input type="checkbox"/> Behavior interferes with the student's learning  <input type="checkbox"/> Behavior impacts/disrupts students in the classroom  <input checked="" type="checkbox"/> Student responds after 3-4 redirection	<input checked="" type="checkbox"/> Behavior significantly interferes with the student's learning and learning of others  <input checked="" type="checkbox"/> Behavior causes destruction in the classroom or causes disruption in common areas of the school  <input type="checkbox"/> Student does not respond to redirection and behaviors escalate

## Summary of Functional Behavior Assessment

Eve engages in noncompliant behaviors an average of 2 times per day based on the observation period provided by her teacher. These noncompliant behaviors are not task specific and are present amongst across multiple subjects. Her noncompliant behaviors include not responding to the teacher and not showing her work: yelling at people in her class: walking around the classroom without permission.

**Setting Event:** List or summarize any influencing factors that may relate to target behavior(s). Influences can be student's skills, health/medical, daily routines, relationships, recent or ongoing events in the student's life, etc. {NYS Regulation: [200.1(r), 200.22(a) (3)]}

When Eve receives an academic directive that she finds aversive, she may not know how to complete the academic task or may perceive this task as being too difficult. She subsequently engages in disruptive behavior to avoid or escape from completing the task.

### **Global Hypothesis**

Complete the Global Hypothesis statement by considering the broad influences such as student skills, health, preferences, daily routines, relationships, and general quality of life. This statement "tells the story" about the student and the general context based on the social history, list of strengths, circumstances, and family history.

Eve exhibits learning delays as well in the areas of reading and math. She is a friendly child and loves to help her friends and tell them what to do. She may benefit from lowering the difficulty for the task or learning how to use a "help" card. Eve has significant impulsivity and distractibility issues, according to the teacher.

- Include Skill or Performance Deficits Related to Problem Behavior: NYS Reg: [200.1(r) and 200.22(a)(2)]

Eve has observed deficits in attention, concentration, and impulsivity. This makes it difficult for her to plan ahead and manage negative emotions.

### **Specific Hypothesis Summary. Statement Regarding Functional Intent of the Behavior:**

Complete the chart below for target behavior and fill in the hypothesis statement for target behavior. {NYS Regulation: [200.1(r)]}

#### **Target Behavior #1**

When asked to complete a task or given an instruction or directive, Eve may engage in noncompliant behaviors such as ripping her work, verbally saying no, nonverbally shaking her head, yelling at peers or the teacher, walking around the room, or writing on her desk, in order to (avoid academic tasks that she perceives as being difficult. These behaviors are most likely to occur during academic subjects. Eve's behaviors are multiply motivated by a need to escape a task and social attention she receives from the teacher when she is redirected.

**Recommendation for teaching alternative skills or replacement behaviors:**

List recommendations for behaviors that could serve as a functionally equivalent replacement behavior.

Eve engages in many noncompliant behaviors during her class periods. In order to ensure that she is completing her classwork as directed, Eve can earn a break after she has worked independently for a set amount of time. She can also be taught how to use a “help” card. Eve may require a mixture of easy tasks and hard tasks throughout the day, with hard tasks being followed by easy tasks. A check-in/check out program may also be helpful in providing attention for positive behaviors throughout the day.

I. **Conclusions/Recommendations from the CSE meeting:**

- a. This student has a:
  - a current IEP
  - a current 504 plan
  
- b. Estimate of need for behavior intervention-
  - Extreme
  - Serious
  - Moderate
  - Needs attention/early stage
  - Monitor behavior only; no formal behavior intervention plan is recommended at this time
  
- c. If a behavior intervention plan is NOT recommended at this time:
  - Consider assistance to student's teacher to enhance environment/classroom behavior management strategies
  - School wide behavior support system is sufficient to address the behavior(s)
  - IEP will be modified to provide behavior support in place of the BIP
  
- d. If the CSE determines that if a BIP is NOT to be developed as a result of this assessment, an FBA will be considered again if:
  - Data demonstrated the problem behavior intensity, duration, or frequency escalates or continues at the current rate
  - Data demonstrates non-responsiveness to selected other approaches
  
- e. Additional notes/conclusions/recommendations: