Functional Behavioral Assessment (FBA)

Student: AM	***DOB:*** ##/##/## ***Age:*** 7-2 ***Grade:*** 1
School/District: Sunshine Academy/SFUSD	***Case Manager:*** Ms. H
Assessor: Dr. L, PsyD, BCBA	***Date of Report:*** ##/##/##

Background Information

AM is a seven-year-old, male, Hispanic student currently receiving Special Education (SPED) support as a student exhibiting characteristics most consistent with the educational eligibility of Autistic-Like Behaviors (AUT). He is currently enrolled in a small, highly-structured, Special Day Class (SDC) setting at Sunshine Academy, a Non-Public School (NPS) program. He is a resident of San Francisco Unified School District (SFUSD). AM was referred for a Functional Behavioral Assessment (FBA) due to ongoing concerns regarding a number of maladaptive behaviors negatively impacting his access to the curriculum.

The information obtained during this assessment came from a variety of sources: interviews with staff and parents; review of student records; indirect measurements (such as behavioral surveys), and direct observation. A summary of the information gathered from these sources is discussed below.

Formal Observation(s) & Data Collection

In addition to data collected by staff over an extended period, AM was observed by this examiner on 11/14/14 from 9:15 am to 10:30 am. Present in the classroom: 8 students; 3 paraprofessionals; 1 lead teacher; and 1 behavior interventionist. The classroom environment appeared inviting and well-organized. Individual visual schedules were clearly posted. Low partitions were used to help define smaller learning areas within the room.

AM was working with one of the paras and another student. He was seated at a small table. He presented with a number of stereotypical behaviors: moderate vocalizations; bouncing; and some mild hand-slapping. Oral expressive language skills presented as underdeveloped. The students transitioned to the carpet area for circle time.

AM was very compliant. He was able to participate successfully in a number of learning activities involving the classroom smart board. Although he struggled with attending during much of the instruction – looking around the room, down at the carpet, etc. – he typically required no more than 2 verbal prompts to re-engage, respond, or participate. AM required sustained physical prompting to dance, but he was smiling and did not appear to be experiencing any distress. He required hand-over-hand prompting when performing some of the smart board tasks, but he was able to contrast visual features distinguishing school from home settings, differentiate colors, and recognize and count single-digit numbers. He was also able to wave "hello" and "goodbye" to his classmates.

Problem Behavior(s)

Based upon input from staff currently working with AM and from AM's mother, the following target behaviors were placed under study:

Target Behavior 1 (TBx1) – removing his own shirt during inappropriate times.

Target Behavior 2 (TBx 2) – pinching his own skin, with at least moderate force.

Target Behavior 3 (TBx 3) – crying/tantruming, including vocalizations and tears, with at least moderate intensity, for periods of up to 15 minutes.

Pattern Analysis of the Problem Behavior(s)

Scatter plotting was used over a 10-day period to collect data and analyze trends in the frequency of AM's target behaviors based upon 1) time of day and 2) current activity.
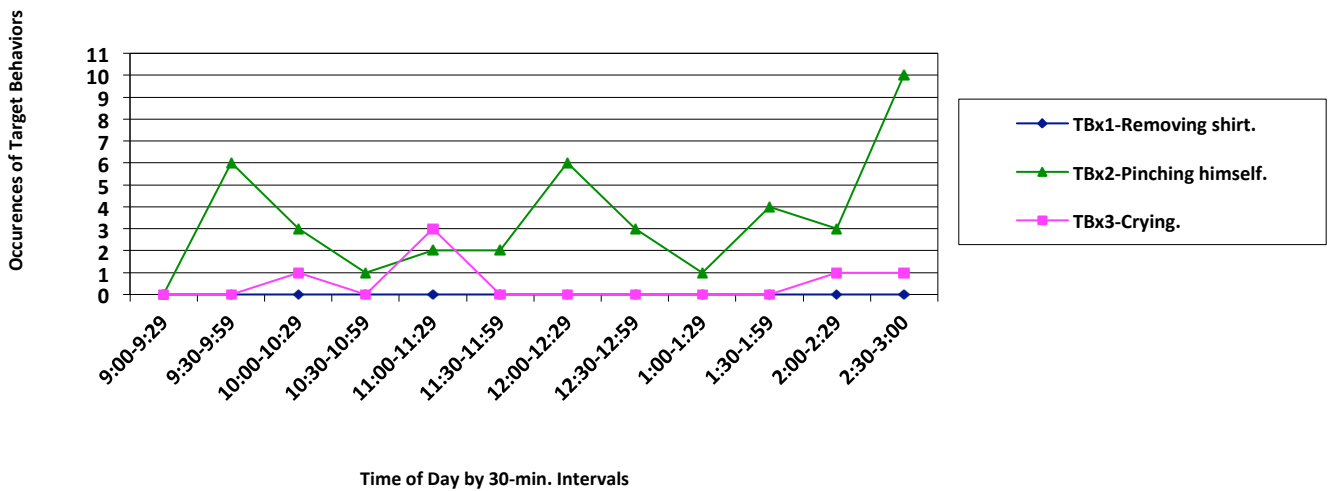
TBx1: During the 10-day period of data recording, this behavior was not observed by staff in the school setting.

TBx2: During the 10-day observation period, this behavior occurred at a frequency ranging from 0 occurrences during the 9:00-9:29 block of time to 10 occurrences during the 2:30-3:00 block of time. This behavior also tended to occur more frequently during the 9:30-9:59 block and the 12:00-12:29 block.

TBx3: During the 10-day observation period, this behavior occurred at a frequency ranging from 0 occurrences during the 9:00-9:29, 9:30-9:59, 10:30-10:59, 11:30-11:59, 12:00-12:29, 12:30-12:59, 1:00-1:29, and 1:30-1:59 blocks to 3 occurrences during the 11:00-11:29 block of time.

When this data is compared to the classroom's regular schedule of activities, the following trends emerge: TBx2 is most likely to occur during Social Skills/Communication time and more likely

to occur during Morning Circle and Story Time. TBx3 is most likely to occur on the Playground.

The following data reflects variance of occurrence among days of the school week:
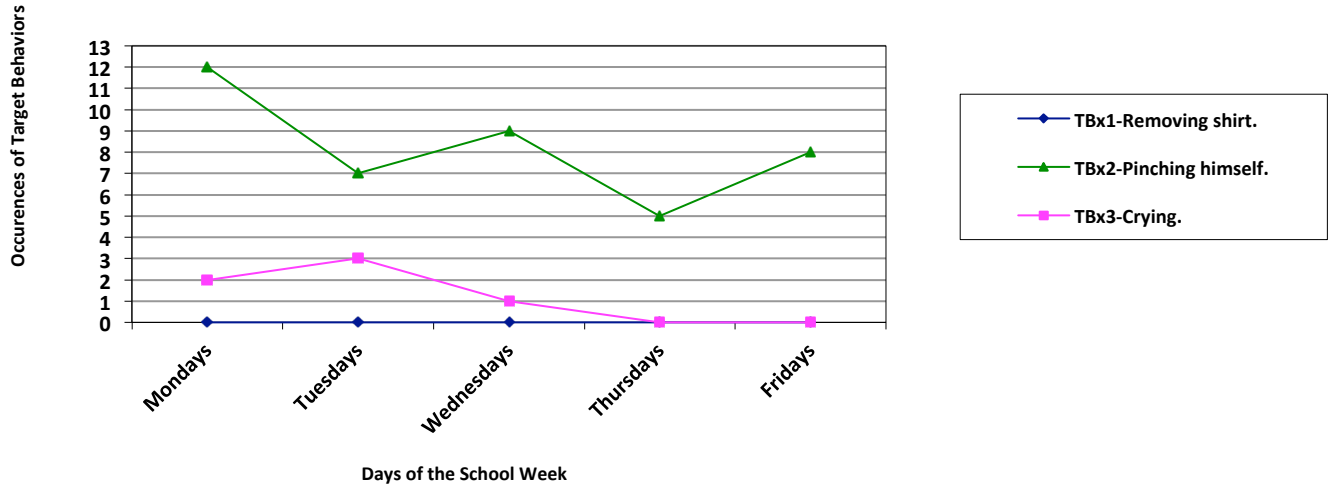
TBx2 is most likely to occur on Mondays. TBx3 is most likely to occur on Tuesdays. Overall, the frequencies of TBx2 and TBx3 both appear to be decreasing as the school week progresses.

Sequence Analysis of the Problem Behavior(s)

Antecedent-Behavior-Consequence (ABC) recording was completed over a 10-day period to collect data and analyze trends involving salient environmental changes that may have taken place just *before* or just *after* the target behaviors.

TBx1-Removing Shirt: During the 10-day period of data recording, this behavior was not observed by staff in the school setting.

TBx2-Pinching Himself:

Antecedent	TBx2	Consequence
Waiting in bathroom line.		Prompted to go potty.
Waiting in line to go out to playground.		Went to playground.
Asked to identify letters in academic center.		Given fidget toy and re-directed.
Given oral instructions.		Prompted to use fidget toy.
Sitting on playground, bowel movement.		Prompted to use the restroom.
Eating cereal alone during snack time.		Prompted to eat.
Eating berries, sitting with peer.		Discontinued w/o prompt.
Requesting an iPad.		Prompted to put hands-down.
Sitting during music.		Discontinued w/o prompt.
Watching letter "K" video.		Discontinued w/o prompt.

Sitting on carpet, whole-group instruction.		Prompted to stop.
Requesting popcorn w/ communication book.		Discontinued w/o prompt.

Based upon these recordings, TBx2 often followed periods of down-time or when AM was asked to comply with a direction or perform a task. TBx2 often ceased without a clear change in the surrounding environment.

TBx3-Crying/Tantruming:

Antecedent	TBx3	Consequence
Peer given iPad time as reward.		Prompted to sit in chair.
Prompted to move from floor to chair.		Prompted to sit in chair.
iPad time ended.		Provided manipulatives, prompted to begin different task.
Sitting alone on ground outside.		Prompted to swing, play.
Moving from playground to class for lunch.		Prompted to stand and go inside.
Asked to sing a less-preferred song.		Bx ignored.

Based upon these recordings, TBx3 often followed withdrawal of a preferred activity and most often resulted in socially-mediated reinforcement in the form of adult attention.

Possible Function(s) of the Problem Behavior(s).

Questions About Behavioral Function (*QABF*)

AM's mother and AM's teacher were asked to complete the *Questions About Behavioral Function (QABF)* survey forms to obtain information on what function or purpose each of AM's problem behaviors may be serving. The content of the *QABF* was translated for AM's mother.

The *Questions About Behavioral Function* (*QABF*) is a measure designed for the functional assessment of behavioral problems in young people and adults. The *QABF* is an indirect assessment of behavioral function that consists of 25 items. Respondents familiar with the individual rates each item. The instrument yields five categories reflecting the behavioral functions of Attention, Escape, Physical, Tangible, and Non-social. Each question is scored along a four-point, Likert-type scale anchored with the frequency descriptors of "Never," "Rarely," "Some," and "Often." Sample items include: "Engages in the behavior to get attention"; "Engages in the behavior to get access to items such as preferred toys, food, or beverages"; "Engages in the behavior when there is nothing else to do'"; "Engages in the behavior to escape work or learning situations"; and "Engages in the behavior more frequently when he/she is ill."

The results of the *QABF* for each target behavior are summarized below:

TBx1-Removing Shirt	PARENT	TEACHER
ATTENTION	0	N/A
ESCAPE	0	N/A
NON-SOCIAL	**15**	N/A
PHYSICAL	6	N/A
TANGIBLE	1	N/A

TBx2-Pinching Himself	PARENT	TEACHER
ATTENTION	2	1
ESCAPE	3	4
NON-SOCIAL	**12**	**15**
PHYSICAL	2	4
TANGIBLE	6	7

TBx3-Crying	PARENT	TEACHER
ATTENTION	2	4
ESCAPE	6	9
NON-SOCIAL	3	1
PHYSICAL	**12**	9
TANGIBLE	9	**15**

Based upon these results, AM's mother's responses suggest that TBx1 is maintained primarily by automatic reinforcement, TBx2 is maintained by automatic reinforcement, and TBx3 is maintained primarily by physical factors.

Based upon these results, the responses from AM's teacher suggest that TBx2 is maintained by automatic reinforcement and TBx3 is maintained primarily by access to tangibles.

The Functional Analysis Screening Tool (FAST)

AM's mother and AM's teacher were asked to complete the *Functional Analysis Screening Tool* (*FAST*) survey forms to obtain information on what function or purpose each of AM's problem behaviors may be serving. The content of the *FAST* was translated for AM's mother.

The *Functional Analysis Screening Tool* (*FAST*) is designed to identify a number of factors that may influence the occurrence of problem behaviors. Variables include: Social Reinforcement-Attention/Preferred Items; Social Reinforcement-Escape; Automatic Reinforcement-Sensory Stimulation; and Automatic Reinforcement-Pain Attenuation.

The results of the *FAST* for each target behavior are summarized below:

TBx1-Removing Shirt	PARENT	TEACHER
S.R. – Attention/Preferred items	3	N/A
S.R. – Escape	**5**	N/A
A.R. – Sensory Stimulation	4	N/A
A.R. – Pain Attenuation	1	N/A

TBx2-Pinching Himself	PARENT	TEACHER
S.R. – Attention/Preferred items	**4**	2
S.R. – Escape	3	2
A.R. – Sensory Stimulation	3	**4**
A.R. – Pain Attenuation	1	1

TBx3-Crying	PARENT	TEACHER
S.R. – Attention/Preferred items	4	**5**
S.R. – Escape	**5**	3
A.R. – Sensory Stimulation	1	2
A.R. – Pain Attenuation	1	0

Based upon these results, AM's mother's responses suggest that TBx1 is maintained primarily by escape, TBx2 is maintained primarily by attention/preferred items, and TBx3 is maintained primarily by escape.

Based upon these results, the responses from AM's teacher suggest that TBx2 is maintained primarily by sensory stimulation and TBx3 is maintained primarily by attention/preferred items.

Motivation Assessment Scale (MAS)

AM's mother was asked to complete the *Motivation Assessment Scale* (*MAS*) survey forms to obtain information on what function or purpose each of AM's problem behaviors may be serving. The content of the *MAS* was translated for AM's mother.

The *Motivation Assessment Scale* (*MAS*) is designed to help determine which motivator (or motivators) is reinforcing a particular problem behavior. The *MAS* consists of 16 questions that describe situations in which the behavior might occur. Behavioral functions include: Sensory; Escape; Attention; and Tangible.

The results of the *MAS* for each target behavior are summarized below:

TBx1-Removing Shirt	PARENT
Sensory	**23**
Escape	9
Attention	0
Tangible	0

TBx2-Pinching Himself	PARENT
Sensory	**15**
Escape	7
Attention	10
Tangible	13

TBx3-Crying	PARENT
Sensory	5
Escape	13
Attention	2
Tangible	**21**

Based upon these results, his mother's responses suggest that TBx1 is maintained primarily by sensory needs, TBx2 is maintained primarily by sensory needs, and TBx3 is maintained primarily by access to tangibles.

Hypothesized Function(s) of Problem Behavior(s):

Based upon a synthesis of both the direct and indirect data collected between 10/22/14 and 11/14/14:

TBx1-Removing Shirt: **Automatic Sensory**.

TBx2-Pinching Himself: **Automatic Sensory**.

TBx3-Crying/Tantruming: **Socially-Mediated Access to Attention/Tangibles.**

Functionally-Equivalent, Replacement Behavior(s) (FERBs):

TBx1-Removing Shirt: instead of **removing his shirt at inappropriate times**, for the purpose of **sensory seeking**, AM **will access and use a tactile sensory tool**.

TBx2-Pinching Himself: instead of **pinching himself**, for the purpose of **sensory seeking**, AM **will access and use a tactile sensory tool**.

TBx3-Crying/Tantruming: instead of **crying/tantruming**, for the purpose of **attention seeking/access to tangibles,** AM **will use a nonverbal cue to gain staff attention and appropriately access a desired tangible**.

Recommendations:

- Developing and implementing a new Behavior Intervention Plan (BIP), with corresponding positive behavior goals/objectives
- Transferring stimulus control from more to less disruptive sensory-seeking activities
- Teaching/reinforcing "functionally-equivalent, replacement behaviors" (FERBs)
- Using signal responses (e.g., the teacher signals AM to use a predetermined alternative behavior)

- Making curricular accommodations or instructional modifications to boost AM's interest in and/or ability to successfully complete assignments/interact with peers
- Including opportunities for participation in "every other" activity, to increase AM's sense of control and reduce anxiety and affective filter
- Employing the Premack Principle, as in "this for that" contingent task completion/participation
- Adjusting environment/setting to reduce establishing operations and need to use inappropriate behaviors
- Promoting "behavioral momentum" by ensuring AM's compliance through the completion of easier tasks prior to requests for the completion of more challenging tasks
- Using the "buddy system" among peers to promote classroom and playground engagement
- Providing a safe place on campus for "decompressing," in lieu of extreme behaviors
- Planning for meaningful, non-punitive reactive strategies if inappropriate behaviors continue
- Encouraging AM to see situations from others' points-of-view
- Facilitating interpersonal relationships during less structured times using explicit instruction of social skills and concrete behavioral support, rather than depending on AM's empathy or perspective taking
- Anticipating/previewing new or potentially challenging assignments, signaling upcoming transitions from one activity to another, and/or allowing student to self-select work from a menu of required assignments and determine order of completion
- Employing a closure system (checking boxes, etc.) for task completion to reduce potential for perseveration
- Organizing and structuring AM's physical space (environment), time (schedules), and daily routines and events and preparing student for any changes in routine
- Interspersing physical activities and preferred activities throughout the instructional day, including allowance for limited stereotypical behaviors if the setting is appropriate
- Using multiple visual reminders, cues, and prompts, while monitoring other kinds and levels of outside sensory stimulation (sounds, smells, physical contact, etc.)
- Giving "start" versus "stop" directions when transitioning from one activity/assignment to another to help avoid "power struggles"
- Using ratio-based feedback sheets rather than time-interval reinforcement
- Providing opportunities for participation in additional extracurricular activities in support of improved interpersonal skills
- Encouraging AM to engage in fun labeling/identification games in the community to improve expressive language skills

_____   _____
Dr. L, PsyD, BCBA   Date
Licensed Educational Psychologist (LEP)