

Functional Behavioral Assessment (FBA)
A Team Approach to Understanding Behaviors and Prescribing Interventions

Student **Desmond Younge** ID#: DO Grad **2**
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Teacher **Emily French &** Famil
s: **Stachia Daily** y:

Family: Phone
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Email
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Planning Follow-up
Meeting Date: Meeting Date:

Team Members:

Parent:	Teacher:
Student:	Other:
Intervention Facilitator:	Other:
Mental Health:	Other:

Sources of Information:

Indicate all that apply by listing date that information was obtained:

<input checked="" type="checkbox"/> Behavior Checklists	<input checked="" type="checkbox"/> Behavioral Observations	_____
Record Review		
<input checked="" type="checkbox"/> Student Interview	_____ Parent Interview	_____
Teacher Interview		
<input checked="" type="checkbox"/> Academic Assessment	_____ Other:	
_____ Other:		

Assessing Thinking Skills:

Executive Functioning Skill	Strength	Deficit
Handling transitions, shifting from one mindset/task to another (<i>shifting cognitive sets</i>) Example:		X
Sticking with tasks requiring sustained attention (<i>perseverance</i>) Example:		X
Doing things in a logical sequence or prescribed order (<i>organization</i>) Example:		
Reflecting on multiple thoughts or ideas simultaneously (<i>working memory</i>) Example:		
Maintaining focus for goal-directed activities (<i>sustained attention/concentration</i>) Example:		X
Thinking before responding, considering the likely consequences of actions (<i>reflective</i>) Example:		
Responding to the concept of time Example:		
Language Processing Skills	Strength	Deficit
Expressing concerns, needs, or thoughts in words (<i>expressive language</i>) Example:	X	
Identifying or articulation what's bothering you Example:	X	
Understanding what is being said (<i>receptive language</i>) Example:	X	

Emotional Regulation Skills	Strength	Deficit
Managing emotional response to frustration so as to think rationally (<i>separation of affect</i>) Example:		X
Managing irritability and/or anxiety on a chronic basis (<i>outside the context of frustration</i>) Example:	X	
Cognitive Flexibility Skills	Strength	Deficit
Seeing the 'grays', being comfortable with 'iffy' thinking (<i>versus need for precision, literal</i>) Example:		
Thinking hypothetically or Inferentially (<i>using hypothesis testing</i>) Example:	X	
Handling deviations of the rules, routines, original plan (<i>flexible, manages changes well</i>) Example:		X
Handling unpredictability, ambiguity, uncertainty, novelty (<i>flexible, compensates, rethinks</i>) Example:		
Shifting from original idea or solution/adapted to changes in plan or new rules Example:		X
Taking into account situational factors that would suggest the need to adults a plan of action Example:		
Interpreting information accurately/avoiding cognitive distortions or biases in thinking such as over-generalizing personalizing Example:		
Social Skills	Strength	Deficit

Attending to and/or accurately interpreting social cues and nuances Example:		
Starting conversations, entering groups, being reciprocal, sharing Example:	X	
Seeking attention in appropriate ways Example:		
Appreciating how one's behavior affects other people (<i>Theory of Mind</i>) Example:		
Empathizing with others, appreciating another person's perspective or point of view (<i>TOM</i>) Example:		
Appreciating how one is coming across or being perceived by others Example:		

Academic Skill Profile: (See Profile Web)

	Strength	Deficit
Mathematical Concepts (vocabulary, decomposing/composing, organizing, problem solving)	X	
Mathematical Calculation (1-3, to 10, to 20, to 100)	X	
Sound Knowledge and Manipulation (Phonemic Awareness and Phonics) Decoding/Encoding	X	
Sight Word Knowledge	X	
Reading Comprehension (Concrete Knowledge, Inferential, Perspective taking)	X	
Reading Fluency	X	
Spelling	X	

Writing	X	
Penmanship		
Science		X

Student Profile (Use checklist and observations/interviews/assessments to consider strengths):

STRENGTHS: (Identify at least 3 strengths)

- 1.
- 2.
- 3.
- 4.

WEAKNESSES:

- 1.
- 2.
- 3.
- 4.

Description of the behavior(s) of concern defined in specific, observable, measurable terms:

BEHAVIOR (Specific, observable, measurable) Frequency, Duration, Intensity	DATE OF OBSERVATION	ANTECEDENT Trigger to Behavior 'Problem to be Solved'	HYPOTHESIZED THINKING SKILL DEFICIT	OCCURS MOST Who, what Where	OCCURS LEAST Who, what Where
a.					
b.					
c.					

d.					
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BEHAVIOR COLLECTION (Specific, observable, measurable) Frequency, Duration, Intensity	DATE OF COLLE CTION	FREQUENCY How man times per —.	DURATION How long behavior lasts?	INTENSI TY Level of Force or Concer n	FACTO RS Locati on Peers Sched ule
a.					
b.					
c.					
d.					

Previous Accommodations/Interventions:

What accommodations/ interventions have been tried?	Effectiveness/results with measurable data points

Hypothesis. Why does the behavior(s) occur? What is the student's motivation/outcome?

Attention X

Power / Control X

Approval of Others /
Acceptance / Affiliation

Justice / Revenge X

Gain Access to Objects or
Activities

Escape / Avoidance of a Task or an
Event X

Self-Gratification / Sensory
Stimulation

Escape / Avoidance of Attention X

Protection

Communicate Feelings

Why is the student unable to
achieve this outcome in a
more adaptive manner? In
other words: **What skills are
lacking?**

Specific skill deficits within each
domain:

Executive Functioning Skills

Language Processing Skills

Emotional Regulation Skills X

Cognitive Flexibility Skills

Social Skills

Other:

Explain the hypothesis:

Working Hypothesis statement 1: When student doesn't get his way or specifically doesn't like a task or special he tends to misbehave so he doesn't have to participate.

When (Describe environmental demand) is expected, the student (describe behavior(s) of concern) because of a deficit in (describe the specific skill deficit(s)) , , and .

Working Hypothesis statement 2:

When (*Describe environmental demand*) is expected, the student (*describe behavior(s) of concern*) *because of a deficit in (describe the specific skill deficit(s)) , , and .*

BEHAVIOR INTERVENTION PLAN

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1. ***Replacement Skill Instruction/environmental supports:*** What specific problems will be solved with the student in order to build better problem solving skills, frustration tolerance, and/or flexibility/adaptability? What specific expectations will not be pursued at this time in order to reduce challenging behaviors?

High priority problems to be solved (be specific):

- 1) Raising hands before speaking
- 2) Getting out of seat before getting permission to do so
- 3)

Unmet expectations to be addressed later (be specific):

2. What supplemental direct skills instruction (if any) will be provided (by whom, how often, etc.)?

- 1) Modeling
- 2) observed over a 20 minute span within 2 minute intervals
- 3)

3. ***Crisis Intervention Plan (if applicable):*** Follow school or district safety plan. If the student demonstrates behaviors that are unsafe to self or others, how will the team respond? If restraint is part of this plan - staff must have current CPI training and a signed Parent Permission for Restraint form should be attached.

- a. Call Paula Brassil
- b. if she isn't available call another team member (l.e Teacher / Para)

The following **positive** behavioral interventions will take place to help the student deescalate from a crisis

(Include behaviors, redirection strategies, and de-escalation strategies):

1. Modeling the appropriate behavior
2. Compliment student
3. Allow student to the rug to calm down or work independently
- 2.
- 3.
- 4.
- 5.

4. Communication/Coordination:

COMMUNICATION PLAN (include staff to be notified of plan, how contact will be made, date/frequency to be completed, and provide copy of plan to parent)

This Student has a contract where he is observed over a course of time to earn time to do something fun and educational. when student tend to get distracted he is reminded of his contract and the correct behavior is modeled.

Review Date:

- 5. Outcome/Evaluation:** Monitor progress through the Problem-Solving Process and adjust FBA/BIP as needed based on data (see Progress Monitoring Document).

Date	Intervention Plan Details	Effectiveness/results with measurable data points Next Steps
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	Give the student the opportunity to work toward something rewarding	Situational
	Added another para during certain specials when student misbehaves	Situational / usually effective
	Model behavior	Effective