

## Functional Behavioral Assessment (FBA)

Student: *Nyah*  
Special Education:

ID#: \_\_\_\_\_  
ELL Status:

Grade: *2*

Planning Meeting Date: *4/16/14*

Follow-up Meeting Date:

### Team Members:

Intervention Facilitator:  
Principal:

Teacher: *Emily French*  
Other:

### Sources of Information:

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

\_\_\_\_ Behavior Checklists    ☒ Behavioral Observations    \_\_\_\_ Record Review    \_\_\_\_ Assessments  
\_\_\_\_ Student Interview    \_\_\_\_ Parent Interview    \_\_\_\_ Teacher Interview    \_\_\_\_ Other

### Referral Summary (Presenting Behavior and Strategies Attempted):

*aggressive and defiant behavior when asked to work independently on task at app level*

Current Accommodations and Interventions	Effectiveness and Results
1. <i>Frequent breaks</i>	<i>momentary distraction</i>
2. <i>Tasks at/below ind level</i>	<i>somewhat effective</i>
3. <i>Positive reinforcement</i>	<i>"</i>
4. <i>Frequent check ins/prompts</i>	<i>"</i>
5. <i>Peer/buddy tutor</i>	<i>"</i>

<b>Emotional Regulation Skills</b>		Strength	Deficit
The ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions.			✓
Managing emotional response to frustration so as to think rationally and ability to manage ongoing anxiety or frustration ( <i>separation of affect</i> ) Example:			✓
<b>Cognitive Flexibility Skills</b> The mental ability to switch between thinking about two different concepts, and to think about multiple concepts simultaneously.		Strength	Deficit
Thinking hypothetically or Inferentially ( <i>using hypothesis testing, what if understanding</i> ), seeing the 'grays' in something and Interpreting information accurately/avoiding cognitive distortions Example:			✓
Handling changes of the rules, routines, original plan ( <i>flexible, manages changes well</i> ) and novelty or unpredictability/ambiguity/uncertainty ( <i>flexible, compensates, rethinks</i> ) Example:			✓
Shifting from original idea or solution/adapted to changes in plan or new rules by self or others (adjusting the plan, taking into account situational factors) Example:			✓
<b>Social Skills</b> The ability to interact and communicate effectively with others.		Strength	Deficit
Attending to and/or accurately interpreting social cues and nuances Example:			✓
Starting conversations/entering groups/sharing and seeking attention in appropriate ways (Social Engagement) Example:			✓
Appreciating how one's behavior affects other people, empathizes with others, understands how being perceived by others, and appreciates another's perspective ( <i>Theory of Mind</i> ) Example:			✓

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

**STRENGTHS:** (Identify at least 3 strengths)

1. Drawing
2. Writing Personal Narrative
3. Letter formation
- 4.
- 5.

**WEAKNESSES:**

1. Complying w/ classroom rules
2. Completing independent tasks
3. Social cues
4. Empathy for peers

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

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