

FUNCTIONAL BEHAVIOR ASSESSMENT

STUDENT INFORMATION

Student: Morgan Sample
Birthdate: 01/17/2004
Age: 11
Grade: Sixth grade

Date of FBA: 10/23/2015
Resident District: Wyoming
Student Primary Language: English
Language in the Home:

PARTICIPANTS

These persons were present and participated in the Functional Behavior Assessment meeting:

Ms. Sample	Ms. School Psychologist
Mrs. Principal	Mr. General Education Teacher
Mr. Social Worker	Ms. Behavior Interventionist

In addition, these persons also provided input to the Functional Behavior Assessment process:

Mr. Sample	Dr. Prescribes Alot
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POSITIVE BEHAVIOR: STRENGTHS and SUCCESSES

Include student's preferred areas of interests, activities, classes and relationships. Make sure to include behavioral, academic and social strengths.

Social/Recreational: Morgan enjoys soccer, cooking, among her friends she is a leader
 Academic: Math skills, enjoys and participates in art/music electives, she is an active/accurate participant when verbal responses are allowed, Morgan enjoys playing educational games on the computer

DATA COLLECTION CHECKLIST

List the direct and indirect sources of information that help to understand the behavioral concerns:

Indirect	Initials	Date	Direct	Initials	Date
Record Review	SW	09/08/2015	ABC Data Collection	SW & SP	09/15/2015
Behavior Logs/Disc. Reports	SP	09/08/2015			
Structured Interviews	SW & SP	09/14/2015			

BEHAVIORS OF CONCERN

List student's behaviors of concern.

Behaviors of Concern	Target Behavior?
Morgan refuses to complete work; She throws materials like books, paper, and/or pencil then will make negative statements directed to teacher about work (e.g. "soc'l studies is lame")	<input checked="" type="checkbox"/>
Morgan makes negative statements about peers attire	<input type="checkbox"/>
Morgan will arrive late to class after the lunch break, about 2 times per month	<input type="checkbox"/>

SPECIFICATION/OPERATIONAL DEFINITION (INCLUDE BASELINE DATA)

Antecedent		Target Behaviors	Consequence
What is happening before the behavior occurs?		Define the target behavior and how often it occurs (Frequency, intensity, duration and longevity).	What happens after the target behavior occurs? What is the response from staff, peers, etc.?
Setting Event	Antecedent		
If Morgan has received negative feedback from a teacher prior to social studies there is a higher likelihood of target behaviors occurring.	Task too difficult: When asked to write paragraphs, essays, answer questions in writing Morgan struggles with spelling and sentence construction	Morgan refuses to complete work; She throws materials like books, paper, and/or pencil then will make negative statements directed to teacher about work (e.g. "soc'l studies is lame"). Work refusal occurs daily. Currently Morgan engages in 0 minutes per week of on task behavior after writing assignments are given.	Escape difficult task: Escape writing sentences & spelling; after initial prompts to attempt writing task teacher quits asking Morgan to write, if behavior escalates Morgan is sent into hall or to main office

PREVIOUS SCHOOL-BASED INTERVENTIONS and STRATEGIES FOR TARGET BEHAVIORS

Previous School-Based Intervention/Strategy	When	Student Response
During March of 2015 (5th grade), Teaching Morgan to ask a peer to review her compositions	After Morgan has completed compositions in class	Not effective - Morgan never asked peer for help - believed to be a mismatch between strategy and function of behavior
Starting mid-September 2015, Planned ignoring of target behaviors	After target behavior occurred	Morgan's behavior tended to escalate until she was sent to the main office
Starting mid-September 2015, Morgan rewarded with extra free time if she completed all assignments in a given week	Provided on the last day of each week, teacher tracked number of assignments compared to assignments completed	No reward provided - Morgan did not complete all compositions in a given week.

SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

When this occurs...	the student does...	to obtain or avoid...
Describe Setting Events & Antecedents	Define Target Behavior of Concern.	Describe Consequence & Identify Function
When given a difficult writing task in social studies	Morgan refuses to complete work; She throws materials like books, paper, and/or pencil then will make negative statements directed to teacher about work (e.g. "soc'l studies is lame"). Work refusal occurs daily. Currently Morgan engages in 0 minutes per week of on task behavior after writing assignments are given.	escape difficult writing tasks.