Functional Behavior Assessment "Cheat Sheet"

A functional behavior assessment was completed utilizing a variety of strategies including observations, interviews and a review of records. The following is a summary of the results of this assessment:

A description of the target behaviors and their frequency, severity and duration:

Off-task - when the student does not engage with the scheduled activity for more than 10s; The student was on task for 15 min. out of a 20 min. observation.
Frequency - 1 to 2 times a day
Duration - each episode lasts 5 to 30 minutes
Severity - ranges from sitting quietly to laying on the floor yelling.
The severity may range from mild to severe. The criteria are below:
      Mild: Disruptive but little risk to property or health
      Moderate: Property damage or minor injury
      Severe: Significant threat to health or safety

A description of the events, times and situations that predict the occurrence and nonoccurrence of the target behaviors:

Occurrence: When and Where does the target behavior occurs. Ex. Math class; during lunch; in the hallway; at the end of recess.

Nonoccurrence: When and Where the target behavior does NOT occur. Ex. Language Arts class, during small group instruction;

A description of the antecedents, consequences and other reinforcers that maintain the target behavior:

Antecedents: Things that happen directly before the target behavior. Ex. Presented with a math worksheet, asked to put away a favorite game/toy, asked to read out loud.

Consequences and other reinforcers: Things that happen right after the target behavior. Ex. Making eye contact, walking closer to the student, Talking to the student, Giving the student a break, ignoring the behavior. (Note: Often times people think the behavior is being ignored, but this is not always the case.)

A description of the apparent functions of the target behaviors and possible appropriate replacement behaviors:

The hypothesized function of Student's target behavior is _____ (choose one option below). Then describe the replacement behaviors.

Attention (+) The student's behavior is maintained by attention from peers and/or adults. This may include but is not limited to: praise, conversation, eye contact, changing facial expressions, scolding, yelling, touch, etc.	Escape/Avoidance (-) By engaging in the target behavior(s) the student avoids or escapes something. This may include but is not limited to: academic demands, everyday/basic demands (e.g., sit down, come here, put _____ here), noise, certain people, certain settings, etc.
Access to preferred tangibles, activities, and/or items (+) By engaging in the target behavior(s), the student accesses something. This may include but is not limited to: toys, fidgets, food, play areas, games, electronics, etc.	Automatic Reinforcement (+/-) in the form of (choose one) sensory stimulation (or) pain attenuation. The student's behavior may take place for automatic, "internal" reasons. Meaning he/she accesses sensory stimulation OR pain alleviation. *If* the function of behavior is "automatic reinforcement in the form of pain attenuation," the student is engaging in the behavior because the behavior alleviates some pain. In this case, some medical condition likely needs to be addressed.

In some circumstances, a student's behavior(s) are multiply maintained. This means there is more than one function to the behavior(s). In an FBA, you may describe multiple functions of a behavior. When/if you do this, explain 1) which behaviors are maintained by which functions, 2) which is the primary function (i.e., the main function).

EXAMPLE: *"The hypothesized functions of Student's behavior are 1) attention, and 2) sensory stimulation. Student engages in noncompliance to access attention. Student engages in stereotypy, like rocking and humming, to access automatic reinforcement in the form of sensory stimulation."*

EXAMPLE:
"Based on the above information, the function of the target behaviors is attention and escape. Attention - The target behaviors are maintained by attention in that Student often receives attention for displaying noncompliance, property destruction, verbal aggression, etc. This attention is delivered by both staff and peers. As a replacement behavior, Student may be taught functional communication that will access him similar attention. These replacement behaviors may include conversation initiations, appropriate work refusals, and appropriate ways to ask others to do something.

Escape - The target behaviors are maintained by escape from tasks/demands. For example, demonstrating noncompliance often results in avoidance/escape of an academic demand, specifically science demands. Having to comply with instructions is avoided when Student engages in target behaviors. As a replacement behavior, Student should be taught to comply with instructions using escape as a reinforcer. Meaning, staff would allow escape (i.e., breaks) when they observe Student complying with instructions. Staff may also implement a point//token system that will award Student points for complying with academic instructions."

Documentation that the team has considered other treatable causes for the target behaviors, including mental or physical health condition:

Look into the background info., health section and the mental health screening sections (if the report has one). Does the student have any diagnosis or other conditions that may contribute to the target behavior.

*Be careful not to make a judgement as to if the student needs medication as that is a personal decision. Do NOT recommend medication as we are a school and not a medical provider.

Examples:
- *The student was diagnosed with ADHD and struggles with impulsive behaviors and maintaining attention. Currently the student takes medication for these symptoms.*
- *The student was diagnosed with ODD by Dr. _____ on _____. Students with this diagnosis may be noncompliant with demands and engage in verbal aggression.*

A description of the positive behavioral interventions and supports and other strategies used in the past and the effectiveness of each:

What have you tried with the student and how did it work?

Example:
Check-in/Check-out - effective
Social story - not effective
Daily schedule - minimally effective

A description of changes in the environment in which the target behaviors occur that may reduce the frequency of the behaviors:

What can you do with the physical space to decrease the behaviors?

Example:
Moved his desk closer to the front
Changed seating of his peers
Closed the blinds so they can't look outside at the students at recess.

Summary statements and hypotheses about the purposes of the target behaviors that will assist in the development of the child's behavioral intervention plan:

The hypothesized function of the target behaviors is _____. (You may provide examples to expand on the explanation).

A description of any other evaluation data that may assist in the development of an appropriate behavior intervention plan for the child:

Look at other information in the evaluation report such as:
BASC
Communication Needs
Cognitive
Academic Sections

*You will need to take all of this into consideration when planning how to teach the student replacement skills.

Example: *According to the academic information in this report, the student struggles with reading and writing. When teaching skills, it would be best to use visual examples and reminders vs. written instructions or activities.*

An evaluation of proposed regulated interventions and contraindication of any regulated interventions:

Staff will use restrictive procedures in an emergency situation. This would include Student hurting himself or others to the point of injury or needing medical care. Use of physical holds will be done by individuals trained by a certified instructor in Nonviolent Crisis Intervention when an emergency situation keeps others or Student from being safe. Student's family will be contacted via phone if restrictive procedures are used and staff will complete the Critical Incident Data sheet and have a staff debriefing meeting. Student will return to his scheduled activity when he is compliant with staff and is no longer aggressing towards others.

OR

The team does not see a need for the use of restrictive procedures with Student at this time.