

## FUNCTIONAL BEHAVIOR ASSESSMENT

**Name:** Jane Smith

**Date of Birth:** 04/03/2015

**Date of Admission:** 08/22/2014

**Date Functional Analysis Completed:** 09/29/2022

**Date of Report:** 10/01/2022

**Responsible Clinician(s):** John Doe, Behavior Specialist.

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**Rationale:** To better understand and treat the student's challenging behavior, a functional behavior assessment (FBA) is being conducted by the student's education team. As part of this FBA, a specific procedure called a practical functional assessment (PFA) will be used. This is an evidence-based approach to understanding and treating complex behavior.

### **Data Sources:**

**Records Review:** A review of the records was conducted, which included: Jane's most recent Psychological Educational Evaluation completed on 3/08/2021 by the School Psychologist Intern; as well as an interview with Jane's treatment team provided the data sources for this FBA.

### **Practical Functional Assessment (PFA) -**

**Open-Ended Interview (OEI):** The interview portion of the PFA was completed with the classroom team on 09/15/2021 by John Doe, Behavior Specialist. This interview included an evaluation of her language abilities, play skills and preferred activities, levels of challenging behavior (disruption, intensity, duration) and possible antecedents and warning signs for challenging behavior.

**Classroom Observation Assessment (COA):** An observation was completed by John Doe on 09/27/2021. During this observation it was noted that the following contextual factors are important components to address in a comprehensive behavioral intervention plan for ensuring success in the classroom environment:

### ***Reinforcement and Schedule of Reinforcement***

Jane continuously engaged in ongoing access to wandering and pacing in the classroom. At times, she held various toys in her hand, including putty, feathers, and blocks, while pacing. On two occasions, attempts were made to redirect Jane to alternative activities; however, this

resulted in loud vocalizations. Jane, on occasion, attempted to remove items from other students, and these attempts were blocked. Blocking and denied access to the reinforcers of other students resulted in tantrum.

### ***Classroom Engagement***

During the observation, Jane did not engage in classroom activities. Invitations to participate were routinely rejected and attempts to direct Jane to classroom activities reliably resulted in loud vocalizations, which continued until the invitation to participate was removed. Invited activities in the classroom included group academic lessons, independent leisure time, individual deskwork, and transitions within and out of the classroom.

### ***Teacher and Peer Interactions***

Jane had continuous support from the classroom teaching assistant throughout the observation. Jane spent some of her time arranging and organizing her toys and belongings. A peer walked by and began searching through the bin of blocks that Jane had placed next to her mat. She immediately jumped up and grabbed the blocks from the peer and engaged in loud vocalizations.

### **Challenging Behaviors and Baseline Data:**

Through the open-ended interview, physical aggression and tantrums were identified as the challenging behaviors (R1) to be tracked in establishing a baseline during the PFA. Baseline data were collected across multiple settings, activities, people, and times of day from 09/21/2021-09/30/2021.

Physical Aggression is defined as Jane biting, scratching, kicking, and forcing her chin into staff's body.

- Frequency: During baseline, Jane engaged in physical aggression a total of 46 instances (with a daily average of 9.2 and a daily range of 4-9 instances).
- Duration: Jane's duration of aggression ranged from 45-seconds to 30-minutes during baseline.

Tantrums are defined as Jane throwing herself to the ground screaming and crying while throwing her arms and legs around.

- Frequency: During baseline, Jane engaged in tantrums a total of 10 instances (with a daily average of 1 and a daily range of 1-3 instances).
- Duration: Jane's duration of tantrums ranged from one minute to 30 minutes during baseline.

These are the precursor behaviors (R2) that were targeted for reinforcement during the practical functional analysis, to avoid the actual emergence of the challenging behavior.

- Rocking, loud vocalizations, grinding teeth, teary eyed/ crying, grabbing items from others.

### **Contextual Factors Contributing to the Problem Behavior**

**Communication:** At the time of this report, Jane communicates using some signs, PECS, and pointing. Due to Jane's inability to effectively communicate her wants and needs, she can become agitated. At times, it is challenging to identify what Jane wants/needs, and at times she attempts to retrieve items being used by peers. When this occurs, unsuccessful attempts to identify her preferences, and redirection from peers can lead to physical aggression and tantrums.

**Social:** Jane is unable to engage in any form of reciprocated conversation. These social deficits increase isolation from adults and peers. Inappropriate attempts to gain attention from peers and adults results in boundary setting and redirection, which results in challenging behavior.

**Leisure / Play:** Jane has a narrow range of leisure and play activities, and she struggles to direct herself to new activities appropriately. These deficits in leisure skills lead Jane to engage in inappropriate leisure activities (e.g., mouthing objects and removing peer's materials), and subsequent boundary-setting and redirection results in challenging behavior.

### **Antecedents:**

Physical Aggression/Tantrums result when the following antecedents occur:

- Inability to have a desired/requested item due to it not being available, delayed access to a tangible item/activity, being told "no", being presented with a non-preferred task, transitioning from preferred to non-preferred tasks, changing soiled/dirty clothes.

### **Maintaining/Reinforcing Consequences of the Challenging Behaviors:**

Physical Aggression/Tantrums are maintained by a synthesis of reinforcers, including immediately escaping difficult demands/situations and gaining access to desired activity/items and attention.

### **Functional Hypothesis Statement:**

Jane, after experiencing one or more antecedent conditions above, will typically engage in physical aggression and tantrums as a way of communicating her need/want to escape from a situation and to gain access to a desired activity or item or attention.

### **Recommendation for Teaching Alternative Skills or Behaviors:**

1. Jane would benefit from developing an omnibus functional communication response (FCR) using behavior skills training (e. g., instructions, modeling, role play, and feedback).
2. In addition, once the omnibus FCR is established, Jane would benefit from developing an increased tolerance for delays to reinforcement using behavior skills training.

3. Finally, Jane would then benefit from behavior skills training to assist in developing contextually appropriate behavior in response to variable behavioral expectations during delays, such as being able to complete various school demands.

**Preferences and Potential Reinforcers Assessment:**

Interviews indicated the following preferences: specific staff attention, IPAD, squishy objects, Playdoh, scented objects. Jane enjoys adult interaction (tickles, dancing, cuddling,) music, and being picked up.

**Recommendation(s):**

1. Based on the FBA, a behavior intervention plan is recommended at this time.
2. It is recommended to introduce skill-based treatment, progressing as outlined by Hanley et al. (2014). The expected outcome of this process is the development functional communication, delay tolerance, and compliance with reasonable adult expectations.

Responsible Clinician:

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John Doe, BA

Behavior Specialist