

Functional  
Behavior  
Assessment  
Packet 2  
Resources  
FBA Training 2007

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Department of Public Welfare  
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		Time:	Teacher
<b>What Happened Before?</b> <input type="checkbox"/> Appeared to be in discomfort <input type="checkbox"/> Asked to do something <input type="checkbox"/> Bored-no materials/activities <input type="checkbox"/> Could not get desired item <input type="checkbox"/> Loud/disruptive environment <input type="checkbox"/> Nothing "out of the blue" <input type="checkbox"/> Ongoing behavior interrupted <input type="checkbox"/> Other student provoked <input type="checkbox"/> Stopped from doing activity <input type="checkbox"/> Transitional time <input type="checkbox"/> Attention given to others <input type="checkbox"/> Other (specify _____)	<b>Inappropriate Behavior</b> <input type="checkbox"/> Fidgeting <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off task <input type="checkbox"/> Physical/Verbal aggression <input type="checkbox"/> Playing with objects <input type="checkbox"/> Property destruction <input type="checkbox"/> Provoking/Teasing others <input type="checkbox"/> Running away <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Other (specify <b>KICK HOLES IN WALL</b> )	<b>What Happened After?</b> <input type="checkbox"/> Called for assistance <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Nothing/Ignored <input type="checkbox"/> Physical discomfort relieved <input type="checkbox"/> Physical redirection to activity <input type="checkbox"/> Physical restraint (manual) <input type="checkbox"/> Removed from room/area <input type="checkbox"/> Required to continue activity <input type="checkbox"/> Separation within room/area <input type="checkbox"/> Time-out (duration: _____) <input type="checkbox"/> Verbal redirection to activity <input type="checkbox"/> Other (specify _____)	

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# Open A-B-C Style

Time & Date	Antecedent	Behavior	Consequence

### A-B-C Observation Form

Student \_\_\_\_\_ Day/Date(s) \_\_\_\_\_

Environment/activity \_\_\_\_\_ Observer \_\_\_\_\_

Target behavior(s) \_\_\_\_\_

<b>Time</b>	<b>Antecedents</b> What happened before the behavior?	<b>Behavior</b> What did the student do?	<b>Consequences</b> What happened after the behavior?	<b>Hypothesis</b> about the function





### Narrative ABC Record

Directions: Complete a narrative account of the situation using the boxes below. For each behavior observed, record what happened immediately before (Antecedents) and after (Consequences) each behavior. Note that sometimes a consequence leads directly to another behavior.

Student: \_\_\_\_\_

Setting: \_\_\_\_\_

Date/Time: \_\_\_\_\_

**ANTECEDENTS**

**BEHAVIORS**

**CONSEQUENCES**


can be used in several different ways. One way is to conduct a *frequency count*: The observer tallies each time the behavior occurs

ior had occurred once during a 30-minute time period. The circle was filled in (●) to show more than one occurrence of the be-

### Interval Recording/Scatter Plot Form

Used for:  Frequency count (tally each time behavior occurs within each interval)  
 Scatter plot (Key: ○ = 1 occurrence; ● = more than 1 occurrence; × = "crisis")

Student: Melanie Dates: 9/12/97-9/16/97

Behavior(s): screaming and crying (do not count if single shriek); "crisis" = over 2 minutes

Time	Activity	Monday 9/12/97	Tuesday 9/13/97	Wednesday 9/14/97	Thursday 9/15/97	Friday 9/16/97
8:30 A.M.	bus	○	○			○
9:00 A.M.	arrival/journal					
9:30 A.M.	oral reading/ language	●	○	●	●	●
10:00 A.M.	shared reading					
10:30 A.M.	language skills/ spelling	●	● ×	●	○	●
11:00 A.M.	theme activities					
11:30 A.M.	specials	● (PE)	○ (music)	● (PE)	○ (art)	(library)
12:00 P.M.	lunch	●	●	●	○	○
12:30 P.M.	math			○		
1:00 P.M.	content areas				○	
1:30 P.M.	recess	●	○	●	○	●
2:00 P.M.	social skills/ class meetings					
2:30 P.M.	preparation for departure					
○ + ● = Total		1 + 5 = 6	4 + 2 = 6	1 + 5 = 6	5 + 1 = 6	2 + 3 = 5

Weekly Total = 13 + 16 = 29 plus 1 "crisis" incident

Average per day = 5.8

Figure 2.10. Interval Recording/Scatter Plot Form for Melanie.





## Event Recording - Description, Procedures, & Example

When the behavior that you are looking at can be easily counted Behavior Count may be the best method to use, as it does not require too much effort and may not interfere with ongoing activities. A behavior can be easily counted when:

- The behavior has a clear beginning and end so that you can easily tell when the behavior starts and when it ends, and
- It does not happen at such a high rate that it is hard to document.

There are several ways to keep track of behaviors as they occur: You can use a wrist counter; put paperclips, pennies, or buttons in one pocket and move them to a different "target" pocket as each behavior occurs; or make tally marks on a piece of paper. At the end of the observation period, look at your wrist counter, add up the number of items in the "target" pocket, or count the number of tally marks. This form uses tally marks. However, you can choose a different method to keep track of behaviors as they occur. Examples of behaviors that you can measure by counting include leaving one's seat, raising one's hand, yelling out an answer, asking to go to the bathroom, being late or being on time to class.

### Procedures

Every time that you are observing the behavior:

- Write down the date
- Make a tally mark every time that the behavior occurs
- At the end of your observation period, total the number of tally marks for that day (if using a different method to keep track of behavior, enter the total in the Total column) **(This is what you graph)**

### Example

Behavior: Leaving seat during class time

Behavior Definition: Being at least one foot away from desk/seat during class, anytime after tardy bell rings. Includes times when has asked for permission to leave seat.

Time Period: Math in class assignment from 9:00-9:30AM

Date	Time Period <i>When recording period begins and ends</i>	Recording <i>Tally every time that the behavior occurs</i>	Total number of times behavior occurred
11/5			7
11/6			4
11/7			6
11/8			5
11/9			8

<b>Slow Triggers</b> (Setting Events)	<b>Fast Triggers</b> (Antecedents)	<b>Problem Behavior</b>	<b>Perceived Function</b>	<b>Actual Consequence</b>
Illness  Lack of Sleep (he stays up late playing video games)	Teacher direction	Work refusals	Escape from academic task	Break from task
	Transition between activities	Talk outs	Get attention	Removal of demand to join group/ Break from task
	Non-Preferred task	Pushing teachers and peers to be 1 <sup>st</sup> in line	To gain access (control)	Assistance/Attention from staff
	Reading activity	Throwing materials	Escape from teacher demand	Return to Mrs. Taylor's room (autistic support)
	Worksheet	Walking away from work area	Escape from teacher demand	Assistance/Attention from staff
	"Bad snack"	Yelling	Escape from teacher demand	Break from task
		Crying	To escape from something	Break from task

Marcus is a very verbal 4<sup>th</sup> grader with autism who attends his local elementary school. He participates in general education for homeroom, science, social studies, math, lunch, recess, and specials. He has reading, language arts, and social skills instruction in learning support class.

**Hypothesis statement is a result of the functional assessment based on data triangulated from interviews with staff, parent, direct observations by staff and BSC, and student aided interview.**

When given a direction to do academic work in conjunction with  
(Antecedent event)

tiredness, illness Marcus does refuse work in order  
 (Setting Events) (Problem Behavior)

to escape tasks.  
 (Perceived Function)

Goal:

Marcus will perform academic tasks and participate with the class activities without episodes of challenging behavior. The following package of interventions will help Marcus to be successful in this environment.

### **Intervention Procedures:**

Antecedent Strategies:

- Marcus will be assisted to cope with less preferred activities by using if/then statements. An example would be, “Marcus, you need to do \_\_\_\_\_ and then we can go to (preferred activity).” This type of statement combines the if/then with a positive reinforcer at the end.
- Break work down into manageable pieces- cover/fold worksheets
- To reduce talk-outs Marcus can write math answers on white board and have teacher check and provide reinforcement.
- Start class with a preferred activity so all learners get on the band wagon to learn.
- Offer choice of materials if possible, might only be choice of which pencil to use but this will help with the compliance issues.
- Provide directed questions in advance
- Provide graphic organizers
- Allow Marcus to self-monitor with a point sheet to earn something.
- Use classwide rules such as the take five group (or other classwide rules) and award a point for each one followed by class.
  - Be respectful
  - Do your work
  - Follow directions
  - Keep hands and feet to yourself
  - Be there-be ready
- Pre-teach these skills- if at all possible use class-wide
- Instructional materials will be modified as needed to make them as interesting and manageable as possible for Marcus so the class will be more reinforcing than the break such as:
  - Choice of the order of activities

- Attention when doing work to reduce off task behaviors
- Errorless learning
- Opportunity to take self-initiated quiet-time or break from activity.
- Transition warnings
- Breakdown of activities within academic periods.
- Use timer to move Marcus along.
- **Offer walk or other movement breaks 15 mins. into class period.**

#### Teaching Strategies:

- Marcus will be prompted to request a break from activity.
- Pre-teach vocabulary words
- Pre-teach background concepts
- Teach the “big ideas” of instruction.
- Writing is a problem-use fill –in activities until he gets the skills more solidly.
- Teach coping skills to Marcus so he can learn to settle himself own when he feels upset.
- Teach deep breathing to enable Marcus to calm himself
- Marcus will be taught to state, “I need help”. An adult will then offer to assist him. (He can say this, just does not produce it at the appropriate time.)

#### Consequence Strategies:

- Watch the deal making-Marcus’s deals get better the more he refuses.
- Remember 5 positive comments to each correction (negative)
- Review what is reinforcing- reinforcement is something that will increase the likelihood of the behavior occurring again.
- Emphasize the positive things he has done for the period, day, week.
- Marcus will be praised when he is attending to teacher and task.
- Offer intermittent reinforcement when he is being “good”. This is the “catch ‘em being good” strategy.
- If Marcus does all his work in Miss Johnston’s learning support class he can do tasks for her or Mrs. Taylor the same day such as typing things, delivering notes, etc.

#### Crisis Intervention:

Removal- Marcus will be removed to Mrs. Taylor’s class when he begins to escalate to a dangerous level to himself and others. If he will not follow direction to leave room then a room clear will be done with other students to protect them. If behavior continues we will call the bldg. Principal. Staff will monitor Marcus in this situation and note amount of time spent to cool down. Parents will be informed of situation.

**This plan is based on ideas generated by the team on**