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FUNCTIONAL BEHAVIOR ASSESSMENT

Personal & Confidential

Name: Joseph Martin

DOB: 5/05/2006

Evaluator: Sara Jones, MS Ed, BCBA

Grade: 1

Age: 8 years 6 months

Date of report: 05/22/2013

Reason for Referral:

Hampton Public Schools requested a functional behavior assessment be conducted for the purpose of identifying Joseph's (Joey) behaviors of concern, the maintaining function of the behaviors, and to determine antecedents that predict the occurrence of the behaviors, as well as possible effective strategies to decrease the occurrence of the behaviors. This information will be important to make ongoing modifications to Joey's behavior support plan, to manage his challenging behaviors, as well as to teach functional alternative behaviors that are socially acceptable.

Relevant Background Information:

Joey is an eight-year-old first grade student at the Lovely Collaborative, who has been receiving special education services and related services since he was four years old due to developmental delay and in the "very likely" range of being diagnosed with autism (Smith, 2010). A special education teacher, paraprofessional or therapist provides Joey support throughout the school day. Joey receives all of his educational programming in a substantially separate classroom with a total of five students, a special education and two support staff. For related services, Joey receives speech and language three times per week for 30 minutes each session, Occupational Therapy two times per week for 30 minutes each session and an extended year program which constitutes a six week summer program in the same setting and with the same staff as during the school year. Per teacher report, Joey is currently prescribed Ritalin and recently changed to the extended release prescription. Further background information can be found in Joey's cumulative file.

Clinical Procedures:

- Direct observations of Joey within his school setting
- Functional Analysis Screening Tool (FAST)
- Motivation Assessment Scale (MAS)
- Informal interview with Special Education Teacher
- Record review including current IEP, current progress report, most recent psychological evaluation, occupational therapy evaluation, and most recent educational reports

Observations and interviews:

Observations were conducted at The North Elementary School in Smithville, for a total of eight hours, over three days. Joey was observed during work time, testing/assessment, snack, lunch, recess (playground time), break time, technology class, morning meeting, arts and crafts, bathroom routine, end of day routine, story time, and transitions within and outside of the classroom. Joey's classroom staff completed the Functional Analysis Screening Tool (FAST) and Motivation Assessment Scale (MAS). Previous records and

ongoing data were also reviewed. Additionally, Joey's classroom teacher, Ms. Grasso was kind enough to answer questions about Joey and complete the FBA interview.

Behaviors of Concern (identified by various members of team and/or during observation):

Aggressions: Any instance of actual or attempted grabbing, hitting, tight hugging or swiping towards others. Non-examples include high five's and tapping a person to gain attention.

Non-compliance: Any instance of not following a teacher directive within 10 seconds.

Climbing: Any instance of Joey climbing on people, furniture or objects that are not designed for climbing. Non-examples include climbing the ladder at the playground.

Disrobing: Any instance of Joey removing clothing without the instruction to do so. Non-examples include Joey removing his pants to change them into a clean pair.

Bolting: Any instance of Joey leaving a designated area without permission. Non-examples include leaving the room when the fire alarm sounds.

Most difficult times/activities:

Unstructured times
Terminating preferred activities
Adult directed demands/work sessions
Transitions
Periods of long sitting or waiting
Group activities
Denied access to preferred items

Successful or possible preferred activities:

Familiar activities that are highly structured and preferred
High level of supervision
Computer time/iPad
Playing outside/swinging
Bathroom routine
Lunch time

Current strategies being used across the school day:

Although the current behavior support plan was not available for review, the Team has implemented a variety of strategies to support Joey in his classroom:

- 1) Highly predictable schedule and routine
- 2) Visual classroom and individual schedules
- 3) Preferred toys that Joey can choose from after work sessions
- 4) Staff physical proximity to Joey as well as furniture arrangements
- 5) Low staff to student ratio
- 6) Functional communication is modeled
- 7) Language is broken down into manageable chunks
- 8) Frequent check in and social praise from adults
- 9) Frequent and timely redirection to task
- 10) Visual supports paired with spoken language

Possible Functions of Challenging Behaviors: Results of the function(s) maintaining Joey’s behaviors are as determined through direct observation, ABC data review and staff completion of the FAST and MAS:

School Data Analysis

Challenging Behaviors	FAST	MAS	Direct Observation
Climbing	Social reinforcement	Automatic reinforcement with attention as secondary function	Automatic reinforcement
Disrobing	Social reinforcement	Attention	Not observed
Aggression	Not assessed	Not assessed	Only observed when being redirected from climbing Access to tangible (climbing) with secondary function of escape/avoidance
Bolting	Not assessed	Not assessed	Escape/avoidance an directive
Non-compliance	Not assessed	Not assessed	Escape/avoidance an directive

The results suggest that the functions of Joey’s climbing are automatic reinforcement while bolting and non-compliance are escape/avoidance maintained. Aggression is most likely maintained by access to tangible (climbing) but has some secondary function of escape/avoidance. Disrobing is maintained by attention. Bolting and non-compliance are maintained by escape/avoidance.

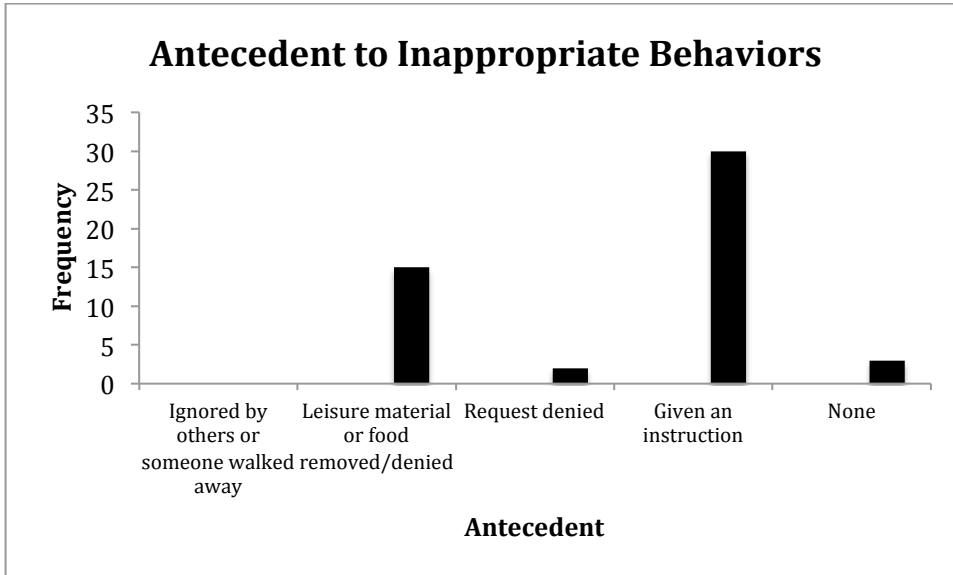
Direct Observations of behavior:

Data was collected regarding Joey’s behaviors through direct observation. Results are as follows:

	Group meeting (circle, story, arts and crafts) Approx. 1 hour	Work sessions Approx. 4.5 hours	Recess Approx. 45 minutes	Lunch/Snack Approx. 45 minutes	Break time Approx. 10 minutes	Technology class Approx. 30 minutes	Transitions Approx. 10 minutes
Communicative attempts	11 instances	32 instances	7 instances	3 instances	0 instances	4 instances	5 instances
Aggression	2 instances	10 instances	0 instances	1 instance	0 instances	2 instances	0 instances
Disrobing	0 instances	0 instances	0 instances	1 instance	0 instances	0 instances	0 instances
Bolting	4 instances	27 instances	0 instances	2 instances	2 instances	0 instances	7 instances
Climbing	12 instances	17 instances	1 instance	0 instances	0 instances	7 instances	2 instances

Antecedents

Antecedents are those triggers that set the occasion for problem behaviors to occur.



During the interview, Ms. Grasso described Joey as an adorable boy, with strong skills in fine and gross motor areas. She also stated Joey has excellent matching skills, good depth perception, and has a strong sense of safety skills when climbing. She acknowledged that Joey has a very supportive family. Ms. Grasso reports that Joey’s inappropriate behaviors have recently increased which coincides with a medication change. She reports that Joey does well one to one with adults, when preferred activities are visible, as well as when he is swinging.

During the lunch and snack observations, Joey was observed to have good eating skills; as he ate finger foods well. Joey communicated his wants through physical actions or gestures. He was able to open containers, zip and unzip his lunchbox and loosely close containers.

During the work sessions, Joey was observed completing simple tasks and was able to make a choice of reinforcer (from two actual objects). He did engage in challenging behaviors such as walking away (bolting), refusal to come and sit, as well as climbing. Joey did not want to give up his preferred item, but would occasionally do so without additional prompting. He was able to scan materials, and comply with instructions.

During the bathroom routine, Joey is independent in most aspects of the routine. He did need a gesture prompt to wash his hands, but was able to do so with little assistance. He was able to express his need to use the bathroom through gestures or by walking into the room.

During group activities such as morning meeting, arts and crafts and story time, Joey engaged in a variety of behaviors. During story time, he was able to stay seated but did not attend to the book. At arts and crafts he sat with a staff directly behind him and he was mostly manually guided to complete the task. He was able to make choices such as choice of color as well as what to glue on the page. He was able to wait for materials for a short amount of time, but engaged in challenging behavior if he needed to wait too long, such as fidgeting, climbing, and licking materials. Morning meeting was a bit more challenging, which could have been attributed to the teacher being absent. He exhibited

climbing behavior, bolting and aggressions. Joey was able to sit for a preferred song (months of the year), but otherwise did not attend to the activities.

Recommendations:

The following recommendations are made to increase Joey's socially appropriate behaviors while decreasing challenging behaviors. Academic or programming recommendations will follow on the ABLLS-R report.

1. A formal behavior support plan should be developed and utilized across all school settings, that targets both behavioral reduction strategies for Joey's challenging behaviors, as well as to teach replacement behaviors for these challenging behaviors.
2. Joey should have programming that utilizes the principles of Applied Behavior Analysis and include ongoing data collection and weekly data review with the primary focus being on increasing Joey's communication skills and appropriate social interactions. Programs should progress quickly as Joey meets criteria of mastery. Time spent on learning discrete skills should be 10-15 hours per week.
3. Individual visual schedule and behavioral expectations should be used across settings to increase Joey's understanding of the schedule and behavioral expectations. When there is a change in routine or schedule, Joey may require additional practice to learn the new routine.
4. Joey should be taught to utilize his communication book to access preferred items. His book should be within arms distance of him at all times. Staff should embed communicative teaching opportunities in both work session, as well as within the natural environment, making every moment a teachable one.
5. Joey should have scheduled movement breaks throughout the day.
6. Utilize the Premack Principle, which is having preferred tasks directly following a more difficult task.
7. A formal preference assessment should be conducted to determine potent reinforcers for Joey. Ongoing mini preference assessments should be conducted throughout the day to determine items to use as reinforcement.
8. Since Joey lacks an effective means to communicate, teaching programs should focus on functional communication skills such as requesting for desired items, one more minute, gain access to a particular item, time alone, to terminate an activity, and/or break from work/demands, etc.
9. Joey should have clear boundaries of when and where he can engage in climbing behavior. He should have access to a climbing structure that is scheduled into his day at frequent intervals and all other instances should be blocked.
10. Using behavioral momentum strategies with Joey when tasks are projected to be challenging will likely increase his responding during difficult tasks. This strategy can also be implemented for compliance training or to gain behavioral momentum.
11. Shorten the length of any non-preferred or difficult task and gradually increase the time expected to engage in these tasks, as Joey is successful.
12. A conditioned reinforcement system should be implemented for table-top work so Joey can see he is working towards a preferred item. Along with this, Joey should be taught instructional control strategies; such as a ready response when work sessions occur.
13. School/home communication should continue to be ongoing, focusing on both Joey's successes as well as areas of need.

Further recommendations may be discussed at the upcoming Team meeting.

Sarah Jones, Ms Ed, BCBA, LABA