Functional Behavioral Assessment

Student: BBB Cool
DOB: 09-01-09
School/Grade: Slick Elementary School/1ˢᵗ

A Functional Behavioral Assessment (FBA) is a required part of evaluations that consider behavior and possible Emotional Behavioral Disorder (EBD) eligibility. It is intended to identify problem behaviors and provide data that may be used to design effective behavior interventions. Data gathered through observation, interview, record review, and standardized rating scales were used to identify target behaviors, antecedents, consequences, and possible functions to the target behaviors.

Target behaviors: Target behaviors are specific and observable areas of behavioral concern which can be identified for possible intervention. BBB's behaviors of most concern include refusal to complete work and/or test assignments, tantrum behaviors (putting fingers in ears, NO!!, falling on the floor, screaming, crying, etc.), elopement (running, leaving room without permission, etc.), and aggression (throwing objects, destroying property, hitting students and/or staff).

Antecedents: BBB's target behaviors are frequently triggered when he is asked to complete seat work, when his daily schedule is changed without advance notice, and when the noise level and/or number of people within his vicinity increases. In addition, when BBB is not made aware, prior to the start of the school day, where and with whom he will be going after school, he struggles with these target behaviors. On days such as these, the target behaviors can occur numerous times per hour, throughout the school day, and across all settings.

Consequences: Consequences that occur as a direct response to the target behaviors include redirection, negative attention from the teacher, and removal from the classroom.

Hypothesized functions of behavior: Hypothesized functions of behavior are assumed underlying emotional needs or motivations which may result in certain predictable behavioral tendencies. Based upon all available data, the following hypothesized functions of (or emotional motivations for) observed or potential behaviors are suggested:

- *Escape/Avoidance*- BBB's behavior may enable him to escape or avoid an unpleasant, difficult, or potentially embarrassing situation. Typical behaviors of this nature include general fear-of-failure reactions such as task avoidance and social withdrawal but may also involve perfectionism. Suggested interventions include:

- *Defensive Reaction*- BBB's behavior may be related to a need to defend himself from a perceived threat, challenge, or rejection which may or may not have been intended. Typical behaviors of this nature include verbal or physical aggression and/or abrupt social withdrawal. This behavior can be the result of a somewhat paranoid perception of social situations and is often viewed by others as an unexpected overreaction to harmless teasing, meaningless comments, etc. Suggested interventions include:

- *Power/Control* - BBB's behavior may be intended to challenge authority and/or assert control over his own life or those around him. This can be related to feelings that others have been overly controlling or unfairly punitive. Typical behaviors may include task avoidance, delinquency, aggression, and/or defiance. Suggested interventions include:

Alternate Replacement Behaviors: BBB needs to increase his use of the following behaviors, which will in turn reduce the occurrence of problematic behaviors.

1. Complete class work and tasks
2. Respond appropriately when emotional, angry, and/or frustrated
3. Remain in seat, classroom, school building
4. Respect school property and refrain from placing hands on fellow students and staff

Strengths to Build Upon: BBB is an intelligent and creative boy who enjoys activities such as drawing, building, and fixing things. He likes outdoor activities and small animals. BBB has benefited from a reward program within his reading class.

Behavioral supports that are provided as a result of this evaluation should take into account this information and also consider setting event strategies, skills to be taught, positive reinforcement for appropriate behavior, crisis planning, and supports needed for team members who work with BBB.