**Functional Behavior Assessment**

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| Student: Ricky Smith | Date: 11/30/2013 |

Sources of Data: (*place an “x” next to appropriate response(s)*

   Record Review    Scatterplot   X ABC logs    Other:

Interview information reported by:(*place an “x” next to appropriate response(s)*

X Teacher    Parent    Student    Other:

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| --- |
| Completed by:      A. Aguero |

**DESCRIBE PROBLEM BEHAVIOR(S)**

Describe in specific and observable terms. Prioritize 2-3, if more than one.

What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

\*In the classroom setting, Ricky repeatedly disrupts the environment. When asked to do something by the teacher, he engages in crying, stomping his feet, screaming, and refusing to do the activity. He screams out that everyone is picking on him, that he does not understand the work, and that he wants to die. The tantrum usually begins at a moderate intensity and increases over a period of 20 to 30 minutes until he is able to compose himself.

Estimated frequency:

\*The behavior persists for 20-30 minutes about three times a week.

**TRIGGERS/ANTECEDENT**

What typically occurs before or during behavior? Specific demands or situations?

\*Before the problem behavior, the teacher asks Ricky to begin a new assignment.

Where is the behavior most likely to occur? What locations?

\*The behavior is most likely to occur in the classroom setting.

With whom? When?

\*The behavior occurs with the teacher in the classroom when she asks him to complete a new assignment.

Setting Events? Home difficulties, peer influence, etc.?

\*Ricky has had a difficult home life. He is taken care of each day by his 14 year old sister because his mother works. His parents also recently went through a rough divorce and his mother thinks that viewing the bad marital relationship has caused Ricky emotional damage. Ricky also stated that his mother yelled at him a lot and he felt like he was a pain to his mom.

Describe any related medical, health, or medication issues.

\*Ricky’s mother stated that she drank alcohol during her pregnancy with Ricky which produced signs of fetal alcohol syndrome.

**CONSEQUENCE(S)**

What typically actually happens immediately after problem behavior? Think about the last couple times it happened.

\*Immediately after the problem behavior, Ricky is able to calm himself down. In more severe cases, he has to be sent to the principal for monitoring.

What does the student obtain? Attention? Something else?

\*In response to his actions, the student obtains attention from the teacher.

What does the student avoid? Demands? Negative interactions?

\*The student aims to avoid difficult material and negative interactions.

**CURRENT PLAN/STRATEGIES**

Describe the current plan or strategies being used.

\*Currently, when Ricky throws a tantrum, he is ignored and after being ignored for a certain period of time, he can calm himself down. When his actions are too severe, he is taken to the principal’s office for monitoring.

Describe parent/home involvement regarding the student’s school behavior.

\*The mother stated that she is not home as much to provide the support her son’s needs. Ricky’s father and his mother were divorced 14 months previous and Ricky’s father does not have much involvement with him now. Ricky is supervised in the afternoon by his 14 year old sister.

**STUDENT INPUT**

Has the student expressed concerns/difficulties that may relate to the problem behavior?

\*The student has expressed that he does not understand why his grades are so low in his classes or why his mom yells at him so much. He expresses that he is sad, bored, tired, and angry in the classroom and just wants to go home, but knows that he cannot.

**OTHER**

Student’s strengths:

\*Ricky excels in physical education class and is one of the more popular students there.

Possible Motivators/Reinforcers:

\*A motivator for Ricky could be extra time in PE during specified times.

Possible Replacement Behavior(s):

\*Some replacement behaviors to teach Ricky would include requesting breaks, setting goals, requesting help from the teacher, verbalizing feelings and emotions, and self management.

Summary/Hypothesis Statement

\*Ricky is engaging in frequent tantrums in the classroom to obtain attention that he does not get at home and to avoid failure and disappointing another adult in his life.