

# Functional Behavioral Assessment

## TIER 3

The FBA addresses the relationship among precipitating conditions, the behavior, its consequences, and the function of the behavior. The FBA also reflects a consideration of all relevant data gathered, both as background information and by using specific assessment techniques.

<b>Student Name:</b> Jacob Howard	<b>Sex:</b> (x) Male <input type="checkbox"/> Female	<b>D.O.B. (Mo./Day/Yr.)</b> 7-10-01	<b>Current Grade Level:</b> 6	<b>Current School:</b> McNeel
<b>Behavior #__1__ Specific Behavior</b> When Jacob becomes upset or angry, he will threaten other students, call them names, or may become physically aggressive towards them.				
<b>Antecedents/Precipitating Conditions:</b> Setting, time, or other situation typically occurring before the behavior.	<b>Specific Behavior:</b> Exactly what the child does or does not do.	<b>Consequences:</b> Events that typically follow the behavior	<b>Function of the Behavior:</b> Hypothesized purpose(s) the behavior serves.	
(x) Setting (ie: hallway, before school, lunchroom, recess, etc) <hr/> (x) Response to Directive/Request (x) Difficult Task (x) Transition from 1 task to another (x) Transition from one setting to another (x) Interruption (ie: stopping task, fire alarm, etc.) <hr/> (x) Peer Provocation (x) Response to Re-direction by Staff (x) Altered Daily Schedule/Assembly (x) Lack of Peer Acceptance (ie: Varying student abilities) (x) Inappropriate Response to Typical Situation (x) Skill Deficit (x) Hungry/Ill/Tired (x) Other: <u>anxiety</u>	-Jacob will threaten other students verbally and physically. -He calls students names. -Jacob will cry, throw objects, hit, kick, or engage in tantrum behaviors(throwing self on ground, crying, moaning, kicking) -He will walk out of the classroom without permission or walk around the room growling and moaning when he is mad.	x <input type="checkbox"/> Gain teacher attention x <input type="checkbox"/> Gain peer attention x <input type="checkbox"/> Verbal warning/reprimand <input type="checkbox"/> Loss of privileges(s) <hr/> x <input type="checkbox"/> Time out (How long? / When?) <u>10 minutes, buddyroom, see Mr. Buchanan or Ms. Fay when he becomes angry or upset...</u> <input type="checkbox"/> Detention (How long?/When?) <hr/> x <input type="checkbox"/> Removal from class x <input type="checkbox"/> ISS / OSS (How long?) <u>as appropriate per his offense</u> x <input type="checkbox"/> Other He walks out of the classroom as a way to help reduce his anxiety.	(x) Communication – communicating his anxiety (x) Escape/Avoidance – attempting to escape or reduce anxiety (x) Gaining Attention – Seeking help from adults or attention from other students <input type="checkbox"/> Expression of Anger (x) Frustration – he becomes frustrated when he thinks others are talking about him, when he disagrees with what a student or staff member says, or when he does not want to do something <input type="checkbox"/> Vengeance/Revenge <input type="checkbox"/> Seeking of Power/Control <input type="checkbox"/> Intimidation <input type="checkbox"/> Sensory Stimulation (x) Relief of Fear/Anxiety <input type="checkbox"/> Gain Desired Item (ie: removal from classroom/school) <input type="checkbox"/> Peer Acceptance	
Describe student's strengths with regards to behavior: After Jacob talks with somebody outside of the classroom about what is going on, he is usually able to come back into class and work.				
Describe environments/settings where this student is successful: He is most successful in small group, classroom, or when doing hands on activities.				