

# FUNCTIONAL BEHAVIORAL ASSESSMENT WORKSHEET

**Student:** Cassie Steiners

**Grade:** 4th

**Team Meeting Date:** October 15, 2003

**People Present:** Mr. and Mrs. Steiners, Mrs. Smith (CST), Mrs. Kinney (Paraprofessional), Ms. Jackson (OT), Mrs. Beene (4<sup>th</sup> Grade Teacher), Mrs. Gallagher (Resource Teacher), Ms. O'Rourke (CST)

## Part 1: Who is the Student?

### A. List key long term outcomes the team would like to see happen for the student:

- Increase independence
- Initial social communication
- Have age appropriate interactions with peers
- Be able to deal with new and changing situations
- Make choices and decisions
- Expand her endurance for the day
- Be able to function in society and life
- Have an expanded network of personal supports
- Be happy and fulfilled
- Be able to pursue her own interests and dreams
- Find reward in her relationships and jobs
- Develop a repertoire of life skills
- Have a smooth transition to middle school
- Be able to adjust and handle physical spaces that overwhelm her

### B. List the team's biggest concerns or fears for the student's future:

- Isolated from peers
- Unhappy
- Over-stimulated in general education
- Not being able to figure out what her needs are and how to best support her
- Aggression toward adults and peers
- Seizures become more frequent and intense
- Hurts someone because of "colliding"
- Eating things off the floor
- That she may be taken advantage of
- That she won't develop the endurance she needs to make it through the end of the day
- Frequent toileting accidents

**C. List the student's strengths, preferences, and learning style:**

<b>Strengths</b>	<b>Preferences</b>	<b>Learning Style</b>
<ul style="list-style-type: none"> <li>• Connects people easily</li> <li>• Very polite</li> <li>• Demonstrates caring and affection toward others</li> <li>• Learning how to ride a bike</li> <li>• Skis downhill backward</li> <li>• Can write her name</li> <li>• Can read at a first grade level</li> <li>• Expresses and uses "no" appropriately</li> <li>• Able to recognize numbers to 20 and can make number sets 1-10</li> <li>• Tries to be independent</li> <li>• Awareness of her physical abilities and limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Likes to hold small objects in her hand</li> <li>• Loves dolls and stuffed animals</li> <li>• Enjoys playing "make believe" with toys</li> <li>• When you fix her hair and tell her she looks pretty</li> <li>• To be around other kids in quiet settings</li> <li>• Spending time with her friend Jackie</li> <li>• More interested in people than objects</li> <li>• Likes to be in control</li> </ul>	<ul style="list-style-type: none"> <li>• needs warning before transitions</li> <li>• helps when routines, directions and expectations are put in pictorial form large enough for her to see</li> <li>• structured routines</li> <li>• wait time to process information</li> <li>• activities that involve peers</li> <li>• rehearsing skills before going into the setting</li> <li>• real life learning activities</li> <li>• sensory activities embedded throughout the day</li> </ul>

**D. Are there skill deficits (i.e. social skills, communication skills, life skills) that contribute to the student engaging in problem behavior? If yes, what are they?**

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|---|---|
| <ul style="list-style-type: none"> <li>• Initiate greeting</li> <li>• Initiate age appropriate conversation</li> <li>• Maintain communicative exchanges on topic</li> </ul> | <ul style="list-style-type: none"> <li>• Play with age appropriate toys</li> <li>• Maintaining appropriate proximity</li> <li>• Be able to take turns and wait</li> </ul> |
|---|---|

**E. List any setting events suspected of being problematic for the student?**

Types of Setting Events	How Setting Events Could Possibly Contribute to Behavior Problems
Medical Issues	<ul style="list-style-type: none"> <li>• Seizures since birth, medication changes a couple of times a year, seizure activity occurs in bursts over a short period of time with extreme intensity. As a result of seizure activity Cassie has limited endurance and tires quickly. They end of the school day is particularly difficult for her.</li> <li>• Cassie has more difficult time when she is sick or has allergies</li> </ul>
Sensory Issues	<ul style="list-style-type: none"> <li>• As a result of surgical intervention to the seizures, Cassie has right upper quadrant and peripheral impairments in her vision, if materials are not presented in her midline, she will not see them.</li> <li>• Noisy busy environments are very distracting and challenging.</li> <li>• Cassie has a difficulty time knowing where he body is in space. As a result she often bumps into people</li> <li>• Difficult processing auditory information</li> <li>• Difficult time sitting still for sustained periods, does well with a weighted vest and blanket on her legs</li> <li>• Hand/eye coordination is week</li> </ul>
Sleeping/Eating Patterns	<ul style="list-style-type: none"> <li>• More irritable when she has not slept well</li> </ul>
Other Setting Events	<ul style="list-style-type: none"> <li>• Cassie has a lot of difficulty with remembering typical routines (e.g., arrival to school) and forgets day to day things she has been doing for months – this is greatly improved with picture strips</li> <li>• Cassie has both receptive and expressive speech difficulties</li> <li>• Unexpected changes in her routine</li> </ul>

## Part 2: Operationally Define Problem Behavior

**List all behaviors that team members feel are problematic. Make sure all behaviors listed are observable and specific behaviors, describing what the behavior looks and sounds like.** Examples: throws objects, stares out window, calls peers inappropriate names, refuses to follow a teacher direction. Non-examples: disruptive, aggressive, off task.

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|--|--|
| <ul style="list-style-type: none"> <li>• Pinches by grabbing and squeezing with all five fingers</li> <li>• Pushes with two open hands</li> <li>• Collides into people</li> <li>• Ask for or physically tries to hug staff</li> <li>• Lays and rolls around on the floor</li> <li>• Refuses requests, says “no” “don’t want to”</li> <li>• Pushes work on the floor, slowly little by little</li> <li>• Looks around the room</li> <li>• Yells loudly</li> </ul> | <ul style="list-style-type: none"> <li>• Asks questions irrelevant to the task/activity</li> <li>• Talks during instruction</li> <li>• Slides out of her chair</li> <li>• Kicks staff in the shin from a standing or sitting position</li> <li>• Laughs at inappropriate times</li> <li>• Calls out to peers during work time</li> <li>• Walks away from staff</li> <li>• Puts hands over her ears</li> <li>• cries</li> </ul> |
|--|--|

**From the list of behaviors listed above, determine which behaviors occur together as a group. Decide which group(s) (up to 3 groups) of behaviors will be the focus of the assessment.**

<b>Behaviors that can be grouped together</b>	<b>Provide the group of behaviors a label for easy reference later</b>
<i>Example:</i> Looks out the window, talks to neighbors, looks at a magazine, gets out of seat for trivial reasons (e.g., throw a piece of paper away), asks to go to the bathroom or locker, doodles.	Off task
1) slides out of chair onto floor, kicks staff from a sitting position, verbally refuses “no” “don’t want to” pushes work on floor, looks around the room, ask irrelevant questions, walks away from staff, yells loudly	Work or Demand Refusal
2) Talks during instruction, calls out to peers, asks irrelevant questions, laughs at inappropriate times, hugs staff, drops on the floor and rolls around while laughing	Attention Seeking

Determine the frequency, duration, location, and intensity of the behaviors. For intensity, determine if the behaviors are: **redirectable** (i.e., occurs once or twice and then not again after redirections), **repeated** (i.e., occurs on and off throughout class, typically stops after a redirection but then occurs again a short time later), or **unmanageable** (i.e., the behavior is too disruptive for the student to remain in class).

<b>Behavior Group</b>	<b>Frequency</b> (How many times the behavior usually occurs?)	<b>Duration</b> (How long the behavior usually lasts?)	<b>Location</b> (List all the settings where the behavior occurs, are there any patterns in location?)	<b>Intensity</b> (See above for definitions)
<i>Example:</i> Off task	<input checked="" type="checkbox"/> 2+ per class <input type="checkbox"/> 1-2 per class <input type="checkbox"/> less than 4 per week <input type="checkbox"/> less than 4 per month	<input type="checkbox"/> 5+ minutes <input type="checkbox"/> 1-5 minutes <input checked="" type="checkbox"/> 5-60 seconds <input type="checkbox"/> less than 5 seconds	<input type="checkbox"/> all school settings <input type="checkbox"/> structured instructional settings <input checked="" type="checkbox"/> unstructured instructional settings <input type="checkbox"/> non classroom areas	<input type="checkbox"/> Redirectable <input checked="" type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable
Work or Demand Refusal	<input checked="" type="checkbox"/> 2+ per class <input type="checkbox"/> 1-2 per class <input type="checkbox"/> less than 4 per week <input type="checkbox"/> less than 4 per month	<input checked="" type="checkbox"/> 5+ minutes <input checked="" type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-60 seconds <input type="checkbox"/> less than 5 seconds	<input checked="" type="checkbox"/> all school settings <input type="checkbox"/> structured instructional settings <input type="checkbox"/> unstructured instructional settings <input type="checkbox"/> non classroom areas	<input type="checkbox"/> Redirectable <input checked="" type="checkbox"/> Repeated <input type="checkbox"/> Unmanageable
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For each group of behaviors, define exactly what you observe the student doing (i.e., actions and verbalizations) in terms of both positive and unwanted behaviors at each phase of escalation.

<b>Sequence of Escalation</b>	<b>Behavior Group 1: Work or Demand Refusal</b>	<b>Behavior Group 2: Attention Seeking</b>
Calm and On Task	Cassie is smiling, on task, following directions, cooperating, remaining in seat	Cassie is smiling, on task, following directions, cooperating, remaining in seat
Precursor Behaviors that signal a problem is about to happen	Begins to squirm in her seat Appears less focused on the task Begins to ask irrelevant questions or makes irrelevant comments Starts edging work toward the edge of the desk	Calls out for a peer or staff (one time) Does a lot of looking around the room for people Ask irrelevant questions or comments
Agitated or Peak State (Problem Behavior)	Makes verbal refusals Slides out of desk onto the floor Lays on the floor or rolls around Pushes staff with open hands Pinches Kicks Yells loudly	Laughs loudly at inappropriate times Calls out for staff or peers more frequently or repeatedly Asks for hugs Lays on floor and rolls around
Calming Down	Sits quietly, but is still squirming Looks uncomfortable Shakes her head from side to side indicating "no" Sits up, begins to initiate interaction Reaches for materials Says "I'm sorry" Eventually begins smiling Begins following requests	

### Part 3: Define Antecedents-Behaviors-Consequences

For each group of behaviors defined, list common antecedents and consequences associated with behavioral occurrence		
<b>Behavior Group</b>	<b>Antecedent (What happens before the behavior)</b>	<b>Consequences (How adults and students responds when the behavior occurs)</b>
1) Work / Demand Refusal	<ul style="list-style-type: none"> <li>• Not sure what to do or what the next step is</li> <li>• Asked to use fine motor skills</li> <li>• Presented with new task</li> <li>• Maybe bored</li> <li>• Can not see the materials (e.g., font too small, presented outside her midline)</li> <li>• Tasks that last longer than 20 minutes</li> <li>• Sustained sequence of no choice activities</li> <li>• Does not like the task</li> </ul>	<ul style="list-style-type: none"> <li>• Begins with verbal redirection or reprimand depending on the behavior (e.g., “no kicking”)</li> <li>• After multiple redirections typically adults provide physical assistance to get up and get back in seat</li> <li>• Prompted to pick up work pushed on the floor</li> <li>• Answer her “irrelevant questions” (e.g., “Yes, Cassie, the bus will come later, now let’s do our work) and redirect her back to task</li> <li>• Take away something she likes</li> <li>• Offer her something she likes if she will finish the task</li> <li>• Physically move away from her if she is pushing/pinching, or kicking</li> </ul>
2) Attention seeking	<ul style="list-style-type: none"> <li>• No one interacting with Cassie</li> <li>• She sees someone she wants to interact with</li> <li>• Peers are in the area but not interacting with her</li> </ul>	<ul style="list-style-type: none"> <li>• If during class and the teacher is talking tell her to quiet down, sometimes this means whispering in her ear</li> <li>• Prompt peers to come over and say hello to her</li> <li>• Answer her questions or validate comments</li> <li>• Use physical assistance to get her off the floor</li> <li>• Giver her a hug and redirect back to what she was doing</li> <li>• Sometimes tell her she will get a hug later</li> </ul>

## Part 4: Develop an Assessment Plan

**Develop a plan for gathering information about the student, the environment, and the nature of behavioral occurrence. Gather information from people who interact with the student and are familiar with the problem behaviors.**

Assessment tool or method you will use to collect information from people not at the meeting	Who is responsible for disseminating and collecting the tool?	When will it be completed by?
Record Review	Mrs. Smith	November 11
Student Interview	Mrs. Kinney	November 11
Parent/Guardian Interview Parent/Guardian Name: <u>Mr. and Mrs. Steiners</u>	Mrs. Smith	November 11
Staff Interview Staff Name: <u>Mrs. Von Aulock, Speech</u>	Ms. O'Rourke	November 11
Staff Interview Staff Name: <u>Mrs. Parks, Physical Therapist</u>	Ms. O'Rourke	November 11
Staff Interview Staff Name: <u>Mrs. Hoffman, Paraprofessional</u>	Ms. O'Rourke	November 11

**For each behavior group, determine what recording method you will use to document occurrences of behavior. Based on the definition of the behavior group, observations may occur on one discrete behavior that the group determines is most problematic or dominant (i.e. talking to peers under “disrespectful” group of behaviors). In addition, during the observations, the observer should note if one discrete behavior of a behavior group occurs more frequently (i.e. during the observation of off-task behavior, the most frequent off-task behavior exhibited by the student was staring out the window).**

List behavior or behavior group to be observed	Can you count the behavior? Then choose one of these:	Do you need to know how long the behavior lasts? Then choose one of these:	Do you need to describe the behavior/situation because it does not occur often?
Work Refusal	Scatterplot Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal Recording Form
Attention Seeking	Scatterplot Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal Recording Form
	Scatterplot Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal Recording Form
	Scatterplot Event recording form Frequency ABC	Latency form Interval recording form	Anecdotal Recording Form

**Develop a schedule for when the student will be observed. At least 4 period-long observations should occur across different settings and days. Indicate the date and person responsible for conducting the observation.**

<b>Period/Class Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Homeroom	Date: <b>11/2</b> Observer: <b>Mrs. Kinney</b>	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date:  Observer:
Resource Room Math	Date: <b>11/2</b> Observer: <b>Mrs. Kinney</b>	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date:  Observer:
Special	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date:  Observer:
Resource Room Reading	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date: <b>11/5</b> Observer: <b>Mrs. Kinney</b>	Date:  Observer:
Lunch	Date:  Observer:	Date:  Observer:	Date: <b>11/4</b> Observer: <b>Mrs. Smith</b>	Date:  Observer:	Date:  Observer:
4 <sup>th</sup> Grade Reading	Date:  Observer:	Date:  Observer:	Date:  Observer:	Date: <b>11/5</b> Observer: <b>Mrs. Smith</b>	Date:  Observer:
4 <sup>th</sup> Grade Social Studies	Date:  Observer:	Date: <b>11/3</b> Observer: <b>Ms. O'Rourke</b>	Date:  Observer:	Date:  Observer:	Date:  Observer:
4 <sup>th</sup> Grade Science	Date:  Observer:	Date: <b>11/3</b> Observer: <b>Ms. O'Rourke</b>	Date:  Observer:	Date:  Observer:	Date:  Observer:

## Part 5: Summarize and Interpret the Information

**Team Meeting Date:** November 11

**People Present:** Mr. and Mrs. Steiners, Mrs. Smith (CST), Mrs. Kinney (Paraprofessional) , Ms. Jackson (OT), Mrs. Beene (4<sup>th</sup> Grade Teacher), Mrs. Gallagher (Resource Teacher), Ms. O'Rourke (CST)

Is there a condition that makes the behavior more likely to occur? (Setting Events)	What triggers the behavior? (Antecedents)	What does the student do? (Behavior)	In Order to Escape?	<div style="text-align: center; border: 1px solid black; padding: 2px;">OR</div> In Order to Gain Access?
Medical Change Onset of seizures Tired Illness Vision impairments	<ul style="list-style-type: none"> <li>• She does not know what the next step is</li> <li>• Fine motor skills</li> <li>• New or difficult tasks</li> <li>• If she can not see the materials</li> <li>• Tasks she does not like</li> </ul>	Work or demand refusals	<input checked="" type="checkbox"/> <b>Difficult tasks</b> <input type="checkbox"/> Over stimulating situations <input checked="" type="checkbox"/> <b>Nonpreferred situations</b> <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> <b>Attention</b> <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other:
Medical Change Onset of seizures Tired Illness Vision impairments	<ul style="list-style-type: none"> <li>• Sustained sequence of no choice activities</li> <li>• She has to wait</li> <li>• She does not know what is coming next</li> <li>• When routines change unexpectedly</li> </ul>	Work or demand refusals	<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input checked="" type="checkbox"/> <b>Control or predictability</b> <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other:
Limited communication and social skills and social capital among the group	<ul style="list-style-type: none"> <li>• No one is directly interacting with her</li> <li>• She sees peers or adults she wants to interact with</li> <li>• She is bored with the situation</li> </ul>	Attention Seeking	<input type="checkbox"/> Difficult tasks <input type="checkbox"/> Over stimulating situations <input type="checkbox"/> Nonpreferred situations <input type="checkbox"/> Interactions with others <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> <b>Attention</b> <input type="checkbox"/> Tangible <input type="checkbox"/> Control or predictability <input type="checkbox"/> Stimulation <input type="checkbox"/> Activity <input type="checkbox"/> Other:

