

Mary Wollin

April 18, 2022

Functional Behavior Assessment

Part 1: Student and Target Behavior

Student Name (pseudonym only)	Skylar
Student Grade	3rd
Student Description and Can-Do Profile <i>Positive, strengths-based description of the student. Include observable and measurable data to describe the student's skills in academics, communication, social skills, and behavior. You should focus on skills the student currently demonstrates, with or without support.</i>	Academics: The student can identify all letters and sounds, read/sound out CVC words, and write CVC and some beginning sight words independently. He can develop complete thoughts and can copy words he does not know. Communication: He will repeat words to get his thoughts together. He will often start with saying "But except" (sounds like but sep) five to seven times before he begins to say what he wants/needs to say. He is sometimes hard to understand and has an accommodation to have a familiar listener. I have worked with him since kindergarten, so I am familiar with his speech. Social skills: He can work with peers but often seeks adult attention versus peer attention. He works well in a small group with similar leveled peers. He struggles with patience and delaying gratification. He works in a small social group once every two weeks to work on taking turns and interacting with peers. Behavior: Skylar is always willing to work but struggles to do independent work. He needs a lot of attention, support, and reassurance to complete a task. He will not ask his peers what to do and will only ask his teacher.
Target (Problem) Behavior: Include General Descriptor <u>and</u> Examples	Skylar will often interrupt the teacher when she is working with a small group that does not include him. He will ask to draw, and she will say no, and in 2 minutes, he will be back to ask again.
Target (Problem) Behavior Non- Examples <i>Note the importance of identifying the exact behavior definition; listing examples (above) and non-</i>	He comes to the teacher during group when it is an emergency, such as if he or someone else threw up or has a bloody nose. He can come up to ask the teacher a question if he has asked three other students what to do and there is no other adult in the room.

<i>examples are helpful for this.</i>	
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Part 2: Plan for Data Collection

Preliminary Functional Assessment Survey/ Interview	Who will you interview? Why? I will interview the student, the classroom teacher, and the parent.
Student-Assisted Functional Assessment Interview	Describe your plans for interviewing the focus student. I will break the interview into small sections to not overwhelm the student. I will put in coloring breaks (2-5 minutes) to reward him for his work and then a game break or finishing coloring (10 minutes) at the end of the interview process. If the student has complex communication needs, please describe the communication supports that you will design and implement to help the student to have the opportunity to participate in this interview? The student has the accommodation of a familiar listener, and I have worked with the student for three years, so I am familiar with his dialect. If you plan to adapt/ modify the interview protocol, describe your plans. I will conduct it as a conversation, but I will include emojis for the student to select for each question instead of numbers.
Direct Observation: Antecedent- Behavior- Consequence	When will you observe the student (activity, routine, setting)? Be sure to plan different times of day across multiple routines and activities. I will observe Skylar during the morning reading instruction (8:40-9:40), during reading/grammar instruction (10:30-11:00), during independent reading time (12:30-1:00), and from 1:00-1:30 during mixed instruction. How often will you observe the student using this method of assessment? I will observe him in the morning three times and during reading/grammar, independent reading, and mixed instruction twice each.

Part 3: Collect and Analyze Data

*Reminder: Submit copies of completed data collection sheets (ABC and indirect assessment).

1. Results of Preliminary Functional Assessment Interview/s:

From the Preliminary Functional Assessment Interview with his teacher, the behavior of concern was Skylar's interrupting. When he would interrupt, the teacher would always ask him to look and see if she was currently talking to someone and then tell him to wait. After the teacher finishes conversing, she would ask Skylar, "what did I ask you to," if he repeats what she stated, she sends him on his way. He has an actual question, and she will listen, but he often wants to share a story or repeat what was learned from the lesson. Due to him wanting to only talk to Ms. Allison and tell stories, Ms. Allison believes the cause of the interrupting is attention. It has occurred all year during independent work time when Skylar cannot work with Ms. Allison and occurs about 20 times a day. He will not interrupt when he gets any attention from Ms. Allison; whether small group, one-on-one, or whole group, he will not interrupt. He may interject with questions and comments during the whole group lesson, but this shows that he is paying attention as they are related to the lesson topic. His behavior of interrupting could be related to attention deficit issues, as he often looks off into space. He always loves to draw pictures and fold paper. His behavior is not related to a health need and usually occurs during transitions. The consequences of his interruptions are teacher attention, either by telling him to wait or answer his question, and avoidance of independent work as he only will approach Ms. Allison during independent work times.

2. Results of Student-Assisted Functional Assessment Interview

From the interview with Skylar, I discuss his feeling about school subjects. His favorite subjects were no surprise to me, Art, P.E., and Science. He also likes spelling and handwriting because he usually does it with me in a small group and loves working in small groups. He didn't really like reading, math, and social studies, which did not surprise me as he struggles with reading and grade-level math. His least favorite subject is music because he does not like to

sing. However, he likes to play musical instruments, which I believe he enjoys because he can use his hands. Skylar stated that he likes working in small groups with Ms. Allison or me on many subjects. For the core subjects, he likes the visual side of math currently working on fractions, and he likes the visual parts of that. He doesn't like the core operations (adding, subtracting, and multiplying). For reading, he enjoys the visuals yet again with picture books and does not like reading "big words" (for him, words with more than four letters). His favorite parts of the day are recess on the woodchips, P.E., and eating lunch.

When discussing his behavior, He identified that he interrupts the most during independent math time when he needs to be on math Prodigy (a math battle game). When asked if he likes Prodigy, he will answer yes but will call it boring. He said he interrupts Ms. Allison because he wants to draw instead of play Prodigy. He could not think of changes except being able to draw, so I suggested a math color by number sheet or folding his own dice to do a math worksheet. He liked these ideas but would still want to be able to draw as a reward. For talking with Skylar, it seems his interruptions were not for attention but for avoiding a task. He identified school work is hard for him, and with his least favorite part of math being operations, the Prodigy game may be too hard for him and makes him want to avoid it.

3. Summary of the Findings from ABC Observations

I observed Skylar 5 times in 30-60 minute chunks. The most common antecedent would be transitions into independent work or transitions into lining up to go somewhere. The most common consequences were attention from the teacher and avoidance of a task.

4. Completion of Function Matrix

- a. Use the function matrix by inserting consequences into the corresponding cells.

	Positive Reinforcement	Negative Reinforcement
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	(Access Something)	(Avoid Something)
Attention	Access adult attention (Ms. Allison)	
Tangibles/ Activities		Avoid nonpreferred independent tasks (Prodigy)
Sensory		

5. Statement to Summarize each Function identified in the Matrix

When independent work is assigned, Skylar interrupts the teacher in a small group to avoid the independent work (negative reinforcement- avoid activity) and attain teacher attention (positive reinforcement-attention).

Teacher Interview

1. List and describe behavior(s) of concern.

Interrupting

2. Prioritize these behaviors (which is the most important)?

Interrupting

3. What procedures have you followed when the behavior first occurred?

- For a question:
 - I ask if he is raising his hand.
 - Then I restate the direction.
 - Next if asked again, I will ask for him to tell me what the directions are.
 - Then if he asks again I have him ask three students.

-When interrupting:

- I ask for him to see if I'm already talking to someone.
- Then I ask if I'm already talking to someone that he needs to wait his turn.
- Then I ask him "what did I ask you to do?"
- If he has a question about the project I will listen but if he tries to tell me a story I have him return to the current task at hand.

4. What do you think causes (or motivates) the behavior?

Attention

5. When do these behaviors occur?

These behaviors occur when there is independent work time and I'm not solely working with him one on one or in a small group. This also happens when there are transitions from work to lining up or returning to class.

6. How often do these behaviors occur?

20 times a day on average.

7. How long has this behavior been occurring?

Year long

8. Is there any circumstance under which the behavior does not occur?

When he is a part of a whole group setting or working one on one with an adult he doesn't interrupt.

9. Is there any circumstance under which the behavior always occurs?

Independent work time and when there are transitions from one activity to another.

10. Does the behavior occur more often during certain times of the day?

This happens usually more often during the afternoon portion of the day and at dismissal time.

11. Does the behavior occur in response to the number of people in the immediate environment (classroom)?

No

12. Does the behavior occur only with certain people?

He will come to me, the gen ed teacher, instead of asking another adult or student in the room for help. Even if an adult asks him to come to them he will ignore them and try to come to me.

13. Does the behavior occur only during certain subjects?

Independent work time during every subject.

14. Could the behavior be related to any skills deficit?

Attention deficit, he does not focus on one spot for very long unless he is drawing a picture of his choice.

15. What are identified reinforcers for this student?

He always wants to draw or fold paper or sit and tell me a story.

16. Is the student taking any medication that might affect his behavior?

No

17. Could the student's behavior be signaling some deprivation condition (thirst, hunger, lack of rest)?

No

18. Could the behavior be the result of any form of discomfort (headaches, stomachaches, blurred vision, ear infection)?

No, when he does not feel good, he will always say something and his parents take him to doctors on a regular basis.

19. Could the behavior be caused by allergies?

No

20. Do any other behaviors occur along with this behavior?

No

21. Are there any observable events that signal the behavior of concern is about to occur?

Transitions from one activity to another.

22. What are the consequences (what happens after) when the behavior occurs?

Attention, either the teacher answering the question, telling the student no, or looking at the student, and avoidance of the independent work.

3/30/22 Mary Malli

2. Don't like

1. Like picture books

Rate the following subjects

Subject	Don't like		Neutral		Enjoy
Reading					
Math					
Spelling					
Handwriting					
Science					
Social Studies					
Music					
P.E.					
Art					

Doesn't like books with big words

Add, Subtract Multiple

Doesn't like spelling unknown words

Cursive

Nothing

Government Politics

Don't like sing

Nothing

Nothing

Little groups with me & Ms. Allison

Little groups with me, Fractions

Likes to write favorite word "the"

Write a story

All of it, Projects

Maps

Like playing instruments

All games & sports

All of it

1. What do you like about each subject?
2. What don't you like about each subject?
3. What could be done to improve (the don't like subjects)?

Is there any type of (the don't like subjects) that you have done that you like?

Music needs more fun things

Tiny groups of reading & math

When do you think you interrupt the least in school?

Woodchips & P.E & eating lunch

Why do you not interrupt during these times?

When do you think you interrupt the most?

When ppl are on prodigy

Why do you have problems during these/this time?

Because you want to draw, Prodigy is boring

What causes you to interrupt?

I ask Ms. Allison to draw because Prodigy is boring

What changes could be made so you interrupt less?

Math color sheet

Fdd our dice to do math worksheet

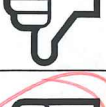
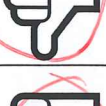
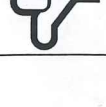
What kinds of rewards would you like to earn for good behavior?

Drawing

Questions

1. When do you want to work with Ms. Allison? None
2. ~~Why do you want to stay with Ms. Allison during these times?~~
3. When do you want to avoid independent work? Doesn't like bottling or math problems
4. Why do you want to avoid independent work during these times? Folding & Drawing
Different math game - Boddle
5. What kinds of rewards would you like to earn for completing independent work?

Folding & Drawing

Is your school work hard for you?			
Is your school work too easy for you? <i>Sometime</i>			
When you ask for help, do you get it?			
Do you think the work periods for each subject are too long?			
Do you think the work periods for each subject are too short?			
When you do work at your desk, do you do better when someone works with you?			
Do you think people notice when you do a good job? <i>Adults do but not kids</i>			
Do you think you get the points or rewards you deserve when you do good work?			
Do you think you would do better in school if you received more rewards?			
Do you find school work interesting?			
Are there things in the classroom that distract you?			
Is school work challenging enough for you?			

ABC Observation Form

Student: "Skylar"

Date and Time: 3/23/22 - 12:35-12:55

Class/ Teacher: Ms. Allison - D.E.A.R.

Observer: Mary Vollen

Instructional Activity: Independent reading Other Relevant Information: Student is not in the room for this activity every day

Time	Antecedent	Behavior	Consequence
12:36	Gives class direction	Student wanders around	Student does not follow directions
	Student goes to teacher to ask what to do	Student listens to teacher	Student receives directions individually
	Teacher tells student to blow nose	Student goes to tissue box	There tissues are not in eye sight, student goes to teacher
12:37	Teacher redirects to tissue box	Student blows his nose	received attention
12:38	Gets Chromebook	Asks teacher how to get on.	Teacher sends student to his desk because he knows what to do
		Student asks me, I reply I am not here.	attention is not given further
12:40	Student is on chromebook	Student goes to teacher to get on epic	Teacher gives attention & step by step directions
	Teacher		
12:41	Tells student to sit down	Student sits down & works on epic	Student listens to books independently
12:50	SLP comes in for another student	Student asks if she needs him	SLP says yes in a little bit.

SLP says in a little bit

Student talks to SLP & shows her something he made & says he needs to sit at tissue box.

SLP responds Yes you need to blow your nose.

A

B

C

12:51 SPiP says
You need to
blow your
nose

Student goes
to blow his
nose.

Student walks
by me and
asks what I
am doing, receives

12:52 I send him to
his desk

student sits
at desk

attention
Ms. Allison sends her
student away.

12:53 - Ms. Allison
calls another
student to
her table

Student comes
to Ms. Allison,
talking to her
about another
student

Teacher talks
to student
about another
student

12:54 Teacher
sends student
away

Student
walks away
looks at
another student's
computer
& runs back to
Teacher

Teacher says
I am working
with another
student, go to
your desk.
You may draw or fold
while you listen to
a book.

12:55 Teacher
sends student
to desk

Student goes
to desk.

Student gets
paper to fold.

Blue indicates what student wants

ABC Observation Form

Student: Skylar

Date and Time: 10:40-11:00

Class/ Teacher: Ms. Allison

Observer: Mary Wollin

Instructional Activity: Grammar - Prefixes
whole class

Other Relevant Information:

Time	Antecedent	Behavior	Consequence
10:40	Teacher gives examples of prefixes	Student stares at teacher	Other student respond with who the prefix of the word is
	Teacher tells students to come to common area to watch video	Student turns chair around to watch video	
10:41	Teacher pauses video to ask what a word w/ prefix means	Student stares at teacher/video	Other student answers
10:42	Teacher plays video again	Student watches video	class is quiet
10:43	Teacher pauses video again	Student stares at teacher/video	Other students give answers Teacher starts video again
10:44	Teacher pauses video again & asks all students to answer	Student stares at teacher/video	Other class members shout out answer

Continued
ABC Observation Form

Student:

Date and Time:

Class/ Teacher:

Observer:

Instructional Activity:

Other Relevant Information:

Time	Antecedent	Behavior	Consequence
10:52	Reviews all prefixes & color they are written in	Student stares at board	Other students answer w/ colors
	Asks student		
	words & their id colors of prefixes		
10:54	Teacher asks words	Student has hands on head, not responding with class	other Students answer
10:55	Goes over worksheet that is color by prefix	Student stares at teacher	Time limit is provided
10:56	Teacher reviews to ask 3 ppl	Student stares	Other student gives him his paper.
	before they ask her		

10:57 Teacher passes out papers to 1 person at each group

Student gets out crayons & looks at board

Student works indopently setting out colors.

ABC Observation Form

3/29/22

Student:

Date and Time: 9:00 - 9:40

Class/ Teacher: Ms. Allison

Observer: Mary Wollin

Instructional Activity: Reading Instruction
Whole Class

Other Relevant Information:

Time	Antecedent	Behavior	Consequence
9:00	Teacher intro duces lesson	Student watches teacher w/ hands on	Teacher continues teaching
9:02- 9:07	Teacher teaches lesson	head. Student watches teacher & board	Teacher teaches lesson
★ 9:07	Other student asks question, teacher asks question	Student raises hand & is called on	Teacher calls on Student
★ 9:08	Teacher calls on S	Student answers question	receives eye contact from teacher
	Teacher asks other student questions	Student watches & listens	Teacher continues teaching
9:09 9:14	Teacher continues teaching	Student listens & watches	Teacher continues teaching
9:15	Teacher asks students to talk to neighbor	Student does not communicate with peers	Teacher focuses students back to lesson
9:16	Teacher ask question	Student stares at desk	Teacher calls on other students
9:17	Teacher continues teaching	Student watches teacher	Teacher continues teaching

★ 9:19 Teacher asks question Student gives answer teacher gives attention

9:20 Teacher asks others Student picks
hairs Teacher continues
teaching

A

B

C

9:20 - 9:24	Teacher continues teaching	Student watches teacher	Teacher continues teaching
9:24 - 9:27	Teacher asks students to answer ? by show of hands.	Student does not raise hand	Teacher continues teaching
9:27	Student finds bug, Teacher pauses lesson	student looks around classroom	Teacher continues teaching
9:29	Teacher continues lesson	Student watches teacher	Teacher continues teaching
9:30 - 9:38	Teacher reads authors note	Student looks at wall away from teacher	Teacher continues reading & teaching
9:39	Teacher gives instructions to line up.	Student pushes in chair, grabs chromebook, & lines up	Teacher watches all student line up.
9:40	Teacher gives expectations for hcy	Student stands in line quietly, holding chromebook	Teacher tells class to enter the hallway.

ABC Observation Form

3/29/22

Student:

Date and Time: 11:39

Class/ Teacher: Ms. Allison

Observer: Mary Wollin

Instructional Activity: Math Independent work

Other Relevant Information:

Time	Antecedent	Behavior	Consequence
11:39	Para sitting next to student	Student works on online activity	Para ask questions
11:40	Para asks question	Student responds	continues activity
11:41	Para reads & assists student	Student listens & answers questions	Para continues one-on-one attention
	Para leans over other student	Student keeps working on activity	no one-on-one attention, but para is near student
	Para gives student attention	Student keeps working	student attains adult attention
11:49	Teacher asks student to close Chromebooks	Student closes Chromebooks	Teacher pulls up video
11:50	Teacher asks questions	Student stares at screen	Teacher continues teaching
11:51	Teacher calls on students	Student stares at screen	Lesson continues
	Teacher asks question	Student stares at screen	Lesson continues
11:56	Teacher asks student to line up	Student pushes in chair & lines up	Teacher waits for other students to quiet down
	Para goes to student	Student looks at para	Para talks to student, para's attention
11:57	Teacher dismisses students	Student walks with class quietly	Heads to lunch (favorite time)

ABC Observation Form

Student: "Skylar"

Date and Time: 04/04/2022 8:45-9:43

Class/ Teacher: Morning time into reading time

Observer: Mary Wollin

Instructional Activity: Independent morning time

Other Relevant Information: During the first part of the morning, students can work on Chromebook, draw, read a book; they have free choice

Time	Antecedent	Behavior	Consequence
8:45	Teacher working with another student	Student walks up to go to teacher, turns around and goes back to desk	Teacher continues working with other student
8:47	Teacher is working with other student	Student walks around, shows picture to teacher says "Look"	Teacher says mmhm, gives Student eye contact
8:48	Teacher says mmhm, gives Student eye contact	Student stands in front of teacher, holding picture	Teacher keeps working with other student
8:57	Teacher says they will be doing fun things	Student shouts out yay	Teacher asks students to get out coloring tools
9:00	Teacher walks by student	Student raises hand	Teacher response yes
9:00	Teacher response yes Skylar	Student says another student is wearing their backpack	Teacher response okay
9:02	Teacher continues to pass out papers	Student walks up to me, waving pencil in front of me, saying he needs to sharpen it	I respond what do you need to do
9:02	I respond what do you need to do	Student walks to teacher saying "Ms. Allison"	Ms. Allison responds, "I will not sharpen it for you, everyone sharpens their own pencil"
9:02	Ms. Allison responds, "I will not sharpen it for you, everyone sharpens their own pencils"	Student gets in line for pencil sharper	Teacher continues to pass out papers

9:14	Teacher talks to other student talking	Student shouts out "I'm done, I'm already done"	Teacher continues working at her desk
9:23	Teacher colors in her earth green and blue	Student says aloud that he is very good at drawing planets	Teacher finishing coloring example
9:25	Teacher finishes writing sentence	Student starts to copy sentence	Teacher tells students to turn page
9:25	Teacher turns page	Student responds "I did not write it yet"	Teacher continues teaching
9:27	Teacher continues teaching	Student raises hand	Teacher continues teaching
9:28	Teacher calls on Student	Student says he did not write the sentence	Teacher says, "let me get the other students taken care of first"
9:29	Teacher says, "let me get the other students taken care of first"	Student says ok	Teacher continues teaching
9:30	Teacher turns page back and says "Here you go	Student starts to finish copying sentence	Teacher watches whole class
9:31	Teacher watches whole class	Student responds "I did it"	Teacher turns back to current page
9:31	Teacher turns back to current page	Student asks teacher to help him	Teacher says "you can do this "
9:31	Teacher says you can do this	Student looks at board	Teacher continues working on example
9:34	Teacher continues working on example	Student starts working	Teacher repeats directions for whole class
9:34	Teacher keeps working on example	Student walks to pencil sharpener, saying he needs to sharpen it	Teacher keeps working on example
9:36	Teacher gives time limit	Student shouts he is done, standing up with his paper	Ms. Allison says "good job"
9:38	Teacher gives finishing directions, to put their papers on the coffee table	Student stays at desk	Other student put paper on coffee table, Teacher calls student directly
9:39	Teacher calls student directly	Student responds "what"	Ms. Allison repeats directions
9:40	Ms. Allison repeats directions	Student puts his paper on the coffee table	Teacher sits at desk