

Functional Behavioral Assessment Summary Report

Student	Joey	District/Building	ABC Elementary School
Start Date	When was "Notice of Action" obtained? 3-5-19	End Date	When was the last day of data collection? 4-23-19

Use observable and measurable terms to define the Target Behavior for the FBA:

Physical Aggression - forceful physical contact, using student's own body or object in his hand, with another person that results in a mark after one minute and/or displaces the other person's body in space

- *Examples:* hit with closed fist, bite, scratch, headbutt, kick
- *Non-examples:* hugs an adult, throws item in direction of adult, screams "shut up"

Describe data sources used for the FBA.

Data Source	Summarize Data Collected
Student Records (<i>medical records, social skills assessment, speech/language evaluation, motor skills assessment, intellectual functioning, achievement, curriculum-based assessment, adaptive behavior, psychological report, discipline records, etc.</i>)	<p>Who reviewed records? When? What records were reviewed?</p> <p>Joey's Special Education Teacher reviewed all available records on 4-1-19. A completed History and Cumulative Review form is attached to this report. Records reviewed included an evaluation from Dennis Developmental Center, recent OT, PT, SLP, and Psychoeducational evaluations, reports generated by a K-12 Behavior Support Specialist related to a previous CIRCUIT referral when Joey was in Kindergarten, initial and current IEPs, and existing behavior data.</p>
Initial (baseline) Behavior Data	<p>What type(s) of data were collected (frequency, duration, latency, intensity, interval, scatterplot, abc, etc.)? Who collected data? When were data collected (dates)?</p> <ul style="list-style-type: none"> • School staff (special education teacher and three classroom paraprofessionals) collected daily scatterplot data between 3-4-19 and 4-5-19.

	<ul style="list-style-type: none"> • No data were collected on 3-18-19 to 3-22-19 due to school being out for spring break. • No data were collected during SLP, OT, or PT sessions, as therapists do not often report significant problem behaviors during therapy sessions. • On each of three days (3-5, 3-28, and 4-2), data were not collected for a 45-minute period of time due to Joey sleeping in the special education classroom. • For each day data were collected, the school day was divided into 15-minute intervals. During each interval data were collected, school staff recorded whether the target behavior occurred one or more times or did not occur at all. Data were not collected on the exact number of times the target behavior occurred during each 15-minute interval.
Indirect Assessments (<i>Interviews and Behavior Rating Scales</i>)	<p><i>Who conducted interviews? On what date(s) were interviews conducted? What interview forms were used? With whom (teacher, parent, student, etc.) were interviews conducted?</i></p> <ul style="list-style-type: none"> • The Functional Assessment Interview (FAI) was conducted by the School Counselor with Joey's Special Education Teacher on 3-7-19 and 4-9-19. • On 3-7-19 and 4-23-19, the School Counselor conducted the FAI separately with the Paraprofessional who works 1-to-1 with Joey on Mondays, Wednesdays, and Fridays (MWF). <p><i>Who completed behavior rating scales? Which behavior rating scales were used (QABF, MAS, PBQ, etc.)? On what date(s) were behavior rating scales completed?</i></p> <ul style="list-style-type: none"> • In March 2019, the MAS was completed individually by Joey's Special Education Teacher, the Paraprofessional that works with him on MWF, and the Paraprofessional who works with him on Th. • Each of the three raters also individually completed the QABF in March 2019.

<p>Student Observations</p>	<p><i>Who conducted observations? On what dates? In what settings? How long was each observation?</i></p> <ul style="list-style-type: none"> • Student observations were conducted by the special education teacher and three classroom paraprofessionals that work with Joey. Observations were conducted in the SPED classroom, bathroom, hallway, nurse's office, cafeteria, and on the playground. • On 7 school days (4-8-19 to 4-16-19), school staff observed Joey's behavior throughout the school day (with the exception of pull-out therapy times) and used an ABC checklist to record the location/setting, antecedent(s), consequence(s), and duration of each episode of physical aggression. • An episode of physical aggression began with the first occurrence of a topography of behavior that met the operational definition of physical aggression provided above and ended when there were no instances of physical aggression for 30 consecutive seconds.
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Record Review: Analyze information gathered during record review that is relevant to the target behavior defined above. ****Attach completed History and Cumulative Review to this report.***

- Joey attended a developmental preschool before enrolling in Kindergarten at Elementary School in 2016-2017. Joey is currently a second-grade student at Elementary School. He receives all instruction in a self-contained special education classroom. Direct instruction is provided for language arts, math, science, and social studies. Joey receives OT (90 minutes), PT (60 minutes), and SLP services (90 minutes) weekly. Joey has made significant progress toward many of the goals included in his IEP this school year.
- A multidisciplinary team from Dennis Developmental Center in Little Rock, AR diagnosed Joey with Autism Spectrum Disorder with a Language Impairment in January of 2015.
- Across numerous evaluations, Joey has displayed significant delays in expressive and receptive language skills, gross motor skills, fine motor skills, and sensory processing. Joey has received occupational, physical, and speech/language therapies since 2014. He has shown some growth in all areas, but continues to display significant delays which require skilled therapy in all areas.
- Records indicate that as Joey has gained more skills for making requests for desired items/activities, problem behaviors have become more frequent or intense when his request is not granted.
- A CIRCUIT referral was filed to request assistance with programming and behavior supports for Joey when he started Kindergarten at Elementary School. Some information from reports generated by the K-12 Behavior Support Specialist (BSS) are summarized below:

- School staff identified Joey's target behaviors as:
 - *Physical Aggression*: actual or attempted forceful physical contact with another person, such as hitting, kicking, biting, headbutting, etc.; an instance of physical aggression ended when no forceful physical contact with another person occurred for at least 5 consecutive seconds
 - *Inappropriate furniture use*: forcefully hitting, kicking or throwing furniture
 - *Yelling at another person*: non-word vocalization that is above conversational volume and is made within 3 feet of another person with Joey facing the other person
- Scatterplot data collected by school staff between 8-17-16 and 9-8-16 indicated that bouts of physical aggression occurred more frequently than the other two target behaviors. The majority of physical aggression was directed toward adults and was most likely to occur between 8:30-10:00, 11:00-11:30, and 12:00-12:30.
- The Paraprofessional who worked with Joey at that time estimated that each bout of aggression ranged in duration from a few seconds to four minutes. Physical aggression might result in a temporary mark or leave a bruise or abrasion.
- Initial recommendations made to school staff included:
 - consider use of ABLLS-R to assess Joey's skill level in a variety of areas and develop appropriate goals;
 - work with speech therapist to increase requesting in the classroom (possibly with use of visual choice board during leisure time or earned breaks);
 - collect ABC data on bouts of physical aggression;
 - provide Joey one-step directions that include "do" statements, limiting the number of words used and incorporating gestures and other visual cues when possible;
 - increase use of visual supports (visual schedule, visual timer, visual boundaries in classroom, etc.);
 - incorporate an independent work system with task boxes for Joey to complete.
- When the BSS delivered general recommendations to school staff on 9-12-16, she and the IEP team worked to develop an action plan for implementing some of the recommendations discussed. Between 10-3-16 and 12-1-16, the BSS conducted 5 follow-up visits. During each visit, progress was discussed and the BSS worked with school staff to create an updated action plan for programming and behavior supports.

- On the 12-1-16 visit, the Paraprofessional working with Joey reported that Joey had generally engaged in low levels of physical aggression and meltdowns since the previous BSS visit on 11-11-16. Behavior data indicated one bout of physical aggression or less each day across the last 13 days data were collected.
- At the time of the on-site visit by the BSS on 12-1-16, items on the action plan that were implemented included: Paraprofessional completed 3 selected AIM modules; Joey's Special Education Teacher completed some portions of the ABLLS-R to assess Joey's current skill level' school staff collected ABC data on physical aggression and frequency/duration data for meltdowns; and school staff created at least 8 different tasks for Joey to complete in the classroom.
- At the time of the on-site visit by the BSS on 12-1-16, items on the action plan that were not implemented included: create video clips of Joey displaying appropriate/expected behaviors to potentially use for teaching or priming appropriate behaviors, use a visual schedule, and teach Joey to choose and transition appropriately between available items during free-choice time.

Is there a need for additional assessments? Areas for assessment may include: social skills, communication skills, intellectual functioning, achievement, curriculum-based assessment, etc.

Records review indicates that gaining an accurate assessment of academic achievement for Joey through standardized assessment has been difficult. However, classroom-based assessment has noted skill growth in several areas. Some sections of the ABLLS-R were completed in December 2016 to assist with developing IEP goals for Joey. It may be useful to update this ABLLS-R assessment to gain a more comprehensive assessment of Joey's current skills across a variety of domains. Joey's SLP also noted that standardized assessments do not accurately reflect the progress Joey has made with language skills. Use of the ABLLS-R may more adequately show progress in the areas of receptive language, vocal imitation, requesting, labeling, intraverbals, etc.

Is the target behavior related to a skills or performance deficit in social, communication, or academic ability?

According to the records reviewed, Joey is using vocal speech to make requests much more often. However, delays in communication skills and self-regulation may contribute to the target behaviors. For example, Joey has not consistently displayed appropriate requests for help/assistance, requests for a break or alternative task, and/or acceptance of "no" in response to a request he had made.

Describe any medical issues the student is experiencing. Could the target behavior be related to an underlying medical condition?

Joey was born at 42 weeks, with pregnancy, labor, and delivery described as uncomplicated. His medical history was significant for recurrent otitis media, so Joey had adenoidectomy and tympanostomy tubes placed surgically in March 2014. Other than a diagnosis of Autism Spectrum Disorder with Language Impairment from Dennis Developmental Center in January 2015, no current medical issues or medications were noted.

Describe any accommodations, modifications, and/or other behavior supports that are currently in place to address the target behavior.

The following are included in Joey's current IEP:

- Positive behavioral interventions and supports include a visual schedule and defined spaces.
- Joey receives specialized transportation to and from school, with adult supervision on the bus at all times.
- Joey receives 1:1 paraprofessional assistance at all times due to safety concerns for him and others.

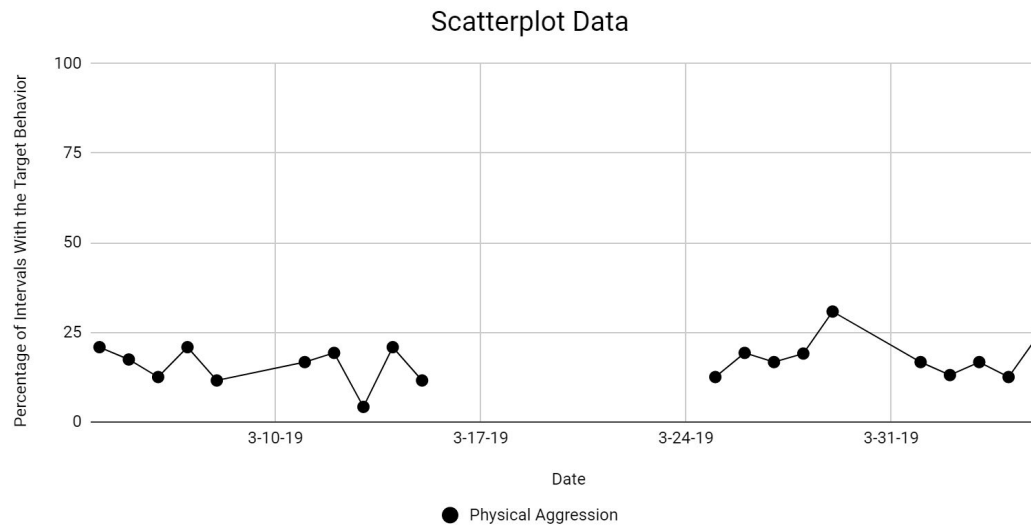
Analysis of the Target Behavior: Analyze information from the data sources described above. You may include narrative descriptions, tables, and/or graphs.

(B) Behavior: Consider baseline data, interview response, disciplinary records, student observations, etc.

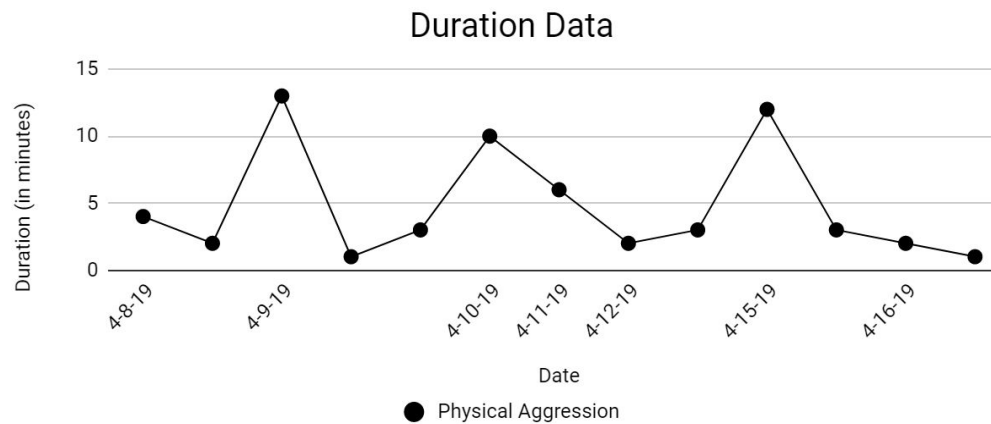
Analyze the frequency, duration, intensity, and or latency for the problem behavior.

During structured interviews, Joey's Special Education Teacher estimated that physical aggression occurs 10 to 20 times per day, with 98% of instances directed toward adults, whereas the Paraprofessional who works with Joey on MWF estimated that physical aggression occurs 6 to 10 times per day.

The figure below shows the percentage of 15-minute intervals that had physical aggression on the days scatterplot data were collected. Physical aggression was observed in 4% to 21% of intervals each day prior to spring break (average of 16% of intervals each day). Physical aggression was observed in 13% to 31% of intervals each day following spring break (average of 18% of intervals each day).



The figure below shows the duration of each episode of physical aggression that was recorded during student observations across 7 school days. Each episode of physical aggression ranged in duration from 1 to 13 minutes, with an average duration of 5 minutes per episode. Four out of 13 instances of physical aggression (31% of instances) were longer than 5 minutes in duration.



Context/Setting: Consider baseline data, interview responses, behavior rating scales, disciplinary records, student observations, etc.

In which setting is the target behavior most likely to occur?

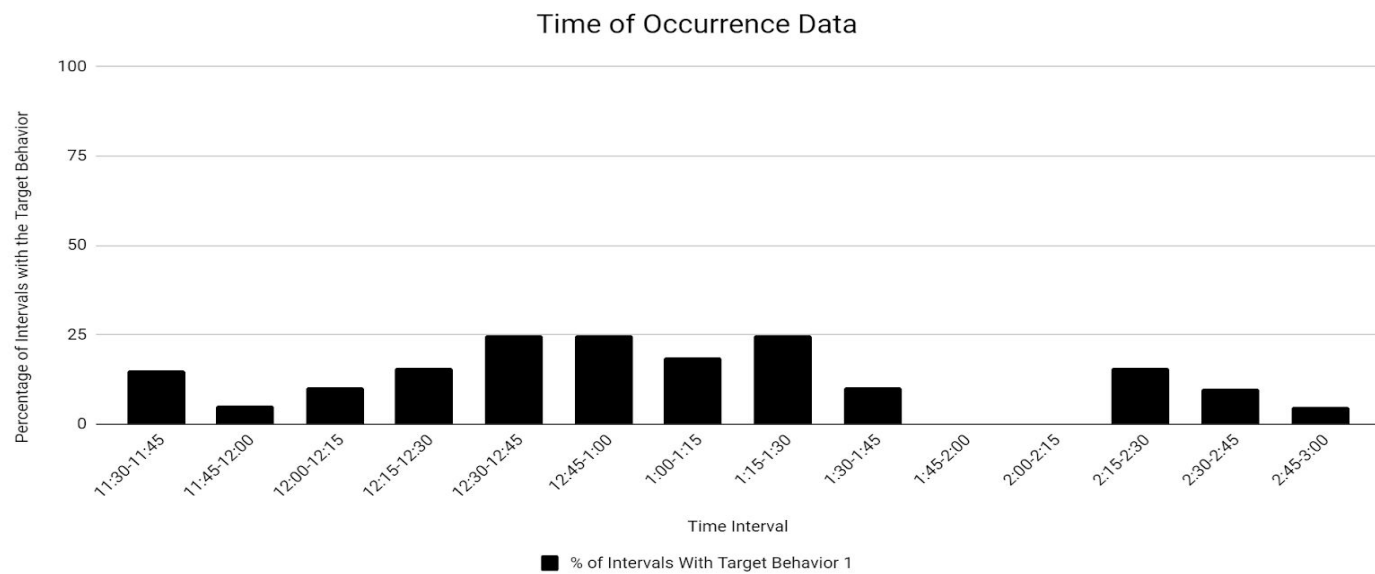
During structured interviews, both Special Education Teacher and Paraprofessional indicated that physical aggression is most likely to occur in the cafeteria. Special Education Teacher also noted that physical aggression is likely to occur in the hallway. However, during student observations conducted across 7 school days, episodes of physical aggression were most often observed in the SPED classroom, where Joey spends the majority of his school day. Of the 13 episodes of physical aggression observed during student observations, 12 episodes occurred in the SPED classroom and one episode occurred in the cafeteria.

During what type of activity is the target behavior most likely to occur?

During structured interviews, both Special Education Teacher and Paraprofessional indicated that physical aggression is most likely to occur when Joey is given tasks to complete. Paraprofessional noted that physical aggression is most likely during new/novel tasks. The special education teacher also noted that physical aggression is likely to occur during transitions from highly preferred items/activities to other tasks. During student observations, 10 of 13 episodes of physical aggression were observed during 1-to-1 instruction in the SPED classroom.

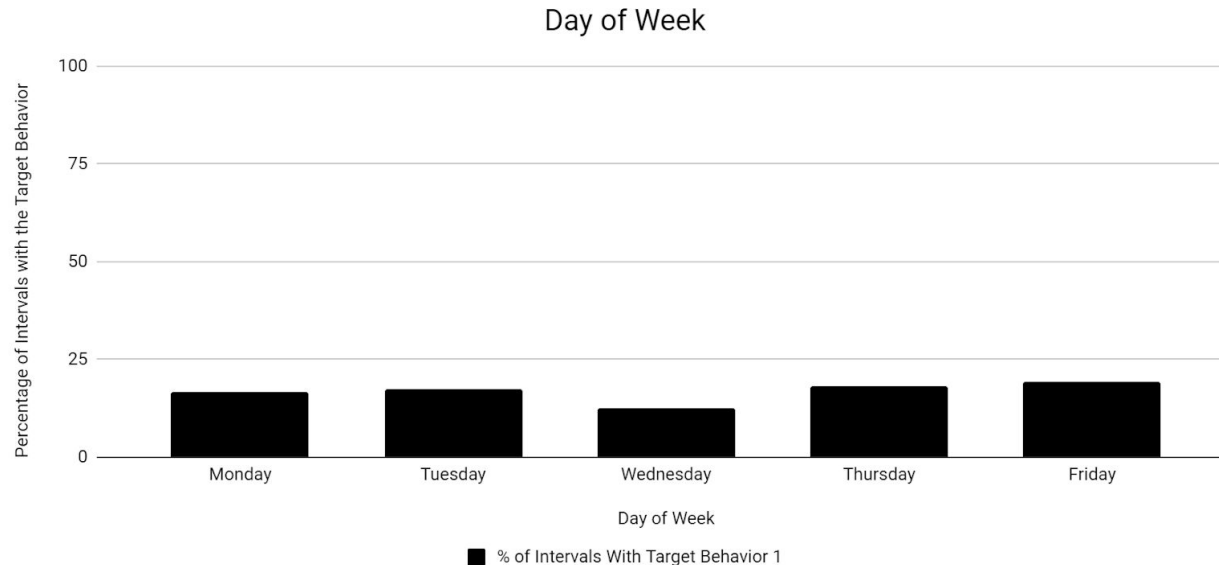
During what time of the day is the target behavior most likely to occur?

During the structured interview, both Joey's Special Education Teacher and the Paraprofessional who works with him on MWF indicated that physical aggression is most likely to occur from 9:30-10:15. Scatterplot data for the percentage of intervals that physical aggression occurred in each 15-minute time interval are summarized in the figures below. Physical aggression occurred most often from 8:30-8:45 (50% of intervals), 9:15-9:30 (45% of intervals), and 9:30-9:45 (60 % of intervals).



On what day of the week is the target behavior most likely to occur?

Scatterplot data indicate that physical aggression is equally likely to occur on all days of the week (see figure below).



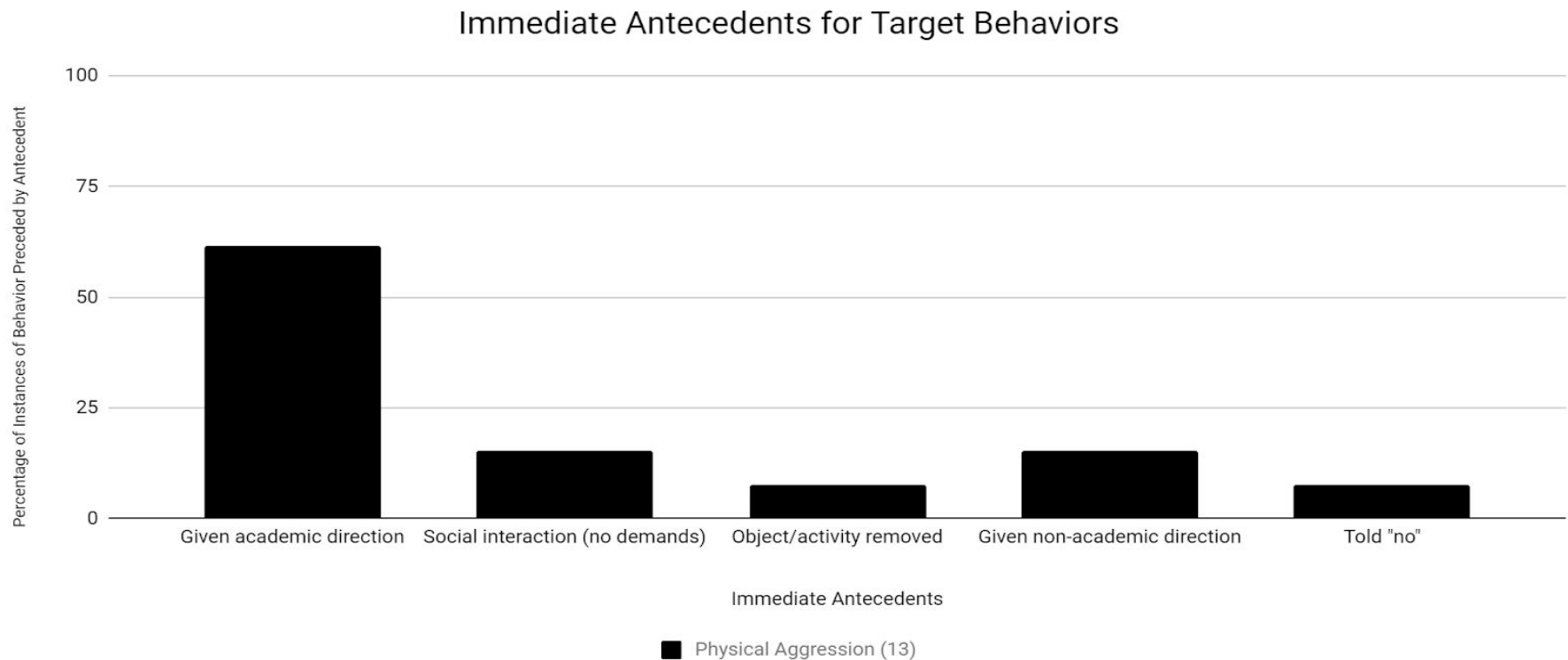
(A) Antecedent: Environmental events that occur IMMEDIATELY BEFORE occurrence of the target behavior. Consider interview responses, behavior rating scales, disciplinary records, student observations, etc.

Describe the antecedent events that most often occur before the target behavior. Are there any reactions/responses to lower level problem behaviors that often occur right before occurrence of the target behavior?

During structured interviews, both Special Education Teacher and Paraprofessional noted that giving a task demand often occurs right before instances of physical aggression, particularly when the demand is repeated multiple times. Initially, Joey may respond to the task demand by walking away or saying, "shut up". Then, when the demand is repeated, Joey may engage in physical aggression. Special Education Teacher also noted that new/novel demands sometimes precede physical aggression, as does an adult attempting to talk to or play with Joey when he is using

preferred items/activities. Paraprofessional noted that an obvious change to Joey's schedule (such as SLP entering the classroom at the time he typically works with Joey, but taking another student for therapy instead) sometimes precedes physical aggression.

The graph below depicts immediate antecedents for the 13 episodes of physical aggression recorded during student observations. Given an academic direction was the most common antecedent for physical aggression.



Are there any patterns in antecedents described across data sources?

Across both structured interviews and student observations, given a direction to engage in an academic task most commonly occurred before instances of physical aggression.

Are there any inconsistencies in antecedents described across data sources?

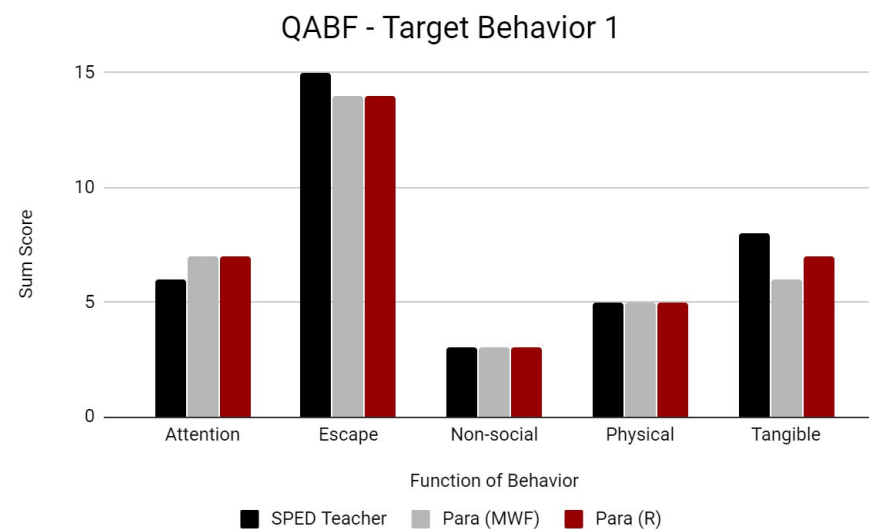
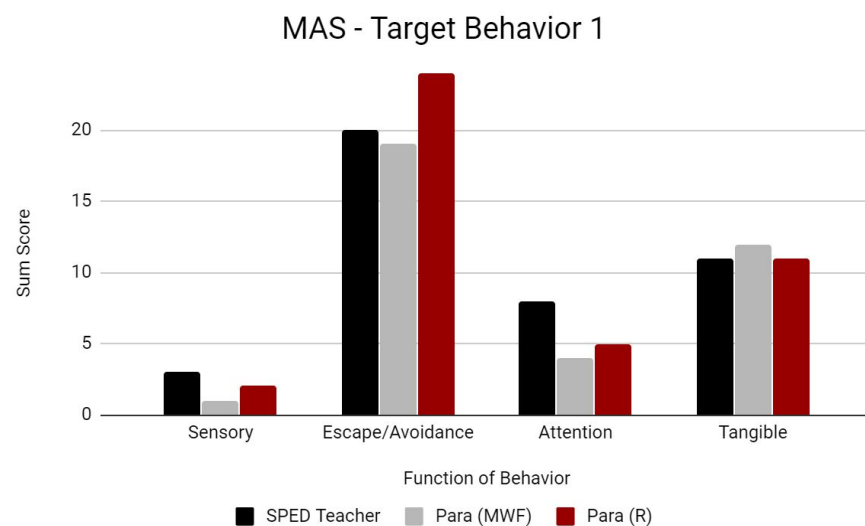
No significant inconsistencies were noted.

(C) Consequence: Environmental events that occur IMMEDIATELY AFTER occurrence of the target behavior. Consider interview responses, behavior rating scales, disciplinary records, student observations, etc.

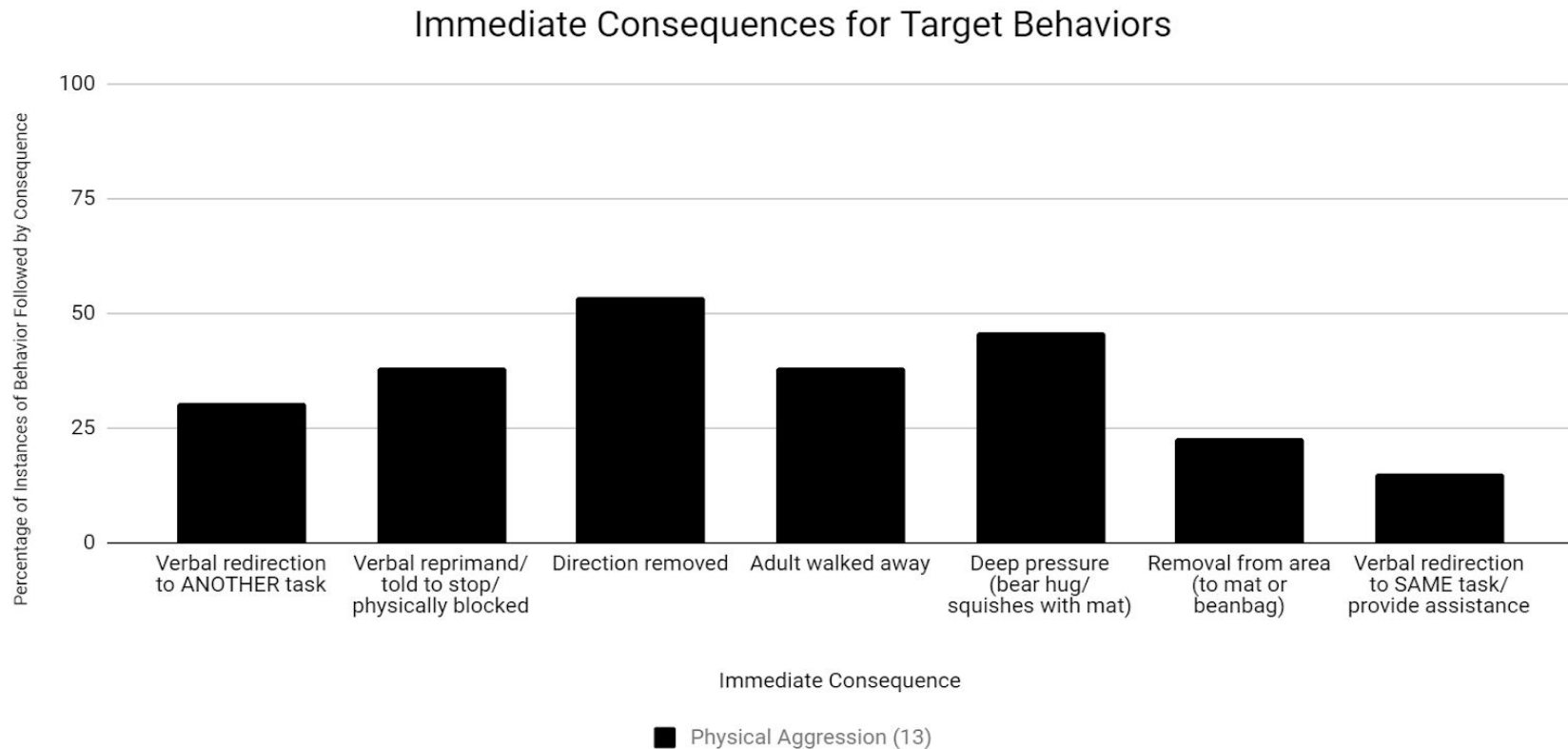
Describe the consequence events that most often occur after the target behavior. Consider changes to the physical environment, access to items/activities, demands or social interactions that end or are avoided, adult responses, peer responses, etc.

During structured interviews, both Special Education Teacher and Paraprofessional indicated that physical aggression is often followed by Joey being removed from the work area to a rug, mat, or bean bag (removing the task demand). Staff typically provide deep pressure and calming words. Handle with Care procedures are used in some instances. Special education teacher also noted that physical aggression sometimes results in the adult walking away and leaving Joey to play with his preferred items/activities alone. Paraprofessional noted that Joey is sometimes provided a different task/activity to engage in following instances of physical aggression.

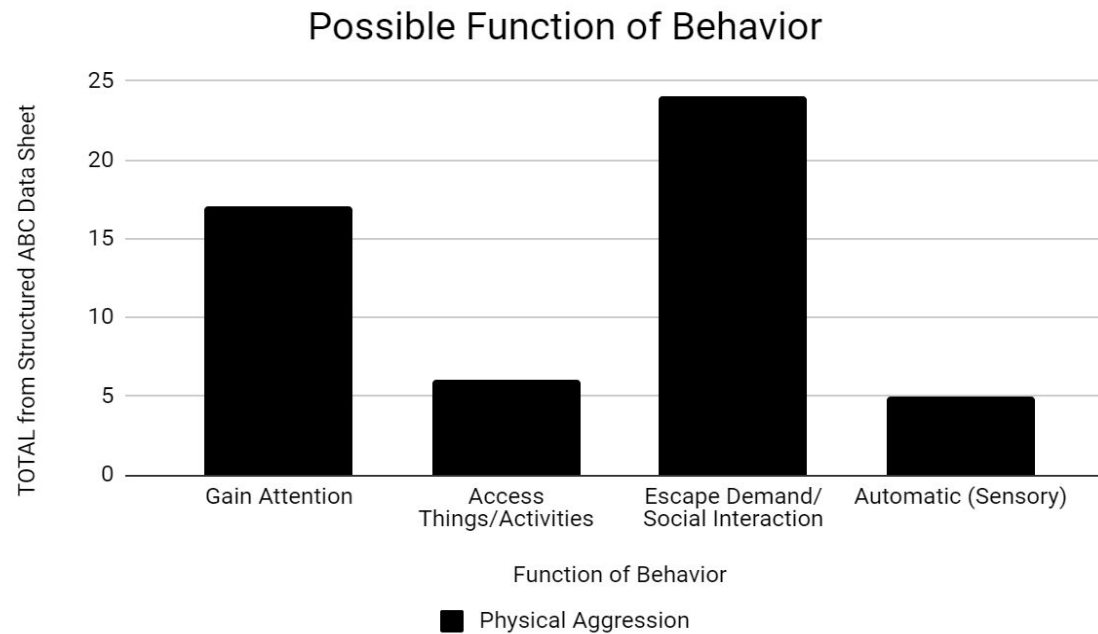
MAS and QABF behavior rating scales were completed by Special Education Teacher, Paraprofessional (MWF), and Paraprofessional (R). Both the MAS and QABF forms require the rater to indicate how consistently the target behavior occurs in the situation/context described in each item on the questionnaire. On the MAS rating scale, each item is rated on a Likert scale of 0 (never) to 6 (always). On the QABF rating scale, each item is rated on a Likert scale of 0 (never) to 3 (often). On both rating scales, each item is associated with a possible function of behavior. A sum is calculated for each possible function of behavior, with a higher sum indicating a greater likelihood that the target behavior serves that given function. Highest possible sum scores include 24 (MAS) and 15 (QABF). The figures below depict sum scores across the raters listed above. On both the MAS and QABF, each rater indicated that Escape/Avoidance is the most likely function of Joey's physical aggression.



The graph below depicts immediate consequences for the 13 episodes of physical aggression recorded during student observations. Direction removed and deep pressure (bear hug/squishes with mat) most often followed instances of physical aggression. Verbal reprimand/told to stop, adult walk away, and redirection to another task also sometimes followed physical aggression.



A sum for each possible function of behavior (attention, escape/avoidance, tangibles, and sensory) was calculated by combining information on antecedents and consequences for the 13 episodes of physical aggression recorded during student observations. For each possible function of behavior, a higher sum indicates a greater likelihood that the target behavior serves that given function. The figure below depicts the sum score for each possible function of behavior. Physical aggression most likely serves the function of escape/avoidance of demands or social interaction. Physical aggression also results in gaining adult attention.



Are there any patterns in consequences described across data sources?

Both structured interviews and student observations indicate that physical aggression is most often followed by removal of a direction and adult attention (in the forms of physical removal, deep pressure, verbal redirection, and/or verbal reprimand).

Behavior rating scales and a combined analysis of antecedents and consequences indicates that escape/avoidance of demands and/or social interaction is the most likely function of physical aggression.

Are there any inconsistencies in consequences described across data sources?

No significant inconsistencies were noted.

Setting Events: Events that occur outside the ABC sequence, but increase or decrease the likelihood of the target behavior. Setting events may be social, biological, physical, etc. in nature. Consider records reviewed, interview responses, behavior rating scales, student observations, etc.

Describe any setting events that make the target behavior MORE likely to occur.

During the structured interview, Paraprofessional indicated that physical aggression is more likely to occur on days when Joey's mother reports that he woke up at 2 AM or 3 AM and did not go back to sleep and/or when Joey comes to school hungry (requesting food first thing).

Describe any setting events that make the target behavior LESS likely to occur.

None noted.

Are there any patterns in setting events described across data sources?

None noted.

Are there any inconsistencies in setting events described across data sources?

Paraprofessional described two possible setting events, but the Special Education teacher did not note any possible setting events.

Develop a summary statement/hypothesis of the function(s) of the target behavior. Consider all data sources listed above.

<i>Setting Event(s):</i>	<i>Antecedent(s):</i>	<i>Target Behavior:</i>	<i>Consequence(s):</i>	<i>Hypothesized Function(s):</i>
-Woke up at 2 AM or 3 AM -Hungry upon arrival to school	-Given an academic direction, particularly when direction is repeated multiple times and/or task is new	-Physical Aggression	-Direction removed -Adult walk away -Deep pressure and calming words provided -Verbal reprimand -Verbal redirect to ANOTHER task	-Escape/Avoid direction and/or social interaction

Determine the Need for a Behavior Intervention Plan (BIP). Consider all of the information summarized in this report. *Checklist for Determining Need for Behavior Intervention Plan* is available for additional guidance for this determination.

Is a BIP needed to address the target behavior defined above? (circle or highlight one) **YES** NO

If YES, explain why a BIP is needed.

- Joey's physical aggression is dangerous to others in that all instances leave a mark that lasts longer than one minute, with many instances leaving lasting bruises or abrasions on school staff.
- Physical aggression occurred more than one time on most days; episodes of physical aggression lasted up to 13 minutes and sometimes required implementation of Handle With Care procedures for dangerous behaviors.
- A replacement behavior needs to be taught to effectively reduce the occurrence of the target behavior. Physical aggression likely serves an escape/avoidance function, and Joey does not have a socially appropriate way to escape/avoid demands or social interaction in his repertoire.

If NO, explain why a BIP is not needed.

What other actions will be taken to address the target behavior? Describe any programming changes, accommodations, modifications, or other behavior supports that will be implemented to address the target behavior.