




Functional Behavior Assessment Report -CONFIDENTIAL-		
Student Name: Adam D.	Date Of Birth: 9/14/2003	Report Date: 1/14/2014
School district: Your District Name Here	School: Test School2	Grade: 05
Gender: M	Assessment Dates: 1/6/14; 1/9/14; 1/14/14	IEP Date: 10/8/2014
Respondents/Contributors		
Ms. Silverman, Ms. Taylor, Mr. and Mrs. D		
Reason For Referral		
<p><i>North Union Middle School referred Adam for a functional behavior assessment (FBA) and behavior support plan (BIP) within his educational placements. Record review and staff interviews detail a history of interfering behaviors that have impeded Adam's ability to learn and access curriculum. These behaviors have included: disruptive behaviors and work refusal. Preventative recommendations and positive behavior supports are provided. The following report is based on direct observations over three days, clinical interviews, record review, and other functional behavior assessments.</i></p>		
Student Characteristics		
Strengths And Interests		
<p>Adam demonstrates strengths in several academic areas, including math. He is very interested in architecture. Adam has several friends and is generally liked by his classmates. Adam can be a true joy to have in class when he is following directions and trying his best.</p>		
Motivation Inventory		
Reinforcement Type	Details	
Toys And Objects	Leggos, video games, 1:1 time with mom and grandpa, soccer	
Privileges At School	Being first in line, special classroom jobs (e.g., office delivery)	
Favorite Topics	Interested in buildings and architecture	
Social Activities	Recess, imaginary play with peers	

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Instructional Strategies		
Effective:	Ineffective:	
<ul style="list-style-type: none"> • Warning Adam of upcoming transitions or difficult tasks • Using visual supports to support organization • Reminding Adam frequently that he is doing a good job 	<ul style="list-style-type: none"> • Rapid or unplanned transitions, especially away from a preferred activity or unfinished task • Whole group lecture • Threatening Adam with consequences when he is noncompliant 	
Target Behavior	Operational Definition	
Work Refusal	Not following teacher instructions, ignoring teacher instructions and re-directions, failure to initiate and complete tasks, verbal protest or refusal, increased voice volume, tearing materials, disrupting others during tasks	
Baseline Data		
<i>Average Frequency</i>		<i>Average Duration Per Instance</i>
2.62 / Day		10.48 Min
Setting Event and Antecedent Analysis		
Setting Events	Lack of sleep or irregular sleep patterns; Medication management	
Physical Environment	Classroom; Playground	
Time Of Day	Across most or all times of the school day	
Activities	Language arts activities; Writing tasks; Adaptive skill tasks	
Instructional/Tasks	Independent seat work or tasks	
Social	Number of people present; Tone of voice; Voice volume	
Transitions	To a non-preferred activity	
Behavior Chain		
Sit at his desk and start a writing task	 <p>Ignore my directions.</p> <p>Teacher restate the direction</p>	 <p>Whining, verbal protest, arguing.</p> <p>Disrupting adjacent students during tasks, emotional escalation</p>
		 <p>Work Refusal</p> <p>Property destruction</p>

Consequence Analysis		
Obtains	Activity Obtained	
Avoids	Activity Avoided Or Removed	
	Adam's work refusal behaviors often result in not completing the presented work.	
Discipline or emergency interventions		"Time-out" procedure; Suspension
Hypothesized Function(s)		
<i>Function</i>	<i>Specific</i>	<i>Details</i>
Escape/ Avoidance	<ul style="list-style-type: none"> To Avoid Or Escape An Activity 	During non-preferred academic lessons, when presented with reading or writing tasks, Adam often engages in work refusal behaviors, in order to avoid or escape reading and writing tasks.