



**\*\*CONFIDENTIAL\*\***

**Functional Behavior Assessment**

Student Name: Sample Resources

Student DOB: 1/1/2000

Report Date: 2/7/2020

<b>General Information</b>					
<i>Student Name</i>	<i>DOB</i>	<i>Gender</i>	<i>Grade Level</i>	<i>School</i>	<i>School District</i>
Sample Resources	1/1/2000	O	5	Elk Grove Elementary	EGUSD
<i>Contributors</i>			<i>Assessment Dates</i>		<i>Meeting Date</i>
Teacher, School Psychologist, BCBA			11/4/2019, 11/7/2019, 11/11/2019		12/10/2019
<i>Reason for Referral</i>					
<p>(The following FBA and BIP reports provide an example of function-based assessment and corresponding behavior supports for a student exhibiting persistent problem behaviors primarily functioning to escape-avoid non-preferred academic tasks.)</p> <p>Example School referred student for a functional behavior assessment (FBA) and behavior intervention plan (BIP) within his educational placements. Direct observations, record review, and staff interviews detail a history of interfering behaviors that have impeded student'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.</p>					
<i>Assessment Results</i>					
Baseline: Averages 4 out of 5 instances during non-preferred reading or writing tasks; duration averages 15 minutes with a range of 5 - 60 minutes.					

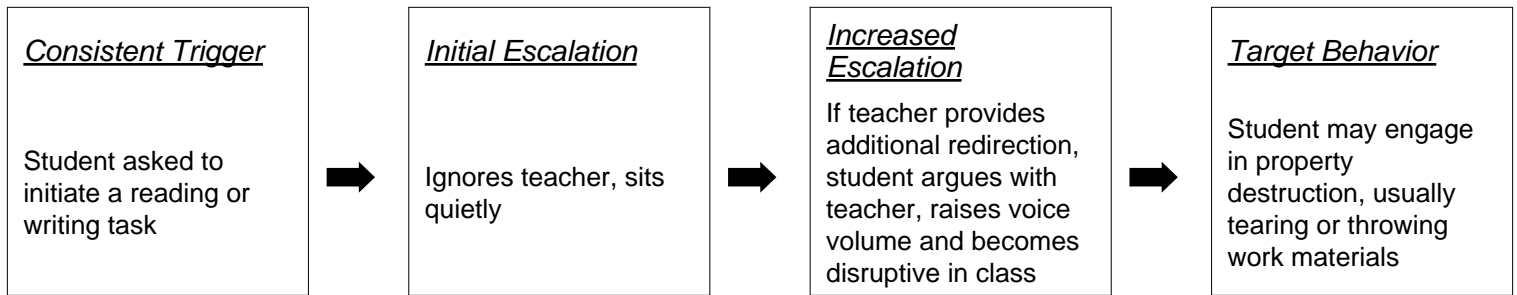
<b>Student Characteristics</b>	
<i>Strengths and Interests</i>	
Student is well liked by his peers and enjoys art activities, music, and reading about the solar system and space.	
<i>Reinforcement Inventory</i>	<i>Details</i>
Food	Popcorn, chips, snacks
Classroom activities	Leadership responsibilities, classroom jobs
Ability to avoid work, work pass	Homework passes
Privileges at home	Video game privileges

<b>Target Behavior</b>	<b>Operational Definition</b>
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.

<b>Antecedent Analysis</b>	
<i>Antecedent</i>	<i>Trigger(s)</i>

Setting Event	Arriving late to school, Changes in routine
Transitions	To a non-preferred activity
Instructional / Tasks	Asked to initiate a task, Difficult task presented, Independent seat work or tasks, Large group instruction, Non-preferred task presented, Novel tasks
Activities	Math tasks, Reading tasks, Writing tasks
Physical Environment	Classroom

**Behavior Chain**



**Consequence Analysis**

Consequence Type	Consequence(s)	Details
Discipline or Emergency Interventions	Office discipline referral, Suspension	Student has been sent to the office for prolonged periods of disruption in the classroom. Student was suspended twice in Fall 2019 for unsafe behaviors.
Escapes or Avoids Something	Activity avoided or removed	Work refusal and disruptive behaviors often result in the student avoiding non-preferred academic tasks.
Obtains Something	Negative adult attention provided	Work refusal does often result in negative staff attention in the form of redirection. However, many times staff have ignored the behaviors and student will sit quietly at desk.

**Hypothesized Function(s)**

Function	Specific	Details
Escape or Avoidance	To avoid or escape academic task(s)	During non-preferred academic tasks, specifically reading and writing tasks, student often ignores teacher instructions and refuses to follow directions, in order to avoid or escape the presented tasks.

**Signatures**

Name	Signature	Date