

FBA Case Studies

Justin:

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –TEACHERS/STAFF

Student Name Justin Age: 8 Grade: 3rd Date: Feb. 3, 2000

Person (s) interviewed: Mrs. Murphy (3rd grade teacher)

Interviewer Chris (Action Team member)

Student Profile: What is the student good at or what are some strengths that the student brings to school?

Justin is very smart and can be very charming and fun to be around when he's in a good mood. He is also very motivated to succeed in school and really wants to do well. He's good at reading.

STEP 1: INTERVIEW TEACHER

Description of the Behavior

<p>What does the problem behavior(s) look like? <i>Disrupting class – hitting his desk hard with his hands, stomping his feet, whining, crying, Crumpling up his paper and throwing it on the ground</i></p> <p>How often does the problem behavior(s) occur? <i>It usually occurs about once or twice a day</i></p> <p>How long does the problem behavior(s) last when it does occur? <i>It usually lasts about 10 minutes, but sometimes longer if he doesn't turn things around</i></p> <p>What is the intensity/level of danger of the problem behavior(s)? <i>Problem is mainly disruptive, it's not a danger concern</i></p>
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Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood/Intensity of Problem Behavior	Specific Problem Behavior
8:35-9:35	Math	Mrs. Murphy	Low 1 2 3 4 5 6 High	Whining, crying, throwing paper
9:45-10:30	Language Arts	Mrs. Murphy	1 2 3 4 5 6	Stomping, whining
10:45-11:30	Story/ Language Arts	Mrs. Murphy	1 2 3 4 5 6	Stomping, whining
11:30-12:10	Lunch/ Recess	Staff	1 2 3 4 5 6	Hitting, kicking other kids
12:10-12:45	Handwriting	Mrs. Murphy	1 2 3 4 5 6	Stomping/ whining
12:45-1:25	PE/Music	Mrs. Smith/Mr. Jones	1 2 3 4 5 6	Whining
1:40-2:40	Science	Mrs. Murphy	1 2 3 4 5 6	Whining, crying, throwing paper

Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

Individual work in math and science, less often when Justin doesn’t understand what to do in other subjects. Competitive academic activities when Justin is not winning or doing well.

When is the problem behavior most likely to occur? (times of day and days of the week)

During Math and Science, any day of the week

When is the problem behavior least likely to occur? (times of day and days of the week)

In music or P.E.

Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

If Justin misses breakfast, if there are problems at home the night before, and Justin’s history of difficulties in math and science

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

Teacher ignores Justin initially, then tells him not to get upset and that he doesn’t have to do the work.

- - - - - End of Interview - - - - -

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>History of math failure</i>	<i>Difficult math problem - indiv. work</i>	<i>1. Stomping, crying, throwing paper</i>	<i>Teacher ignores; he doesn’t have to do work</i>
<i>History of science failure</i>	<i>Difficult science problem - indiv. work</i>	<i>2 .Stomping, crying, throwing paper</i>	<i>Teacher ignores; he doesn’t have to do work</i>

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. Justin engages in stomping, crying, and throwing paper because it gets him out of difficult math work.
2. Justin engages in stomping, crying, and throwing paper because it gets him out of difficult science work
3. _____

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –STUDENTS

Student Name Justin Age: 8 Grade: 3rd Date: Feb. 4, 2000

Interviewer Chris (Action Team member)

Student Profile: What are things that you like to do, or do well, while at school? (E.g. activities, classes, helping others, etc.) Playing tetherball, playing basketball, reading, and handwriting

STEP 1: INTERVIEW STUDENT

Description of the Behavior

What are some things you do that get you in trouble or that are a problem at school? (e.g. talking out, not getting work done, fighting, etc.)

Throwing things, fighting, walking around in class, crumpling up my math papers

How often do you throw things, crumple up papers, etc. ? (Insert the behavior listed by the student)

During math almost everyday

How long does throwing things, crumpling up papers, etc. usually last each time it happens?

A couple minutes

How serious is throwing things, crumpling up papers, etc. ? (Do you or another student end up getting hurt? Are other students distracted?)

Other students can't do their work sometimes

Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood/Intensity of Problem Behavior	Specific Problem Behavior
8:35-9:35	Math	Mrs. Murphy	Low 1 2 3 4 5 6	Throwing things, crumple paper
9:45-10:30	Language Arts		1 2 3 4 5 6	
10:45-11:30	Story/ Language Arts		1 2 3 4 5 6	
11:30-12:10	Lunch/ Recess		1 2 3 4 5 6	
12:10-12:45	Handwriting	Mrs. Murphy	1 2 3 4 5 6	Throwing things, crumple paper
12:45-1:25	PE/Music		1 2 3 4 5 6	
1:40-2:40	Science	Mrs. Murphy	1 2 3 4 5 6	Throwing things, crumple paper
			1 2 3 4 5 6	
			1 2 3 4 5 6	

Summarize Antecedent (and Setting Events)

What kinds of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)
When the teacher makes me do hard math problems

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)
During math

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)
During P.E. or recess

Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you’ll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher’s reaction, how do other student’s react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)
Sometimes the teacher doesn’t do anything. Sometimes she tries to help me or tells me it’s OK. Sometimes she lets me work on other stuff that’s easier to do.

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STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>History of math failure</i>	<i>Difficult math problem – indiv. work</i>	<i>1. Stomping, crying, throwing paper</i>	<i>Teacher ignores; he doesn’t have to do work</i>
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. *Justin is having a “tantrum” to get out of work that he thinks is too difficult for him* _____
2. _____
3. _____

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N)
 (a) Setting Events N (b) Antecedents Y (c) Behaviors Y (d) Consequences Y (e) Function Y

How confident are you that your testable explanation is accurate?
 Very sure So-so Not at all
 6 5 4 3 2 1

STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1, 2 or 3, you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 4, 5, or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behavior	Consequence
<i>History of math failure noted by teacher</i>	<i>Teacher asks the class to do individual seat work</i>	<i>1. Justin says “this is stupid”, crumples his paper, and looks like he’s going to cry</i>	<i>Teacher tries to help; he doesn’t have to do work</i>
<i>History of science failure noted by teacher</i>	<i>Teacher expects the class to work on science worksheets</i>	<i>2 .Justin kicks his desk repeatedly, rips paper and puts head down on desk</i>	<i>Teacher ignores tantrum; he sits at desk for rest of period without working</i>

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

- Justin gets out of math work
- Justin gets out of science work

STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

a) Setting Events Y (b) Antecedents Y (c) Behaviors Y (d) Consequences Y (e) Function Y

Was there agreement between the Student Interview and the Observation? Y/N

a) Setting Events N (b) Antecedents Y (c) Behaviors Y (d) Consequences Y (e) Function Y

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?

During math and science, Justin is having tantrums (see above for description) because it is an effective to get out of doing work that he perceives as too difficult for him