

Mary:

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –TEACHERS/STAFF

Student Name Mary Age 13 Grade: 8 Date: 1/10/00

Person (s) interviewed: Mr. Ramsey (School Counselor), Mr. Atkins (Social Studies and Health teacher)

Interviewer Mrs. Nelson (Educational Assistant/Action Team member)

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

 She is popular among many of the other eighth-grade boys and girls. She has the potential to be a leader since other kids listen to what she tells them to do. Volunteers to help in office (often to try to get out of class though)

STEP 1: INTERVIEW TEACHER

Description of the Behavior

<p>What does the problem behavior(s) look like? <i>M. wears short skirts, midriff t-shirts or other <u>provocative clothes</u> to school; M. gets in verbal fights with other girls over boys. <u>Calls the girls names</u>. Tries to get the boys to get mad at the other girls or protect her from other girls; M. becomes very upset over breakups with boyfriends. <u>Will not work</u>. Comes to class <u>teary-eyed</u> and keeps head down on desk throughout class period.</i></p> <p>How often does the problem behavior(s) occur? <i><u>Inappropriate clothes</u> – 3 times in 3 months; <u>Verbal name-calling</u> towards other girls – about once a week; Break-ups or problems with boyfriend seems to happen pretty frequently. Has related <u>trouble in class</u> probably once per week.</i></p> <p>How long does the problem behavior(s) last when it does occur? <i><u>Inappropriate clothes</u> – student is sent home to change as soon as a teacher notices. Usually by first period; <u>Verbal name-calling</u> – usually goes on in morning before first bell. Probably goes on for 20 minutes since she and friends get to school early; <u>Teary-eyed work refusal</u> – can last all class period</i></p> <p>What is the intensity/level of danger of the problem behavior(s)? <i><u>Inappropriate clothes</u> – not dangerous; <u>Verbal name-calling</u> – students make threats to fight, but no fights (that we know of) have occurred; <u>Teary-eyed work refusal</u> – intense enough that she doesn't get work done and neither do any of the girls/boys around her who are worried about her</i></p>

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
Before School 8:10-8:30	Sitting in commons area talking to peers	Other eighth-grade girls/boys	Low 1 2 3 4 5 High 6	Name-calling, Threats to fight
1/2 Block 8:30-9:50	Social Studies/Health	Mr. Atkins (teacher)	1 2 3 4 5 6	Provocative clothes, Teary, work refusal
3/4 Block 9:55-11:15	English/Language Arts	Ms. Michelson	1 2 3 4 5 6	Teary, work refusal
Lunch 11:20-11:50	Waits in line and sits in cafeteria with friends	Other eighth-grade boys/girls	1 2 3 4 5 6	Name-calling, Threats to fight
5/6 Block 11:55-1:15	Math/Science	Mr. Ames (teacher's aide)	1 2 3 4 5 6	Teary, work refusal
Homeroom 1:20-1:50	Study skills/Conflict resolution/Homework	Ms. Jensen	1 2 3 4 5 6	Teary, work refusal
7/8 Block 1:55-3:15	Home Economics/Child Development		1 2 3 4 5 6	
After School 3:15-3:30	Sits in commons area till mother picks her up	Other eighth-grade boys/girls	1 2 3 4 5 6	Name-calling, Threats to fight

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.)

Provocative clothes – no predictors, happens after it's been a month or so since the last time she got sent home to change; Name-calling towards other girls – happens when adults are not around, when she's left to spend time with girls in the morning, Teary, work refusal – happens after she gets in a fight with a boyfriend or if another girl tells her a boy said something bad about her

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

Provocative clothes – no apparent pattern, 1st teacher is a male teacher may have something to do with it; Name-calling – happens more frequently before school (less supervision available in morning), doesn't happen in class, almost always happens the day of school party or dance; Teary-work refusal, - although it has happened in all her academic classes, typically happens more in 1/2 Block and 5/6 Block when she has a male teacher or teacher's aide

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

Doesn't seem to have too much trouble in lunch, 3/4 Block or Homeroom; Has never had trouble in Home Economics/ Child Development

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.) *Upcoming school dance or party seems to*

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.) *Provocative clothes – Other kids gawk or tell her she's "lookin' good". Mr. Atkins sends her to office. Her mother is called and she either has to go home to change clothes or her mother brings her a set of appropriate clothes; Name-calling – she and other girls get louder and more aggressive with names, M. gets upset and comes to counseling office to tell Mr. Ramsey the problem, M. and other girls have to use conflict management procedures; Teary, work-*

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

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>Hasn't happened for a while (?)</i>	<i>No apparent pattern or predictor</i>	<i>1. Wearing provocative clothes</i>	<i>Mr. Atkins sends her to office. Parent called and she has to change clothes</i>
<i>School dance or party (?)</i>	<i>Unsupervised in morning, hanging out with other girls</i>	<i>2. Name calling</i>	<i>Complains to counselor (Mr. Ramsey) and use conflict resolution</i>
<i>School dance or party (?)</i>	<i>Fight with boyfriend prior to class (esp. before 1/2 and 5/6 blocks, but expected to work still</i>	<i>3. Teary-eyed, work refusal</i>	<i>Concern expressed by Mr. Atkins or Mr. Ames. Also peers around her try to make her feel better</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. To get attention from her peers (for looking provocative); To get attention from adults (who have to fix problem)*
- 2. To show peers she's angry at them and to get attention from an adult male*
- 3. To deal with her emotional distress and to get attention from male adults or from peers*

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –STUDENTS

Student Name Mary Age: 13 Grade: 8 Date: 1/11/00

Interviewer Mrs. Nelson (Educational Assistant/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.) I like hanging out with my friends and my boyfriend. I like Mr. Atkins and Mr. Ames and Mr. Ramsey 'cause they're so nice. I like helping out in the office, and my Home Ec./Child Development class is pretty cool.

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.) 1) I get sent home all the time for wearing clothes that they think are too short or something. 2) I don't really get in trouble for it, but I get into fights with some of the other girls – they think they're so cool and they can take my boyfriend away from me. So I call 'em names and tell 'em I'm going to kick their butt after school if they don't shut up.

How often do you _____ ? (Insert the behavior listed by the student)
I think I've been sent home three or four times already this year for wearing clothes they don't like. I don't get in fights that much. Maybe we get into arguments like once a week or so.

How long does _____ usually last each time it happens?
I usually only get to wear the clothes till first block 'cause that's the first time a teacher notices and then Mr. Atkins sends me to the office. Sometimes the arguments can last all day because I'm still mad at those girls for saying what they did about me and my boyfriend.

How serious is _____? (Do you or another student end up getting hurt? Are other students distracted?)
Nobody gets hurt with the clothes. Just my mom gets mad 'cause she has to come to school with new clothes. Nobody gets hurt with the arguments either. We just say we're going to kick butt but really we don't or I get my boyfriend to say he'll protect me.

Description of the Antecedent

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood/Intensity of Problem Behavior	Specific Problem Behavior
Before School 8:10-8:30	Sitting in commons area talking to peers	J., R., A. (names specific girls)	Low High 1 2 3 4 5 6	Name-calling, threats to fight
1/2 Block 8:30-9:50	Social Studies/Health	Mr. Atkins	1 2 3 4 5 6	Wearing clothes that are too short
3/4 Block 9:55-11:15	English/Language Arts		1 2 3 4 5 6	
Lunch 11:20-11:50	Waits in line and sits in cafeteria with friends	L., J., A., N. (names specific girls)	1 2 3 4 5 6	
5/6 Block 11:55-1:15	Math/Science		1 2 3 4 5 6	
Homeroom 1:20-1:50	Study skills/Conflict resolution/Homework		1 2 3 4 5 6	
7/8 Block 1:55-3:15	Home Economics/Child Development		1 2 3 4 5 6	
After School 3:15-3:30	Sits in commons area till mother picks her up	J., R., A. (names specific girls)	1 2 3 4 5 6	Name-calling, threats to fight

Summarize Antecedent (and Setting Events)

What kind 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.)

Inappropriate clothes – when my mom gets her paycheck, she usually let's me go shopping with my friends at the mall and then I wear my new clothes to school the next day; Name-calling – we're just sitting around waiting for the bell to ring and we start making stuff up about each other's boyfriends or else someone will try to steal someone else's boyfriend for the Friday night dance.

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

Inappropriate clothes – I always get in trouble by first block. Name-calling – that usually happens in the morning. Sometimes we get into it after school, but not as much.

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)

Inappropriate clothes – whenever I don't get money from my mom to go shopping.; Name calling – we never do that during class and mostly we don't do it at lunchtime either. There's usually more teachers around at lunch so even if we did get into it, they'd tell us to stop. Plus Mr. Ramsey (school counselor) isn't around at lunchtime for us to talk to.

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? (mixed medication, history of academic failure)

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.)

Inappropriate clothes – My friends and the boys think I look pretty cool. Mr. Atkins sends me down to the office. Then they call my mom. Then my mom has to bring new clothes. She gets pretty mad at them for making me change clothes all the time. Sometimes though, I wear stuff that I think I'm going to get in trouble for, and they let me wear it all day. Name-calling – pretty much, I get really mad at

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STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>Receives money to go shopping</i>	<i>Goes shopping on her own and chooses short skirts, etc.</i>	1. <i>Wearing provocative clothes</i>	<i>Sometimes gets sent to office to change clothes. Sometimes gets to wear clothes. Peer compliments</i>
<i>Been in a fight for a while with a specific girl, school dance on that day</i>	<i>Before school, not very much adult supervision, Hanging out with other female friends</i>	2. <i>Name Calling</i>	<i>Arguments aren't noticed by adults and continue to escalate. When upset enough, she goes to counselor. He has them work it out.</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.)

- She likes to wear new clothes. Likes the adult and peer attention she receives.*
- She perceives threats to her "boyfriend relationship" and tries to protect it. She gets attention from an adult male.*
- _____

