

Sammy:

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –TEACHERS/STAFF

Student Name Sammy Smith Age: 6 Grade: 1 Date: 2/3/2000

Person (s) interviewed: Mrs. Jones

Interviewer Sarah (Action Team member)

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

Sammy is full of energy and has a good sense of humor.

STEP 1: INTERVIEW TEACHER

Description of the Behavior

<p>What does the problem behavior(s) look like? <i>Sammy yells, screams, refuses to complete his work, and tells the teacher she's mean.</i></p> <p>How often does the problem behavior(s) occur? <i>about three times a week.</i></p> <p>How long does the problem behavior(s) last when it does occur? <i>Fifteen minutes. Then he is sent to the office.</i></p> <p>What is the intensity/level of danger of the problem behavior(s)? <i>Not dangerous, just disruptive.</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
			Low 1	2	3	4	5	High 6	
8:00	Math		1	2	3	4	5	6	
9:00	Reading	Mrs. Jones	1	2	3	4	5	6	Given work: he yells, refuses work
10:00	Recess		1	2	3	4	5	6	
10:15	Spelling	Mrs. Jones	1	2	3	4	5	6	Given work: he yells, refuses work
11:15	Lunch		1	2	3	4	5	6	
11:45	Social Studies		1	2	3	4	5	6	
12:45	PE/Music		1	2	3	4	5	6	
1:45	Science		1	2	3	4	5	6	
2:45	Art/ Computers		1	2	3	4	5	6	
			1	2	3	4	5	6	

Summarize **A**ntecedent (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.)

When the teacher asks him a question, gives him independent seatwork, or difficult work

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

During reading or spelling, after about 15 minutes into the class

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

Any other class period. He doesn’t have problems with activities he views as fun.

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.)

There could be problems at home, teacher isn’t sure.

Description of the **C**onsequence

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 verbally reprimands him, and then sends him to the office if he continues. Sometimes he is sent to the office without his work. Sometimes they have work packets available for him to work on.

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

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>In reading or spelling</i>	<i>Teacher asks him a question, or gives independent seatwork that may be difficult.</i>	<i>1. Sammy yells, screams, and refuses to do his work.</i>	<i>He is often sent to the office without his work or is expected to do “busywork”: escapes the difficult work</i>
		<i>2.</i>	
		<i>3.</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. *In reading or spelling, when Sammy is expected to do related work, he yells and refuses to do work which is effective in getting him out of the work because he is often sent to the office*

2. _____

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW –STUDENTS

Student Name Sammy Age: 6 Grade: 1 Date: 2/4/2000

Interviewer Sarah (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.) He likes recess, and computer classes. He also likes to draw.

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.)

He yells at the teacher and doesn't do his work

How often do you _____ ? (Insert the behavior listed by the student)

I don't know. Yesterday and today

How long does _____ usually last each time it happens?

Not very long. He usually has to go to the office

How serious is _____? (Do you or another student end up getting hurt? Are other students distracted?)

Nobody gets hurt, just I get in trouble

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
			Low 1	2	3	4	5	High 6	
8:00	Math		1	2	3	4	5	6	
9:00	Reading	Mrs. Jones	1	2	3	4	5	6	Yelling, doesn't do his work
10:00	Recess		1	2	3	4	5	6	
10:15	Spelling	Mrs. Jones	1	2	3	4	5	6	
11:15	Lunch		1	2	3	4	5	6	
11:45	Social Studies		1	2	3	4	5	6	
12:45	PE/ Music		1	2	3	4	5	6	
1:45	Science		1	2	3	4	5	6	
2:45	Art/ Computers		1	2	3	4	5	6	
			1	2	3	4	5	6	

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.)

He hates reading, and said he hates his teacher. He always feels stupid in class.

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

During reading class. That is the only time he says he gets mad and yells.

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

At recess, P.E., music, and computers

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.)

His teacher gets mad and starts to yell at him. Then she gives up and he has to go to the office. He reported that he doesn’t really care if he has to go to the office because he gets to color worksheets when he gets there.

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

STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
<i>In reading class</i>	<i>Given work to do, or asked a question</i>	<i>1. Yells and refuses to do his work</i>	<i>Is sent to the office where he colors.</i>
		<i>2.</i>	
		<i>3.</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. *In reading class, if Sammy is expected to work, he yells and refuses to work so that he can escape reading and be able to color in the office*
2. _____

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 ?_ (b) Antecedents Y_ (c) Behaviors Y_ (d) Consequences __Y (e) Function _Y_

How confident are you that your testable explanation is accurate?
 Very sure 6 5 4 So-so 3 2 Not at all 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>In reading</i>	<i>Asked a question</i>	<i>1. Yelled, "I don't know!" "I hate this!"</i>	<i>Verbal reprimand from teacher</i>
<i>In reading</i>	<i>Given independent seatwork</i>	<i>2. Screamed, "I hate this stupid class and I hate you!"</i>	<i>Sent to the office without his work. Given crayons and paper</i>
<i>In spelling</i>	<i>Given worksheet and told to complete it.</i>	<i>3. Said, "I'm not doing anything and you can't make me."</i>	<i>Sent to the office without his work. Given crayons and paper</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. Sammy is trying to escape difficult work
2. Sammy is trying to escape difficult work
3. Sammy is trying to escape difficult 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 _Y_ (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?

Sammy yells and refuses to do work when he is asked a question or given independent seatwork in reading or spelling class. He yells and escalates his behavior until the teacher sends him to the office where he is allowed to color. Sammy gets out of doing difficult work in math and is rewarded with a preferred activity.