FBA Case Study

Directions:

As a team, read through this case study. Use the FBA Case Study to complete the PTR-FBA Checklist. Finalize both the Summary & Hypothesis tables.

1. Identify the problem behavior hypothesis (*When, Then, As a Result*).

2. Identify a replacement behavior the student needs to be taught (*replace the 'Then' part of the hypothesis only*).

> **Lisa** is a student who exhibits tantrums and aggressive behaviors.
> *- To make this relevant, choose a grade level for Lisa based on your context.*
>
> **Problem/Target Behavior:** Lisa yells or screams and throws objects or hits.

It is reported that Lisa shows aggressive behavior during English/Language Arts class only, which happens to be in the morning. The class is very structured and follows the same routine every day. First, students are expected to read their book in groups, followed by independently writing in their journal. Lisa's favorite activities are working on the computer and working with peers, especially one-on-one with a peer. She is friendly and enjoys interacting with others.

Mr. Stevens, the English/Language Arts teacher, maintains a very pleasant classroom: it's clean, quiet, and maintains a perfect temperature. He creates a nice learning space for all. Mr. Stevens has reported that Lisa tends to be aggressive when he asks her to write in her journal independently after she is finished reading her book in groups. When Lisa gets upset she tends to exhibit aggressive behavior, sometimes she yells/screams, other times she throws things or hits. That kind of behavior is unacceptable, so every time Lisa shows aggression Mr. Stevens places her outside his room for the rest of the class period. Mr. Stevens reports that sending her outside the classroom is not working, Lisa continues to show aggressive behaviors during his class and he has asked the PBIS team to conduct a Functional Behavioral Assessment (FBA) to identify a problem behavior hypothesis and a replacement behavior.

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─── **PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST** ───

Problem behavior: _____   Person responding: _____   Student: _____

△ **Appendix 4.1.**

PTR Functional Behavior Assessment Checklist

Directions:

1. The following Prevent-Teach-Reinforce (PTR) functional behavioral assessment (FBA) has three sections—Prevent, Teach, and Reinforce—and is 6 pages in length.

2. Complete one FBA for each problem behavior targeted on the behavior rating scale (BRS). For example, if both *hitting others* and *screaming* are listed on the BRS, two FBAs will be completed.

3. Do not complete the assessment on any prosocial/desired behaviors targeted on the BRS.

4. List the problem behavior on the top of each assessment form to ensure responses are given for that behavior only.

5. Answer each question by checking all the appropriate areas that apply, or by writing the response(s) that best describe events related to the problem behavior specified.

PTR Functional Behavior Assessment	**PREVENT Component**

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

❑ Morning ❑ Before meals ❑ During meals ❑ After meals ❑ Arrival

❑ Afternoon ❑ Dismissal   Other:_____

1b. Are there *times of the school day* when problem behavior is *least likely* to occur? If yes, what are they?

❑ Morning ❑ Before meals ❑ During meals ❑ After meals ❑ Arrival

❑ Afternoon ❑ Dismissal   Other:_____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

❑ Reading/LA ❑ Writing ❑ Math ❑ Science

❑ Independent work ❑ Small-group work ❑ Large-group work ❑ Riding the bus

❑ One-on-one ❑ Computer ❑ Recess ❑ Lunch

❑ Free time ❑ Peer/cooperative work ❑ Centers ❑ Discussions/Q&A

❑ Worksheets, seatwork ❑ Specials (specify) _____ ❑ Transitions (specify) _____

Other: _____

2b. Are there *specific activities* when cooperative and prosocial behavior is *very likely* to occur? What are they?

❑ Reading/LA ❑ Writing ❑ Math ❑ Science

❑ Independent work ❑ Small-group work ❑ Large-group work ❑ Riding the bus

❑ One-on-one ❑ Computer ❑ Recess ❑ Lunch

❑ Free time ❑ Peer/cooperative work ❑ Centers ❑ Discussions/Q&A

❑ Worksheets, seatwork ❑ Specials (specify) _____ ❑ Transitions (specify) _____

Other: _____

—————— PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST ——————

Problem behavior: _____ Person responding: _____ Student: _____

Prevent component (continued)

3a. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of problem behavior? If so, who are they?

❏ Peers (specify) _____   ❏ Bus driver

❏ Teacher(s) (specify) _____   ❏ Parent

❏ Paraprofessional(s) (specify) _____

❏ Other school staff (specify) _____

❏ Other family member (specify) _____

Other: _____

3b. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of cooperative and prosocial behavior? If so, who are they?

❏ Peers (specify) _____   ❏ Bus driver

❏ Teacher(s) (specify) _____   ❏ Parent

❏ Paraprofessional(s) (specify) _____

❏ Other school staff (specify) _____

❏ Other family member (specify) _____

Other: _____

4. Are there *specific circumstances* that are associated with a high likelihood of problem behavior?

❏ Request to start task   ❏ Task too difficult   ❏ Transition

❏ Being told work is wrong   ❏ Task too long   ❏ Student is alone

❏ Reprimand or correction   ❏ End of preferred activity ❏ Unstructured time

❏ Told "no"   ❏ Task is boring   ❏ Novel task

❏ Seated near specific peer   ❏ Peer teasing or comments   ❏ Change in schedule

❏ Task is repetitive (same task daily)   ❏ Removal of preferred item

❏ Start of nonpreferred activity   ❏ Down time (no task specified)

❏ Teacher is attending to other students

Other: _____

5. Are there conditions in the *physical environment* that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions….

❏ Yes (specify) _____

❏ No

6. Are there circumstances *unrelated to the school setting* that occur on some days and not other days that may make problem behavior more likely?

❏ Illness   ❏ No medication   ❏ Drug/alcohol abuse

❏ Allergies   ❏ Change in medication   ❏ Bus conflict

❏ Physical condition   ❏ Home conflict   ❏ Sleep deprivation

❏ Hunger   ❏ Fatigue   ❏ Parties or social event

❏ Change in diet   ❏ Change in routine   ❏ Parent not home

Problem behavior: _____ Person responding: _____ Student: _____

Prevent component (continued)

❒ Hormones or menstrual cycle

❒ Stayed with noncustodial parent

Other: _____

Additional comments not addressed above in the **Prevent component:** _____

_____

_____

_____

PTR Functional Behavior Assessment	**TEACH Component**

1. Does the *problem behavior* seem to be exhibited in order to **gain attention from peers**?

   ❒ Yes *(list the specific peers)* _____

   ❒ No

2. Does the *problem behavior* seem to be exhibited in order to **gain attention from adults**?
   If so, are there particular adults whose attention is solicited?

   ❒ Yes *(list the specific adults)* _____

   ❒ No

3. Does the *problem behavior* seem to be exhibited in order to **obtain objects** (e.g., toys or games, materials, food) from peers or adults?

   ❒ Yes *(list the specific objects)* _____

   ❒ No

4. Does the *problem behavior* seem to be exhibited in order to **delay a transition** from a preferred activity to a nonpreferred activity?

   ❒ Yes *(list the specific transition)* _____

   ❒ No

5. Does the *problem behavior* seem to be exhibited in order to **terminate or delay** a nonpreferred (e.g., difficult, boring, repetitive) task or activity?

   ❒ Yes *(list the specific nonpreferred tasks or activities)* _____

   ❒ No

6. Does the *problem behavior* seem to be exhibited in order to **get away from** a nonpreferred classmate or adult?

   ❒ Yes *(list the specific peers or adults)* _____

   ❒ No

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

Teach component (continued)

7. What *social skill(s)* could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future?

   ❐ Peer interaction   ❐ Sharing objects   ❐ Taking turns

   ❐ Play skills   ❐ Sharing attention   ❐ Losing gracefully

   ❐ Joint or shared attention   ❐ Conversation skills   ❐ Making prosocial statements

   ❐ Waiting for reinforcement   ❐ Accepting differences

   ❐ Getting attention appropriately

   Other: _____

8. What *problem-solving skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

   ❐ Recognizing need for help   ❐ Note-taking strategies   ❐ Staying engaged

   ❐ Asking for help   ❐ Assignment management   ❐ Working independently

   ❐ Ignoring peers   ❐ Graphic organizers   ❐ Working with a peer

   ❐ Making an outline   ❐ Self-management

   ❐ Move ahead to easier items, then go back to difficult items

   ❐ Using visual supports to work independently

   ❐ Making choices from several appropriate options

   Other: _____

9. What *communication skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

   ❐ Asking for a break   ❐ Raising hand for attention   ❐ Asking for help

   ❐ Requesting information   ❐ Requesting wants   ❐ Rejecting

   ❐ Active listening   ❐ Commenting   ❐ Responding to others

   ❐ Expressing emotions (frustration, anger, hurt)

   Other: _____

Additional comments not addressed above in the *Teach component:* _____

_____

_____

_____

──────── PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST ────────

Problem behavior: _____ Person responding: _____ Student: _____

| PTR Functional Behavior Assessment | REINFORCE Component |

1. What **consequence(s)** usually follow the student's **problem behavior**?

   ❑ Sent to time-out   ❑ Gave personal space   ❑ Verbal reprimand

   ❑ Chair time-out   ❑ Stated rules   ❑ Head down

   ❑ Sent to office   ❑ Sent home   ❑ Calming/soothing

   ❑ Assistance given   ❑ Verbal redirect   ❑ Delay in activity

   ❑ Activity changed   ❑ Activity terminated   ❑ Physical prompt

   ❑ Peer reaction   ❑ Physical restraint   ❑ Removal of reinforcers

   ❑ Sent to behavior specialist/counselor

   ❑ Natural consequences (specify) _____

   Other: _____

2. Does the student **enjoy praise** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

   ❑ Yes (*list specific people*) _____

   ❑ No

3. What is the likelihood of the student's **appropriate behavior** (e.g., on-task behavior, coopera-tion, successful performance) resulting in acknowledgment or praise from teachers or other school staff?

   ❑ Very likely   ❑ Sometimes   ❑ Seldom   ❑ Never

4. What is the likelihood of the student's **problem behavior** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

   ❑ Very likely   ❑ Sometimes   ❑ Seldom   ❑ Never

5. What school-related items and activities are **most enjoyable** to the student? What items or activities could serve as special rewards?

   ❑ Social interaction with adults   ❑ Music   ❑ Art activity

   ❑ Social interaction with peers   ❑ Puzzles   ❑ Computer

   ❑ Playing a game   ❑ Going outside   ❑ Video games

   ❑ Helping teacher   ❑ Going for a walk ❑ Watching TV/video

   ❑ Extra PE time   ❑ Line leader   ❑ Reading

   ❑ Going to media center   ❑ Extra free time

   ❑ Sensory activity (specify)_____

   ❑ Food (specify)_____

   ❑ Objects (specify) _____

   Other: _____

PTR FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

Problem behavior: _____ Person responding: _____ Student: _____

Reinforce component (continued)

Additional comments not addressed above in the ***Reinforce component:*** _____

_____

_____

_____

Appendix 4.2.

PTR Functional Behavior Assessment Summary Table

Directions:

1. Gather all Prevent-Teach-Reinforce (PTR) Functional Behavior Assessments (FBAs) completed for one problem behavior (see Appendix 4.1).
2. List the problem behavior on the FBA Summary Table.
3. Starting with one completed FBA, list events in the respective Prevent, Teach, and Reinforce columns, beginning to identify and group information in patterns.
4. Do the same for events marked for the prosocial behavior.
5. Continue grouping information into the current patterns (or new ones as needed) as the remaining completed FBAs are summarized.
6. As a team, identify the data in the Prevent section that are most likely to result in problem behavior *or* that are most likely to result in problem behavior that is most disruptive to the classroom. List the agreed-upon events in the *When* box of the possible hypothesis.
7. As a team, discuss any discrepancies in the teaching and reinforcement data to ensure an accurate function of problem behavior is identified. List the agreed-upon events in the *as a result* box of the possible hypothesis.
8. As a team, identify the broad category of behavior or the specific replacement behavior the student needs to be taught. List the agreed-upon behavior in the *replacement behavior* box of possible hypotheses.

Student _____   School _____   Date _____

Behavior	PREVENT data	TEACH data	REINFORCE data
Target Behavior			
Prosocial Behavior			

Possible hypotheses

	When	Then	As a result
Problem behavior			
Replacement behavior			

Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.