

# FBA Case Study

## Directions:

As a team, go through this case study, use the PTR forms to answer as many of the questions in those forms as you can based on the information provided.

Use your forms to:

1. Identify a hypothesis (make sure it contains all three parts).
2. Identify a replacement behavior (what would we like Diana to do instead and still get her needs met).

Lisa: a student in elementary school with tantrum behaviors.

Tantrum is defined as anytime Diana yells or screams and throws objects or hits.

It was reported that Lisa tantrums tend to occur during Language Arts class only, which happens to be in the morning. The Language art class is very structured and it's the same routine every day. First, students are expected to read in groups followed by writing journals independently. Lisa's favorite activities are to be on the computer and working with peers, especially one on one with a peer. She is friendly and enjoys interacting with others.

Mrs. Stevens, the language arts teacher, maintains a very pleasant classroom, it's colorful, clean and maintains a perfect temperature. She creates a nice place to learn. Mrs. Stevens has reported that Lisa tends to tantrum when she asks her to write on her journal independently after she is done reading in groups. When Lisa gets upset she tends to tantrum, sometimes she yells, other times she throws things or hits. That kind of behavior is unacceptable in Mrs. Stevens classroom so every time Lisa tantrums she places her in the corner of the room for Time Out for the rest of the language art class period. Mrs. Stevens reports that Time Out is not working, Lisa continues to have tantrums during language arts and she has asked you and your team to help conduct a Functional Behavioral Assessment (FBA) to identify a hypothesis and replacement behavior.

