

# Wayne RESA

## Simple Functional Behavior Assessment

Student: Jaden

Date: 03/04/2023

Sources of Data: (place an "x" next to appropriate response(s))

Record Review    Scatterplot    ABC logs    Other: \_\_\_\_\_

Interview information reported by: (place an "x" next to appropriate response(s))

Teacher    Parent    Student    Other: \_\_\_\_\_

Completed by: Jada Hamilton

### DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one.  
What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Jaden is a ten-year-old boy in third grade.

The student was diagnosed last year with ADD/I and his behavior effects his learning. The student frequently zones out and loses important instruction information. Jaden doesn't usually ask for clarification so he usually does the assignments incorrectly or not at all. When walking around the classroom I tend to make sure that I reiterate the instruction so he can successfully participate. He doesn't exhibit dangerous or harmful behavior at home or at school. It is a struggle to get Jaden to participate and engage in discussions with his peers. He is shy and will become frustrated when forced to conversate with his peers for assignments. Again, his behavior isn't disruptive or harmful but when asked to share his thoughts, he will talk very softly or with very short responses. When given the appropriate support, Jaden does his work correctly but his participation with the class is still stagnant.

Estimated frequency:

The targeted behavior described above started since the beginning of the school year and is estimated to happen 11 times a day.

### TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

When Jaden is seated in table groups, Ms. Hamilton, Jaden's teacher will ask him to pick who he would like to share with in the class. Following this request, he would usually pout and ask for the teacher but that's not acceptable. So, the teacher will ask him to pick again and he'll usually choose someone seated next to him. Usually Jaden will still not cooperate and zone out when student is talking to him and not share much.

Where is the behavior most likely to occur? What locations?

The behavior is likely to happen in the classroom during discussion, lunch, and recess.

With whom? When?

Jaden directs his shy frustrated behavior towards his peers mostly during small group discussion or collaborative learning.

Setting Events? Home difficulties, peer influence, etc.?

Information gathered from a conversation with Jaden's parents he is described as being a very quiet and stand off kid at home. He is typically in his room playing video games and when Jaden is told by his parents to do his homework. He usually does it but every so often he is found doodling on his worksheet instead of focusing. Jaden's behavior is the same at school with little peer influence involved besides he becomes shy around his classmates.

Describe any related medical, health, or medication issues.

Jaden was diagnosed with ADD/I by his family physician and his parents are waiting to allow him to take any medications. They are putting Jaden into cognitive behavior therapy to treat his ADD/I.

### **CONSEQUENCE(S)**

What typically actually happens immediately after problem behavior? Think about the last couple times it happened.

Following Jaden's problem behavior of daydreaming and shyness. The teacher will usually provide some comfort like standing beside him, reiterating instruction, and making sure his table partners are welcoming. If Jaden becomes too overwhelmed or stressed then the teacher lets him take a walk with a buddy to the restroom and back or read a book from the class library.

What does the student obtain? Attention? Something else?

Jaden receives positive attention from his teacher and doesn't get out of assignments entirely. He will usually come in for part of his lunch time or take his incomplete work home to complete.

What does the student avoid? Demands? Negative interactions?

Jaden avoids discussion, harder assignments or new lesson units. The teacher usually demands for the student to engage in the discussion, refocus during instruction, and affirm him that he can do the work well. There are usually some negative interactions like obvious closed off body language or frustration.

### **CURRENT PLAN/STRATEGIES**

Describe the current plan or strategies being used.

The IEP team worked together to come up with an effective functional behavior assessment. The FBA will describe indirect and direct strategies to improve the behavior of Jaden. Using conferences with parents and support team, one on ones with Jaden, multiple tests, and behavior manipulations to better meet the needs of Jaden.

Describe parent/home involvement regarding the student's school behavior.

Jaden's parent involvement has really benefited his behavioral process. They attend Functional Assessment Interview and participate in the Child Behavior Checklist.

**STUDENT INPUT**

Has the student expressed concerns/difficulties that may relate to the problem behavior?

The problem behavior is mostly directed to Jaden's diagnoses of his ADD/I. His inattentiveness and shyness can affect his work and social maturity. The student has told me that he feels uncomfortable sharing but I assured him that he'll become more comfortable by the end of the year with more practice.

**OTHER**

Student's strengths:

Jaden's strengths are that he is super smart and a fast learner.

Possible Motivators/Reinforcers:

A motivator is getting out of sharing and sitting alone. I reinforce that he will be okay and constantly give him positive attention. Encouraging some consequences when behavior isn't acceptable could be helpful.

Possible Replacement Behavior(s):

Avoids speaking to the whole class or even table partners.  
Zones out or day dreams during instruction and misses important information.  
Becomes distracted and doodles instead of consistently focusing on the task.

Summary/Hypothesis Statement

When the teacher is giving instruction, Jaden usually becomes distracted and doesn't retain the information being given. When peer collaborative work is being done he doesn't actively participate.