

# A FUNCTIONAL BEHAVIOR ASSESSMENT REPORT

An FBA is an analytical process based on observations, review of records, interviews, and data analysis to determine the function the behavior serves for the student, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors.

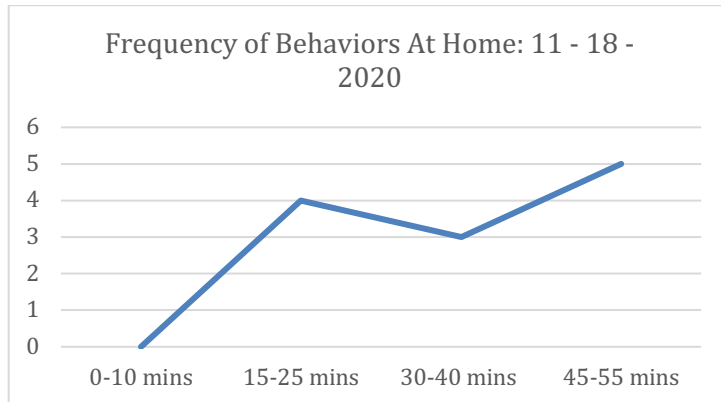
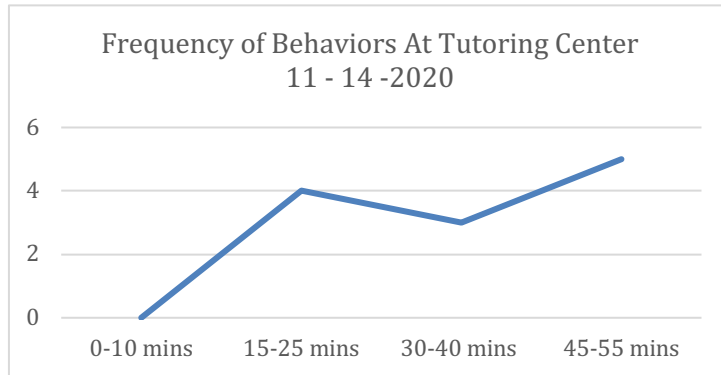
<b>Date of Report:</b> <u>November 29, 2020</u>				
<b>Date(s) of FBA Data Collection:</b> <u>November 14, 2020 &amp; November 18, 2020</u>				
<b>SECTION 1: Student Information</b>				
<b>Student Name:</b>	<u>Carpenter</u> <i>(Pseudonym)</i>	<u>Matthew</u> <i>(Pseudonym)</i>	<u>J.</u>	<input checked="" type="checkbox"/> <b>Male</b>
	<i>Last (legal)</i>	<i>First (no nicknames)</i>	<i>M.I.</i>	
<b>Birthdate:</b>	<u>10/22/2004</u>	<b>Grade:</b>	<u>10th</u>	
<b>Resident District:</b>	<u>Hills School District</u>	<b>School of attendance:</b>	<u>Hills High School</u> <i>(Pseudonym)</i>	
<b>SECTION 2: Parent/Guardian Contact Information</b>				
<input checked="" type="checkbox"/> Parent	<b>Name:</b>	<u>Marie Carpenter</u> <i>(Pseudonym)</i>	<b>Home Phone:</b>	<u>(555)-555-5555</u>
<input type="checkbox"/> Foster Parent	<b>Address:</b>	<u>1234 Hill Road</u> <i>(Pseudonym)</i>	<b>Work Phone:</b>	<u>( ) -</u>
<input type="checkbox"/> Guardian	<b>City/State:</b>	<u>Local, CA</u>	<b>Cell Phone:</b>	<u>( ) -</u>
<input type="checkbox"/> Surrogate	<b>Zip:</b>	<u>55555</u>	<b>E-mail:</b>	<u>mariec@gmail.com</u> <i>(Pseudonym)</i>
<input type="checkbox"/> Student				
<b>SECTION 3: Behavior Analysis</b>				

**1. Behavior(s) of concern** *(State a clear, measurable, and observable description of the behavior or behaviors of concern)*

It is important to note that Matt has his school-time in two different environments: at a Learning Center and at-home. When Matt should be completing his assignments at home, he often loses focus, grabs his cell phone, and proceeds to direct his attention elsewhere. As a result, he isn't focused on his assignments, causing him to not retain the material, lose track of time, complete his assignments, and falls behind in his classes. This pattern also results in his lack of confidence when it comes to his education.

When Matt should be completing his assignments in the Learning Center, he sometimes loses focus, fidgets, stares off into space, and directs his attention elsewhere. As a result, his tutor must prompt him multiple times to re-focus, causing him to nervously laugh, and make self-deprecating statements. The environment of the most concern, where the student displays the most behaviors, and where he completes most of his school time is at his home.

## 2.Frequency, Intensity, and/or Duration of current behavior:



I observed the student on the following dates: November 6<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, and 18<sup>th</sup>. For the dates of November 14<sup>th</sup> and November 18<sup>th</sup>, I observed him in the two different environments where he completes his school-time. On these two dates, I was successful in tracking the frequency of the three separate behaviors he displays: his distraction by media, his nervous tendencies, and how many times his tutor prompted him to focus on his assignments. When the student is at home, he displays bx 1 (media distractions) and bx 3 (shifting focus off assignments). When the student is at the Learning/Tutoring Center. He displays bx 2 (nervous tendencies) and bx 3, more than bx 1. Per the graphs above, the student's behaviors are more frequently displayed at home, which is also due to the student's environment. At the Tutoring Center, between 2:00– 3:00PM, the student displayed the listed behaviors a total of 12 times. At home, between the hours of 2:30 – 3:30PM, the student displayed the listed behaviors a total of 20 times and only worked consistently for 10 minutes on his homework. The behaviors the student displays are most likely to occur at home, when the student has access to his cellphone, and when he is not heavily supervised.

Before the behavior is displayed, the student begins to fidget, his eyes begin to shift around the room, and he makes loud sighs (signaling stress). At home, since there is no supervision, the student is not prompted and/or in communication with anyone, but when the student is at the Learning/Tutoring Center, his tutor prompts him to focus back on his work.

**Please Note: Due to the student's environmental change, the Permanent Products data will be delayed and turned in at a different date.**

### 3. Analysis of this behavior was based on:

Interviews with Samantha Collins (pseudonym) student's tutor at iStudy

Student observation(s) on November 14, 2020 at Learning/Tutoring Center (iStudy) and November 18, 2020 at student's home.

Review of records, consisting of:  health  discipline  other:

Student is diagnosed with Crohn's Disease. Student suffers from depression, anxiety, and suicidal ideation.

Environmental analysis for supportive and unsupportive variables on November 14, 2020 and November 18, 2020

*Interview Notes:* The student's tutor Samantha spoke to me about how significantly the student is behind in his work. For example, the student is in 10<sup>th</sup> grade but according to the tutor, "would test at 5<sup>th</sup> grade level math." Samantha informed me that the student should be at her tutoring center 3-5 times per week and for multiple hours a day. Instead, the student is only at the tutoring center 1x per week and for 4 hours. She informed me that the student is most productive when he is at the tutoring center, with less distractions, and under her supervision.

*Home Environment:* My first two observations on November 6<sup>th</sup> and 11<sup>th</sup> were conducted at the student's home. This is where he completes his school-time Monday through Friday. On both of these dates, the student was in a very dim-lit room, in a recliner chair, wearing his pajamas, he was also facing a large projector screen, and had his Chromebook sitting on one of the adjacent arm rests with his phone in his hand. It is also important to note the student had no other school materials, no paper, pencils, calculator or desk. I observed the student at home again on November 18<sup>th</sup>. At this time, he was in his bedroom with the only lighting being a dim-lit candle in the corner of his bedroom. The student was laying on his bed, under his covers with his phone in his hand, and his Chromebook facing him.

*Tutoring Center Environment:* On November 14<sup>th</sup>, I observed the student at his assigned Learning/Tutoring Center. This space was relatively small in size and had limited distractions, allowing for the students to remain focused on their various assignments. Upon entering you are greeted by size rows of tables, all parallel to one another. Each of the rows contained eight chairs, and each spot had its own desktop computer. This space reminded me of a computer lab that you would find at any given school campus. His tutor's desk was placed against the back wall of the room, which allowed her to face her students. Adjacent to her desk was a button tufted leather chair, which invited her students to sit and have one-on-one discussions with her. There was very little color throughout the space, with just a few posters and photos sprinkled throughout the room. Overall, the space was subtle yet charming, monitored, safe, and purposeful.

**4. Is the behavior impeding learning of the student or peers?**  Yes  No

Yes, the student has already been held back one year and has frequently fallen behind in his classes.

**5. Have Tier II Strategies or other Interventions been tried?** (e.g., school/home notes, behavior contracts, self-monitoring)

Yes  No

**6. Result of selected Tier II or other Positive Behavior Interventions and Strategies:** N/A

**7. Is a behavior intervention plan recommended?**  Yes  No **Rationale:**

#### **8. Environmental Factors:**

● **What are the reported and observed predictors for the current behavior(s)?** (Antecedent events that trigger problem behavior). **What supports the student using the current problem behavior(s): summary based on the environmental assessment portion of this assessment:** (e.g., what is in the environment that should be eliminated or reduced? What is not in the environment that should be added?)

The student is heavily affected by his surrounding environment and commented that while at home, he finds focusing nearly impossible. The lack of structure in his environment triggers his shift in his focus and allows him to become easily distracted by the media that surrounds him. The two rooms I observed him during his school-time and from his home did not have a proper desk and/or table, chair, school materials, natural light, and allowed the student to have unlimited access to TV, video games, and his cell phone. Instead, the student worked from his bedroom and from the homes "theater room." Both of these rooms did not provide natural light and didn't provide a table and/or desk for the student to sit upright. These spaces should be eliminated entirely and/or heavily transformed to properly provide the student with the tools he needs to limit his distractions and stay on task. It is important to first choose a space within the home (a room and/or place that produces natural light) that is designated for his studies. This space should **not** have a television or any other technological distractions, currently the rooms the student is working in have these items. The room he works from should also mimic a classroom, this means that the student should be at a desk, sitting in a desk chair, with his Chromebook and other materials at an arm's length. Because the student is 16 years old, he should be encouraged to add his own artistic elements to the space...perhaps posters, a calendar, and white board. This would allow for the student to feel like he has some control of his environment. Lastly, this designated space should **not** be secluded within the home, it should be in an area in which the parent/guardian can monitor him with ease. *I am not directing my concerns at the Learning/Tutoring Center environment because it is structured and provides the student with the space he needs to excel.*

**9.Functional Factors:**

- **Hypothesis of function (purpose) of this behavior for this student based on data collected in Section 3. above**

The available information suggests that when the student is required to complete the required tasks, perceiving the work to be challenging and/or boring, he fidgets, sighs, and shifts his focus by going on his cellphone in order to escape/avoid the assignment.

- **Suggested functionally equivalent replacement behavior:**

Student will learn to express when he starts to feel overwhelmed, distracted, and/or has the urge to check his phone.

**SECTION 4: Conclusion/Recommendation**

**1.Conclusions:** *(Recommendations for IEP, 504, or school team consideration)*

Behavioral Intervention Plan Recommended

**2.Estimate of need for behavior intervention:**

- Extreme
- Serious
- Moderate
- Needs attention, early-stage intervention
- Monitor behavior only; no formal behavior intervention plan is recommended at this time

**Rationale for selection of an alternate approach:**

**1.This team has determined that if a behavior plan is NOT to be developed as a result of this assessment, a functional behavioral assessment will be considered again if:**

- data demonstrates the problem behavior intensity, duration or frequency escalates or continues at current rate or  data demonstrates non-responsiveness to selected other approaches

Behavioral Plan is to be developed.

*Describe:*

**1.This student has:**  a current IEP  a current 504 Plan  neither

**2.Goals to monitor future behavior will be added to:**

- a new or amended IEP
- a new or amended 504 Plan
- a school team's plan (no IEP or 504 Plan)

## SECTION 5: Evaluation Personnel

Individuals contributing to this evaluation:

Name	Position	Name	Position
Haley Becker	School Counselor		
Cathy Reece (pseudonym)	Student's Teacher		
Alison Freeman (pseudonym)	Crisis Counselor		
Samantha Collins (pseudonym)	Student's Tutor		

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