

FUNCTIONAL BEHAVIORAL ASSESSMENTS

REYNALDA JAMES

ARIZONA STATE UNIVERSITY

**ASSESSING BEHAVIORAL SUPPORT IN EARLY CHILDHOOD SETTINGS**

1. Name of school Casa Blanca Community School
  
2. Name and position of person completing this survey (**optional**)  
 Reynalda James Teacher Assistant
  
3. Number of students in your class/caseload 18
  
4. Estimate of number of students with chronic problem behaviors (i.e., those students who require extensive individualized support) 2

Level of Implementation			Feature	Available Program Support		
In Place	Partially in Place	Not in Place		In Place	Partially in Place	Not in Place
x			1. Rules for the classroom are clearly defined.	x		
x			2. Rules & expected student behaviors are taught directly in the classroom.	x		
x			3. Rules and expected student behaviors are taught for nonclassroom settings such as the playground.	x		
x			4. Continuum of procedures are in place to encourage child use of expected social behaviors.	x		
x			5. Procedures for encouraging expected behavior are implemented consistently by all staff.	x		
x			6. A continuum of clear consequences exists for discouraging/correcting	x		

			problem behaviors.			
x			7. Procedures for discouraging/ correcting problem behavior are implemented consistently by all staff.	x		
x			8. Teachers have clear options that allow classroom instruction to continue when a student is disruptive.	x		
x			9. Assistance from the pre-school program is available to manage difficult student behavior during emergency or crisis situations.	x		
x			10. Regular opportunities for teacher assistance for behavioral support in the classroom (e.g., observations, instructional strategies, & coaching) are available from the pre-school program.	x		

Level of Implementation			Feature	Available Program Support		
In Place	Partially in Place	Not in Place		In Place	Partially in Place	Not in Place
x			11. Effective teaching practices are being used in the classroom (e.g., high rates of student engagement, students display high levels of accuracy with skills).	x		
x			12. Effective pre-academic curricula are being used in the classroom.	x		
x			13. Developmental needs of individual students are accommodated.	x		
x			14. Strategies are in-place to identify students who do not respond to common behavior management strategies.	x		
x			15. A range of small group strategies are available to meet the needs of students with chronic problem behavior (e.g., social skills, self-management).	x		
x			16. Someone with expertise to conduct functional behavioral assessments & design individualized support plans is available within or to the district (approx. 10 hours per week per student).	x		
x			17. Significant family and/or community members are involved in individual student behavior plans when appropriate & possible.	x		

***Promoting Positive & Effective Learning Environments***  
**Classroom Checklist**  
(Lewis, T.)

**Instruction**

- Advanced organizers given
- Specific explanations and clear instructions given
- Lesson well paced
- Student attention maintained throughout lesson
- Opportunity for student practice
- Frequent and detailed positive feedback given to students
- Appropriate error correction and review strategies employed

**Classroom Management**

- Precorrects given
- Active positive interactions with students
- Positive feedback given to students
- Smooth transitions between lessons/activities
- Differential reinforcement used appropriately
- Non Instructional time is kept to a minimum
- Positive, predictable, orderly learning environment maintained
- Classroom rules posted and enforced consistently and equitably
- Individual behavior change strategies implemented appropriately

**ENVIRONMENTAL INVENTORY**

Rate each feature using the following scale:

**1 = inconsistent or unpredictable .....5 = consistent and predictable**

<b>Physical Space:</b> Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 (5)
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 (5)
<b>Attention:</b> Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 (5)
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 (5)
<b>Time:</b> Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 (5)
• Pre-corrects are given prior to transitions.	1 2 3 4 (5)
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 (3) 4 5
• Students engaged at high rates during individual work	1 2 3 4 (5)
• Down-time (including transitions) is minimal	1 2 3 4 (5)
<b>Behavior Management:</b> Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 (5)
• Rules are referred to at appropriate times	1 2 3 4 (5)
• Students receive verbal praise for following rules	1 2 3 4 (5)
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 (5)
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 (5)
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 (5)
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 (5)

<b>Routines:</b> Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 (5)
• Working in groups	1 2 3 4 (5)
• Working independently	1 2 3 4 (5)
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 (5)
• Obtaining materials and supplies	1 2 3 4 (5)
• Using equipment (e.g. computer, tape players)	1 2 3 4 (5)
• Managing homework and other assignments	1 2 3 4 (5)
• Personal belongings (e.g. coats, hats)	1 2 3 4 (5)
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 (5)

<b>Curriculum and Content:</b> Does the teacher implement effective instruction strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 (5)
• Content presented at student level resulting in high rates of engagement	1 2 3 4 (5)
• Frequently checks student learning for understanding	1 2 3 4 (5)
• Instructional focus builds on student's current and past skills	1 2 3 4 (5)
• Gives clear set-up and directions for task completion	1 2 3 4 (5)



Student Selection Description:

I chose this student because she is a very bright and smart student who has trouble staying focused on her work and tends to daydream a lot. She also gets aggressive toward students who do not want to play with her. When she concentrates on her work and does her work she gets very good grades. Her mother and father both work, Dad works in the daytime mom works at the p.m shift at the casino.

**Form 2.2. Student Functional Assessment Interview**

Student:   Aurelia Ramon  

Date:   4-10-2014  

Administration Time:   45 min  

Target Behavior:   Not paying attention  

1. When do you think you have the fewest problems with not paying attention (target behavior) in school?

**In the morning when we come in from running our laps.**

Why do you not have problems during this/these time(s)?

**I like to come to school to learn.**

2. When do you think you have the most problems with not paying attention (target behavior) in school?

**After lunch. It is too hot outside and I get sleepy when we come in.**

Why do you have problems during this/these time(s)?

**I am tired and sleepy.**

3. What causes you to have problems with not paying attention (target behavior)?

**It is hot outside when I come in I want to sleep.**

4. What changes could be made so you would have fewer problems with not paying attention (target behavior)?

**Maybe get some rest.**

5. What kind of rewards would you like to earn for good behavior or good schoolwork?

**Candy and snacks.**

Rate how much you like the following subjects:

	Don't like at all		Fair		Like very much
Reading	1	2	3	4	5x
Math	1	2	3	4	5x
Spelling	1	2	3	4	5
Handwriting	1	2	3x	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
English	1	2	3	4	5
Music	1	2	3	4	5
P.E.	1	2	3	4	5x
Art	1	2	3	4	5x

What do you like about Reading?

**I like the different kinds of stories we read.**

What do you like about Math?

**Math is easy. I like to count and play the math games on the computer.**

What do you like about Writing?

**I'm not sure because I can't spell the words right. If I sound them out I can.**

What do you like about school?

**I can learn new things.**

What do you like about P.E?

**I like to play the games with Mr. Mc Donald.**

What do you like about Art?

**We get to draw and paint with Mr. Ted.**

What don't you like about writing?

**I can't spell words the right way.**

Is there any type of activity you have ever done that you've liked?

**I like to play sports.**

What could be done to improve attention span in school ?

**Maybe take a nap?**

What do you like about sports ?

**I like t-ball.**

What do you like about t-ball ?

**I like to hit the ball in the field and run to first base, try to make it all the way around.**

What do you like about hitting the ball ?

**Don't you know how to play t-ball? You hit the ball and run.**

What don't you like about t-ball ?

**I said I like t-ball.**

STUDENT ASSESSMENT

STUDENT:  Aurelia Ramon

DATE:  4-10-2014

INTERVIEWER:  Reynalda James

1. In general, is your work too hard for you? sometimes
2. In general, is your work too easy for you? sometimes
3. When you ask for help appropriately, do you get it? always
4. Do you think work periods for each subject are too long? never
5. Do you think work periods for each subject are too short? never
6. When you do seatwork, do you do better when someone works with you? sometimes
7. Do you think people notice when you do a good job? always
8. Do you think you get the points or rewards you deserve when you do good work? always
9. Do you think you would do better in school if you received more rewards? always
10. In general, do you find your work interesting? sometimes
11. Are there things in the classroom that sometimes
12. Is your work challenging enough for you? sometimes

Reprinted with permission. Kern, L., Dunlap, G., Clarke, S., & Childs, K. E. (1994). Student-assisted functional assessment interview. *Diagnostic, 19*, 20-39.

**Form 2.1. Preliminary Functional Assessment Interview.**

**Positive Behavioral Support**

...for Children  
and their Families

TIME STARTED: 3:00

**PRELIMINARY FUNCTIONAL ASSESSMENT SURVEY**

Instructions to PBS Staff: The following interview should be conducted with the student's teacher. Prior to the interview, ask the teacher whether or not the Classroom Aide should participate. If yes, indicate both respondents' names. In addition, in instances where divergent information is provided, note the sources attributed to specific information.

Student Aurelia Ramon Subject #: \_\_\_\_\_

Age: 6 Sex: M \_\_\_ F x

Interviewer: Reynalda James Date: 4-12-2014

Respondent(s): Mrs. Titla

1. List and describe behavior(s) of concern.
  - a. Disruptive behavior
  - b. Not paying attention
2. Prioritize these behaviors (which is the most important?)
  - a. Disruptive behavior
  - b. Not paying attention

Operational Definition of Target Behavior: attention seeking

3. What procedures have you followed when the behaviors first occurred?
  - a. Remind student of the classroom rules.
  - b. Redirect student to the area where they are to be at the time.
  - c. Give student a choice of doing the work now or paying attention now or practice at recess time.
4. What do you think causes (or motivates) the behavior?
  - a. Lack of social skills.
  - b. coming to school tired

5. When do these behaviors occur?
  - a. Through out the day.
6. How often do these behaviors occur?
  - a. frequently
7. How long has this/these behavior(s) been occurring?
  - a. I would say shortly after winter break.
8. Is there any circumstance under which the behavior does not occur?
  - a. Yes, when I am reading a story she like to listen .
9. Is there any circumstances under which the behavior always occurs?
  - a. During morning work and at math time.
10. Does the behavior occur more often during certain times of the day?
  - a. After lunch recess it seems to happen more often.
11. Does the behavior occur in response to the number of people in the immediate environment?
  - a. Not necessarily.
12. Does the behavior occur only with certain people?
  - a. No. It occurs frequently.
13. Does the behavior occur only during certain subjects?
  - a. Mostly during morning work and math.
14. Could the behavior be related to any skills deficit?
  - a. I don't believe so. She is very bright in math and morning work is a review of what we have done already in the classroom.
15. What are the identified reinforcers for this student?
  - a. Earning stickers.
  - b. Extra computer time.
  - c. Choosing from the treasure box.
  - d. Getting a good note sent home.
  - e. Smiley faces on work completed.
16. Is the student taking any medication that might affect his/her behavior?
  - a. Not that I am aware of. No.

17. Could the behavior be caused by allergies (e.g., food, materials in the certain environments, etc.)?  
a. I don't see any correlation.
18. Do any other behaviors occur along with this behavior?  
a. Usually playing with pencils and trying to get other students attention.
19. Are there any observable events that signal the behavior of concern is about to occur?  
a. She is very bright and just needs to stay on task.
20. What are the consequences when the behavior(s) occur?  
a. Give the student a choice of doing the rules now or practicing at lunch recess.  
  
b. If student continues they go to the thinking table where they think about "what behavior got them there" , "what they could have done to prevent the behavior", and "what I will do next time ". When an adult talks with her and gets her to think about her behavior see goes back to the group or class with a better behavior.

Comments:

TIME COMPLETED: 4:00

TOTAL TIME: 1 Hour

Reprinted with permission from Glen Dunlap. Interview was referred to in Dunlap, G., Kern, L., dePerczel, M., Clarke, S., Wilson, D., Childs, K. E., White, R., & Falk, G. D. (1993). Functional analysis of classroom variables for students with emotional and behavioral challenges. *Behavioral Disorders, 18*, 275-291.

### **SA4 – Target Behavior**

Target Behavior: Disruption of classroom

Refers to any behavior that involves:

Doing other activities while the teacher is giving instruction to the class.

Examples:

Playing airplanes with pencils, making whistling noises while the teacher is giving instructions to the class.

Non-examples:

Leaving pencils in the pencil cup, watching and listening to the teacher give instructions.

Replacement Behavior: Following rules.

Refers to any behavior that involves:

Paying attention to the teacher.

Examples:

Following the classroom rules: Listening to the speaker, using quiet voices.

Non-examples:

Making noises while the teacher is giving instructions to the class.



Functional Behavioral Assessments 17

Observation Number	Context	Antecedent	Behavior	Consequence	Function
Session #: 1					
1	Morning bell work	Worksheet placed on working table.	Playing airplanes with the pencils.	Teacher ignores her.	
2	Morning bell work	Worksheet laying on working table.	She picks up the paper and says he can't do it	Teacher asks her to use the reading strategies we learned.	
3	Morning bell work	Worksheet is pushed to the side.	She is looking at students who are done with bell work reading books.	Teacher asks her to do her bell work.	
4	Reading intervention	Storybook placed on table.	She picks up book and starts playing with it while the other students get ready to read with their reading fingers.	Teacher asks her to get her reading finger ready.	
5	Reading intervention	Worksheet that goes with the storybook is placed on the working table.	She pushes it away from her, she tells the teacher she cannot read.	Teacher tells her she is a good reader and to get her reading finger ready.	
6	Afternoon recess	Children are lined up to walk to the playground for recess.	She cannot stand in line with the other students, she is out of line and spinning around.	Teacher ask her to remember she is in line and just like in the classroom we have rules that keep us safe.	
7	Afternoon recess	Children are walking to the playground for recess	She continues to play with the hair of the student in front of her.	Teacher reminds her that her hands should be behind her back. That is one of the rules that keep us safe.	
8	Afternoon recess	Children are released out of line to go play on the playground.	She runs to the swings where they are filled with other	Teacher tells her to get in line and count to 50 that is when the	

Functional Behavioral Assessments 18

			children swinging and tries to yank a child out of the swing.	children switch to take turns swinging.	
--	--	--	---	---	--

Observer: Reynalda James Date:04-14-2014 Time Start: 9:00 am Time End: 12:00pm

**SA7 - Baseline Data Collection: Event Recording**

Date:   4-24-14   Start time: 8:00    End time: 1:30   

Setting:   classroom   No. Adults:   2  

Activity:   reading/math   No. Students:   18  

Behavior:   not paying attention  

*Event Recording Directions:* Place a tally mark in the box each

**Observation 1**

Behavior occurrences:  
1111

  4   /   10 min   =   .4    
# of Occurrences      Time                  Rate

**Observation 2**

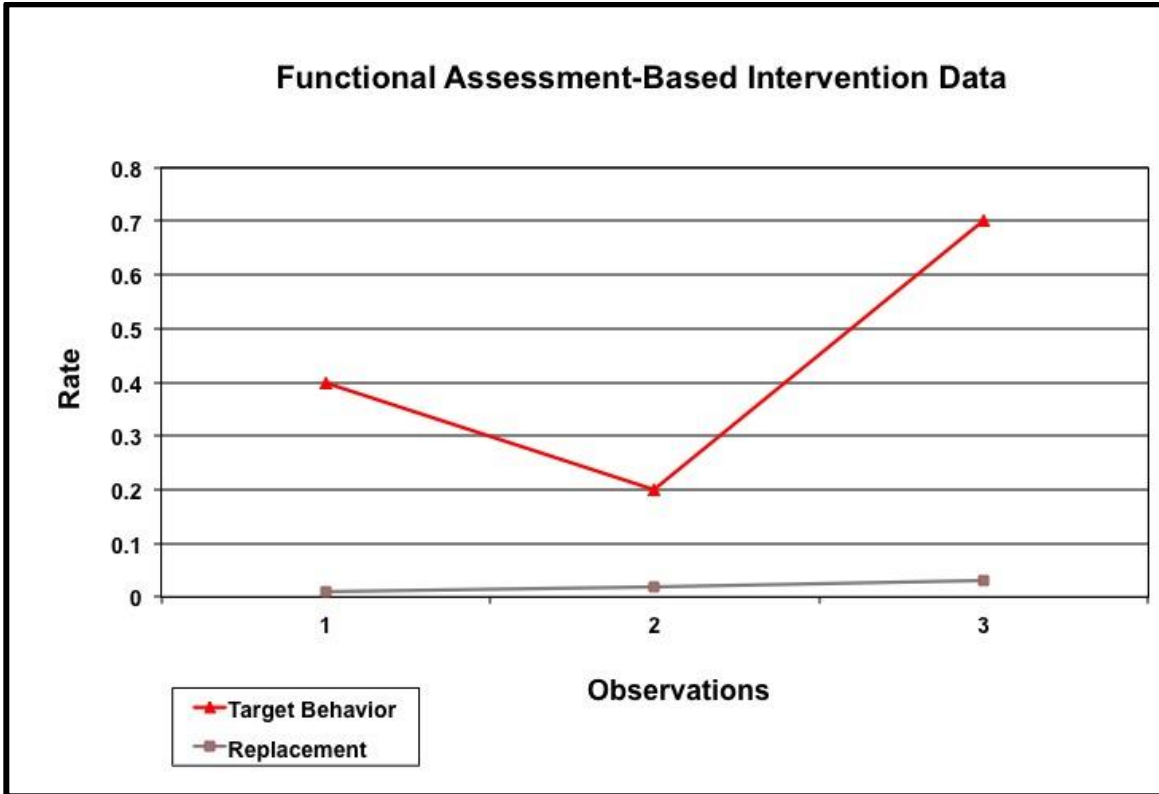
Behavior occurrences:  
11

  2   /   10 min   =   .2    
# of Occurrences      Time                  Rate

**Observation 3**

Behavior occurrences:  
1111111

  7   /   10 min   =   .7    
# of Occurrences      Time                  Rate



### Works Cited

Adams, S.K. & Baronberg, J. (2005). *Promoting Positive Behavior: Guidance Strategies for Early Childhood Settings*. Upper Saddle River, NJ: Pearson Education, Inc.