

# Functional Behavior Assessment

## Summary Sheet

Student Name: Thomas Andrews  
 School: Midvale  
 Class: all subjects Grade: 4  
 City: Midvale State: PA  
 Assessor's Name: M Jackson

Student # 123456  
 Observation Date: 2010 1 22  
 Birthdate: 1999 11 23  
 Age: 10 1 30  
 Gender: Male  
 Information Source: Observation

### Behavior:

- 1 Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently

Time	Setting	Antecedent	Duration	Intensity	Frequency	Outcome	Function	Educational Impact
P.M.	•classroom	•transition	• 15 minutes or less	• does not disturb other students	• several times, up to one time a month	•avoid task	•task avoidance	•

### Goals:

- 1 The student will ask for assistance when appropriate.

### Objectives:

- 5 The student will demonstrate the ability to ask a question on \_\_\_\_\_ out of \_\_\_\_\_ trials.

### Interventions Implemented:

- 3 Speak to the student to explain (a) what he/she is doing wrong (e.g., sitting and waiting, doing nothing, etc.) and (b) what he/she should be doing (e.g., beginning an activity, asking for assistance if necessary, etc.).  
 9 Choose a peer to model seeking assistance when appropriate for the student.  
 16 Demonstrate accepting behavior (e.g., willingness to help others, making criticisms constructive and positive, demonstrating confidentiality in persona matters, etc.).

### Evaluation of Results:

### Behavior:

- 7 Blurts out answers without being called on

Time	Setting	Antecedent	Duration	Intensity	Frequency	Outcome	Function	Educational Impact
Throughout the Day	•classroom	•interruption to routine	• 15 minutes or less	• annoys students in a small radius around him/her	• more than one time a week, up to one time a day	•teacher reprimand	•gain peer/adult attention	• Thomas is not completing his assignments. He is causing others students to not complete their

**Goals:**

- 3 The student will work quietly in the classroom.

**Objectives:**

- 3 The student will wait his/her turn to talk when engaged, or attempting to engage, in interactions with others on \_\_\_\_ out of \_\_\_\_ trials.

**Interventions Implemented:**

- 5 Do not allow the student to interrupt you by letting him/her talk to you at the time he/she blurts out answers. Tell the student that he/she will need to wait until you are finished talking. Allowing the student to talk after interrupting reinforces the behavior and may increase the number of times he/she blurts out answers.

**Evaluation of Results:**

Thomas completes his assignments without disturbing others around him

**Behavior:**

- 8 Cheats

Time	Setting	Antecedent	Duration	Intensity	Frequency	Outcome	Function	Educational Impact

**Goals:**

- 1 The student will independently perform his/her assignments.
- 2 The student will not cheat.

**Objectives:**

- 3 The student will independently perform \_\_\_\_ out of \_\_\_\_ tasks.

**Interventions Implemented:**

- 5 Reduce the emphasis on competition. Fear of failure may cause the student to resort to cheating or copying others' work in order to be successful.
- 37 Speak to the student to explain (a) what the student is doing wrong (e.g., cheating, copying, etc.) and (b) what the student should be doing (i.e., his/her own work).

**Evaluation of Results:**