

# Functional Behavior Assessment

## Summary Sheet

Student Name: Thomas Andrews  
 School: Midvale  
 Class: All Subjects Grade: \_\_\_\_\_  
 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 Does not demonstrate problem-solving skills in new or unique situations

Time	Setting	Antecedent	Duration	Intensity	Frequency	Outcome	Function	Educational Impact
P.M.	•classroom	•interruption to routine	• 15 minutes or less	• does not disturb other students	• several times, up to one time a month	•loss of privileges	•gain peer/adult attention	•

### Goals:

- 1 The student will demonstrate problem-solving skills in new situations.

### Objectives:

- 3 The student will solve problems by apologizing in conflict situations on \_\_\_\_\_ out of \_\_\_\_\_ occasions.

### Interventions Implemented:

- 1 Reinforce the student for demonstrating the ability to appropriately solve problems in new or unique situations: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).
- 7 Communicate with the parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for demonstrating the ability to appropriately solve problems in new or unique situations at school.
- 18 Identify new or unique situations which may occur (e.g., being asked to participate during an assembly, peers encourage him/her to engage in inappropriate behavior to be accepted, etc.) and discuss appropriate ways to react to specific situations.

### Evaluation of Results:

### Behavior:

- 7 Performs classroom tests or quizzes at a failing level

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

**Goals:**

- 2 The student will improve his/her performance on classroom quizzes.

**Objectives:**

- 4 The student will meet a \_\_\_\_\_% level of mastery on classroom quizzes.

**Interventions Implemented:**

- 10 Reinforce those students who demonstrate improved test or quiz scores. (It may be best to reinforce privately rather than publicly.)

**Evaluation of Results:**

**Behavior:**

- 20 Does not perform academically at his/her ability level

Time	Setting	Antecedent	Duration	Intensity	Frequency	Outcome	Function	Educational Impact
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**Goals:**

- 1 The student will perform academically at his/her ability level.

**Objectives:**

- 4 The student will perform tasks designed to meet his/her level of ability with \_\_\_\_\_% accuracy.

**Interventions Implemented:**

- 5 Assess student performance in a variety of ways (e.g., have the student give verbal explanations, simulations, physical demonstrations, etc.).
- 7 Have the student maintain a chart representing the number of tasks he/she has completed and the accuracy rate of each task.
- 21 Encourage the student to avoid ingesting any substance (e.g., drugs, alcohol, cold remedies, etc.) that might further alter his/her ability to perform up to his/her ability level.

**Evaluation of Results:**