

Functional Behavior Assessment

Summary Sheet

Student Name: **Andrew Thomas**

School: **Midvale Middle School**

Class: **All Subjects** Grade: **8**

City: **Midvale** State: **PA**

Assessor's Name: **M Jackson**

Student # **12345**

Observation Date: **2020 10 21**

Birthdate: **2020 10 21**

Age: **0 0 0**

Gender: **Male**

Information Source: **Observation**

Behavior:

1 Is disorganized

| Time | Setting | Antecedent | Duration | Intensity | Frequency | Outcome | Function | Educational Impact |
|------|---------|------------|----------|-----------|-----------|---------|----------|--------------------|
| | | | | | | | | |

Goals Statement:

Interventions Implemented:

- 5 Assign a peer to work with the student on specified activities to make certain the student has the materials necessary to do the activity.
- 6 Encourage the student to develop a habit of asking himself/herself, "Do I have everything?" before leaving the house each morning.

Evaluation of Results:

Behavior:

6 Does not stay in assigned areas for specified time

| Time | Setting | Antecedent | Duration | Intensity | Frequency | Outcome | Function | Educational Impact |
|------|---------|------------|----------|-----------|-----------|---------|----------|--------------------|
| | | | | | | | | |

Goals Statement:

Interventions Implemented:

- 6 Write a contract with the student specifying what behavior is expected (e.g., staying in an assigned area for the specified time period) and what reinforcement will be made available when the terms of the contract have been met.
- 10 Have the student question any directions, explanations, instructions he/she does not understand.

Evaluation of Results:**Behavior:**

22 Does not listen to or follow verbal directions

| <i>Time</i> | <i>Setting</i> | <i>Antecedent</i> | <i>Duration</i> | <i>Intensity</i> | <i>Frequency</i> | <i>Outcome</i> | <i>Function</i> | <i>Educational Impact</i> |
|--------------------|----------------|--------------------|------------------------|-----------------------------------|--|--------------------|-----------------|---------------------------|
| Throughout the Day | •classroom | •lack of attention | • more than 60 minutes | • does not disturb other students | • more than once a day, up to once an hour | •teacher reprimand | •task avoidance | • |

Goals Statement:**Interventions Implemented:**

- 3 Assign a peer to work with the student to help him/her follow verbal directions.
- 43 Have the student record directions, explanations, and instructions. Allow him/her to replay information as often as needed.

Evaluation of Results:**Behavior:**

234 Stares off into space

| <i>Time</i> | <i>Setting</i> | <i>Antecedent</i> | <i>Duration</i> | <i>Intensity</i> | <i>Frequency</i> | <i>Outcome</i> | <i>Function</i> | <i>Educational Impact</i> |
|--------------------|----------------|-----------------------------|----------------------|-----------------------------------|--|----------------|--------------------------|---------------------------|
| Throughout the Day | •classroom | •inability to complete task | • 60 minutes or less | • does not disturb other students | • more than once a day, up to once an hour | •avoid task | •escape setting/activity | • |

Goals Statement:**Interventions Implemented:**

- 2 Use sound reducing headphones or ear plugs to decrease the amount of auditory distracters the student hears.
- 33 Use picture cues to discreetly redirect the student's attention.
- 46 Change the pitch of your voice and the rhythm of your movement to maintain the student's attention.

Evaluation of Results: