**Functional Behavioral Assessment Report for (client name)**

Student Name

Department of Psychology, Purdue University Global

PS410 – Screening and Assessment

Instructor Name

Date

**Functional Behavioral Assessment Report for (client name)**

**Identifying Information**

* Demographic information, including name, age, date of birth, parents/caregivers, school (if applicable), and date of report.

**Example:**

**Name of Client:** William Smith

**Age/Date of Birth:** June 10, 2014

**Parent’s names:** Robert and Jane Smith

**School:** N/A

**Date of Report:** July 13, 2018

**Reasons for Referral**

* Should include discussion of why referral for services is being made. Should include discussion of presenting problems/behavioral concerns.

Example:

William was referred for a functional behavior assessment by his pediatrician, Dr. Ted Miller. Dr. Miller stated that Jane and Robert Smith had come to him to discuss their son’s problematic behaviors and felt that they needed assistance because the behaviors have worsened over the last 6 months. His parents expressed concern that his temper tantrums have increased and are occurring in a multitude of situations. Jane, William’s mom, states that the tantrums are so frequent and intense that she and her husband no longer place demands on William and instead allow him to do whatever he wants most of the time. Robert, William’s dad, stated they no longer know what to do with him anymore and his behavior is so bad that they are fearful of leaving the house. They no longer go out to eat or do other family outings because they do not want to take the chance that William will have a temper tantrum out in public. When questioned about the tantrums, Jane and Robert state that William throws himself down on the floor, kicks his legs, flails his arms, and whines, cries, or screams until he gets what he wants. Jane and Robert express the desire to get their son’s behavior under control so they can resume a happy and social life together as a family.

**Relevant Background Information**

* Should include hypothetical discussion of client’s history including family history/background, prior evaluations conducted, history of problem behavior, and current concerns. Creativity should be used here to add to the current scenario.

Example:

William is an energetic 4-year-old who loves Paw Patrol, his iPad®, jumping on the trampoline, swimming, and building with LEGO® bricks. William is an only child. He exhibits the ability to carry on reciprocal conversations and mands appropriately for items and activities that he wants. His parents state that he has difficulty asking for help, accepting no, and during transitions. William’s mom stated that she did not have complications with the pregnancy and he was full term. She said that he began to sleep through the night around 2 months old and that he regularly met developmental milestones. Language also developed appropriately, and there were no concerns about developmental goals. Jane discussed the onset of William’s problematic behavior beginning around the age of 3. Around this time, William became more resistant to accepting no and would become easily frustrated when things did not go his way. She recalled that William’s temper tantrums initially consisted of him falling to the floor and whining. When she first discussed this with the pediatrician, she was told that it was typical for children to start expressing themselves and that they would just keep an eye on the behavior. When William’s behavior increased in frequency and intensity, Jane once again questioned Dr. Miller, and he suggested that they seek out a behavior analyst to determine the cause of the temper tantrums. Dr. Miller wanted to see if the behavior analyst could help the Smiths get William’s behavior under control before performing other evaluations or placing him on medication.

Based on the discussion with William’s parents, it was determined that to identify the function of William’s behavior, a functional behavior assessment would be conducted. The behavior analyst will use several methods of assessment to gather additional information about William and his behaviors.

**Description of Evaluation Procedures**

***Indirect Functional Behavioral Assessment***

* List indirect FBA methods that were used and provide a discussion of each method, including the purpose of each and the type of information each was designed to gather in relation to the case scenario. Include discussion of how each of the indirect methods was carried out during the assessment process.

Example:

Indirect functional behavioral assessments are procedures that gather information regarding antecedents and consequence using indirect methods such as interviews, screening forms, and rating scales. The data gathered using this type of assessment provides critical information needed before direct assessments can be conducted. Indirect methods allow the beginning development of a hypothesis about the function of behavior. The indirect assessments that will be used to gather information on William will include a review of records, the Functional Behavior Assessment Screening Form (FBASF), and the Behavioral Stream Interview and the Functional Assessment Screening Tool (FAST).

**Review of Records.** According to school records, William received evaluations in 2017 to determine his eligibility for an Individualized Education Program (IEP). Evaluations were conducted by the school psychologist and Speech and Language Pathologist

A psychological evaluation was completed in February 2017 to determine eligibility for preschool special education services. The Battelle Developmental Inventory, Second Edition (BDI-2) was used to measure domains of key developmental skills such as adaptive, personal-social, communication, motor, and cognitive functioning. Due to difficulty with obtaining William’s attention and compliance during testing, despite the use of reinforcers, the evaluation was completed in more of an interview format. Results from the BDI-2 revealed a Significant Developmental Delay regarding cognitive development. William’s adaptive functioning falls in the Extremely Low range and is delayed when compared to his same-aged peers.

A speech and language evaluation was completed in February 2017 to determine eligibility for preschool special education services. Clinical observations, parent interview, and formalized testing using the Battelle Developmental Inventory (Communication Domain) revealed that William emitted expressive, receptive, and verbal pragmatic skills that revealed a Significant Developmental Delay.

**Functional Behavioral Assessment Screening Form (FBASF).** The Functional Behavioral Assessment Screening Form (FBASF) is an indirect assessment tool used in the beginning states of the FBA process. This assessment collects information about the individual’s strengths, reinforcers, problematic behaviors, and communication skills (Steege & Watson, 2009). The FBASF allows for collection of data that can be used to build a successful behavior support plan by taking into consideration these factors. The FBASF was completed during an interview process with Jane and Robert Smith. Through this interview, the target behavior was identified and operationally defined. William’s parents were questioned about his behavior strengths. They reported that William is independent with his self-care, including toileting, eating, and getting dressed. He is socially appropriate with peers his own age and engages in imaginary play. His problem behaviors were identified as opposition, or verbal refusal to comply with demands given by parents, and temper tantrums, which included throwing himself to the floor, kicking legs, flailing arms, and screaming. Reinforcers were determined to be: time on the iPad, watching Paw Patrol, the movie Cars, playing with trains and cars, Kit Kat® bars, jumping on the trampoline, and one-on-one time with parents. William communicates verbally and appears to be functioning appropriately for his age.

**Behavioral Stream Interview (BSI).**  The Behavioral Stream Interview (BSI) is another type of interview used to determine variables associated with interfering behaviors (Steege & Watson, 2009). This assessment was used to identify variables such as antecedents and consequences that have an impact on William’s behavior. The BSI is like a video that captures the whole sequence of events from start to finish that make up the behavior pattern. After initial information was gathered from Jane and Robert, the BSI was conducted. The interview was comprised of specific questions asked to elicit information from William’s parents. First, they were asked to describe William’s behavior. They stated that William has temper tantrums that consist of throwing himself down on the floor, kicking his legs, flailing his arms, and whining or screaming. Jane and Robert were asked to describe a recent incidence of William’s behavior. Jane began by telling about an episode that had just happened the day before. From the information provided, it was determined that William’s behavior was triggered by the demand placed on him by his mother to clean up his toys from the living room floor. When the demand was placed and mom attempted to follow through with it, William began exhibiting problematic behavior. The behavior stopped when mom decided to just pick up the toys to avoid the behavior. The stream of William’s behavior can be identified as the following: antecedent = mom asked William to pick up toys; behavior = William has a temper tantrum; and consequence = mom picks up the toys herself.

***Direct Descriptive Functional Behavioral Assessment***

* List direct FBA methods that were used and provide a discussion of each method, including the purpose of each and the type of information each was designed to gather in relation to the case scenario. Include discussion of how each of the direct methods was carried out during the assessment process (observational data can be included here).

Example:

The direct assessment allows for a direct observation of the individual within the natural environment as the behavior occurs (Steege & Watson, 2009). This direct observation allows a hypothesis to be made about the function of the behavior based on the observation instead of relying on subjective data gained from the indirect assessment process. During the direct descriptive process, the evaluator observes and records data during times when the interfering behavior is most likely to occur. Data are taken on antecedents, behaviors, and consequences (ABC) on the individual. There are several different direct methods that can be utilized. For the current scenario, the Functional Behavioral Assessment Observation Form (FBAOF) was used to collect data on William since he exhibits a single interfering behavior.

**Functional Behavioral Assessment Observation Form (FBAOF).** According to Steege and Watson (2009), the Functional Behavioral Assessment Observation Form (FBAOF) is a process that involves direct observation and data collection on target behaviors and all related variables. This form is used mainly to record data on one target behavior. During the observation, the recorder collects data each time the behavior occurs while also taking note of the antecedents, setting events, time, consequence, effects, and who was present (Steege & Watson, 2009). An appointment was set up for William to be observed in the home during a time he was likely to exhibit the target behavior. Mom had previously stated that getting ready for lunch was a challenging time because William was generally engaged in a preferred activity and did not want to stop to eat. Using the FBAOF, information was recorded, such as the time of the observation (11:30 a.m.), setting events (William was watching Paw Patrol), antecedents (demand placed to go wash hands for lunch), behavior (William fell to the floor, kicking legs and whining), consequence (Mom repeated the demand and then eventually told him to just come eat when the show was over), effect (William’s temper tantrum increased in intensity), and who was present (mom, William, and the evaluator). The duration of William’s temper tantrum was recorded, and the behavior lasted 5 minutes and 46 seconds.

**Behavior(s) Requiring Intervention**

* Discuss the target behavior and give an operational definition for each one

Example:

William’s behaviors which are targeted for intervention are defined below. These are behaviors which require positive support plans in order to support William’s needs.

***Tantrum Episode***

A tantrum is defined as an episode consisting of loud (above conversation level) vocalizations for longer than 15 seconds. Tantrums can include aggression, and removal of socks/shoes, flopping on the floor. A tantrum can also include throwing objects at the teacher or away from William’s space, crying, screaming, knocking over furniture, hiding under his desk. A tantrum is finished when William has a calm body and quiet voice for 30 seconds and can comply with one-step directions.

***Current Level of Occurrence***

* Discuss the baseline data of the target behavior (how frequently the behavior is occurring) and include other dimensions of behavior as needed.

Example:

According to classroom data, William’s tantrums occur at a minimum of two times per day for an average length of 45 minutes each time. The tantrums often happen before lunch or transitioning from a preferred activity to a non-preferred activity. {Include more details regarding the data of the behavior}

***Contextual Variables***

* Discuss how the Behavior-Analytic Problem-Solving Model was used to assist in the development of the assessment report.

Example:

The Behavior-Analytic Problem-Solving Model (BAPS) is used in the identification and description of the related variables that contribute to the existence of interfering behaviors (Steege & Watson, 2009). The BAPS is used after the indirect, direct descriptive, and functional analysis assessments to organize and summarize the findings of all assessments. The information gathered and analyzed is then used to create intervention strategies based on the function of the behavior. Knowing the context of the behaviors allows for some predictability to the occurrence of the behaviors and can promote proactive interventions to be used to decrease the behavior. In the case of William, knowing that he has a tough time with transitions, a proactive approach such as a time warning can be used to help him cope.

The BAPS can provide information about antecedent stimuli such as unconditioned motivating operations (UMO) and conditioned motivating operations (CMO). When these motivating operations are identified, then the antecedent motivating conditions can be manipulated to lessen the chance the interfering behavior will happen. For example, William has a challenging time with transitioning from a preferred task to a nonpreferred one. The transition may go more smoothly if a first/then token board is used so he knows that once the aversive task is complete, he will receive a highly preferred reinforcer. The behavior component includes operationally defining the interfering behavior while considering the possibility that the behavior may be part of a response act. Once the behavior has been identified, it is equally important to identify the reinforcers that are maintaining the behavior to understand the behavior’s function. The result is to create a more powerful reinforcing consequence that successfully competes with the current reinforcement. BAPS organizes this data and shows how the different variables support or maintain the behavior that is occurring. The organized data then allows specific interventions to be designed to address the variables maintaining the behavior.

***Hypothesized Function***

* Discuss the results of each of the indirect and direct assessment procedures, including antecedent (SD, MO) and consequence variables that impact the behavior in the scenario.
* Indicate the hypothesis of the function (positive, negative, or automatic reinforcement) of each problem behavior.

Example:

After organizing and analyzing the data collected during the indirect and direct assessment procedures, it was hypothesized that the function of William’s behavior is negative reinforcement. When the interfering behavior is present, William is allowed to escape from the demands his parents have placed on him. Therefore, the consequence that maintains the behavior is that the demands are removed. Motivating operations (MO) are a type of antecedent stimuli that momentarily alter the effectiveness of reinforcing consequences (Steege & Watson, 2009).. William’s MOs have an evocative effect; they increase the frequency of his behavior because the temper tantrums have been reinforced previously by escape from demands. When William is faced with an aversive or nonpreferred task, the effectiveness of escape is increased and in turn increases the frequency of the undesired behavior. The consequence variables at work are that when William engages in the interfering behavior, his parents allow him to escape, which has taught him that temper tantrums get him out of doing nonpreferred tasks.

**Intervention Recommendations**

***Antecedent Recommendations***

* Discuss recommendations for interventions that can be utilized to modify the environment to reduce or eliminate the variables that serve to trigger the problem behaviors identified in the scenario.

Example***:***

Antecedent modification involves changing the antecedent to decrease the likeliness the problematic behavior will occur (Steege & Watson, 2009). During the observation, it was noted that prior to behavior occurring, William was often engaged in a preferred activity such as watching TV or playing on his iPad. It is suggested that William’s parents utilize a first/then token board. This token board will let William know that once he has completed the nonpreferred task, he will then be able to engage in a preferred activity. William’s parents can also be proactive when placing demands on their son. Lunch time, for instance, can be Premacked with the first/then board. If William washes up for lunch without engaging in problematic behavior, he will then be able to choose a preferred activity to engage in after lunch. Highly preferred activities can be used as reinforcement for following simple instructions. It may also be helpful to implement a warning system, letting William know that he has 5 minutes before he has to wash up for lunch or 5 minutes before a preferred activity will be over. Lastly, it is important that William’s parents provide differential reinforcement for behaviors they want to increase, such as following instructions without problematic behaviors. This can be given in the form of verbal praise such as, “Way to go William, you did a great job following instructions” or “William, awesome job for washing your hands right away.”

***Replacement Behavior Recommendations***

* Discuss strategies to be utilized to teach and increase behaviors that will serve to replace the problem behaviors identified in the scenario.

Example:

It was decided that William may benefit from functional communication training (FCT) and differential reinforcement of the alternate behavior (DRA). The goal of FCT is to provide an alternate behavior to the problematic one so that it becomes obsolete, or there is no reason for it to happen anymore. The alternate or replacement behavior will provide the reinforcer that was maintaining William’s temper tantrum behavior while making it occur with less effort. William will be taught ways to let his parents know he needs assistance or to ask for a few more minutes of the activity he is doing. William will be differentially reinforced for the alternative behavior of using his words on a continuous schedule of reinforcement initially. Each time William successfully uses one of the methods taught, he will receive verbal praise from his parents. This reinforcement will be faded as he demonstrates a reduction in temper tantrums and a mastery of socially appropriate forms of communication. Once mastered, natural contingency of reinforcement will maintain William’s behavior.

***Reaction Procedure Recommendations***

* Discuss procedures to be implemented when the problem behaviors occur.

Example:

When William engages in the interfering behavior, it will be important to place that behavior on extinction. Both Jane and Robert will need to make sure they follow through with whatever demand they have placed and not allow William to escape. This procedure may be difficult because William’s behavior may escalate in frequency and intensity initially. When used properly and consistently, extinction procedures will extinguish tantrum behaviors. Both parents will receive extinction procedure training, so they are aware of the extinction burst that will occur before the behavior begins to decrease.

**Progress Monitoring and Behavioral Consultation**

* Discuss how data collection tools will be used to continue to monitor response to intervention strategies and overall progress.

Example:

Each time William engages in temper tantrums after being giving an instruction (demand placed), they will use a tally mark to record the incident. This method of data collection was chosen because it would be easy for William’s parents to record, hopefully increasing the chances that data would be taken. Data will be analyzed and graphed each Friday at 3 p.m. During these consultations, changes can be made to the interventions as needed.

Developed by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME

Behavior Consultant

**References**