

Functional Behavioral Assessment Report

Identifying Information

Student: XXX

Date of Report: 1 May 2006

Date of Birth: XXX

Age: 15 years, 10 months

Grade: 10

Reason for Referral

XXX is a 15-year-old male student who was referred to the school psychologist by his English teacher because of his frequent inappropriate verbal outbursts in class. "Verbal outbursts" were subsequently defined as "unrelated or tangentially related to the topic that causes lesson disruption."

Assessment Procedures

- Record Review
- Teacher Interview
- Direct behavioral observation in classroom
- Behavioral Observation of Students in Schools (BOSS)
- Behavior Assessment System for Children, Second Edition – Student Observation System (BASC 2-SOS)

Assessment Results

A review of XXX's IEP indicated that he is classified as having a specific learning disability due to a severe discrepancy between his measured cognitive ability and achievement in basic reading skills, reading comprehension, and spelling. Several other teachers have noted similar behavioral concerns in XXX, primarily in the form of verbal outbursts and an inability to form appropriate social relationships with his peers. A social evaluation conducted in 1996, at the end of XXX's kindergarten year, noted that XXX experienced "difficulty following classroom rules" and that these issues "appear to be preventing [XXX] from reaching his full academic potential." The social evaluation noted that although XXX's developmental milestones were all met on time, his sense of security seems to be affected as a result of living through an earthquake at age four.

XXX's English teacher indicates that his verbal outbursts occur across settings. According to her, they seem more likely to occur when she is absent or not in his immediate physical proximity. This behavior seems least likely to occur when XXX thinks his teacher is mad at him, or after she has just reprimanded him.

Assessment Results (cont'd.)

Direct behavioral observations did not confirm the interview data. The BASC-2 SOS determined that Inappropriate Vocalizations accounted for only 4% of XXX's observed behaviors. The BOSS indicated that Off-Task Verbalizations accounted for 6% of XXX's observed behaviors, as opposed to 4% of his peers' behaviors. However, the BOSS also noted that XXX's Active Engaged Time was significantly less than that of his peers (27% compared to 46%). Both the teacher and classroom aide stated that this was an exceptionally "good" day for XXX, and that most days involve outbursts of greater quantity and severity.

Some additional potential problem behaviors were noted during the BASC and BOSS observations. The BOSS indicated that XXX engaged in off-task motor movements (OFT-M) during 30% of the intervals, a rate more than twice that of his peers (13%). The BASC noted that Inappropriate Movements and Inattention accounted for 20% and 22%, respectively, of XXX's observed behaviors. After discussing this data with the teacher, she expressed her desire to continue to focus solely on the verbal outbursts.

Direct observation noted that XXX's verbalizations were often random non-sequiturs aimed at no one in particular. Verbalizations occurred equally often across contexts (taking a test, reviewing worksheet answers, reading a book). Two outcomes almost always resulted from XXX's outbursts: the teacher reprimanded him or his classmates gave irritated responses.

Hypothesized Function of Behavior

Based on information gathered during this FBA, it appears that XXX's outbursts serve to bring him attention and are maintained by positive reinforcement (i.e., "negative" attention).

Positive Behavior Support Plans

1. Teacher or classroom aide should ignore inappropriate verbal outbursts that do not significantly disrupt or halt instruction.
2. Teacher/aide should give XXX random positive attention (RPA), such as calling on him to answer a question he can answer, offering praise of specific attempts at socially appropriate behavior, or a brief, informal conversation (e.g., about an assignment).
3. RPA should be given approximately every 15 minutes, or as XXX's behavior permits.
4. The intervals for RPA should gradually be lengthened.
5. Data should continue to be collected on the frequency of XXX's outbursts to determine the efficacy and feasibility of this support plan.