

Functional Behavior Assessment

Student: Nigel

Age: 12 years

Report Date: June 4, 2014

I. Background Information

Nigel is a twelve-year-old boy currently in middle school. His teacher has identified Nigel for a functional assessment concerning his physical and verbal aggressiveness towards his peers when they try to interact with him. Nigel's behaviors also occur at home, which is a concern of Nigel's mother.

II. Functional Assessment

The purpose of this functional assessment is to learn why Nigel is acting out physically and verbally towards his peers when they try to interact with him. More specifically, it identifies Nigel's behaviors of concern and how they can be replaced with appropriate and positive behaviors. This assessment includes Nigel's behaviors defined, parent and teacher interview summaries, and an ABC analysis of Nigel. It includes information from Nigel's MAS (Motivation Assessment Scale), which helped the team determine Nigel's behavior function. This assessment also includes a behavior intervention plan for Nigel.

Functional Assessment Interview:

An interview with Nigel's mother was held on June 3, 2014. Nigel has behavior problems at home, which correlate with the behaviors that occur at school. His mother is concerned because Nigel refuses to sit at the table during dinnertime and keeps himself isolated in his room. Nigel enjoys reading, watching TV, and playing video games from the time that he gets home from school until he goes to bed at 9pm. The video games that Nigel enjoys playing are World of Warcraft, Mario Cart, and Minecraft. He enjoys reading the Percy Jackson series. Nigel's mother is not sure what TV shows he watches. His mother has given up trying to take Nigel away from his video games. She will try and get Nigel to interact with the family once per week. Nigel will often throw tantrums if his mother asks him to interact with her or the rest of his family. Nigel has threatened to punch his mother and has spat at her. When Nigel has these behaviors she lets him be alone but feels that she has failed. She sees all of the neighborhood children playing and

doesn't understand why Nigel can't join in with them. She also can't sign him up for sports or "normal kid" activities. She started noticing Nigel's behavior changing about a year ago. He would sit at dinner with the family but would not talk. Nigel had a friend during this time, but their friendship abruptly ended. Nigel's mother is not sure why their friendship ended. The one person that Nigel will interact with is his fifteen-year old cousin. When his cousin visits from Illinois, they will play World of Warcraft together. His mother believes that Nigel looks up to this cousin and views him as "cool". Nigel's teacher interview states "Nigel is very bright and has no problems academically. He does not initiate contact with peers and, when they do initiate contact with him, he curses, yells, spits, and shoves chairs at them."

III. Behaviors of Concern

Behaviors of Nigel include cursing, yelling, and spitting, and shoving chairs at his peers if they try to initiate contact with him. Nigel does not initiate contact with his peers. The two main behaviors of concern are lack of social skills as well as confrontational and defensive. *Lack of social skills* relates to Nigel's poor peer interactions. He has difficulty making or maintaining friendships due to peer avoidance. Nigel plays alone at school as well as prefers to do work alone. In the home setting, Nigel refuses to eat dinner with his parents and has minimal interaction with them. *Confrontational and defensive* relates to Nigel's lashing out at peers when they initiate contact with him. Lashing out includes cursing, yelling, spitting, and shoving chairs. Nigel is easily provoked and irritated by others and refuses to comply with adult requests, especially in the home setting.

Functions of the Behavior(s)

The function of Nigel's behavior is peer avoidance. This is based on the interview with Nigel's mother and teacher, which may be referred to above. It is also based on Nigel's ABC chart and his Motivation Assessment Scale. Nigel's Motivation Assessment Scale (MAS) shows that he is seeking escape and something tangible, which is achieved when he acts out verbally and physically towards his peers. The consequence of Nigel's behavior is to go read by himself, which is where he obtains what he wants (isolation from others).

Motivation Assessment Scale Page 1

MOTIVATION ASSESSMENT SCALE

Name: Nigel Rater: Teacher Date: 6/3Description of Behavior (be specific): Nigel doesn't initiate contact with peers. When peers initiate contact with him, he spits, curses, yells, and ~~throws~~ shoves chairs at them.

Instructors: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example "is aggressive" is not as good a description as "hits other people." Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this person was left alone for long periods of time?		✓					
2. Does the behavior occur following a request to perform a difficult task? <u>when asked to be with peers</u>						✓	
3. Does the behavior seem to occur in response to your talking to other persons in the room/area?	✓						
4. Does the behavior ever occur to get a toy, food, or an activity that this person has been told he/she can't have? <u>reading book or being alone</u>							✓
5. Would the behavior occur repeatedly, in the same way, for long periods of time if the person was alone? (e.g. rocking back and forth for over an hour.)	✓						
6. Does the behavior occur when any request is made of this person? <u>when Nigel is asked to work w/ peers,</u>				✓		✓	
7. Does the behavior occur whenever you stop attending to this person?	✓			✓			
8. Does the behavior occur when you take away a favorite food, toy or activity? <u>if alone time or reading time is taken</u>					✓		
9. Does it appear to you that the person enjoys doing the behavior? (It feels, tastes, looks, smells, sounds pleasing). <u>The aggressiveness</u>				✓			
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?			✓	✓			
Go to next page							

depends if student is alone or not

does he like the control of it? Unknown

we don't

know,
good? to ask

Motivation Assessment Scale Page 2

	0	1	2	3	4	5	6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (e.g. you are in another room or interacting with another person)	✓						
12. Does the behavior stop occurring shortly after you give the person food, toy, or requested activity?							✓
13. When the behavior is occurring does this person seem calm and unaware of anything else going on around her/him?	✓						
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?					✓		
15. Does this person seem to do the behavior to get you to spend some time with her/him?	✓						
16. Does the behavior seem to occur when this person has been told that he/she can't do something he/she had wanted to do?					✓		

				* perceptible by touch	
	Sensory	Escape	Attention	Tangible	
	1. 1	2. 5	3. 0	4. 6	
	5. 0	6. 3	7. 3	8. 4	
	9. 3	10. 3	11. 0	12. 6	
	13. 0	14. 4	15. 0	16. 4	
Total Score =	4	15	3	20	
Mean Score =	1 0.8	3.75	.75	5	
Relative Ranking =	1	5	0	4	

perceptible by touch

Motivation Assessment Scale: Functions for usage

- To direct our understanding of the behavior challenge to the intent of the challenge versus the way it appears or makes us feel.
- To understand the correlation between the frequency of the challenging behavior and its potential for multiple intents.
- To identify those situations in which an individual is likely to behave in certain ways (e.g., requests for change in routine or environment lead to biting).

Outcomes:

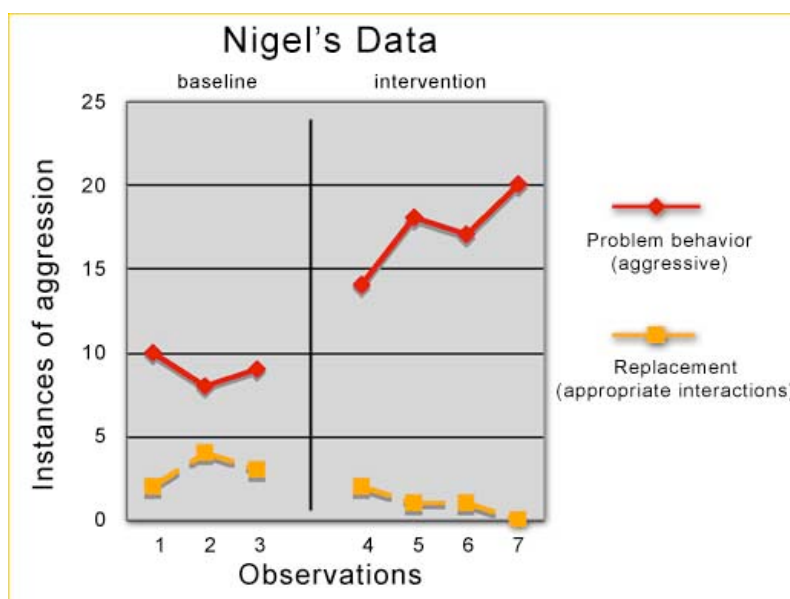
- To assist in the identification of the motivation(s) of a specified behavior.
- To make more informed decisions concerning the selection of appropriate reinforcers and supports for a specified behavior.

Note: Like any assessment tool, the MAS should be used in an on-going continually developing mode.

ABCs of the behavior(s): Student Observation

Antecedent	Behaviors	Consequences
Peers initiate contact with Nigel.	Nigel curses, shoves chairs, and spits at peers.	Teacher sends Nigel away from the other students to read a book on his own.

Based on direct observation from Nigel's teacher, Nigel spends 85% of his time alone and not participating (average of 3 observations). Nigel had an average of 5 yelling incidents and 2 spitting incidents during three, 20-minute group activities. The objective of Nigel's previous function-based intervention, which is reading a book on his own to calm down, has not helped the problem behavior from decreasing. See graph below:



Because Nigel's previous intervention of reading a book to deescalate from negative interaction with his peers has been unsuccessful, different interventions must be implemented in order to help Nigel interact positively with both his peers at school and at home with his family.

Antecedent-Based Behavior Intervention Plan for Nigel (BIP)

Problem Behaviors:

1. *Hitting*- to touch (something or someone) in a forceful or violent way after moving at a high speed.
1. *Spitting*- to eject (as saliva) from the mouth.
1. *Aggression* (Shoving Chairs)- hostile, injurious, or destructive behavior or outlook especially when caused by frustration.
1. *Cursing*- an offensive word that people say when they are angry.
5. *Avoidance*- an act or practicing of avoiding or withdrawing from something.

Hypothesized Function:

When Nigel gives his peers a verbal or physically negative response, he obtains what he wants, which is reading alone (peer avoidance achieved).

Replacement Behavior (more appropriate way to achieve the same payoff):

Nigel will engage in appropriate communication with peers and adults during the school day and at home.

Student's present level of performance of replacement behavior:

Nigel does not know how to appropriately communicate with peers and adults when they initiate contact with him.

Antecedent-Based Behavior Intervention Plan for Nigel (BIP)

Instruction of replacement behaviors	Reinforcement of replacement behavior
<p>1. The Check-in-Check-Out will be implemented. Nigel will check in with his teacher at the beginning, middle, and end of each school day. His teacher will provide feedback on his CICO sheet during their meetings throughout the day and Nigel can add any comments that he feels fit. His teacher will rate Nigel on a 2-point system for each subject he attends. He will be rated on three target behaviors:</p> <p>Appropriate Language Quiet Hands Positive Peer Interaction</p> <p>Nigel will have pictures that demonstrate each of these behaviors that he can refer to whenever he may need. Nigel's teacher will explain the CICO system to Nigel before it is implemented. His teacher will also use role-playing techniques with Nigel to show him what the three target behaviors look like.</p> <p>Figure 1.1 shows the CICO sheet that will be used for Nigel on a daily basis.</p> <p>Nigel will bring this CICO sheet home every day and his parents will sign off on it.</p>	<p>During the Check-Out procedure, Nigel's teacher must provide positive feedback and discuss with Nigel what could be done better next time.</p>
<p>2. When Nigel doesn't want to interact with others, he lashes out physically or verbally. He must learn a more appropriate way to take a break from his peers around him. Nigel's teacher will provide him with a card that says BREAK and put it in a place where it is easily accessible. When Nigel feels overwhelmed by the peer presence around him, he can take the card and go take ten deep breaths in a designated area</p>	<p>During Nigel's CICO meetings held three times a day, his teacher will ask him to reflect on how he used the BREAK card. If Nigel did not use the BREAK card in a situation where it would have been appropriate, his teacher must explain this to Nigel.</p>

<p>of the classroom. He will take this card when he feels the need to be violent or physically aggressive towards others. If Nigel takes advantage of the BREAK card, his teacher will need to review the appropriate uses of the card with him again and he will be limited to the number of times he can use the BREAK card.</p> <p>Nigel's teacher will explain the BREAK card procedure to Nigel before it is implemented and review expectations of the BREAK card as needed.</p>	
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Figure 1.1

CHECK IN CHECK OUT POINT SHEET

»Points Possible _____
 Points Received _____
 %of Points _____
 Goal Met _____

2 – Great Job!
 1 – So, so
 0 – Doesn't meet goal

Name: _____
 Date: ____/____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Appropriate Language	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Quiet Hands	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Positive Peer Interaction »	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____

Antecedent-Based Behavior Intervention Plan for Nigel (BIP)

Modifications you will implement to allow payoffs to occur naturally

Environmental modifications: Posters of “how to treat others” will be made by the entire class. Students will split into groups and brainstorm positive peer interactions. These posters will be displayed in the classroom and Nigel’s teacher can refer back to them when Nigel or any of his other peers acts inappropriately. Stress balls and fidgets will be provided at the front of the classroom for Nigel to use if he feels the need to act out physically or verbally. These will also be available for his peers. Nigel’s teacher must discuss how to use the stress balls and fidgets appropriately before they are available to the class. The amount of space between each student will be increased so that Nigel does not feel too close or threatened by his peers around him.

Curricular modifications: Nigel is a bright student and has no problems academically.

Instructional modifications: Role-playing and hands-on learning would allow Nigel to get out any of his negative behaviors in a positive way. Ease Nigel into working one-on-one with a peer before moving to a larger group setting where he may feel threatened and overwhelmed.

Generalization Plan

Across Settings: The Check-in-Check-out system will allow Nigel’s parents and co-curricular teachers to be more involved and aware of Nigel’s behaviors throughout the day. This system allows for all parties to be involved in supporting Nigel in making appropriate decisions.

Across Instructors: Nigel’s teacher will meet with Nigel’s co-curricular teachers (Art, Physical Education, and Music) to discuss Nigel’s CICO plan. Nigel will bring his CICO sheet with him to each class he attends, so his co-curricular teachers will be able to see the types of behaviors he had displayed before the class period. This will allow all teachers to be prepared to give Nigel extra support if he just had a negative behavior. Nigel’s teacher will also collaborate with his co-curricular teachers on the BREAK card

system so that he can use it if needed in other classroom settings.

Nigel's teacher will meet with his co-curricular teachers before the CICO plan and BREAK card system is implemented so that it can be explained in detail. This meeting should occur within the next five school days so that Nigel can start receiving extra support as soon as possible. Weekly meetings will be held with Nigel's general teacher and co-curricular teachers to discuss Nigel's progress.

Across Materials: NOT APPLICABLE

Parental Collaboration:

The Check-in-Check-Out system used will allow Nigel's teachers and parents to communicate on a daily basis. Nigel's teachers and parents will be able to write down messages to each other on the CICO sheet that will be brought back and forth between school and home every day. Nigel's parents may choose the best form of communication for them to correspond with Nigel's teacher (email, phone calls, meetings in person, etc.) Communication between Nigel's teacher and parents will start off on a daily basis. During the second week, communication will be limited to twice a week. During the third week, communication will be limited to once a week. After the first three weeks of Nigel's BIP plan being implemented, an in-person meeting will be held with Nigel's teacher and parents. These dates are subject to change if it seems necessary and will be decided by Nigel's teacher.

Collaboration with other stakeholders at school:

A meeting will be held with Nigel's general education teacher, co-curricular teachers, social worker, and principal regarding Nigel's behaviors. Nigel's general education teacher will discuss Nigel's Behavior Intervention Plan with these stakeholders so that they will be aware of what support Nigel is receiving. This information will help

them implement the support that Nigel needs out of his general education classroom. The stakeholders will meet once a week to discuss Nigel's progress. Once Nigel begins to show improvement, the meetings may shift to every other week and then be held as needed.

Sources

PBISworld.com

Rand, M.K. (2012) *The Positive Classroom*. Princeton, NJ: Princeton Square Press.

Merriam-Webster Dictionary (Online)