

Child's Name: Eduardo Compos

Student ID:

Grade: 3

Date of Meeting:

Date of Implementation:

Directions: A functional behavioral assessment (FBA) must be conducted when the IEP team determines that the student's behavior is a manifestation of the student's disability. A FBA may be conducted, as determined appropriate by the student's IEP team, if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options.

Please fill out a separate copy of this form for each behavior being assessed.

1. Behavior of Concern: Provide a description of the behavior in observable and measurable terms. Include a description of the intensity, frequency and duration of the problem behavior.

Eduardo bites, hits, and pushes peers and adults, as well as throws objects. At school, during 28 observable times between December 2nd-December 13th Eduardo demonstrated physical aggression towards peers or adults a total of 17 times. He bit people 3 times, hit and/or kicked people 3 times, pushed a person 1 time, and 1 time he hit, kicked, and pushed someone in the same observed incident. He threw objects (not including throwing objects towards the floor) a total of 9 times. During these observed times, his biting lasted approximately 10 seconds before an adult removed him. The other behaviors lasted approximately 20 seconds before being removed or approximately 20 seconds-9 minutes if he was not removed.

2. What Event Triggers the Behavior (Antecedent): Include a description of environmental factors which may contribute to the behavior (e.g., medical conditions, sleep, diet, scheduling and social factors.)

Eduardo struggles to fall asleep at night and stay asleep.

3. Setting Where Behavior Most Likely Occurs: Describe the setting in which the behavior occurs (time of day, physical setting, persons involved). Include a description of any relevant events that preceded the target behavior (antecedents).

Eduardo's physical aggression most frequently occurs in his self-contained classroom during small group and independent work time. During these instances, it appears that his physical aggression is brought up when he is presented with a fine motor task that is challenging for him.

4. How Often/How Long: Describe the time between the request to stop or change the behavior and the time of the student's response to the request.

When the physical aggression continues more than throwing an object, an adult responds and removes him within 10 seconds of the behavior in some instances. In other instances, the rest of the class is removed and his physical aggression continues for up to 9 minutes.

5. Who is the student most likely to react negatively to when requested to do something and who is the student least likely to react negatively to when requested to do something?

Eduardo responds best to his paraprofessional, Mr. Parks, and next he responds best to his self-contained classroom teacher, Mrs. Davis. He does not respond as well to his other teachers.

6. What is the vocal adult response to the student's negative behavior?

Mrs. Davis has reported that they use the terms: "Make a calm body, Eduardo" or "That is not a calm body" when he demonstrates negative behavior.

7. Consequences: Include a description of the consequences that resulted from the behavior of concern.

The most frequent consequence for Eduardo's physical aggression is for him to either be removed from the class or for the rest of the class to clear out of the classroom. Sometimes he is taken to the calm down area, asked to apologize to peers, and/or has to help clean up the mess that he has made.

8. Why (function or purpose of behavior)? What is the student communicating through the behavior of concern?

Eduardo is trying to avoid activities that use fine motor skills because they feel too difficult for him.

Functional Behavioral Assessment Additional Information*

OP-1 Functional Behavior Assessment (Optional Form)

District Name

Behavior History Interventions Attempted	Primary Mode of Communication	Other Relevant Information (e.g., medical)
<p>Visual gesture & verbal cue to calm his body when he begins showing physical aggression</p> <p>Frequent preferred activities embedded into his schedule</p> <p>Calm down area and use of emotion wheel</p> <p>Given HALO bucks and positive verbal praise immediately when showing target behaviors</p>	<p>PECS with some verbal communication</p> <p>Learning how to use an iPad with Proloquo</p>	<p>Eduardo has a medical diagnosis of Autism</p> <p>He has difficulty falling asleep and staying asleep at night so he takes a medication to help him</p>

Signatures: