

**Functional Behavioral Assessment: Part 1 (Description)**

Date: 11/30/2015 Student Name: Smith ID: \_\_\_\_\_ DOB: \_\_\_\_\_  
Case Manager: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

**Data Sources:**

Observation  Student Interview  Teacher Interview   
Parent Interview  Rating Scales  Normative Testing

**Description of Behavior:**

\_\_\_\_\_ The student throws tantrums and cries/yells uncontrollably during class instruction. Student is often disrespectful and fails to pay attention.

**Setting(s) in which behavior occurs:**

\_\_\_\_\_ The behavior occurs both at home and at school.

**Frequency:**

\_\_\_\_\_ The behavior occurs at least 3 times per week

**Intensity** (Consequences of problem behavior on student, peers, instructional environment):

\_\_\_\_\_ The behavior halts classroom instructional because constant attention is required.

**Duration:**

\_\_\_\_\_ The behavior lasts between 20 and 30 minutes.

**Describe Previous Interventions:**

\_\_\_\_\_ The teacher has placed student in time out. He has been sent to the principal's office, call and meeting with parent has been conducted.

**Educational impact:**

\_\_\_\_\_ Student's academic performance is below average, but the student shows ability to do classroom work.

**Functional Behavioral Assessment: Part 2 (Function)**

Date: 11/30/2013 Student Name: Smith ID: \_\_\_\_\_ DOB: \_\_\_\_\_  
Case Manager: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

**Function of Behavior:** Specify hypothesized function for each area checked below.

**Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

\_\_\_\_\_ anger, depression, death-ideation, isolation

**Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

\_\_\_\_\_

**Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):

**Antecedents:** \_\_\_\_\_ Being asked to complete a task

**Behavior:** \_\_\_\_\_ child yells/throws tantrum

**Consequences/Reinforcement:** \_\_\_\_\_ Time-out/separation from class

**Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from and why they are copying the behavior):

\_\_\_\_\_

**Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

\_\_\_\_\_ family separation, few contacts with dad, working parent (less supervision)

**Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

\_\_\_\_\_ Attention Deficit Hyperextension Disorder  
-inability to attend to long tasks.

**Communicate need** (Identify what the student is trying to say through the problem behavior):

— Student has trouble regulating his emotions and communicating that he feels ostracized.

**Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment plays a part in organizing and directing problem behavior):

— Student often lose interest once information becomes familiar. Student often gets bored with independent work assignments.