Functional Behavior Assessment Summary Sheet

Step 1: Student Information and Support Team Information

Last name: Bridges	**First name:** Dominique	**Gender:** Female	**Age:** 9	**Grade:** 4	**Date Started:** 9/3/2024

School: Bramble Elementary School	☒ **Student has an IEP** ☐ **Student is an English Learner**	**Does this student receive SPED services?** ☐ Yes ☒ No **If yes, SPED Eligibility Category:** Emotional Disturbance

Team Members: ☒ Parent ☒ General Education Teacher ☐ Special Education Teacher ☐ Related Service Provider ☒ School Psychologist ☐ Licensed Behavior Analyst ☒ Student ☒ Other School Personnel (list: lunchroom staff, gym teacher)

Team Lead: Dr. Lackey	**Team Lead Title:** School Psychologist

Reason(s) the FBA was conducted (check all that apply):

☐ The student receiving Special Education or Related Services engaged in conduct that resulted in a change of placement and the LEA, the Parent, and relevant IEP team members determined that conduct was a manifestation of the student's disability.

☐ The IEP provides for the use of restraint or isolation.

☐ The student exhibits a pattern of behavior that impedes their learning or that of others.

☒ The student exhibits a pattern of behavior that places the student or others at risk of harm or injury.

☐ The student's IEP team is considering a more restrictive placement as the result of the student's behavior.

☐ The IEP team determined that an FBA was appropriate.

☐ The student receiving Special Education and Related Services is removed from their current placement for more than 10 consecutive school days for behavior *not* determined to be a manifestation of the student's disability.

☐ The student receiving Special Education and Related Services is removed to an interim alternative education setting for up to 45 school days for weapons, drugs, or serious bodily injury, *irrespective* of whether the student's behavior is a manifestation of the student's disability.

Step 2: Data Gathered to Understand Target Behavior			
Item Reviewed	Staff Interview	Family Interview	Student Interview	Record Review
Date Completed	9/2/2024	9/2/2024	9/3/2024	9/1/2024

Step 3: Target Behavior(s) (If more than one behavior is included, identify which one is the top priority)

Target Behavior Definition(s): Physical aggression – Physical contact with others that is potentially harmful in nature. Examples include spitting and attempts to kick and/or scratch. Nonexamples include light taps, unintentional contact, and "rough housing" with another consenting peer.

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Step 4: Summary of Interviews and Record Reviews (attach supporting documentation)

Summary of Staff Interview

During lunchtime in the cafeteria, Dominique is likely to engage in physical aggression when she enters the cafeteria and sometimes on the way to the cafeteria knowing that we are transitioning to lunch, and we believe that she does this to avoid the sensory stimulation presented by the cafeteria.

Summary of Record Review

Were any skill deficits identified (e.g., academic, adaptive behavior, speech and language, mobility) that contribute to the target behavior?

No

When reviewing the student's record, what are documented concerns regarding the student's behavior or previous interventions used to support the student included in the review *(e.g., Office Discipline Referrals, Behavior Intervention Plans, teacher nominations, universal behavior screener scores)?*

According to Dominique's universal behavior screener results, she is at high risk for both internalizing and externalizing behaviors. Dominique currently receives Tier II behavior intervention in the form of a social skills group but this intervention is not demonstrating adequate progress.

If the student has an IEP, does a skill deficit contribute to the target behavior?
☐ *Yes* ☐ *No*
If yes, the IEP must include measurable annual goal(s) to address the skill deficit.

Step 5: Systematic Observation (attach observation forms as documentation)

Date(s) Completed: 9/5/2024, 9/6/2024, 9/7/2024, 9/8/2024, 9/9/2024, 9/12/2024, 9/13/2024, 9/14/2024
Total count of target behaviors observed (this number should match the denominators in the ratios below): 9

Activity	Antecedent	Consequence
List most frequently occurring activity: Unstructured - cafeteria Ratio 9/9	List most frequently occurring antecedent: Transition Ratio 8/9	List most frequently occurring consequence: Avoid sensory stimulation Ratio 9/9

Does the summary of systematic observation match the staff interview summary of behavior (Step 4)?
☒ Yes ☐ No (if no, conduct another systematic observation or review staff interview(s))

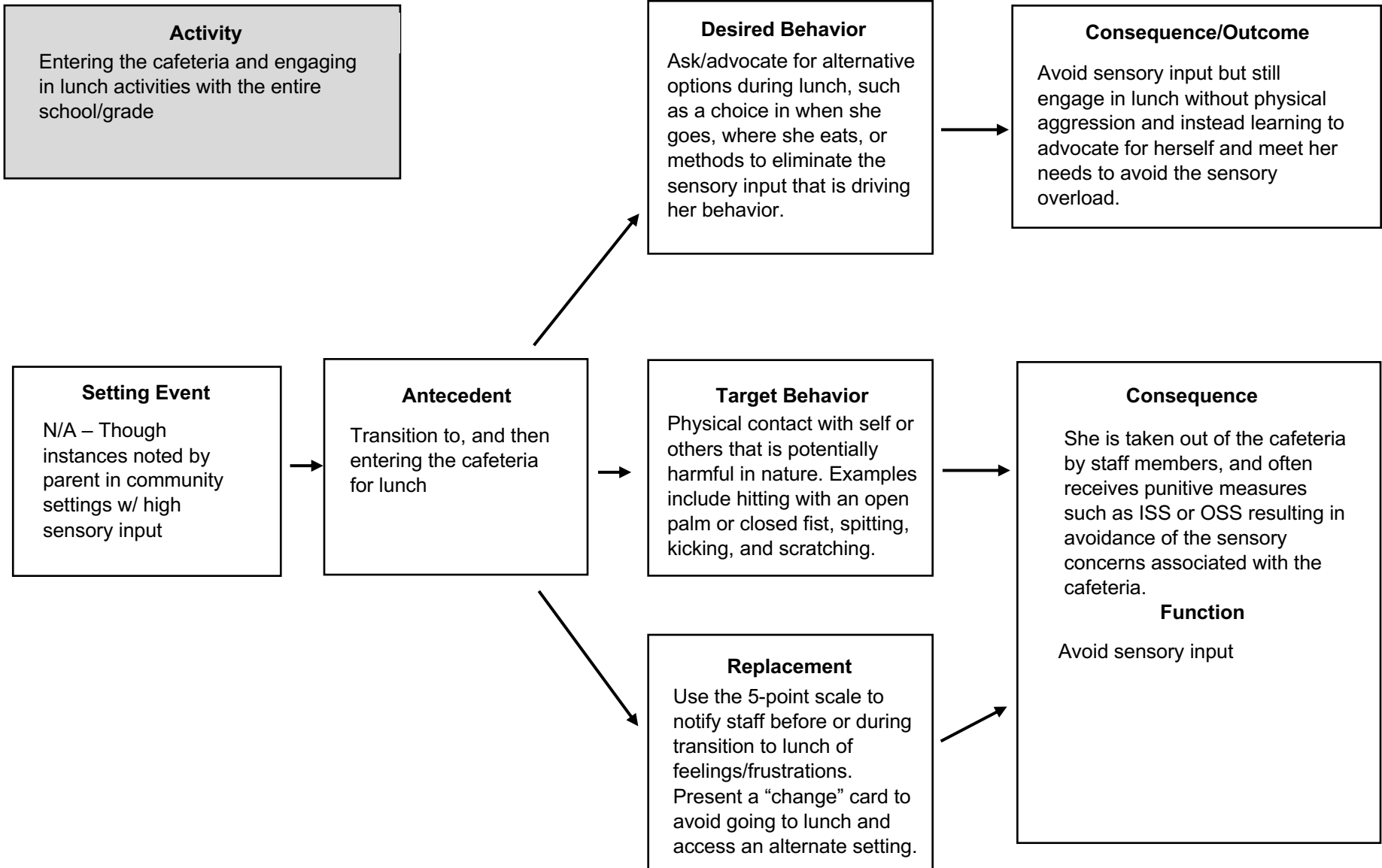| Step 6: Hypothesized Function
Based on all available data (e.g., interviews, record reviews, observations), indicate the hypothesized function(s) of the target behavior below. |
| --- |

Seek/Obtain	Avoid/Escape
☐ Adult Attention ☐ Peer Attention ☐ Activities/Tasks ☐ Items/Materials ☐ Sensory Stimulation	☐ Adult Attention ☐ Peer Attention ☐ Activities/Tasks ☐ Items/Materials ☒ Sensory Stimulation

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Step 7: Summary of Baseline Data (attach baseline data as documentation)						
Check the type of data collected						
☐ Rate (count/time) ☐ Time Sampling ☒ Duration ☐ Direct Behavior Rating ☐ Trial Based						
Enter at least 3 baseline data points into the table below and calculate the baseline average						
Data #1 Date: 9/5/2024	Data #2 Date: 9/6/2024	Data #3 Date: 9/7/2024	Data #4 Date: 9/8/2024	Data #5 Date:	Data #6 Date:	Average
7 min 24 s	10 min 30 s	8 min 15 s	9 min 45 s			8 min 58 s

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Step 8: Competing Behavior Pathway

Activity
Entering the cafeteria and engaging in lunch activities with the entire school/grade

Desired Behavior
Ask/advocate for alternative options during lunch, such as a choice in when she goes, where she eats, or methods to eliminate the sensory input that is driving her behavior.

Consequence/Outcome
Avoid sensory input but still engage in lunch without physical aggression and instead learning to advocate for herself and meet her needs to avoid the sensory overload.

Setting Event
N/A – Though instances noted by parent in community settings w/ high sensory input

Antecedent
Transition to, and then entering the cafeteria for lunch

Target Behavior
Physical contact with self or others that is potentially harmful in nature. Examples include hitting with an open palm or closed fist, spitting, kicking, and scratching.

Consequence
She is taken out of the cafeteria by staff members, and often receives punitive measures such as ISS or OSS resulting in avoidance of the sensory concerns associated with the cafeteria.
Function
Avoid sensory input

Replacement
Use the 5-point scale to notify staff before or during transition to lunch of feelings/frustrations. Present a "change" card to avoid going to lunch and access an alternate setting.

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Staff Interview
Efficient Functional Behavior Assessment:
The Functional Assessment Checklist for Teachers and Staff (FACTS): Part A

The FACTS is a brief, semi-structured interview to inform behavior intervention plans. The FACTS should be completed with a staff member who knows the student well and should take about 20 minutes.

Step 1: Demographic Data
Record the student's name and grade level, the date the interview was completed, who was interviewed (name and title), and who administered the interview (name and title).

Student: Dominique	Grade: 4th	Date: 9/2/2024
Respondent: Mr. Morrow (general education teacher)		Interviewer: Dr. Lackey (school psychologist)

Step 2: Student Profile
Identify at least three strengths or special attributes of the student. These can include activities the student is good at, activities they enjoy, or special qualities. This step helps the team identify strengths and activities that could potentially be used as part of the intervention.

1. Dominique enjoys hands-on activities and responds better when she is working individually as opposed to working with a group.

2. Dominique is very interested in the subject of history, particularly U.S. presidents, and enjoys both art and music.

3. Dominique enjoys opportunities to have a classroom job or task that allows her to help the teacher, especially before school starts and towards the end of the school day.

Step 3: Challenging Behaviors
Mark the challenging behavior(s) shown by the student. Circle the one of greatest concern.

☐ Tardy
☒ Disruptive
☐ Withdrawn

☐ Unresponsive
☒ Defiance
☐ Work not done

☐ Inappropriate Language
☐ Property Destruction
☐ Verbal Harassment

☐ Theft
☒ Fight/ Physical Aggression
☒ Self-Injury
☐ Other

Describe the Challenging Behavior: Physical aggression - Dominique is physically aggressive with herself and others, and it often results in harm to herself or the individual(s) she gets aggressive with. She has hit (open and closed fists), spit at others, kicked, scratched, etc.

Step 4: Target Routine for Behavior Support		
Identify the school routines or activities in which the challenging behavior is most likely to occur. Write the name of the routine and the most common challenging behavior occurring during that time.		
	Activities	**Challenging Behavior(s)** *From Step 3*
Example	*Math- whole group instruction*	*Disruptive*
Routine #1	Specials (especially gym)	Physical aggression
Routine #2	Lunch	Physical aggression, self-injury

The Functional Assessment Checklist for Teachers and Staff: Part B

Complete a FACTS: Part B for each activity identified in Step 4 of Part A

Step 5: Target Routine (From Part A, Step 4)

Complete this part of the interview separately for each targeted activity and challenging behavior of the FACTS-Part A. Use multiple Part B forms if more than one activity was targeted.

Activity	Challenging Behavior(s)
Lunch	Physical aggression, self-injury

Step 6: Challenging Behavior Details

Provide details about challenging behavior(s).

Describe the challenging behavior(s). What does it look like? Provide examples.
If peers or teachers are in her area when we get to the cafeteria, often she will engage them physically, whether by hitting, kicking, scratching, or spitting. She has also shown self-injurious behaviors, such as scratching herself and hitting her head with her hands (open or closed fists).

How often does the challenging behavior(s) occur (one per week or day, hourly)?
Sometimes every day until we remove her from the lunchroom. She may remain aggressive depending on where we take her from there, but we haven't found a pattern.

How long does this challenging behavior(s) last when it does occur (minutes, hours)?
It can go on for several minutes to half an hour.

How intense is the challenging behavior(s)? Does the behavior cause injury to self? Injury to others?
Very intense. She has hurt her classmates and teachers and has also hurt herself. We are concerned for her safety and those around her.

Step 7a: Antecedents

Identify the events that occur prior to the challenging behavior(s) by asking the following guiding questions.

In this activity, what happens most often just before the challenging behavior?
In the transition from the classroom to the cafeteria, she is usually fine. There are times though, right before lunch, when she becomes physically aggressive in the classroom or as we leave to go use the restroom and wash our hands. Once we arrive in the cafeteria is when she tends to go off and get very upset.

If you put this trigger in place 10 times, how often would it result in challenging behavior?
9/10 times, if not always

Does the challenging behavior ever happen when the trigger is absent? Or when the opposite of the trigger occurs?
No, if we eat lunch in the room or if she is not around the cafeteria and other kids, she does not get aggressive.

Step 7b: Antecedents

Once the antecedent has been identified, place a check mark in the corresponding box and complete the corresponding row.

Trigger	Features to Describe	Description
☐ If tasks (e.g. group work, independent work, small-group instruction)…	Describe the task in detail (e.g., duration, ease of task for student). What features of the task are likely aversive to the student, and why might this be the case?	
☒ If unstructured time…	Describe the setting, activities occurring, and other students or adults in the environment.	The cafeteria can be a hectic place. There is a lot of light, both from windows and all the lights inside the area. We have a large school, so it is also noisy and not very well sound proofed. Most of the staff feel like the cafeteria is too loud and want to put systems in place to make it quieter and more structured. There is a lot of echoing because of the high ceilings and loud noise of many students all at once.
☐ If corrective feedback or reprimand…	Describe who delivers the corrective feedback or reprimand, what is said, and what the purpose of the correction is.	
☐ If structured, nonacademic activities…	Describe the context, who is around, what activities are going on, and what behaviors are expected.	
☒ If transitions…	Describe the activity that is ending and the one that is beginning. Are the activities unstructured or structured? Is the student asked to transition from a preferred activity to a non-preferred activity?	Generally, the transition from the classroom to lunch is smooth, though there are times when Dominique will become aggressive in the bathroom or hallway when we are on the way to lunch.
☐ If isolated…	Where does the challenging behavior occur? What features of the environment might be relevant?	

Step 8: Setting Events

Setting events are things that happen well before a challenging behavior that make certain antecedents more likely to trigger the behavior (e.g., conflict at home, hunger, lack of sleep, medication, assignments not completed). Ask the following guiding questions to find out if a setting event is involved.

Besides the immediate triggers identified above, are there other events or factors you think are impacting target behavior, whether in or outside of school?
Conflict at home
If yes, is this event present sometimes and absent others?
Yes
Does the behavior occur only when the event is present?
No, but it might be more likely if there was a conflict at home before school.

Step 9: Consequences

This section identifies what consequences appear most likely to maintain or reinforce the challenging behavior(s). Ask the following guiding questions to consider what the student might be trying to seek/obtain or avoid/escape. Once you have identified the consequence, check the corresponding box. If there is more than one relevant consequence, add number labels to rank each relevant consequence with respect to value or importance (1 = most valued/important).

In the activity identified, when the trigger and challenging behavior(s) occur, what usually happens next?

What do you do? I try to get her as quickly as I can, as do other staff members. We usually try to remove her from the area so we can keep everyone safe, especially the person she seems to be targeting. We have tried to shift the lunch schedules, implement more structure in the routines of the cafeteria, etc.

What do other students do? We often must remove everyone from the area, especially if we can't get Dominique out of there in order to maintain safety.

What activities happen or stop happening? Students sometimes stop and watch, or worse, they will become louder and act out themselves. Most of the time though, students comply with our requests and leave the area or remain quiet. Lunch is often completely disrupted, and students don't have time to finish their food or even get it.

Seek/Obtain			Avoid/Escape		
☒ adult attention ☒ peer attention	☐ tasks/activities ☐ items	☐ sensory stimulation	☐ adult attention ☐ peer attention	☐ tasks/activities ☐ items	☒ sensory stimulation

Consequence	Features to Describe	Description
☒ If adult or peer attention is obtained or avoided…	Define who provides attention, what they say or do, and how long the attention/or lack of attention typically lasts. What does the student do following this attention or lack of attention? Does the challenging behavior escalate?	The adult(s) who intervene try to move Dominique into a safer space and de-escalate her. Peers become onlookers to the aggression, and are sometimes her targets. Dominique does not seem to discriminate between who she targets. It is more who is there and if nobody is right there, she will hurt herself. If we remove her to a small, quiet space, it ends. If we have to clear the cafeteria of the other students, it can get worse.
☐ If a task/activity is obtained or avoided…	*Obtained:* Describe the specific activity including who else is present, what the activity consists of, and how long it lasts. *Avoided:* Describe what activity is removed, for how long it is removed, and what the student does instead.	
☐ If items are obtained or avoided…	Describe the specific item(s) obtained or avoided, including who else is present and how long the student has (or avoids) access to the item.	
☒ If sensory stimulation is obtained or avoided	Describe the context, the type(s) of stimulation present (or absent), who is around, what activities are going on, and what behaviors are expected.	The lunchroom is very noisy, hectic, and can be stressful. If we don't take her to the lunchroom, or we tell her ahead of time that we will get the food for her and she can eat in the room, she remains calm.

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Step 10: Summary of Behavior		
Antecedent(s)/Triggers *From Part B Step 7b* Transitioning to or entering the cafeteria or a noisy, non-structured environment	**Challenging Behavior(s)** *From Part B Step 5 and 6* Physical aggression, self-injurious behavior	**Consequence(s)/Function** *From Part B Step 9* Sensory avoidance
Setting Events *From Part B Step 8* N/A		
How confident are you that this Summary of Behavior accurately explains the identified behavior occurring? Unsure 100% Sure ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6		During lunchtime, especially right when she enters, Dominique is likely to engage in physical aggression toward others and/or self-injurious behaviors, when she enters the cafeteria and sometimes on the way to the cafeteria, knowing that we are transitioning to lunch, and we believe that she does this to avoid the sensory stimulation presented by the cafeteria. It is more likely to occur when the student has come to school following a conflict at home.

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Family/Caregiver Interview

Complete the interview below with the student's family member/caregiver. Items written in **bold** are the questions to ask family members. Answers should be written or typed in the space below the questions. The summary statement at the bottom should be completed by the interviewer (not the family member) to reflect upon the answers provided by the family.

Demographic Information		
Student: Dominique	Grade: 4th	Date: 9/2/2024
Family member (name and relationship to student): Evelyn Bridges (mother)	Interviewer (name and title): Dr. Lackey (school psychologist)	

What are your child's strengths? *(Interviewee can select more than 1 option)*

☐ Friendly	☐ Liked by peers	☐ Easygoing	☒ Hard worker
☒ Helpful	☒ Self-starter	☐ Respectful	☒ Good communicator
☐ Sociable	☐ Follows directions	☐ Kind	☒ Other: Intelligent
☐ Organized	☒ Honest	☐ Funny	
☐ Natural leader	☐ Creative	☐ Positive	

What are some of your child's favorite things to do? *(Interviewee can list preferred items, activities, food/snacks, people, locations, etc.)*
Dominique likes to have time to herself and to be busy doing things. She is motivated to complete work, especially when it is something she really like, such as studying historical figures like the U.S. presidents. She is very helpful and willingly completes the chores we have for her at home and does a very good and thorough job on them. She likes to stick to routines.
What does your child like to do during his/her free time?
Read, do art projects, read about the presidents, play games on her own
Do you have any concerns or struggles with your child's behavior at home? If so, what behaviors concern you?
Dominique does not exhibit any behaviors of concern at home but can at times, refuse to go out to certain places like the mall or sports events (especially basketball). We don't generally do these types of activities because they make her on edge, and she has become physically resistant when I say we are going to do something like this.

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Possible Antecedents: When challenging behavior happens at home, describe what usually happens right before the challenging behavior.
If I have Dominique with me and I have to go into the mall or other large store, even when I try to let her know it will be ok, she will plead with me to let her stay in the car or at home. I am a single parent, so that isn't an option for me at her age. She will physically resist going in. I decided long ago that I would only make these types of purchases online.
If the interviewee has difficulty identifying antecedents, the interviewer can ask the below questions and check off antecedents that match what the family member says. The interviewer does not need to read every check box, but some check boxes can be read if the family member is struggling to give examples or identify an antecedent.

Does challenging behavior happen when you give your child a <u>task</u> to complete? See examples below.		**Does challenging behavior happen when your child has <u>unstructured time</u> at home? See examples below.**	**Does challenging behavior happen when you <u>reprimand</u> your child for something? See examples below.**	**Does challenging behavior happen when your child has to <u>transition</u> to or away from something? See examples below.**	**Does challenging behavior happen when your child is not getting any attention/<u>isolated</u>? See examples below.**	
☐ When asked to do a chore or task ☐ When it is time to do homework ☐ When told to do something non-preferred	☐ When given a task that is difficult or confusing ☐ When he/she does not have the materials needed to complete a task ☐ When given a direction to follow ☐ When given multi-step directions	☒ During unstructured situations or settings – not at home though	☐ When told "no" or "stop" ☐ When given a correction ☐ When he/she cannot have something they would like ☒ When given an ultimatum	☐ During a transition ☒ When the routine changes	☐ When working or playing independently ☐ When adult attention is on other people	☒ Other: When taken to specific places

Possible Consequences: For the behaviors you are concerned about, how do you or others at home typically respond when those challenging behaviors occur?

It depends on how bad things get. At this point though, I thought it had to do with places she simply doesn't like going to or activities she doesn't like, so I stopped taking her to those places, and we don't have the same struggles.

If the interviewee has difficulty identifying consequences, the interviewer can ask the below questions and check off consequences that match what the family member says. The interviewer does not need to read every check box, but some check boxes can be read if the family member is struggling to give examples or identify a consequence.

When challenging behavior happens, do you give your child attention in some form? See examples below. *Obtain attention…*	When challenging behavior happens, do you give your child what they're asking for? See examples below. *Obtain item/activity…*	When challenging behavior happens, do you give your child access to sensory things? See examples below. *Obtain sensory…*	When challenging behavior happens, do you require your child to spend time by themselves? See examples below. *Avoid attention…*	When challenging behavior happens, does your child get anything taken away, or do they no longer have to complete a task they were supposed to be doing? See examples below. *Avoid item or task…*	Does something else happen? If yes, please provide a description of what happens after your child demonstrates challenging behavior.
☐ Give a nonverbal cue to your child (e.g., give "the look") ☐ Verbally correct or prompt your child ☐ Assist your child ☐ Speak to your child afterward ☒ Provide a reminder of what is and isn't appropriate ☐ Explain and discuss the issue with your child ☐ Comfort or soothe your child	☐ Let them have what they are asking for (or what they want)	☐ Provide the child with tickles or other input ☐ Provide the child access to movement (e.g., running, hand motions, rocking) ☐ Let them have access to visual stimulation (e.g, sparkling lights, strobe lights, dark room)	☒ Send child to bedroom or quiet area by themselves	☒ Allow him/her to avoid or delay doing the task ☐ Take away an activity or free time ☐ Take a privilege away ☒ Send child to bedroom or quiet area by themselves (e.g., they don't have to do what they were supposed to do)	☐Other:

Summary Statement
Identify the hypothesis that summarizes the function of the student's challenging behavior. Mark your confidence in the hypothesis statement.

Antecedent(s)	Challenging Behavior:	Consequences:
When taken to specific places or when there is a change in routine,	Dominique refuses	to avoid an activity and obtain attention.

Unsure   **100% Certain**

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☒ 5   ☐ 6

Functional Behavior Assessment Student Interview

Complete the interview with the student. The items written in **bold** are the questions the interviewer should ask the student. Answers should be written or typed in the spaces below the questions. The summary statement on the final page should be completed by the interviewer once the interview is complete.

Demographic Information	
Student: Dominique	**Grade:** 4
Interviewer (name and title): Dr. Lackey (school psychologist)	**Date:** 9/3/2024

What is your favorite class at school?
History! I also like art and music (but only sometimes with music).
What do you like about that class?
I like learning about the presidents in the past and all of the other social studies things.
What are some things you do very well?
I am a very good helper and enjoy helping my teachers with classroom jobs. I am good at art, and I know all about the United States presidents past and present.
When do you have the most difficulty at school? *Or* **What things are hard for you to do at school?**
I have trouble when I work with other kids on things. I also don't like lunchtime at all. I mean, I like lunch but maybe just not that time of the day.
What is it about *(above answer)* **that you find to be the most difficult?** *Or* **Why do you think** *(above answer)* **is so hard?**
I can't use my brain good when we go to the cafeteria. It is so loud, and there are so many lights and sounds that my ears start to hurt and I see stars sometimes.

The following is a list of possible rewards for doing good work.
Read the options to the student and check any items the student is interested in earning. Some options might not be mentioned depending on the age and developmental level of the student.

SEEK/OBTAIN		
Attention	**Preferred Items/Activities**	**Other**
☒ Be a helper to an adult in the building	☒ Earn drawing time	☒ Earn the use of sensory tools during instruction (e.g., wiggle cushion, ball chair, etc.) *(only read this option if available at the school)*
☐ Be a helper to younger student	☒ Choose a reward from the Treasure Box	☒ Earn a movement break
☐ Work with a friend	☒ Use a preferred writing tool	☒ Earn extra time for a sensory activity (e.g., swings, water play, listening to music)
☒ Get a positive note/call home	☐ Choose a video for class to watch or a movement break	☒ Be the class helper for sensory tasks (e.g., erase board, take down chairs, carry books)
☐ Pick your seat for a period	☒ Earn a special snack	
☐ Use a teacher's chair or desk	☒ Earn stickers	
☐ Participate in Lunch Bunch	☒ Earn extra technology time	
☐ Tell a joke or story to the class	☒ Listen to music at the end of class	
☐ Deliver announcements		
☐ Share your work, art, or item with class		
☐ Earn a reward for the whole class		
☐ Change your name for the period or day		

ESCAPE/AVOID		
Attention	**Items/Activities**	**Other**
☐ Earn a pass to get out of a speaking assignment	☒ Be a helper to an adult in the building during a non-preferred activity	☒ Earn a temporary break from non-preferred sensation/activity (e.g., break from swinging, break from noisy cafeteria)
☐ Be allowed to choose to write answers instead of sharing them aloud	☐ Be a helper to a younger student during a non-preferred activity	☒ Earn exemption from non-preferred sensation/activity (e.g., stay inside during recess, eat lunch in classroom instead of cafeteria)
☒ Get to choose small group or individual work	☒ Earn _____ minutes of free choice time	☒ Earn temporary control of volume, intensity, duration of an activity or experience
☐ Get to see in-class questions before the class starts	☐ Go to lunch/recess early	☒ Choose seating, lighting, or noise level in the classroom
☐ Earn a no speaking pass (e.g., get out of answering questions out loud for the period)	☒ Listen to music for part of a non-preferred activity	☒ Earn a break pass
	☐ Do only part of an assignment	
	☐ Earn a "No Bell-Ringer" activity pass	
	☐ Earn a "No Homework" pass	

Other items or activities the student would like to earn: *(List the options shared by student)*

I'd like to eat lunch alone in the classroom.

Summary Statement *(To be completed by the interviewer)*		
Identify the hypothesis that summarizes the function of the student's challenging behavior. Mark your confidence in the hypothesis statement.		
Antecedent(s):	**Challenging Behavior:**	**Consequences:**
Lights and sounds of the cafeteria	Refusal	Avoid an activity and access sensory items or activities

Not Real Sure   **100% Sure**

☐ 1   ☐ 2   ☐ 3   ☒ 4   ☐ 5   ☐ 6

ABC Recording Form

Observer: Mr. Morrow		Student: Dominique	
Setting: Cafeteria	Date: 9/5/2024		Time: 7:35 am, 11:05 – 11:35 am

Description of Target Behavior
Target Behavior: Physical aggression - Physical contact with self, others that is potentially harmful in nature. Examples include hitting with an open palm or closed fist, spitting, kicking, scratching including attempts. Non-examples include a light tap, unintentional contact, and "rough housing" with another consenting peer.

#	Time	Activity	Antecedent	Behavior	Consequence		
						Obtain	**Avoid**
1	9/5/2024 11:15 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions Specify: starting to go into the lunchroom ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☒ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☒
2	9/6/2024 11:12 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions Specify: starting to go into the lunchroom ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☒ ☒ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☒
3	9/7/2024 7:35 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Morning arrival. Brought to the cafeteria.	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☐ Transitions ☒ Isolated: Specify: Morning arrival	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☒ ☐ ☐ ☐ ☐	☐ ☐ ☒ ☐ ☒

#	Time	Activity	Antecedent	Behavior	Consequence		
4	9/7/2024 11:20 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior		**Obtain**	**Avoid**
					Adult Attention	☒	☐
					Peer Attention	☒	☐
					Task/Activity	☐	☐
					Items	☐	☐
					Sensory Stimulation	☐	☒

#	Time	Activity	Antecedent	Behavior	Consequence		
5	9/8/2024 11:35 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior		**Obtain**	**Avoid**
					Adult Attention	☒	☐
					Peer Attention	☒	☐
					Task/Activity	☐	☐
					Items	☐	☐
					Sensory Stimulation	☐	☒
6	9/9/2024 11:17 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior		**Obtain**	**Avoid**
					Adult Attention	☒	☐
					Peer Attention	☐	☐
					Task/Activity	☐	☐
					Items	☐	☐
					Sensory Stimulation	☐	☒
7	9/12/2024 11:20 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior		**Obtain**	**Avoid**
					Adult Attention	☒	☐
					Peer Attention	☐	☐
					Task/Activity	☐	☐
					Items	☐	☐
					Sensory Stimulation	☐	☒

#	Time	Activity	Antecedent	Behavior	Consequence		
						Obtain	**Avoid**
8	9/13/2024 11:15 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☒ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☒
9	9/14/2024 11:35 a.m.	☐ Large group instruction ☐ Small group work ☐ Independent work ☒ Unstructured time Specify: Cafeteria	☐ Task ☐ Unstructured Time ☐ Reprimand/ Corrective Feedback ☐ Structured, nonacademic activities ☒ Transitions ☐ Isolated	☒ Behavior	Adult Attention Peer Attention Task/Activity Items Sensory Stimulation	☒ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☒

General Observations:

#3: Anytime we enter the cafeteria or sometimes just as we are getting close, Dominique gets visibly angry in her face and very quickly engages in aggressive behavior.

#4: Dominique became upset in the hallway on the way to the cafeteria, so we were a little late arriving. Upon arriving, she became extremely aggressive.

#5: As students came in and started populating the cafeteria, Dominique reached over and began hitting and kicking a peer, and she pushed him out of his chair. Staff intervened and removed Dominique to the back of the office.

#6: She covered her ears today and began screaming at the door of the cafeteria, then became aggressive with me as we went in. We went immediately back to the classroom, and I had her lunch brought to us.

#9: We tried going later and it was the largest outburst this time. The cafeteria was especially loud today.

<table>
<tr><td rowspan="3">Tally ABC Results</td><td colspan="6">Instructions: Within each column, tally how often each event occurred. Next, identify the most frequently observed event by writing the event next to the #1 in the corresponding box below.
<i>Ratio is the total number of observed occurrences of #1/ total occurrences of target behavior.</i></td></tr>
</table>

Tally ABC Results	Large Group Instruction: Small group work: Independent work: Unstructured time: 9 Specify: Cafeteria and morning arrival	Task: Unstructured Time: Reprimand: Structured, nonacademic activities: Transitions:10 Isolated:	Behavior		**Obtain**	**Avoid**
				Adult Attention	9	
				Peer Attention	3	
				Task/Activity		1
				Tangible Items		
				Sensory		9
				Stimulation		
	Activity	**Antecedent**	**Behavior**	**Consequence**		
	#1 Unstructured time (cafeteria) Ratio 9/9	#1 Transitions Ratio 8/9	9/9	#1 Avoid Sensory Ratio 9/9		

Activity	Definition
Large Group Instruction	All students in the class are attending to the same person or event (e.g., teacher is lecturing, working problems out on the board).
Small Group Work	Students are working in small groups.
Independent Work	Students are working by themselves (e.g., worksheet, individual tasks).
Unstructured Time	Student(s) has not been given a specific activity to engage in (e.g., transitions between activities, free time).

Antecedent	Definition
Task	The teacher gives a task, an assignment has been given, or teacher asks student a question.
Unstructured Time	The student(s) has not been given a specific activity to engage in (e.g., recess, free time).
Reprimand/Corrective Feedback	The teacher corrects a student's incorrect response or behavior.
Structured, nonacademic activities	The students engage in non-academic activities where there is a known routine (e.g., lunch, non-academic center time, assembly, related arts).
Transitions	The time between the end of one activity and the start of another activity (e.g., changing centers, changing activities within the classroom, moving to a different location in or out of the building).
Isolated	Student is separated from peers and/or adults (e.g., time out, ISS).

Student Record Review

Student Information			
Student Name: Dominique Bridges	Gender: Female	Age: 9	Grade: 4
Staff Member Completing: Dr. Lackey (school psychologist)	Does the Student have an IEP? ☐Yes ☒No ☐ Being Evaluated	Is the student an English Learner? ☐Yes ☒No	Date: 9/1/2024

Medical History	
Does the student have any relevant medical information (e.g., medication history, medical or psychiatric diagnoses or conditions, mental health information)?	Dominique received a diagnosis of Autism Spectrum Disorder at age 8.

Educational History	
How long has the student been enrolled at the current school?	Since the beginning of second grade
Has the student previously had an FBA/BIP? If yes: ● when was it completed or last updated? ● what was the target behavior addressed in the Behavior Intervention Plan? ● what interventions were used to address the target behavior? ● were the interventions effective in reducing target behavior occurrences and teaching replacement behaviors?	No
Has the student ever been removed from the school environment? *(e.g., placed at an alternate setting/school, expelled)*	No
Does the student have a psychological evaluation and/or Individualized Education Plan on file? If yes: ● did the student go through the support team process? ● was the process initiated by the parent or school? ● what are the student's IEP goals? ● is behavior addressed in the IEP? ● does the psychological evaluation provide any results from behavioral assessments?	No

Tennessee TSC
Tiered Supports Center

TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

VANDERBILT KENNEDY CENTER
Treatment and Research Institute for
Autism Spectrum Disorders

Student Record Review

Does the student receive any related services (e.g., speech, occupational therapy, physical therapy)?	No

Academic Information		**Behavior/Attendance Information**	
Benchmark Assessment Scores	Reading: 92% Math: 95%	Unexcused Absences (year-to-date)	0
Reading Screener Scores (e.g., MAP, AimsWeb, FastBridge)	FastBridge aReading: 533	Number of Office Referrals (year-to-date)	4
Math Screener Scores	iReady Diagnostic: 604	Suspensions/Expulsions (year-to-date)	0
List interventions and intensity (i.e, tier)	Social skills group with the school counselor (Tier II)	Universal Behavior Screener Scores	17 on externalizing behaviors (high risk) 9 on internalizing behaviors (high risk)

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