

AMBERVILLE SCHOOL DISTRICT

FUNCTIONAL BEHAVIOR ASSESSMENT REPORT

Name: TJ

Date of Birth: 04/29/2004

Parents:

Grade: 10

School: High School

Examiner:

Date of Report: 06/10/19

REASON FOR REFERRAL:

TJ was referred for a functional behavior assessment (FBA) by school staff due to concerns regarding a number of problems that appear to be impeding his learning, his integration into the classroom community, and the development of prosocial relationships. This FBA was conducted to 1) identify lagging skills and unsolved problems that are interfering with TJ's functioning in the school setting so that staff can understand his difficulties and so that these problems can be solved collaboratively; 2) identify and recommend possible environmental structures and supports (e.g., time, space, materials, interactions); and 3) identify and recommend appropriate strategies and supports needed to assist in implementing agreed upon solutions.

PROCEDURES USED:

Classroom observations

Assessment of Lagging Skills and Unsolved Problems (ALSUP)

Review of records

Teacher Interview

Parent Interview

Student Plan B Conversation/Interview

RESULTS/FINDINGS:

Direct Observations:

Two time-on-task observations were conducted: the first, during Biology, revealed that TJ was on task 38% of the time in comparison to a same-age, same-sex peer who was on task 94% of the time. When TJ was on task, he was completing a lab writing assignment and copying homework assigned into his planner. When he was off-task, he was expected to listen to an article that was being read aloud and to write a short summary of the article. Overt behaviors exhibited during off-task times included walking around the classroom, talking with peers, and poking a peer with a pencil. His teacher, Ms. D., said that TJ is better able to meet expectations when he is paired with the two girls who are now his lab partners, but she is unable to pair him with these girls on all assignments. Ms. D. reported that she has to "keep a very close eye" on TJ and that this can make it hard for her to teach, and it gets "exhausting." In the second observation, TJ first walked from PE class to the lunch room. On the way he tried to interact with two other male peers but they rolled their eyes, turned their backs on him, and appeared disinterested in interacting with him. When TJ persisted, one of the boys held out his hand as if to stop TJ and said, "Dude, don't you get that we don't want

you?” TJ appeared dejected and turned away suddenly. He banged into another student and growled “get out of my way.” The other student backed off, and TJ went and sat alone at a table in the yard. He ate only a bit of his lunch and threw out the rest. He then went and sat with a group of girls at a table on the other side of the yard. He seemed calmer and happier with this group of girls, but noticeably darkened when the two boys he interacted with earlier passed in the hall adjacent to the yard. He then stood up and walked around a bit without any clear destination. The rest of lunch was uneventful; TJ played with a rubber ball he carried in his pocket, throwing it repeatedly against a wall by himself until the bell rang. According to the Vice Principal, Ms. Y., TJ gets into trouble at least 2-3 times per week with the peers with whom he interacted at the beginning of lunch, and sometimes it leads to him being restricted from the yard. She frequently requires that TJ stay with her at lunch time as a result.

Maladaptive behaviors impeding positive school functioning:

- 1) Verbal aggression (e.g., profane language, teasing other students)
- 2) Physical aggression (e.g., hitting, pushing, or shoving other students)
- 3) Dysregulated body movements (e.g., waving hands around, thrashing body, swinging back pack)

Function of Maladaptive Behaviors:

These maladaptive behaviors communicate that TJ is having difficulty meeting specific expectations, as described below. These expectations -- as documented by the *Assessment of Lagging Skills and Unsolved Problems* (ALSUP) -- are listed below.

Lagging Skills Contributing to TJ’s Difficulties:

The ALSUP was completed in a meeting involving TJ’s teachers and specialists. They felt that the following lagging skills applied to TJ:

- Difficulty handling transitions, shifting from one mindset or task to another
- Difficulty doing things in a logical sequence or prescribed order
- Difficulty persisting on challenging or tedious tasks
- Poor sense of time
- Difficulty maintaining focus
- Difficulty managing emotional response to frustration so as to think rationally
- Difficulty “seeing the grays”/concrete, literal, black-and-white thinking
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- Difficulty appreciating how his/her behavior is affecting others

Unsolved problems precipitating challenging behaviors:

The following unsolved problems (unmet expectations) were identified during the same ALSUP meeting:

Confidential

Difficulty moving from one classroom activity to the next:

- Biology to geometry
- Geometry to meeting with the school counselor
- Coming in from PE for English Literature
- Coming back from lunch to getting started on World War II project in Social Studies

Difficulty completing writing tasks, including:

- the World War II project in Social Studies
- the Shakespeare composition in English Literature
- the answers to the geometry problems in math

Difficulty working with a partner, including:

- Completing the lab report in Biology
- Preparing the class presentation on the World War II project in Social Studies with his partners

Difficulty remaining seated:

- While listening to an article that was being read aloud in Biology
- While writing a short summary of the article during on assigned mat during morning meeting

Difficulty keeping hands to self when standing in line for:

- Lunch
- PE
- School bus

Difficulty completing review sheets for homework in Biology

Difficulty getting along with Trevor and Justin during PE

These problems impede positive school functioning because:

- 1) TJ is unable to develop positive relationships with other students in his classroom and school community and is struggles to learn appropriate social interactions and norms.
- 2) This affects TJ's ability to stay regulated in class and limits his access to instruction as well as affects his ability to successfully work in groups with peers.
- 3) TJ's body movements distract him and his classmates and prevent him from getting the most out of instruction.
- 4) TJ gets sent to the office and consequently loses instructional time, thus missing out on valuable opportunities to acquire new skills and abilities.

Prior Plan B Problem-Solving Discussions:

TJ was engaged in several Plan B problem-solving conversations prior to the writing of this FBA for the purpose of gathering preliminary information about some of the unsolved problems delineated above. He identified several factors making it difficult for him to complete the World War II project in Social Studies, including the fact that writing tasks have always been difficult for him and that no mutually satisfactory solution has ever been reached to help him with this problem. As regards his difficulty getting along the Trevor and Justin during PE, he indicated that these classmates have

been treating him poorly since elementary school, and that this problem has never been addressed satisfactorily.

Team estimate of need for behavior support plan:

extreme serious moderate needing attention, early stage intervention

Factors maintaining problem behaviors:

- 1) For social interactions with male peers:
 - a. TJ is ignored by his male friends when they do not want to interact with him and receives attention from peers when he is physically or verbally aggressive, reinforcing his negative behaviors.
 - b. TJ does not have social skills strategies to talk through and figure out how to get what he wants from his peers.
 - c. TJ does not have distress tolerance skills to handle not being included by his male peers.
 - d. TJ does not have the ability to handle his heightened emotions so as to think clearly regarding alternative options once he feels he has been rejected.

- 2) For proprioceptive physical feedback
 - a. TJ does not have a place (in or outside the classroom) where he can go to move his body when he feels the need for such stimulation.
 - b. TJ does not have tools (in or outside the classroom) to identify when he needs proprioceptive stimulation that is less disruptive to classroom functioning, or to effectively communicate when he needs to remove himself from class if the need is over.

- 3) For academic tasks
 - a. TJ continues to experience significant frustration on specific tasks involving writing, and this problem has been a source of frustration for him for many years...yet the problem remains unsolved.

Goals/Objectives of FBA:

- 1) Through Plan B problem-solving discussions, help TJ resolve the problems delineated above.

Teaching strategies and necessary curriculum or materials for high priority unsolved problems:

Goal 1 (Social Interactions)

- Through Plan B problem solving conversations (individually and with the two male peers), help TJ and his peers process concerns and work toward solutions that will address the difficulties TJ and the two peers are having in interacting adaptively.

- Through Plan B problem solving discussions, help identify the factors that are making it difficult for TJ to join interactions and maintain positive relationships with peers (e.g. when to approach others; what kinds of cues indicate he is welcome or not; ways to check for clarity regarding if he has or hasn't been rejected).

Goal 2 (Sensory Issues)

- Through Plan B problem solving discussions, help TJ identify conditions in which he feels the need for motion or sensory stimulation and work toward solutions aimed at helping address and communicate about these needs

Goal 3 (Academic)

- Through Plan B problem-solving discussions, determine the factors that are making it difficult for TJ to complete specific writing assignments, and collaboratively determine solutions for addressing these factors.

By whom? Teacher, classroom staff, support staff

How frequently? Daily/weekly

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Time:

- Access materials that he can use to meet need for proprioceptive physical feedback (rough paper on his desk, a fidget, a squeeze ball, etc.).
- Calming breaks as needed

Materials:

- Plan B
- Fidgets, etc.
- Chart to memorialize solutions and agreements

Interactions:

- The vast majority of interventions -- particularly Plan B discussions -- should occur proactively rather than emergently. However, should TJ become dysregulated over an unsolved problem, the following recommendations should be applied:
 - Determine whether the expectation prompting the dysregulation was supposed to have been removed (Plan C)...if so, let TJ know that the expectation was placed upon him in error
 - Determine whether a solution is already in place for the unsolved problem and whether it simply isn't working; if so, let TJ know that it would be best to engage him in a Plan B discussion as soon as possible so as to revisit the problem.
 - Use a calm, positive tone and reassure TJ that the problem can be solved.
 - Use additional de-escalation strategies as necessary to ensure TJ's safety and that of other students.

Who will establish? Teacher, classroom staff Who will monitor? Teacher, classroom staff

Communication provisions:

Communication between teacher and parents will be facilitated by the use of the weekly log communicating how successful TJ is in solving high-priority unsolved problems.

Implementation

A Behavior Intervention Plan (BIP) will be generated by the team -- comprised of many of the actions described in the second half of this FBA -- to support these goals and help improve TJ's school functioning.

School Psychologist