

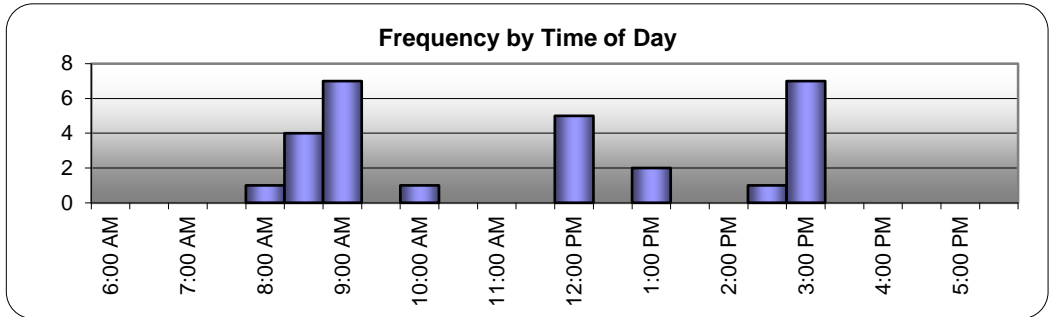
Functional Behavior Assessment

School: Morningstar Elementary
 Grade: K School year: 2011 through 2012
 Teacher: Mrs. Eggle
 Report prepared by: Mrs. Eggle

Student: **Maddie Jones**
 Assessment period: Monday, August 08, 2011

The purpose of this assessment is to determine the function of 3 target behaviors: Tantrum; Off Task; Cussing
 Maddie was observed over a period of 10 school days. School was in session from 8:00 until 3:30.

FREQUENCY OF BEHAVIORS Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment period.



Most Active Times of Day

Time	% of Total Activity	# of Events
9:00 AM	20%	7
3:00 PM	20%	7
12:00 PM	14%	5

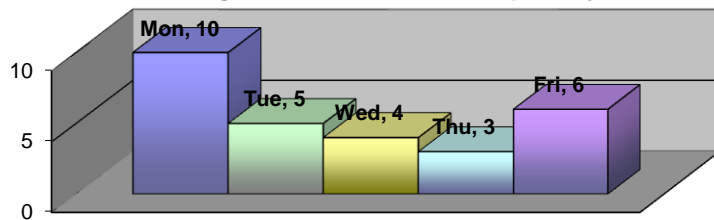
Total # of behavioral incidents: **19**

BEHAVIORS PER DAY

Maddie was assessed a total of 10 days.

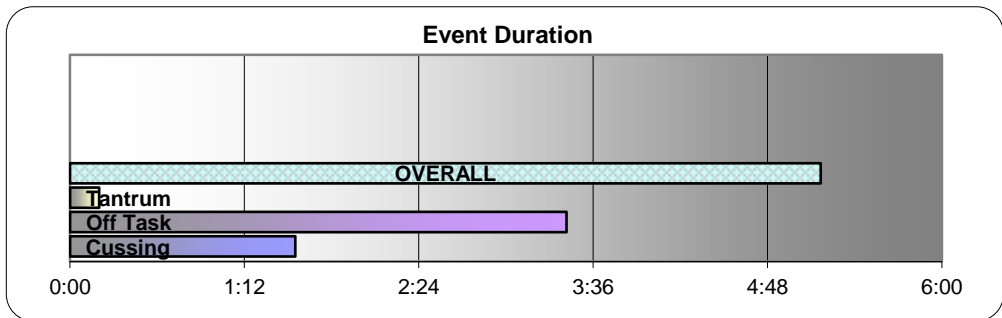
Number of:	Mondays	2
	Tuesdays	2
	Wednesdays	2
	Thursdays	2
	Fridays	2

Average Number of Behaviors per Day



EVENT DURATION

The assessment period covered a total of 3:0 hours. Behaviors were charted 5:10 hours. This was 7% of the assessment period.



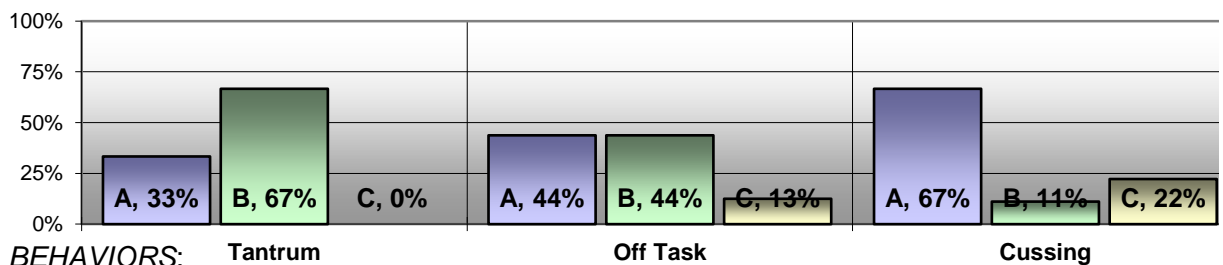
Behavior	Duration (hr:min)	Percentage
Behavior A Tantrum	0:12	4%
Behavior B Off Task	3:25	66%
Behavior C Cussing	1:33	30%

OVERALL: 5:10
hr:min

STUDENT REACTION

(How student reacted to staff intervention/consequences)

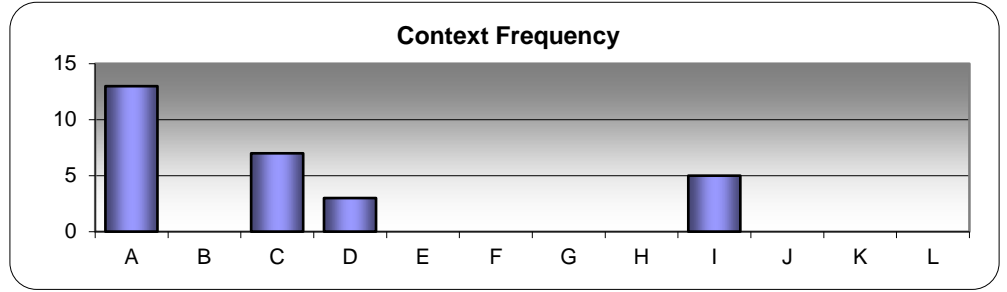
A = Continued.
 B = Intensified
 C = Stopped.



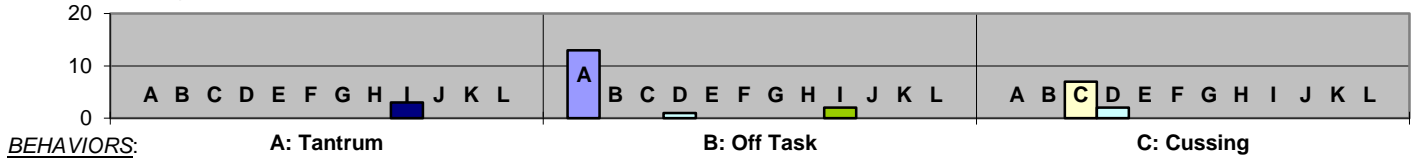
A	46%	Home Room
B	0%	Seat Work
C	25%	Reading
D	11%	Math
E	0%	Spelling
F	0%	Social Studies
G	0%	Science
H	0%	Free Choice
I	18%	Hallway
J	0%	Lunch
K	0%	Centers
L	0%	Gym/PE

Context is the setting or activity that is happening when a behavioral incident occurs.

Context



Context (Setting)/Behavior Interaction:



BEHAVIORS:

A: Tantrum

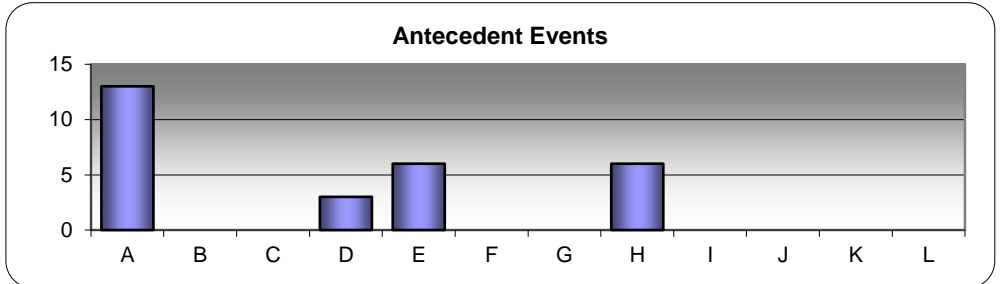
B: Off Task

C: Cussing

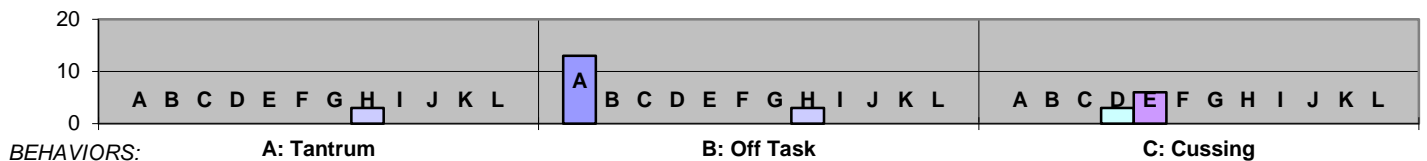
A	46%	Transition
B	0%	Denied Access
C	0%	Instruction/Directive
D	11%	New Task
E	21%	Tchr attn to other
F	0%	Told NO
G	0%	Choice given
H	21%	Redirection
I	0%	Routine task
J	0%	Waiting
K	0%	Attn seeking
L	0%	Attempt to communicate

Antecedent is the trigger, the event that started the behavioral incident.

Antecedent



Antecedent/Behavior Interaction:



BEHAVIORS:

A: Tantrum

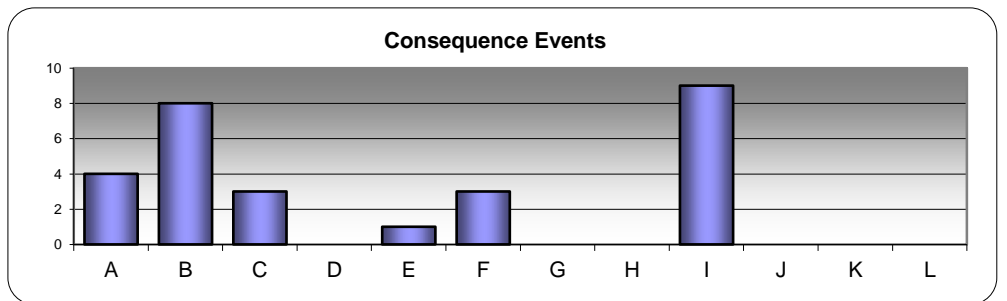
B: Off Task

C: Cussing

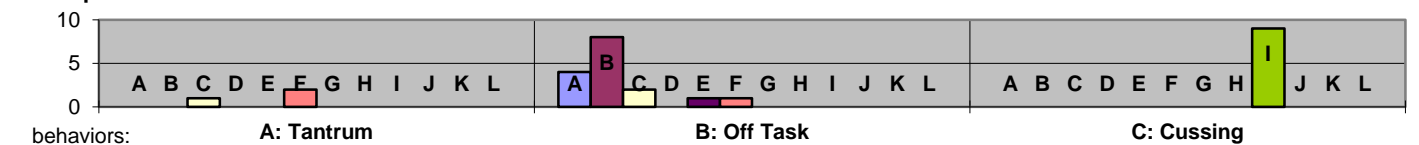
A	14%	Choice given
B	29%	Redirection
C	11%	Discussion of behavior
D	0%	Personal space given
E	4%	Changed activity
F	11%	Peer attention
G	0%	Verbal reprimand
H	0%	Physical prompt
I	32%	Time Out
J	0%	Modeling
K	0%	Natural consequence
L	0%	Ignored

Consequence describes what happened as the result of a behavior.

Consequence



Consequence/Behavior Interaction:



behaviors:

A: Tantrum

B: Off Task

C: Cussing

19.



