

Functional Behavior Assessment

1. Demographics:

Name: Max Murphy

DOB: 01/20/2003

Date of Assessment: 2/21/09

Informant: Teacher Mary

2. Child Profile:

Strengths: Max is an affectionate, loving child. Academically he is at kindergarten level.

Weaknesses: Max is often not on task. He does not communicate well with teachers or peers. Max has difficulty following directions and needs to be redirected often. Many times he is verbal during teacher instruction. In addition, Max touches and clings to his classmates.

3. Identification of Behaviors:

He is very sensitive to noise and reacts to the sound of a bell, the fire alarm, and the increase in voice volume. Max makes very loud sounds; some of which resemble whining. He does not communicate well with his classmates or teachers. He often talks out loud but not in response to a question. Occasionally he repeats what other people say. Max touches his classmates very frequently. Sometimes he lies across his classmates during circle time. There have been occasions when he has thrown himself into his classmates as well. In addition, Max has shown disapproval by throwing items, banging on the table or kicking his chair. Max takes a long time to put his things away in the morning and pack items up in the afternoon. He frequently wanders around in a daze. On occasion he will sit inside of his cubby when he is supposed to be packing up his things. He often seems as though he is daydreaming. However, many times when I ask him a question during instruction, and he appears to be daydreaming, he will respond appropriately. In addition, there are times when he will not actively participate in a lesson, but instead will look at the books on his desk. During these times, he does not respond when I try to redirect him. Last, Max has not responded to any of the positive behavior incentives or consequences I have utilized. He does not appear to understand the effect of his behavior.

4. Logistics:

a. Where: Max displays this behavior in the classroom, lunchroom, and during special classes.

b. When: Almost everyday, but he does have large intervals of time in which he is on task, and is not making noises or disrupting the class.

People: During the time of the behavior Max is interacting with his teachers and peers.

5. Review for Further Assessment: These four behaviors will be studied for further analysis:

1. Max does not communicate well with others
2. Max is not always on task and sometimes misses instruction
3. Max touches and clings to his classmates and teachers.
4. Max talks out loud and makes loud noises

6. Interventions: After determining Max's sensitivity to noise, I immediately stopped using a bell to signal the class. I also try to keep the noise level of the class down at all times. In addition, I comfort him during fire drills. I have changed his seat several times and devised a line order to place Max next to students that I believe will be more considerate of his behavior. I acknowledge when he is on task and following directions. I respond by giving him a sticker, verbally telling him how pleased I am, and allowing him class privileges such as computer time, etc. There are times when I reward him for appropriate behavior and he will respond by acting inappropriately. When he is acting inappropriately, I will ask him if something is wrong. Usual he says no, but occasionally there is something bothering him. When he approaches me and makes strange sounds, I ask him if he would like a hug. Usually he says yes. Then I ask him what he should say and he will verbalize that he would like hug. I explain to him often what he needs to do and why. Many times, when I ask him if he understands, he says yes, but then does not respond appropriately.

7. Conclusion: Max has a very strong need to be physically close to someone. He is extremely sensitive to noise. He has poor communication and social skills. Many times he is verbal during teacher instruction. He is often not on task or following directions.