

## Ventura County SELPA

This form contains required elements for FAA under CCR 3052 (b). It can be used as a guide for conducting FBAs as per CFR 300.530. Please check the appropriate box for your purpose.

**FUNCTIONAL ANALYSIS ASSESSMENT (FAA) CCR3052(B)**

Definition of "Serious Behavior Problem": The individual's behaviors are self-injurious, assaultive or cause serious property damage, and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's IEP are found to be ineffective. (Requires all areas of this form to be addressed.)

**FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) CFR300.520**

Student's behavior impedes learning. Although problematic, the behavior is not a "Serious Behavior Problem" as defined above in the California Code of Regulations (CCR). (May not address all areas on this form.)

Student Name Rudy A. Date XXX

Date of Birth XXX Age 11 years 5 months

Current Placement SAI, G.U. Elementary Disability Multiple Disabilities

Reason for referral (be specific):

Rudy was referred for a Functional Analysis Assessment (FAA) by his IEP team due to demonstrating aggressive behaviors at school. Recent incidents involved Rudy grabbing and pulling the hair of staff and peers and pulling the person to the ground with him. Staff members have been injured due to these aggressive behaviors. Recently Rudy has injured a peer from general education by pulling her hair from behind and pulling her to the ground on top of him. The IEP team requested assistance in determining the communicative function of these behaviors in order to develop behavioral strategies to manage these behaviors at school.

Review of all relevant records (be sure to specify developmental, cognitive and communication abilities and list which records were reviewed):

IEP records dated 6/1/09, 6/12/08, and 5/24/07; Occupational Discharge Summary dated 6/12/08; Triennial Assessment Report dated 5/24/07; Functional Behavioral Assessment dated 4/1/08; School nurse's report dated 3/16/07; Teacher's data sheets from 6/09 through 1/20/10; Staff communication log fall/winter 2009/2010; Behavioral logs and incident reports from 9/11/07 through 9/23/09; Review of incident on 1/12/10 (written narrative and school security camera photographs/video).

Cognitive skills are reported to be delayed, with Rudy functioning approximately three to five years below typical peers of his age group. His communication skills are delayed, with Rudy using primarily verbal approximations, signs, and gestures to communicate.

**PROBLEM BEHAVIOR**

Describe behavior (observable measurable and specific - including intensity and duration when appropriate):

Aggressive behaviors are defined as any behaviors involving physically grabbing and pulling another (adult or peer), typically the person's hair or clothing, while pulling the person to the ground with him or attempting to do so, with intensity ranging from mild (attempt or brief contact) to moderate (aversive/painful to other person without causing physical injury) to severe (causing physical injury).

Baseline (how often does it occur?) (i.e., 5 x per hour; 2-3 times per month). Include when student was observed, by whom and in what environments.

Between December 14 and January 20 (13 days recorded), 8 separate incidents were charted, averaging 2 to 3 incidents per week.

Per teacher data, the following behavior patterns were recorded prior to this assessment:

September 2009: average two incidents per week

October 2009: average one incident per week

November 2010: average one incident per week

Aggressive incidents can occur in clusters, with up to two weeks of no aggression, followed by a two-week period of daily incidents.

Two serious incidents (with injury to staff and peer) have been recorded for this school year (10/8/09, 1/12/10).

Rudy was observed by the SELPA Behavior Specialist on 12/16/09 (Resource Room, Classroom), on 1/7/10 (classroom, lunch area), and on 1/20/10 (classroom, hallways, front of school). No aggressive incidents were observed. A recent incident (1/12/10) was observed on a taped security video.

Antecedents (what happens before the behavior occurs)?

Rudy is already frustrated with something (e.g., being unable to fix his belt, having a conflict or physical altercation with a peer, having to engage in a difficult task such as speech), when the target person is walking past him or getting into his personal space. The target person may be the same person with whom Rudy is frustrated or a person not associated with the event (e.g., a person trying to help, an innocent bystander). Other antecedents involve the presence of a new person (e.g. new speech therapist), changes in routine or schedules, peer conflict, and physical pain and discomfort (e.g., painful tooth).

Consequences (what happens after the behavior occurs)?

Due to the intensity of the behaviors and the potential risks to safety, staff had to intervene physically in order to separate Rudy from the target person and get him to release the person. Three staff members are usually needed to physically manage Rudy during a serious incident. After the target person is released, staff members will surround Rudy (who is typically laying on the ground) and block him from reaching another person. Staff members may physically move Rudy to another area if his presence continues to pose threats to others. Rudy will typically resist these interventions, struggle, scream and cry, and attempt to kick, scratch, and bite at people who are intervening. When he is calm (typically after several minutes), he is able to talk about the incident and share what happened with a trusted adult, sometimes while crying. He may also repeatedly mention a negative consequence (e.g., informing his mom, calling home) after the incident.

**ECOLOGICAL/SETTING FACTORS AND EVENTS**

For each of the following, describe what is typical:

	<i>When the problem behavior occurs...</i>	When the problem behavior does not occur...
Day or Time:		
After a certain event:	Upsetting event (peer conflict, unable to buckle his belt), another person enters Rudy's physical space, another person touches his personal belongings	
Before a certain event:	Unexpected transition or change in schedule	Preferred transition, following a predictable schedule
People present: (students and adults)	Students, staff, new staff members	Less likely with teacher present
Subject/Activity:	Speech lesson, free play, using bathroom	Structured lessons, group lessons, routine activities

Type of activity: (quiet, group, hands-on)	Fine motor activity, speech activity (difficult task)	Familiar task, easy task, helping tasks
Location: (cafeteria, playground)	Bathroom, playground, resource room, classroom	
Type of instruction: (oral, visual)		
Support available: (one-on-one, group)		
Other:		

Describe the student's ability to communicate:

**Expressive (verbal or non-verbal)** - Rudy communicates with verbal approximations, vocalizations, and gestures. His speech is very difficult to understand for the untrained listener. He has limited consonants. Rudy uses a speech output device (Mighty Mo) in some situations. He shows strong interests in social areas and interacts freely with others.

**Receptive** - Rudy can understand verbal directions and reads high-interest words. His receptive language skills are delayed.

Are there health, medical or family factors which may contribute to the problem behavior? Please note:

Rudy has global developmental delays. He was born with apnea and had to be resuscitated. Rudy has limited depth perception. He has moderate hearing loss but does not wear a hearing aid due to his resistance to it. In 2002, Rudy had heel cord extensions on both legs. An emergency plan for falling at school is part of Rudy's IEP. He currently takes Abilify to help improve his attention and behaviors. In the past Rudy also took Risperdal and Buspar. Rudy appears to be preoccupied with many somatic problems and picks at his skin. Rudy and his family have been clients of TriCounties Regional Center since Rudy was 18 months old old.

History of behavior - include effectiveness of previously used behavior interventions:

According to records and teacher's reports, Rudy's aggressive behaviors and outbursts (meltdowns) overall have improved over the past three years, with periodic increases and decreases over time. He has a current Positive Behavior Support Plan that is working well, according to his teacher's reports and written data. However, due to Rudy's increasing size and periods of increased agitation, his behaviors are becoming more difficult to manage in the school setting. His behavior program involves teaching him replacement behaviors of appropriately communicating a concern or a need for a break, instead of acting out. His teacher is utilizing a reinforcement system for appropriate behaviors with a level system, utilizing visual feedback, tokens (stars, tickets), and access to preferred activities (e.g., Principal's recess). Rudy appears to benefit from structure and predictability in his environment. He seems to become easily frustrated yet unable to communicate his frustrations clearly, which often leads to venting and acting-out behaviors.

Describe student's current opportunities for life-enhancing activities:

- **Independence** – Rudy requires close supervision and monitoring due to potential problem behaviors. He seems to enjoy interacting with people and appears to do better with one-on-one support and encouragement. His independence at school is severely limited due to constant adult supervision and monitoring.
- **Choice** – Rudy is encouraged to make choices throughout his school day within the special education setting. He expresses his protest verbally when his preferred choices are not immediately available. His choices have become more limited over time due to increasing concerns about his behaviors and safety of others.
- **Variety** – The school curriculum offers some variety in educational and recreational activities, such as monthly community outings, principal's recess, and assemblies. Rudy appears fond of his schedules and routines and does

not enjoy too many changes and unexpected events in his day. He is currently not able to interact with peers from general education without close adult supervision.

**FUNCTION OF BEHAVIOR**

What is your hypothesis of the function of the behavior (what the behavior gets for the student – such as escaping or seeking sensory input, attention, items or events):

Rudy’s aggressive behaviors can best be described as serving the function of protest and escape related to novelty, upsetting events and activities, and changes in his routine. When Rudy becomes frustrated, it appears that his ability to access appropriate problem-solving strategies is impaired, and he uses aggression to protest these frustrations and seek escape from the situation.

**REPLACEMENT BEHAVIOR**

Describe the behavior which you would like the student to do instead of the problem behavior. (Cannot be simply a lack of the problem behavior - must be a new behavior which will get the same outcome and is as easy to utilize for the student as the problem behavior.):

When Rudy feels frustrated and in need of escape, he will utilize a problem-solving strategy (Stop and Think) to disengage from the situation and think about an appropriate solution, with verbal and visual support.

Does the student currently use/have the replacement behavior? Yes/No

*If no, what prerequisite skills are you seeing in the student that makes this a skill the student can learn/utilize.*

Rudy has been able to request breaks with full staff support and during the early stages of escalation.

*If yes:*

- Baseline –
- Antecedents –
- Consequences –

***If the replacement behavior is currently occurring at all -***

For each of the following, describe what is typical when the behavior occurs:

Day or Time:
After a certain event:
Before a certain event:
Subject/Activity:
People present: (students and adults)
Type of activity: (quiet, group, hands-on)
Location: (cafeteria, playground)
Type of instruction: (oral, visual)
Support available: (one-on-one, group)
Other:

**REINFORCEMENT**

Note what the student likes/seeks:

**Activities:** socializing with peers and adults, helping in the classroom (clean-up jobs), drawing, writing, working with paper, working in a group, earning tokens and rewards, playing ball games, playing chasing games, imaginary play, hands-on-activities

**People:** Special Education Teacher, preferred instructional assistant (Connie)

**Food:** Cheetos, bean burritos, cookies, pizza. Rudy enjoys sharing his food with others

**Other:** Rudy has a good sense of humor and laughs easily when he sees or hears something funny; he enjoys verbal praise and adult attention, hugs from preferred peers, and breaks

**RECOMMENDATION TO THE IEP TEAM****FBA ONLY:**

- Positive Behavior Support Plan needed
- Positive Behavior Support Plan not needed

- Revision of PBSP
- Environmental Changes

**FAA ONLY:**

- Positive Behavior Support Plan needed
- Behavior Intervention Plan needed

- Revision of PBSP
- Behavior Intervention Plan not needed

Elements to be considered:

See draft for Behavior Intervention Plan (BIP).

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature \_\_\_\_\_ C.J. \_\_\_\_\_ Title \_\_\_\_\_ SELPA Behavior Specialist \_\_\_\_\_