

Functional Behavioral Assessment

Student: Alena, Grade 5
Date of Assessment: 4/16/2023

D.O.B.: 4/14/2013
School: Anywhere School, Anywhere, NY

Identify school staff who participated in the FBA team process:

Name	Title/Position	Signature
X John Peters	CSE Coordinator	John Peters
X Tanya Clark	Special Education Classroom Teacher	Tanya Clark
X Anita Smith	General Education Classroom Teacher	Anita Smith
X Lindsey Doe	Psychologist	Lindsey Doe

Methods used: [NYS Regulation: \[200.22 \(a\) \(2\)\]](#)

Check what direct and indirect methods were used to complete the FBA and ***include a copy***

Indirect Methods

- ☒ Student interviews (information from the student)
- ☐ Parent interviews (including relevant history and current status)
- ☒ Staff interviews (including teachers, paraprofessionals, related service providers, and possibly other relevant staff such as cafeteria, bus, custodial, office staff)
- ☐ Information from the IEP Present Level of Performance
- ☐ Surveys or questionnaires specific to behavior(s)
- ☐ Student records review (including current school status)
- ☐ Summary of the results of Psychological/Psychiatric Evaluations (must check and submit if student recommended and/or receiving counseling)

- ☐ Medical Information
- ☐ Testing data
- ☐ Attendance data
- ☐ Office Discipline Referrals received (OORS report)
- ☐ Other information provided by the parent – Specify

Direct Methods

- ☒ ABC Charts (to include activities, locations, settings, people, times of day data)
- ☒ Frequency Charts
- ☒ Duration Charts
- ☒ Intensity Scales
- ☒ Latency documentation
- ☐ Assessment of Student Preferences (Required)
- ☐ Other – Specify

Current and Background Information:

Alena is in 5th grade in an inclusive classroom, staffed with a general education and a special education teacher, and a teacher's assistant. Alena was diagnosed with Autism Spectrum Disorder in 2nd grade. Alena has some difficulties with comprehension, but generally meets grade-level expectations. Over the last few years, Alena's mother has been in and out of a rehabilitation facility. Alena usually lives with her father, depending on her mother's situation, along with an 18-year-old brother, who also has autism. Alena's father works nights, so Alena, with the help of her brother, is responsible for waking up, getting breakfast, and getting to school for the day. She is very independent, and makes her own lunch or chooses to buy the school lunch. Alena generally is either regulated or disregulated when she arrives at school. How she arrives at school is often an indicator for how her day will progress. If she arrives

with messy hair, without a backpack, or without a coat or a lunch, it seems to be the case that she will be more likely to experience difficulties during the day. Generally, Alena is being referred for an FBA because teachers complain that she will “explode” or “melt down” during class. These interruptions are either harmful to Alena (when occasionally she will bang her head on her desk) or disruptive to the class, with potential for harm to others (eg., Alena wears the same boots to school every day, and one of her behaviors - more below - is that she will kick off her boots without regard to where they fly).

Behavioral Supports & Interventions Currently in Place: [NYS Regulation: \[200.22 \(a\) \(3\)\]](#)

Describe classroom, small group, or individualized interventions currently in place for student (individual counseling, check-in check-out, etc.)

- Individual counseling with school psychologist, small social skills lunch group with school counselor
- Classroom accommodations: special education classroom (Teacher’s assistant, special education teacher, general education teacher), permission to use headphones when classroom noise levels are high, permission to stay in classroom or go to a supervised quiet space during lunch and gym

Identify and Define the Targeted Problem Behavior(s): [NYS Regulation: \[200.1\(r\)\]](#)

- ☒ Non-compliance
- ☐ Task avoidance
- ☒ Disruption
- ☐ Property Destruction
- ☐ Defiance
- ☐ Aggression – Verbal
- ☒ Aggression – Physical
- ☐ Sexually Inappropriate Activity
- ☐ Contraband possession
- ☐ Other: _____

Non-compliance: Alena sits silently in desk and does not make eye contact with teacher, instead looking down at desk or examining hands/fingernails, does not respond to instruction or other verbalization from teacher (eg., get out Chromebook, put away Chromebook, get out your pencils, teacher addressing Alena by name). Alena may also put head on desk.

Frequency	Duration	Latency	Intensity
1-4 times per period	3-10 minutes	Immediate	1, sometimes 2

Degree of Intensity				
1 Mild	2	3 Moderate	4	5 Severe

Behavior is confined only to the observed student	Behavior disrupts others in the student's immediate area	Behavior disrupts everyone in the class	Behavior disrupts other classrooms or common areas of school	Behavior causes or threatens to cause physical injury to the student or others
Ex: Refusal to follow directions, scowling, crossing arms, pouting	Ex: slamming book closed, dropping book on the floor, name calling, using inappropriate language	Ex: Throwing objects, yelling, open defiance of teacher directions, leaving the room	Ex: throwing objects, open defiance of school personnel's directions, leaving the building	Ex: display of weapons, assault on others

Disruption: Alena vocalizes, either by repeating a phrase loudly (eg., "I don't want to" or "everyone be quiet") or by crying, making loud sobbing noises with tears running down face; Alena kicks her legs until her boots fly off; Alena is non-compliant (see above) if asked to put her boots back on.

Frequency	Duration	Latency	Intensity
1-4 times per period	3-10 minutes	Immediate	3

Degree of Intensity				
1 Mild	2	3 Moderate	4	5 Severe
Behavior is confined only to the observed student	Behavior disrupts others in the student's immediate area	Behavior disrupts everyone in the class	Behavior disrupts other classrooms or common areas of school	Behavior causes or threatens to cause physical injury to the student or others
Ex: Refusal to follow directions, scowling, crossing arms, pouting	Ex: slamming book closed, dropping book on the floor, name calling, using inappropriate language	Ex: Throwing objects, yelling, open defiance of teacher directions, leaving the room	Ex: throwing objects, open defiance of school personnel's directions, leaving the building	Ex: display of weapons, assault on others

Physical Aggression: Alena will cause her forehead to hit her desk or a wall or another hard object, repeating the action several times.

Frequency	Duration	Latency	Intensity
1-4 times per week	1-2 minutes	Immediate	4-5

Degree of Intensity				
1 Mild	2	3 Moderate	4	5 Severe
Behavior is confined only to the observed student	Behavior disrupts others in the student's immediate area	Behavior disrupts everyone in the class	Behavior disrupts other classrooms or common areas of school	Behavior causes or threatens to cause physical injury to the student or others
Ex: Refusal to follow directions, scowling, crossing arms, pouting	Ex: slamming book closed, dropping book on the floor, name calling, using inappropriate language	Ex: Throwing objects, yelling, open defiance of teacher directions, leaving the room	Ex: throwing objects, open defiance of school personnel's directions, leaving the building	Ex: display of weapons, assault on others

Setting of Behavior: [NYS Regulation: \[200.1\(r\) and 200.22 \(a\) \(3\)\]](#)

WHEN AND WHERE is the behavior MOST likely to occur? Be descriptive

Where: Alena is most likely to engage in non-compliance, disruption, and/or physical aggression in gym, lunch, recess, music, and art.

When: Alena is most likely to engage in non-compliance, disruption, and physical aggression upon arriving at school, when transitioning from a core class to a special, and when participating in a special, or when the teacher's attention is engaged elsewhere, and the classroom level of noise or activity is higher than during instruction.

WHEN AND WHERE is the behavior LEAST likely to occur?

Where: Alena is least likely to engage in non-compliance, disruption, and/or physical aggression in the core classroom, the school psychologist's office, or the counseling suite.

When: Alena is least likely to engage in non-compliance, disruption, and/or physical aggression during teacher-led instruction in the core classroom.

Antecedent: [NYS Regulation: \[200.1\(r\) and 200.22 \(a\) \(3\)\]](#)

What is happening right before the behavior occurs? TRIGGERS

- Noise level exceeds that of typical teacher instruction/student response
- Peer disruptions (eg., getting out of seat without permission, calling out without raising hand, dropping books or materials)
- Arriving late to school
- Arriving to school without backpack

- Transitioning from a preferred activity (eg., drawing, artwork, sketching, reading) to a less preferred activity (eg., Chromebook work, group work)

Consequences: NYS Regulation: [200.1(r) and 200.22 (a) (3)]

What happens right after the behavior occurs? CONSEQUENCES

- ☒ Continues to escalate until he leaves or is sent out of room
- ☒ Behavior is ignored
- ☒ Gains peer or staff attention
- ☐ Loss of privileges
- ☒ Alternate seating in class
- ☒ Sending Student to counseling suite/administrator
- ☐ In School Suspension/Out of School Suspension
- ☐ Other: _____

Consequences vary based on degree of severity, intensity, frequency, and duration of behaviors (eg., many mild behaviors are ignored, above consequences are implemented if behaviors are moderate to severe).

Interventions/ Teaching Alternative Skills:

What interventions have already been tried? INTERVENTIONS TRIED

- ☒ Give him a cue (quietly walk to his desk) to get on task
- ☐ Meet before class and remind him of rules and expectations
- ☒ After a directive, give him time and space to process the request
- ☒ Minimize transition times
- ☒ One to one attention
- ☒ Proximity control
- ☒ Provide choices
- ☐ Peer mentor
- ☐ Provide him another acceptable role in class (assist teacher) Reminders and cues
- ☒ Assigned seating - provide quiet separate seating
- ☐ Loss of points and write ups
- ☒ Referral to intervention room
- ☐ Differentiated instruction
- ☐ Planned ignoring
- ☒ Verbal correction publically/private
- ☐ Scaffolding
- ☐ Giving short, simple directions
- ☐ Breaks
- ☐ Other: _____

Influences Related to Targeted Problem Behavior(s):

NYS Regulation: [200.1(r) and 200.22 (a) (3)]

What other factors may be contributing to the behavior? OTHER FACTORS

- ☒ Symptoms of his conduct – mood – ADHD – anxiety – depression disorder
- ☐ Temperament
- ☐ Recovering from substance abuse
- ☐ Response to medications
- ☒ Recent issues in his home or court situation
- ☒ Weak academic skills
- ☐ Poor impulse control
- ☐ Other: _____

Function of the Behavior(s): NYS Regulation: 200.22 (a) (3)

HYPOTHESIS as to why the behavior is occurring:

Non-compliance:

When Alena is asked to transition to a less preferred activity, Alena sometimes engages in non-compliance to escape/avoid less preferred activity for several minutes, until she is offered an alternative activity or until she is allowed to continue with her activity.

Disruption:

When the noise level in the classroom reaches a certain frequency, if a peer disrupts the class, if a transition to another activity is not orderly, if Alena discovers she's forgotten her backpack or lunch, or if she arrives late to school, Alena engages disruption in the form of kicking off her boots, vocalizing loudly, or crying, to escape/avoid the sensory overload.

Physical aggression:

When Alena arrives late to school or arrives without the supplies needed for the school day (eg., backpack, lunch, coat), she may either engage in disruption (eg., kicking off her boots, vocalizing, or crying) or physical aggression (she may hit her desk with her head) to gain the attention of a staff member to help her regulate.

Student Preferences/ Reinforcers: NYS Regulation: 200.22 (a) (3)

Identify the student's STRENGTHS AND INTERESTS: (Delete options that do not apply)

- | | |
|--|--|
| ● Creative | ● Not physically aggressive to others |
| ● Artistic | ● Careful |
| ● Good manners | ● Cares about environment, likes to tidy, likes to arrange items |
| ● Positive relationships with adults | ● Is kind to others |
| ● Friendly | |
| ● Academically capable with some difficulty | |
| ● Wants to develop positive relationships with peers | |

Student Preference for Reinforcement:

Sorting, arranging, sensory (glue on fingers), drawing, coloring

Baseline Data: NYS Regulation: [200.22 (a) (3)]

Using the contextual information above, provide a narrative data description with regard to the frequency, duration, intensity and/or latency of the Targeted Problem Behavior(s) across activities, settings, people, and times.

Alena is quiet, smiles, engages in conversation when one on one, and can work well in a classroom for a full class period if the atmosphere is quiet and not chaotic. However, if the noise level rises in the classroom, as it often does during transitions or during times of differentiated instruction, Alena will engage in one of the behaviors, most often non-compliance (seeming to ignore or disregard instruction or direction), which occurs with moderate frequency, with mild to moderate duration, and mild intensity. Non-compliance may happen at least 8 times during a period. Less frequently, maybe 1-4 times per period or not at all, Alena will create a disturbance (kicking boots off, vocalizing or crying), and least frequently physical aggression (banging her head on the table or a wall). Alena may go a full week or more without physical aggression. Alena struggles the most during gym, lunch, and specials where the classroom structure is less regulated than the core classroom. Alena does not live with her mother, who is in rehab, and Alena's father works nights. Alena wakes up by herself and either makes her own lunch or buys the cafeteria lunch, and her brother, who is 18 and also autistic, drives her to work each day. When Alena arrives to school late she is more likely to display any of the three behaviors during the course of the day. Additionally, Alena arrives without her backpack or without supplies she needs at least 2-3 times in a 4-week period, and on those days the likelihood of behaviors is higher, as well.

Summary Diagram the Functional Hypothesis: NYS Regulation: [200.1(r)]

Setting Events (Conditions that increase likelihood of behavior(s))	Antecedent (What occurs before?)	Target Problem Behavior(s) (Observable/Measurable)	Maintaining Consequence/ Function (What does student get and/or avoid?)
Setting: Gym, specials, cafeteria, playground, transitions Related Influences: Arriving late to school or without supplies	Noise, peer disruption, peer breaking a classroom rule Asked to transition to a less preferred activity	Disruption (eg., kicking off boots, crying, or vocalizing) Sometimes physical aggression (eg., banging head on desk) Non-compliance	Student is addressed by the teacher (attention) or asked to leave the classroom (escape) Student is offered an alternative activity, is allowed to continue in activity, is offered a first/then, or is asked to leave the classroom

Behavior Intervention Plan

Student:

D.O.B.:

Date of Assessment:

Identify school staff who participated in the BIP team process:

Name	Title/Position	Signature
X	CSE Coordinator	Click here to enter text.
X	Special Education Classroom Teacher	Click here to enter text.
X	General Education Classroom Teacher	
X	Psychologist	Click here to enter text.
X	Behavioral Staff	

Targeted Behavior(s): *Copy from page 1*

Diagram of Target Behavior and Baseline:

Setting Events (Conditions that increase likelihood of behavior(s))	Antecedent (What occurs before?)	Target Problem Behavior(s) (Observable/Measurable)	Maintaining Consequence/ Function (What happens after? What does student get and/or avoid?)
Setting: Related Influences:		time: ior: on:	Function: quences: entions:

HYPOTHESIS why behavior is occurring: *Copy from page 1*

INTERVENTION STRATEGIES (no more than five)

- ☐ Review classroom rules and expectations
- ☐ Use positive verbal statements (e.g., praise, encouragement)
- ☐ Utilize a neutral, calm voice in behavioral discussions and interventions
- ☐ Utilize agreed upon non-verbal cue (specify cue:
- ☐ Redirect student to task at hand
- ☐ After directive; provide student with time and space to process request
- ☐ Use of individualized behavior reward methods

- ☐ Individualized student-staff attention as needed

- ☐ Remind student to seek support from school staff
- ☐ Provide breaks at desk or hallway
- ☐ Refer student to school psychologist
- ☐ Behavioral write-up
- ☐ Behavior Modification reward system

Strategies/Replacement Behaviors: [NYS Regulation: \[200.22 \(b\) \(4\) \(ii\), 200.1\(mmm\)\]](#)

For Student: What positive REPLACEMENT BEHAVIORS will the student demonstrate?

- ☐ Respond to directives by staff in a socially acceptable manner
- ☐ Gain attention in more socially acceptable ways
- ☐ Ignore and avoid annoying or disruptive peers
- ☐ Interact with peers and staff in socially acceptable manner
- ☐ Ask for and accept help when needed with assignments
- ☐ Conduct conversation/comments in socially acceptable manner

For Staff: What instructional and/or counseling strategies will be used to teach the positive replacement behaviors? STRATEGIES TO TEACH REPLACEMENT BEHAVIORS

- ☐ meet before class and remind him of the new positive behavior
- ☐ discussions with counselor
- ☐ coaching with corrective feedback
- ☐ written feedback (write-ups, point cards)
- ☐ private praise (verbal and written)

What PREVENTIVE STRATEGIES will be used to avoid the occurrence of the problem behavior?

- ☐ Give him a cue (quietly walk to his desk) to get on task
- ☐ Meet before class and remind him of rules and expectations
- ☐ After a directive, give him time and space to process the request
- ☐ Minimize transition times
- ☐ Refer to BMS or counselor to teach new skills
- ☐ One to one attention
- ☐ Proximity control
- ☐ Provide choices
- ☐ Peer mentor
- ☐ Provide him another acceptable role in class (assist teacher) Reminders and cues
- ☐ Assigned seating - provide quiet separate seating
- ☐ Loss of points and write ups
- ☐ Differentiated instruction
- ☐ Breaks

Intervention Strategies: [NYS Regulation: \[200.22 \(b\) \(4\) \(ii\), 200.1\(mmm\)\]](#)

(What, where, when, how) must be developed BASED ON THE FUNCTIONAL HYPOTHESIS within the FBA. Include strategies to alter the setting events and antecedents to prevent the targeted problem

behavior(s) as well as strategies to alter the consequences that currently maintain the targeted problem behavior(s). Include strategies that will be used to teach alternative and replacement behaviors that serve the same function as the targeted problem behavior(s) while building skills that will make the targeted problem behavior(s) no longer necessary.

Setting Events Preventive Strategies (Conditions that increase likelihood of behavior(s))	Antecedent Strategies (What teacher does? Observable/Masurable)	Replacement for Target Problem Behavior(s) (What student does? Observable/Masurable)	Consequence/ Function Strategies (What happens after?)
How will you neutralize or prevent setting events?	How will you change the environment to reduce triggers for problem behavior(s) <i>and</i> increase success of new behavior(s)?	Replacement Behaviors: Are they taught to student?	Response after problem behavior(s) occur (reduce reinforcer) or provide escape in positive way:
Who is/are responsible for changing this?	Who is/are responsible for changing this?	Who is/are Responsible to teach student?	

Progress Monitoring: NYS Regulation: [200.22 (b) (5), [200.22(b)(4)(iii)]]

How will this plan be evaluated? EVALUATION

Progress Monitoring Schedule must include:

- Specific behavior(s) being monitored (targeted problem behavior(s) & alternative/replacement behavior(s))
- Intervals at which data will be collected
- Who is responsible for data collection
- Tools/data collection methods that will be used

Schedule to Measure Effectiveness of Interventions. Indicate interval below (e.g., weekly, every 2 weeks, etc.)	Baseline Data of Target Problem Behavior(s) (e.g., frequency, duration, intensity and/or latency)	Data on Problem Behavior(s) after implementation of BIP for the specified interval. (e.g., frequency, duration, intensity and/or latency)	Person/People Responsible and method used to monitor
Interval:	time:	y:	ods:
Start Date:	ior:	ency:	
End Date:	on:	on:	

This plan will be evaluated using data collected on the student's behavior and reported to the parent through the progress of goal(s) from the student's IEP on a quarterly basis.

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Non-compliance: Alena sits silently in desk and does not make eye contact with teacher, instead looking down at desk or examining hands/fingernails, does not respond to instruction or other verbalization from teacher (eg., get out Chromebook, put away Chromebook, get out your pencils, teacher addressing Alena by name). Alena may also put head on desk.

Disruption: Alena vocalizes, either by repeating a phrase loudly (eg., "I don't want to" or "everyone be quiet") or by crying, making loud sobbing noises with tears running down face; Alena kicks her legs until her boots fly off; Alena is non-compliant (see above) if asked to put her boots back on.

Physical Aggression: Alena will cause her forehead to hit her desk or a wall or another hard object, repeating the action several times.

Time Period	Non-Compliance	Disruption	Physical Aggression	Engaged in Activity (yes or no)	Removal (of him or students)	Notes
7:40-8:05						Breakfast: cafeteria
8:05-8:40						Morning meeting: Classroom
8:40-9:00						Snack: Classroom
9:00-9:30						Instruction: Classroom
9:35-10:15						Instruction: Classroom
10:20-11:00						AIS / Counselor
11:00-11:40					↑	Special
11:40-12:35						Lunch
12:35-1:20						Recess
1:25-2:00						Instruction: Classroom

ABC Data Collection

Date	Start & End Time	Duration out of Room (if need)	Antecedent (activity/direction given/what he was engaged in)	Behavior(s)	Consequence/Response to behavior
4/16	Start: 7:45 End: 7:50	5	Sitting at cafeteria table w/ group	Disruption (vocalizing) "Be quiet"	Teacher came and moved Alena
	7:55 7:57	2	Sitting separate from group in cafeteria	Disruption (crying, kicked off boots)	Staff member talked w/ Tray, Alena went to classroom
	8:15 8:16	1	Morning meeting/ teacher instruction	Non-compliance	Ignored
	8:40 8:43	3	Alena was sitting at desk	Non-compliance	Prompted to get snack
	8:45- 8:55	10	sitting at desk w/ snack	disruption (crying, off kick boots)	Brought to counseling suite

Student's Name AlenaDate: 4/16/23Behavior: Non-ComplianceRespondent: Tanya Clark, Anita Smith**QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)**

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply

0 = Never

1 = Rarely

2 = Some

3 = Often

Score	Number	Behavior
	1.	Engages in the behavior to get attention.
3	2.	Engages in the behavior to escape work or learning situations.
0	3.	Engages in the behavior as a form of "self-stimulation".
0	4.	Engages in the behavior because he/she is in pain.
0	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.
0	6.	Engages in the behavior because he/she likes to be reprimanded.
3	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.
0	8.	Engages in the behavior even if he/she thinks no one is in the room.
3	9.	Engages in the behavior more frequently when he/she is ill.
1	10.	Engages in the behavior when you take something away from him/her.
0	11.	Engages in the behavior to draw attention to himself/herself.
3	12.	Engages in the behavior when he/she does not want to do something.
0	13.	Engages in the behavior because there is nothing else to do.
2	14.	Engages in the behavior when there is something bothering him/her physically.
0	15.	Engages in the behavior when you have something that he/she wants.
1	16.	Engages in the behavior to try to get a reaction from you.
3	17.	Engages in the behavior to try to get people to leave him/her alone.
1	18.	Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings.
0	19.	Engages in the behavior because he/she is physically uncomfortable.
0	20.	Engages in the behavior when a peer has something that he/she wants.
0	21.	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?
3	22.	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" when engaging in the behavior?
NA	23.	Does he/she seem to enjoy the behavior, even if no one is around?
2	24.	Does the behavior seem to indicate to you that he/she is not feeling well?
0	25.	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?
Attention		Escape
1. Attention	<input type="checkbox"/>	2. Escape
Non-social		Physical
3. Self-stim	<input type="checkbox"/>	4. In pain
Tangible		
5. Access to items	<input type="checkbox"/>	
6. Reprimand	<input type="checkbox"/>	7. Do something
8. Thinks alone	<input type="checkbox"/>	9. When ill
10. Takes away	<input type="checkbox"/>	
11. Draws	<input type="checkbox"/>	12. Not do
13. Nothing to do	<input type="checkbox"/>	14. Physical problem
15. You have	<input type="checkbox"/>	
16. Reaction	<input type="checkbox"/>	17. Alone
18. Repetitive	<input type="checkbox"/>	19. Uncomfortable
20. Peer has	<input type="checkbox"/>	
21. "Come see"	<input type="checkbox"/>	22. "Leave alone"
23. Enjoy by self	<input type="checkbox"/>	24. Not feeling well
25. "Give me that"	<input type="checkbox"/>	
Total		Total

Student Reinforcement Survey

Part 1 - Sentence Completion

Directions: Complete the following statements

1. My favorite adult at school is: Mrs. Smith Mrs. Clark Mrs. Morgan (Counselor)
The things I like to do with this adult are: draw or do math, ~~play games~~ build legos in counseling suite.
2. My best friend at school is: I don't have a best friend
Some things I like to do with my best friend at school are:
3. Some other friends I have at school are: I know my cousin
Some things I like to do with them are: I like to play by myself
4. When I do well in school, a person I'd like to know about it is: I don't know
5. When I do well in school, I wish my teacher would: let me keep drawing.
6. At school, I'd like to spend more time with: Mrs. Morgan ~~drawing and building legos~~
Some things I'd like to do with this person are: drawing and building legos cleaning glue bottles
7. One thing I'd really like to do more in school is:
8. When I have free time at school I like to: draw, legos, clean glue bottles, arrange plastic animals, find videos about animals on my chromebook, puzzles
9. I feel great in school when: it's quiet
10. The person who likes me best at school is: my teachers
I think this person likes me because: I'm a good artist ~~and she says~~
11. I will do almost anything to keep from: being in crowded rooms

12. The kind of punishment at school that I hate most is: people yelling at me

13. I sure get mad at school when I can't: when people keep talking to me and don't let me answer

14. The think that upsets my teacher the most is: When I kick my boots off and when I bang my head against my desk

15. The thing that upsets me the most is: when people don't give me time to talk

Part II Reinforcers (check all that apply)

Favorite Edible Reinforcers

- | | |
|--|--|
| <input type="checkbox"/> Candy (specify) _____ | <input type="checkbox"/> Snacks (specify) _____ |
| <input checked="" type="checkbox"/> Fruit (specify) _____ | <input type="checkbox"/> Nuts (specify) _____ |
| <input checked="" type="checkbox"/> Drinks (specify) _____ | <input checked="" type="checkbox"/> Vegetables (specify) _____ |
| <input type="checkbox"/> Cereal (specify) _____ | <input type="checkbox"/> Other (specify) <u>OLIVES!</u> |

Academic Reinforcers

- ☐ Going to library
- ☐ Having good work displayed
- ☐ Getting good grades
- ☐ Having parents praise good school work
- ☐ Giving reports
- ☒ Making projects
- ☐ Completing creative writing projects
- ☒ Earning teacher praise
- ☒ Helping grade papers
- ☐ Getting a good note home
- ☒ Earning stickers, points, etc.
- ☐ Other (specify) I like when I have time to draw

Favorite Tangible Items

- ☐ Stuffed animals
- ☐ Pencils, markers, crayons
- ☐ Paper
- ☐ Trucks, tractors
- ☐ Sports equipment
- ☐ Toys
- ☐ Books
- ☒ Puzzles

Activity Reinforcers

- ☒ Coloring/drawing/painting
- ☒ Making things (building w/ blocks, legos)
- ☐ Going on field trips
- ☐ Taking care of/playing with animals
- ☐ Going shopping
- ☐ Eating out in restaurant
- ☐ Going to movies
- ☒ Spending time alone
- ☐ Reading
- ☐ Having free time in class
- ☐ Having extra gym/recess time
- ☒ Working on the computer
- ☐ Other (specify) _____

Social Reinforcers

- ☒ Teaching things to other people
- ☒ Being the teacher's helper
- ☐ Spending time with my friends
- ☒ Spending time with the teacher
- ☒ Spending time with the principal
- ☐ Spending time with counselor
- ☐ Having class parties
- ☐ Working with my friends in class
- ☒ Helping keep the room clean
- ☐ Being a tutor
- ☒ Being a leader in class
- ☐ Other (specify) _____

Recreation/Leisure Reinforcers

- ☐ Listening to music
- ☐ Singing
- ☐ Playing a musical instrument
- ☒ Watching TV
- ☐ Cooking
- ☐ Building models
- ☐ Woodworking/carpentry
- ☐ Sports (specify) _____
- ☒ Working with crafts
- ☐ Other (specify) _____
- ☐ Other (specify) _____

ABC Data Collection

Date	Start & End Time	Duration out of Room (if need)	Antecedent (activity/direction given/what he was engaged in)	Behavior(s)	Consequence/Response to behavior
4/16	Start: 7:45 End: 7:50	5	Sitting at cafeteria table w/ group	Disruption (vocalizing) "Be quiet"	Teacher came and moved Alena
	7:55 7:57	2	Sitting separate from group in cafeteria	Disruption (crying, kicked off boots)	Staff member helped w/ pray, Alena went to classroom
	8:15 8:16	1	Morning meeting/ teacher instruction	Non-compliance	Ignored
	8:40 8:43	3	Alena was sitting at desk	Non-compliance	Prompted to get snack
	8:45- 8:55	10	sitting at desk w/ snack	disruption (crying, kick off boots)	Brought to counseling suite