

Functional Behavior Assessment and Behavioral Intervention Plan

Individual Identification

“E” (hereafter referred to as E) is a 7th grade male enrolled in the 2nd period music enrichment class at the Helen J. Stewart School for Special Needs of the Clark County School District that serves the greater metropolitan area of Las Vegas, NV.

Description of Individual

E has been identified as autistic with multiple impairments and receives services due to deficits in the areas of cognitive skills, functional communication, adaptive skills, and social/behavioral skills. E is nonverbal and does not respond to questions or prompts. He demonstrates significant deficits in cognitive ability, intellectual functioning, daily living skills, self-care, home living, social skills, self-direction, health and safety, functional academics. E qualifies for special education services of Autism and Multiple Impairment; specifically, Severe Intellectual Disability with Autism Spectrum Disorder. E has been diagnosed with Type I Diabetes, does not eat solid foods during the school day, and receives daily medication treatments by the nursing staff. E is ambulatory and does not display any physiological development delays in motor function. He is approximately five feet and five inches in height, weighs approximately 115 pounds, and has full range of motion and mobility. He is a first generation African American who lives with his mother and father in Las Vegas proper and commutes to school via the school district special needs busing services with required safety vest accommodations. English is the primary language in the home. E currently has a Behavior Intervention Plan in tandem with his IEP goals. The current BIP goal addresses elopement conditions during non preferred tasks in his general classroom setting. His main classroom (room

4) consists of a total of four age appropriate autistic males, one teacher, and two Specialized Program Teaching Assistants (SPTA). His typical school day schedule consists of: breakfast time, toileting, specialized enrichment period (50 minutes of music, adaptive physical education, or art in a remote location), classroom skills (120 minutes), lunch, classroom skills (100 minutes), toileting, deportment preparation. For the 2023-2024 school year, E attends the music enrichment class on Thursday and Friday mornings during 2nd period accompanied by two SPTA's and the three other male classmates. E has a docile and calm demeanor as stated from his teacher and has also been noted during the observations. E is also well groomed, dressed, and mannered.

General Overview of Problem

Upon entering the music enrichment classroom, students are directed to be seated in a semicircle in a specified location and the lesson will commence. Order of operations for the daily lessons include musical greeting exercise (nonverbal/verbal communication/motor skills training), musical physical warm-up exercise (gross motor/musical skills training), musical potato activity (catch, squeeze, dance, throw), music instrument skills training, music-related cognitive skills transition (musical numbers/musical letters), sensory cool-down, presentation of daily evaluation (engagement/compliance for points), and deportment (Good-bye song).

During the music instrument skills training portion of the lesson, the students will select a percussion instrument to perform for the session (e.g., paired sand blocks, triangle, egg shaker, maraca, floor drum, claves, sleigh bells, etc.) Selection process may be preferred by pointing to a picture card, by throwing the "music instrument picture dice), or by the student pushing a switch that randomly assigns the instrument. These three selection procedures are administered on a rotating schedule to provide opportunities for a variety of music instrument exposure and motor

skills training specific to the instrument. Presentation during performance to include a cautionary manner of handling, grasping, and activating the emission procedures for instrumental performance. Additionally, while playing, the student should be tracking (eyes focused music related operations).

E displays selective engagement or nonengagement during the music instrument performance phase of the lesson. Proper engagement during the music instrument playing portion of the lesson requires the student to be sitting properly in their chair, feet flat on the floor, and attending to their instrument with standard-practice bilateral/unilateral hand grip. During the musical selection being performed (either live or synchronously with recorded music by the teacher), the student will participate by hitting, striking, or shaking the instrument during the duration of the song. Students will attend the instruments in one of the following observable means: independent engagement (IE), prompted engagement (PE), adapted engagement (AE), selective engagement (SE), or no engagement (NE). E does not require adaptation of any musical instruments or equipment. Coding explanations:

IE: student participates during the full duration of the musical selection without correction of performance technique

PE: student may require redirection or correction by verbal, gestural, physical, or partial physical guidance

AE: student is required an instrument that is adapted to meet the physiologic or motor needs to participate

SE: student chooses (intermittently) when/if they participate or not participate even after prompting or redirection

NE: student chooses not to participate or removes themselves or the instrument from their environment

Target Behavior Deficit: “Independent Engagement of Instrumental Performance”

During the 2nd period music enrichment class at the Helen J. Stewart School, E will remain on-task with correct presentation, tracking, and independent performance engagement for 30 seconds of continuous engagement during the instrumental performance portion of the lesson for four consecutive class sessions.

Behavioral Definition and Procedure

For purposes of this behavior change, **Independent Engagement of Instrumental Performance** is operationally defined as E’s music instrument actively emitting sounds using proper hand/arms motions without assistance, redirection, or prompting for 30 consecutive seconds or longer, during one of the musical song selections.

Examples:	Non-Examples:
<ul style="list-style-type: none"> ● instrument held at correct angle; ● bilateral (asymmetric/symmetric specific) ● sitting in chair; ● eyes tracking the instrument; ● no extraneous body movement; ● arms in the correct position; 	<ul style="list-style-type: none"> ● out of chair; ● communicating to himself or others; ● fidgeting/stimming; ● moving head, eyes, or body inappropriately; ● eyes wandering; ● resting head on instrument or lap; ● not holding or throwing instrument;

<ul style="list-style-type: none"> ● fingers, hands in proper playing position; ● feet flat on the floor; ● affecting the instrument to emit sound 	<ul style="list-style-type: none"> ● leaving seat or elopement of room; ● ineffective usage of instruments (chewing, licking, disassembling, etc.)
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Sources of Data Identified and Analyzed

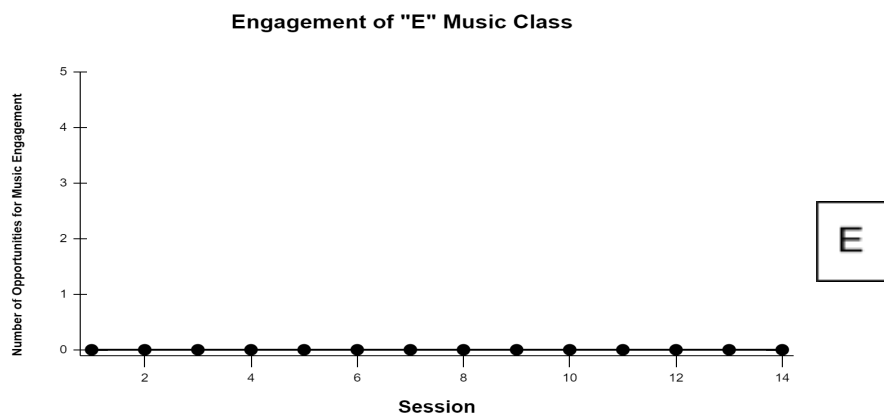
Scatterplot Analysis Across Settings

The time period E was asked to engage in a task was not difficult and the requisite skills for task completion are in his repertoire. Breakfast had just occurred prior to all sessions and is not considered a preferred activity according to the ABC observations. E and his class were taken to “toileting” in transit to the location where the observations occurred. Attention was given on a frequent intermittent schedule and when instructed to perform a task or given an opportunity. Due to his quiet nature, the tasks could have been perceived as a high demand situation. However, completing the task independently with peer attention was not required. Free choice of engagement was provided for all activities which are relevant to his effective communication and motor development. E was not refused nor required to wait to actively engage. Multiple transitions (including no transition) were used over the observation period to attempt higher levels of engagement in the activity. Structure levels remain constant and require E to stay seated, like all students, while engaging in the activity. The time frame in question occurs immediately after breakfast time. E could be hungry, however, according to a parent-report, he eats before coming to school on a regular basis. Due to the nonverbal and limited

communication, it cannot be confirmed if E feels comfortable in the classroom. It was noted by his teacher that he will elope if not comfortable in a setting, however, he has not displayed that behavior in the classroom the past 12 weeks. The classroom environment consists of four students, one teacher, and two teaching assistants. The students are never alone. It is possible the classmates are non-preferred peers. A specific seating chart is required due to the invasive behavior from one of the other classmates directed toward E, intermittently. It is also possible he is being instructed by non-preferred people, however, that is unknown due to the nonverbality and lack of PECS or tablet communication. As stated previously, E had historically shown elopement of non-preferred settings or persons, but that has not been the case this school year. As shown from the two settings and including discussion from other staff members, E, rarely engages in any activities throughout the school day. Data from the music class observations shows 0% engagement for any of the five musical activities available during each lesson. Data was collected based on opportunities, recorded by the teacher, and corroborated by Aide 2 (who is also a licensed RBT) during each class session.

Figure 1

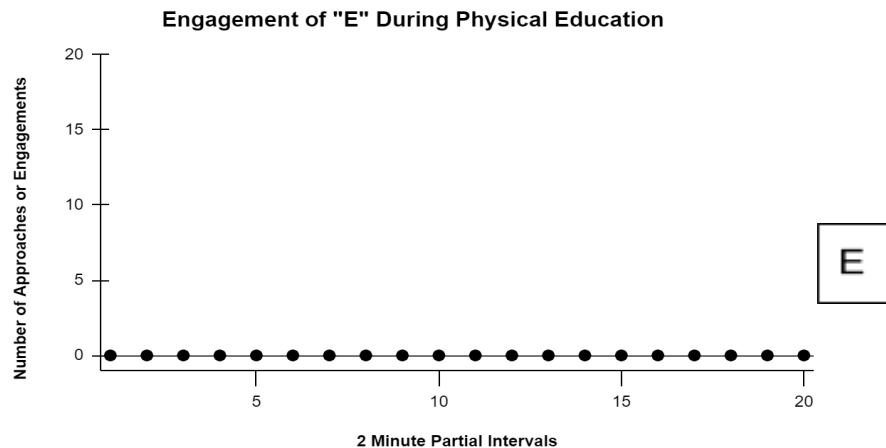
Engagement of Instrumental Performance in Music Class



Engagement in the Adaptive Physical Education (APE) class was recorded by the lead investigator, corroborated by the same aforementioned Aide, and used partial interval recording during a multi-tasked “obstacle course” that was conducted in the physical education building and developed as a station teaching exercise. Much like the ABC data taken during a different APE lesson, E did not engage, but rather sat on the side with flat affect and did not respond to prompts or instructions during the twenty minute segment.

Figure 2

Engagement during Physical Education Class



Antecedent Behavior Consequence (ABC) Observations

ABC observations occurred in two different locations (i.e., Lunch Room, APE). These two settings were chosen due to the constraints of the lead investigator’s teaching schedule and were the only times E could be observed outside of the music classroom. Observation 1 occurred during lunch time. It was observed and confirmed from E’s teacher and aides that he will not eat or drink during the school day. According to his parents, he will only eat at home. During the first observation, E was instructed to take certain items to the trash or to other locations in the

cafeteria. After completing those tasks he was reinforced with the iPad. The schedule was contingency based on what contrived tasks the aides decided upon arbitrarily. He was compliant and enjoyed the iPad viewing.

The second observation occurred during APE. The lesson consisted of walking the track at least once followed by a scooter racing game. After an extremely slow walk around the track, E returned to the activity area and sat on the side with a flat affect. He did not respond to prompts or engage in any of the activities slated for the remainder of the lesson.

The third observation uncovered another likely reinforcing agent – viewing the desert tortoise habitat. E was not displaying quite as much flat affect during this lunch session as he was on previous observations. He did attempt to leave early in the observation, but was redirected and later given an iPad. He appeared happy during the iPad sessions. The second aide that is usually in his room was not there that day. The only two staff present for the four students were the teacher and Aide 1. At the conclusion of lunch when it was time to leave, E jumped up from his seat and ran out of the cafeteria into the courtyard. He stopped running at the location of the tortoise home (hole), stared at it with a smile, was redirected to go inside, grabbed the teacher's hand, and walked calmly inside.

E is a docile child that is normally developing physically, is nonverbal, wears pull-ups, and does not toilet independently. He is well kept in his clothing and appearance. Both parents seem involved and provide for his needs. After seeing E smile while engaged in the iPad and at the tortoise habitat, these two reinforcers may be implemented into the engagement intervention in music class. All ABC observations can be found in Appendix A.

Functional Assessment Screening Tool (FAST)

The Fast was administered to the Specialized Program Teacher Assistant (SPTA)

assigned to E's homeroom and is present during the entire duration of the school day in his presence. The SPTA has worked with E five days a week from 6:45 AM to 1:30 PM.

Additionally, the SPTA accompanies E to all of his specialized enrichment activities (i.e., music, art, and physical education). The SPTA attends toileting, feeding, and any other services required during the school day. The FAST indicates that E's lack of engagement is due to: 1.) access to a specific item (7 indicators); 2.) escape from non preferred tasks (6 indicators). This tool collaterally substantiates the hypothesis that E desires access to his preferred reinforcement (iPad) and/or escaping from any tasks or demands in the music classroom. The current BIP indicates that E will cry or physically walk out of non preferred activities. This behavior has not been displayed in the music room during the previous 15 weeks. This may indicate that the music class is not an aversive environment, but the correct implementation of strategies, preferred items, or schedule of reinforcement has not been achieved. See Figure 1 and Figure 2 for the FAST conducted with the attending SPTA.

Unfortunately, indirect interviewing scales have poor reliability due to the subjective nature of the questions. However, anecdotal information, descriptive analysis of direct observation, the current BIP on file, and the completed FAST, corroborate the probability the function of behavior is a tandem contingency of access to a preferred item/activity or escape/avoidance of non preferred activities or task requirements. The information gathered also indicates that access to an iPad may be a motivating SR+ during task demands in the classroom. The FAST assessment indicates E may engage in selective task demands without elopement, contingent on the SR+. What schedule of reinforcement preferred by E for compliance and engagement is unknown at this time. See Appendix B for completed FAST information.

Hypothesis of Function of Behavior

E displays avoidance of participation during the music therapy and enrichment class. No instances of attention seeking behavior were observed during the five session observations (self-talk, peer interaction). Three possible reasons for avoiding independent music playing:

- 1.) Reinforcement procedures are not in place
- 2.) Nonpreferred instrument
- 3.) Loud and active environment with nonpreferred people

Plan for Testing Hypothesis

A modified functional analysis will be conducted to test the hypothesized reasons for a lack of engagement. Due to the lack of communicative skills, it is unknown what E considers a preferred or nonpreferred activity. Currently, the data is indicating access (SR+) as the primary hypothesis, followed by escape (SR-). An experimental functional analysis will be conducted in one session. Nine different types of percussion instruments are available to the students during the music class. E will have access to all instruments for a 45 minute time period to see if a preference can be determined. Each task requirement will consist of approximately 3 minutes of performance per instrument. During this session, E will be the only student in the room. Access to the iPad will not be available until all instrument options have been made available. E will not be told reinforcement is contingent on his engagement. The functional analysis serves as a period of experimental investigation. By removing environmental and social conditions (e.g., lesson plan, classmates, aides, homeroom teacher, noisy environment), a determination of the function of the behavior may be better known. The task will be presented in the music room, with the SmartScreen being used to play song selections. During the session, each song will allow E to perform at will, for any duration, to assess what conditions may be causing some of the lack of

engagement. Because E has always been observed in a social setting with classmates or other persons, it will be informative to see if a socially maintained contingency is acting the target behavior. For instance, the other three males in his classroom are very active, use verbal stereotypy, and require a lot of attending by the adult in the room to maintain behavior and a modicum of skill acquisition. E is quiet, docile, and draws very little attention to himself compared to the other three classmates. Observing E in an alone condition may show he is more comfortable and outgoing by himself away from the socially created stimulation.

Though iPad usage has been found to be efficacious in assisting communication and social interaction of students with autism, unfortunately, some research indicates the overuse of iPad's as a means of reinforcement can lead to virtual dependence and an "increase in the level of outbursts and obsessions with the device" (Yavich & Davidovich, 2019, p.220). This study surveyed 100 special education professionals as to the benefits or deficits of iPad usage with autism spectrum disorder students. After compiling research studies that indicated the iPad was three-fold: 1.) the iPad increased communication and learning skills; 2.) the iPad decreased social skills; 3.) the iPad was detrimental if used too much. The study's survey of the 100 professionals found the hypothesis of increased communication and learning skills was true, a decrease in socialization was untrue, and that the iPad can be detrimental if used too much.

As of now, data indicates the iPad is the only reinforcer that E prefers. It will be crucial to create a schedule of reinforcement that will facilitate engagement in music performance activities and allow for the fading of the iPad. Eventually, the goal of the behavior plan will provide an opportunity for the instrumental performance itself to be reinforcing and not the reliance of an iPad.

Outline of Behavior Change

- Setting event: 2nd period music class, after breakfast
- Antecedent: Teacher instructions, reinforcement prompt of iPad, instrument choice
- Goal Behavior: Reduce avoidance of playing instrument during class
- Target Behavior: Off-task and non-participatory behavior after classroom instructions and directives have been administered
- Replacement Behavior: Redirection and options of instrument preference, instructive modeling, and seating preference
- Antecedent intervention: Teacher will remind E of reinforcement schedule at beginning of class; praise will be administered during intermittent fidelity check during independent practice time, if observed
- Schedule of Reinforcement: iPad allowance will be developed based on a compounding criterion of engagement and task performance. Selecting a preferred instrument, attending, and duration will accumulate time of iPad reinforcement based on baseline sequential and graduated increments indicated from baseline data after a functional analysis has been administered.

References

Yavich, R., & Davidovich, N. (2019). Use of iPads in the education of children with autism-spectrum disorder. *Higher Education Studies*, 9(4), 214–225.

Appendix A

Antecedent Behavior Consequence Observations 1-3

ABC Observation 1

Student Name:E		Date:10.26.2023	
Observer: C. Williams		Time Begin:10:20 AM	Time End:10:40 AM
Location/Setting: Lunch Room		Subject: Lunch	
TIME	ANTECEDENT	BEHAVIOR	CONSEQUENCE
10:20 (AM)	Directed to sit at table	Flat Affect - Staring	None
10:21	Prompted Hand-over-hand (H/H) to open food packages	Hides hands under table	Aide 1 moves to help different "Student 2"
10:22	No redirection, instruction, or prompt	Flat affect - staring	None
10:23	Prompted Hand-over-hand (H/H) to open food packages	Hides hands under table	Aide 1 moves to help "Student 3"
10:25	Verbal instruction by teacher to throw away an empty package in the trash can	Goes to the trash can, throws away trash, stands there	Redirected to come back to the table and sit down
10:26	Previously consequential instruction of redirection	Comes back to the table, picks up the classroom bag from the table	None
10:27	Did not find what he was looking for	Continues searching in bag	None
10:28	Redirected by Aide 1	Stops looking in bag and sits down	Aide 1 provides iPad tablet
10:29	Aide 1 turns on iPad	Stares at iPad	Reinforcement
10:35	Aide 2 removes iPad and instructs him to take more trash to the trash can	Complies and returns without redirection	Given iPad time
10:36	Aide 1 instructs him to take the repurposed food to the correct area	Complies and returns without redirection	Given iPad
10:38	Aide 2 instructs him to take the towel bucket to the proper location	Complies and returns without redirection	Praise and iPad
10:39	Aide 2 instructs him to throw away a package of opened carrots	Complies and returns without redirection	iPad

10:40	Aide 1 stores iPad and instructs him to follow her	He stands and walks behind the aide to the classroom	Praise "Good walking and following instructions"
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ANTECEDENT	BEHAVIOR	CONSEQUENCE
<input checked="" type="checkbox"/> Presented with an instructional task/demand_____ <input type="checkbox"/> Transition from highly-preferred to lesser-preferred activity What activities? _____ <input checked="" type="checkbox"/> physical transition within the building <input type="checkbox"/> wants something and the answer is "no" Was asked to wait for item/activity or attention <input type="checkbox"/> confronted with inappropriate behavior <input type="checkbox"/> Teacher presenting to whole class <input type="checkbox"/> student is not receiving attention	<input type="checkbox"/> Disruptive behavior <input type="checkbox"/> yelling/screaming <input type="checkbox"/> out of seat <input type="checkbox"/> off task <input type="checkbox"/> physical aggression <input type="checkbox"/> self injury <input type="checkbox"/> elopement <input checked="" type="checkbox"/> Other <input type="checkbox"/> Compliant _____	<input type="checkbox"/> Ignored behavior <input type="checkbox"/> Redirected to task with a prompt <input type="checkbox"/> Redirected to a different, highly-preferred activity <input type="checkbox"/> Blocked response <input type="checkbox"/> Time-out <input type="checkbox"/> removal from class <input type="checkbox"/> provided a break <input type="checkbox"/> given a verbal reprimand <input checked="" type="checkbox"/> Other <input type="checkbox"/> Praise, assisting aides, iPad

ABC Observation 2

Student Name: E		Date: 11.2.2023	
Observer: C. Williams		Time Begin: 7:40 AM Time End: 8:00 AM	
Location/Setting: Track/Playground		Subject: Physical Education	
TIME	ANTECEDENT	BEHAVIOR	CONSEQUENCE
7:40 (AM)	Instructed to walk independently around the .25 mile track by A.P.E. Teacher	Walked slowly with flat affect	Aide walks slowly behind
7:45	None	Continues walking slowly with flat affect	None
7:46	Sees swing set	Stops and stares at swings	Aide asks if he would like to swing

7:47	Antecedinal prompt	No response, continues staring	None
7:48	Looks at track	Continues walking	Aide walks slowly behind
7:51	PE Teacher instructs students to sit in prepared area for scooter race	Slowly walks (glacial pace, the other students have been been back for a while after walking or running two or three laps)	Completes first lap
7:52	Instructed to sit on the side	Stares blankly	None
7:54	Instructed to sit on the scooter for his turn	Stares blankly	Prompted again
	Prompt	Stares blankly	Prompted again
	Prompt	Stares blankly	None; Teacher moves to next student
7:58	None	Stares blankly	Asked again if he would like to participate
	Prompt	Stares blankly	None; Teacher moves to work with other students again

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<p><input checked="" type="checkbox"/> Presented with an instructional task/demand _____</p> <p>____ Transition from highly-preferred to lesser-preferred activity</p> <p>What activities? _____</p> <p><input checked="" type="checkbox"/> physical transition within the building</p> <p>____ wants something and the answer is "no"</p> <p>Was asked to wait for item/activity or attention</p>	<p>____ Disruptive behavior</p> <p>____ yelling/screaming</p> <p>____ out of seat</p> <p>____ off task</p> <p>____ physical aggression</p> <p>____ self injury</p> <p>____ elopement</p> <p><input checked="" type="checkbox"/> Other <input type="checkbox"/> Non Engagement _____</p>	<p><input checked="" type="checkbox"/> Ignored behavior</p> <p>____ Redirected to task with a prompt</p> <p>____ Redirected to a different, highly-preferred activity</p> <p>____ Blocked response</p> <p>____ Time-out</p> <p>____ removal from class</p> <p>____ provided a break</p>

___confronted with inappropriate behavior ___ Teacher presenting to whole class ___ student is not receiving attention _X_ Other ___ Unknown _____		___given a verbal reprimand _X_ Other _Redirection and choice
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ABC Observation 3

Student Name:E		Date:11.3.2023	
Observer:C. Williams		Time Begin:10:20 AM	Time End:10:40 AM
Location/Setting: Lunch Room		Subject: Lunch	
TIME	ANTECEDENT	BEHAVIOR	CONSEQUENCE
10:20 (AM)	Directed to sit at table	Stood by table, then walked off	Redirected to sit and shown the iPad
10:21	Shown the iPad	Gesturally requests iPad	Aide 1 tells him to sit calmly and wait
10:22	Sat waiting at table	Begins physical stimming of bending head side-to-side	Self-stimulatory reinforcement
10:23	No attention	Head and arms stimming, initiates getting up from the seat	Partial physical redirection by aide using one hand on shoulder
10:25	Physical redirection	Struggles with aide to stand up	Physical redirection (response block) by aide with both hands on shoulders
10:26	Aide removes hands from his shoulders	Head and arm stimming	None
10:27	Access	Begins searching in classroom bag	Teacher redirection
10:28	Teacher hands iPad to E	Turns on iPad	Reinforcement
10:29		Head and arm stimming	Reinforcement
10:35	Preferred video must have concluded	Scrolls through iPad (appears to be kids music videos)	Reinforcement
10:36	Finds a different preferred video	Head and arm stimming	Reinforcement
10:38	iPad is collected	Jumps up and runs out the door into the school's giant	Chased by teacher

		courtyard (enclosed for no escape)	
10:39	Teacher yells instructing him to stop	Continues running in the courtyard	Teacher redirection
10:40	Arrives at intended location	Stops in the courtyard to watch the giant (live) desert tortoises that live inside the courtyard grounds and freely roam	Hand grabbed by teacher, redirected verbally, and escorted back into the building

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<input checked="" type="checkbox"/> <u>X</u> presented with an instructional task/demand _____ ___ Transition from highly-preferred to lesser-preferred activity What activities? _____ <input checked="" type="checkbox"/> <u>X</u> physical transition within the building ___ wants something and the answer is "no" Was asked to wait for item/activity or attention ___ confronted with inappropriate behavior ___ Teacher presenting to whole class ___ student is not receiving attention <input checked="" type="checkbox"/> <u>X</u> Other ___ Unknown _____	___ Disruptive behavior ___ yelling/screaming ___ out of seat ___ off task -physical aggression ___ self injury <input checked="" type="checkbox"/> <u>X</u> elopement <input checked="" type="checkbox"/> <u>X</u> Other ___ Compliant ___	___ Ignored behavior ___ Redirected to task with a prompt ___ Redirected to a different, highly-preferred activity ___ Blocked response ___ Time-out ___ removal from class ___ provided a break ___ given a verbal reprimand <input checked="" type="checkbox"/> <u>X</u> Other iPad, redirection, physical guidance

Appendix B

Functional Assessment Screening Tool

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: E Age: 13 Date: 11/9/23
 Behavior Problem: TASK ENGAGEMENT
 Informant: Dorcas S. Interviewer: C. Williams

To the Interviewer: The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: Parent Teacher/instructor Residential Staff Other
 How long have you known the person? Years 3 Months
 Do you interact with the person on a daily basis? Yes No
 If "Yes," how many hours per day? 7 If "No," how many hours per week? _____
 In what situations do you typically observe the person? (Mark all that apply)
 Self-care routines Academic skills training Meals When (s)he has nothing to do
 Leisure activities Work/vocational training Evenings Other: MUSIC CLASS

Part I. Social Influences on Behavior

1. The behavior usually occurs in your presence or in the presence of others. Yes No
 2. The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. Yes No *interactions*
 3. The behavior often is accompanied by other "emotional" responses, such as yelling or crying. Yes No
- Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

4. The behavior often occurs when he/she has not received much attention. Yes No
5. When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection). Yes No
6. (S)he often engages in other annoying behaviors that produce attention. Yes No
7. (S)he frequently approaches you or others and/or initiates social interaction. Yes No
8. The behavior rarely occurs when you give him/her lots of attention. Yes No
9. The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity. (If "Yes," identify: IPAD) Yes No
10. The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: IPAD) Yes No
11. When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: IPAD) Yes No
12. (S)he often engages in other annoying behaviors that produce access to preferred items or activities. Yes No
13. The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: self-care academic work other) Yes No

Functional Assessment Scoring Tool
Page 2

- 14. The behavior often occurs during training activities or when asked to complete tasks. Yes No
- 15. (S)he often is noncompliant during training activities or when asked to complete tasks. Yes No
- 16. The behavior often occurs when the immediate environment is very noisy or crowded. Yes No
- 17. When the behavior occurs, you often respond by giving him/her brief "break" from an ongoing task. Yes No
- 18. The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. Yes No

Part III. Nonsocial (Automatic) Reinforcement

- 19. The behavior occurs frequently when (s)he is alone or uncoupled. Yes No
- 20. The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment. Yes No
- 21. (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. Yes No
- 22. (S)he is generally unresponsive to social stimulation. Yes No
- 23. (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, mouthing, etc. Yes No
- 24. When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.) Yes No
- 25. The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. Yes No
- 26. The behavior seems to occur more often when the person is ill. Yes No
- 27. (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). Yes No

Scoring Summary

Circle the items answered "Yes." If you completed only Part A, also circle items 1, 2, and 3

<u>Likely Maintaining Variable</u>															
<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	4	<input checked="" type="radio"/> 5	6	7	8	Social Reinforcement (attention)							
<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	12	<input checked="" type="radio"/> 13	Social Reinforcement (access to specific activities/items)							
<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 14	<input checked="" type="radio"/> 15	16	<input checked="" type="radio"/> 17	18	Social Reinforcement (escape)							
19	20	<input checked="" type="radio"/> 21	<input checked="" type="radio"/> 22	<input checked="" type="radio"/> 23	24	Automatic Reinforcement (sensory stimulation)									
19	20	24	25	26	27	Automatic Reinforcement (pain attenuation)									

Comments/Notes: _____

