

## Informal FBA

### Student Info (Grade, Setting)

The student, Derek, that this FBA is assessing is a 4<sup>th</sup> grade boy who is nine years old. He is in the general education setting most of the time, and his occasional intervention outside of the classroom is focused on reading skills.

### Target Behavior

Delayed Start defined as responding to directives two minutes or more after initial individual prompt.

### Findings from each Assessment

The scoring points for the FAST interview was as follows:

- Attention = 4 points
- Escape = 3 points
- Sensory stimulation = 2 points
- Pain Attenuation = 0 points

The scoring points for the MAS interview was as follows:

- Sensory = 16 points
- Escape = 16 points
- Attention = 15 points
- Tangible = 11 points

Observation took on one day but was done at different parts of the day based on the activities going on. Data was collected on an ABC response charter.

The first observation started at 9:00 in the morning during the transition into math time. The students were supposed to gather their items which included their math sheet and some pencils before coming together at the meeting place in the front of the classroom. The student got distracted during this process and needed two promptings from the teacher and his peers even had to encourage him to finish the task. In all it took 4 minutes to gather his items and join everyone else at the meeting space.

The second observation took place during one round of the scheduled What I Need (WIN) time. This student needed to get his computer and sit down to get started on a task online. In the time it took for the directions to be given and the student actually begin on the task at hand, he was prompted twice by the teacher to get started and walked out into the hallway for a drink of water without permission. It took 7 minutes total to get started from the time the directions were given to the time he got started.

The third observation took place during an English Language Arts round where he was supposed to write about anything that he wanted. He never actually wrote anything during the 15-minute round. However, during that time his teacher helped him pick out an idea and prompted him twice to begin writing. He changed seats once and looked around the room aimlessly.

### Findings

Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager and another specialist, Derek hypothetically engages in target behavior (as defined

above) to obtain sensory stimulation, avoid a task, or to get attention. Settings or situations in which the target behavior is most likely to occur include the classroom during transitions from one task to another or individual work time. Based on observation, maintaining consequences are gaining adult and peer attention and removal of academic demands.