Functional Behavior Assessment

RMS

Name: Stu Dent | **DOB:** 05/05/2015 | **Age:** 11 yrs, 5 mos | **Date of Report:** 10/23/2026

Grade: 5th | **School:** RMS | **Teacher:** Emily Smith | **Evaluators:** Eric Koestner, Sara Brown

Parents: Michael Dent, Mary Dent

Reason for Assessment

This assessment was conducted to identify the environmental and situational factors contributing to Stu's behaviors of concern. The primary objective was to determine the maintaining function of each behavior. Consequently, this report proposes functionally equivalent replacement behaviors and environmental modifications to reduce occurrences of target behaviors while promoting his engagement in socially valid alternative skills throughout the day.

Reason for Referral

Stu is currently enrolled in 5th grade at RMS, within Emily Smith's classroom. This Functional Behavior Assessment (FBA) was initiated following a referral from the IEP team, citing concerns regarding elopement, environmental disruption, and non-compliance. Educational records document a primary classification of Autism. Reports indicate that these behaviors occur on a weekly to hourly basis within the educational environment.

Assessments

- Team Member Report
- Family Member Report
- Social & Developmental History
- Record Review
- Student Interview
- Direct Observations (ABC, Frequency, & Duration Data; Ecological & Peer Context)

Other Services Received

- Speech and Language
- Occupational Therapy
- Behavioral Support
- Special Education Teacher (Inclusion)
- Specialized Transportation

Target Behaviors

1. **Elopement:** Leaving a designated supervised area without permission. This includes walking, wandering, or sudden rapid movement (bolting) out of visual range or beyond safe boundaries. The episode ends when Stu returns to the designated area and complies with supervision.

   Example: Sprinting down the hallway, or wandering out of the classroom during a lesson.
   Non-Example: Walking to the bathroom with a valid hall pass.

2. **Environmental Disruption:** Any instance of throwing safe items, overturning furniture without breaking it, or making a mess (e.g., sweeping items off a desk) that does not result in permanent damage but requires cleanup. The behavior ends when the disruption stops for 1 minute.

   Example: Sweeping all items off a desk onto the floor.
   Non-Example: Dropping a paper by mistake.

3. **Non-Compliance:** Failure to initiate a response to a direct, clear staff directive or assigned instructional task (e.g., beginning a worksheet, putting materials away, or lining up) within 10 seconds, accompanied by passive refusal such as placing his head down or pushing work materials aside. The episode ends when Stu initiates the requested directive or task.

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> **Example:** Placing his head down on the desk for more than 10 seconds after being instructed to begin a writing worksheet.
> **Non-Example:** Pausing briefly to select an icon on his AAC device or requesting assistance before starting a task.

Additional Behavioral Concerns

These behaviors were noted by the team but are not the primary focus of this specific functional assessment.

- Screaming
- Out-of-Seat Behavior

Social & Developmental History

According to developmental history, Stu was born full-term weighing 7 lbs 5 oz, following a pregnancy complicated by gestational diabetes and maternal stress. His medical background is notable for allergies and sleep disturbances, while reported sensory differences include auditory sensitivity to loud noises, reactivity to bright lights, and a selective or limited diet. Vision and hearing are within normal limits. Prior records indicate a 1-day emergency or crisis evaluation on April 10, 2024.

Early milestones were delayed in motor skills and independent toileting. Bathroom routines were further complicated by his refusal to sit and withholding of bowel movements. Regarding expressive communication, Stu is non-speaking and uses augmentative or alternative communication methods (e.g., AAC, sign, or picture exchange). Early social development was marked by a lack of joint attention (pointing or showing), a preference for solitary play, and a delayed response to his name. Prior to kindergarten, he received foundational supports through Birth to Three and preschool special education. He currently receives school-based services including speech-language therapy, occupational therapy, behavioral support, specialized transportation, and inclusion special education instruction.

Stu resides with his mother, father, older sister, and two younger brothers. The addition of a new sibling may be affecting his current adjustment and behavior at school. Reported family history includes autism spectrum disorder, ADHD, learning disabilities, and anxiety. Stu is described as friendly, socially engaged, creative, and imaginative.

Available background information indicates Stu is motivated by potential reinforcers such as access to preferred activities and technology, tangible rewards (stickers, tokens, or prizes), and breaks from non-preferred tasks.

Record Review

An examination of Stu's educational records was conducted to gather relevant information regarding academic functioning, behavior, and prior interventions. He has a primary classification of Autism Spectrum Disorder (ASD), along with secondary eligibility under Intellectual Disability. Stu currently participates in a general education, co-taught classroom with full inclusion. In this setting, he is supported by a 1:1 paraprofessional and an active BIP. Previous assessments, including educational, speech-language, and physical therapy (PT) evaluations, have contributed to his school programming. Academically, he shows relative strengths in subjects such as math (specifically calculation) and science, alongside technology skills. In contrast, ongoing difficulties remain with coursework including English Language Arts (particularly reading decoding, fluency, and comprehension), social studies, and physical education, as well as foundational skills such as written expression.

Disciplinary records indicate one out-of-school suspension during the current school year. In terms of attendance, Stu maintains a regular and consistent schedule. Support strategies previously implemented for him include redirection, proximity control, modified assignments, and sensory or movement breaks.

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Indirect Assessments

Team Member Report

Emily Smith (General Education Teacher), Emily McDermott (Special Education Teacher), Jill Smith (Registered Behavior Technician), and Kelly Clark (Paraprofessional) completed structured Team Member Reports to share information regarding Stu's target behaviors.

Elopement:

Concerning elopement, team members shared that episodes are typically associated with the denial of preferred items or activities, adult attention directed toward others, and transitions between tasks. In terms of environmental context, Kelly detailed mild instances hourly in the general education classroom during the morning hours with durations of approximately 1 minute. Jill and Emily McDermott identified severe incidents occurring daily during afternoon recess, lasting 5 to 10 minutes. Early warning signs such as task refusal were consistently reported by team members immediately preceding the behavior, alongside individual accounts of fidgeting (Kelly), pacing (Jill), and increased vocal volume (Emily McDermott). In response to such episodes, outcomes typically include receiving or keeping the requested item or activity as well as adult attention. Stu generally stops the behavior once access to a desired item or activity is provided. Fewer challenges are reported during preferred activities or when Stu is supported by Mrs. Jackson (SLP). Team feedback reflected a mix of skill and performance factors. Kelly and Emily McDermott noted that Stu has not yet learned the expected behavior, while Jill indicated that he demonstrates it when motivating outcomes are in place.

Environmental Disruption:

Across settings, team reports documented moderate episodes of environmental disruption weekly in the cafeteria during the afternoon hours lasting approximately 10 minutes. Additionally, team members noted moderate instances daily in the resource room during the morning hours with average durations of 2 minutes. They also documented episodes multiple times per day during recess around midday persisting for about 8 minutes. Respondent accounts associated these episodes with periods of low attention, peer interactions, and the denial of preferred items or activities. Prior to the behavior, team members consistently observed early warning signs including fidgeting and increased vocal volume. These episodes typically result in peer attention, at which point Stu generally disengages. He experiences greater overall success during small-group activities, structured routines, and one-on-one adult interaction. Perspectives among respondents differed on whether expected skills are established, with Kelly indicating they have not yet been acquired, while Emily Smith and Jill noted that Stu can demonstrate them when reinforcing outcomes are in place.

Non-Compliance:

Input from team members identified academic task demands as common events preceding non-compliance, with episodes typically followed by escaping or delaying the task. Documented precursor behaviors leading up to incidents consistently included fidgeting, alongside individual reports of a glazed look (Kelly), crying and whining (Emily Smith), and increased vocal volume (Jill). In the general education classroom over the course of the day, mild to moderate episodes occur at rates ranging from daily to hourly, lasting 5 to 20 minutes. Stu generally stops the behavior once the task is removed or delayed. He is reported to be most successful during one-on-one adult interaction, preferred activities, and structured routines. While Kelly, Jill, and Emily McDermott indicated that Stu has not yet learned how to perform the expected behavior, Emily Smith noted that consistent follow-through occurs when preferred reinforcers are in place.

Broader Factors and Prior Supports:

Outside of immediate situational antecedents, Emily McDermott, Jill, and Kelly documented that behavioral occurrences increase on days involving disrupted sleep or fatigue, schedule or staffing changes, and illness or physical discomfort. Among supports already tried in the school setting, a designated quiet space, a token board or reward system, and first-then prompts proved helpful for Stu. By contrast, visual schedules, verbal reminders or redirection, and the loss of privileges showed

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limited benefit. Mixed outcomes were reported for movement or sensory breaks, offering choices, and breaking tasks into smaller steps, with perceived benefit varying by respondent.

Family Member Report
Information regarding Stu's target behaviors was obtained via structured Family Member Reports from Mary Dent (Mother) and Michael Dent (Father).

Elopement:
While both family members noted moderate incidents of elopement occurring weekly and lasting less than 5 minutes, the primary context differed. Mary identified episodes in general home routines during the evening hours, and Michael documented instances during free time throughout the day. Feedback from family members linked these occurrences to transitions between activities and unstructured time, followed by verbal redirection. Leading up to the behavior, common warning signs included crying and whining. Separately, Mary noted task refusal, and Michael identified fidgeting. Episodes typically stop once access to a desired item or activity is provided. Across routines, Stu is consistently most successful during leisure time, particularly when interacting with his father. For both respondents, these challenges were viewed as stemming from a performance deficit, as Stu possesses the expected skill, though ongoing use depends on situational reinforcement.

Environmental Disruption:
In terms of environmental disruption, reports from family members connected episodes to periods of withdrawn attention and setting limits. Before incidents, precursor behaviors consistently included pacing. Individually, Mary noted fidgeting, and Michael identified threatening gestures. When episodes occur, they are often followed by being comforted or talked to by a parent or family member as well as Stu being sent to his room. Examining situational context, both respondents concurred in describing occurrences as mild in intensity and lasting less than 5 minutes. However, Mary detailed incidents weekly during free time, while Michael identified instances taking place daily in general home routines during the evening hours. Regarding how episodes resolve, Mary shared that the behavior ends once peer or sibling attention is received, and Michael noted that occurrences subside when access to a desired item or activity is provided. Greater success is observed during one-on-one adult interaction and structured routines. Family accounts showed both skill acquisition and performance factors: Michael indicated that Stu has not yet learned the expected behavior, and Mary reported that consistent use depends on external reinforcement.

Non-Compliance:
Focusing on non-compliance, accounts from family members associated episodes with homework, generally followed by the removal or delay of a task, or at times no immediate response from adults. Within the household, respondents consistently reported moderate incidents occurring multiple times per day. Mary noted durations of 15 to 30 minutes in general home activities during the evening hours, whereas Michael documented durations of 5 to 15 minutes during chore routines. Early warning signs varied between family members. Mary identified crying, whining, and fidgeting immediately preceding the behavior, whereas Michael described increased vocal volume and pacing. Reports on behavior resolution reflected differing perspectives: Mary identified being removed from the setting, and Michael pointed to the removal or delay of a task as the primary factor in helping episodes subside. Stu is least likely to display such challenges during one-on-one adult interaction or when supported by his dad. Family summaries were divided between skill acquisition and motivation. Michael indicated that Stu still needs to be taught how to perform the expected behavior, and Mary noted that he can do so when environmental reinforcement is present.

Broader Factors and Daily Influences:
Looking overall at broader setting events, Michael shared that Stu's behaviors are noticeably more likely on days affected by disrupted sleep or fatigue.

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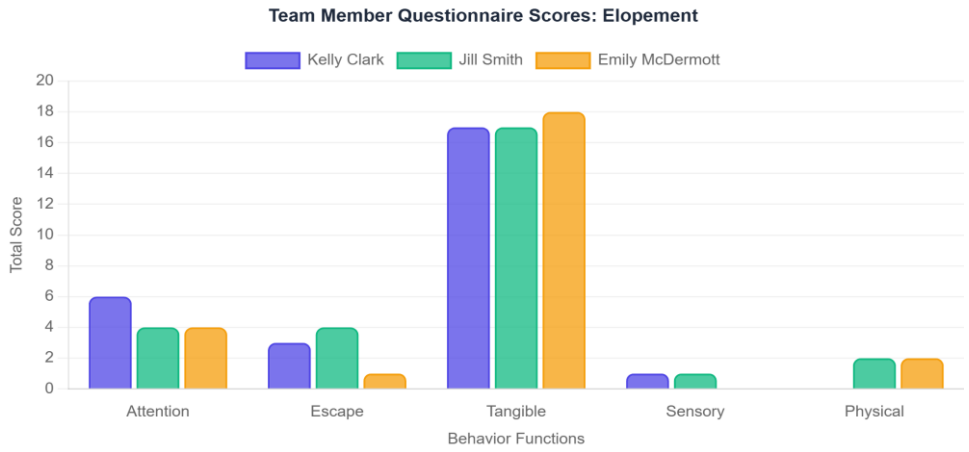
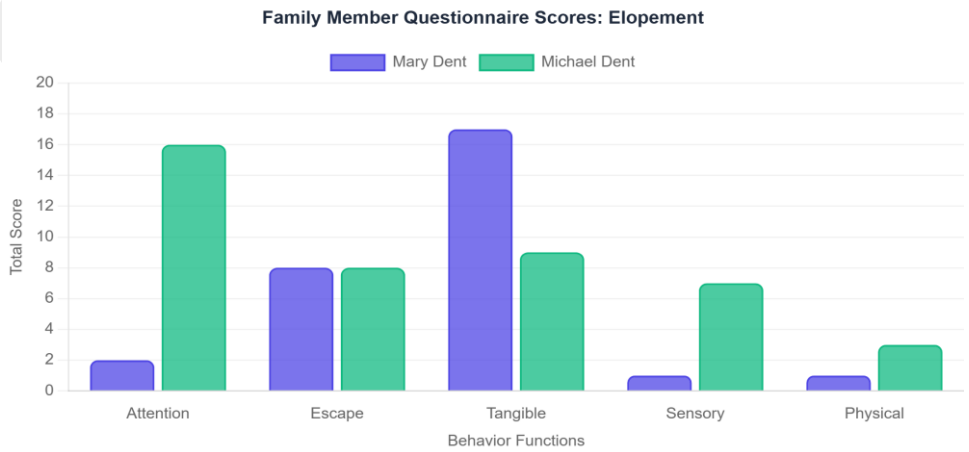
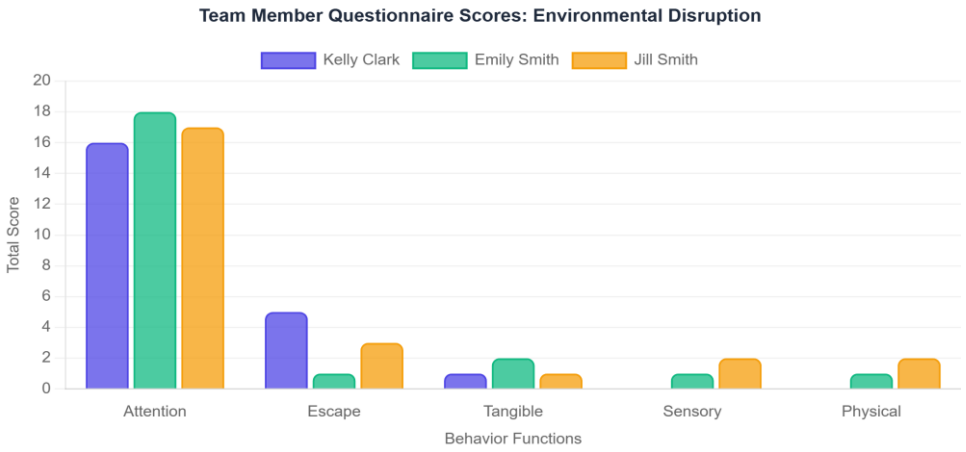
Student Interview
Stu completed a supported interview using AAC regarding his experiences at school and his perceptions of the learning environment. He expressed a preference for technology, recess, dismissal, lunch, and science. On the other hand, he rated PE, library, morning meeting, social studies, and music as less preferred or difficult parts of his schedule.

Regarding daily academics, Stu selected reading and writing tasks as the hardest part of the school day. He shared that getting in trouble usually involves having the teacher talk with him. When meeting behavioral expectations, Stu noted that doing so is typically acknowledged with a sticker, prize, or points. Additionally, he reported feeling most upset or angry when faced with the denial of a preferred item or activity. In terms of classroom engagement, Stu indicated working best independently while using flexible seating.

Behavior Function Questionnaire Results
Behavior Function Questionnaires were completed by multiple team and family members to help identify potential maintaining variables. Respondents included Kelly Clark (Paraprofessional), Emily Smith (General Education Teacher), and Jill Smith (Registered Behavior Technician). Additional questionnaires were completed by Emily McDermott (Special Education Teacher), Mary Dent (Mother), and Michael Dent (Father). Each questionnaire comprises five four-item subscales corresponding to distinct behavioral functions, where a maximum score of 20 indicates the strongest alignment. The results are summarized below.






Team Member Questionnaire Scores: Environmental Disruption
Kelly Clark
Emily Smith
Jill Smith
Total Score
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6
8
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12
14
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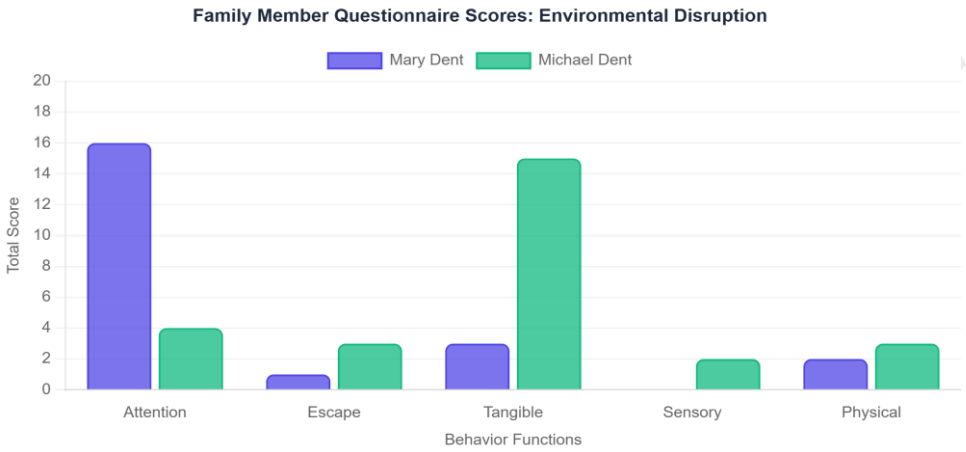
Attention
Escape
Tangible
Sensory
Physical
Behavior Functions


Family Member Questionnaire Scores: Environmental Disruption
Mary Dent
Michael Dent
Total Score
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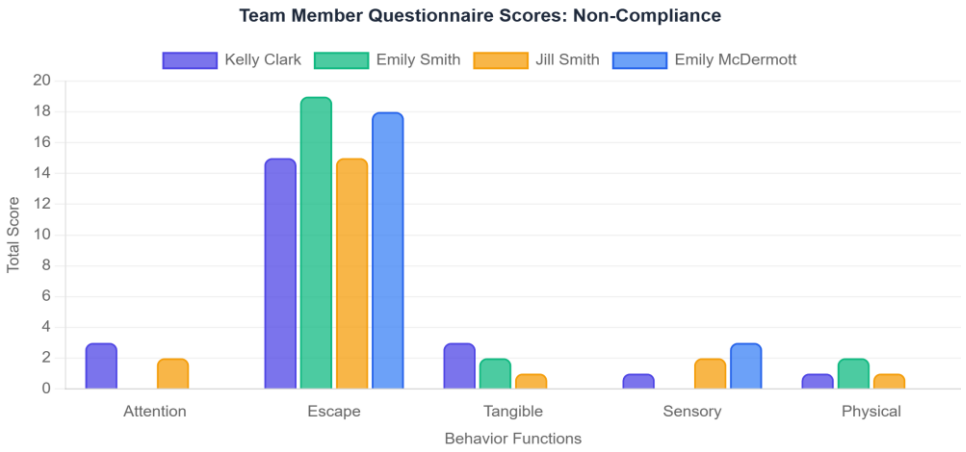
Tangible
Sensory
Physical
Behavior Functions


Team Member Questionnaire Scores: Non-Compliance
Kelly Clark
Emily Smith
Jill Smith
Emily McDermott
Total Score
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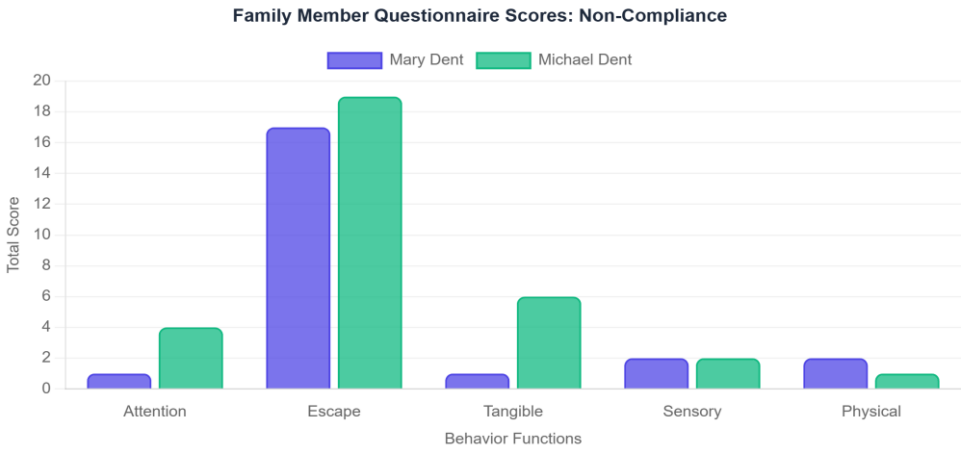
Physical
Behavior Functions



Contextual Precursors & Team Observations

To provide context to the behavioral data, the following real-world examples of the target behaviors occurring in their respective settings were provided:

Elopement

Paraprofessional (Kelly Clark): When recess ends, Stu walks away from the class line rather than coming inside with peers.

Registered Behavior Technician (Jill Smith): When prompted to clean up before he is finished eating, Stu walks out of the cafeteria area.

Father (Michael Dent): During unstructured downtime at home, Stu walks toward the front door and attempts to step outside without permission.

Environmental Disruption

Paraprofessional (Kelly Clark): During lunch, Stu pushes a peer's lunch items onto the floor while looking around the table for a reaction.

General Education Teacher (Emily Smith): In the resource room, Stu pushes his work materials onto the floor and looks toward classmates at the table for a reaction.

Registered Behavior Technician (Jill Smith): During recess when classmates are playing kickball and he wants a turn, Stu grabs the ball and throws it away from the group.

Mother (Mary Dent): When household attention shifts away from Stu, he walks into his brother's room, sweeps toys and books off the shelves, and laughs when his brother reacts.

Father (Michael Dent): When told it is time for bed while playing a video game, Stu throws the game controller onto the floor.

Non-Compliance

Paraprofessional (Kelly Clark): Stu is most often non-compliant when provided with an English Language Arts worksheet to complete.

General Education Teacher (Emily Smith): When given a writing assignment in the classroom, Stu places his head down and pushes the paper aside.

Registered Behavior Technician (Jill Smith): When presented with a writing assignment, Stu places his head down on the desk and does not begin.

Mother (Mary Dent): When asked to pick up his toys and place them in his toy chest, Stu shakes his head, pushes the toys aside, and begins whining.

Father (Michael Dent): When asked to complete a household chore that is difficult for him, Stu turns away and refuses to start.

Direct Observations

Dates: 10/7/2026, 10/9/2026, 10/12/2026, 10/14/2026, and 10/16/2026

Data Collection Summary

Across 5 direct observation sessions totaling 4 hours and 40 minutes, ABC data was collected to determine the frequency, duration, and context of the target behaviors. Frequency and duration were tracked for **non-compliance** to establish baseline rates and episode lengths. Additionally, frequency was tracked for **environmental disruption**, while duration was tracked for **elopement**.

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Behavior Averages Across All Observations

Behavior	Avg. Rate per Hour	Avg. Duration per Hour
Elopement	-	4m 24s
Environmental Disruption	1.29	-
Non-Compliance	0.86	6m 48s

Observation Notes
Date: 10/7/2026
Setting: Classroom
Observation Timeframe: 09:00 AM - 10:30 AM

During morning independent work, Stu was provided with a math and writing worksheet. When directed to begin, he placed his head down for 8 minutes and 30 seconds despite repeated verbal redirection from his teacher and paraprofessional until the paraprofessional reduced the number of items and provided visual models. After briefly attempting one item, Stu placed his head down a second time for 3 minutes and 45 seconds following verbal prompts before resuming with guided support.

When the class was transitioning from morning work to morning meeting, Stu swept his paper onto the floor and looked around the room for his friends' reactions. Two classmates laughed briefly.

During snack time, Stu used his AAC device to request computer time, and staff explained that it was snack time rather than free choice. Stu walked away from his desk to the classroom computer station and began logging in before returning to his seat after 3 minutes and 45 seconds following verbal redirection.

Date: 10/9/2026
Setting: Resource Room
Observation Timeframe: 12:00 PM - 12:50 PM
Setting Events: There was an extra student in the resource room today. Often it is one-on-one with the special education teacher.

Stu was given a writing assignment by the special education teacher while seated with two peers working on the same activity. Stu spun his paper on the desk and pushed it onto a peer's worksheet; the peer looked up briefly and smiled before the teacher verbally redirected Stu.

Near the end of the resource room period, Stu had not yet earned computer time. While the special education teacher was assisting another student, Stu left the work table, walked over to the classroom computer station, and began playing animated video clips for 4 minutes and 15 seconds until redirected back to his area.

Date: 10/12/2026
Setting: Science Class
Observation Timeframe: 01:00 PM - 01:45 PM
Setting Events: Stu arrived late to school.

Students were placed into small groups of five for a science activity. When group materials were distributed, Stu took pencils and papers from peers at his table, stacked them, and knocked them onto the floor while smiling toward his group. Two peers laughed briefly before returning to their work.

Shortly after the group assignment began, Stu placed his head down on the desk and did not participate. Both the paraprofessional and the teacher delivered verbal prompts to rejoin the activity, and Stu kept his head down for 8 minutes and 30 seconds until the group task concluded.

During the final 5 minutes of class, students were given free time without computer access. Stu walked out of the science room, returned to his homeroom computer station, and played video clips

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for 5 minutes despite verbal redirection from the paraprofessional until it was time to transition to afternoon specials.

Date: 10/14/2026
Setting: Cafeteria & Recess
Observation Timeframe: 11:30 AM - 12:15 PM
Setting Events: Indoor-to-outdoor schedule adjustment due to morning rain.

During the second half of lunch in the cafeteria, Stu finished eating early while seated with four classmates. When conversation at the table shifted away from him, Stu swept his empty milk carton and napkin off the table onto the floor and looked across at two peers while smiling. One peer laughed briefly before a lunch aide walked over and verbally redirected Stu to pick up the items.

Out at recess, classmates started a kickball game while Stu waited near the equipment bin for a turn with the playground ball. When a peer told him all turns were taken for that inning, Stu tipped the equipment bin over, looked toward the group for a reaction, and then ran past the blacktop boundary toward the side hallway door where classroom tablets are stored on the charging cart. Stu opened the cart and briefly picked up a tablet before the RBT maintained visual supervision and used a First-Then visual prompt to guide him back to the recess area after 4 minutes and 30 seconds.

Date: 10/16/2026
Setting: ELA Writing Block
Observation Timeframe: 09:30 AM - 10:20 AM

At the start of the ELA block, students were asked to log off their morning technology stations and move to their desks for a paragraph-writing worksheet. When the timer sounded to close the tablet station, Stu walked to the back reading corner with the tablet instead of returning it to the cart and continued watching a video clip for 3 minutes before handing it over following a visual prompt.

Once seated with the writing worksheet, the general education teacher delivered a direction to complete the first three sentences. Within 10 seconds, Stu placed his head down on the desk and pushed the worksheet aside. After verbal redirection from the paraprofessional, Stu swept his pencil box onto the floor while looking toward a nearby classmate, who glanced over and smiled. Stu kept his head down and did not initiate the writing task for 11 minutes until the teacher reduced the assignment to a single sentence paired with a First-Then visual for preferred block-building time.

Ecological & Peer Context
Setting demands, existing supports, and peer context were examined across 5 direct observation sessions. In the classroom on 10/7/2026, Stu needed to transition between activities and wait for adult help. Stu and several of his peers had difficulty meeting expectations, indicating that both classwide supports and individualized strategies may be helpful. A posted schedule, a visual timer, and an accessible break area were already in place.

On 10/9/2026 in the resource room, Stu was likewise asked to transition between activities and wait for adult help. While peers present consistently followed directions and remained engaged, he needed occasional adult redirection to do so. Frequent praise and an accessible break area were provided.

During science class on 10/12/2026, Stu participated in whole-group instruction and small-group peer work. Classmates generally followed expectations with occasional adult prompts, whereas he had difficulty doing so. Supports already in place included active adult supervision, chunked tasks, and visual models.

On 10/14/2026 during lunch and recess, Stu had less structured time. He also needed to transition between activities and wait for a turn. His peers consistently followed directions and remained engaged; however, he required occasional adult prompts to do so. Active adult supervision and visual models were provided.

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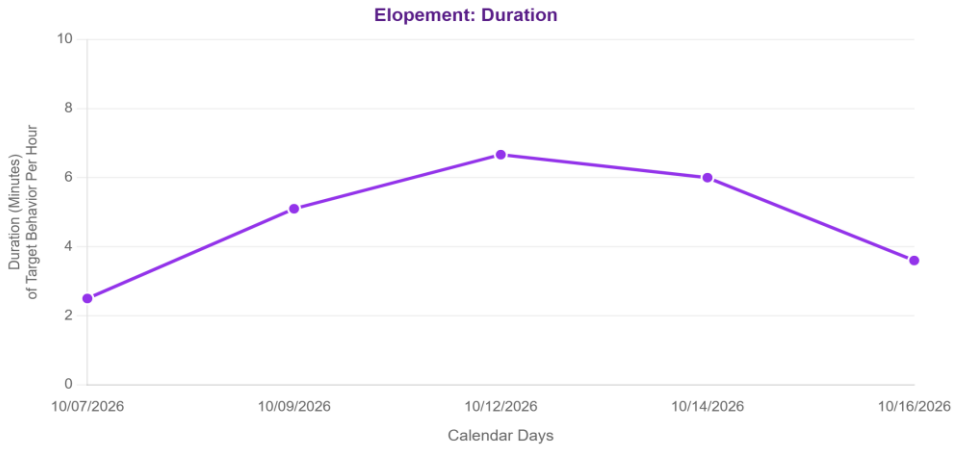
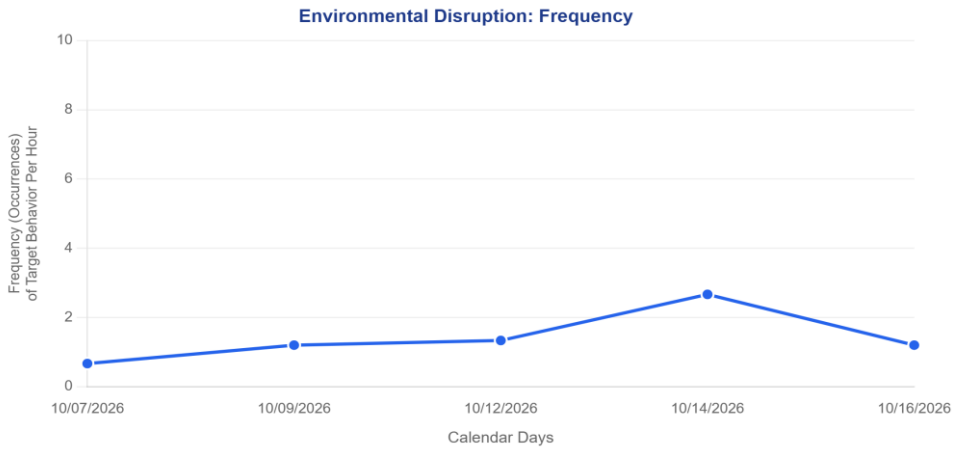
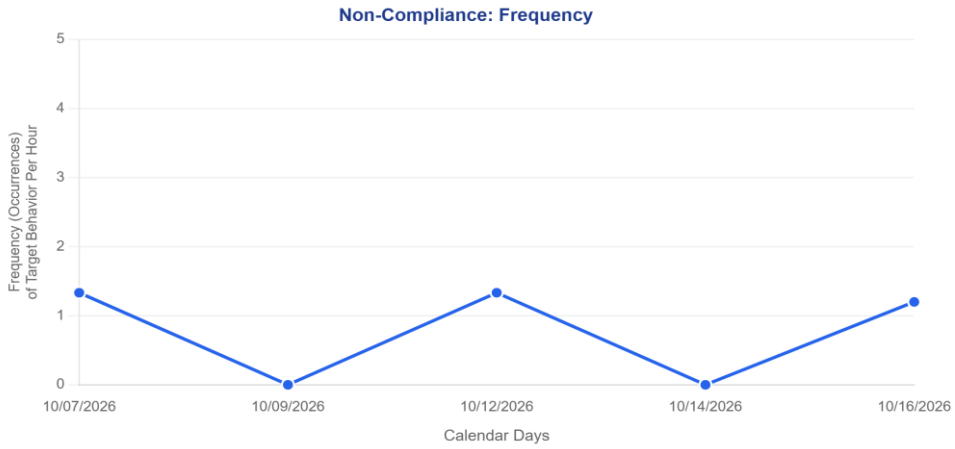
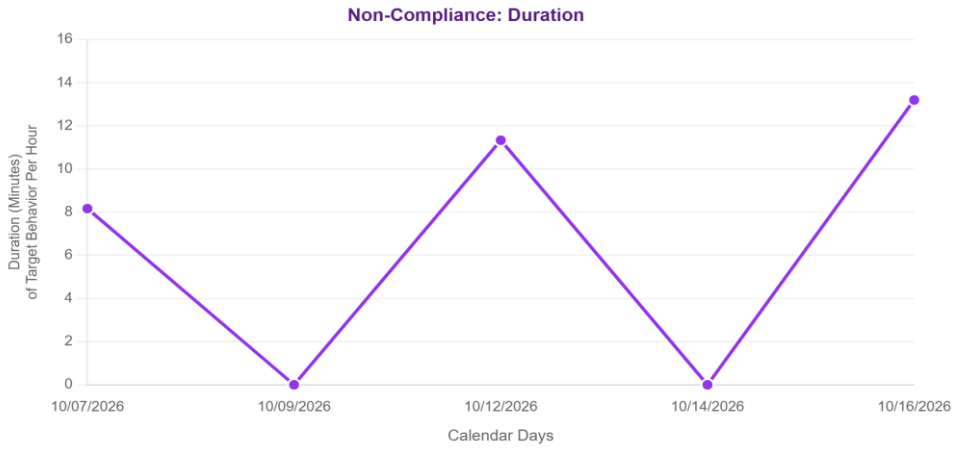
During the ELA writing block on 10/16/2026, Stu was asked to complete independent seatwork, follow multi-step directions, and transition between activities. Peers present consistently met expectations; however, he had difficulty doing so. Existing supports included a posted schedule, a visual timer, and flexible seating.

Target Behavior Graphs

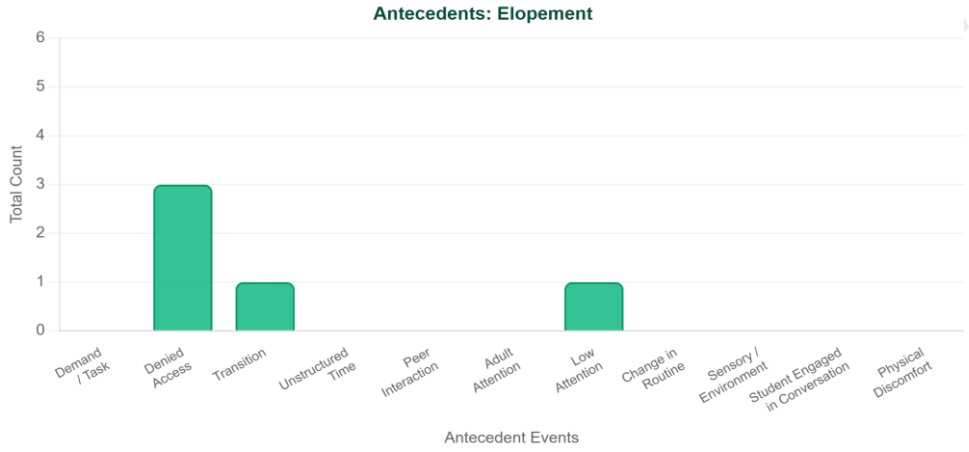


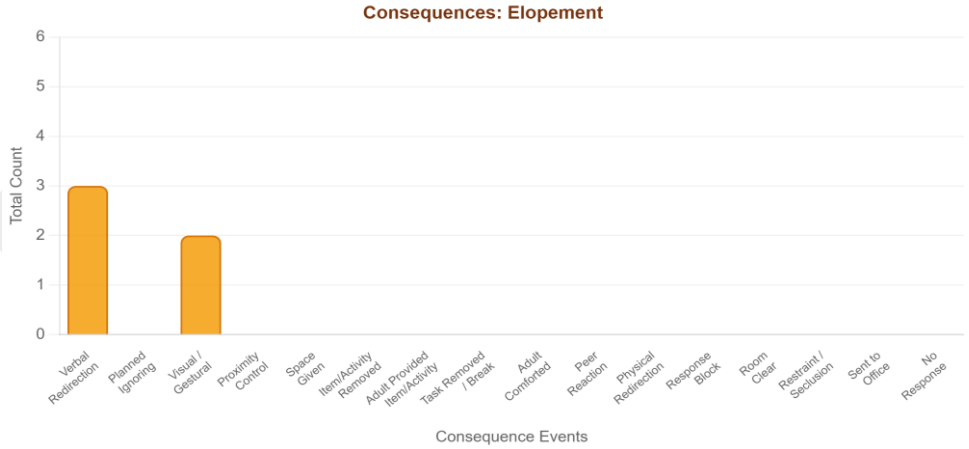






Antecedent and Consequence Graphs





Functional Behavior Assessment

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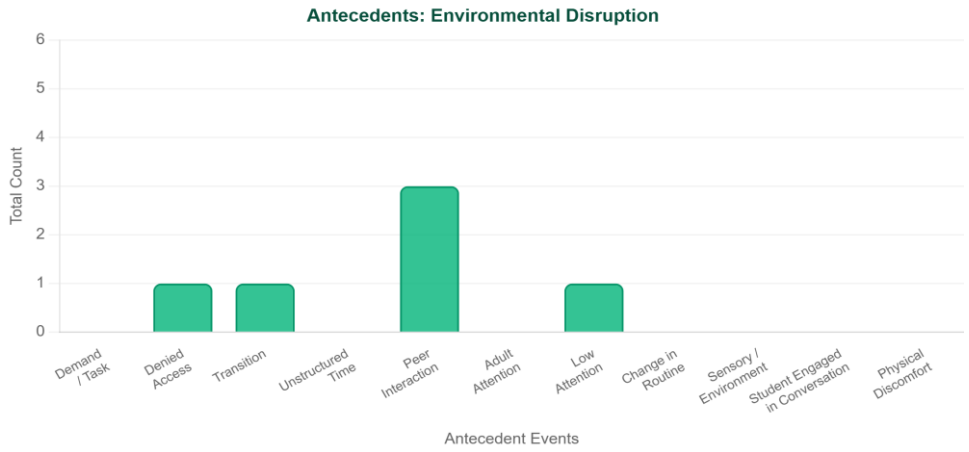

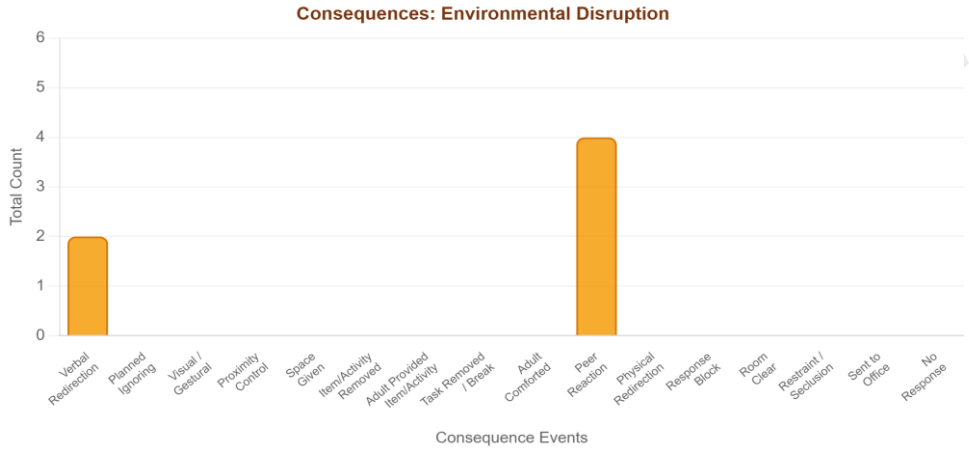

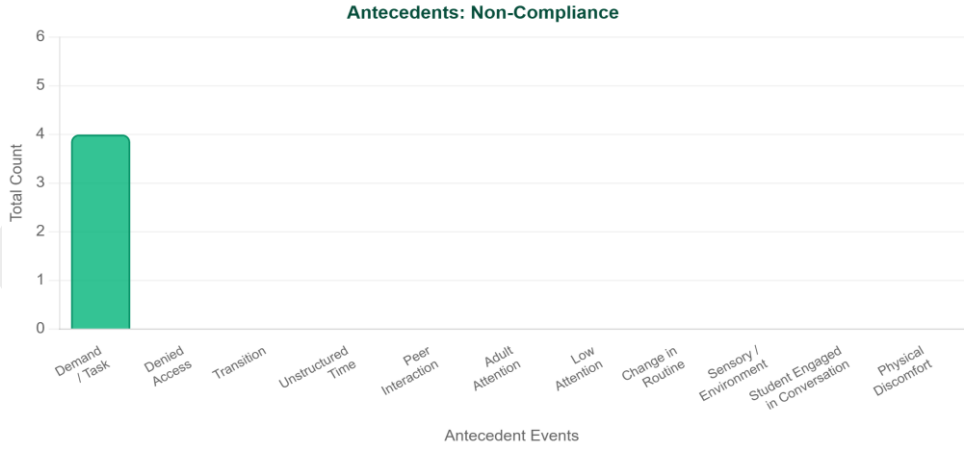

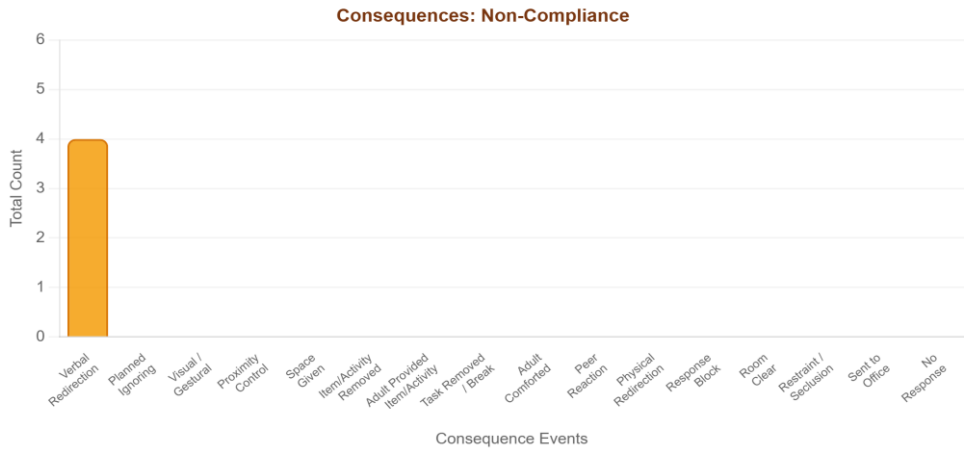

Observed Interaction Patterns (ABC Data)
The following table identifies the most frequent antecedent-behavior-consequence chains observed during data collection. This data provides the objective evidence for the functional hypothesis.

Antecedent	Behavior	Consequence (Response)	Student Outcome (Result)	Frequency
Demand/Task Presented	**Non-Compliance**	Verbal Redirection	Task Escaped/Avoided	**2**
Demand/Task Presented	**Non-Compliance**	Verbal Redirection	Task Delayed	**2**
Peer Interaction	**Environmental Disruption**	Peer Reaction (Laughed/Stared)	Peer Attention	**2**
Denied Access (Item/Activity)	**Elopement**	Verbal Redirection	Gained Access to Item/Activity	**2**
Peer Interaction	**Environmental Disruption**	Verbal Redirection	Peer Attention	**1**
Denied Access (Item/Activity)	**Elopement**	Visual / Gestural Prompt	Gained Access to Item/Activity	**1**

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Data Analysis & Hypothesis

Functions of Target Behaviors

Target Behaviors	Function	Reinforcement Type	What It Means	Likely Context
Elopement	**TANGIBLE**	Social Positive Reinforcement	The behavior provides access to a specific item or activity.	When recess ends, Stu walks away from the class line rather than coming inside with peers.
Environmental Disruption	**ATTENTION**	Social Positive Reinforcement	The behavior results in a reaction from others (praise, scolding, comfort).	In the resource room, Stu pushes his work materials onto the floor and looks toward classmates at the table for a reaction.
Non-Compliance	**ESCAPE**	Social Negative Reinforcement	The behavior results in the delay, removal, or avoidance of tasks, specific people, or environments.	When given a writing assignment in the classroom, Stu places his head down and pushes the paper aside.

Summary: This Functional Behavior Assessment was conducted to identify the environmental variables maintaining Stu's behaviors of concern. Background records, a student interview, respondent feedback, Behavior Function Questionnaires, and direct observations were used to analyze patterns and determine behavioral function across routines.

Integrated Analysis of Data: When examining Stu's elopement, feedback from both team and family Behavior Function Questionnaires points overall toward a tangible function. Additionally, information gathered from respondents details that incidents are regularly associated with the denial of preferred items or activities as well as transitions between routines. These episodes are commonly followed by receiving the requested item or activity alongside verbal redirection from an adult. Recorded ABC sessions corroborate this, indicating that the behavior is most frequently preceded by the denial of preferred items or activities, typically followed by obtaining a desired item or activity. Contextually, feedback on the home questionnaires varied between respondents, pointing to potential situational differences in behavioral function.

For environmental disruption, both respondent reports and direct observations demonstrate that the behavior is often associated with periods of low or withdrawn attention along with peer interactions. When these incidents occur, they are typically followed by receiving attention from peers and being comforted or talked to by an adult. Consistent with this pattern, overall findings from Behavior Function Questionnaires completed across settings reflect an attention function. Between the two family respondents, questionnaire results varied, highlighting potential contextual influences on behavioral function.

Concerning non-compliance, responses on the Behavior Function Questionnaires completed across different environments indicate consensus on an escape function. Similarly, respondent feedback notes that occurrences are frequently associated with academic task demands and are commonly followed by escaping or delaying the task or, at times, no immediate response from others. Furthermore, recorded ABC sessions show that the behavior is often observed in response to these task demands and regularly results in removal or delay of the task.

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Hypothesis: Data gathered from systematic direct observations, student interview input, completed Behavior Function Questionnaires, and team and family reports provides the basis for the following behavioral hypotheses for Stu:

- Current findings suggest that elopement is maintained by gaining access to preferred items or activities. This behavior is associated with the denial of those items or activities as well as transitions between routines. When these episodes occur, staff typically respond with verbal redirection.
- In situations involving peer interactions or periods of low attention, assessment data suggests that environmental disruption functions to gain social attention, commonly drawing reactions from peers.
- Observations indicate that non-compliance serves the function of escaping or avoiding non-preferred tasks or situations. Incidents are typically preceded by academic task demands. When such instances arise, staff frequently respond with verbal redirection, though episodes ultimately result in task escape or delay.

Recommendations

To address the identified function of behavior(s), the following strategies are recommended:

Tangible-Based Strategies

- Use a visual timer to signal when a preferred activity will end.
- Reserve high-value items strictly for reinforcement contingencies.
- Use a First-Then board to clarify when a preferred item or activity will be available.
- Use a token economy system so Stu can earn access to preferred items or activities.
- Teach Stu to accept 'No' as an answer without engaging in target behavior.
- Secure the environment to prevent access to the item (without physical struggle).
- Redirect focus rather than engaging in verbal debate or negotiation.
- Visually prompt Stu to use his AAC device or visual support to request the item or a later turn.

Attention-Based Strategies

- Use a First-Then board to clarify when adult or peer attention will be available.
- Provide planned, positive attention throughout the day for appropriate behavior.
- Teach an appropriate way to request attention (e.g., using an AAC device, visual card, or gesture).
- Teach Stu to use AAC, a visual cue, or a gesture to show his work.
- Incorporate Stu's interests into academic tasks to increase engagement.
- Minimize peer audience reactions by neutrally redirecting peers to an ongoing activity when disruptive behavior occurs.
- Visually redirect Stu to use his AAC device or visual card to gain attention appropriately.
- Use a visual cue (e.g., a 'wait' card) to signal that attention will be provided soon.

Escape-Based Strategies

- Break down difficult tasks into smaller, more manageable steps.
- Offer frequent breaks for sustained effort (e.g., after brief intervals of work).
- Teach Stu to request a break using a visual card, AAC, or designated gesture.
- Modify task difficulty to match instructional level.
- Visually prompt Stu to use his AAC device or visual card to request a break or help.
- Allow 5 to 10 seconds of quiet processing time after delivering a direction before repeating or prompting.
- Offer to do the first problem together.

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Setting-Specific & Antecedent Supports

Based on direct observations, targeted antecedent supports could further promote Stu's participation in specific settings. Advance transition warnings would likely be helpful in the classroom, in the resource room, during lunch and recess, and during the ELA writing block. Structured choices could support follow-through in the resource room, during science class, and during lunch and recess. Chunked assignments and scheduled check-ins would likewise be beneficial in the classroom and during the ELA writing block. Setting-specific adjustments could also include preferential seating and sensory accommodations during science class, along with a visual timer during lunch and recess.

Based on the results of this Functional Behavior Assessment, a comprehensive Behavior Intervention Plan will be developed with the team to implement these recommendations. If you have any questions regarding these findings, please feel free to contact us.

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