**Activity 8.2 – Analyze an Example**

***Determining Function***

***Workbook***

Review the case study below.

Case Study: Data Gathered During Sample FBA

**Context**

You are called in to conduct a Functional Behavioral Assessment for Jessica, a 6th grade student

who is engaging in high rates of disruptive behavior. You are told that the student talks out, makes noises, and runs around the room on a regular basis. Currently, the student is spending a great deal of time in in-school suspension (ISS). The school has asked you to collect information and build a Positive Behavior Intervention Plan.

**Interview with Parents**

The parents described that Jessica has had a history of disruptive behavior in school. As early as first grade, they received complaints from the teacher about Jessica being hyperactive. Although the parents feel that teachers these days just can handle students, they do admit that their child will engage in disruptive behavior during certain situations at home, especially situations that require the child to complete a non-preferred or difficult task (e.g., completion of chores). The parents also describe that they typically just do the tasks for Jessica because it’s easier than fighting with her.

**Interview with Mr. Wong, the Teacher**

Mr. Wong begins by stating that Jessica has attention problems and should be put on medication. He feels that he’s tried everything he can to help Jessica behave appropriately, but she just won’t sit still and do her work. Specifically, he described that when he gives Jessica a difficult task (especially a writing-intensive assignment), she will get out of her seat, talk out, or make disruptive noises. When Jessica engages in these disruptive behaviors, Mr. Wong typically sends her out of the room to the principal’s office. The principal usually puts her in the room with other students on in-school suspension. This room is supervised by a non-credentialed staff member who does not require that students do work.

Case Study: Data Gathered During Sample FBA continued…

**Direct Observations**

You go and perform direct observations in Mr. Wong’s class during creative writing, social studies, and language arts (all writing-intensive classes). You take data on the frequency of disruptive behaviors, the typical antecedents of the disruptive behavior, and the perceived function of the disruptive behavior. The following information is generated:

Frequency: Jessica engages in disruptive behavior approximately once every 2 minutes

Antecedents:



Given the case study, identify:

1. The target (or problem) behavior
2. The antecedents that typically precede the behavior, and
3. The function of the behavior

Use this information to write a hypothesis statement.