

The FBA Profiler

(Functional Behavioral Assessment Profiler)

A comprehensive norm-referenced and criterion referenced behavior rating scale

Designed to:

- identify potential "target" or problem behaviors
- suggest hypothesized "functions" of or reasons for existing or potential behaviors, and
- provide a broad screening of potential mental health concerns



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To download the free trial FBA Profiler software or order a user registration code, please visit:

<http://www.LDinfo.com>

Section 1

Overview of the FBA Profiler

Purpose/intent of the FBA Profiler:

Emotional and behavioral needs of children and adolescents have been evaluated for decades through the use of various behavior rating scales or profiles. These rating scales typically have been used to compare an individual student's observable behavior with that of the "normal" or general student population in order to determine the significance of any behavioral differences found. The Individuals with Disabilities Education Act (IDEA) which was amended in 1995 and reauthorized in 2004, defines and clarifies a need for public schools to go beyond the mere identification of significant behavioral difficulties and to also perform a formal functional behavioral assessment (FBA). Clearly the intent of an FBA is to promote a more thoughtful and meaningful understanding of the underlying emotional needs or motivations which are served by the behavior so that appropriate and positive behavioral interventions can be developed to more directly meet the needs of individual students. Although various behavior rating scales have been developed and utilized for many years to identify significant behavioral difficulties in students and provide screening for certain mental health conditions (typically ADHD, anxiety disorders, and/or depression) these rating scales typically do not address underlying emotional or psychological "needs" related to potential "functions" of behavior(s). Traditional behavior rating scales also frequently take a rather clinical approach to emotional/behavioral needs which is sometimes difficult for educators and/or parents to fully understand or utilize.

In contrast to traditional behavior rating scales, the FBA Profiler is specifically designed to not only identify specific areas of behavioral difficulty (i.e. "target behaviors") but also to evaluate patterns of responses in order to identify potential underlying "functions" of the behavior(s) and promote more appropriate and effective behavioral intervention. The FBA Profiler also provides a broad-spectrum mental health screening in nine specific categories (based largely upon current DSM criteria). Most importantly, the FBA Profiler has been designed by a practicing school psychologist to be directly relevant to the psychoeducational needs of children and adolescents, with interpretations and suggested interventions which are easily understood by teachers and parents. The FBA Profiler is also normed for ages 3 through adult for use beyond the typical school-aged population.

Unique Design of the FBA Profiler Professional software package:

Unlike other behavior rating scales which require an examiner to separately purchase rating forms, examiner/technical manual, and computer scoring software, the FBA Profiler is provided entirely as a computer software package compatible with both Windows (PC) and Macintosh computer operating systems. The software package includes the FBA Profiler behavior rating forms (in English and Spanish), an application for entry and scoring of the rating forms, (resulting in extensive computer-generated reports), online instructions, and web-based links to the examiner/technical manual as well as other relevant or updated information. The entire software package is provided to individual users, small groups, or larger "sites" through a registration process which provides users unlimited access to rating forms and scoring/reporting options

throughout the duration of the registration period (1 to 3 years). Users are also entitled to any available software updates throughout their registration period.

Development of the FBA Profiler:

Standardization-

Standardization of the FBA Profiler was accomplished in two phases: Phase one of the process involved soliciting ratings from parents, teachers, and students within a suburban Minnesota school district. This resulted in “base norms” from approximately 700 ratings. Phase two of the overall standardization process involved posting internet web-based rating forms for parents to rate their children, teachers to rate their students, and anyone to rate themselves. This on-line FBA Profiler rating method allowed anyone with an internet connection to take part in the broader standardization process and facilitated the gathering of normative data from across the country. The web-based FBA Profiler has also enabled ongoing monitoring and revision of the norms. Due to a tendency for such on-line behavior ratings to be dominated by subjects with existing or suspected behavioral difficulties, additional subject and demographic information has been utilized in order to “normalize” the population of subjects actually selected for the standardization process. FBA Profiler rating items have also been included in an alternate learning disability/learning style rating scale (Cognitive Processing Inventory) which additionally supported the establishment of a “normal” distribution of ratings.

Age and Gender: The chosen standardization sample of 2966 subjects was separated into twelve age/gender groups which were used in the development of the FBA Profiler norms. Table 1.1 shows the total number of subjects in each group.

Table 1.1

Standardization Samples by Age and Gender

<u>Age Group</u>	<u>Male (N)</u>	<u>Female (N)</u>
3-0 to 6-11	121	92
7-0 to 10-11	543	335
11-0 to 14-11	261	238
15-0 to 18-11	141	120
19-0 to 22-11	126	151
23-0 +	176	662

Ethnicity: Table 1.2 shows the overall ethnicity (as a percent of the total sample) of the FBA Profiler standardization group in comparison to 1999 U.S. census data.

Table 1.2

Standardization Sample by Ethnicity

<u>Ethnic Group</u>	<u>FBA Profiler</u>	<u>Census</u>
White	82%	72%
Nonwhite	18%	28%

Because the ethnic representation of the FBA Profiler standardization sample was found to be somewhat dissimilar to that of the U.S. census, additional data analysis was conducted to determine the significance of any potential differences found between ratings of "white" and "non-white" individuals. Two-tailed t-tests were performed comparing white and non-white average raw scores obtained in each target behavior category for parent, teacher, and student/self ratings. These statistical comparisons found no significant differences across any of the eight target behavior categories as a function of ethnicity. This suggests that the FBA Profiler is able to provide a non-biased evaluation of behavioral difficulties across racial groups.

Appropriate use of the FBA Profiler:

The FBA Profiler is intended to provide a comprehensive rating of a student's observable behavior both within and outside of an educational environment. It primarily represents a convenient means of gathering information from parents and/or teachers, and for older children (age 12 and up) and adults, valuable information can be directly obtained about how they view their own behavior.

The FBA Profiler consists of a two-page checklist (see Appendix A) which can be completed by parents, teachers, or the students themselves (preferably for ages 12 and above). These forms consist of approximately 10 descriptive/identifying items followed by 120 rating items. Each item is rated on a scale of 1 to 3 with 1 indicating that the item is not at all true (or not observed), 2 indicating that the item is somewhat true, and 3 indicating that the item is very true for the subject being rated.

When completed by parents, this checklist is typically sent home along with a brief explanation of the intent and purpose of the rating. When completed by students, the checklist can either be given to them directly to complete by themselves, or it can be read to them with their responses recorded by a teacher, psychologist, etc. It is important to note that each and every item must be completed. Raters should be instructed to use a rating of "1" when the behavior either is not observed or when uncertain about the correct response.

Two versions of the ratings forms are available; one form for individuals to rate themselves, and another form for parents or teachers to rate an individual child/student. Both versions of the forms are available in both English and Spanish.

Who should rate the subject? As with any behavior rating scale, the FBA Profiler will yield most reliable and valid results when completed by parents and/or teachers who have the greatest opportunity to directly observe the student’s behavior. When parents are separated, it is probably best to have each parent complete a rating, keeping in mind that one parent may have somewhat greater opportunity to observe the child than the other parent. When choosing teachers to complete the ratings, while it is sometimes valuable to obtain a broad cross section of ratings from all teachers or a few “randomly selected” teachers, it is sometimes more efficient and effective to solicit ratings from a few teachers who are most directly involved with the particular student. In addition to parent and teacher ratings, students aged 12 or above are usually able to provide reliable and accurate ratings of their own emotional and behavioral needs. Although students sometimes have a tendency to minimize the significance of their emotional/behavioral needs, on the FBA Profiler this potential for error is corrected when raw scores are converted to standardized scores.

Brief description of the rating scales:

Target Behaviors – What specific types of behavior are being observed? The following specific areas are evaluated according to age-based national norms to determine statistical significance of any behaviors observed.

<u>Internalizing</u>	<u>Externalizing</u>
Task Avoidance	Disruption
Social Withdrawal	Delinquency
Passive Aggression	Active Aggression
Somatic Issues	Defiance

Hypothesized Functions of Behavior – What are likely underlying emotional motivations for observed behaviors? The following specific areas are evaluated according to an empirically-based criterion reference in order to establish a pattern of “relatively significant concern”.

Attention-Seeking
Social Status
Escape/Avoidance
Anxiety-Reduction
Self-Indulgence
Defensive Reaction
Power/Control
Revenge

Mental Health Screening – Are observed patterns of behavior consistent with any of the more common DSM mental health diagnoses? The following specific areas are evaluated according to current DSM criteria in order to screen for these potential areas of mental health concern.

ADHD Inattentive Type
ADHD Hyperactive Type
Conduct Disorder
Oppositional-Defiant Disorder
Depression

Anxiety Disorder
Obsessive-Compulsive Disorder
Thought Disorder
Autism Spectrum Disorder

Section 2

The FBA Profiler Rating Scales

Following are detailed descriptions of the various behavioral, functional, and mental health categories evaluated by the FBA Profiler.

The Target Behavior Scale:

Target behaviors are specific and observable areas of behavioral concern which can be identified for possible intervention. Ratings provided within this category include:

Task Avoidance – A relatively significant rating in this area suggests a tendency to avoid, ignore, or otherwise fail to accomplish required or expected tasks including homework, daily chores, etc.

Social Withdrawal - A relatively significant rating in this area suggests a tendency to be somewhat socially isolated and avoid situations in which social interaction is expected or required.

Passive Aggression - A relatively significant rating in this area suggests a tendency to attempt to assert control or 'get back at others' through indirect means such as tattling, writing threatening notes, spreading rumors, defacing property, etc.

Somatic Issues - A relatively significant rating in this area suggests a tendency to complain of physical symptoms or 'ailments' such as headaches, nausea, body aches, minor injuries, etc.

Disruption - A relatively significant rating in this area suggests a tendency to engage in behavior which disturbs, interrupts, or draws others 'off-task'.

Delinquency - A relatively significant rating in this area suggests a tendency to engage in negative or rebellious behavior with peers.

Active Aggression - A relatively significant rating in this area suggests a tendency to become angry and start physical fights or verbal arguments with others.

Defiance - A relatively significant rating in this area suggests a tendency to deliberately break rules or otherwise challenge and/or defy authority.

The Functions of Behavior Scale:

Hypothesized functions of behavior are assumed underlying emotional needs or motivations which may result in certain predictable behavioral tendencies. Ratings within this category include:

Attention Seeking – A relatively significant rating in this area suggests that the subject's behavior may allow him to gain attention from others. Typical behaviors may include teasing, complaining, interrupting, or otherwise disrupting those around him. Suggested interventions include:

1. Provide appropriate opportunities to gain positive attention from others.
2. Assign 'important' jobs around the house or classroom.

3. Give opportunities for him to help others with tasks or assignments.
4. Provide extra praise and/or encouragement.

Social Status - A relatively significant rating in this area suggests that the subject's behavior may be intended to gain social acceptance or status and to 'save face' or avoid embarrassment among his peers. Typical behaviors may range from withdrawal or avoidance (to evade potentially embarrassing situations) to aggression or defiance (to impress or 'fit in with' certain peers).

Suggested interventions include:

1. Promote positive social connections (i.e. paired or team projects, etc.).
2. Avoid 'public' criticism, punishment, or embarrassment.
3. Provide a 'safe way out' of a difficult or embarrassing situation.
4. Help him to understand how his behavior may alienate others.

Escape/Avoidance - A relatively significant rating in this area suggests that the subject's behavior may enable him to escape or avoid an unpleasant, difficult, or potentially embarrassing situation. Typical behaviors of this nature include general fear-of-failure reactions such as task avoidance and social withdrawal but may also involve perfectionism. Suggested interventions include:

1. Provide tangible reinforcement (rewards).
2. Reward effort or participation rather than outcome.
3. Avoid tasks which are clearly beyond his capabilities.
4. Provide gentle prodding and encouragement.

Anxiety Reduction - A relatively significant rating in this area suggests that the subject's behavior may help him to relieve stress and/or anxiety. Such behavior is frequently obsessive and/or compulsive in nature and can be somewhat disruptive or annoying to those around him. Suggested interventions include:

1. Provide acceptable outlets for stress (such as a soft toy or ball to squeeze).
2. Allow frequent breaks or 'time-outs' when he chooses.
3. Encourage him to share his feelings of anxiety with others.
4. Avoid placing him in potentially stressful situations.

Self Indulgence - A relatively significant rating in this area suggests that the subject's behavior may allow him to do as he pleases with little regard for the needs or desires of others. This can cause friction and relationship difficulties with both peers and adults. Typical behaviors such as task avoidance, delinquency, and defiance may occur when he is asked to do something which he finds difficult or unpleasant. Suggested interventions include:

1. Offer several acceptable choices rather than a single demand or expectation.
2. Help him to find the relevance in a given task or assignment (i.e. why should this matter to?).
3. Develop a behavioral contract with mutually identified expectations, consequences, and rewards.
4. Help him to understand how behavior impacts others.

Defensive Reaction - A relatively significant rating in this area suggests that the subject's behavior may be related to a need to defend himself from a perceived threat, challenge, or rejection which may or may not have been intended. Typical behaviors of this nature include verbal or physical aggression and/or abrupt social withdrawal. This behavior can be the result of a somewhat paranoid perception of social situations and is often viewed by others as an unexpected overreaction to harmless teasing, meaningless comments, etc. Suggested interventions include:

1. Help him to more accurately perceive social situations.

2. Help him to feel safe, accepted, and supported.
3. Intervene quickly when it appears he may feel criticized or potentially embarrassed.
4. Temper any potentially critical remarks in order to avoid a possible overreaction.

Power/Control - A relatively significant rating in this area suggests that the subject's behavior may be intended to challenge authority and/or assert control over his own life or those around him. This can be related to feelings that others have been overly controlling or unfairly punitive. Typical behaviors may include task avoidance, delinquency, aggression, and/or defiance. Suggested interventions include:

1. Choose your battles carefully - don't engage in power struggles over insignificant issues.
2. Don't back down on important issues.
3. Respect his need to make many of his own choices.
4. Allow him to experience the “natural consequences” of his choices and learn from his mistakes.

Revenge - A relatively significant rating in this area suggests that the subject's behavior may be intended to 'get back at' or put others 'in their place'. This can be related to feelings that others have been mean or unfair to him. Typical behaviors may include passive aggression, active aggression, or defiance. Suggested interventions include:

1. Provide frequent and appropriate opportunities to vent anger or frustration.
2. Mediate quickly to resolve conflicts (don't let problems fester).
3. Encourage open communication so that he feels heard and understood.
4. Provide support when he is feeling “victimized”.

The Mental Health Screening Scale:

The mental health screening provided by the FBA Profiler is based primarily upon current DSM criteria and is intended to help clarify or identify areas of potential mental health concern. Formal evaluation by a competent mental health professional should be considered whenever there are mental health concerns. Ratings within this category include:

ADHD Inattentive - A relatively significant rating in this area suggests that the subject appears to display characteristics of an attention deficit hyperactivity disorder - inattentive type. Such characteristics may include difficulty focusing on or maintaining attention to tasks, difficulty with organization, carelessness, etc. ADHD requires a medical diagnosis (from a physician or psychiatrist) and can be treated through a variety of behavior management and/or medical interventions. ADHD may add volatility to behavioral actions and/or reactions.

ADHD Hyperactive - A relatively significant rating in this area suggests that the subject appears to display characteristics of an attention deficit hyperactivity disorder - impulsive or hyperactive type. Such characteristics may include being generally 'fidgety', impulsive, active, disruptive, etc. ADHD requires a medical diagnosis (from a physician or psychiatrist) and can be treated through a variety of behavior management and/or medical interventions. ADHD may add significantly to the volatility of behavioral actions and/or reactions.

Conduct Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of a conduct disorder. Such characteristics may include a combination of

aggression, destruction of property, deceitfulness, and serious violation of rules. A conduct disorder is a very serious mental health condition which typically requires extensive behavior management, therapeutic, and sometimes legal/correctional intervention.

Oppositional Defiant Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an oppositional-defiant disorder. Such characteristics may include generalized anger/resentment, vindictiveness, arguments with adults, rule violations, and difficulty accepting responsibility for his behavior. Oppositional-defiant behaviors are frequently observed in adolescents and typically involve a belief that rules/expectations are unfair or simply do not apply. Family counseling/therapy can be quite helpful in promoting objective, appropriate, and realistic behavioral expectations and consequences.

Depressive Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of depression. Such characteristics may include generalized sadness, feelings of guilt or worthlessness, lack of energy, sleep disturbance, significant weight loss or gain, thoughts of death or suicide, and a general loss of interest in most daily activity. Depression can be effectively treated through therapeutic and/or medical intervention.

Anxiety Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an anxiety disorder. Such characteristics may include generalized tension, irritability, difficulty concentrating, sleep disturbance, lack of energy, etc. Anxiety disorders can be effectively treated through therapeutic and/or medical intervention.

Obsessive Compulsive Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an obsessive-compulsive disorder. Such characteristics may include inflexibility (needing to do things in a certain way), difficulty getting his mind off of certain thoughts or mental images, a need to perform certain actions over and over to relieve stress, etc. An obsessive-compulsive disorder can be effectively treated through therapeutic and/or medical intervention.

Thought Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of a thought disorder. Such characteristics may include delusions, hallucinations, extremely unusual or unpredictable behavior, and/or generalized lack of emotional response. A thought disorder is a very serious mental health condition typically requiring extensive therapeutic and medical intervention.

Autism Spectrum Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an autism spectrum disorder. Such characteristics include qualitative impairment in social interaction along with impaired communication and/or restricted, repetitive, or stereo-typed patterns of behavior or interest. Although traditional emotional/behavioral strategies can be effective, individuals with ASD typically require very concrete and structured interventions focused on developing more effective communication of feelings along with appropriate social interaction. Medical intervention can also be helpful.

Section 3

Statistical Properties of the FBA Profiler

Scores provided by the various scales of the FBA Profiler:

Target Behaviors

Presently, the norm-referenced t-scores provided within the FBA Profiler target behavior category are based upon a normative sample of nearly 3000 individuals ages 4 through 60, across the United States. Norms are provided for parent ratings, teacher ratings, and student ratings across all age groups.

T-scores in each “target behavior” area or within the overall “internalizing” or “externalizing” composites reflect how a particular student's rating compares to the population "norm" for that rating group (parent, teacher, or student) based upon the subject's age and gender. The mean is set at 50 and the standard deviation set at 10 in order to facilitate interpretation similar to most other behavior rating scales. These standard scores are plotted on the FBA Profiler computer generated report to provide a visual display of relatively significant behavioral concern. T-scores below 60 are considered to fall within the average or “normal” range. T-scores between 60 and 70 are considered “at risk” and suggest “moderate” behavioral concern. T-scores of 70 or above are considered “clinically significant” and suggest relatively severe behavioral concern.

Functions of Behavior

Ratings within the “function of behavior” category simply reflect relative levels of concern based upon average item ratings within each specific functional category. Average item scores greater than 1.8 and less than or equal to 2.2 are rated “at risk” and average scores greater than 2.2 are rated “clinically significant”.

Mental Health Screening

Ratings within the mental health screening area of determined simply by the number of behaviors identified with an item score of 3 (“very true”) corresponding with current DSM criteria within the various mental health classifications chosen for evaluation. When a sufficient number of specific items within a given category are endorsed in order to meet DSM criteria for that mental health disorder, the rating is considered “clinically significant”. When a rating falls short of DSM criteria by just one item, it is identified at the “at risk” level. Ratings lower than “at risk” are considered to fall within the normal range.

Reliability of the FBA Profiler:

Internal Consistency - In order to assess the internal consistency and overall reliability of the FBA Profiler a split-half method was employed in which the entire FBA Profiler item pool and each subscale was randomly divided into 2 similar forms. These split-half correlations were then gathered from the entire normative sample of 2966 cases and are presented in Tables 3.1 (female)

and 3.2 (male). Correlations across the entire item pool range from .90 to .98. This data verifies that the FBA Profiler has very strong internal consistency.

Table 3.1
Split-Half Reliability Coefficients (female)

	All ages	4-7	7-11	11-15	15-19	19-23	23+
Self-Ratings	.92			.91	.91	.92	.92
Parent Ratings	.93	.94	.93	.92	.90	.94	.91
Teacher Ratings	.93	.95	.93	.93	.91	.92	.93

Table 3.2
Split-Half Reliability Coefficients (male)

	All ages	4-7	7-11	11-15	15-19	19-23	23+
Self-Ratings	.92			.94	.93	.91	.91
Parent Ratings	.93	.93	.93	.92	.92	.92	.90
Teacher Ratings	.94	.95	.93	.94	.93	.98	.95

Validity of the FBA Profiler:

Content Validity - The initial item selection and categorization for the FBA Profiler (within the target behavior and functions of behavior categories) was derived through an empirically-based process which utilized published research findings related to emotional/behavioral development along with hundreds of direct observations and interviews with parents and teachers of children and adolescents. The initial item groupings were then refined through an extensive process of factor analysis to ensure that each item was indeed loading on the specific emotional or behavioral factor being rated.

Construct Validity – Construct validity of the FBA Profiler is currently being established through correlational studies comparing internalizing and externalizing t-scores derived from the FBA Profiler with those obtained from the same raters using various other behavior rating instruments. (thus far BASC-2 and Achenbach/CBCL). Table 3.3 provides preliminary correlational data obtained (as of 6/1/07) and suggests strong construct validity for the FBA Profiler.

Table 3.3
Correlations between FBA Profiler and other behavior rating scales

	Internalizing	Externalizing
Self-Rating	.92	.93
Parent Rating	.89	.91
Teacher Rating	.88	.92

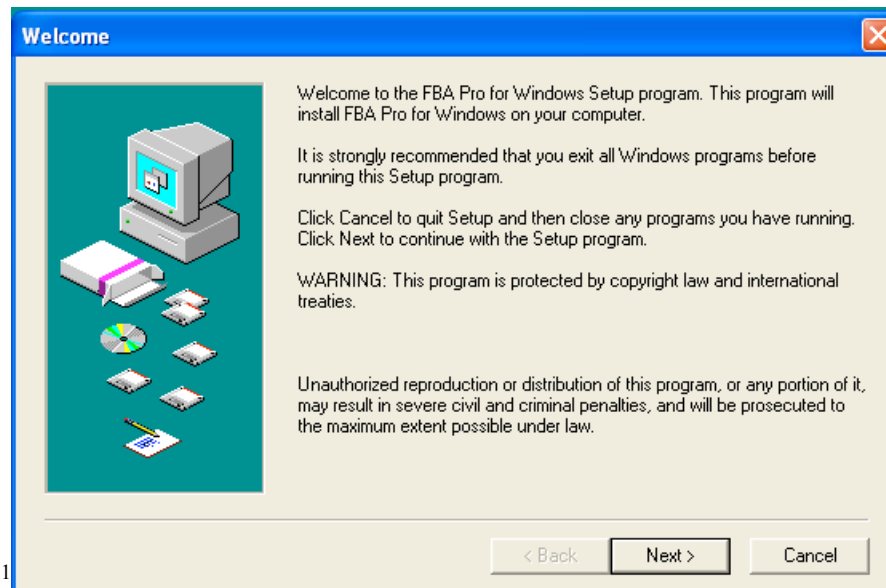
Overall, these reliability and validity studies provide very strong support for the FBA Profiler as a screening and assessment instrument for emotional and behavioral disorders.

Section 4

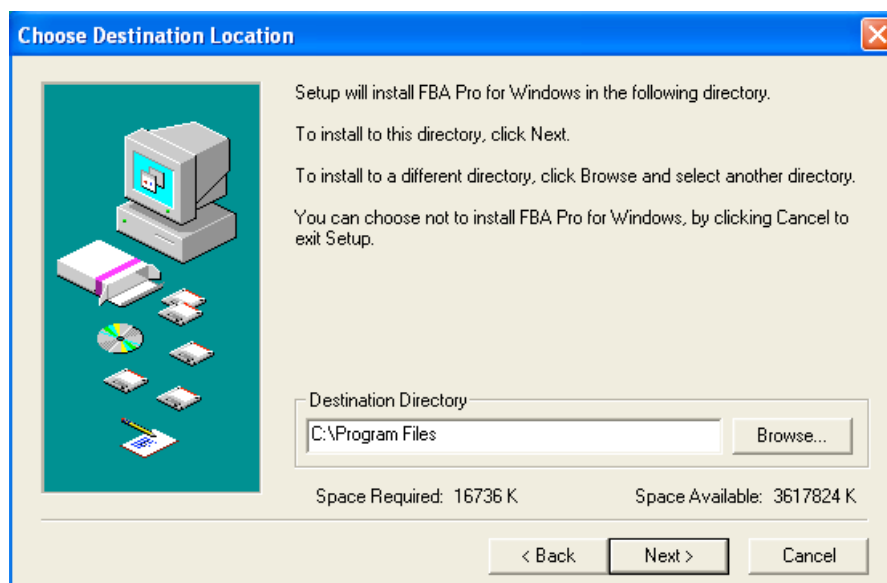
Installation and Use of the FBA Profiler Software

Installation:

If the FBA Profiler Package was downloaded from the web site, your web browser probably unstuffed the file and created the appropriate FBA Profiler installer (for Mac or Windows) on your hard drive. Whether installing from the downloaded installer or from the CD-ROM, simply open the installer and follow the on-screen instructions.



During installation the FBA Profiler package is placed either in the 'Program Files' directory (Windows) or in your main hard drive directory (Macintosh) unless you select a different location.



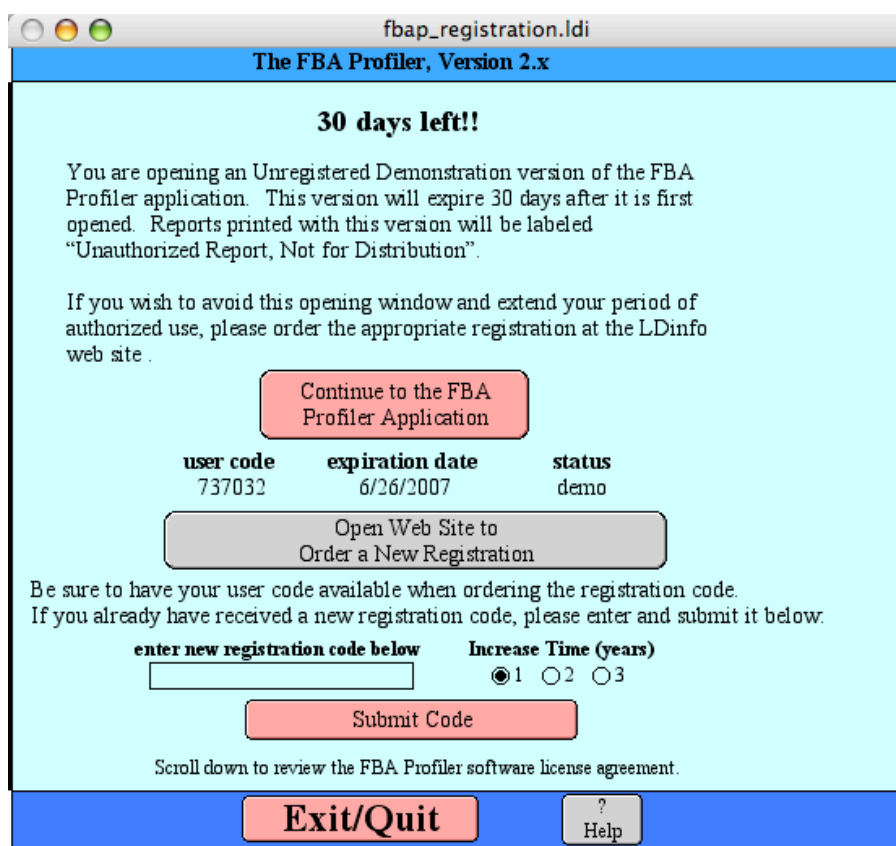
¹ Installation screen shown is for Windows/PC users. Macintosh users will have a somewhat different installation screen.

An 'alias' or 'shortcut' should also be created on your Windows desktop or Macintosh Dock for easy access to the FBA Profiler application.

Important: Always be sure that all files related to the FBA Profiler scoring application remain inside the FBA Profiler folder/directory where they first exist. Also be sure the appropriate files remain inside the Related Files folder/directory. If these files are moved, the scoring program and/or unlocking/registration codes may not function properly.

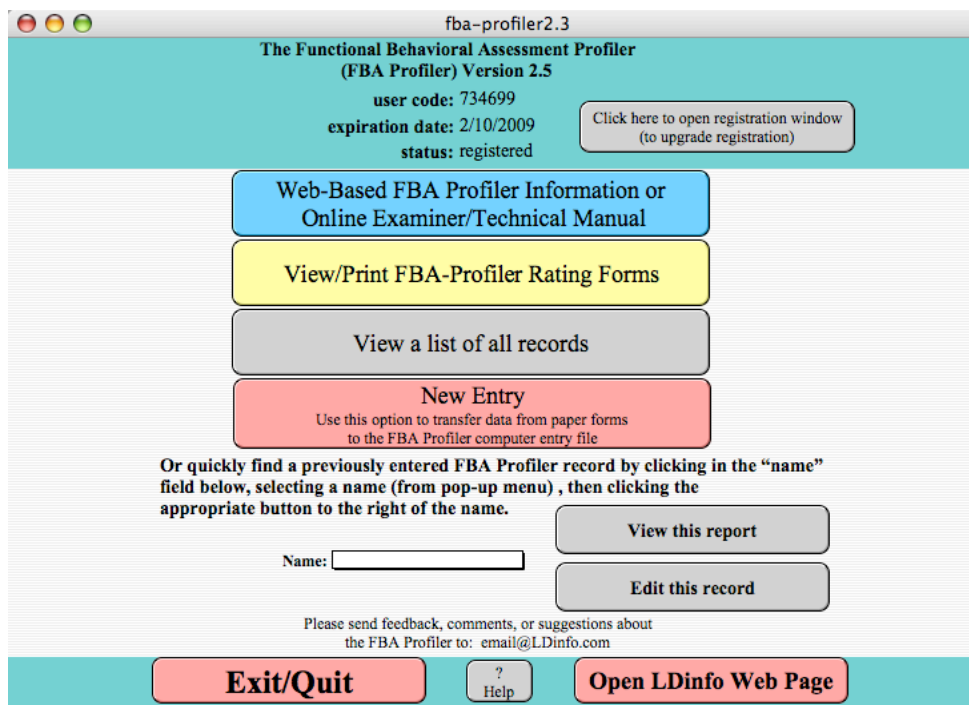
Using the FBA Profiler:

To begin using any of the FBA Profiler materials (scoring file, forms, manual, instructions, etc.) simply double-click the FBA Profiler application or the desktop shortcut (or alias). If you are opening a demonstration version of the application, you will first be presented a screen describing the limitations of that version along with options for upgrading your registration.

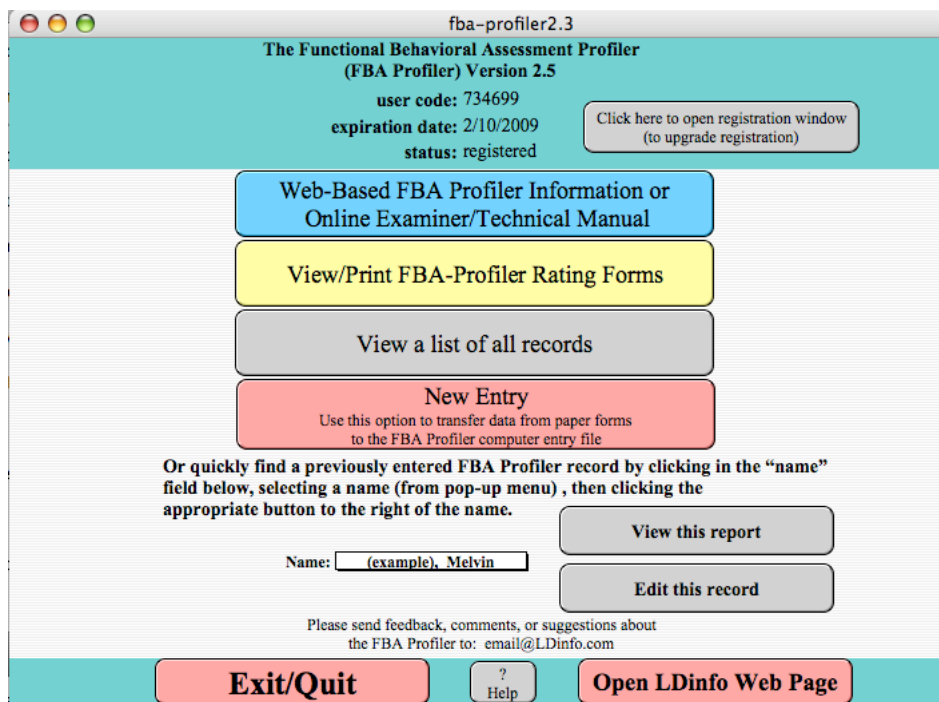


After entering a valid registration code, you will be presented a “Thank You” message. Simply click “OK” on that message to proceed to the main software screen.

If you are using a registered version of the FBA Profiler, the application will open directly to the screen which gives various options including viewing/printing forms, starting a new entry or viewing a list of existing entries.



If you are wishing to view or edit an existing entry you can simply select the name of the subject from the drop-down list and click the appropriate button to the right of the name. The FBA Profiler application comes with 2 sample files for you to get the feel of the entry and report options.



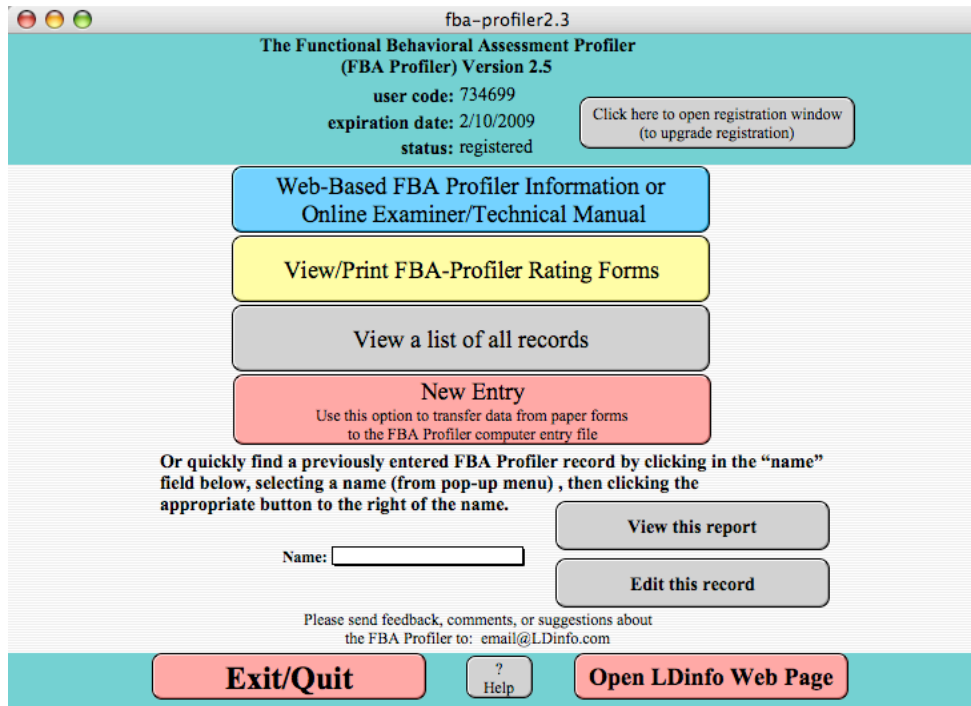
Completing an entry on a new subject is accomplished in 4 easy steps as follows:

Step 1: From the opening screen click the button entitled 'View /Print FBA Profiler Rating Forms'. A new window will open in which you can preview and/or print the various paper rating forms. You may either print 1 copy of each form and then duplicate them as needed or just print new forms as you need them. In either case, the printed forms will note the expiration date for you to legally print or duplicate the forms (based upon your registration status).

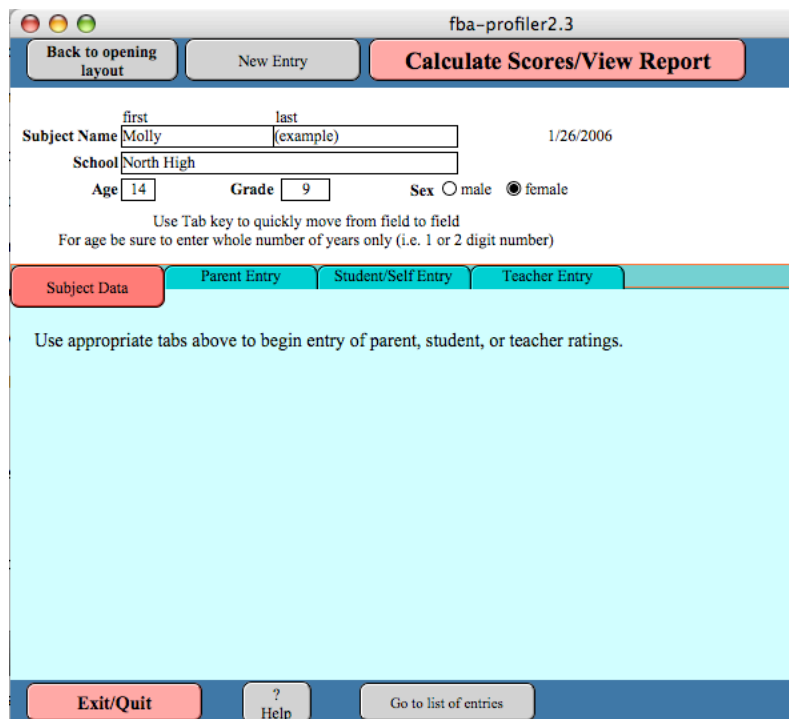
The screenshot shows a software window titled 'fba-profiler2.3'. At the top, there are three buttons: 'Back to Opening Layout' (red), 'View Student/Self Form' (yellow), and 'Click Here for Spanish Forms' (yellow). Below these buttons, the title 'The FBA Profiler' is centered, with the subtitle '(Functional Behavioral Assessment Profiler) Parent or Teacher Rating Form'. To the right, a copyright notice states: 'Copyright © 2006, LDInfo Publishing Your limited authorization to print or distribute this form expires 2/10/2009'. The form includes several input fields: 'Subject Name:', 'Date of Rating:', 'School or Organization:', 'Subject Age:', 'Sex/Gender of Subject (circle):' with options 'M' and 'F', 'Grade (if in school):', 'Rating Completed by:', and 'Relationship to Subject (circle):' with options 'mother', 'father', 'other guardian:', 'teacher', 'counselor', and 'other school staff:'. Below these fields is a paragraph of instructions: 'For each of the items below, circle the rating which best describes your knowledge of this subject's behavior. Circle 1 if the item is not at all true (to the best of your knowledge), circle 2 if the item is somewhat true, and circle 3 if the item is very true. Please respond to all items. If you have no knowledge related to a specific item, circle 1.' The rating scale is defined as: 1 Not True (or uncertain), 2 Somewhat True, 3 Very True. There are 37 numbered items, each with three circles for rating. At the bottom, there are two buttons: 'Print Parent/Teacher English Form' (red) and 'Print Student/Self English Form' (red).

Step 2: Distribute FBA Profiler rating forms to appropriate parents, teachers, and/or subjects and collect the completed forms for scoring.

Step 3: To score completed FBA Profiler forms, simply open the FBA Profiler application and click the 'New Entry' button.



A new window will open which allows entry of subject information including name, age, grade, school, etc. Be sure to enter an age in whole years (no dashes, decimal points, months, etc.) and sex so that the norm-referenced 'Target Behavior' scores can be accurately calculated.



Then select the appropriate button below that section to begin entering actual rating data (from parent, teacher, or self-ratings).

You may enter multiple ratings for each subject (i.e. parent, teacher, and/or student/self ratings) in order to directly compare results on the graphic display provided in the report.

Step 4: When available ratings have been entered, simply click the 'Calculate Scores/View Report' button at the top of the window. A new window will open in which you can preview graphic displays of each rating category, combine or separate parent or teacher ratings or exclude certain ratings. You may also select the level of significance required for interpretation as described below.

fba-profiler2.3

[Back to opening layout](#)
[Edit this entry](#)
[New Entry](#)
[View/compare specific item response](#)
[? Help](#)

Name: Molly (example) **Age:** 14 **Grade:** 9 **School:** North High **Date:** 1/26/2006

Report Options:

Preview target behavior scores and all charts here. Use buttons below to remove or include any available ratings. Use buttons within each chart to preview specific reports. Printing options are provided at the bottom of this page

[Click here to remove student/self rating data](#) [Click here to remove teacher 1 rating data](#)
 (no mother rating data available) [Click here to remove teacher 2 rating data](#)
 (no father rating data available) (no teacher 3 rating data available)
[Click here to combine parent ratings](#) [Click here to combine teacher ratings](#)

Level of significance required for interpretation:
 changing level of significance to "severe" will limit interpretive descriptions to only "clinically significant" ratings
 current level of significance is 'moderate'
[click here to change significance to 'severe'](#)

Target Behavior norm-referenced t-scores
mean=50, SD=10

Ratings included:

	composites		internalizing			externalizing				
	Total Internalized	Total Externalized	Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance
Self Rating	49	58	53	39	56	52	56	57	62	52
Teacher 1 (Smith)	58	54	56	58	49	61	42	54	61	60
Teacher 2 (Jones)	48	46	56	50	45	40	42	50	46	49

Target Behaviors
s=self t1=teacher 1 t2=teacher 2

[Preview Full Target Report](#)

	internalizing					externalizing				
Clinically Significant	80+									
	70-80									

[Exit/Quit](#)
[Print these charts only](#)
[Preview report text only](#)
[Print full report with charts and summaries](#)

Report Options:

Combining/Separating Ratings: When both parents and/or 2 or more teachers have completed ratings, the FBA Profiler scoring program initially presents all ratings separately. You may click the appropriate button near the top of the Report Options page to combine either the parent or teacher ratings. Sometimes it is useful to view all ratings separately to see if differences are observed across raters or settings. Other times, however, too many ratings can only serve to add confusion to the overall picture.

Excluding Certain Ratings: If it is felt that a given rating may be invalid (and inappropriately skew the overall results) that rating can simply be excluded from the charts and interpretations by clicking the appropriate button near the top of the Report Options window. Any excluded rating can be 'included' again by simply clicking the same button.

Level of Significance for Interpretation: By default, the FBA Profiler report provides descriptive interpretations and suggested interventions for any rating of at least moderate significance ('at risk' or 'clinically significant'). If you wish to restrict interpretations to only severe or 'clinically significant' ratings, simply click the appropriate button near the top of the Report Options window.

Suggested Interventions: For each suggested 'function of behavior' identified by the FBA Profiler, a list of possible interventions is provided to aid in the development of a behavior intervention plan.

Printing Reports:

Various print buttons are included in any layout which can be printed (usually at the bottom of the page).

The screenshot shows the 'fba-profiler2.3' application window. At the top, there are navigation buttons: 'Back to opening layout', 'Edit this entry', 'New Entry', 'View/compare specific item response', and '? Help'. Below these, the user information is displayed: 'Name: Molly (example)', 'Age: 14', 'Grade: 9', 'School: North High', and 'Date: 1/26/2006'. The 'Report Options' section includes several buttons for removing or combining data: 'Click here to remove student/self rating data', 'Click here to remove teacher 1 rating data', 'Click here to remove teacher 2 rating data', 'Click here to remove teacher 3 rating data', 'Click here to combine parent ratings', and 'Click here to separate teacher ratings'. A note indicates the current level of significance is 'moderate' and provides a button to change it to 'severe'. The 'Target Behavior norm-referenced t-scores' table shows scores for 'Self Rating' and 'Teacher Average' across various behavior categories. The 'Target Behaviors' section shows a bar chart for 'internalizing' and 'externalizing' behaviors, with a 'Preview Full Target Report' button. At the bottom, there are four print buttons: 'Exit/Quit', 'Print these charts only', 'Preview report text only', and 'Print full report with charts and summaries'.

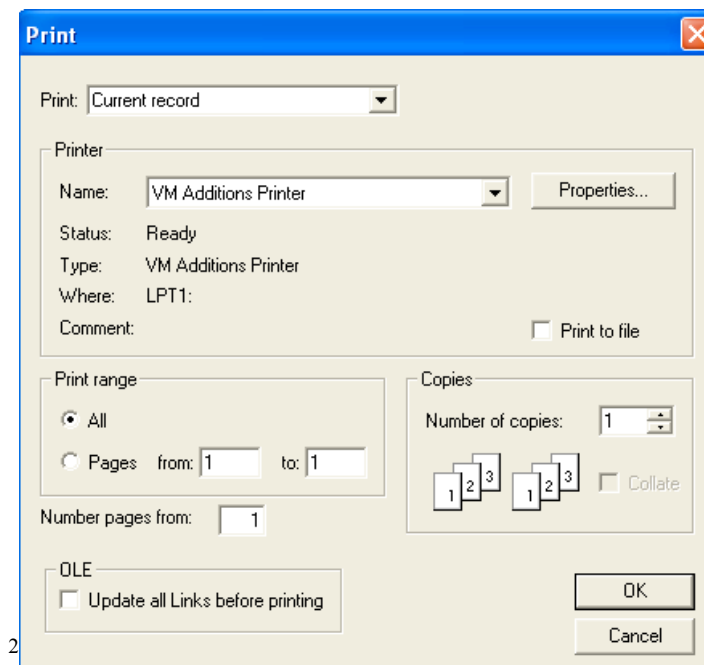
Target Behavior norm-referenced t-scores
mean=50, SD=10

Ratings included:	composites		internalizing				externalizing			
Self Rating	49	58	53	39	56	52	56	57	62	52
Teacher Average	53	50	56	54	47	50	42	52	54	54
	Total Internalized	Total Externalized	Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance

Target Behaviors
s=self t=teacher average

	internalizing	externalizing
Clinically Significant	80+	70-80

Clicking the chosen print button will bring up your normal print screen giving you options such as number of copies, which pages to print, etc. Be sure the page range is set appropriately for the pages you wish to print.



Because of possible difficulties with font substitution on some computers and/or printers, scaling may need to be adjusted slightly when printing. For best viewing and printing results the Times New Roman font should be installed on your computer.

Free Trial Period/Registration Code:

The FBA Profiler software is provided with a limited time period of authorized use. Initially, you are given a 30 day free trial which should provide ample opportunity to assess the usefulness of the FBA Profiler for your purposes.

Your 30-day free trial starts when the FBA Profiler application is first opened. During the trial period you may view and print forms and use the FBA Profiler Scoring file to score records and print reports. However, any reports printed during the 'trial' period will be labeled 'Unauthorized Report, Not for Distribution'.

During or after the initial trial period you may increase the authorized use time by purchasing a registration code (instructions for purchasing this code are provided on the FBA Profiler registration form) and entering this code in the FBA Profiler registration file. Any additional time will be added to the time which is still left on your free trial period.

FBA Profiler Forms: During your period of authorized use you may view, print, and duplicate any FBA Profiler forms which you may need.

There is a button near the top of the FBA Profiler application main window which will allow you to view and/or print FBA Profiler rating forms. There are 2 versions of the rating forms, one for

² Print dialogue shown is for Windows/PC users. Macintosh users will have a somewhat different print dialogue.

parents or teachers to complete and the other for subjects to rate themselves (not recommended for children younger than age 10).

You may either print 1 copy of each form and then duplicate them as needed or just print new forms as you need them. In either case, the printed forms will note the expiration date for you to legally print, duplicate, or distribute them (based upon your registration status).

NOTE: During your free trial period or after your registration period has expired any printed report will bear the designation 'Unauthorized Report, Not for Distribution'.

Appendix A

Sample documents:

- Parent/Teacher English Rating Form
- Student/Self English Rating Form
- Parent/Teacher Spanish Rating form
- Computer-Generated Report

	1 Not True (or unknown)			2 Somewhat True			3 Very True		
53	Complains of stomachaches	1	2	3	88.	Makes disruptive noises	1	2	3
54.	Bites or picks at fingernails, hair, or skin	1	2	3	89.	Does not complete chores	1	2	3
55	Frequent excused absences from school	1	2	3	90.	Appears to resent authority	1	2	3
56.	Withdraws or "shuts down" when embarrassed	1	2	3	91.	Uses behavior to conceal frustration	1	2	3
57	Gets angry when embarrassed	1	2	3	92.	Has a high need for social acceptance	1	2	3
58.	Appears nervous when speaking or performing in front of others	1	2	3	93.	Is physically cruel to other people	1	2	3
59	Starts fights with others	1	2	3	94.	Does not follow instructions or finish assigned tasks	1	2	3
60.	Deliberately destroys the property of others	1	2	3	95.	Has difficulty quietly engaging in leisure activities	1	2	3
61	Lies to or otherwise manipulates others to gain favors or avoid obligations	1	2	3	96.	Writes angry/threatening letters or notes	1	2	3
62.	Runs away from home or school	1	2	3	97.	Displays very little emotion or "affect"	1	2	3
63	Has difficulty staying focused on tasks or activities	1	2	3	98.	Complains of difficulty sleeping at night	1	2	3
64.	Loses temper	1	2	3	99.	Seems tense	1	2	3
65	Skips class or school	1	2	3	100.	Seems to have a compulsive need to repeat certain behaviors (i.e. hand washing, counting steps, saying a series of words silently or aloud, etc.)	1	2	3
66.	Uses tobacco, alcohol, or other "street drugs"	1	2	3	101.	Appears to have skin problems (rashes, etc.)	1	2	3
67	Runs about or climbs on things inappropriately	1	2	3	102.	Likes to be the "center of attention"	1	2	3
68.	Disorganized speech - difficult for others to follow or understand	1	2	3	103.	Is often difficult to find - hides or disappears	1	2	3
69	Recent significant weight change (gain or loss)	1	2	3	104.	Doesn't like being told what to do	1	2	3
70.	Is perfectionistic	1	2	3	105.	Gets more upset if punished or criticized in front of others	1	2	3
71	Complains of body aches or pains	1	2	3	106.	Likes to be "in charge"	1	2	3
72.	Teases others	1	2	3	107.	Has a tendency to engage in a certain impulsive reaction over and over	1	2	3
73	Does not complete schoolwork	1	2	3	108.	Holds a grudge	1	2	3
74.	Is a negative leader among peers	1	2	3	109.	Is inflexible - needing to always do things in a certain way	1	2	3
75	Gets angry when criticized	1	2	3	110.	Blames others for his/her mistakes or misbehavior	1	2	3
76.	Swears or uses obscene language	1	2	3	111.	Seems unable to make or keep friends	1	2	3
77	Has used a weapon which could cause serious harm to others (like a knife, gun, bat, etc.)	1	2	3	112.	Has considerable difficulty relating to other people	1	2	3
78.	Has stolen from home, school or elsewhere (like shoplifting)	1	2	3	113.	Misinterprets social cues or the behavior of others	1	2	3
79	Frequent unexcused absences from school	1	2	3	114.	Has difficulty using or understanding nonverbal communication (such as gestures, facial expressions, tone of voice, etc.)	1	2	3
80.	Does not seem to listen when spoken to	1	2	3	115.	Demonstrates very unusual speech patterns (such as tone, rhythm, or rate)	1	2	3
81	Seems restless	1	2	3	116.	Has considerable difficulty initiating or maintaining a conversation	1	2	3
82.	Deliberately annoys others	1	2	3	117.	Insists on following certain rules, routines, or rituals	1	2	3
83	Grossly disorganized or unpredictable behavior without an apparent purpose	1	2	3	118.	Seems very resistant to changes in activity	1	2	3
84.	Frequently visits doctor or school nurse	1	2	3	119.	Seems overly preoccupied with a specific area of interest	1	2	3
85	Seems irritable	1	2	3	120.	Is highly sensitive to certain sensory stimuli (such as light, sound, texture, smell, etc.)	1	2	3
86	Argues with peers	1	2	3					
87	Complains of eye problems (not related to a need for glasses)	1	2	3					

	1 Not True	2 Somewhat True	3 Very True
53 I often have stomachaches	1	2	3
54.I bite or pick at fingernails, hair, or skin	1	2	3
55 I have frequent excused absences from school	1	2	3
56.I withdraw or "want to hide" when embarrassed	1	2	3
57 I get angry when embarrassed	1	2	3
58.I get nervous when speaking or performing in front of others	1	2	3
59 I start fights with others	1	2	3
60.I deliberately destroy the property of others	1	2	3
61 I lie to or otherwise manipulate others to gain favors or avoid my obligations	1	2	3
62.I run away from home or school	1	2	3
63 I have difficulty staying focused on tasks or activities	1	2	3
64.I lose my temper	1	2	3
65 I skip classes without permission	1	2	3
66.I use tobacco, alcohol, or other "street drugs"	1	2	3
67 I run about or climb on things inappropriately	1	2	3
68.It is often difficult for others to follow or understand what I'm trying to say	1	2	3
69 I have recently experienced significant weight change (gain or loss)	1	2	3
70.I'm perfectionistic	1	2	3
71 I often have body aches or pains	1	2	3
72.I tease others	1	2	3
73 I do not complete assignments	1	2	3
74.I'm a negative leader among my friends	1	2	3
75 I get angry when criticized	1	2	3
76.I swear or use obscene language	1	2	3
77 I have threatened to hurt another person with a weapon (like a knife, gun, bat, etc.)	1	2	3
78.I have stolen from home, school or elsewhere (like shoplifting)	1	2	3
79 I often skip school without permission	1	2	3
80.I do not listen when spoken to	1	2	3
81 I'm restless	1	2	3
82.I deliberately annoy others	1	2	3
83 I have very disorganized or unpredictable behavior	1	2	3
84.I frequently visit the doctor or school nurse	1	2	3
85 I often feel bothered or irritated	1	2	3
86 I argue with other people my age	1	2	3
87 I have eye problems (not related to a need for glasses)	1	2	3
88. I make noises which bother others	1	2	3
89. I do not complete chores	1	2	3
90. I don't like people having authority over me	1	2	3
91. I use behavior to cover up my frustration	1	2	3
92. My friends are very important to me	1	2	3
93. I'm physically cruel to other people	1	2	3
94. I do not follow instructions or finish assigned tasks	1	2	3
95. I have difficulty quietly engaging in leisure activities	1	2	3
96. I write angry/threatening letters or notes	1	2	3
97. I show very little emotion to others	1	2	3
98. I have difficulty sleeping at night	1	2	3
99. I'm tense	1	2	3
100. I have a compulsive need to repeat certain behaviors (i.e. hand washing, counting steps, saying a series of words silently or aloud, etc.)	1	2	3
101. I have skin problems (rashes, etc.)	1	2	3
102. I like to be the "center of attention"	1	2	3
103. I like to hide or disappear from others	1	2	3
104. I don't like being told what to do	1	2	3
105. I get more upset if punished or criticized in front of others	1	2	3
106. I like to be "in charge"	1	2	3
107. I tend to engage in a certain impulsive reaction over and over	1	2	3
108. I hold a grudge	1	2	3
109. I'm inflexible - need to always do things in a certain way	1	2	3
110. Most of the problems in my life are not my fault	1	2	3
111. I have trouble making or keeping friends	1	2	3
112. I have considerable difficulty relating to other people	1	2	3
113. I misinterpret social cues or the behavior of others	1	2	3
114. I have difficulty using or understanding nonverbal communication (such as gestures, facial expressions, tone of voice, etc.)	1	2	3
115. I have unusual speech patterns (such as tone, rhythm, or rate)	1	2	3
116. I have trouble talking with other people	1	2	3
117. I feel the need to follow certain rules, routines, or rituals	1	2	3
118. I don't like changes in activities or routines	1	2	3
119. I'm preoccupied with a specific area of interest	1	2	3
120. I'm very sensitive to certain sensory stimuli (such as light, sound, texture, smell, etc.)	1	2	3

The FBA Profiler
(Funcional Comportamiento Gravamen Profiler)
Forma del grado del padre o del profesor

Nombre de sujeto: _____ Fecha: _____
 Escuela u organización: _____ Edad de sujeto: _____
 Sexo de sujeto (círculo): M F Grado(si es alumno): _____
 Forma completada por: _____
 Relación al sujeto (círculo): madre padre otro guardián: _____
 maestro(a) consejero otra persona de la escuela : _____

Por cada de las frases siguientes, dibuje un círculo alrededor del número que mejor describe la persona indicada arriba. El número 1 significa una frase completamente falsa; el número 2, una frase más o menos verdadera; y el número 3, una frase muy verdadera. Favor de responder a todas las frases.

	1 Falso	2 Bastante verdadero	3 Muy verdadero
1. No pone atención a los detalles.	1	2	3
2. Es difícil quedarle sentado sin r	1	2	3
3. Parece avergonzado frecuentemente.	1	2	3
4. Parece que tener engaños/ilusiones.	1	2	3
5. Parece triste o deprimido.	1	2	3
6. Cuenta rumores de otras personas.	1	2	3
7. Demuestra crueldad a los animales.	1	2	3
8. No puede quitarle de ciertos pensamientos/imágenes mentales	1	2	3
9. Tiene dificultad en organizar tareas o actividades	1	2	3
10. Está moviendo constantemente	1	2	3
11. Está molesto por las acciones de otras personas	1	2	3
12. Duerme demasiado durante el día	1	2	3
13. Parece repetir acciones específicas para aliviar tensión	1	2	3
14. Está enojado o disgustado cuando otros le ignoran	1	2	3
15. Evita conversación o interacción con sus compadres	1	2	3
16. A veces trata de crear conflicto para otras personas	1	2	3
17. Dice que tiene dolor de la cabeza con frecuencia	1	2	3
18. Evita tareas que requieren mucho tiempo o esfuerzo	1	2	3
19. Habla demasiado	1	2	3
20. Muchas veces parece enojado	1	2	3
21. Sigue influencias negativas	1	2	3
22. Prefiere estar sólo o aislado en vez de estar con otros	1	2	3
23. Muchas veces se siente criticado sin causa	1	2	3
24. Le gusta ganar atención de otras personas	1	2	3
25. Se le pierden/olvidan cosas necesarias para completar tareas (lápiz, papel, libros...)	1	2	3
26. Grita respuestas antes de la terminación de una pregunta	1	2	3
27. Se siente la necesidad de vengarse a alguien que le ha dolido	1	2	3
28. Generalmente mueve o trabaja lentamente	1	2	3
29. No participa en clubs ni en otras actividades de grupo	1	2	3
30. Está distraído frecuentemente por ruidos o actividades de otros	1	2	3
31. Tiene dificultad en esperar su oportunidad	1	2	3
32. Parece cansado o sin energía	1	2	3
33. Parece ansioso o nervioso	1	2	3
34. No sigue reglas	1	2	3
35. No recuerda información importante	1	2	3
36. Interrumpe las conversaciones de otros	1	2	3
37. Parece sentir culpable o sin valor	1	2	3
38. Está enojado cuando otros le toman el pelo	1	2	3
39. Tiene dificultad en concentrar o en hacer decisiones	1	2	3
40. Destruye bienes personales	1	2	3
41. Expresa pensamientos del suicidio o de la muerte	1	2	3
42. Parece tímido	1	2	3
43. Intimida o da amenazas a otras personas	1	2	3
44. Incendia fuegos para causar daño	1	2	3
45. Ha ganado entrada sin permiso en las casas, los edificios, los carros...de otras personas	1	2	3
46. Se queda afuera después del toque de queda	1	2	3
47. Hace errores descuidados	1	2	3
48. Es difícil sentarse por mucho tiempo sin moverse	1	2	3
49. Discutecon la mayoría de los adultos.	1	2	3
50. Expresa que oye o ve cosas que no existen para otros	1	2	3
51. No tiene interés ni placer en actividades normales	1	2	3
52. Tiene reacciones desmesuradas a la crítica o al desconcierto	1	2	3

	1	2	3		1	2	3
	Falso	Bastante verdadero	Muy verdadero		Falso	Bastante verdadero	Muy verdadero
53 Frecuentemente sufre dolor del estómago	1	2	3	88. Hace ruidos molestosos	1	2	3
54. Se muerde o se hurga las uñas, el pelo, o la piel	1	2	3	89. No complete los quehaceres	1	2	3
55 Muchas veces está ausente de la escuela	1	2	3	90. No le gusta la autoridad	1	2	3
56. Se esconde cuando está avergonzado	1	2	3	91. Usa acciones para esconder su frustración	1	2	3
57 Está enojado cuando se siente avergonzado	1	2	3	92. Muchas veces se siente maltrato	1	2	3
58. Está nervioso cuando necesita hablar o actuar enfrente de otros	1	2	3	93. Está cruel, físicamente, a otras personas	1	2	3
59 Instiga luchas con otros	1	2	3	94. No sigue instrucciones ni complete tareas	1	2	3
60. Destruye los bienes personales con deliberación	1	2	3	95. Es difícil gozarse en los pasatiempos	1	2	3
61 Dice mentiras para ganar favores o para evitar obligaciones	1	2	3	96. Escribe cartas enojadas o amenazadoras	1	2	3
62. Se escapa de la casa o escuela	1	2	3	97. Muestra poca emoción	1	2	3
63 Tiene dificultad en concentrar en tareas y actividades	1	2	3	98. Tiene dificultad en dormir por la noche	1	2	3
64. Se enfada con poco provocación	1	2	3	99. Parece tenso	1	2	3
65 No asiste a clases sin permiso	1	2	3	100. Necesita repetir ciertas acciones (lavar los manos, contar pasos...)	1	2	3
66. Usa tabaco, alcohol, o drogas de la calle	1	2	3	101. Tiene problemas con el piel	1	2	3
67 Corre o sube en sitios inoportunos	1	2	3	102. Le gusta estar "el centro de la atención"	1	2	3
68. Otros tienen dificultad en comprender lo que dice	1	2	3	103. Le gusta esconder o desaparecer de otros	1	2	3
69 Ha perdido peso o tiene poco apetito	1	2	3	104. No le gusta cuando otros le dicen lo que hacer	2	3	
70. Parece ser perfeccionista	1	2	3	105. Se siente aun más enojado cuando recibe la crítica en la presencia de otros	1	2	3
71 Frecuentemente sufre dolor/pena del cuerpo	1	2	3	106. Tiene gusto de estar "en carga"	1	2	3
72. Hace burla de otras personas	1	2	3	107. Hace una reacción específica repetidamente	1	2	3
73 No complete las tareas de la escuela	1	2	3	108. No puede quitarle de resentimientos	1	2	3
74. Es líder negativo entre sus amigos	1	2	3	109. Parece inflexible. Necesita hacer cosas en maneras	1	2	3
75 Está enojado cuando recibe la crítica	1	2	3	110. Cree que la mayoría de sus problemas son la culpa de otros	1	2	3
76. Dice las palabrotas	1	2	3	111. No puede trabar ni sostener amistades	1	2	3
77 Ha amenazado o otras personas con una arma (un cuchillo, una pistola, un bate...)	1	2	3	112. Tiene mucha dificultad en relacionarse con otras personas	1	2	3
78. Ha tomado (sin permiso o sin pagar) cosas de la casa, de la escuela, o de las tiendas	1	2	3	113. Interpreta mal las señales sociales o las acciones de otros	1	2	3
79 Muchas veces evita la escuela sin permiso	1	2	3	114. Tiene dificultad en usar o en entender comunicación sin palabras (como los gestos, expresiones de la cara, o los tonos de la voz)	1	2	3
80. No escucha cuando otros están hablando	1	2	3	115. Demuestra maneras raras de hablar (tono, ritmo, o velocidad)	1	2	3
81 Parece inquieto	1	2	3	116. Tiene mucha dificultad en empezar o sostener una conversación	1	2	3
82. Molesta a otros con deliberación	1	2	3	117. Insiste en seguir ciertas reglas, rutinas, o rituales	1	2	3
83 Demuestra acciones desorganizadas o imprevisibles	1	2	3	118. Parece muy resistente a cambios en las actividades o en las rutinas	1	2	3
84. Visita con frecuencia al doctor o a enfermera de la escuela	1	2	3	119. Parece demasiado preocupado con un interés específico	1	2	3
85 Ha ganado peso o tiene mucho apetito	1	2	3	120. Es muy sensitivo a ciertos estímulos (luz, sonido, textura, olor...)	1	2	3
86 Discute mucho con sus compadres	1	2	3				
87 Tiene problemas con los ojos (además de necesitar gafas/lentes)	1	2	3				

The FBA Profiler

Name: Molly (example)

Age: 14

Grade: 9

School: North High

Date: 1/26/2006

Target Behavior
norm-referenced t-scores mean=50, SD=10

Ratings included:

	composites			internalizing			externalizing			
Self Rating	49	58	53	39	56	52	56	57	62	52
Teacher 1 (Smith)	58	54	56	58	49	61	42	54	61	60
Teacher 2 (Jones)	48	46	56	50	45	40	42	50	46	49
	Total Internalized	Total Externalized	Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance

Target Behaviors										
s=self t1=teacher 1 t2=teacher 2										
internalizing					externalizing					
Clinically Significant	80+									
At Risk	70-80				t1			s t1	t1	
Mild	60-70	t1 t2	t1	s		s	s			
Low	55-60	s	s t2	t1 t2	s t2	t1 t2	t1 t2	t2	s t2	
Level of Significance	t-score range	Task Avoidance	Social withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance	
Hypothesized Functions of Behavior										
s=self t1=teacher 1 t2=teacher 2										
Clinically Significant										
At Risk		s					t1			
Mild		t1					s			
Low		s		s t1 t2	t1	s t1		s		
Level of Significance	t1 t2	t2		s t2	t2	t2	t2	t1 t2	s t1 t2	
	Attention Seeking	Social Status	Escape/Avoidance	Anxiety Reduction	Self-Indulgence	Defensive Reaction	Power/Control	Revenge		
Mental Health Screening										
s=self t1=teacher 1 t2=teacher 2										
Clinically Significant										
At Risk					s	t1			s *	
Normal Range	s t2			t1	t1 t2	s t2	s			
DSM Criteria	t1	s t1 t2	s t1 t2	s t2			t1 t2	s t1 t2	t1 t2	
	ADHD Inattentive	ADHD Hyperactive	Conduct Disorder	Oppositional Defiant	Depression	Anxiety Disorder	Obsessive-Compulsive	Thought Disorder	Autism Spectrum	

* ASD concern is often triggered by social anxiety and/or obsessive-compulsive tendencies.

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Name: Molly (example)

Age: 14 Grade: 9

School: North High

Date: 1/26/2006

Target Behaviors:

Target behaviors are specific and observable areas of behavioral concern which can be identified for possible intervention. Based upon all available ratings the following 'at risk' or 'clinically significant' target behaviors are suggested:

Somatic Issues - Molly may complain of physical symptoms or 'ailments' such as headaches, nausea, body aches, minor injuries, etc.

Active Aggression - Molly may become angry and start physical fights or verbal arguments with others.

Defiance - Molly may deliberately break rules or otherwise challenge and/or defy authority.

Hypothesized Functions of Behavior:

Hypothesized functions of behavior are assumed underlying emotional needs or motivations which may result in certain predictable behavioral tendencies. Based upon all available ratings the following 'at risk' or 'clinically significant' hypothesized functions of (or emotional motivations for) observed or potential behaviors are suggested:

Social Status - Molly's behavior may be intended to gain social acceptance or status and to 'save face' or avoid embarrassment among her peers. Typical behaviors may range from withdrawal or avoidance (to evade potentially embarrassing situations) to aggression or defiance (to impress or 'fit in with' certain peers). Suggested interventions include:

1. Promote positive social connections (i.e. paired or team projects, etc.).
2. Avoid 'public' criticism, punishment, or embarrassment.
3. Provide a 'safe way out' of a difficult or embarrassing situation.
4. Help her to understand how her behavior may alienate others.

Defensive Reaction - Molly's behavior may be related to a need to defend herself from a perceived threat, challenge, or rejection which may or may not have been intended. Typical behaviors of this nature include verbal or physical aggression and/or abrupt social withdrawal. This behavior can be the result of a somewhat paranoid perception of social situations and is often viewed by others as an unexpected overreaction to harmless teasing, meaningless comments, etc. Suggested interventions include:

1. Help her to more accurately perceive social situations.
2. Help her to feel safe, accepted, and supported.
3. Intervene quickly when it appears she may feel criticized or potentially embarrassed.
4. Temper any potentially critical remarks in order to avoid a possible overreaction.

Mental Health Screening:

This mental health screening is based upon current DSM criteria and is intended to help clarify or identify areas of potential mental health concern. Formal evaluation by a competent mental health professional should be considered whenever there are mental health concerns. Based upon all available ratings the following 'at risk' or 'clinically significant' mental health concerns are suggested:

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Depressive Disorder - Molly appears to display some characteristics of depression. Such characteristics may include generalized sadness, feelings of guilt or worthlessness, lack of energy, sleep disturbance, significant weight loss or gain, thoughts of death or suicide, and a general loss of interest in most daily activity. Depression can be effectively treated through therapeutic and/or medical intervention.

Anxiety Disorder - Molly appears to display some characteristics of an anxiety disorder. Such characteristics may include generalized tension, irritability, difficulty concentrating, sleep disturbance, lack of energy, etc. Anxiety disorders can be effectively treated through therapeutic and/or medical intervention.

Autism Spectrum Disorder - Molly appears to display some characteristics of an autism spectrum disorder. Such characteristics include qualitative impairment in social interaction along with impaired communication and/or restricted, repetitive, or stereo-typed patterns of behavior or interest. Although traditional emotional/behavioral strategies can be effective, individuals with ASD typically require very concrete and structured interventions focused on developing more effective communication of feelings along with appropriate social interaction. Medical intervention can also be helpful.

Cautionary note: ASD concern is often triggered by heightened social anxiety and/or obsessive-compulsive tendencies.

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