

The FBA Screener

Name: Jory H

Age: 10 **Grade:** 5

School: example Elementary

Date: 2/23/2016

| | Target Behavior norm-referenced t-scores mean=50, SD=10 | | | | | | | | | |
|----------------|--|--------------------|--------------------|-------------------|--------------------|----------------|---------------|-------------|-------------------|----------|
| | composites | | internalizing | | | | externalizing | | | |
| S1 -9/15/2015 | 71 | 69 | 61 | 62 | 64 | 68 | 64 | 63 | 70 | 70 |
| S2 -10/15/2015 | 50 | 45 | 44 | 54 | 49 | 60 | 41 | 52 | 47 | 51 |
| S3 -11/21/2015 | 69 | 53 | 50 | 76 | 60 | 69 | 51 | 52 | 52 | 59 |
| S4 -12/12/2015 | 51 | 49 | 44 | 65 | 55 | 43 | 51 | 61 | 52 | 42 |
| S5 -1/13/2016 | 35 | 39 | 38 | 44 | 43 | 43 | 41 | 44 | 42 | 42 |
| S6 -3/1/2016 | 35 | 39 | 38 | 44 | 43 | 43 | 41 | 44 | 42 | 42 |
| | Total Internalized | Total Externalized | Off-Task Avoidance | Social Withdrawal | Passive Aggression | Somatic Issues | Disruption | Delinquency | Active Aggression | Defiance |

| Target Behaviors | | | | | | | | | |
|------------------------------------|-------------------|--------------------|-------------------|--------------------|-----------------|--------------------|---------------|-------------------|-------------|
| | | internalizing | | | | externalizing | | | |
| Clinically Significant | 80+ 70-80 | | s3 | | | | | s1 | s1 |
| At Risk | 60-70 | s1 | s1 s4 | s1 s3 | s1 s2 s3 | s1 | s1 s4 | | |
| Mild | 55-60 | | | s4 | | | | | s3 |
| Low | <55 | s2 s3 s4 s5 | s2 s5 s6 | s2 s5 s6 | s4 s5 s6 | s2 s3 s4 s5 s6 | s2 s3 s5 s6 | s2 s3 s4 s5 | s2 s4 s5 s6 |
| Level of Significance | t-score range | Off-Task Avoidance | Social withdrawal | Passive Aggression | Somatic Issues | Disruption | Delinquency | Active Aggression | Defiance |
| Hypothesized Functions of Behavior | | | | | | | | | |
| Clinically Significant | | | | | | | | | |
| At Risk | s1 | s1 s3 | | | | | | | |
| Mild | s3 s4 | | s3 | s3 s4 | s1 | s1 s3 | s1 | | |
| Low | | | s3 | s3 s4 | s1 | s1 s3 | s1 | | |
| Level of Significance | Attention Seeking | Social Status | Escape/Avoidance | Anxiety Reduction | Self-Indulgence | Defensive Reaction | Power/Control | Revenge | |

The FBA Screener is a norm-referenced and criterion-referenced behavior rating screening tool designed to identify potential problem or 'target' behaviors and suggest hypothesized functions of behaviors. Behavioral concerns which are noted to be 'at-risk' are those that fall just outside of the average or normal range and represent moderate or emerging behavioral difficulties. Behavioral concerns which are rated as 'clinically significant' are those that fall significantly beyond the average or normal range and represent behaviors which are severely discrepant from the general population.

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:

Broad Internalizing Concerns (clinically significant - Screen 1, at risk - Screen 3) - Jory demonstrates behaviors which are often associated with internalized issues such as stress, anxiety, or depression.

Broad Externalizing Concerns (at risk - Screen 1) - Jory demonstrates 'acting out' behaviors which are often associated

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with anger-management difficulties and/or poor impulse control.

Task Avoidance/Off-Task (at risk - Screen 1) - Jory may tend to avoid, ignore, or otherwise fail to accomplish required or expected tasks including homework, daily chores, etc.

Social Withdrawal (clinically significant - Screen 3, at risk - Screen 1, Screen 4) - Jory may be somewhat socially isolated and avoid situations in which social interaction is expected or required.

Passive Aggression (at risk - Screen 1, Screen 3) - Jory may 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 (at risk - Screen 1, Screen 2, Screen 3) - Jory may complain of physical symptoms or 'ailments' such as headaches, nausea, body aches, minor injuries, etc.

Disruption (at risk - Screen 1) - Jory may engage in behavior which disturbs, interrupts, or draws others 'off-task'.

Delinquency (at risk - Screen 1, Screen 4) - Jory may engage in negative or rebellious behavior with his peers.

Active Aggression (clinically significant - Screen 1) - Jory may become angry and start physical fights or verbal arguments with others.

Defiance (clinically significant - Screen 1) - Jory may deliberately break rules or otherwise challenge and/or defy authority.

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:

Attention Seeking (clinically significant - Screen 1, at risk - Screen 3, Screen 4) - Jory's behavior may allow him to gain attention from others. Typical behaviors may include teasing, complaining, interrupting, or otherwise disrupting those around him. Common 'behavioral triggers' include feeling ignored, negative peer influence or encouragement, or feeling unprepared or inadequate. 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 (clinically significant - Screen 1, Screen 3) - Jory'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). Common 'behavioral triggers' include negative peer influence, or being teased, criticized, or potentially embarrassed. 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 (at risk - Screen 3) - Jory's behavior may enable him to escape or avoid an unpleasant, difficult, or

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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. Common 'behavioral triggers' include new or unexpected situations, feeling inadequate or unprepared, or being surrounded by too many people. 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 (at risk - Screen 3, Screen 4) - Jory'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. Common 'behavioral triggers' include new or unexpected situations, feeling inadequate or unprepared, or feeling excessive social pressures. 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 (at risk - Screen 1) - Jory'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 Jory is asked to do something which he finds difficult or unpleasant. Common 'behavioral triggers' include being asked to do something difficult or unpleasant, rigid external expectations, or perceived lack of freedom. 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 him?).
3. Develop a behavioral contract with mutually identified expectations, consequences, and rewards.
4. Help him to understand how his behavior impacts others.

Defensive Reaction (at risk - Screen 1, Screen 3) - Jory'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. Common 'behavioral triggers' include feeling challenged, teased, criticized, or potentially embarrassed. 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 (at risk - Screen 1) - Jory'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. Common 'behavioral triggers' include being told to do something undesirable, rigid external expectations, or a perception that rules/consequences are unfair. 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.

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