

# Superhero Social Skills: Assessment and Progress Monitoring



## Three Basic Components

- Progress monitoring
- IEP Interface
- Simple Function Behavior Assessment (FBA-ABC) for unique problems

## Progress Monitoring

## IEP Monitoring

## Functional Behavior Assessment

## Definition of Functional Behavior Assessment

- Functional behavior assessment is an assessment strategy used to discover the purpose (function) of the behavior in relation to antecedents and consequences in the child's environment
- FBAs assess the WHYS of behavior in an ABC Format (A=Antecedents, B=Behavior, & C=Consequences)



### ABC - Functional Assessment Sheet

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Setting: \_\_\_\_\_

**A** Antecedent- Something Before The Behavior  
 Time \_\_\_\_\_  
 People \_\_\_\_\_  
 Places \_\_\_\_\_  
 Events \_\_\_\_\_  
 Other Behaviors \_\_\_\_\_  
 Down Time \_\_\_\_\_

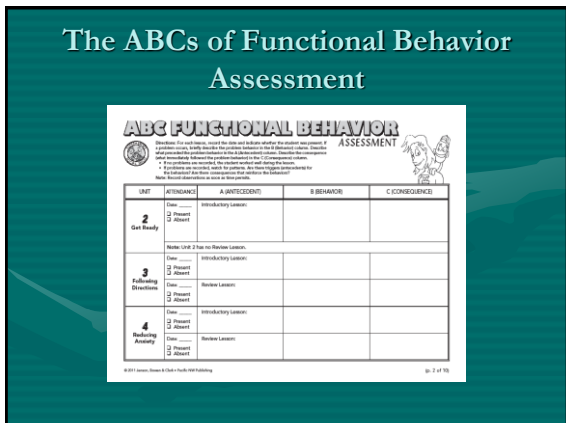
**B** Behavior- Specific, Observable, Objective  
 Reasons To Decrease \_\_\_\_\_  
 or  
 Deficits To Increase \_\_\_\_\_

**C** Consequence- Something That Follows The Behavior  
 Punishment \_\_\_\_\_  
 Positive Reinforcers \_\_\_\_\_  
 Attention \_\_\_\_\_  
 Tangibles \_\_\_\_\_  
 Negative Reinforcers \_\_\_\_\_  
 Escape \_\_\_\_\_  
 Avoidance \_\_\_\_\_

**R** Replacement Behavior \_\_\_\_\_

Comments: \_\_\_\_\_

EDUCATIONAL MODELING

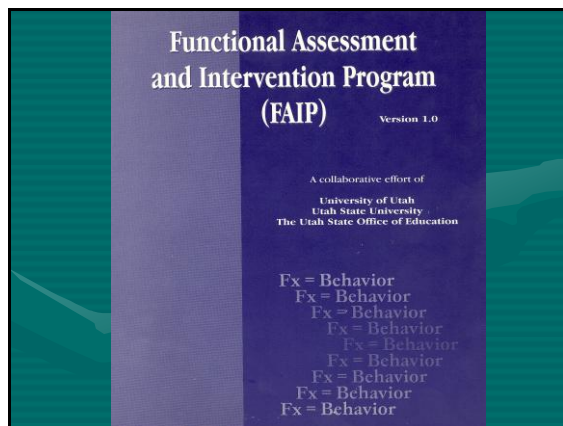


**ABC FUNCTIONAL BEHAVIOR ASSESSMENT**

Directions: For each behavior, record the time and behavior setting for the behavior occurrence in a table below. Write the behavior description in the column labeled B. Record the antecedents (A) and consequences (C) that occur immediately before and after the behavior. Record the behavior's function in the column labeled C. Use the key to identify the function. Record the behavior's function in the column labeled C. Use the key to identify the function. Record the behavior's function in the column labeled C. Use the key to identify the function.

UNIT	ATTENDANCE	A (ANTECEDENT)	B (BEHAVIOR)	C (CONSEQUENCE)
<b>2</b> Get Ready	Date: 10/22/11	Instructional Lesson:	Looked Todd to get ready for group	He ignored me. He was disruptive and continued to do so.
	<input type="checkbox"/> Present <input type="checkbox"/> Absent			
<b>3</b> Following Directions	Date: 10/22/11	Instructional Lesson:	Make sure to have books open.	
	<input type="checkbox"/> Present <input type="checkbox"/> Absent			
<b>4</b> Reading Accuracy	Date: 10/22/11	Instructional Lesson:	Read aloud Todd to get ready to go to his room (planning work).	He ignored me. He was disruptive and continued to do so.
	<input type="checkbox"/> Present <input type="checkbox"/> Absent			

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**The Main Screen**  
The main screen of FAP contains several areas.

1. Collects a Snap Shot of the Student  
2. Deficit Questions  
3. Antecedent  
4. Consequences  
5. Identifies Motivation Factors  
6. Generates a Number of Interventions Based on the Information  
7. Writes a Complete Individualized FBA Report

Filled Out by a Team of Two or Three  
Point and Click  
Type Specific Information  
Does Not Like Don't Know Answers

