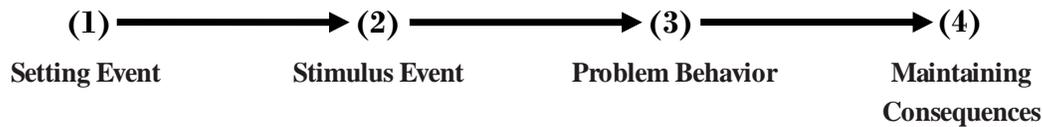


# Functional Assessment Summary Statements

## How to diagram a functional assessment summary statement

From left to right, list:

- (1) Setting event (antecedent)
- (2) Stimulus event (antecedent)
- (3) Problem behavior(s)
- (4) Maintaining consequences



### Example 1

A functional assessment revealed that Billy engaged in vomiting when presented with difficult table/chair tasks (e.g., identifying letters and numbers). The vomiting was maintained by escaping from such tasks. The vomiting was twice as likely to occur when he slept fewer than 4 hours the night before.



**Summary Statement:** When Billy has had little sleep and is presented with difficult table/chair tasks, he will engage in vomiting, which is maintained by escape from the tasks.

### Example 2

Jessica, a 12-year-old student without disabilities, frequently talks out during her seventh-grade biology class lectures. A functional assessment indicates that her talking out is maintained by peer attention and is more likely to occur when she has experienced negative social interactions with her peers earlier in the day.



**Summary Statement:** When Jessica has experienced negative peer social interactions during the day, she will talk out during biology lecture to try to gain peer attention.

# Activity

John is 13-years-old. He spends most of the day in an LD classroom. It appears that when John is given a task that he is not sure how to do, he will tear his papers and throw them on the floor. This usually results in John being allowed to pick a task he can accomplish.

***Diagram the problem behavior:***



***Write a functional assessment summary statement for the problem behavior:***

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## **Reference**

O’neill, R., Albin, R., Horner, R., Storey, J., Newton, K., & Sprague, J. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.