



Functional Behavior Assessment

Student Name:

Date of Birth:

School:

Current Date:

What does the student do well?

What are the student's interests?

List some potential incentives and/or motivators:

Skill Deficits or "Lagging Skills" (Greene, R., 2008) – Check all that apply:

Intrapersonal

- Difficulty handling transitions, shifting from one mindset or task to another.
- Difficulty doing things in a logical sequence or prescribed order.
- Difficulty persisting on challenging or tedious tasks.
- Poor sense of time.
- Difficulty maintaining focus.
- Difficulty considering a range of solutions to a problem.
- Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking.
- Difficulty deviating from rules, routine.
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty.
- Difficulty shifting from original idea, plan, or solution.
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action.
- Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g. "Everyone's out to get me").

Interpersonal

- Difficulty expressing concerns, needs, or thoughts in words.
- Difficulty understanding what is being said.
- Difficulty attending to or accurately interpreting social cues/poor perception of social nuances.
- Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills.
- Difficulty seeking attention in appropriate ways.
- Difficulty appreciating how his/her behavior is affecting other people.
- Difficulty empathizing with others, appreciating another person's perspective or point of view.
- Difficulty appreciating how he/she is coming across or being perceived by others.

Self-Regulation

- Difficulty considering the likely outcomes or consequences of action (impulsive).
- Difficulty managing emotional response to frustration so as to think rationally.
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration.

Problem Behaviors: *Provide a narrative about the student's most concerning behaviors:*

Is the problem behavior related to a deficit? If yes, address this area when writing a behavior plan.

Behavioral Data. Summarize results of data (e.g., observation, interviews, inventories, etc.).

Data Source	Timeframe	Findings

Define Targets. Define 1-2 most problematic behaviors for student in *measurable* and *observable* terms.

1.

2.



Indicate frequency (hourly/daily), intensity (distracting/disruptive/destructive), and duration (how long-lasting).

Behavior #1: Frequency:

Intensity:

Duration:

Setting Event	Antecedent (Trigger)	Consequence
<input type="checkbox"/> Peer/Adult interaction <input type="checkbox"/> Unstructured setting <input type="checkbox"/> Independent work <input type="checkbox"/> Large group instruction <input type="checkbox"/> High level stimulus <input type="checkbox"/> Low level stimulus <input type="checkbox"/> Specific task/subject Other:	<input type="checkbox"/> Request to perform task <input type="checkbox"/> Boredom <input type="checkbox"/> Interrupted activity <input type="checkbox"/> Difficult task <input type="checkbox"/> Transition <input type="checkbox"/> Can't do or have something <input type="checkbox"/> Lack of attention <input type="checkbox"/> Sensory/overstimulation <input type="checkbox"/> Physical contact Other:	<input type="checkbox"/> Ignored <input type="checkbox"/> Redirected – verbal/physical <input type="checkbox"/> Given help/attention <input type="checkbox"/> Item/activity given <input type="checkbox"/> Time-out (in or out of room) <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Expectation removed Other:

Are there situations where the behavior doesn't occur or is less prevalent? When, where, and with whom?

Behavior #2: Frequency:

Intensity:

Duration:

Setting Event	Antecedent (Trigger)	Consequence
<input type="checkbox"/> Peer/Adult interaction <input type="checkbox"/> Unstructured setting <input type="checkbox"/> Independent work <input type="checkbox"/> Large group instruction <input type="checkbox"/> High level stimulus <input type="checkbox"/> Low level stimulus <input type="checkbox"/> Specific task/subject Other:	<input type="checkbox"/> Request to perform task <input type="checkbox"/> Boredom <input type="checkbox"/> Interrupted activity <input type="checkbox"/> Difficult task <input type="checkbox"/> Transition <input type="checkbox"/> Can't do or have something <input type="checkbox"/> Lack of attention <input type="checkbox"/> Sensory/overstimulation <input type="checkbox"/> Physical contact Other:	<input type="checkbox"/> Ignored <input type="checkbox"/> Redirected – verbal/physical <input type="checkbox"/> Given help/attention <input type="checkbox"/> Item/activity given <input type="checkbox"/> Time-out (in or out of room) <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Expectation removed Other:

Are there situations where the behavior doesn't occur or is less prevalent? When, where, and with whom?

Function of Behavior(s). Select the function/purpose that is best supported by the data.

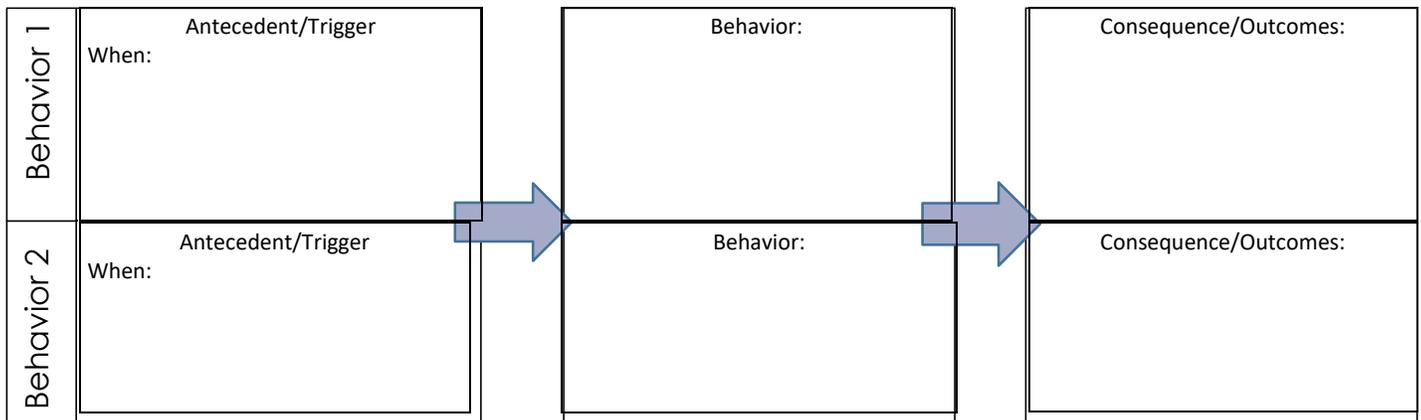
Behavior#1:

Gain	Avoid
<input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain peer attention <input type="checkbox"/> Get sent to preferred adult <input type="checkbox"/> Gain control of the situation <input type="checkbox"/> Gain tangible items/preferred activity Other:	<input type="checkbox"/> Avoid a demand/request <input type="checkbox"/> Avoid activity/task <input type="checkbox"/> Avoid a specific person <input type="checkbox"/> Escape from classroom/setting Other:

Behavior #2:

Gain	Avoid
<input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain peer attention <input type="checkbox"/> Get sent to preferred adult <input type="checkbox"/> Gain control of the situation <input type="checkbox"/> Gain tangible items/preferred activity Other:	<input type="checkbox"/> Avoid a demand/request <input type="checkbox"/> Avoid activity/task <input type="checkbox"/> Avoid a specific person <input type="checkbox"/> Escape from classroom/setting Other:

Hypothesis. Describe when, where, and why the behavior(s) occurs.



Prepared by

Staff Name/Role: _____	Date: _____
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