

Appendix D

*Functional Behavior
Assessment Form*

FUNCTIONAL BEHAVIOR ASSESSMENT

Part One: Assessing the Behavior

1. Specific Target Behavior (include topography; include frequency, duration, or intensity)

2. Setting(s) in Which Behavior Occurs _____

3. Activities during Which the Behavior Occurs _____

4. Time of Day Behavior Occurs _____

5. Person(s) Around Whom the Behavior Occurs _____

6. Factors That Appear to Set Off or Precede the Behavior

Teacher Factors

| | | | |
|-------|---------------------|-------|---|
| _____ | Task Explanation | _____ | Performance Feedback |
| _____ | Lesson Presentation | _____ | Teacher Reprimand |
| _____ | Teacher Praise | _____ | Individual Attention |
| _____ | Lack of Attention | _____ | Task Demands |
| _____ | Teacher Request | _____ | Consequence Imposed for Negative Behavior |
| _____ | Other | _____ | |

Peer Factors

| | |
|-------|---------------------------|
| _____ | Peer Attention (Positive) |
| _____ | Peer Attention (Negative) |
| _____ | Other |

Setting Factors

| | | | |
|--------------------------|-------------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | Transition (Task; Routine) | <input type="checkbox"/> | Transition (Setting; Routine) |
| <input type="checkbox"/> | Transition (Task; Unexpected) | <input type="checkbox"/> | Transition (Setting; Unexpected) |
| <input type="checkbox"/> | Elevated Noise Levels | <input type="checkbox"/> | Presence of Unfamiliar Adults |
| <input type="checkbox"/> | Presence of Unfamiliar Peers | | |
| <input type="checkbox"/> | Other | | |

7. Factors That Appear to Be Present When the Behavior Occurs

Student Factors

| | | | |
|--------------------------|--------------------------------------|--------------------------|--|
| <input type="checkbox"/> | Drowsy/Sleepy Appearance | <input type="checkbox"/> | Physical Complaints (e.g., hunger, pain) |
| <input type="checkbox"/> | Disturbed Affect (e.g., sad, angry) | <input type="checkbox"/> | Excessive Motor Activity |
| <input type="checkbox"/> | Other | | |

Setting Factors

| | | | |
|--------------------------|-----------------------|--------------------------|------------------------|
| <input type="checkbox"/> | Independent Seat Work | <input type="checkbox"/> | Group Instruction |
| <input type="checkbox"/> | Crowded Setting | <input type="checkbox"/> | One-to-One Instruction |
| <input type="checkbox"/> | Unstructured Setting | <input type="checkbox"/> | Unstructured Activity |
| <input type="checkbox"/> | Other | | |

8. Factors That Appear to Follow the Behavior

Teacher Factors

| | | | |
|--------------------------|---------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Teacher Reprimand | <input type="checkbox"/> | Teacher Praise |
| <input type="checkbox"/> | Task Removal | <input type="checkbox"/> | Withdrawal of Attention |
| <input type="checkbox"/> | Teacher Warning | <input type="checkbox"/> | Time-Out |
| <input type="checkbox"/> | Response Cost | <input type="checkbox"/> | Sent to Office |
| <input type="checkbox"/> | Communication with Parent | <input type="checkbox"/> | Predetermined Contingency Imposed |
| <input type="checkbox"/> | In-School Suspension | <input type="checkbox"/> | Out-of-School Suspension |
| <input type="checkbox"/> | Other | | |

Peer Factors

| | | | |
|--------------------------|---------------------------|--|--|
| <input type="checkbox"/> | Peer Attention (Positive) | | |
| <input type="checkbox"/> | Peer Attention (Negative) | | |
| <input type="checkbox"/> | Other | | |

9. Behavioral Intent or Function(s) That the Behavior Appeared to Serve

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | Power Control |
| <input type="checkbox"/> | Over Teachers |
| <input type="checkbox"/> | Over Peers |
| <input type="checkbox"/> | Over Parents |
| <input type="checkbox"/> | Other |
| <input type="checkbox"/> | Escape/Avoidance |
| <input type="checkbox"/> | From an Activity/Task |
| <input type="checkbox"/> | From a Person |
| <input type="checkbox"/> | From the Classroom |
| <input type="checkbox"/> | From the School |

| | | |
|-------|--|-------|
| _____ | Other | _____ |
| _____ | Attention | _____ |
| _____ | Teacher | _____ |
| _____ | Peer | _____ |
| _____ | Parent | _____ |
| _____ | Other | _____ |
| _____ | Expression of Self | _____ |
| _____ | Gratification (Self-Reward) | _____ |
| _____ | Acceptance/Affiliation (More Formal Than Immediate Peer Attention) | _____ |
| _____ | Justice/Revenge | _____ |
| _____ | Other | _____ |

Part Two: Formulation of Hypotheses

Based on Information from Part One:

1. What Appears to Be the Predominant Setting/Activity in Which the Behavior Occurs?

2. What Time(s) of Day Does the Behavior Typically Occur? _____

3. Around What Person(s) Does the Behavior Typically Occur? _____

4. What Seems to Immediately Precede or Set Off the Behavior? _____

5. What Seems to Be the Immediate Consequence of the Behavior? _____

6. What Function or Purpose Does the Behavior Seem to Serve? _____

Functional Hypothesis

Indicate both (a) the conditions in which the behavior occurs and (b) the function that the behavior seems to serve.

Part Three: Development of Behavior Intervention Plan

Prevention of Behavior

Based on the available information, list steps that could be taken to prevent the target behavior from occurring (e.g., avoidance of certain tasks and/or types of instructional delivery, seating arrangement)

Replacement Behavior

Based on the available information, what behavior needs to be taught to allow the student to have a successful adaptation (e.g. requesting assistance to replace tantruming as a means of gathering attention) _____

Identification of Reinforcers

List all reinforcers, including preferred activities that are appropriate for this student _____

Implementation of Behavior Intervention Plan

Goal

Prevention Strategies for Target Behavior

| Strategy | Date | Person(s) Responsible | Outcome |
|----------|------|-----------------------|---------|
|----------|------|-----------------------|---------|

Intervention Strategies for Replacement Behavior

| Strategy | Date | Person(s) Responsible | Outcome |
|----------|------|-----------------------|---------|
|----------|------|-----------------------|---------|

Criteria for Program Discontinuation

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