

Functional Behavior Assessment Worksheet

Student Name: _____

Date: _____

Teacher Name: _____

Classroom Intervention Components

I. Preventative/Proactive Components (check all that apply)

- Clearly posted rules; frequently revisited.
- Instructional level/methods appropriate for the child.
- Predictable routine - posted and reviewed each day.
- Classroom setting/schedule set up to promote positive behavior
- Behavior monitoring system in place; frequent feedback given to all students for positive and negative behavior.
- Other _____

- List or attach classroom rules/expectations posted in the classroom

- List motivators/incentives for positive behavior (free time, privileges, etc.)

II. Consequences: What Is the teacher's consistent response to negative behaviors?

- Non-compliance (failure to follow a reasonable request):

- Physical aggression (hitting, kicking, etc.):

- Other:

From the list below indicate the **triggers** (antecedents), concurrent events, and consequences that seem to be supporting the current behavior

<u>Triggers</u>	<u>Concurrent Events</u>	<u>Consequences</u>
<input type="checkbox"/> Lack of social attention	<input type="checkbox"/> Independent seat work	<input type="checkbox"/> Behavior ignored
<input type="checkbox"/> Demand/Request	<input type="checkbox"/> Group Instruction	<input type="checkbox"/> Reprimand/Warning
<input type="checkbox"/> Difficult Task	<input type="checkbox"/> Crowded setting	<input type="checkbox"/> Time-out
<input type="checkbox"/> Transition (task)	<input type="checkbox"/> Unstructured activity	<input type="checkbox"/> Loss of
<input type="checkbox"/> Transition (setting)	<input type="checkbox"/> Unstructured setting	<input type="checkbox"/> incentives/privileges
<input type="checkbox"/> Interruption in routine	<input type="checkbox"/> Peer attention	<input type="checkbox"/> Sent to office
<input type="checkbox"/> Negative social	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Communications with home
<input type="checkbox"/> Interaction	<input type="checkbox"/> Other _____	<input type="checkbox"/> In-School suspension
<input type="checkbox"/> Consequences imposed	_____	<input type="checkbox"/> Out-of-School suspension
<input type="checkbox"/> for negative behavior	_____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____		_____
_____		_____

What function(s) does the identified behavior(s) seem to serve for the child?

<u>Escape</u>	<u>Attention/Control</u>
<input type="checkbox"/> Avoid a demand or request	<input type="checkbox"/> Get desired item/activity
<input type="checkbox"/> Avoid an activity/task (if known)	<input type="checkbox"/> Gain adult attention
<input type="checkbox"/> Avoid a person	<input type="checkbox"/> Gain peer attention
<input type="checkbox"/> Escape the classroom/setting	<input type="checkbox"/> Get sent to preferred adult
<input type="checkbox"/> Escape the school	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	_____

Was this information collected through?
 Teacher interview *or*
 Direct observation
 Other _____

Suggest any **preferred items, activities, or people** that could be used as incentives in an intervention for this child (what can be used to increase positive student behaviors).

