

### Functional Behavioral Assessment Worksheet

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Referral source \_\_\_\_\_ Evaluator \_\_\_\_\_

*Identify and define up to two target behaviors that most interfere with the child's functioning in the classroom. Assess or directly observe the frequency (how often), intensity (high, medium, low), and duration of each.*

BEHAVIOR(S)	Frequency	Intensity	Duration

List *distant predictors* identified during interviews/observations (e.g., hunger, lack of sleep, problems on the bus).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify any *precursor behaviors* (behaviors exhibited before larger, more intense behavioral episodes), including the reported *behavior chain* (typical sequence of events).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

From *Functional Behavioral Assessment and Intervention in Schools: A Practitioner's Guide (Grades 1-8)*, by J. L. McDougal, S. M. Chafouleas, and B. Waterman, 2006, Champaign, IL: Research Press (800-519-2707; www.researchpress.com)

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IMMEDIATE ANTECEDENTS AND CONSEQUENCES

From the following list, select the conditions that appear to predict and support each problem behavior. Include the triggers, problematic settings and activities, and consequences.

- | Triggers/antecedents                                 | Problematic settings/activities                | Consequences                                      |
|--|--|---|
| <input type="checkbox"/> Lack of social attention    | <input type="checkbox"/> Independent seatwork  | <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/setting)   | <input type="checkbox"/> Unstructured activity | <input type="checkbox"/> Loss of incentives       |
| <input type="checkbox"/> Specific time of day        | <input type="checkbox"/> Unstructured setting  | <input type="checkbox"/> Sent to office           |
| <input type="checkbox"/> Interruption in routine     | <input type="checkbox"/> Academic downtime     | <input type="checkbox"/> Home communication       |
| <input type="checkbox"/> Negative social interaction | <input type="checkbox"/> Special subjects      | <input type="checkbox"/> In-school suspension     |
| <input type="checkbox"/> Consequences imposed        | <input type="checkbox"/> Specific task/subject | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Specific people (List)      | (List) _____                                   | <input type="checkbox"/> Restraint                |
| _____  | <input type="checkbox"/> Other _____           | <input type="checkbox"/> Other _____              |
| _____  | <input type="checkbox"/> Other _____           | <input type="checkbox"/> Other _____              |

Comments \_\_\_\_\_

INSTRUCTIONAL AND COMMUNICATIVE NEEDS

Is the student's problem behavior believed to be related to skill deficit or communication needs? (Check any that apply.)

- | Skill deficits                                 |  | Communication needs                              |
|--|--|--|
| <i>Academic deficit</i>                        | <i>Behavioral deficit</i>                                  | <i>Communicative intent</i>                      |
| <input type="checkbox"/> Work is too hard      | <input type="checkbox"/> Lacks the expected behavior       | <input type="checkbox"/> To request assistance   |
| <input type="checkbox"/> Not enough practice   | <input type="checkbox"/> Needs practice/modeling           | <input type="checkbox"/> To request a break      |
| <input type="checkbox"/> Not enough help       | <input type="checkbox"/> Requires more structure           | <input type="checkbox"/> To indicate a need      |
| <input type="checkbox"/> Skill not generalized | <input type="checkbox"/> Can't apply skill across settings | <input type="checkbox"/> To indicate frustration |
| <input type="checkbox"/> Other _____           | <input type="checkbox"/> Other _____                       | <input type="checkbox"/> Other _____             |

Comments \_\_\_\_\_

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FUNCTIONS OF BEHAVIOR

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

To gain something:

- | Attention/control   | Gain desired item, activity, area                          | Sensory/perceptual feedback                                 |
|---|--|---|
| <input type="checkbox"/> Gain adult attention               | <input type="checkbox"/> Gain access to a desired item     | <input type="checkbox"/> Gain automatic sensory stimulation |
| <input type="checkbox"/> Gain peer attention                | <input type="checkbox"/> Gain access to a desired activity | <input type="checkbox"/> Gain perceptual reinforcement      |
| <input type="checkbox"/> Get attention of a preferred adult | <input type="checkbox"/> Gain access to a desired area     | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Other _____                        | <input type="checkbox"/> Other _____                       |   |

To escape or avoid something:

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Avoid a demand or request         | <input type="checkbox"/> Avoid a person    | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Avoid an activity/task (if known) | <input type="checkbox"/> Escape the school | <input type="checkbox"/> Other _____ |

Comments \_\_\_\_\_

FUNCTIONAL THEORY STATEMENT

State hypothesis about behavior in the following form:

When \_\_\_\_\_ occur(s) in the context of \_\_\_\_\_,

*(triggers/antecedents)* *(settings/activities)*

the student displays \_\_\_\_\_ in order to \_\_\_\_\_,

*(target behavior[s])* *(perceived function)*

and these target behavior(s) may be related to \_\_\_\_\_.

*(skill deficit/communicative intent, when present)*

REPLACEMENT BEHAVIORS, PROBLEM-FREE TIMES, AND POTENTIAL MOTIVATORS

Replacement behaviors: What competing adaptive behavior could replace each target behavior and still serve the same function for the student?

\_\_\_\_\_  
\_\_\_\_\_

When, where, and with whom is the target behavior typically *not* displayed?

\_\_\_\_\_  
\_\_\_\_\_

List some potential incentives or motivators for the student.

\_\_\_\_\_  
\_\_\_\_\_

# Assessment-to-Intervention Worksheet

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

ASSESSMENT INFORMATION		
Predictive Conditions	Behaviors	Consequences/Function
Distant:	Desired:	
Precursor Behaviors:	Problem:	
Antecedents:	Replacement:	



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Predictive Conditions	Behaviors	Consequences/Function
Distant:	Desired:	
Precursor Behaviors:	Problem:	
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