

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# FUNCTIONAL BEHAVIOR ANALYSIS

*Jasper City Schools*

## Part I: Analyzing the Behavior

1. **Specific Target Behavior** (*inappropriate behavior*): \_\_\_\_\_

2. **Characteristics of behavior** (*refer to data collection*):

Setting most likely to occur ( <i>i.e. classroom</i> ):	Type of Activity ( <i>i.e. seatwork</i> ):
Time of Day ( <i>i.e. 1 – 2:30 p.m.</i> ):	General Frequency ( <i>i.e. 5x day</i> ):

3. **Factors that appear to set off or precede the behavior:** (✓) *Select all that apply*

<i>Demand or request to student</i>	<i>Non-preferred/difficult task</i>	<i>Non-preferred activity</i>
<i>Non-preferred social interaction</i>	<i>Transition from preferred to non-preferred activity</i>	<i>Lack of attention or attention given to others</i>
<i>Change in routine/schedule</i>	<i>Loss of privilege</i>	<i>Request denied/told “no”</i>
<i>Consequence imposed for negative behavior</i>	<i>Denied access to preferred item or activity</i>	<i>Comments/teasing from other students</i>
<i>Touch/physical contact w/student</i>	<i>A particular sight, sound, etc.</i>	<i>Reprimand given</i>
<i>Other</i>		

4. **Factors that appear to be present when the behavior occurs:** (✓) *Select all that apply*

<i>Drowsy/sleepy appearance</i>	<i>Physical complaints</i>	<i>Disturbed affect: sad, nervous, angry</i>
<i>Excessive motor activity</i>	<i>Crowded setting</i>	<i>Unstructured activity</i>
<i>Independent seatwork</i>	<i>Unstructured setting</i>	<i>Group instruction</i>
<i>Transition</i>	<i>Skill deficits</i>	<i>Other</i>

5. **Factors that appear to follow the behavior:** (✓) *Select all that apply*

<i>Teacher reprimand</i>	<i>Task removal/modified</i>	<i>Loss of privileges</i>
<i>Removal from setting</i>	<i>Another student moved</i>	<i>Time to relax/calm down</i>
<i>Behavior is ignored</i>	<i>Time-out</i>	<i>Out-of-school suspension</i>
<i>Sent to office</i>	<i>In-school suspension</i>	<i>Communication with parent</i>
<i>Peer reaction</i>	<i>Loss of points</i>	<i>Other</i>

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## Part II: Formulate summary statements

FUNCTION		
<i>After reviewing the data on antecedents and consequences, what "payoff" does the student obtain when she/he demonstrates the inappropriate behavior? <b>Check only what applies. Limit to one or two functions.</b></i>		
<b>The student GAINS...</b> ___ Teacher/adult attention ___ Peer attention ___ Desired items ___ Preferred activities/privileges ___ Control over others/situations ___ Other _____	<b>The student AVOIDS or ESCAPES...</b> ___ Teacher/adult attention ___ Peer attention ___ Non-preferred activity ___ Instructional task ___ Non-preferred setting ___ Non-preferred social activity ___ Transition ___ Other _____	
HYPOTHESIS		
<i>Based on the primary function identified, write a hypothesis statement describing why the student is engaging in the inappropriate behavior. (Example: <b>When</b> working on independent seatwork during math class, <b>the student</b> breaks his pencils and throws them <b>in order to</b> escape work that is too difficult.)</i>		
<b>When</b> (describe antecedents)...	<b>...the student</b> (describe inappropriate behavior)	<b>...in order to</b> (state the function)

**Replacement behavior:** Based on the information, what behavior/skill should be taught to allow the student to be successful (e.g., strategies for controlling anger, self-monitoring and goal-setting, time management, etc.)

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Signatures:

Titles:

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