

FUNCTIONAL BEHAVIOR ASSESSMENT

Student: _____

Date: _____

School: _____

DOB: _____

1. **Define the student's problem behaviors:**

Is the behavior destructive? ☐ disruptive? ☐ distracting? ☐

2. **Describe the behavior** in detail (frequency, intensity, duration).

3. What seems to **trigger** the behavior?

- Who is present when the problem behavior occurs?
- What is going on when the problem behavior occurs?
- When does the problem behavior happen?
- Where does the problem behavior occur?

4. **What happens to the student** immediately after he or she engages in the problem behavior (consequences)?

5. **What does the student get or avoid** by behaving this way (tangible items, escape or avoid, attention, self-entertainment)?

6. **Hypothesis statement:** "When (antecedent) happens in (specific setting), he or she does (problem behavior) in order to (perceived function)."

7. What are some **strengths and likes** of the student?

8. What are some ways to **prevent** the problem behavior?

9. What **alternative behaviors** can be **taught** and used in place of the problem behavior?

10. Describe ways to **respond** to the problem behavior when it occurs.

Figure 10.2 Functional behavior assessment.

From Horvat, M., Kelly, L.E., Block, M.E., and Croce, R., *Developmental and adapted physical activity assessment*, 2nd ed. (Champaign, IL: Human Kinetics, 2019). Modified from the *Albemarle County Schools functional behavior assessment form*, Form 80.01. Reprinted with permission of M.E. Block.