

**AMARILLO INDEPENDENT SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION**  
 7200 I-40 West  
 Amarillo, TX 79106

*Functional Behavioral Assessment*

Student: \_\_\_\_\_

Age: \_\_\_\_\_ Grade level: \_\_\_\_\_

Campus: \_\_\_\_\_

Respondent: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

A) Please check all that apply to the student from all five areas:

**1) Behavioral Competencies**

- Good work productivity
- Ability to make and maintain friendships
- Accepts 'no' for an answer
- Gets along with peers
- Is able to verbally communicate
- is able to articulate feelings
- Is able to follow through with tasks
- Has appropriate social skills
- Demonstrates self-control
- Demonstrates self-help skills
- Works quietly
- Asks for help when needed, but not to excess
- Participates appropriately in group activities
- Engages in conversations appropriately
- Is positive and friendly
- Makes requests appropriately
- Completes assigned tasks
- Turns in assignments on time
- is prepared with appropriate materials
- Follows classroom rules
- Uses appropriate language (no cursing)
- Resists peer pressure
- Cooperates well with others
- Accepts criticism or consequences appropriately
- Expresses anger appropriately
- Other \_\_\_\_\_

**2) Behavioral concerns**

- Defiant/ Oppositional
- Leaves seat without permission
- Assignments are incomplete
- Comes to class unprepared
- Difficulty tolerating change
- Difficulty with transitions
- Gets overly excited
- Frequently visits the nurse/counselor
- Frequently absent
- Skipping
- Obscene language/ gestures
- Speaks out of turn
- Lack of concentration
- Fidgety/ difficulty being still
- Destroys property
- Work refusal
- Loud/ noisy
- Frequent visits to the restroom
- Cheating
- Inattentive
- Fighting/ aggression
- Frequent sleeping in class
- Excessive talking
- Tardy to class
- Difficulty waiting turn
- Other \_\_\_\_\_

**3) Emotional concerns**

- Self-critical
- Withdrawing/ avoiding others
- Mood/ behavior swings
- Difficulty accepting mistakes
- Crying/ sadness
- Sudden emotional outbursts
- Easily angered
- Defensiveness
- Negativity
- Stares blankly
- Physical complaints  Other \_\_\_\_\_

**4) Adult/Authority Interactions**

- Seeks constant adult contact
- Defiance of rules or instructions
- Talks back to adults
- Passively noncompliant
- Clings to adults
- Overly dependent  Other \_\_\_\_\_

**5) Interpersonal Issues**

- Blames others for mistakes
- Denies responsibility for actions
- Inappropriate sexual activity
- Steals
- Has few or no friends
- Can't keep hands to self
- Brags shows off
- Provokes others
- Verbally aggressive
- Physically aggressive
- Lie  Other \_\_\_\_\_

B) Please list the three most frequently occurring behavior concerns checked from the previous page (section A) from most to least occurring, and describe in terms of Setting, Frequency, Duration, and Intensity. (Please complete all 5 areas!)

<b>Behavior</b>	<b>Setting</b> (where it occurs)	<b>Frequency</b> (how often)	<b>Duration</b> (how long)	<b>Intensity</b> (mild, moderate, or severe)
1)				
2)				
3)				

C) From the lists below indicate the **ANTECEDENTS**, **BEHAVIOR FUNCTION**, and **CONSEQUENCE** that seem to be supporting the behaviors from section B.

**Antecedents**

(what happens immediately before the behavior)

- Lack of social attention
- Demand/Request
- Difficult task
- Transition from a task
- Transition from a setting
- Change in schedule/routine
- interruption in routine
- Parties/social gatherings
- Negative social interaction
- Consequences imposed for negative behavior
- Medical/physical conditions
- Hunger/thirst
- Fatigue
- Sleep patterns
- Medications
- Other \_\_\_\_\_

**Behavior Function**

(why you think the behavior is performed)

- Avoid a demand or request
- Avoid an activity/task
- Avoid a person
- Escape the classroom setting
- Revenge
- Get desired item/activity
- Gain adult attention
- Gain peer attention
- Get sent to preferred adult
- Other \_\_\_\_\_

**Consequences**

(what happens after the behavior)

- Behavior ignored
- Reprimand/warning
- Time-out
- Loss of privileges
- Sent to office
- Parent conference
- Out of school suspension
- In school suspension
- Teach correct behavior
- Corrective feedback
- Change seating
- Ignore/ decrease adult attention
- Other \_\_\_\_\_

D) Please indicate reinforcements/ interventions utilized to increase pro-social behavior:

	<i>Check all that apply</i>	<i>(Check Effectiveness of all that apply)</i>		
		<i>Short-term</i>	<i>Long-term</i>	<i>None observed</i>
Seat student close to teacher				
Provide positive feedback which indicates the student is successful, important, valuable, and etc.				
Make frequent checks for assignment progress/ completion.				
Give advance warning of when a transition is going to take place.				
Use physical proximity and touch to help student refocus.				
Make frequent checks for student understanding.				
Provide clear and concise classroom expectations and consequences.				
Consistently enforce rules.				
Designate a "cooling off" location within the classroom.				
Speak privately, without the audience of peers, to student about inappropriate behavior.				
Try various groupings in order to determine the situation in which the student is most comfortable.				
Reinforce appropriate behavior with tangible rewards (i.e. treats, stickers, computer time, and etc.)				
Reinforce appropriate behavior with intrinsic rewards (i.e. praise, smile, hug, handshake, and etc.)				
Maintain a positive/ calm environment.				
Other:				
Other:				

E) Please indicate any other information that has not been addressed in the above that you consider important for intervening with this student:

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