

Efficient Functional Behavior Assessment: Teacher Summary

Student/ Grade: _____ Date: _____

Interviewer: _____ Respondent(s): _____

Student Profile: Please identify at least three strengths or contributions the student brings to school.

ANTECEDENTS: SETTING EVENTS AND TRIGGERS

Setting Events

<input type="checkbox"/> Correction/failure in previous class	<input type="checkbox"/> Conflict at home	<input type="checkbox"/> Hunger
<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Correction from adult earlier in day	<input type="checkbox"/> Lack of sleep
<input type="checkbox"/> Change in routine	<input type="checkbox"/> Homework/assignment not completed	<input type="checkbox"/> Medication (missed or taken)

Are setting events relevant?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Triggers

<input type="checkbox"/> Tasks	<input type="checkbox"/> Reprimands	<input type="checkbox"/> Transitions
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Structured/non-academic activities	<input type="checkbox"/> Isolated, no-one around
<input type="checkbox"/> Academic Instruction		

PROBLEM BEHAVIOR(S): Identify up to three problem behaviors in rank order

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	

Provide more details about the top ranked problem behavior:

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

CONSEQUENCES

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention Other: _____	<input type="checkbox"/> hard tasks Other: _____
<input type="checkbox"/> peer attention _____	<input type="checkbox"/> reprimands _____
<input type="checkbox"/> activity _____	<input type="checkbox"/> peer negatives _____
<input type="checkbox"/> money/things _____	<input type="checkbox"/> physical effort _____
<input type="checkbox"/> control _____	<input type="checkbox"/> adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

