



# FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

## 6 FUNCTION OF PROBLEM BEHAVIOR

After reviewing the data on antecedents and consequences, summarize the information below. Consider the following questions...

Why is the student acting this way?

What function is being met by the student's behavior?

When \_\_\_\_\_  
(Summarize antecedents)

This student \_\_\_\_\_  
(Identify the problem behavior)

In order to \_\_\_\_\_  
(Summarize "payoff")

### Examples:

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.
2. When working on independent seatwork during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

## 7 REPLACEMENT BEHAVIOR

Identify the replacement behavior. Remember that replacement behavior is NOT an absence of the problem behavior (i.e.; do not write: "rather than hitting, I want this student to keep their hands to themselves.") Instead, a replacement behavior is a description of the behavior that the student will perform in place of the problem behavior which could include socially appropriate alternative behavior, coping skills, anger management skills, techniques to deal with frustrating situations, self advocacy, as well as many others.

Rather than \_\_\_\_\_  
(Identify the problem behavior)

I want this student to: \_\_\_\_\_  
(Define replacement behavior)

This definition is  Observable  Measurable

### Examples:

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say "hello" to those with whom he wishes to interact.
2. Rather than putting his head on his desk because he doesn't know how to do a problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.



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# Provo School District

## Functional Behavioral Assessment Teacher Form

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

WHEN does the behavior occur the most? (What time?)

- morning                       before/after school  
 afternoon                     lunch/recess

WHERE does the behavior occur the most?

- regular classroom  
 cafeteria  
 hallways  
 other \_\_\_\_\_

HOW OFTEN does the behavior typically occur?

- times per day \_\_\_\_\_  
 times per week \_\_\_\_\_  
 other \_\_\_\_\_

OTHER EVENTS or CONDITIONS occurring right before the behavior:

- teacher request  
 a consequence has been imposed  
 unexpected schedule changes  
 other \_\_\_\_\_

WHO is present when the problem behavior is most likely to occur:

- teacher  
 peers  
 aides  
 other

### Motivation Assessment Scale

Directions: Read each question carefully and circle the **ONE** number that best describes your observations.

	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
1. Would the behavior occur continuously, over and over, if this student was left alone for long periods of time?	0	1	2	3	4	5	6
2. Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behavior seem to occur in response to your talking to other students in the room?	0	1	2	3	4	5	6
4. Does the behavior ever occur to get a toy, food, or activity that this student has been told he/she can't have?	0	1	2	3	4	5	6
5. Would the behavior occur repeatedly, in the same way, for long periods of time, if no one was around?	0	1	2	3	4	5	6

	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
6. Does the behavior occur when any request is made of the student?	0	1	2	3	4	5	6
7. Does the behavior occur whenever you stop attending to the student?	0	1	2	3	4	5	6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0	1	2	3	4	5	6
9. Does it appear to you that this student enjoys performing the behavior?	0	1	2	3	4	5	6
10. Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11. Does this student seem to do the behavior to upset or annoy you when you are not paying attention to him or her?	0	1	2	3	4	5	6
12. Does the behavior stop occurring shortly after you give this student the toy, food, or activity that he or she requested?	0	1	2	3	4	5	6
13. When the behavior is occurring, does the student seem calm and unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14. Does the behavior cease shortly after you stop making demands of this student?	0	1	2	3	4	5	6
15. Does the student seem to initiate the behavior in order to get you to spend some time with him or her?	0	1	2	3	4	5	6
16. Does this behavior seem to occur when the student has been told that he or she can't do something he/she had wanted to do?	0	1	2	3	4	5	6

Transfer the numeric answer for each question to the blanks below. Scores are organized into columns by type of motivation. Add the total score and calculate the mean score for each motivation. Then, determine the relative ranking by assigning the number "1" to the motivation with the highest mean score, the number "2" to the motivation with the second-highest mean score, and so forth.

<b>Sensory</b>	<b>Escape</b>	<b>Attention</b>	<b>Tangible</b>
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
Total Score _____	_____	_____	_____
Mean Score _____	_____	_____	_____
Relative Ranking _____	_____	_____	_____