



Functional Assessment Protocol (for Educators)

Name _____

Date _____

I. BEHAVIOR DEFINITION

A. **Definition Components:** Operationally defining the problem behavior is the first step in conducting an effective functional assessment. In order to arrive at a reliable definition that can be observed and measured, answer the following questions:

1. What does the problem behavior look like? (check one that is of greatest concern)

- | | |
|---|---|
| <input type="checkbox"/> talks out/disrupts class | <input type="checkbox"/> tardy/late to class |
| <input type="checkbox"/> insubordination | <input type="checkbox"/> out of seat/place |
| <input type="checkbox"/> not completing work | <input type="checkbox"/> excessive movement/fidgeting |
| <input type="checkbox"/> inappropriate language | <input type="checkbox"/> threatening |
| <input type="checkbox"/> destruction of property | <input type="checkbox"/> theft |
| <input type="checkbox"/> aggression | <input type="checkbox"/> other (specify) _____ |

2. How is the behavior performed (topography/appearance)? *Consider the following categories: type of physical movement and use of objects*

3. How long does it last when it occurs (duration)? *Check box that corresponds to the approximate length of action and circle the appropriate time measurement*

- | | |
|--|--|
| <input type="checkbox"/> 1-2 seconds/minutes | <input type="checkbox"/> 15-20 seconds/minutes |
| <input type="checkbox"/> 3-5 seconds/minutes | <input type="checkbox"/> 20-25 seconds/minutes |
| <input type="checkbox"/> 5-10 seconds/minutes | <input type="checkbox"/> 25-30 seconds/minutes |
| <input type="checkbox"/> 10-15 seconds/minutes | <input type="checkbox"/> other _____ |

4. How often does it occur (frequency) ? *Indicate the rate of occurrence using formula:*

_____ times per _____. *Ex: three or four times an hour.*

5. How damaging or destructive is the behavior (intensity)? *Ex: with no physical injury*

6. Where does the behavior occur and who is typically involved (setting)?

B. **Definition Summary:** Using the answers to the questions 1 – 6 above, write an operational definition of the target behavior. *Ex: During transitions when new students are present, Jane strikes peers with an open hand on the back for 2 seconds 3 times per period with no physical injury to the peers .*

II. FACTOR IDENTIFICATION

A. **Setting Events:** Using the checklists below, identify factors that usually occur prior to, or as a result of, the problem behavior (antecedents).

1. Factors that appear to set off and/or precede the problem behavior:

Teacher behaviors:

- _____ Task explanation/demand
- _____ Performance feedback/evaluation
- _____ Lesson presentation/lecture
- _____ Teacher reprimand
- _____ Teacher encouragement/praise
- _____ Individual attention to student
- _____ Independent work/lack of attention

Student behaviors:

- _____ Drowsy/sleepy appearance
- _____ Physical complaints (hunger, pain, etc.)
- _____ Disturbed affect (sad, angry appearance)
- _____ Excessive motor activity (fidgety, restless)
- _____ Peer attention (negative)
- _____ Peer attention (positive)

Environmental factors:

- _____ Elevated/excessive noise levels
- _____ Presence of unusual/extra adult(s)
- _____ Presence of unusual/extra peer(s)
- _____ Transition task/activity (expected/routine)
- _____ Transition task/activity (unexpected/irregular)
- _____ Access/availability of preferred activity/task
- _____ Termination of preferred activity/task
- _____ Access/availability of food

2. Factors that appear to maintain and/or follow the occurrence of problem behavior:

Teacher behaviors:

- _____ Teacher reprimand
- _____ Teacher encouragement/praise
- _____ Task removal
- _____ Withdrawal of teacher attention/ignoring

Student behaviors:

- _____ Peer attention (negative)
- _____ Peer attention/affirmation (positive)
- _____ Withdrawal of peer attention/isolation

Environmental factors:

- _____ Access/availability of preferred activity/task
- _____ Removal of student to alternative setting

B. **Behavioral Intent Identification:** Using the checklist below, identify the possible functions or outcomes that the behavior may serve for the student. If more than one function appears to be a reasonable explanation, rank order your responses from 1 to 3 with 1 being the most likely function of the behavior.

- | | |
|--|--|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Acceptance/affiliation/approval |
| <input type="checkbox"/> Tangible reward | <input type="checkbox"/> Sensory stimulation |
| <input type="checkbox"/> Gain access to objects/activities | <input type="checkbox"/> Expression of self |
| <input type="checkbox"/> Gratification | <input type="checkbox"/> Justice/revenge |
| <input type="checkbox"/> Escape/avoid task/event | <input type="checkbox"/> Escape/avoid attention |
| <input type="checkbox"/> Power/control | <input type="checkbox"/> Other _____ |

III. OBSERVATION

Observer: _____ Date Began: _____

Target Behavior: _____

Activity	Time	Days									
		M	T	W	TH	F	M	T	W	TH	F

IV. FUNCTIONAL HYPOTHESIS

- A **Hypothesis statement:** Using the information from sections I, II, and III, construct a hypothesis statement according to the form.

When _____ the
 (identify setting events)
 _____ will _____
 (student) (behavior)
 in order to _____ .
 (intended outcome/function)

- B. **Functional Analysis Plan:** In order to test the hypothesis, the following functional analysis will be attempted:

1. *Contextual Modification:* (What changes in environment/and or teacher behaviors will be attempted?)

2. *Curricular Accommodation:* (What changes in instructional materials/techniques will be attempted?)

3. *Replacement Strategy:* (What new behaviors/strategies will be taught?)
