

Manchester Public Schools
Functional Behavior Assessment: Part 1 (Description) (504/9)

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: Regular Education Special Education 504

Data Sources/Summary:

- | | | | | | |
|---|---|--|---|---|---|
| <input type="checkbox"/> Observations | <input type="checkbox"/> Student Interview | <input type="checkbox"/> Teacher Interview | <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Scatter Plots | <input type="checkbox"/> ABC Observations |
| <input type="checkbox"/> Teacher Behavior Questionnaire | <input type="checkbox"/> Discipline Reports | <input type="checkbox"/> Attendance Record | <input type="checkbox"/> File Review | <input type="checkbox"/> Academic Records | |
| <input type="checkbox"/> Outside Agency Evaluation | <input type="checkbox"/> Other | | | | |

Student Strengths:

Description of Behavior (s):

Setting (s) in which behavior occurs:

Frequency:

Intensity (mild, moderate, severe):

Duration:

Describe Previous Interventions:

Educational Impact:

Functional Behavior Assessment: Part 2 (Informational/Functional)

Slow Triggers (health issues, family stressors, learning disability, relationships with others, academic history, etc.):

Fast Triggers (During what type of activities do behaviors occur, what settings, who is present, etc.):

Factor(s) that play a role (check all that apply):

- Emotional** (anxiety, poor self image, anger, etc.)
Describe:

- Cognitive Distortions** (negative self-statements, distorted thoughts, inaccurate attributions or descriptions of events)
Describe:

- Modeling** (degree behaviors are copied from others. Who, when, etc.)
Describe:

- Family Issues** (family issues that play a part in organizing and directing problem behavior)
Describe:

- Psychological** (personality characteristics, diagnoses, temperament that plays a role in behavior)
Describe:

- Environmental** (educational environment, home, academic work, schedule, etc.)
Describe:

Perceived Function of Behavior(s) (attention seeking, control, escape, avoidance, etc.)

What is the student trying to communicate through the problem behavior?

What are the actual consequences? (What are peer/staff responses? What happens when behavior occurs? What happens to task?)

Evaluators Signature: _____

Date: _____

Print Name/Title: _____