

PROCESS FOR FUNCTIONAL ASSESSMENT OF BEHAVIOR

A **functional assessment** is a process of identifying functional relationships between events and the occurrence and/or nonoccurrence of a target behavior. The principle objective of functional assessment is to derive clear hypotheses about the relationship between the environment and the behavior of interest, and the purpose of that behavior, so that the teacher/team may design an intervention that will be effective.

Antecedents are events which precipitate the problem behavior.

Consequences are events which occur as a result of the problem behavior.

Communicative intent is defined in this instance as what the student wants to tell others by his/her behavior or what the student understands from another's behavior.

Based on antecedents, consequences and communicative intents, a hypothesis upon which to develop a behavioral intervention strategy can be formulated.

This process must be applied when school personnel propose to change the placement of a student with disabilities as a result of a disciplinary infraction leading to a recommendation of a long term suspension [beyond ten (10) days] or expulsion.

PROCESS FOR FUNCTIONAL ASSESSMENT OF BEHAVIOR

Student: _____ Age: _____ Date: _____
 At the time of the behavior incident, was a behavior management /intervention plan in place which addressed the behavior(s) which are prompting this review? Yes No If yes, is the behavior management /intervention plan based upon a functional assessment of behavior? Yes No

**If the answer to either or both of the above questions is no, proceed to the "If No" Column.
 If the answer to both of the above questions is yes, proceed to the "If Yes" Column.**

<u>If Yes:</u>	<u>If No:</u>
<p>Review the plan and current data to determine if:</p> <p>a. The behavior in question is described in observable and specific terms and has been targeted for intervention. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>b. Baseline data exist showing the frequency, duration, and/or intensity of the behavior. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>c. Antecedent events/behaviors which may logically serve as a stimulus for the current behavior have been identified and documented. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>d. Specific consequences which follow the behavior have been identified, described, and are supported through existing documentation. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>e. The purpose and effect of the behavior have been evaluated for function or possible communicative intent. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>f. Documentation exists to support any environmental factors that may be contributing to the problem. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>g. Curriculum/materials/tasks have been reviewed and compared to student's skills, learning strengths and weaknesses to determine if inappropriate instructional tasks/materials or curriculum contribute to the inappropriate behavior. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>h. Interventions selected reflect the conclusions of the above data and are consistent with applicable research findings and best practice. Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>i. Ongoing data are being kept and reviewed, and intervention plan has been modified as necessary. Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>A process of information gathering must be started to obtain information needed to conduct a functional analysis.</p> <p>a. Identification of problem behavior: Review current behavioral and academic information to determine: -Pertinent child characteristics. -Learning strengths and weaknesses. -Behaviors addressed in previous evaluations as an area of weakness - past behavioral performance.</p> <p>b. Identification of antecedents, consequences, and communicative intent and formulation of hypothesis concerning why the behavior occurs by:</p> <ol style="list-style-type: none"> 1. Reviewing teacher collected data to: <ul style="list-style-type: none"> -Reconstruct possible antecedents for the problem behavior. -Identify consequences for the problem behavior and their effect on the behavior. -Establish duration, frequency, intensity of behavior. -Identify potential communicative intent or function of the behavior. 2. Interviewing teacher, parent, staff for the purpose of: <ul style="list-style-type: none"> -Formulating hypotheses concerning why the behavior occurs based on: <ul style="list-style-type: none"> -Identifying antecedents which may be contributing to the inappropriate behavior. Consider: <ul style="list-style-type: none"> The curriculum Setting Teacher expectations Peers in the environment Health concerns/issues Programming -Identifying consequences which may be maintaining the behavior. -Considering possible communicative intent or function of the behavior. -Reviewing past interventions and their effectiveness. -Determining possible strategies/interventions establishing appropriate behavior(s). <p>* PROCEED TO FUNCTIONAL ASSESSMENT ANALYSIS OF PROBLEM BEHAVIOR</p>

FUNCTIONAL ASSESSMENT ANALYSIS OF PROBLEM BEHAVIOR

Student name: _____ Age: _____ Date: _____
Public Agency: _____ Building: _____

1. Description of the problem behavior. Specific and objective terms must be used to describe the problem.

2. Statement of the frequency, duration, and intensity of the behavior. How often does the behavior occur?
(frequency: per hour/day/week/month/year) How long does the behavior go on? (duration: minutes/hours/days)
How severe is the behavior? (Intensity: e.g., damage to self/others/property)

- 3. Antecedent Analysis.** Statement and supportive documentation of identified antecedents. What immediately proceeds the occurrence of the behavior? What were you, the child, others doing? What in particular seems to start or set off the behavior? People? Noises? Criticism? Demands? Under what conditions does the behavior cease or become less frequent or intense? In what situations does the behavior occur? Lunch? Playground? Math class? With what individuals does the behavior occur or become worse? With what individuals does the behavior *not* occur? During what time of the day/week/month/ does the behavior occur? Consider setting events: events that though they may not immediately precede the behavior, could still trigger its occurrence. For example, not sleeping the night before makes the student more likely to be irritable, resulting in a temper tantrum.

Information can be derived from teacher/staff/parent observations; teacher/staff/student/parent interviews; rating scales; review of records; self-report measures; descriptive narratives; and anecdotal notes.

- 4. Consequence Analysis:** Statement and supportive documentation on the role of consequences in maintaining the behavior. The last time the behavior occurred, what was done? What is usually done after the behavior occurs? Is the consequence usually the same? What reactions do people have when the behavior occurs? What do the parents/ teachers/principal/peers usually do when the behavior occurs? What effect does the behavior have on others? What consequences have been used in the past to manage the behavior, and how have they worked? Have any actions after the occurrence of the behavior resulted in behavioral improvement? Have any actions after the behavior made the behavior worse?

Information can be derived from teacher/staff/parent observations; teacher/staff/parent/student interviews; review of records; self-report measures; descriptive narratives; anecdotal notes.

5. **Communicative Intent of the behavior.** Present hypotheses regarding the function of the behavior. Avoidance (Does the behavior result in the student avoiding a task or situation?) For example, the student may be screaming because (s)he wishes to stop an activity, or (s)he may tear up papers because (s)he does not know what is required to complete the activity. Other problem behaviors may occur because the student is physically uncomfortable (too hot, too cold, stomach ache). The student may have problem behaviors by which (s)he is communicating the need for attention.

Information can be derived from teacher/staff/parent observations; teacher/staff/student/parent interviews; Checklists for functions of problem behaviors; and descriptive narratives.

6. **Ecological Analysis of Behavior.** Some behavior problems occur because of conflicts between the environmental demands and the student's personal needs. Describe how any of the following may be contributing to the problem behavior. Examples of ecological analysis include:

- Expectations of student by teacher/staff
- Nature of the teaching materials and/or learning activity
- Instructional style of staff
- Student's physical limitations or condition
- Physical comfort of environment, e.g., too noisy/crowded/cold/hot
- Environmental constraints
- Teacher/pupil ratio
- Time-out available
- Teacher absent
- Behavior of others, e.g., modeling, behavior directed toward student
- Recent changes in environment; sudden changes in activity/schedule
- Accessibility to reinforcement
- Environment provides more positive or negative interactions

If any of the above apply, explain:

7. **Summary of Interventions.** Based on above analyses, summarize intervention strategies implemented and data to support their effectiveness.