

## **Functional Behavior Assessment Information to be Gathered by the Team**

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- 1. Remember the words of Dr. Ross Greene (2005)—“Children do well if they can.”**
- 2. Define the behavior of concern.**
  - ✓ Use observable and objective descriptors
  - ✓ Record the frequency of the behavior
  - ✓ Record the duration of the behavior
  - ✓ Describe the course of the behavior (e.g., does it occur suddenly or after a “slow rise time”)
- 3. Identify the context in which the behavior occurs.**
  - ✓ Where does it occur? Where does it not occur?
  - ✓ When does it occur? When does it not occur?
  - ✓ With whom does it occur? With whom does it not occur?
- 4. Identify “setting events.”**
  - ✓ What has been happening in the individual’s life?
  - ✓ What has been happening in the classroom or school?
  - ✓ What has been happening in the lives of others in the classroom?
  - ✓ What has been happening in the world at large?
- 5. Identify immediate antecedents.**
  - ✓ What occurred just before the target behavior?
  - ✓ What did not occur that the individual expected to occur?
- 6. Identify immediate consequences.**
  - ✓ What desirable events occurred immediately after the behavior?
  - ✓ What undesirable conditions were removed after the behavior?
  - ✓ What undesirable conditions were added after the behavior?
- 7. Identify eventual consequences.**
  - ✓ What precedents are set in the behavior/consequence connection?
  - ✓ What adaptive strategies are not learned?
- 8. Form a hypothesis about the function(s) of the behavior.**
- 9. Identify adaptive alternatives within the student’s repertoire that meet the same function.**
- 10. Work as a team to create a positive behavior support plan.**