

Functional Assessment Report

Student:
Attendance Center:
Assessment:

Date of Report:
Date(s) of

PURPOSE OF ASSESSMENT or REASON FOR REFERRAL:

INPUT SOURCES: (Identify and list methods and persons used in conducting the assessment.)

I. DESCRIPTION OF INDIVIDUAL: (Brief descriptions may include all or some of the following: age, appearance/physical description, family/living arrangements, medical history and health, educational history, current educational placement, psychological functioning, academic/adaptive functioning, and communication skills.)

II. ASSESSMENT OF PRESENTING BEHAVIOR PROBLEMS

A. Description of Behavior

1. Behavior definitions: (Specify in observable, measurable terms)
2. Course/topography: (Describe what the behavior may look like, include behavioral chains or precursor behaviors that may precede the behavior.)
3. Frequency: (Specify the data, including the data source and method of data collection.)

B. Danger level or Severity of Behavior:

1. Harmful to self: (Describe the negative impact that the behavior has upon the student may include types of interference with learning, interpersonal relationships, injuries, etc.).
2. Harmful to others: (Describe the negative impact that the behavior has upon other persons in the setting, may include types of interference with learning environment, interpersonal relationships, injuries, etc.)
3. Harmful to environment: (Include types of items damaged, dollar amounts if available, etc.)
4. Degree of disruption: (Describe the degree that the learning

environment is disrupted, including the length of time and numbers of persons needed to manage the student's challenging behavior.)

C. History of the Behavior:

1. Long Term: (Describe how long the challenging behavior has persisted, including when first documented and rates of behavior if available.)
2. Short Term: (Describe the frequency and topography of the behavior in the current school year, including rates of behavior if available.)

D. Analysis of Past Procedures: (Specify methods used currently and in past to manage the behavior. Indicate effectiveness of each procedure.)

III. FUNCTIONAL ANALYSIS OF PRESENTING CHALLENGING BEHAVIOR PROBLEM

- A. Setting Events: (Those events or variables that occur temporally distant and yet may contribute to triggering the challenging behavior.
- B. Environmental Analysis: (Describe those physical/environmental factors that may impact on the student, include pollutants, expectations of the student and others, nature of materials/tasks available, number of persons present, seating arrangements, classroom rules, schedules, changes, classroom structure, instructional techniques, etc. Specify settings and time of day in which the problem behavior is likely to occur and those in which the problem behavior is unlikely to occur).
- C. Antecedents of the Behavior: (Specific antecedents which typically precede immediately before the problem behaviors to assist in predicting when the behavior is likely to occur including activities, people, task, etc.)
- D. Consequences of the Behavior: (Specify reactions of others to the behavior, including past methods used to manage the problem, extent to which challenging behavior may be inadvertently reinforced, availability of a variety of reinforcers--natural, logical, primary, secondary, and social, - the extent to which the student has a choice of reinforcers, availability of reinforcers that match the student's functioning levels.)
- E. Personal/Emotional Factors: (Specific characteristics or diagnoses that may impact on the problem behavior. May include level of student success, personality traits, learning preferences, etc.)
- F. Mediator Factors: (Describe other people in the setting, describe the key persons who would implement the program, specifying strengths and weaknesses.)
- G. Motivational Analysis: (Identify and prioritize potential reinforcers and

specific likes and dislikes, include reinforcement inventory.)

H. Functional Analysis: (Describe hypotheses concerning what function and/or communicative role the behavior may be serving for the student.)

IV. PROFESSIONAL RECOMMENDATIONS

When developing XX's Behavior Support Plan, the ARC may consider the following recommendations. The recommendations are designed to provide guidelines and are not inclusive or mandatory.

A. BEHAVIOR INTERVENTIONS/BEHAVIOR TRAINING:

1. General skills (One or two general skills that the student needs to know to function more appropriately and independently.)
2. Appropriate Replacement behaviors that serves same function: (Those behaviors that are socially appropriate and effective in serving the same function as the challenging behaviors.)
3. Coping Skills: (Those coping skills that may assist the student with anger control and tolerance of unavoidable, naturally occurring aversive events, such as relaxation skills, patiently waiting, taking criticism, tolerating disliked people, assertiveness training, desensitization, etc.)
4. Reinforcement schedule: (Specify the reinforcement system that may be helpful, including specific times per day, specific rewards that may motivate the student, and materials needed, such as home-school notes, self-monitoring, token systems, etc.).

C. ECOLOGICAL MANIPULATIONS: (Specify alterations to the student's physical and/or interpersonal environment.)

B. REACTIVE GUIDELINES: (Strategies for the situational management of behavioral episodes)

C. DATA COLLECTION: (Specify procedure and forms to be used for data collection to monitor progress.)

D. STAFF DEVELOPMENT: (Specify any possible staff training that would facilitate the implementation of above procedures.)