

Functional Assessment Checklist for Teachers and Staff

Student _____ Date _____ Grade _____
 Teacher/Staff Completing Checklist _____

Student Profile: Please identify the student=s strengths, including any academic interests, social skills, hobbies, sports, etc. _____

Directions: To gain a better understanding of the nature and scope of the problem behavior(s) please check the most relevant item(s). Use the CONSIDERATIONS space at the bottom of each section to provide a brief description.

Problem Behavior(s): *Behavior(s) of concern that are occurring.*

Tardy Inappropriate language Disrupts class activities Theft
 Inattentive Fighting/Physical Aggression Insubordination/Disrespectful Sleeping
 Work Incomplete Verbally Harasses Others Vandalism
 Other (describe) _____

CONSIDERATIONS: *What behavior typically occurs first and how does it escalate? What does behavior look like?*

Predictor(s) & Setting Events: *Persons, place, or time where behavior of concern is most likely to occur.*

<u>Location</u>	<u>Person(s)</u>	<u>Time</u>	<u>Academic Concerns</u>	<u>Setting Events</u>
<input type="checkbox"/> In class	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Before School	<input type="checkbox"/> All Classes	<input type="checkbox"/> Use of Medication
<input type="checkbox"/> Hall	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Morning	<input type="checkbox"/> Reading	<input type="checkbox"/> Physical Health
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Staff	<input type="checkbox"/> Lunch	<input type="checkbox"/> Math	<input type="checkbox"/> Illegal Drug Use
<input type="checkbox"/> Bus		<input type="checkbox"/> Homeroom	<input type="checkbox"/> Special Ed. Eligible	<input type="checkbox"/> Conflict at Home
<input type="checkbox"/> Other		<input type="checkbox"/> Afternoon	<input type="checkbox"/> Other	<input type="checkbox"/> Other

CONSIDERATIONS: *A specific activity that is difficult for student? Does the behavior occur alone or with peers?*

Consequence(s): *What typically happens after behavior of concern occurs?*

<u>Obtains Attention</u>	<u>Escapes or Avoids Demand or Situation</u>	<u>Current Strategies</u>
<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Escape difficult activity	<input type="checkbox"/> Change Seating
<input type="checkbox"/> Adult Attention	<input type="checkbox"/> Ignore/Decrease Adult Attention	<input type="checkbox"/> Contact Parent
<input type="checkbox"/> Activity	<input type="checkbox"/> Negative Peer Attention	<input type="checkbox"/> Send to Office
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

CONSIDERATIONS: *What strategies have been effective? After an incident what does the student obtain (e.g. attention) or avoid (e.g. a difficult task)?*

Summary of Behavior

Use the items selected above and information written in the CONSIDERATIONS to complete section below.

<u>Predictor(s) & Setting Event</u>	<u>Behavior(s) of Concern</u>	<u>Consequences</u>