

# FUNCTIONAL BEHAVIORAL ASSESSMENT (WORKSHEET)

STUDENT:  
DATE:

**Strengths:** What does the student do that is helpful to other students? What are his/her greatest attributes? What are they good at in the classroom?

**Problem Behaviors (Observable and Measurable):** What does he/she specifically do that is a problem? What does his/her defiance look/sound like?

**Setting Events:** During what classes/subjects does the behavior occur/not occur? What times during the day does the behavior occur/not occur? In what situations (groups, staff, peers, etc.) does the behavior occur/not occur?

**Antecedents:** What is being asked of the student? What is going on when the behavior occurs? Are there problems with specific peers/adults? Are there problems with transitions?

**Reinforcers:** What do you/peers/others do when the behavior occurs? What happens immediately after the behavior occurs? What happens to the task?

**Function:** What does he/she get or access by displaying the behavior? What might he/she get out of or avoid?

**Alternate Behaviors:** What do you want the student to do instead? What can be done to increase expected behavior or teach a replacement behavior?

| <u>STRENGTHS</u> | <u>PROBLEM BEHAVIORS</u><br>(Identify one to three primary concerns) | <u>SETTING EVENTS</u><br><br><u>OCCURING</u> | <u>ANTECEDENTS</u> | <u>REINFORCERS</u> | <u>FUNCTION</u>                        |
|------------------|--|--|--------------------|--------------------|--|
|                  |  | <u>NOT OCCURING</u>                          |                    |                    | <u>ALTERNATE/REPLACEMENT BEHAVIORS</u> |

NEEDS STATEMENT(S):