Antecedent

Behavior

Consequence

Charts

ABC Analysis

Date/Time	Activity	Antecedent	Behavior	Consequence	Possible Function
Date/Time when behavior occurred	What activity was going on (Class, teacher)	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior or as a result of the behavior	Escape, Avoidance, Attn. Seeking etc...

Direct Observation

Student: _____ Observation Date(s):_____

Observer: _____ Title: _____

Observation Setting(s): _____

Problem Behavior (operationalized terms): _____

_____

Positive Replacement Behavior (operationalized terms): _____

_____

Has the IEP Team determined that instructional/behavioral approaches specified in the IEP are ineffective? ☐ Yes   ☐ No

OBSERVER'S ANALYSIS OF ANTECEDENTS & CONSEQUENCES

ANTECEDENTS	Operationalized Problem Behaviors	CONSEQUENCES
	See above	

ANTECEDENTS (currently present)	Operationalized Problem Behaviors	CONSEQUENCES (currently in effect)
	See above	

Tentative hypotheses of Functions of Problem Behavior: _____

_____

_____

ABC Analysis

Name: *George*

Description of behavior(s) of interest: *humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.*

Date	Time	Antecedent	Behavior	Consequence	Possible Function
2/7/99	9:40am	*Teacher announces it is time for reading*	*Tells inappropriate joke*	*Peers laugh, class disrupted*	*Escape/Atten.*
2/7/99	9:45am	*Teacher calls on George to read first*	*Throws book*	*Sent to office*	*Escape*
2/8/99	9:35am	*Teacher asks George to pay attention*	*George crouches down so he can't see*	*George can't see instruction*	*Escape*
2/8/99	9:40am	*Teacher instructs class to move into reading groups*	*George sighs, puts head on desk*	*George doesn't join his group*	*Escape*
2/8/99	9:42am	*Teacher asks George to move to his reading group*	*George slams his book shut*	*George's teacher warns him not to throw book*	*Escape*
2/8/99	9:50am	*Teacher says go to your group*	*George throws his book and walks out of the class towards the principal's office*	*Avoids reading group*	*Escape*

Functional Behavior Assessment Observation Form

Name: _____ **Observer:** _____

Dates Observed - From _____ **To** _____

Directions: Preparing the form: Before you begin observing, enter: **1.** The client's name under "Name". **2.** Your name under "Observer". **3.** Dates for which you will be using this form under "Dates Observed". **4.** Time intervals when you will be observing under "Time Intervals" (beginning on the left side). **5.** Target behaviors being monitored next to "Target Behaviors". **6.** Additional antecedents and perceived functions, if necessary; and **7.** If known, usual setting events and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. **Event Numbers** correspond to the order that target behaviors, or clusters, occur in time. When you observe, every time a target behavior or cluster occurs, enter: **1.** The date on the column under "date," next to the appropriate event number; **2.** The event number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event; c. The antecedent; d. The actual consequence, and e. The perceived function. When you are done using this observation form: Look for patterns of behavior.

Time Intervals: (Enter time intervals)

	9 to 10 am	10 to 11 am	11 to 12 pm	12 to 1 pm (12:30 Lunch)	1 to 2 pm	2 to 3 pm	3 to 4 pm

Target Behaviors — List behaviors (Enter event number under time intervals)

Setting Event — List setting events (Enter event number under time intervals)

Antecedent — List other antecedents if needed (Enter event number under time intervals)
- Demand/Request
- Difficult Task
- Transition
- Interruption
- Told "No"
- Told "Wait"
- Alone (No Attention)
- Free Time

Actual Consequence — List actual consequences (Enter event number under time intervals)
- Request repeated
- Ignored
- Threatened
- Attention
- Sent away

Perceived Function — List other functions if necessary (Enter event number under time intervals)
- Obtain Attention
- Obtain Item
- Obtain:
- Escape Demand/Request
- Escape Activity
- Escape Person
- Escape:
- Self-Stimulation

Event #	Date
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	

Patterns Observed:

1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2-3 pm (free time)
2. Not sleeping well seems to be a setting event for putting head on table
3. The function of humming loudly and telling inappropriate jokes seems to be to obtain attention
4. The function of putting head on table, refusing to participate, and throwing books seems to be to escape a request

Functional Behavior Assessment Observation Form

Name: George **Observer:** Ms. England **Dates Observed - From** Feb 8th **To** Feb 12th

Directions: <u>Preparing the form:</u> Before you begin observing, enter: 1. The client's name under "Name"; 2. Your name under "Observer"; 3. Dates for which you will be using this form under "Dates Observed"; 4. Time intervals when you will be observing under "Time Intervals" (beginning on the left side); 5. Target behaviors being monitored next to "Target Behaviors"; 6. Additional antecedents and perceived functions, if necessary; and 7. If known, usual setting events and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. Event Numbers correspond to the order that target behaviors, or clusters, occur in time. <u>When you observe,</u> every time you observe a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number; 2. The event number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event, c. The antecedent, d. The actual consequence, and e. The perceived function. <u>When you are done using this observation form:</u> Look for patterns of behavior.

Event #	Date
1	2/8
2	2/8
3	2/8
4	2/9
5	2/9
6	2/9
7	2/9
8	2/10
9	2/10
10	2/10
11	2/11
12	2/11
13	2/11
14	2/12
15	2/12
16	
17	
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31	
32	
33	
34	
35	

Time Intervals (Enter time intervals)

	9 to 10 am	10 to 11 am	11 to 12 pm	12 to 1 pm (12:30 Lunch)	1 to 2 pm	2 to 3 pm	3 to 4 pm		
Target Behaviors (List behaviors)									
Humming loudly	4					2; 7; 13	9		
Inappropriate jokes	4			8; 12; 15					
Head on table	1; 11; 14		6				10		
Refusing to participate	1; 14								
Throwing books	5; 11						3		
(Enter event number under time intervals)									
Setting Event (List setting events)									
Not sleep well	1; 11								
Head ache									
(Enter event number under time intervals)									
Antecedent (List other antecedents if needed)									
Demand/Request	1;4;5;11;14		6				3; 10		
Difficult Task									
Transition									
Interruption									
Told "No"									
Told "Wait"									
Alone (No Attention)									
Free Time				8; 12; 15		2; 7; 13	9		
(Enter event number under time intervals)									
Actual Consequence (List actual consequences)									
Request repeated	1					7; 13			
Ignored	1; 14					2	3; 9		
Threatened							3		
Attention	4			8; 12; 15					
Sent away	5; 11		6				10		
(Enter event number under time intervals)									
Perceived Function (List other functions if necessary)									
Obtain Attention	4			8; 12; 15		2; 7; 13	9		
Obtain item									
Obtain:									
Escape Demand/Request	1;4;5;11;14		6				10		
Escape Activity							3		
Escape Person									
Escape:									
Self-Stimulation									

Patterns Observed:

1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2-3 pm (free time)
2. Not sleeping well seems to be a setting event for putting head on table
3. The function of humming loudly and telling inappropriate jokes seems to be to obtain attention
4. The function of putting head on table, refusing to participate, and throwing books seems to be to escape a request

Behavioral Record

Student Name: _____ Period Covered: _____

Date and Time	Behaviors				Antecedent What led to the event?	Consequence Staff intervention and outcome

SECTION 6:

FUNCTIONAL FACTORS

FUNCTIONAL FACTORS Lines 8, 9

The Big Idea

- All problem behavior serves a purpose (function) for the student who uses it. *This behavior has worked in the past, or is working currently to achieve an outcome desired by the student.*

- Problem behaviors have often developed as a reaction to environmental demands which have overwhelmed a student's coping system.
- Problem behaviors continue and generalize over time because they work. Remember, *these problem behaviors help the student achieve a desirable outcome.*
- Knowing what the student is achieving that is desirable to him/her is critical so we can design a way for him/her to get this outcome in an appropriate way. This is a Functionally Equivalent Replacement Behavior (FERB).
- All successful plans address two parts: In addition to changing the environment to remove the need for the student to use the problem behavior, we need to teach the student a FERB that is more socially acceptable than the problem behavior, yet allow the student to meet the same outcome as the problem behavior.

All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:

1) **Get Something**—e.g., an object; attention from peers or adults; an activity, self-stimulation, money, desirable comments from peers
2) **Reject Something**—Avoid, Escape or Protest Something Undesired—e.g., escape an assigned task the student states is "too long, too hard, too boring, not meaningful, or too easy and I don't want others to see me doing this," to protest negative peer comments or interactions, to protest an adult's public comment on the student's low skills.

The BIP Team's task: Identify the function, teach a FERB and reinforce the student's conditional use of this FERB (i.e., under conditions student would use the problem behavior, the FERB is used instead).

Ultimately, we want the student to not use problem behavior, but rather use all appropriate, socially acceptable positive behaviors associated with academic and social success. However, when a problem behavior achieves a specific outcome, it is necessary to accept a different, but more socially acceptable way of getting or rejecting something while we continue to alter environments and teach and reinforce those desired general positive behaviors.

ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

Observation & Analysis

Line 8. Team believes the behavior occurs because:

Specify the function of behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior on line 9. DO NOT use: revenge, vengeance, control, power because a FERB will be developed to get that function met in a socially acceptable way, e.g., vengeance in another way is not acceptable.

Getting Examples:

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of "power")
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of "control")

Reject: (Escape/Protest/Avoid) Examples:

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To protest past actions of peers (use instead of "vengeance or revenge"
- To escape or avoid specific people or activities

ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

Observation & Analysis

Line 9. What the team believes the student should do instead of problem behavior?

The functionally equivalent replacement behavior (FERB) is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided, i.e., s/he gets something or rejects something in a manner that is acceptable in the environment. A FERB is NOT the absence of the problem, nor the presence of general positive behaviors. The FERB must be as easily performed as the problem behavior. Environmental changes and/or general skill acquisition may reduce or remove the conditions that reinforce the problem behavior.

Examples:

- (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher
- (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) – FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior
- (Loud verbal requests for alternate activity, to get a choice of which activity to perform) – FERB: express desired activity through demonstrating task order using picture cards

ANALYZING BEHAVIOR WORKSHEET

Student: _____

Behavior of Concern: _____

Informant: _____ **Date:** _____

Who:
Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

What:
What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

When:
This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

Where:
In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

Why:
What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. **Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.**

ANALYZING BEHAVIOR WORKSHEET

Student: _____

Behavior of Concern: _____

Informant: _____ **Date:** _____

Who:
Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

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Thinking About the "Why" of Behavior
(Function of the Behavior)

Form vs. Function:
Do not confuse the **form** of the behavior with the **function** of the behavior. The form of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, and sensory system (seeking and/or avoiding input). Regardless of the form of the behavior (what it looks like) **analyze the function** of the behavior.

The team will need to: ask questions, observe, use data collection/interview forms, and consider the antecedents, consequences and contributing environmental factors.

Get/Obtain	Protest/Escape/Avoid
• Choice	• Tasks, a demand/request being made

• Attention in the form of:
  ✓ social status in a group
  ✓ interaction with peer(s)
  ✓ interaction with adults
	• A specific person or group of people

• Objects, including money	• Undesired objects
• Internal events (e.g., brain chemical release/on some occasions in self-abusive behavior)	• Internal events (e.g. upcoming seizure or migraine)
• Make instructional material more meaningful	• Lack of meaning/relevance of instructional material
• Self-stimulation	• Protest a past action by a person (do not use the terms "revenge" or "vengeance")
• Play, fun	• Protest a lack of choice (do not use the term "control")
• Replication of a chain of behavior	• Avoidance of step one in an anticipated chain of behavior
• Justice or fairness	• Protest a lack of fairness, justice (do not use the terms "revenge" or "vengeance")
• Sensory input	• Sensory input

The Goal of Behavioral Assessment: is to "identify a better way for an individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes."

Hypothesizing the "Why" of Behavior

Student: _____   Date: _____

Informant(s): _____

Behavior of Concern:	What could the student be trying to Gain?	What could the student be trying to Avoid, Escape, Protest?

Notes on Lines 8 and 9:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Replacement Behavior Checklist

Target/Replacement Behavior #1	**Q # 1** Will it result in the same outcome as the targeted behavior?	**Q # 2** Is it something that is easily done by the student?	**Q # 3** Can he/she be taught it?	**Q # 4** Will it work in the classroom?	**Q # 5** Is it something that is easily acknowledged?
	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No
Target/Replacement Behavior #2	**Q # 1**	**Q # 2**	**Q # 3**	**Q # 4**	**Q # 5**
	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No