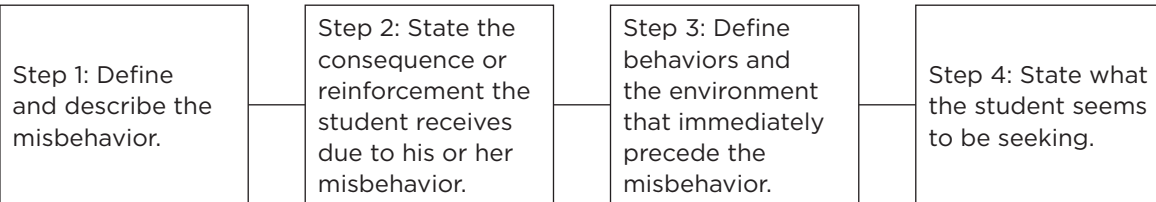


## Summary Form for Functional Behavioral Analysis

### Three-Step Summary:

1. Examine the observation forms' notes and identify patterns and trends.
2. Examine the interview forms' notes and responses and identify patterns and trends.
3. Complete the following steps.



### Step 1: Define and Describe the Misbehavior

Key Questions to Consider	Notes
What do the teacher or staff observe?	
What can the teacher or staff measure?	
What can the teacher or staff describe?	
What words do the student and staff use?	
What actions do the student or staff take?	

### Step 2: State the Consequence or Reinforcement the Student Receives Due to His or Her Misbehavior

Key Questions to Consider	Notes
What consequence do the teacher or staff assign as a result of the misbehavior?	
How soon after the misbehavior do the teacher or staff assign the consequence?	
What is the student's reaction to the consequence?	

**Step 3: Define Behaviors and the Environment That Immediately Precede the Misbehavior**

When, Where, With Whom, With What, and Under What Conditions Is the Misbehavior Occurring?		Notes
When	What time of day	
	After a break or immediately after another class period or subject area	
	During whole-group instruction	
	During small-group instruction	
	During less structured times—breaks, recesses, lunch	
Where	In class—the front, the back	
	Out of class—hallways, playground, cafeteria	
With whom	Same gender	
	Opposite gender	
	Working independently	
	Working with peers	
	Specific individuals	
With what	Reading	
	Writing	
	Mathematics	
	Multistep or longer-term tasks	
	Assessments	
	More open-ended or more ambiguously defined tasks	
Under what conditions	Appears tired	
	Appears hungry	
	Appears distracted	
	Appears troubled	
	Triggers seem to prompt or exacerbate	
	Other behaviors that seem to immediately precede	
Describe situations that result in more positive behaviors.	When	
	Where	
	With whom	
	With what	
	Under what conditions	

#### Step 4: State What the Student Seems to Be Seeking

Why Is the Misbehavior Occurring?	What Is the Student Specifically Seeking?	Notes
To obtain	Peer attention	
	Adult attention	
	Desired activity	
	Desired objects or items	
	Desired response	
	Sensory stimulation (tactile, auditory, visual)	
	Social interaction	
To avoid	Difficult task	
	Boring task	
	Easy task	
	Physical demands	
	Non-preferred activity	
	Peer	
	Adults	
	Reprimand	

Consider the following questions:

- Does the student's behavior significantly differ from that of his or her classmates?
- Does the behavior lessen the possibility of successful learning for the student or others?
- Have past efforts to address the behavior using standard interventions been unsuccessful?
- Does the behavior represent a skill or performance deficit, rather than a cultural difference?
- Are there significant or mild academic deficits that may be contributing to behavioral difficulties?
- Is the behavior serious, persistent, chronic, or a threat to the safety of the student or others?

Categorize behavior—Is the misbehavior linked to a skill deficit or a performance deficit?

- **Skill deficit:** A behavioral or academic skill that the student does not know how to perform. Example: In a disagreement, the student hits the other student because he does not know other strategies for conflict resolution. In cases of skill deficit, the behavior support plan needs to describe how the skill will be taught and how the student will be supported while learning it.
- **Performance deficit:** A behavioral or academic skill the student does know, but does not consistently perform. Example: A student is chronically late for the classes she doesn't "like." In cases of performance deficit, the behavior support plan may include strategies to increase motivation.

Form a hypothesis to inform the behavior support plan.

<b>Conditions</b> (Record when, where, with whom, and with what.)	<b>Student Response</b> (Predict the misbehavior.)	<b>Reason</b> (Determine the purpose or function.)