

Function – Based Information Tool (F-BIT) for Teacher	Student: Staff Person: Date:
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Positive Qualities: Reflecting on the student's positive qualities and interests can be very helpful for selecting intervention strategies. Review the list below and select all of the positive qualities that reflect this student's personality and style. List the activities / topics the student has an interest in talking about or doing.

Attentive to social cues	Is an engaged learner
Articulate	Tries hard / tries their best
Is sociable, likes to talk	Arrives on time
Liked by peers, has friends	Comes to class/school prepared
Kind/Considerate	Regularly attends school/class
Empathetic	Is a self-starter / self-directed
Reflective about their actions	Is helpful
Has a positive attitude/outlook	Is cooperative with requests or changes
Is confident	Is flexible/easygoing
Has good sense of humor	Is motivated to learn
Is honest	Has a persistent disposition
Displays leadership qualities	Accepts responsibility for actions
Is organized and planful	Is creative, artistic or musical
Is fashionable	Accepts help or feedback easily
Has lots of talents	Is a problem solver
Takes things seriously	

Interests / things the student likes:

Behavior Definition: List discrete actions that describe what the student says and does that is a problem.
TIP: use verbs instead of adjectives and describe behaviors using the smallest possible action.
TIP: when sending to teachers and staff include a working definition so that everyone is responding about the same behavior.

Precursor behaviors that signal a problem:	
Initial occurrences look like:	
Peak occurrences look like:	

<p>Review the list of Problematic Antecedent Triggers. Put an 'X' next to the items that finishes the following statement: <i>Behavior is most likely to occur / most predictably occurs when....</i></p>	
<p>TIP: If you are not sure, over the next couple of days take notice of the conditions present just before the behavior occurs and then come back to fill out this form.</p>	
<p>Following Transitions & Routines</p>	
	... entering or existing class/area (e.g., locating seat, engaging in a 'do now' activity, etc.)
	... it is time to end a preferred activity
	... it is time to transition between activities
	... transitioning between locations (e.g., hallway)
	... it is time to follow class routines (e.g., put bag under desk)
	...there is a change in routine or personnel (e.g., substitute)
	... there is unstructured time or delays in routines
<p>Participating in Instruction & Work Routines</p>	
	... whole group instruction is happening (listening, waiting turn, note taking)
	... it is time to start working on an assignment
	... doing work that is at a challenging level
	... doing work that takes sustained effort or attention
	... it is time to participate in a group discussion
	... the student has to work independently
	... the student doesn't have / can't find the needed materials
	... the student has to manage tasks or self-direct their performance or work
<p>Cooperating with Prompts & Requests</p>	
	... directed to do something (e.g., follow a class rule or routine)
	... asked to cooperate with a corrective request (e.g., "Put away your cell phone")
	... told no to request (e.g., going to the bathroom)
	... providing feedback about their behavior
	... asked to explain themselves (e.g., "Why are you late?" "Why did you do that?")
	... asked to submit homework, work or other projects
<p>Handling Social & Emotional Situations</p>	
	... the student is faced with a problem or dilemma
	... the student is excluded from a group of students or an activity
	... the student wants to socialize with a preferred peer(s)
	... working with a partner or in a cooperative group
	... the student has to share
	... the student has to compromise
	... the situation is socially or emotionally stressful (e.g., being teased, something has happened at home, fight with friend, etc.)
	... another student/adult says something they don't like
	... there is pressure to perform or respond (e.g., take a test, called on in group)
<p>Other: List any other situations / circumstances that seem to be difficult for the student</p>	

Strategies Tried: Review the list of common strategies and consequences. Check off the strategies/ consequences you typically use or that typically occur with the student.

Strategies Used to Responding to the Student in the Moment

	Gave a nonverbal cue (e.g., look at student, quiet sign)
	Provided a verbal redirection (e.g., "It is time to start work")
	Provided a reprimand (e.g., "This is not appropriate in class")
	Had a social exchange before giving a directive
	Used humor or funny anecdotes to change the topic or defuse the situation
	Ignored (or try to ignore) what the student did
	Provided a reminder of what to do (e.g., "When you come into class, take your hat off")
	Moved seat (for the period)
	Helped the student to get on task (e.g., by providing assistance with the assignment)
	Let the student have what they are asking for or do what they want
	Removed or replaced the task with something different
	Had the student take a break
	Sent the student to talk with someone (e.g., school counselor or social worker)
	Sent the student to an administrator (office conduct referral)
	Stood near the student
	Praised other students in the area for the desired behavior
	Coached a desired response (e.g., "Here are two options to consider....")
	Walked away and let the student think about it for a few minutes
	Modeled the desired response for the student
	Let the student sit not working
	Provided empathetic statements (e.g., "I can see you are upset. You will have another opportunity to work on the computer this afternoon")

Strategies Used to Follow Up After a Behavior has Occurred

	Deducted points from an assignment
	Took away recess, other free time, or a privilege
	Had a student-teacher conference to discuss the issue
	Called the student's parents to discuss the problem
	Reviewed / re-taught the class rule or procedure
	Assigned a detention

Strategies Use to Prevent Behavior from Occurring

	Offered choices & options (instead of a directive)
	Negotiated workload / adjusted the workload
	Adjusted the challenge level of the work
	Incorporated preferences or interests
	Interspersed easy/hard or new/familiar items
	Incorporated movement (e.g., standing at desk, walking to water fountain)
	Provided more frequent praise for positive behaviors
	Provided directions for assignments in writing
	Changed seating assignments (e.g., moving closer to the teacher or away from another student)
	Provided assistance at the start of tasks
	Chunked tasks into smaller amounts
	Provided study guides or outlines
	Sent a positive note home or called parent
	Used the computer to respond or do work
	Provided a reminder of the positive thing to do before a problem typically occurs
	Gave extra attention during the class period (e.g., check-in, praise, social comments)
	Strategically paired with other students
	Increase use of the school-wide tickets for positive behaviors
	Other:
	Other:

Peer Responses: In respond to occurrences of behavior what do other students in the class do?	
	Laugh or "egg" on the student
	Not react to the behavior
	Ignore student
	Offer assistance, encouragement or support
	Tattle/obtain teacher attention to intervene
	Show camaraderie or solidarity
	Tell the student to stop
	Join in with the student
	Ask to not work with the student or have their seat moved
	Do what the student tells them to do
	Turn their back / walk away from the student
	Other (describe):

Function: In light of your reflections about conditions most typically associated with behavior occurrences (antecedent triggers and consequences) what do you think the student is trying to achieve by acting out (i.e., the function of behavior)? Select those items that most consistently reflect your understanding of why the behavior is occurring.

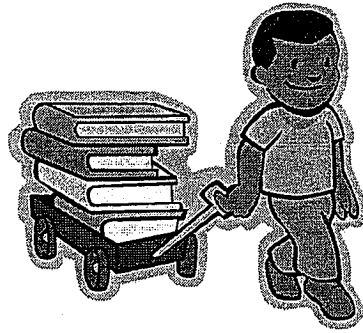
The student is engaging in behavior to <u>escape or avoid</u>:	
	...academic work
	...directives or requests
	...social situations
	...non preferred routines or activities
	...environmental stressors (e.g., noise)
	Other:
	Other:

The student is engaging in behavior to <u>gain social attention</u> from:	
	...adults for comfort, support or validation
	...adults for assistance with academic work
	...peers for social status or importance
	...peers for friendship and camaraderie
	Other:

The student is engaging in behavior to <u>gain access to a</u>:	
	... preferred activity (e.g., time on the computer)
	... preferred routine
	... preferred item
	Other:

The student is engaging in behavior for <u>sensory stimulation</u> in order to:	
	...increase sensory stimulation
	...decrease sensory stimulation

NOTES: _____



Identifying and Addressing Challenging Behavior

1. What do you want the child to do?

2. What environments and what adult behaviors should reliably trigger the desired behavior(s)?

3. What are the consequences for the child engaging in the desired behavior(s)?

4. Are there identifiable triggers for undesired behavior(s)?

5. What is the best manner to respond to the undesirable behavior(s)?

Problem Behavior Questionnaire

Student _____ School _____

Teacher _____ Grade _____ Date _____

Specific Behavior Description:

Directions: Keep in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside the classroom (e.g., bus write up)?	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6

Problem Behavior Questionnaire

	Never	10%	25%	50%	75%	90%	Always
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the problem behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-to-one instruction to get the student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Classroom Team Member Report

Student: _____ Race: _____ Gender: _____
School: _____ Date of Birth: _____ Age: _____
Grade: _____ Date Report Completed: _____ Teacher Signature: _____

Please complete the following questions according to your personal observations and assessments.

1. Describe the student's participation in instructional activities and progress in the general curriculum.

2. How is the student's performance **similar** to typically developing students?

Academically: _____

Socially: _____

3. How does the student's performance **differ** from that of typically developing students?

Academically: _____

Socially: _____

4. How do these differences impact participation in instructional activities, including progress in the general curriculum?

5. Is this student's suspected disability due to cultural, environmental factors, economic disadvantage, or limited English proficiency? YES NO (circle one)

Results of Curriculum Based Assessment

Reading

Strengths: (1) _____

(2) _____

Weaknesses: (1) _____

(2) _____

Language Arts/English

Strengths: (1) _____

(2) _____

Weaknesses: (1) _____

(2) _____

Math

Strengths: (1) _____

(2) _____

Weaknesses: (1) _____

(2) _____

Functional Behavioral Assessment

(Parent Report)

Student Name _____ Birthdate _____ Grade _____

School _____ Person Completing Form _____

Parent Name(s) _____

Address: _____ Phone # _____

Child lives at home with:

Natural Mother Step-Mother Adoptive Mother Foster Mother

Natural Father Step-Father Adoptive Father Foster Father

Girlfriend/Boyfriend Biological Siblings Step-Siblings 1/2 Siblings

Please describe your child.

List your child's strengths /skills/interests: _____

List your child's challenges/areas of difficulty/concerning behaviors: _____

Does your child have behavior problems at home? yes no If so, describe: _____

Do you consider your family to be under stress at this time? yes no Describe: _____

What types/forms of discipline do you use with your child? _____

What consequence strategies have you used with your child and how effective were they? _____

What positive or preventative strategies have you used with your child and how effective were they? _____

Describe your child's typical daily routine and after school schedule: _____

How does your child spend his/her time on the weekend? _____

Answer the following regarding the child's history:

	YES	NO	Briefly Describe
Difficulty Sleeping?			
Poor Eating Habits?			
Health Problems?			
Court Involvement?			
Psychiatric Diagnosis?			
Taking Medication?			
History of Abuse/Neglect?			
Alcohol/Substance Use/Abuse?			
Counseling/Therapy Services?			
Other Agency Involvement?			
Physical Impairments?			

What does your child say about school? _____

When is your child the happiest? _____

When is your child the most stressed? _____

In what type of situations does your child seem to struggle or have difficulty? _____

Does your child express feelings easily? Yes Yes, with a specific person: _____ No

What would you like to see changed at your child's school that would help with his/her behavior? _____

What other insight can you offer about your child or the behavior that might assist us in developing appropriate, effective interventions (e.g., child's preferences, situations when he/she is successful, etc.)? _____

Behavior Log Form

Child's Name: _____ School: _____ Teacher: _____

Date	Time Behavior Began	Time Behavior Ended	Context/Activity (Where were we and what were we doing -- when behavior began)	Antecedent (What happened before the behavior occurred? Everything that happened before the behavior)	Behavior (What exactly did the student say or do -- think observable actions. Be specific about what the student did that needs to be changed)	Consequence (What happened after the behavior occurred? Everything that happened after the behavior. What did you do? What did the student do? What did other staff or students do?)

*Make additional copies for at least two weeks of behavior logs

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: _____ Age: _____ Date: _____

Behavior Problem: _____

Informant: _____ Interviewer: _____

To the Interviewer: The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: _____ Parent _____ Teacher/Instructor _____ Residential Staff _____ Other

How long have you known the person? _____ Years _____ Months

Do you interact with the person on a daily basis? _____ Yes _____ No

If "Yes," how many hours per day? _____ If "No," how many hours per week? _____

In what situations do you typically observe the person? (Mark all that apply)

_____ Self-care routines _____ Academic skills training _____ Meals _____ When (s)he has nothing to do
 _____ Leisure activities _____ Work/vocational training _____ Evenings _____ Other: _____

Part I. Social Influences on Behavior

- | | | |
|--|-----|----|
| 1. The behavior usually occurs in your presence or in the presence of others | Yes | No |
| 2. The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. | Yes | No |
| 3. The behavior often is accompanied by other "emotional" responses, such as yelling or crying | Yes | No |

Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

- | | | |
|---|-----|----|
| 4. The behavior often occurs when he/she has not received much attention | Yes | No |
| 5. When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) | Yes | No |
| 6. (S)he often engages in other annoying behaviors that produce attention | Yes | No |
| 7. (S)he frequently approaches you or others and/or initiates social interaction | Yes | No |
| 8. The behavior rarely occurs when you give him/her lots of attention | Yes | No |
| 9. The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity (If "Yes," identify: _____) | Yes | No |
| 10. The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: _____) | Yes | No |
| 11. When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: _____) | Yes | No |
| 12. (S)he often engages in other annoying behaviors that produce access to preferred items or activities. | Yes | No |
| 13. The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: _____ self-care _____ academic _____ work _____ other) | Yes | No |

- 14. The behavior often occurs during training activities or when asked to complete tasks. Yes No
- 15. (S)he often is noncompliant during training activities or when asked to complete tasks. Yes No
- 16. The behavior often occurs when the immediate environment is very noisy or crowded. Yes No
- 17. When the behavior occurs, you often respond by giving him/her brief "break from an ongoing task. Yes No
- 18. The behavior rarely occurs when you place few demands on him/her or when you leave him/her alone. Yes No

Part III. Nonsocial (Automatic) Reinforcement

- 19. The behavior occurs frequently when (s)he is alone or unoccupied. Yes No
- 20. The behavior occurs at relatively high rates regardless of what is going on in his/her immediate surrounding environment. Yes No
- 21. (S)he seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. Yes No
- 22. (S)he is generally unresponsive to social stimulation. Yes No
- 23. (S)he often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, mouthing, etc. Yes No
- 24. When (s)he engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior.) Yes No
- 25. The behavior seems to occur in cycles. During a "high" cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a "low" cycle the behavior rarely occurs. Yes No
- 26. The behavior seems to occur more often when the person is ill. Yes No
- 27. (S)he has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). Yes No

Scoring Summary

Circle the items answered "Yes." If you completed only Part II, also circle items 1, 2, and 3

Likely Maintaining Variable

Social Reinforcement (attention)	8	7	6	5	4	3	2	1
Social Reinforcement (access to specific activities/items)	13	12	11	10	9	3	2	1
Social Reinforcement (escape)	18	17	16	15	14	3	2	1
Automatic Reinforcement (sensory stimulation)			24	23	22	21	20	19
Automatic Reinforcement (pain attenuation)			27	26	25	24	20	19

Comments/Notes:
