Student _____   School _____   Grade _____`

Teacher _____   Start _____   End _____

Event #	Date	Approximate Time	Activity	Antecedent /Setting Events	Identified Target Behaviors	Result
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

KEY	Activity	Antecedent /Setting Events	Identified Target Behaviors	Result
		A. Transition		A. Talk with Teacher
		B. Instruction/Directive		B. Peer Attention
		C. Difficult Task		C. Time out/Sent out
		D. Left Alone		

Directions for Completing a Functional Behavior Assessment:

1. Define the student's target behaviors in observable and measurable terms (maximum of 3 behaviors)

   • _____

   • _____

   • _____

2. Record basic information including date data collection begins.

3. Add all necessary items in KEY. For example, in Activity add "Math" or in Antecedent /Setting Events add "No Meds".

4. Brief all teachers who will be using the form on how to record the events they observe during each day of data collection .

   How to record an event:

   A. Record date in first event for the day and drag a line down the date column for all events on that day.
   B. Record the approximate time for the event
   C. Record what activity the class/student was in when the activity took place with the corresponding letter in the Activity key (use only 1 letter).
   D. Record what happened directly before the event with the corresponding letter from the Antecedent/setting event key. If the student came in with a condition in place that you believe would make the behavior more likely, record that corresponding letter as well.
   E. Record the specific target behavior with the corresponding letter from the target behavior key.
   F. Record what happened as a result of the behavior with the corresponding letter from the results key.
   G. Write the last day of data collection or the day that day that the sheet filled up in the "end" blank above.

5. Collect data for at least five school days

6. Analyze each column for patterns around each specific target behaviors. For example, Antecedent = 9 out of 15 screams are after "Instruction/Direction".

7. Transfer information to competing Behavior Pathway for planning purposes.