



## FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

**5) FUNCTIONAL ASSESSMENT:** Looking over the data recorded on the previous page, what does the pattern of behavior indicate is the function of the **TARGET BEHAVIOR** across all settings or class subjects? Why does this student keep doing this behavior? What does s/he get out of the behavior?

**Escape:** get out of an activity or away from a person or group

Academic evaluation indicated that this student:  
 does  does not have an academic skill deficit

**Attention:** peer attention, adult attention

**Access to material, activities, control or power:** something tangible the student wants

**Sensory Stimulation:** a self-reinforcing behavior such as thumb sucking, hand flapping, head banging

Determine the most common **ANTECEDENT** that occurs prior to the **TARGET BEHAVIOR** and determine what the "**PAYOFF**" is for the student.

When asked a question during a lesson

this student talks out and disrupts the class  
(ANTECEDENTS)  
(State observable and measurable TARGET BEHAVIOR)

in order to gain attention  
(PAYOFF)

**Examples**

- When entering the room this student swears and calls other students names in order to gain attention and disrupt the class.
- When it is independent work time this student puts his head down on his desk in order to avoid doing work.
- When given a direction this student argues in order to avoid the request or assignment.

**6) REPLACEMENT BEHAVIOR:**

Identify a **REPLACEMENT BEHAVIOR** that the student can perform in place of the **TARGET BEHAVIOR** when the **ANTECEDENT** occurs, in order to obtain the same **PAYOFF**. In other words, what do you want the student to do, instead of the **TARGET BEHAVIOR**, that will still earn him the same **PAYOFF**?

Rather than  talking out and disrupting the class  
(TARGET BEHAVIOR)

I want this student to  raise his hand  
(State the REPLACEMENT BEHAVIOR)

in order to  get an extra spin on the mystery motivator  
(PAYOFF)

- Rather than swearing and calling people names, I want this student to come in and sit quietly in his seat in order to earn "free chair" time with his peers when his work is complete.
- Rather than putting his head down on his desk, I want this student to write his name on his paper and independently start the first problem in order to receive a point for starting his work that will lead to earning a "Get out of an Assignment Free" ticket.
- Rather than arguing with a direction, I want this student to look at me and say "OK" in order to earn a reduced assignment.

### ABC Anecdotal Report

**Directions:** This form is designed to help school personnel record instances of student behaviors that are currently of concern. For each occurrence of the behavior(s), please record the time and duration (when applicable) and a complete description of the behavior. Please be as specific and detailed as possible. Antecedent events are those occurrences that lead up to the behavior. Consequences are events and behaviors that immediately follow the target behavior.

Student ~~Kaden K.~~ Kaden K. Observer Taylor Gustafson

Date \_\_\_\_\_ Setting gen.ed, special time

Environmental conditions (number of students, arrangement, number of adults, etc.) \_\_\_\_\_

1 adult, 1 other student, 1 adult + 3 other students

Activities observed during the observation math, carpet time, reading time

Unusual or potentially influential conditions \_\_\_\_\_

Time	Antecedent(s)	Behavior	Consequence(s)
9:45	Carpet time	talking out/walking around class grabs ruler to play with.	Sit at desk
10:15	Reading time, small group, asked to follow along while classmate reads	makes paper airplane and throws it	paper airplane tries to get teacher away
10:50	math special time, question is asked to another student	interrupts and answers when specifically asked to stay quiet	teacher point

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Adapted from National Center on Intensive Intervention (2013) A-B-C Report Form, part of Using FBA for Diagnostic Assessment in Behavior.