

Functions of Behavior Screener (for RtI-B)

Student Name: _____

DOB: ___/___/___ Age: ___ years, ___ months

Behavior Problem(s): _____

Person completed this form: _____

Position: _____ Organization: _____

How long have you known this student? ___ years, ___ months

What is your relationship with the student? ___ Parent ___ Teacher ___ Other: _____

Do you interact with this student daily? ___ Yes ___ No

In what situations do you usually interact with this student? _____

Answer the following questions or statements either “Yes” or “No.” Try not to overanalyze each item, and please complete this document when you can be rationally objective.

- | | | |
|---|-----|----|
| 1. Does the behavior usually occur in your presence or in the presence of others? | Yes | No |
| 2. Does the behavior seem 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 |
| 3. Does the behavior seem to occur more often when the person is ill? | Yes | No |
| 4. Does the behavior occur when he/she has not received much attention? | Yes | No |
| 5. Does the behavior often occur when you inform the person that he/she cannot have a certain item?
If Yes, identify the item(s): _____ | Yes | No |
| 6. Does the behavior often occur when asked to complete difficult tasks or activities?
If Yes, identify the activity/task: _____ | Yes | No |
| 7. Does the behavior occur when the student is alone or unoccupied? | Yes | No |
| 8. Does the student engage or approach others to initiate social interaction? | Yes | No |
| 9. Does the student have a history of recurrent illness? | Yes | No |

10. When the behavior occurs, do you often respond by giving him/her a short break from an on-going task?	Yes	No
11. When the behavior occurs, do you often respond by giving him/her a specific item (i.e. favorite food or toy)?	Yes	No
12. Does the behavior occur soon after you interacted with the student in some way, such as a reprimand or request?	Yes	No
13. The student is often noncompliant when asked to complete tasks.	Yes	No
14. Does the student often engage in repetitive, stereotypical behaviors such as body rocking, hand/finger waving, object twirling, mouthing, etc.?	Yes	No
15. The behavior often occurs when you inform the student that he/she cannot engage in a particular activity. If Yes, name the activity: _____	Yes	No
16. When the student engages in the behavior, you ignore the behavior and it will likely stop.	Yes	No
17. The behavior is often accompanied by other “emotional” responses, such as yelling or crying.	Yes	No
18. Does the behavior occur regardless of what is happening in his/her immediate surrounding environment?	Yes	No
19. The behavior often occurs when the immediate environment is very noisy or crowded.	Yes	No
20. The student is generally unresponsive to social stimulation.	Yes	No
21. Does the behavior occur soon after you have taken away a preferred item from the student? If Yes, name the item: _____	Yes	No
22. When the behavior occurs, you usually respond with some kind of interaction (i.e. verbal response, reprimand, comforting or assuring statements, etc.).	Yes	No
23. The student often engages in annoying behaviors that produces attention.	Yes	No
24. The student often engages in annoying behaviors that produces access to a preferred activity/item. If Yes, name the activity/item: _____	Yes	No
25. The behavior rarely occurs when you place few demands on the student or you leave him/her alone.	Yes	No

- | | | |
|---|-----|----|
| 26. Does the behavior occur when you take a particular activity or item away?
If Yes, name the activity or item: _____ | Yes | No |
| 27. The behavior rarely occurs during learning activities requiring the completion of a difficult task. | Yes | No |
| 28. The student is likely to sit quietly and avoid attention from peers and teachers. | Yes | No |

Scoring Summary

Circle the items below in which you answered "Yes."

							<u>Category</u>	<u>Totals</u>
6	10	13	18	20	25	28	Escape =	___/7
1	4	8	12	16	22	23	Attention =	___/7
5	11	15	21	24	26	27	Tangible =	___/7
2	3	7	9	14	19	17	Sensory =	___/7

When one function of behavior is dominant:

Based on the results of this functional behavior assessment, _____ is the likely function of behavior for this student.

When two functions of behavior are dominant:

If two functions are dominant, then there is a correlational relationship between the two. One function (i.e. secondary function) is only the means to an end (i.e the dominant function).

The student uses _____ to **Get or Avoid** _____.
(circle one)

When 3 or 4 functions of behavior are dominant, you are encouraged to conduct the assessment again in two weeks.

Comments/Notes: _____

