

Functional Behavioral Analysis Checklist- Teacher

I. Please rank (1-most severe) the following areas by order of greatest presenting problem in the educational environment:

- Completing work
- Staying in assigned area
- Talking out or disrupting
- Non-compliance when given a directive
- Cursing, name calling, or inappropriate language with peers
- Throwing objects
- Physical aggression with peers
- Inappropriate language with staff
- Physical aggression with staff
- Transitions

II. Please rank (1-most severe) the environment during which students demonstrate a higher frequency of target behaviors:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Special Education Classroom | <input type="checkbox"/> Bus |
| <input type="checkbox"/> General Education Classroom | <input type="checkbox"/> Hallway |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Lunch | <input type="checkbox"/> Music |
| <input type="checkbox"/> Recess | <input type="checkbox"/> Other_____ |

III. Antecedents (Check those that pertain):

- | | |
|--|--|
| <input type="checkbox"/> Verbal Request | <input type="checkbox"/> Peer Interaction |
| <input type="checkbox"/> Transition | <input type="checkbox"/> Staff Interaction |
| <input type="checkbox"/> Gestures, Visual Cues | <input type="checkbox"/> Directives |

IV. Consequences/Pay-Off (Check those that pertain):

- Control Seeking Sensation Attention
 Avoidance Communication

V. Please rank order from most used to least used accommodations/
modifications:

- Preferential Seating
- Picture Schedule
- Task Modifications
- Breaks
- Planned ignoring
- Notes home/communication
- Visuals
- Manipulative
- Work System
- Social Stories
- Reinforcement plan

VI. Strengths (considered first on the functional analysis and behavior plan form)
