**FORM 1: BEHAVIOR IDENTIFICATION**

|  |  |
| --- | --- |
| Student Name: Click here to enter text. | School: Click here to enter text. |
| Grade: Choose an item. |
| Date of Birth: Click here to enter a date. | Teacher: Click here to enter text. |
| Gender: Choose an item. | Educational Placement: Choose an item. |
| Parent/Guardian: Click here to enter text. | Diagnosis/Eligibility: Choose an item. |

**Data Sources:**

Observation  Student Interview  Teacher/Staff Interview  Parent Interview

Rating Scales  Normative Testing  Other: Click here to enter text.

**Behavior Description:**

Primary Cause of Concern (thorough description): Click here to enter text..

Primary Impact of Behavior: Click here to enter text..

Target Behavior (operational definition): Click here to enter text..

**Settings in which Behavior occurs** (all that apply):  Classroom  Bedroom

Recess  Family Room

Hallway  Kitchen/dining

Bathroom  Car/bus

Store  Group activity

Family time  Alone time

Other: Click here to enter text..

**Measurement Paradigm:**

Frequency: This behavior occurs Choose an item. times every Choose an item..

Duration: This behavior occurs when Click here to enter text. and lasts for Click here to enter text..

Intensity: This behavior occurs to a Choose an item. level and requires Choose an item..

Ratio: This behavior occurs Choose an item. % of the times when my student is Click here to enter text..

**FORM 2.1: BEHAVIORAL TRACKING-FREQUENCY**

Instructions: For targets that occur less than 10 times per day, enter the date in the column on the left and simply record the number of times it occurs in the column on the right. These targets should be plotted and reviewed every week. For targets that occur more than 10 times per day, enter the time of day in the column on the left and record the number of times it occurs in the column on the right. These targets should be plotted and reviewed every day.

Once you have completed the data tracking for that day or week, copy and paste the columns into the Fillable FuBA Grapher and view your graph!

Target Behavior (operational definition): Click here to enter text..

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date (or Time) | # of Target Behavior |  | Date (or Time) | # of Target Behavior |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |

**FORM 2.2: BEHAVIORAL TRACKING-DURATION**

Instructions: For targets that occur less than 10 times per day, enter the date in the column on the left and simply record the number of minutes the target behavior lasts in the column on the right. These targets should be plotted and reviewed every week. For targets that occur more than 10 times per day, enter the time of day in the column on the left and record the number of minutes the target behavior lasts in the column on the right. These targets should be plotted and reviewed every day.

Once you have completed the data tracking for that day or week, copy and paste the columns into the Fillable FuBA Grapher and view your graph!

Target Behavior (operational definition): Click here to enter text..

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date (or Time) | Min. of Target Behavior |  | Date (or Time) | Min. of Target Behavior |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |

**FORM 2.3: BEHAVIORAL TRACKING-INTENSITY (page 1)**

Instructions: This is the most complicated program because extra steps must be taken to avoid subjectivity. It is recommended that you assign a very clear operational definition to a number from 1 through 5, with each number increasing in the intensity of the target behavior increases.

For targets that occur less than 10 times per day, enter the date in the column on the left and simply record the number corresponding to the intensity in the column on the right. These targets should be plotted and reviewed every week.

For targets that occur more than 10 times per day, enter the time of day in the column on the left and record the number corresponding to the intensity in the column on the right. These targets should be plotted and reviewed every day.

Once you have completed the data tracking for that day or week, copy and paste the columns into the Fillable FuBA Grapher and view your graph!

Target Behavior (operational definition): Click here to enter text..

|  |  |
| --- | --- |
| **BEHAVIORAL INTENSITY RATING** | **OPERATIONAL DEFINITION OF BEHAVIOR** |
| 1 | Click here to enter text. |
| 2 | Click here to enter text. |
| 3 | Click here to enter text. |
| 4 | Click here to enter text. |
| 5 | Click here to enter text. |

**FORM 2.3: BEHAVIORAL TRACKING-INTENSITY (page 2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date (or Time) | Target Behavior Intensity |  | Date (or Time) | Target Behavior Intensity |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |

**FORM 2.4: BEHAVIORAL TRACKING-RATIO**

Instructions: For targets that occur less than 10 times per day, enter the date in the column on the left and simply record the number of minutes the target behavior lasts in the column on the right. These targets should be plotted and reviewed every week. For targets that occur more than 10 times per day, enter the time of day in the column on the left and record the number of minutes the target behavior lasts in the column on the right. These targets should be plotted and reviewed every day.

Once you have completed the data tracking for that day or week, copy and paste the columns into the Fillable FuBA Grapher and view your graph!

Target Behavior (operational definition): Click here to enter text..

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date (or Time) | % of Target Behavior |  | Date (or Time) | % of Target Behavior |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
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| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |
| Click here to enter a date. | Choose an item. |  | Click here to enter a date. | Choose an item. |

**FORM 3: ANTECEDENT-BEHAVIOR-CONSEQUENCE**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: | Click here to enter text. | Date: | Click here to enter a date. |
| Form Completed By: | Click here to enter text. | Position: | Click here to enter text. |
| Target Behavior | Click here to enter text. | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE** | **TIME** | **SETTING** | **PEOPLE**  **PRESENT** | **ANTECEDENTS (BEFORE)** | **BEHAVIOR** | **CONSEQUENCES**  **(AFTER)** |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter a date. | Click here to enter text. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**FORM 4: FUNCTIONAL BEHAVIOR ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: | Click here to enter text. | Date: | Click here to enter a date. |
| Form Completed By: | Click here to enter text. | Position: | Click here to enter text. |
| Target Behavior | Click here to enter text. | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DATE** | **TIME** | | | **ACTIVITY** | | | **FUNCTION** | | | |
| **MORNING** | **NOON** | **EVENING** | **STRUCTURE** | **UNSTRUCTURED** | **TRANSITION** | **ATTENTION** | **ESCAPE/AVOID** | **ITEM ACCESS** | **CONTROL** |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
| Click here to enter a date. |  |  |  |  |  |  |  |  |  |  |
|  | **MORNING** | **NOON** | **EVENING** | **STRUCTURE** | **UNSTRUCTURED** | **TRANSITION** | **ATTENTION** | **ESCAPE/AVOID** | **ITEM ACCESS** | **CONTROL** |
| **TOTALS** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** | **Click here to enter text.** |

**FORM 5: IDENTIFYING REPLACEMENT BEHAVIOR**

BEHAVIORL INTEVENTION SENTENCE

**Our target behavior occurs most often in the** Choose an item. **during** Choose an item. **for the function of** Choose an item.

SUGGESTED INTERVENTION TABLE

|  |  |
| --- | --- |
| **TIME/ACTIVITY**  **/FUNCTION** | **POSSIBLE ITNERVENTIONS** |
| Morning | -Establish a clear and predictable morning routine or alter the schedule appropriately.  -Ensure that an adequate night’s rest is received and alleviate morning chores by completing them the night before. |
| Noon | -Explore and manipulate schedules of eating, activity, and rest.  -If appropriate, consider allowing the student an opportunity to contact a caregiver or friend. |
| Evening | -Determine an appropriate allowance for electronics time and schedule well before bedtime.  -Increase the consistency of each evening by eating, doing chores, and going to bed at the same times. |
| Structured | -Provide a few “Take a Break” cards that the student can use to help calm down in a quiet place.  -Consider a reinforcement system with points for each structured activity completed. |
| Unstructured | -Increase the level of monitoring or supervision, either through an adult or a peer buddy.  -Incorporate periodic “check-ins” in which the whole class must briefly pause to calm down. |
| Transition | -Use a visual schedule to remind the student of upcoming events.  -Give prompts during activities that signal a change, beginning with 5 min., 3 min., 1 min., and so on. |
| Attention | -Allow the student to earn time with a peer or preferred adult.  -Give the student the chance to tell the class a joke or story before the target behavior occurs. |
| Escape/Avoid | -Allow the student to work towards leaving one minute early or earning free time (group or alone).  -Provide avoidance by reducing the stimuli load by small increments based on good behavior. |
| Item Access | -Remove the preferred item or activity until the student demonstrates appropriate behavior.  -Allow the student access to the preferred item for a short time prior to demanding activities. |
| Control | -Provide the student with choices for as many stimuli as possible (even page color can be a choice).  -Allow the student to determine portions of their schedule or their incentive menu often. |

Because our target behavior occurs most often in the Choose an item. during Choose an item. for the function of Choose an item., we are going to attempt to use the following replacement behaviors:

Replacement Behavior #1: Click here to enter text.

Replacement Behavior #2: Click here to enter text.

Replacement Behavior #3: Click here to enter text.

**FORM 6: IDENTIFYING BEHAVIORAL GOALS**

1. List the Target Behavior
   1. Operational Definition: Click here to enter text..
2. How is this behavior measured, and by whom?
   1. Measurement Details: Click here to enter text..
3. How is the student able to perform the target behavior currently?
   1. Current Functioning: Click here to enter text..
4. How is the student unable to perform the target behavior currently?
   1. Current Deficits: Click here to enter text..
5. How should the student’s behavior look after the next month, realistically?
   1. One Month Goal: Click here to enter text..
6. How should the student’s behavior look after the next 3 months?
   1. Quarter Year Goal: Click here to enter text..
7. How should the student’s behavior look after the next 6 months?
   1. Half Year Goal: Click here to enter text..
8. How should the student’s behavior look after the next year?
   1. Annual Goal: Click here to enter text..
9. Why is this behavior important for the student to change this behavior?
   1. Statement of Need: Click here to enter text..