

## Functional Behavioral Assessment Scale

Child's name \_\_\_\_\_ Date \_\_\_\_\_

Form completed by \_\_\_\_\_

### Directions

1. Enter a specific target behavior (e.g., she argues with others) rather than a more general description of the individual's behavior (e.g., he gets upset). Behavior should be described in measurable terms (an operational definition) so that others could clearly identify when it occurs.
2. Specify the situation where the target behavior is a problem (e.g., at home after dinner, during a classroom activity, lunch, during one-on-one teaching, in math class, etc.).
3. Rate each of the 24 items by circling the number that corresponds to how often the child engages in the behavior indicated within the identified setting.

Target behavior \_\_\_\_\_

Operational definition \_\_\_\_\_

Specific setting in which the target behavior may occur \_\_\_\_\_

Does the behavior occur ...	Never 0	Rarely 1	Sometimes 2	Often 3	Almost always 4
<b>Escape and/or Avoid Task</b>					
1. When the child perceives a task as too boring?	0	1	2	3	4
2. When the child perceives a task as too challenging or difficult?	0	1	2	3	4
3. When the child perceives a task as too long?	0	1	2	3	4
<b>Escape and/or Avoid Social Situation</b>					
4. When the child has to do academic work with other students?	0	1	2	3	4
5. When the child needs to present (e.g., make a speech, play an instrument, etc.) in front of others?	0	1	2	3	4
6. When the child enters a group of students who are playing?	0	1	2	3	4
<b>Adult Attention</b>					
7. When the child is trying to get an adult to look at, talk with, play with, or spend time with him/her?	0	1	2	3	4
8. When an adult has stopped looking at, talking with, playing with, or spending time with him/her?	0	1	2	3	4
9. When the adult is interacting with another child or adult?	0	1	2	3	4
<b>Peer Attention</b>					
10. When the child is trying to get another child to look at, talk with, play with, or spend time with him/her?	0	1	2	3	4
11. When a child has stopped looking at, talking with, playing with, or spending time with him/her?	0	1	2	3	4
12. When a specific child with whom he/she wants to interact has been interacting with another child or adult?	0	1	2	3	4
<b>Tangible Object</b>					
13. When the child is trying gain access to a preferred object (e.g., toy, game)?	0	1	2	3	4
14. When a preferred object has been withdrawn or removed from the child?	0	1	2	3	4
15. When an object is not working properly?	0	1	2	3	4

Does the behavior occur . . .	Never 0	Rarely 1	Sometimes 2	Often 3	Almost always 4
<b>Tangible Activity</b>					
16. When the child is trying to gain access to a preferred activity (e.g., using a computer, playing sports, watching television, going to the mall)?	0	1	2	3	4
17. When a preferred activity has ended or been removed (e.g., recess, television show ends, privilege removed)?	0	1	2	3	4
18. When a specific activity is not going as expected or planned?	0	1	2	3	4
<b>Automatic Positive Reinforcement</b>					
19. When the child is engaged in a pleasant activity?	0	1	2	3	4
20. When the child has no demands placed on him/her?	0	1	2	3	4
21. Frequently or continuously, even if there is no one else present?	0	1	2	3	4
<b>Automatic Negative Reinforcement</b>					
22. When the child is experiencing some physical discomfort (e.g., headache, stomachache, sore muscles)?	0	1	2	3	4
23. When there is a loud noise present in the environment (e.g., screaming or crying)?	0	1	2	3	4
24. When the stimuli in the environment are significantly different than normal (e.g., change in temperature, lighting, seating arrangement)?	0	1	2	3	4



## Functional Behavioral Assessment Scale Scoring Form

*Score the Functional Behavioral Assessment Scale by adding the items from each functional domain (e.g., adult attention). Each total is then divided by the number of items (e.g., 3). Finally, sort the domains by the highest mean score so that the domain with the highest mean score is ranked "1" and the domain with the lowest mean score is ranked "8."*

### Escape and/or avoid task

Total of items 1, 2, 3 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Escape and/or avoid social situation

Total of items 4, 5, 6 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Adult attention

Total of items 7, 8, 9 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Peer attention

Total of items 10, 11, 12 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Tangible object

Total of items 13, 14, 15 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Tangible activity

Total of items 16, 17, 18 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Automatic positive reinforcement

Total of items 19, 20, 21 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_

### Automatic negative reinforcement

Total of items 22, 23, 24 \_\_\_\_\_ Mean score \_\_\_\_\_ Rank order (1-8) \_\_\_\_\_