

Functional Assessment Observation Form – Data Collection Activity

Complete the Functional Behavior Assessment Observation form using the story below.

Ms. England will be using a Functional Assessment Observation form to chart her student George's behaviors over a five-day period, beginning on Feb. 8th and ending on Feb. 12th. The behaviors that she is focusing on are: humming loudly, telling an inappropriate joke, putting his head on the table, refusing to participate, and throwing books. Information gathered from interviews points to these behaviors being more likely to occur on days when George has not slept well the night before and/or when he has a head ache.

1. Place George and Ms. England's names, and the dates, in the spaces provided at the top. List his target behaviors under the Target Behavior section. List possible setting events under the Setting Event section.

2. Data collection will take place during 1-hour intervals. School starts at 9:00 a.m. for George, lunch is from 12:30 – 1:00 p.m. and George is dismissed from school at 3:30. Fill out the form starting with 9:00 – 10:00 in the first column, next to the box labeled "Time Intervals."

3. Using the information provided below, mark within the correct time interval each of the behaviors, setting events, antecedents, consequences, and perceived functions that occur for George. Use a different number for each event that occurs (i.e., a "1" for a cluster of behaviors that occur together, a "2" for another group of behaviors that occur together, etc.).

Day 1 - February 8

Around 9:35, Ms. England was lecturing to the class about fractions and decimals, George put his head on desk and refused to participate, she asked twice, then gave up and ignored him. Later George stated that he had not slept well the night before.

Later in the afternoon at 2:40 p.m., the class has free time to finish class work, start on homework, or to work with their study partners. Ms. England was at her desk working one-on-one tutoring with students that were falling behind. George wasn't scheduled to work with Ms. England for at least another 30 minutes; it was possible that she wouldn't have time to work with him that day. He started humming loudly. He was ignored by peers and teacher.

About 15 minutes later, his study partner suggested that they go over the assigned math sheets. George refused and then threw one book at this partner. His study partner went back to his desk and Ms. England told George that if he did it again he would be sent to the office.

Day 2 - February 9

Between 9:30 – 10:00 a.m. George again was humming loudly during class lecture. He also told an inappropriate joke when the teacher called on him which the class laughed at.

When Ms. England tried to get George to answer the question, he threw a book at her. She told him she was very disappointed with him and sent him to the office.

George was sent to see the school counselor (at 11:00). Even though the counselor tried to get George to talk, George refused to interact with the counselor and put his head on the desk the entire time. The counselor gave up and sent him back to his class.

During free time that afternoon at 2:45, George was alone working when he started humming loudly. Ms. England asked George several times to stop, which he finally did.

Day 3 - February 10

During lunch period, George told several inappropriate jokes to his classmates. At first they laughed at them, but then his peers began to ignore him. He threw his lunch tray after that.

At 3:20 as the class was getting ready for dismissal, George told two inappropriate jokes. No one laughed at them and the class went on as usual.

At 3:30, George's teacher asked him to wipe off the chalkboards. George refused. She told him that if he didn't do it, he would have to stay after school. George put his head on the desk and again refused to do it. At 3:45 she finally sent him home.

Day 4 - February 11

Between 9:30 – 10:00 during math lecture, George put his head on the desk. He ignored Ms. England's requests to complete the class work and he threw a book across the room, saying, "Leave me alone. I only slept 2 hours last night." Ms. England sent him to sit in the hall until he calmed down.

During lunch, George told two inappropriate jokes and his peers sitting nearby laughed loudly.

During free time 2:45, George hummed loudly. Ms. England told him to stop twice, but he ignored her and kept humming. Finally, she said she would let him go next for one-to-one tutoring time with her.

Day 5 - February 12

During math lecture (9:30 – 10:00), George refused to answer a question and spent the rest of the period with his head on the desk. Ms. England left him alone.

George told two inappropriate jokes during lunch. His peers laughed and asked him to tell some more. He told two more.

Now check your responses with the key provided and/or with the instructor's key. Your responses may not match up entirely with the key because the data collection process using this observation form is subject to some interpretation. Overall, you should see three patterns regarding:

Time of day _____

Activity _____

The function of specific behaviors _____

Adapted with permission from: Zarcone, J., Freeman, R., Smith, C., Wickham, D., & Kidwell, P. (2002). (Module 5) Functional behavioral assessment [Online]. Lawrence, KS: University of Kansas UCDD. Available: <http://www.kipbs.lsi.ku.edu>