Chart #22 – Functional Assessment Observation Form

Purpose	The purpose of Chart #22 is to collect baseline data on problem behaviors, antecedents, perceived functions, and actual consequences. This chart will provide insight to the function of problem behaviors and if they are maintained by the consequences delivered.
Behaviors Investigated	Chart #22 is set up to collect data on multiple behaviors that are easily observable within a classroom context. This chart was also developed to observe the antecedents to the behaviors and the consequences that result from the behavior.
Directions	Prior to using this instrument, a teacher must determine the behaviors to be observed, the potential predictors of the behavior, perceived functions, and typical consequences. Once the aforementioned information is determined, the teacher observes the student over multiple days in multiple settings. When a target behavior occurs, an event number is placed in the corresponding behavior, predictors, functions, and consequence column. For example, if the first behavior observed is yelling, the teacher places a 1 in the yelling column. If the yelling occurred because the student was trying to escape a difficult task, a 1 is placed in the difficult task column (Predictor) and in the escape activity column (function). If the student received a time-out for the behavior, the teacher will place a 1 in the time-out column (Consequence). The next behavior to occur (even if it is the same behavior) a 2 is used in the corresponding columns. Once the teacher has ended the observation period for the day, he or she will write down the date below the events and draw a line after the final event number of the day. As a rule of thumb, baseline data should be collected for at least three days or observational periods to ensure a good representation of the problem behaviors.

Name:

Starting Date: Ending Date:

Functional Assessment Observation Form

Time	Behaviors					Predictors								Perceived Functions: Get/Obtain				Perceived Functions: Escape/Avoid				Perceived Functions	Actual Conseq		Comments
						Demand/Request	Difficult Task	Transitions	Interruption	Alone				Attention	Desired Item/Activity	Self-Stimulaiton		Demand/Request	Activity ( )	Person		Other/Don't Know			
Totals																									

Events: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Date:

(O'Neill et al., 1997, p. 38)

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. (1997). Functional assessment and program development for problem behavior: A practical handbook (2 ed.). Pacific Grove, CA: Brooks/Cole.

Name: Curtis

Starting Date: 5/12 Ending Date: 5/14

Functional Assessment Observation Form

	Behaviors					Predictors								Perceived Functions: Get/Obtain				Perceived Functions: Escape/Avoid					Actual Conseq		
Time	Yelling	Throw	Pinch/Scratch	Pound/Stomp	Call Out	Demand/Request	Difficult Task	Transitions	Interruption	Alone	Desired Item			Attention	Desired Item/Activity	Self-Stimulaiton		Demand/Request	Activity ( )	Person		Other/Don't Know	Reprimand	Time Out	Comments: *(if nothing happened in the period, write initials)*
English																									PC
Math	1,5	1,5		10	10		1,5			10				10					1,5				1,10,5	1	
Science	2,6,7	2,6,7		3,11,12	3,11,12		2,6,7			3,11,12				3,11,12					2,6,7				2,3,6,7,11,12		
History																									PC
P.E.			8,13								8,13				8,13									8,13	
Shop			4,9,14								4,9,14				4,9,14									4,9,14	
Spanish																									PC
Totals	5	5	5	4	4	0	5	0	0	4	5	0	0	4	5	0	0	0	5	0			9	6	

Events: ~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ ~~9~~ ~~10~~ ~~11~~ ~~12~~ ~~13~~ ~~14~~ 15 16 17 18 19 20 21 22 23 24 25

Date: 5/12 | 5/13 | 5/14

(O'Neill et al., 1997, p. 38)

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. (1997). Functional assessment and program development for problem behavior: A practical handbook (2 ed.). Pacific Grove, CA: Brooks/Cole.