

## Appendix B

### Functional Behavioural Assessment – Suggested Questions for Assessment\*

#### ① Strengths/Preferences

- What activities/subjects does this student enjoy?
- Around whom does this student prefer to be?
- What does this student's social network look like?
- Where does this student like to go?
- What does this student do that is helpful?
- How does this student learn best?

#### ② Background Information/History

- What is this student's academic performance/school history?
- What disabilities/syndromes does this student have?
- What is significant, within the family, that influences this student's behaviour (changes, trauma, death, divorce...)?

#### ③ Inappropriate Behaviour

- What does this student do that is of concern?
- What do these behaviours look like in action?
- How often do these behaviours occur?
- How long do these behaviours last?
- How serious/dangerous/disruptive are these behaviours?
- How are these behaviours related? Is there an escalating chain of behaviours?
- How do you rate these inappropriate behaviours (**high/low frequency; short/long duration; high/low intensity**)?

#### ④ Fast Triggers (Antecedents)

- During what types of activities, classes, or school settings do these behaviours occur?
- During what times of the day or week do these behaviours occur?
- Around what people or number of people do these behaviours occur?
- What observable events signal that these behaviours are about to occur?
- Under what circumstances do these behaviours always occur/never occur?
- What else is going on when these behaviours occur?

\*Adapted from: O'Rourke, S., Knoster, T., & Llewellyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. *Journal of Positive Behaviour Interventions*, 1(1), 35-42.

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### ⑤ Slow Triggers (Setting Events)

- What **physical/medical factors** (tiredness, hunger, thirst, infections, allergies, seizures, asthma, rashes, or other conditions that may cause pain or discomfort) influence this student's behaviour?
- What **environmental factors** (lighting, noise, temperature, crowding, changes in routine...) influence this student's behaviour?
- What **social/interpersonal factors** (relationships with others, changes in support persons...) influence this student's behaviour?
- What other factors (eating and sleeping patterns, medications...) influence this student's behaviour?
- What skill deficits are these behaviours related to?

### ⑥ Actual Consequences

- What happens immediately after these inappropriate behaviours?
- What does the teacher do when these inappropriate behaviours occur?
- How do peers respond to this student's inappropriate behaviour?

### ⑦ Perceived Functions

- What do you think this student gets by behaving this way?
- What might this student be escaping from or avoiding?
- For what underlying need are these behaviours a solution?

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# Functional Behavioural Assessment\*

Date: \_\_\_\_\_ Data Collected by: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_ Age: \_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_

① Strengths/Preferences

② Background Information/History

⑤ Slow Triggers  
(Setting Events)

④ Fast Triggers  
(Antecedents)

③ Inappropriate  
Behaviour(s)

⑦ Perceived Functions  
(hypotheses / possible explanations)

⑥ Consequences for  
the Inappropriate  
Behaviour(s)

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