BEHAVIOR ASSESSMENT SUMMARY

Dates of Summary:_____   Student Name:_____

Age:_____   Grade Level:_____

Team Members Completing Summary

Names: _____

Positions: _____

Primary Contact: _____

Email: _____   Phone: _____

Assessment Methods Used to Gather Information:
Check all methods used.

Indirect Measures

☐ Review of student records

☐ Functional Behavior Assessment Interview (FBAI)

    ☐ Staff   ☐ Parent   ☐ Student

☐ Motivation Assessment Scale (MAS)

☐ Functional Analysis Screening Tool (FAST)

☐ Questions About Behavioral

    Function (QABF)

☐ ABC data

☐ Activity/routines scatter plot

☐ Preference assessment

☐ Reinforcer interview or survey

I. **Student Strengths. Identify and describe two or more of the student's strengths.**

II. **Student Preferences. List preferred items and activities or summarize preference assessment results.**

III. **Communication**

    a. Identify the student's primary mode(s) of communication.

        ☐ verbal speech   ☐ gestures   ☐ manual sign   ☐ pictures

        ☐ voice output communication device

    b. Describe how the student communicates his/her wants and needs

    c. Describe how the student communicates when they do not want to participate in an activity or want to stop a current activity

IV. **Academic Strengths and Deficits. Describe the students academic strengths and deficits. How have deficits been addressed?**

V. **Results of Activity/Routine Scatter Plot**
Summarize the student's scatter plot data. What did you learn?

Graph of Activity/Routine Scatter Plot

VI. Target Behaviors:

Operational Definitions:

a. Frequency of behaviors:

b. Duration of behaviors:

c. Intensity of behaviors:

d. When is the behavior most likely to occur?

e. When is the behavior least likely to occur?

Graphs of Baseline Data (Before Intervention)

VII. Setting Events

Describe any potential setting events (e.g., medications, medical or physical conditions, sleep or eating problems, schedule changes, staff or family circumstances) that may influence any of the target behaviors.

VIII. ABC Examples

Provide 1-2 examples of the ABC's for each target behavior.

Antecedent	Behavior	Consequence	Functional Hypothesis
What happened before the behavior occurred?	What behavior was observed?	What happened after the behavior occurred?	(positive, negative or automatic reinforcement)

Graphs of ABC Data

IX. Summary/Hypothesis Statements

Based on your assessment data, write a summary statement for each target behavior.

1.

2.

3.

Additional Summary Comments

X. Replacement or Desired Behaviors

Describe any new or existing behaviors the student could be taught and/or reinforced to replace the prioritized behaviors of concern.

Target Behavior:

Replacement/Desired Behavior:

Skill Deficit? ☐

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Skill Deficit? ☐