



Question 1 of 16:

How often will the student demonstrate the problem behavior when asked or told to do a task that he/she doesn't want to do?

- ☐ Rarely or never
- ☐ Some of the time
- ☐ Most of the time
- ☐ Always
- ☐ Does not apply

Question 2 of 16:

Does it seem like the student uses this behavior to try getting an item he/she wants or to be allowed to do an activity he/she wants?

- ☐ No, it doesn't seem like he/she is trying to get an item or to be allowed to do an activity that he/she wants.
- ☐ Not usually, but once in a while it seems like he/she is trying to get an item or to be allowed to do an activity that he/she wants.
- ☐ Much of the time it seems like he/she is trying to get an item or to be allowed to do an activity that he/she wants.
- ☐ Yes, it almost always seems like he/she is trying to get an item or to be allowed to do an activity that he/she wants.
- ☐ Does not apply

Question 3 of 16:

If the student had not been interacting with others for a while, does he/she become more likely to demonstrate this behavior?

- ☐ No, not interacting with others for a while does not make him/her any more likely to demonstrate this behavior.
- ☐ Some of the time the student is more likely to demonstrate this behavior if he/she has not been interacting with others for a while.
- ☐ Yes, a lot of the time the student is more likely to demonstrate this behavior if he/she has not been interacting with others for a while.
- ☐ Yes, the student will almost always demonstrate this behavior if he/she has not been interacting with others for a while.
- ☐ Does not apply

Question 4 of 16:

If the student was in a room alone, how likely do you think it is he/she would demonstrate this behavior?

- ☐ If the student was in a room alone I do not think he/she would demonstrate this behavior.
- ☐ If the student was in a room alone I think he/she would occasionally demonstrate this behavior.
- ☐ If the student was in a room alone, I think he/she would almost always demonstrate this behavior.
- ☐ Does not apply

Question 5 of 16:

Is the student more likely to demonstrate this behavior during specific types of tasks, activities or lessons?

- ☐ No, it does not seem to have any connection with the specific task, activity or lesson.
- ☐ I've identified specific types of tasks, activities, or lessons during which this problem behavior is more likely to occur.
- ☐ I've identified specific types of tasks, activities, or lessons during which this problem behavior will almost always occur.
- ☐ Does not apply

Question 6 of 16:

If the student has something he/she likes taken away from him/her, or is denied access to something (toy, food, or an activity) that he/she wants, how likely is it that he/she will demonstrate this behavior?

- ☐ It is not very likely that he/she would demonstrate this behavior.
- ☐ Sometimes he/she would often demonstrate this behavior.
- ☐ Often times, he/she would almost always demonstrate this behavior.
- ☐ Does not apply

Question 7 of 16:

Does it seem like the student uses this behavior in order to get others to notice or interact with him/her?

- ☐ No, it almost never seems like he/she is using this behavior in order to get others to notice or interact with him/her.
- ☐ Not usually, but once in a while it seems like he/she is using this behavior in order to get others to notice or interact with him/her.
- ☐ Much of the time it seems like he/she is using this behavior in order to get others to notice or interact with him/her.
- ☐ Yes, it almost always seems like he/she is using this behavior in order to get others to notice or interact with him/her.
- ☐ Does not apply

Question 8 of 16:

Would you describe this behavior as something the student does repetitively or ritualistically each time, regardless of how people respond?

- ☐ No, it doesn't seem like the student does this behavior in a repetitive or ritualistic manner.
- ☐ Yes, it often seems like the student does this behavior in a repetitive or ritualistic manner.
- ☐ Yes, it definitely seems like the student does this behavior in a repetitive or ritualistic manner.
- ☐ Does not apply

Question 9 of 16:

After the student demonstrates this behavior, does he/she willingly resume or begin the activity presented?

- ☐ Yes, the student is almost always willing to resume whatever he/she was doing before or had been asked to do next.
- ☐ the student is sometimes willing to resume whatever he/she was doing before or had been asked to do next.
- ☐ No, this behavior usually continues until the activity or task changes, or the task or activity is usually changed or removed after he/she behaves this way.
- ☐ Does not apply

Question 10 of 16:

Is the student more likely to demonstrate this behavior when he/she sees something he/she isn't allowed to have, or sees other people doing something that he/she isn't allowed to do?

- ☐ No, the behavior doesn't become any more or less likely when the student sees things he/she isn't allowed to have or sees other people doing things he/she isn't allowed to do.
- ☐ Yes, the behavior is more likely to occur when the student sees things he/she isn't allowed to have or sees other people doing things he/she isn't allowed to do.
- ☐ Yes, the behavior will almost always occur when the student sees things he/she isn't allowed to have or sees other people doing things he/she isn't allowed to do.
- ☐ Does not apply

Question 11 of 16:

Does it seem like the student uses this behavior to create a sensation that he/she desires, regardless of anyone's reaction to his/her behavior?

- ☐ No, it does not seem like the student is using this behavior to create a sensation he/she desires.
- ☐ Not usually, but sometimes it seems like the student is using this behavior to create a sensation he/she desires.
- ☐ Much of the time it seems like the student is using this behavior to create a sensation he/she desires.
- ☐ Yes, almost all of the time it seems the student is using this behavior to create a sensation he/she desires.
- ☐ Does not apply

Question 12 of 16:

Does it seem like the student is more likely to demonstrate this behavior when he/she wants to impress or get someone to notice him/her?

- ☐ No, it doesn't seem like the student is more likely to demonstrate this behavior when he/she wants to impress or get someone to notice him/her.
- ☐ Yes, the student is more likely to demonstrate this behavior when he/she wants to impress or get someone to notice him/her.
- ☐ Yes, the student will almost always demonstrate this behavior when he/she wants to impress or get someone to notice him/her.
- ☐ Does not apply

Question 13 of 16:

After the student demonstrates this behavior, is he/she usually given an item or allowed to do something that will help distract him/her or calm him/her down?

- ☐ No, after the student demonstrates this behavior he/she is not usually given an item or allowed to do something that will help distract him/her or calm him/her down.
- ☐ Yes, after demonstrating this behavior he/she is sometimes given or allowed to do something that will help distract him/her or calm him/her down.
- ☐ Yes, after demonstrating this behavior he/she is almost always given or allowed to do something that will help distract him/her or calm him/her down.
- ☐ Does not apply

Question 14 of 16:

Does it seem like the student uses this behavior to get out of doing a task or to get certain people to leave him/her alone?

- ☐ No, it doesn't seem like the student is trying to get out of doing a task or to get certain people to leave him/her alone.
- ☐ Not usually, but once in a while it seems like the student is trying to get out of doing a task or to get certain people to leave him/her alone.
- ☐ Much of the time it seems like the student is trying to get out of doing a task or to get certain people to leave him/her alone.
- ☐ Yes, it almost always seems like the student is trying to get out of doing a task or to get certain people to leave him/her alone.
- ☐ Does not apply

Question 15 of 16:

When the student demonstrates this behavior, do other people reprimand him/her, show disapproval, or explain to him/her why the behavior is inappropriate?

- ☐ No, people always ignore the student when he/she demonstrates this behavior.
- ☐ Yes, people sometimes reprimand the student, show disapproval, or explain to him/her why the behavior is inappropriate.
- ☐ Yes, people almost always reprimand the student, show disapproval, or explain to him/her why the behavior is inappropriate.
- ☐ Does not apply

Question 16 of 16:

If the student was given free time to do as he/she liked, would he/she engage in this behavior or choose other activities?

- ☐ the student would definitely choose other activities.
- ☐ the student would probably choose to engage in this behavior rather than doing other activities.
- ☐ the student would almost always choose to engage in this behavior rather than doing other activities and if directed to do something else he would continue to engage in this behavior even while doing other activities.
- ☐ Does not apply

Positive and Measurable Behavioral Goals:

Self-injury: By May 25, 2018, Jane will display no more than 3 self injurious behaviors over the course of one week as measured by teacher/nurse charted records.

(SPED uses a SMART goal approach)

SMART-Specific, Measureable, Achievable, Relevant, Time Bound.

Aggression: Depending on the actions being displayed at school it may read , By May 31, 2018, Jim will decrease the amount of verbal threats to other students to not more than 2 times per day as measured by teacher record/charts.

Tantrum: The student will increase in positive, peaceful interactions with adults and peers at school 80% of the school day.

Classroom Disruption: The student will decrease in outbursts to the peers and yelling at the teacher at school to only 50% of the school day.

Property Destruction: By, Student will refrain from destroying school property 100% of the time by utilizing aggression reducing tools such as squeeze ball, as measured by.....

Off-Task: Student will increase time on task behavior to 12 minutes during direct instruction.....

And/Or The student will arrive for class on time and prepared (with appropriate class materials) 80% of the school day.

Socially inappropriate comments, statements, etc.: The student will decrease their socially inappropriate comments and statements to adults and peers to only 50% of the school day.

Other unsafe or disruptive behavior: The student will decrease their unsafe behavior (list that behavior here) to zero times a day while at school. The FBA would show how many times the student displays certain unsafe or disruptive behaviors. You can write the goal to decrease or increase using specific numbers. Many districts require benchmarks so the teachers could write those accordingly.

Districts are different everywhere as I am sure you have seen. SPED laws allow states to interpret and incorporate their own nuances but every student has to have goals not necessarily benchmarks within the goals. Progress of goals have to be reported to parents each time the gen ed reports are given and are many times just a short blurb with the most recent to support the annual goal.

List of Possible Reinforcers				
Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
Hi-5's	Class party	Clapping hands	Stickers	<u>Sweets:</u>
Hugs	Computer time	Hide and seek	Bubbles	Candy
Kisses	Choice time	Peek-a-boo	Balloons	Gummy candies
Facial expressions	Feed class pet	Brushing hair	Balloon pump	M&Ms
Wrinkling nose	Play with peer	Tickles	Video	Nerds
Raising Eyebrows	Field trips	Dancing	TV	Starbursts
Back scratch	Leave class 5 min early for lunch	Turning lights on/off	Video games	Skittles
Hand shake	Listen to iPod	Rocking	Stamps	Spree
Winking	Go to counselor's office	Run outside	Mirrors	Mike and Ike
Verbal praise	Earn "money" for rewards	Sand table	Books	Sweet tarts
Smiling	Lunch bunch with teacher	Rice play	Magazines	Rock candy
Singing	Drop lowest grade once per quarter	Bean play	Scents/perfumes	Lollipops
Whistling	Exercise break	Drawing	Play-dough	Chocolate
Back rub	Homework pass	Painting	Puzzles	Chocolate chips
Lotion rub	Art activity	Finger painting	Dolls	Peanut butter chips
Sounds (produced by adult)	Drink of water	Shaving cream play	Stuffed animals	Butterscotch chips
Thumbs up	Student leader	Piggyback rides	Body sock	Candy Canes
Laughing/giggling	Friday cartoon video	Trampoline	Beanbag	Jelly Beans
Cheering	Healthy snack	Play with glitter	Body pillow	Cookies
Shaking Head	Rest	Water play	Blankets	Animal crackers
Tickles	Exercise ball	Manicure	Blocks	Cake Frosting
Deep pressure	Tickets for prize drawing	Squirt bottle tag/play	Toy cars	Ice pops
Squeezes	Read out loud	Bubbles-chase, blow in fan	Trains	Ice cream
Airplane ride (on adult)	Class store access	Story	Plastic toys- animals, people, food	Marshmallows
Horse-ride (on adult)	School store access	Listen to story on CD	Slinky	Toffee
Piggy-back ride (on adult)	Classroom game	Twirl in air	Marble maze	
Predictable play patterns	Tell class a joke	Twirl on spinning chair	Spray bottle	<u>Fruits:</u>
Peer play	Be the teacher	Blankets over head	Cards	Tangerines
	Talk on phone	Stim time	String	Bananas
	Lunch/snack helper	Climbing	Beads	Raisins
	Extra credit	Puppet play	Ribbon	Grapes
	One-on-one time with adult	Dress up play	Comics	Apples

Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
	Extra recess time	Look at pictures	Yo-yos	Fruit snacks
	Library time	Look at magazines	Pin toy	Fruit roll/fruit leather
	"Star wall" with students names	Wagon rides	Make-up kit	
	Cushy chair/teacher chair	Bike rides	Lotion	<u>Drinks:</u>
	Teacher helper	Scooter board rides	Scented hand sanitizer	Juice
	Choose desk/seating	Sensory/OT room time	Pick-up sticks	Soda
	Draw on whiteboard	Swing	Toy jewelry	Chocolate milk
	Use classroom technology—document cam	String beads	Chap stick	Strawberry milk
	Classroom time keeper	Play indoor game		sports drinks
	Select class activity from list	Play outdoor game	<u>Tactile toys:</u>	Kool-aid
	Select materials from list	Music	Spinning toys	
	Assist with younger students	Suction-cup dart board	Twirling toys	<u>Hard foods:</u>
	Design class bulletin board	Toy car race	Fidget toys	Crackers
	Decorate classroom	Going for walk	Wikki Stix	Pretzels
	Show and tell-bring an item from home	Spin toys	Squish toys	Chips
	Award/certificate	Blow balloons and release	Sticky hand/sticky toys	Cheetos
	Good note home	Pretend play	Theraputty	Doritos
	Work at school store	Take pictures	Bendy toys	Popcorn
	Extra recess time with another class	Whisper secrets/telephone game	Moon sand	Corn nuts
	Select peer to work with on assignment	Musical chairs	Squeeze ball	Cereal
	Line leader	Jump rope	Tangle toys	Chex mix
	Self-graphing	Board game	Spaghetti ball	Snack mix
	Attendance leader	Phone call	Glove	Rice cakes
	Flag raiser/leader	Visit someone special	Slime	Nuts
	Sharpen pencils for class		Gak	Jerky
	Putting away materials		Mars Mud	Raw vegetables
	Collecting materials		Silly putty	
	Watch teacher do something unusual-dress-up, do a dance			<u>Soft foods:</u>
	Principal's helper		<u>Sound producing items:</u>	Yogurt
	Watch event on campus-construction, cleaning		Noise makers	Jell-o
	Visiting another class		Rain stick	Pudding
			Harmonica	Cheese
			Whistle	Peanut butter

Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
			Bird whistle	Jelly
			Wooden train whistle	Applesauce
			Horn	Mashed potatoes
			Toy instruments	Bread
			Kazoo	
			Rattle	
			Giggle rattle	
			Bubble wrap	
			Velcro	
			Zipppers	
			Metal spinning top on hard surface	
			Maraca	
			Animatronic toys	
			<u>Visual Items:</u>	
			Lava lamp	
			Fiber Optic lamp	
			Liquid timers	
			Light-up toys	
			Snow globes	
			Disco ball	
			Mini fan	
			Kaleidoscope	
			Rail twirler	
			Spinning globe	
			Glow in the dark toys	
			Wind-up Toys	
			Animatronic toys	
			Flashlight	