

## Functional Behavioral Assessment (FBA) Behavior of Concern Questionnaire

Date: \_\_\_\_\_

Student:		School:	
Birth date:		ID number:	
Grade:		IEP:	Yes No

### Student behavior

Briefly describe the behavior of concern:

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### Directions

Keeping in mind a typical episode of the behavior of concern, circle the frequency at which each of the following statements are true.							
	Never	10%	25%	50%	75%	90%	Always
	0	1	2	3	4	5	6
1. Does the behavior of concern occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the behavior of concern occurs, do you redirect the student to get on task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the behavior of concern, do peers leave the student alone?	0	1	2	3	4	5	6
4. When the behavior of concern occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the behavior of concern more likely to occur following a conflict outside of the classroom (e.g., bus write up)?	0	1	2	3	4	5	6
6. Does the behavior of concern occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the behavior of concern occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the behavior of concern more likely to continue to occur throughout the day	0	1	2	3	4	5	6

following an earlier episode?							
9. Does the behavior of concern occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the behavior of concern stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior of concern occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the behavior of concern, do you provide one-to-one instruction to get student back on task?	0	1	2	3	4	5	6
13. Will the student stop during the behavior of concern if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the behavior of concern, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the behavior of concern more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

**Additional information**

1. When does the behavior of concern occur most often (e.g., during what activities or times)?

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2. Where does the behavior of concern occur most often?

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3. How often does the behavior of concern typically occur (e.g., number per period, daily, weekly)?

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4. Have you ever observed the student use appropriate behaviors during times that are typically problematic?

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If yes, any guesses why?

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\_\_\_\_\_

5. Do you think the behavior of concern is related to an academic skill deficit?

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\_\_\_\_\_

\_\_\_\_\_

6. Is there any other information which may be pertinent to this child/behavior?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions**

Circle the score given for each question from the scale below the corresponding questions number (in bold).														
Peers						Adults						Setting Events		
Escape			Attention			Escape			Attention					
<b>3</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>15</b>
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*Adapted from Lewis T.J. Scott & Sugai, G.(1994) The problem behavior questionnaire: A teacher based instrument to develop functional hypothesis of problem behavior in general education classrooms. Diagnostique, 19, 103-115.