

Functional Assessment and Intervention Team Meeting Record

Student name:	Meeting Date:
Referring Person:	Date of Referral:
Team members present:	

REFERRAL INFORMATION

Reason for referral

Place information about behavior and environment in the columns below		
<i>What happens immediately before and after the problem behavior?</i>		
Problem Antecedents	Problem Behavior	Problem Consequences

<i>What happens immediately before and after instances of positive behavior?</i>		
Positive Antecedents	Positive Behaviors	Positive Consequences

Summarize important information obtained by team discussions
<i>What do we know about the student that might help us better understand the problems he or she is having?</i>

General Antecedents = under what conditions is this behavior most likely to occur?

Ex: when a peer bumps or when asked to work quietly

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General Consequences = what outcomes does the student get from problem behavior?

Ex: access to attention or escape from aversive tasks

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Predictable Explanation of Behavior

When are you likely to see the problem behavior and what are the likely consequences?

General Antecedents	Problem Behaviors	General Consequences

Function of Behavior

Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain teacher attention)

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INTERVENTION

Replacement Behavior

What should the student be doing instead? (what do others do for same function?)

Design Instruction

Can the student perform this behavior? Under what conditions will this behavior be successful and unsuccessful? What teaching examples will help make this clear to the student? (Ex: behavior will work when getting attention from teachers but not peers; examples of different ways to get teacher attention.)

Predicting and Preventing Failure

What are some circumstances or conditions that might tend to predict failure and what can be done to prevent or remove those conditions?

Predictable Failure	Temporary Solution
<i>What would make this intervention fail?</i>	<i>How can we prevent this failure?</i>

Facilitating Success

What are some strategies that will make the replacement behavior more likely? (Ex: manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)

Positive Consequences for Problem Behavior

<i>How can natural positive consequences be made available to the student when desired behavior occurs?</i>	<i>What enhancements can be made to increase the power of natural positive consequences?</i>
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Natural Positive Consequence	Artificial Positive Consequences

Negative Consequences for Replacement Behavior

What can be done when the student displays the problem behavior so that the desired function cannot be realized?

Measure

How will behavior change be measured? (Ex: when the student is asked to complete a task a tally will be made as a measure of whether task completion.)

Behavioral Objective

What are the conditions under which behavior will be measured and the criteria for success? (Ex: when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% of opportunities.)

Condition	Behavior	Criteria
<i>When should the behavior occur?</i>	<i>What do you want the student to do?</i>	<i>How much is enough? (Use the measure from above)</i>

Set a date for follow-up meeting to discuss intervention outcomes

Date and time

Was the intervention successful – did behavior meet criterion levels? **YES** **NO**

If Yes, move on to new skill or increase criterion levels – specify below

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If No, team must make decisions regarding how to proceed

Ex: further assessment, adapt existing intervention, change intervention, lower criteria, hands off with further monitoring

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*** this page may copied and added on to this report as necessary*