

Functional Assessment and Intervention Team Meeting Record

Student name: _____ Meeting Date: _____

Referring Person: _____ Date of Referral: _____

Team members present:

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REFERRAL INFORMATION

Reason for referral

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Place information from reports and observations in the appropriate columns below

What happens immediately before and after the problem behavior?

| Problem Antecedents | Problem Behavior | Problem Consequences |
|---------------------|------------------|----------------------|
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What happens immediately before and after instances of positive behavior?

| Positive Antecedents | Positive Behaviors | Positive Consequences |
|----------------------|--------------------|-----------------------|
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General Antecedents = under what conditions is this behavior most likely to occur?

Under what conditions is this behavior most likely to occur?

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

What outcomes does the student get from problem behavior?

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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 |
|---------------------|-------------------|----------------------|
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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?)

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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.)

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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 |
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| <i>What would make this intervention fail?</i> | <i>How can we prevent this failure?</i> |
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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.)

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Positive Consequences for Problem Behavior

| <i>How can natural reinforcers be made available to the student when desired behavior occurs?</i> | <i>What other reinforcers might be needed to help it happen?</i> |
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| Natural Reinforcer | Artificial Reinforcer |
| | |

Negative Consequences for Replacement Behavior

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

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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.)

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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 is the behavior likely to 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

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

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