Special Services, Johnson County And Surrounding Schools

Behavior Functions Checklist

Student Name: _____

Rater: _____

Date: _____

Behavior Description: _____

Setting: _____

Instructions: This Behavior Functions Checklist is designed to help determine the possible function(s) of the problem behavior so that appropriate interventions can be planned. To complete this scale, select one behavior that is believed to be the most important in making positive changes for the student. It is important to be very detailed in your behavior description, "looking around the room," for example, is more detailed than "off task". After you have explained the behavior, please circle the number for each item that best describes your observation of this behavior.

	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
1. Does the behavior enable the student to avoid an academic task/activity/teacher/time of the day/location?							
2. Does the behavior appear to be sneaky in nature so that you are not intended to catch it?							
3. Does the behavior appear in group situations with peers?							
4. Will the student stop the behavior in order to earn an item that they would like to have (e.g., sticker, treat, iPad, iPod, etc.)?							
5. Does it appear that the student is making an effort to change his/her identity?							
6. Will the student display the behavior when the student wants something that is not theirs?							
7. Is this student self-abusive or does the student strike out at others?							
8. Is the behavior performed over and over again, in a rhythmic or cyclical manner?							

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	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
9. Has the student attempted to change his/her group of friends?							
10. Does the student's status with peers appear to be boosted when the student engages in the problem behavior?							
11. Does the behavior happen when there is either a lot going on or very little (e.g., noise, movement, people, activity)?							
12. Does it appear that the student is attempting to change how he/she comes across to his/her peers?							
13. Does the student refuse to follow your directives?							
14. Does the behavior occur when the student is denied an activity (e.g., free time, recess, reading a book, listening to an iPod) in which the student wants to engage?							
15. Do other students appear to be impressed with this student after he/she engages in this behavior?							
16. Does the student "bargain" to stop the behavior if the teacher will give them an item they want?							
17. Does the student crawl under a desk, sit in a corner, or small space, or pace back and forth?							
18. Does the student seem to gain access to his/her peer group after engaging in this behavior?							
19. Does the behavior stop when the task is removed, or demands to complete the task are removed?							
20. Does the behavior occur when the student has been working an extended period of time?							
21. Does the student's behavior seem to occur after another student has engaged in a similar behavior?							
22. Does the student respond better when given choices versus being told what he/she is to do?							

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	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
23. Do other adults stop what they are doing and interact with the student when the problem behavior is displayed?							
24. Does the student appear unmotivated, put their head on their desk or tend to lie on the floor?							
25. Does the behavior occur when the student is out of their seat or during transition periods in the classroom?							
26. Does the student try to imitate a particular role-model?							
27. Does the student dismiss or appear unappreciative when given a gift or special treatment or privileges by a parent/teacher?							
28. Does the behavior occur during some tasks but not others?							
29. After the student engages in this behavior do you provide attention and/or one-on-one instruction to get the student back on task?							
30. Does the behavior enable the student to gain protection from adults/peers?							
31. Does the student wear inappropriate/unusual clothing?							
32. Does the student look around for a reaction from his/her peers upon engaging in this behavior?							
33. Does the behavior occur when you stop attending to the student?							
34. Does the behavior occur when a change has been made to the schedule or normal routine of activities?							
35. Does the student appear to engage in this behavior in order to be accepted by his/her peers?							
36. Does the student argue with adult authority and/or when given directives?							

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37. Does the behavior intensify if you insist the student complete the task?							
38. Does the behavior occur when the teacher is on the other side of the room or when the student is seated away from the teacher?							
39. Does the student appear to attempt to fit and/or project a different "persona"?							
40. Do peers often laugh or respond to the student following this behavior?							
41. Does the student spin, rock, or hang upside down on their desk or chair, talk constantly, or move continually?							
42. Does the student make an effort to bring across membership/affiliation to a certain group by wearing certain colors, or types of clothing or jewelry?							
43. Does the behavior occur in order to get something that the student may want?							
44. Does the behavior occur during less structured times?							
45. Does the behavior occur when the student seems to be having a bad day or already upset about something?							
46. Does the student appear to be "following the lead" of another student by engaging in this behavior?							
47. Does the student seem angry before or during the occurrence of the behavior?							
48. Does the student engage in damaging something belonging to an authority figure (may say it was an "accident")?							
49. Does the behavior seem to occur when peers are attending to others and therefore not paying attention to the student?							

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	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
50. Does the behavior occur when the student is asked to perform a non-preferred or difficult task?							
51. Does the behavior occur when you take away an object (e.g., toy, food, pencil, iPod, phone, etc.) from the student?							
52. Doe the student seem to focus on wanting to get even or on things being "fair"?							
53. Does the behavior seem to occur when you are working with another student?							
54. Does the student over-react (i.e. to react or respond more strongly than is necessary or appropriate) to provocation by peers?							
55. Does the student seem to engage in this behavior when you are not paying attention to him/her?							
56. Does the student flee or run from loud or noisy environments?							
57. Does the student say hurtful things such as "You don't even love me!" or "I hate you!"?							
58. Does the student over-react (i.e. to react or respond more strongly than is necessary or appropriate) to mistakes made by others?							
59. Does the behavior occur when the student is denied an activity the student wants to engage in?							
60. Does the behavior occur in order to engage in a preferred activity (e.g., free time, recess, office referral, time out of class, etc.)?							

Scoring Directions for the Behavior Functions Checklist

Write the rating that you assigned to each question next to its number below. When finished, total the ratings in each column. The mean rating for each column is the total for each column divided by the number of items in the column (5 for Attention-Peer, 6 for Power/Control, etc.). Then rank order the means and the highest mean may be considered the function of the behavior.

Attention Peer	Attention Teacher	Acceptance Affiliation	Power/ Control	Sensory/ Self-Stimulation
3.	23.	10.	2.	7.
15.	29.	18.	13.	8.
32.	33.	21.	22.	11.
40.	53.	35.	36.	17.
49.	55.	46.	47.	24.
			59.	41.
				56.
Total:	Total:	Total:	Total:	Total:
Mean:	Mean:	Mean:	Mean:	Mean:

Setting Events/ Environment	Protection / Escape / Avoidance	Tangible Activity	Expression of Self	Justice/ Revenge
25.	1.	4.	5.	27.
34.	19.	6.	9.	48.
38.	20.	14.	12.	52.
44.	28.	16.	26.	54.
45.	30.	43.	31.	57.
	37.	51.	39.	58.
	50.	60.	42.	
Total:	Total:	Total:	Total:	Total:
Mean:	Mean:	Mean:	Mean:	Mean:

Behavior category with the highest mean: _____