



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:

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)?

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

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

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

If yes, any guesses why?

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

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					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
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.