Teacher Team Functional Assessment Questionnaire

Teacher name: Mrs. Conrad (classroom), Mrs. Talent (art), Mr. Calling (music), Miss Keen (P.E.)

Student name: Craig K.

Date: 10/16/2010

Descriptions of Behavior(s)
What do the problem behaviors look like? Please describe one at a time.

1. Off-task: leaves seat or area, looking around room, fidgeting with materials, clothes, items, etc.

2. Tantrum - yells, cries, drops to floor, kicks feet

3. Physical Aggression – hits, pokes, shoves peers (playfully)

4. Blurting – calls out teacher name

5.

Things That Set Off the Behavior(s)
For each of the behaviors describe what appears to set off the problem behavior. Please describe the conditions below in the same order as you have listed the behaviors above.

1. Reading tasks that are too difficult or too long, particularly when sitting in circle time with peers, during group instruction

2. When teacher gives reprimands or consequence for off task or disruptive behavior.

3. When in low structured or unstructured settings (bathroom, lunch, centers) or when there are many students with low supervision.

4. When given a task or teacher is working with another student

5.

Reinforcement for the Behavior(s)
From your observation, what does the student gain from the problem behaviors?

1. Task avoidance

2. Task avoidance

3. Peer attention

4. Teacher attention

5.

Murdock, O’Neill & Cunningham (2005)
Summary Statements
From the information above on this student, write a brief summary statement that includes what sets off the behavior, the behavior itself, and what the student gains from the behavior. For example: When Jason is given an assignment, he will throw his pencil across the room in order to obtain attention from the teacher.

1. When reading task or activity is difficult or long, Craig is off task by playing with items, looking around the room or leaving the area. He does this to avoid the task.
2. When he receives a reprimand that prevents him from avoiding a task or receives a consequence, Craig tantrums to avoid the task.
3. During unstructured activities or settings with low supervision, Craig will playfully poke, shove or hit peers to get and maintain peer attention.
4. When the teacher is working with a student or has given a task to complete independently, Craig will call out to get teacher attention.
5.

For each of the summary statements above, how confident are you that these are the reasons the student engages in this behavior? Please rate each with a number between 1 and 4.
1 – not at all confident
2 = somewhat confident
3 = confident
4 = very confident

1. 3 / confident
2. 3 / confident
3. 4 / very confident
4. 4 / very confident
5.

Rank the summary statements above from those that cause the most problems to the least problems. Begin with the statement that causes the biggest problems

#2 – Mrs. Conrad believes if problems listed in #1 could be reduced, the tantrums listed in #2 would also decrease
#1
#3
#4

Murdock, O’Neill & Cunningham (2005)