

## Early MTSS Functional Behavior Assessment (FBA)



# Communication of Behavior: To Self-Regulate

Child: \_\_\_\_\_

Date: \_\_\_\_\_

Describe the behavior that is your main concern. (What does the behavior 'look' like and 'sound' like?): \_\_\_\_\_

What is the child's behavior communicating? <sup>1</sup>	Team Consensus
<b>1. Does the child's behavior:</b> 1a. tend to happen over and over again?	
<b>Attempts to reduce stimulation:</b> 1b. occur when there is a lot happening?	
1c. occur during stressful, anxiety producing or highly demanding situations?	
<b>Attempts to increase stimulation:</b> 1d. occurs when there is a lot happening?	
1e. Occur when the child seems bored?	
1f. Seem to follow periods of non-physical activity?	
<b>2. Do caregivers and peers react to the child's behavior by:</b> 2a. feeling frustrated, irritated and exasperated?	
2b. strong desire to say something and redirect the child back on task?	
2c. Other? Please explain:	
<b>3. After the caregiver reacts, how does the child then respond? The child:</b> 3a. continues to engage in same or different repetitive behaviors.	

\_\_\_\_\_

<sup>1</sup> Adapted from: Hamilton, Welkowitz, deOliva Mandeville, Prue, and Fox (1995). 'Prevention, Teaching & Responding' University of Vermont.

<b>What is the child's behavior communicating?<sup>1</sup></b>	<b>Team Consensus</b>
3b. Other? Please explain:	

**Team Notes:**

**Our Hypothesis:**

**The team has come to consensus that the purpose of the child's behavior is to self-regulate.**