

AIM: Assess-Intervene-Monitor FBA Tool

Student:	Grade:
Teacher:	Date Completed:
Disability status:	Examiner:

1. What is the problem behavior—what does the student say or do?

2. Record the student's schedule and indicate the likelihood of the problem occurring.

Activity	Who is present?	Likelihood of problem
		Low High 1 2 3 4 5 6
		Low High 1 2 3 4 5 6
		Low High 1 2 3 4 5 6
		Low High 1 2 3 4 5 6
		Low High 1 2 3 4 5 6
		Low High 1 2 3 4 5 6

For each activity rated as 4 or higher.....

**3. What specifically is occurring during the activity when the problem occurs?
(describe specific features of the activity, easy task, group math, transition)**

__ Academic task:	__ Peer activity:
__ Non-academic activity:	__ Transition:

4. What most often occurs after and seems to reward the problem behavior?

__ Obtain attention from:	__ Avoid attention from:
__ Obtain this activity/item:	__ Escape this activity/item:

5. What is your best guess/hypothesis?

Context/Setting	Trigger (Antecedent)	Problem Behavior	Consequence (Pay Off)

Anderson, C. M., & Bateman, L. (2011). *Assess, Implement, Monitor*. Educational and Community Supports, University of Oregon, Eugene, OR. Revised from O'Keefe, Lewis-Palmer, & Sugai (2001), *Guess and Check*. Educational and Community Supports, University of Oregon, Eugene, OR.

AIM: Develop an Intervention

Context/Setting	Trigger (Antecedent)	Problem Behavior	Consequence (Pay Off)

Build an intervention (circle strategies you choose)...

1. What can be done to prevent the problem from occurring?

Provide frequent attention throughout the activity	Change class seating arrangement or location of student's seat	Increase home/school communication
Provide choices such as what to do first or what tools to use	Provide extra help/checks for understanding	Check to see if student has needed materials and if not, provide them <i>before they are needed</i>
Modify amount or type of activity	Provide an opportunity to engage in a preferred activity first (neutralizing routine)	Modify student's schedule

2. What *skills* can be taught?

Asking for help	Self-management skills	Problem solving skills
Asking for a break	Asking for attention	Teach peers to ignore problem behavior
Asking for an alternate activity/assignment	Specific academic skills	

3. How can the payoff for the problem behavior be minimized?

Provide consistent and calm response	Provide verbal praise to students who are meeting expectations	Prompt peers to ignore problem behavior
No eye contact or other response	Prompt student to return to desired activity (verbal prompts, your proximity, modeling, etc)	Provide verbal reprimand
Offer assistance with task or activity	Provide tangible reward to students meeting expectations	Provide negative consequence (i.e., time-out, loss of preferred activity)

4. What incentives can be provided for the desired behavior?

Provide extra attention to the student	Allow student to be the helper
Provide student with a break	Allow student to pick activity for group or class
Provide choice of task or preferred activity	Provide opportunity for peer interaction

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AIM: How Will the Intervention be Implemented?

a. What will be done to prevent the problem from occurring?

Who is involved?	What will occur?	When will it occur?	Where will it occur?

b. What skills will be taught?

Who is involved?	What will occur?	When will it occur?	Where will it occur?

c. How can the payoff for the problem behavior be minimized?

Who is involved?	What will occur?	When will it occur?	Where will it occur?

d. What incentives can be provided for the desired behavior?

Who is involved?	What will occur?	When will it occur?	Where will it occur?

AIM: Is the Intervention Effective?

record the date below each day's label. Circle a rating—4 is a great day and 1 is a bad day

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

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