

**I. IDENTIFYING INFORMATION**

- \_\_\_\_\_ name
- \_\_\_\_\_ birth date
- \_\_\_\_\_ age
- \_\_\_\_\_ gender
- \_\_\_\_\_ address
- \_\_\_\_\_ UCI number
- \_\_\_\_\_ language(s) spoken
- \_\_\_\_\_ service coordinator
- \_\_\_\_\_ regional center
- \_\_\_\_\_ current diagnosis(es) including level of severity of mental retardation
- \_\_\_\_\_ date of report
- \_\_\_\_\_ consultant's name

**II. REFERRAL INFORMATION**

- \_\_\_\_\_ source of referral
- \_\_\_\_\_ list of behaviors referred for and any additional/ different behaviors for intervention
- \_\_\_\_\_ brief history of problem behavior(s)

**III. DESCRIPTION OF ASSESSMENT PROCESS**

- \_\_\_\_\_ interviews, record review, observations
- \_\_\_\_\_ dates or interviews and observations

**IV. BACKGROUND INFORMATION**

- \_\_\_\_\_ current strengths and deficits (e.g., adaptive skills, cognitive, social, home life skills, community use, safety awareness, motor skills)
- \_\_\_\_\_ living situation and family history
- \_\_\_\_\_ school/ day program placement and history
- \_\_\_\_\_ medical concerns including medications and dosage, adaptive equipment, relevant genetic diagnosis
- \_\_\_\_\_ language and culture
- \_\_\_\_\_ previous or concurrent interventions, including dates of previous behavioral interventions and outcome

**V. REINFORCEMENT SURVEY**

- \_\_\_\_\_ list of potential reinforcers (e.g., tangible, activity, social, edible)

**Sections VI through VIII are to be completed for each target behavior.**

**VI. FUNCTIONAL ASSESSMENT**

- \_\_\_\_\_ description of behavior, including onset and course
- \_\_\_\_\_ history of behavior (e.g., original onset, changes in severity or frequency)
- \_\_\_\_\_ antecedents (e.g., time of day, location, presence of certain other people, during specific activities, physical state)
- \_\_\_\_\_ consequences (how others current respond to behavior, what currently maintains behavior)
- \_\_\_\_\_ effect of physical environment on behavior
- \_\_\_\_\_ programmatic environment
- \_\_\_\_\_ social/ interpersonal environment
- \_\_\_\_\_ impression of family/ staff ability and willingness to make changes and follow through with behavioral intervention
- \_\_\_\_\_ interpretation of behavior/ function it serves for client (e.g., communication, avoidance/ escape, social interaction, stress reduction)

**VII. DIRECT OBSERVATION DATA**

- \_\_\_\_\_ strength of behavior (e.g., frequency, duration, severity)
- \_\_\_\_\_ data collection procedures used, including forms used and how family/ staff uses them

**VIII. INTERVENTION STRATEGIES**

- \_\_\_\_\_ behavioral objective/ short term goal
- \_\_\_\_\_ environmental/ ecological strategies (e.g., changes in programming, physical environment or interpersonal environments)
- \_\_\_\_\_ skills training/ replacement behavior (must serve same function as target behavior)
- \_\_\_\_\_ direct intervention (e.g., procedures, schedule of reinforcement)
- \_\_\_\_\_ reactive strategies
- \_\_\_\_\_ generalization/ maintenance/ relapse prevention

**IX. SUMMARY AND RECOMMENDATIONS**

- \_\_\_\_\_ recommendation for appropriate intervention
- \_\_\_\_\_ recommendations for other assessments/ interventions
- \_\_\_\_\_ signatures