

Guess and Check: Teacher-Guided FBA

Student:	Grade:
Teacher:	Date Completed

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.

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

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 below, such as easy task, group math, transition from lunch)

___ 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 _____ ___ Avoid this activity/item _____

5. What is your best guess/hypothesis?

Trigger (Antecedent)	Problem Behavior	Consequence (Pay Off)

Guess & Check Intervention

Trigger (Antecedent)	Problem Behavior	Consequence (Pay Off)

6. Build an intervention (circle strategies you choose)

a. What can you do to *prevent* the problem from occurring?

Modify amount of work	Change who is around	Increased home/school communication
Modify type of work	Provide extra help	
Provide choices	Increase supervision	

b. What *skills* can you teach?

Asking for help	Asking for alone time	Problem solving
Asking for a break	Asking for attention	
Managing feelings	Asking for an activity	

c. How can you minimize the payoff for problem behavior?

Provide consistent verbal response	Acknowledge students doing the right thing
No eye contact or response	Prompt to return to work
Offer assistance with academics	Reward other students who are working/on task

d. How can you maximize the payoff for desired skills?

Provide extra attention	Provide down time	
Provide breaks	Allow student to pick class activity	
Provide work choice	Preferred activity or object	

7. Does it work? (Collect at least two weeks of data)

*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