



# School Function Assessment RECORD FORM

## Student Information

Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_ Yr \_\_\_\_\_ Mo \_\_\_\_\_ Day \_\_\_\_\_  
 Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Yr \_\_\_\_\_ Mo \_\_\_\_\_ Day \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age at Assessment: \_\_\_\_\_  
 Primary Classroom Teacher: \_\_\_\_\_  
 Student rated relative to peers in: ☐ Regular Education Program ☐ Special Education Program

## Respondent Information

Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_  
 Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_  
 Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_  
 SFA Coordinator: \_\_\_\_\_

## Student Information

**Language(s) used by student** \_\_\_\_\_

**Primary means of communication** (if more than one means is used, number according to frequency: 1, most frequent; 2, 3, 4, etc.)

|                       | Receptive | Expressive |
|-----------------------|-----------|------------|
| verbal                | _____     | _____      |
| written (phonetic)    | _____     | _____      |
| sign language         | _____     | _____      |
| gesture/body movement | _____     | _____      |
| communication board   | _____     | _____      |
| computer/keyboard     | _____     | _____      |

**Primary means of mobility** (if more than one means is used, number according to frequency: 1, most frequent; 2, 3, 4, etc.)

|                             |                                 |
|-----------------------------|---------------------------------|
| _____ walks on own          | _____ crutches, cane, or walker |
| _____ wheelchair (manual)   | _____ wheelchair (electric)     |
| _____ other (specify) _____ |                                 |

**Primary method used for written work** (if more than one method is used, number according to frequency: 1, most frequent; 2, 3, 4, etc.)

|                             |                      |
|-----------------------------|----------------------|
| _____ writing by hand       | _____ computer       |
| _____ dictation             | _____ Braille writer |
| _____ other (specify) _____ |                      |

**Primary means of transportation to/from school**

|                             |                      |
|-----------------------------|----------------------|
| _____ regular school bus    | _____ school vehicle |
| _____ car                   | _____ walk           |
| _____ other (specify) _____ |                      |

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1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

01/98/15/1/25

# School Functional Assessment Form

**Camilla Rothe**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the name Camilla Rothe.

## **School Functional Assessment Form:**

**Conducting School-Based Functional Behavioral Assessments, Second Edition** Mark W. Steege, T. Stuart Watson, 2009-01-23 This book has been replaced by *Conducting School Based Functional Behavioral Assessments Third Edition* ISBN 978 1 4625 3873 7 *Handbook of Neurologic Rating Scales, 2nd Edition*, Rating scales are used daily by everyone involved in the management of patients with neurologic disease and in the design and management of neurologic clinical trials Now there is a single source for the wide range of scales used in specific neurologic diseases and neurorehabilitation You will refer to this volume constantly The first edition of the *Handbook of Neurologic Rating Scales* quickly became an invaluable reference work on the increasing array of scales for measuring neurologic disease In the brief few years since the first edition the importance of this book has only increased New Chapters Include Scales On Generic and general use Pediatric neurology and rehabilitation Peripheral neuropathy and pain Ataxia HIV AIDS And instruments for diagnosing headaches Formal measurement of the effects of neurologic disease and of treatment effects beyond the description of changes on the standard neurologic examination is a relatively recent development Controlled clinical trials and outcomes research are at the heart of modern information based medicine and neurologic scales are essential tools in clinical trials designed to provide this information A Resource for Clinical Trials The *Handbook of Neurologic Rating Scales* provides a resource for clinicians and clinical investigators in the broad field of neurology and neurologic rehabilitation to help them evaluate the clinical trials literature by providing information on the scales being used evaluate and select appropriate and efficient scales for clinical trials and outcomes research and provide information that will help them to develop new scales or measures or to improve existing ones A Resource for Evaluating Disease Status Outcomes research is playing an increasingly important role in clinical management and neurorehabilitation and these also depend largely on measurement of disease status and change In this era of managed care neurologists must produce outcomes data demonstrating the effectiveness of neurologic care if the specialty is to survive and certainly if it is to thrive Even effective therapies are likely to fall by the wayside if studies to prove their effectiveness are not done Comprehensive and Standardized Information on All Scales Each chapter in this volume contains the scales of importance and in current use including a sequence of scale descriptions and specific scales in a standard format as well as a summary and recommendations indicating which scales are most useful for specific purposes and whether a combination of scales is particularly useful or if better scales are needed Each entry notes the purpose for which the scale was developed and its current uses if they differ from those for which it was developed a detailed description of the scale information about validation such as Does the scale have face validity i e does it appear to measure what it purports to measure how and by whom the scale is administered the time needed to administer and score the scale the scale itself or when the scale is proprietary or too long for inclusion a description and key references special considerations including unusual measures

needed to obtain a valid score or problems in administering the test in specific patients advantages or what makes the scale good or useful Disadvantages or what makes the scale difficult to use or impairs its reliability key references including the original publication of the scale and its validation Downloadable PDFs of the scales contained in the Handbook of Neurologic Rating Scales are included with the purchase of this book The password to download the files can be found in the book itself

**Conducting School-Based Functional Behavioral Assessments** Mark W. Steege, Jamie L. Pratt, Garry Wickerd, Richard Guare, T. Steuart Watson, 2019-02-26 Chapter 1 introduces the process and purpose of FBA situates FBA within a problem solving framework and explores the philosophical assumptions of a functional assessment approach Chapter 2 highlights professional and ethical standards Chapter 3 reviews the conceptual foundations of FBA Chapter 4 examines the role of private events such as medical issues emotions and thoughts on behavior Chapter 5 considers the contribution of executive skill delays to occurrences of interfering behavior Chapter 6 introduces discusses and illustrates the Behavior Analytic Problem Solving model Chapter 7 reviews indirect FBA procedures Chapter 8 provides an overview of behavior recording procedures and descriptive FBA methods Chapter 9 discusses experimental FBA procedures Chapter 10 focuses on identifying and assessing the effectiveness of reinforcers for strengthening socially appropriate replacement behaviors Chapter 11 shows the process of designing behavior intervention plans on the basis of results Chapters 12 14 provide examples

*Functional Assessment-Based Intervention* John Umbreit, Jolene B. Ferro, Kathleen Lynne Lane, Carl J. Liaupsin, 2024-02-27 This book presents a comprehensive system for designing implementing and evaluating functional assessment based interventions FABI based on a body of research developed since the early 2000s In this book it is illustrated how to conduct a FABI as a Tier 3 intervention for students with intensive intervention needs within integrated tiered systems of support particularly the comprehensive integrated three tiered Ci3T model of prevention It also features illustrations of how FABI can be used beyond Ci3T systems for instance in schools and preschool centers not yet implementing integrated tiered systems of support residential facilities and home settings

**Functional Assessment for Challenging Behaviors** Johnny L. Matson, 2012-05-26 As the cornerstone of applied behavior analysis functional assessment is supported by a burgeoning literature that focuses on identification of and interventions for aggressive self injurious and other challenging behaviors Although the number of research studies continues to grow full length volumes on using functional assessment to address these behaviors remain few and far between Comprehensive in coverage Functional Assessment for Challenging Behaviors expands the knowledge base by providing information on all aspects of its topic This unique volume addresses basic questions in salient detail from types and rates of challenging behaviors to populations that warrant functional assessment In addition it examines typical assessment techniques including interview scaling experimental and in vivo methods The use of functional assessment in treatment planning and in combination with other interventions is covered in depth An especially timely chapter identifies key ethical and legal concerns in working with

challenging behavior populations Coverage includes The history of behavior analysis and functional assessment The nature prevalence and characteristics of challenging behaviors Interview and observation methods in functional assessment and analysis Experimental functional analysis for challenging behaviors Treatment methods commonly used with functional assessment Using functional assessment in treatment planning Functional Assessment for Challenging Behaviors is an essential resource for researchers scientist practitioners and graduate students in clinical child and school psychology pediatric psychiatry and medicine social work rehabilitation and developmental psychology *School-Based Observation* Amy M. Briesch,Robert J. Volpe,Randy G. Floyd,2018-01-16 Widely used to assess social emotional and behavioral referral concerns in grades PreK 12 systematic direct observation is an essential skill for school psychologists and other educators This accessible book helps practitioners conduct reliable accurate observations using the best available tools Chapters present effective coding systems for assessing student classroom behavior the classroom environment behavior in non classroom settings and behavior in a functional assessment context also provided are guidelines for developing new codes when an appropriate one does not already exist Procedures for summarizing graphing and interpreting data for different assessment purposes are detailed In a large size format for easy photocopying the book includes 13 reproducible coding forms Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **Functional Movement**

**Development Across the Life Span** Donna Joy Cech,Suzanne Tink Martin,2011-09-06 Providing a solid foundation in the normal development of functional movement Functional Movement Development Across the Life Span 3rd Edition helps you recognize and understand movement disorders and effectively manage patients with abnormal motor function It begins with coverage of basic theory motor development and motor control and evaluation of function then discusses the body systems contributing to functional movement and defines functional movement outcomes in terms of age vital functions posture and balance locomotion prehension and health and illness This edition includes more clinical examples and applications and updates data relating to typical performance on standardized tests of balance Written by physical therapy experts Donna J Cech and Suzanne Tink Martin this book provides evidence based information and tools you need to understand functional movement and manage patients functional skills throughout the life span Over 200 illustrations tables and special features clarify developmental concepts address clinical implications and summarize key points relating to clinical practice A focus on evidence based information covers development changes across the life span and how they impact function A logical easy to read format includes 15 chapters organized into three units covering basics body systems and age related functional outcomes respectively Expanded integration of ICF International Classification of Function aligns learning and critical thinking with current health care models Additional clinical examples help you apply developmental information to clinical practice Expanded content on assessment of function now includes discussion of participation level standardized assessments

and assessments of quality of life scales More concise information on the normal anatomy and physiology of each body system allows a sharper focus on development changes across the lifespan and how they impact function

*Functional Assessment for Challenging Behaviors and Mental Health Disorders* Johnny L. Matson, 2021-03-26 This Second Edition updates and expands on the original editorial content and coverage including new chapters on definitions and rationale a general overview research on mental health disorders report writing the role of treatment planning and treatment associated with mental health disorders The Second Edition builds on the knowledge base by providing the most current information on all aspects of each topic This unique volume addresses basic questions in salient detail from types and rates of challenging behaviors to populations that warrant functional assessment In addition it examines typical assessment techniques including interview scaling experimental and in vivo methods The use of functional assessment in treatment planning and in combination with other interventions is covered in depth Given the vulnerable populations and challenging behaviors e g individuals with autism intellectual disabilities mental health issues the book provides detailed coverage of informed consent as well as legal and ethical issues Key areas of coverage include The history of behavior analysis and functional assessment The nature prevalence and characteristics of challenging behaviors Interview and observation methods in functional assessment and analysis Experimental functional analysis for challenging behaviors Treatment methods commonly used with functional assessment Using functional assessment in treatment planning *Functional Assessment for Challenging Behaviors* Second Edition is an essential updated resource for researchers clinicians and other practitioners and graduate students in clinical child and school psychology pediatric psychiatry and medicine social work rehabilitation developmental psychology as well as other interrelated disciplines

**Occupational Therapy Essentials for Clinical Competence** Karen Sladyk, Karen Jacobs, Nancy MacRae, 2010 This text begins by linking the ACOTE Accreditation Standards with current practice in chapters for students and educators and sets the stage with two foundational concepts vital to the study of occupation flow and culture It presents a summary of interconnected constructs that define and direct occupational therapy practice Inside are included Basic tenets of occupational therapy Occupational therapy theoretical perspectives Screening evaluation and referral Formulation and implementation of an intervention plan Context of service delivery Context of delivery service Management of occupational therapy services Professional ethics values and responsibilities Culture and its role in occupational choice and performance It also includes student activities at the end of each chapter as well as on line material that consists of multiple choice questions chapter objectives teacher activities and PowerPoint slides Some additional features Include Examples as viewed and analyzed from multiple perspectives Evidence based practice reviews that provide a starting point to have each topic explored in depth Evaluation of the mastery of application and self assessment exercises Integration throughout the text of Occupational Therapy Practice Framework Domain and Process Second Edition The text overall incorporates adult learning theory as its basis to assist in establishing cognitive interest

using the organization format of grouping concepts together to reinforce and facilitate learning      *Therapeutic Exercise in Developmental Disabilities* Barbara H. Connolly, Patricia Montgomery, Patricia C. Montgomery, 2005 *Therapeutic Exercise in Developmental Disabilities* Second Edition is a unique book for pediatric physical therapy the purpose of this groundbreaking book is to integrate theory assessment and treatment using functional outcomes and a problem solving approach This innovative book is written using a problem solving approach as opposed to specific intervention approaches the chapters integrate case studies of four children and the application of principles discussed throughout the book as they apply to the children the book opens with an overview of neural organization and movement which

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