



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