Enter District Name Here

# FUNCTIONAL BEHAVIOR ASSESSMENT

**Date(s):**

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| Student’s Full Name: |  | SSID: |  | |
| Date of Birth: |  | Grade: |  | |
| School: |  | Disability*:* |  | |
| Person(s) developing FBA: | | | | |
| **Results of the FBA**  **Target Behavior(s)/Behavior(s) of Concern :** Use information from sections A, B, & C to complete this section. To determine function (access /gain or escape/avoid), a variety of data collection methods must be used. The collected data should be triangulated with at least three data sources to verify hypothesis. | | | | | | |
| **Target Behavior/Behavior of Concern 1:**  **Hypothesis Regarding Function of Behavior 1:** During or when  (antecedent)  the student  (behavior)  to  (access/gain or escape/avoid) | | | | |
| **Target Behavior/Behavior of Concern 2:**  **Hypothesis Regarding Function of Behavior 2:** During or when  (antecedent)  the student  (behavior)  to  (access/gain or escape/avoid) | | | | |
| **Target Behavior/Behavior of Concern 3:**  **Hypothesis Regarding Function of Behavior 3:** During or when  (antecedent)  the student  (behavior)  to  (access/gain or escape/avoid) | | | | |

**Need for behavioral intervention:** Based on the gathered information. Please respond to the following:

Do the results of the FBA indicate a need for a Behavior Intervention Plan?

Yes No

If yes:

Existing Behavior Plan will be used Yes No Date developed:

Existing Behavior Plan will be revised Yes No

New Behavior Plan will be developed Yes No

If no:

Include appropriate strategies, such as positive behavioral interventions and supports in the IEP.

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**SECTION A. Complete this section for each target behavior/behavior of concern (UP TO THREE):**

1. **What does the target behavior/behavior of concern look like?** Describe specific actions, sounds and emotions of the student so that an unfamiliar observer can recognize the behavior (e.g., “Johnny will tear up the paper, throw his pencil, and scream.”).

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1. **What data supports and describes the target behavior/behavior of concern?** Check each data collection tool utilized and attach copies of the data documentation.

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| **Indirect Assessment** | **Direct Assessment** | **Archival Record Review** |
| Behavior Screening Tool(s): | ABC Analysis | Discipline Referrals |
| Interview(s): | Scatterplot | Progress Monitoring Data |
| Questionnaire(s): | Other observation data: | Behavior Rating Scale(s): |
| Other: | Other observation data:: | Other: |

1. **Is the data sufficient to analyze the target behavior/behavior of concern?**

**Yes**. The meeting may proceed to review the information.

**No**. If sufficient information is **not** available, determine the information to be collected, and identify a date to reconvene the meeting for review of the information (complete below).

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| **Data to collect** | **Month/Year to reconvene** |
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1. **Summarize the results of any previous interventions for the target behavior/behavior of concern** (Documentation of progress data must be attached. If no data attached, the impact on Target Behavior/Behavior of Concern cannot be considered).

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| **Strategies/Interventions** | **Start Date** | **End Date** | **Impact on Target Behavior/**  **Behavior of Concern** |
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| **Section B. Complete this section for each target behavior/behavior of concern (UP TO THREE):**  **Target Behavior/Behavior of Concern:**  **Antecedent Condition or Setting of the Event**: Describe the setting, time, triggers or other events/situations that usually occur immediately **before** the behavior (e.g., transition, peer/adult interaction, introduction of work, non-preferred activity, direction given). | | | |
| 1. When and where does the target behavior/behavior of concern most often occur: | | | |
| 1. When and where does the target behavior/behavior of concern rarely or never occur: | | | |
| 1. In what types of activities does the target behavior/behavior of concern most often occur: | | | |
| 1. In what types of activities does the target behavior/behavior of concern rarely or never occur: | | | |
| 1. Who is typically present when target behavior/behavior of concern occurs: | | | |
| 1. Who is typically present when target behavior/behavior of concern rarely or never occurs: | | | |
| 1. Other potential contributing factors: e.g., medical, cognitive, academic, out-of-school stressors, cultural, communication: | | | |
| **Behavior**: In order to arrive at a reliable definition that can be observed and measured, answer the relevant questions: | | | |
| 1. **Duration: How long does the target behavior/behavior of concern last when it occurs?** Using previously collected data, state how many seconds, minutes, or periods the behavior lasts? Be specific. | | | |
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1. **Latency: What is the length of time between request for appropriate behavior and when the student begins to respond correctly?** Using previously collected data, state how many seconds, minutes, or periods?

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1. **Frequency: How often does it occur?** Indicate the rate of occurrence.       times per       (e.g., 3-4 times an hour.)
2. **Intensity: How damaging or destructive is the target behavior/behavior of concern?** Check only one.

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| **Mild** | |
|  | 1. Effects of the behavior are confined only to the observed student (e.g., refusal to follow directions, scowling, crossing arms, pouting, or muttering under breath). |
|  | 1. Behavior disrupts others in the student’s immediate area (e.g., slamming objects, dropping books, name calling, calling out, using inappropriate language, roaming area, or getting under desk). |
| **Moderate** | |
|  | 1. Behavior disrupts everyone in the classroom; instruction has stopped due to behavior (e.g., throwing objects, yelling, open defiance of teacher directions, leaving the classroom disruptively, throwing self on floor in a tantrum, undressing, inappropriately touching peers, or getting into other’s materials). |
|  | 1. Behavior disrupts other classrooms or common areas of the school (e.g., throwing objects, yelling, open defiance of adults, leaving school, pulling fire alarm, running into other classrooms, inappropriately touching others in the hallway, or slamming locker or other doors). |
| **Severe** | |
|  | 1. Behavior causes or threatens to cause physical injury to student or others (e.g., display of weapons, assault which results in serious bodily injury, self-abuse, throwing furniture). |

**Consequences:** What happens **immediately** following the target behavior/behavior of concern? (e.g., gains peer attention, escape work)

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**SECTION C**. **Using the questions below, identify strengths and/or preferences of student:**

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| **Guiding Questions** | **Student’s Strengths and/or Preferences** |
| 1. What does the student like to do or enjoy doing? What does the student like to talk about, read about, draw about, write about, play with? |  |
| 1. What are the student’s learning preferences? |  |
| 1. Where, when, with whom is the student successful? |  |
| 1. Who are important people in the student’s life in and out of school? |  |
| 1. Has anything happened at home that could impact the student in the school environment? |  |
| 1. What consequences (positive or negative) have worked to increase positive behavior (include length of time implemented )? |  |
| 1. What tangibles/rewards have been effectively used in the past to work with the student? |  |