

Functional Behavioral Assessment (FBA)

Student Name: _____ D.O.B. _____ Today's Date: _____

School District / Building: _____ Grade: _____

FBA / BIP Team Members:

Methods Used:

Indirect

Direct

- ___ Record Review (CA60)
- ___ Behavior Logs / Discipline Reports
- ___ Reports From _____
- ___ Rating Scales _____

- ___ Consultant Observation
- ___ ABC Data Collection
- ___ Staff Direct Observation
- ___ Other Direct Data Collection

Problem Identification:

Describe the BEHAVIOR(S) of Concern – (Defined, Observable, and Measurable):

Baseline Data:

How frequently does the behavior occur? _____

How long does the behavior last once it occurs (duration)? _____

How intense is the behavior when it occurs? LOW 1 2 3 4 5 HIGH

Justification for Intervention (check all that apply)

- ___ Behavior results in harm to student or others
- ___ Behavior results in substantial property damage
- ___ Behavior impedes learning
- ___ Behavior results in social exclusion
- ___ Behavior limits access to environments / activities
- ___ Behavior has potential long-term effects

Problem Specification

Relevant History: In the space below summarize historical information that may be relevant in interpreting the individual's behavior

General History: (Family, Personal, Likes / Dislikes, Strengths / Challenges, etc.)

Medical Issues / Treatment: (including diagnosis (medical / psychiatric). Medications (purpose / dosage), and service agencies / medical professionals currently involved)

Educational Programs / Related Services: (Previous / Current Services)

Social History: (including interaction with peers / adults / family members, etc.)

Intervention History: (including treatments / strategies attempted and their affect on the behavior)

Behavior History: (How long has the behavior been a problem? Other behavior challenges?)

Antecedent / Setting Events (Contextual Variables):

What conditions tend to "SET OFF" the behavior? _____

For Whom is the behavior a problem? _____

For Whom is the behavior NOT a Problem? _____

Where does the behavior occur MOST often? _____

LEAST often? _____

At what time of day does the behavior occur MOST often? _____

LEAST often? _____

During what activities does the behavior occur MOST often? _____

LEAST often? _____

Are the expectations for this student REASONABLE (describe)? _____

Are the adults in the student's environment CONSISTENT (describe)? _____

Are the adults in the students environment RESPECTFUL of the student's values / needs?

Additional ANTECEDENTS / SETTING EVENTS Checklist (check/describe most relevant contextual variables)

Medical / Emotional

Hunger/Thirst
 Restroom
 Health
 Medication
 Diet
 Sleep
 Clothing

Environmental

Auditory
 Visual
 Transition
 Predictability
 Class size
 Seating
 Other

Social / Interactional

Social Expectations
 Opportunity w/Peers
 Teacher/Staff
 Proximity
 Behavior of Peers
 Necessary Social Skills
 Change of Staff

Curricular / Instructional

Task Difficulty
 Task Length
 Rate of Presentation
 Delivery of Instruction
 Level of Assistance
 Meaningful
 Variation of Materials

Personal

Choice Making
 Communication
 Emotional
 Routine Expectations
 Likes/Dislikes
 Coping Skills

Describe: _____

Consequences Maintaining the Behavior/FUNCTION: Events that typically follow the Behavior (ABC):

Function of the Behavior: (What is the student GETTING or AVOIDING by engaging in the behavior)

| | INTERNAL | EXTERNAL |
|---------------------------------|--|---|
| ACCESS / GET Something | ___ Cognitive _____ ___ Emotional _____ ___ Communication _____ ___ Control _____ ___ Revenge _____ ___ Sensory: ___ Auditory _____ ___ Visual _____ ___ OTHER _____ | ___ Attention _____ ___ Tangibles _____ ___ Activities _____ ___ Other _____ |
| AVOID / ESCAPE Something | ___ Cognitive _____ ___ Emotional _____ ___ Physiological _____ ___ Sensory: ___ Auditory _____ ___ Visual _____ ___ OTHER _____ | ___ Setting _____ ___ Task _____ ___ Activity _____ ___ Person(s) _____ ___ Academic Subject _____ ___ OTHER _____ |

Based upon the information collected, develop a HYPOTHESIS STATEMENT

(When (this) occurs (antecedents / setting events), the student does (this) (describe the behavior), in order to get or avoid (this) (function of the behavior). Be sure to include other relevant factors that may be having an impact on the behavior.
