

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Student Name: _____ Student DOB: _____ Date of Report: _____
 Educational Disability: _____ Grade: _____
 School: _____ IEP: _____ Review Date: _____

Evaluators:

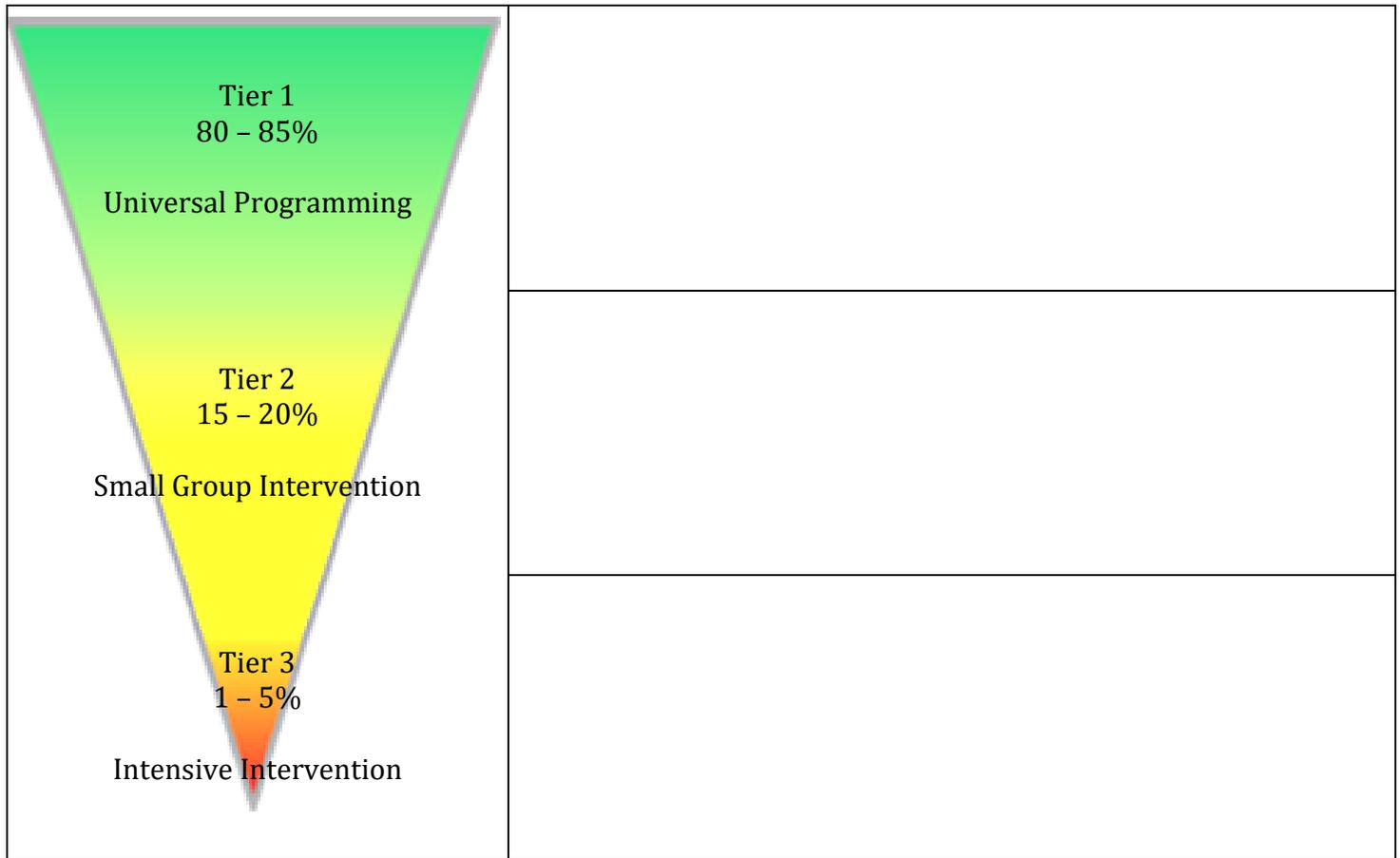
1. Data Collection Methods and Sources List the methods and sources of data collection

- *[Possible data collection methods: systematic observation, interviews/reporting, behavior recordings, review of behavior reports and/or evaluations]*
- *Possible Sources of information can include, but are not limited to, school records, teachers and other staff, student, parents, administrators, medical reports, daycare or after school providers, norm-referenced behavior rating scales, cognitive testing, academic testing and analyses of observations, discipline records*
- *Special consideration: When appropriate, a cultural liaison who is of the same racial, cultural, socioeconomic or linguistic background or knowledgeable about the background should be included to provide background, and*

2. Description of the behavior problem(s) or target behaviors.

Check one or two behaviors that occur frequently and interfere most with the student making progress in the general education curriculum and being involved in the general education setting. Indicate the frequency of the behavior under the "Frequency" column. Rate the severity of each behavior using the rubric below under the "Severity" column.

Rating	Level of Severity Rubric	Intervention Tier
1	Behavior is confined only to the observed student. May include such behavior as refusing to follow directions, scowling, crossing arms, pouting, or muttering under his/her breath.	1
2	Behavior disrupts others in the student's immediate area. May include slamming books, dropping items on the floor, name calling, or using inappropriate language.	1
3	Behavior disrupts everyone in the class. May include throwing objects, yelling, open defiance of teacher directions, or leaving the classroom.	2
4	Behavior disrupts other classrooms or common areas of the school. May include throwing objects, destruction of property, yelling, open defiance of school personnel's directions, or leaving the school grounds. Limited social interaction but requires frequent prompts assistance to initiate and/or respond to social interaction.	2-3
5	Behavior causes or threatens to cause physical injury to self, or other or causes severe property damage. May include displaying weapons or assaulting others. Social withdrawal that results in extreme isolation and inability to interact with others.	3



Top 1- 2 behaviors	Behavior	Frequency/ day or week	Severity	Duration
	Withdrawn Behaviors/Impairment of Reciprocal Interaction			
	<u>Anxious</u> : chews/pulls on fingers, hands, lips; paces; frequent body movement when sitting			
	<u>Pervasive sadness/depression</u> : stares with no emotion on face; cries; makes negative statements about wanting to die, being unhappy			
	<u>Severe mood problems</u> : changes from smiling/happy to sad without observable reason			
	<u>Lack of self-worth</u> : Verbalizes self-hate, self-critical			
	<u>Isolates from peers</u> : Moves away from class/group activities; does not initiate or respond to interaction with familiar persons.			
	<u>Limited social interaction skills</u> : does not respond to social interaction or social cues; does not initiate social interaction			
	<u>Intense fears</u> : cries/yells/verbally expresses fear of object, person or place.			
	<u>School refusal</u> : Does not enter classroom or specific places in school; refuses to get on/off the school bus			
	<u>Overly perfectionistic</u> : repeatedly rewrites and erases work; verbalizes that work is not good enough when it meets standard.			
	<u>Fails to express emotion</u> : Does not smile/laugh in “happy” situations; does not show concern/cry in sad situations.			
	<u>Self-mutilation</u> : cuts/burns self; chews on/bites body parts to the extent of causing injury.			
	Physical symptoms of stress: requests to see nurse frequently; complains of headaches, stomach aches, etc			

Top 1- 2 behaviors	Behavior	Frequency/ day or week	Severity	Duration
	Withdrawn Behaviors/Impairment of Reciprocal Interaction			
	<u>Changes in eat/sleep patterns:</u> falls asleep at school (not due to not getting enough sleep the night before)			
	<u>Other:</u>			
	Aggressive:			
	<u>Hyperactive/impulsive:</u> Moves arms, legs and shift body when required to sit still; physically moves out of assigned place (e.g., leaves seat, leaves class/group) without permission; talks out in class without permission; plays, "fiddles" with objects (e.g., pencils, notebooks, shoelace, etc.) to the point of interfering with attention; uses poor judgment in engaging in inappropriate or dangerous activities (e.g., acts on peer pressure to do unsafe/illegal activity without weighing the consequences, etc.)			
	<u>Difficulties with Work Completion:</u> Comprehends work/assignment but does not maintain attention and concentration to complete the assignment			
	<u>Leaves assigned area:</u> Classroom, school, group, etc.			
	<u>Steals</u>			
	<u>Lies</u>			
	<u>Sexual Behavior:</u> makes sexual comments, exposes self, makes sexual gestures, etc.			
	<u>Physical aggression:</u> hits, kicks, slaps, spits, pinches, punches, pushes/pulls other students or staff or objects			
	<u>Verbally abusive, intimidating, threatening, excessive antagonism:</u> swears, yells/screams, threatens to injure/kill others; argues; challenges others to fight; becomes angry when given correction or feed back or doesn't get what s/he wants; cruel to animals; oppositional to rules or authority			
	<u>Destructive:</u> damages clothing, equipment, property			
	<u>Other:</u>			
	Disordered Thinking/ Atypical Behaviors:			
	<u>Atypical communication:</u> talk lacks meaning, routinized language pattern			
	<u>Distorted interpersonal relationships:</u> expresses belief that other students are friends or target student is not like when there is no observable relationship or evidence of this belief; expresses belief that others are "after them" or "out to get them."			
	<u>Inappropriate laughs, cries or makes sounds:</u> laughs or cries in response to no observable event that is humorous or sad; makes repeated noises like the person is a machine, object, e			
	<u>Self-injurious:</u> cuts on self; repeatedly chews on fingers, hands or mouth to cause pain and/or damage; head-banging or butting			
	<u>Rigid/ritualized/perseverative behavior:</u> must follow the same routine or becomes upset; feels need to repeat a behavior (e.g., wash hands, reset locks, etc.)			
	<u>Overly affectionate with strangers:</u> Does not show appropriate stranger apprehension/shyness; seeks physical closeness to strangers or unfamiliar people.			
	<u>Self-stimulatory behavior:</u> hand-flapping, rocking, etc.			
	<u>Other:</u>			

3. Identification of general events, times, and situations that predict the occurrence and nonoccurrence of the behavior(s). Complete the table below to report the factors that affect the behavior(s). Check the appropriate column to indicate whether the event predicts the occurrence or nonoccurrence.

Behavior 1	Behavior 2	Event/Situation	Time	Predicts Occurrence	Predicts Nonoccurrence
		Classroom/School Setting:			
		Transitions			
		Playground			
		Bus			
		Cafeteria			
		Hallway			
		Before or after school			

Behavior 1	Behavior 2	Event/Situation	Time	Predicts Occurrence	Predicts Nonoccurrence
		Medication issue			
		Other: _____			
		Other: _____			

4. Identify the immediate antecedent events, consequences and reinforcers that maintain the behavior(s).

- *[Antecedent Events: Describe the events including the people, times and situations (e.g., when Bill is given a direction, when other students are present during free times, when Jill is losing while playing a table game, etc.) that occur before each behavior occurs. Identify events that "trigger" the behavior.*
- *Consequences or Events after the Target Behavior Occurs: Describe the consequences after each behavior occurs (e.g., when Jamar talks out in class, he is directed to leave the classroom by his teacher; when Sally leaves the classroom without permission, she is directed to go the principal's office; when Patty hits another student she is verbally directed to the intervention area, Ezekiel swears at the teacher and students laugh, etc.)*
- *Consequences or Events that the Student Seeks Following the Behavior: Describe that reinforcers or responses that maintain the target behavior (e.g., Caitlin appears to enjoy the attention she gets from classmates who laugh after she talks out in class, etc.)*
- *Consequences that Could be Used to Reward an Alternative Positive Behavior: Describe consequences that could be used as positive reinforcers for the student (e.g., access to favorite activities, shortened assignments or homework, positive contacts to home, etc.) for the team to consider when developing a positive behavior intervention plan.]*

Mark all antecedents and consequences that influence behavior 1 by placing a "check mark" in the # column.
 Mark all antecedents and consequences that influence behavior 2 by placing a "check mark" in the # column.

1	2	Antecedent	1	2	Consequence
		Told "no"			Ignored
		Assigned school work			Teacher/adult talks to student
		Required to listen to instruction			Teacher/adult redirects student
		Teacher/staff attending to other student(s)			Given a few minutes to calm down
		Called upon to answer/respond			Verbal warning
		Called upon to read aloud			Verbal reprimand
		Given a direction			In classroom time-out
		Schedule changed			Out of classroom time-out
		Increased sensory stimulation			Attention from classmates
		Decreased sensory stimulation			Loses points/reward
		Denied access to a desired activity/item			Physical restraint
		Break time			Change/alternate activity
		Given correction/feedback			Loss of privilege
		Given independent work to complete			Dismissal/Suspension:
		Class interruption			Assignment not completed:
		Needs to wait turn			Other:
		Close physical proximity to others			Other:
		Teasing from others			
		Other:			
		Other:			
		Other:			

5. Describe the possible functions of each behavior:

Analyze the data gathered in #2, #3 and #4 to determine the function of the behavior or what need the student is trying to meet by engaging in the behavior. List the behavior(s) and function(s) below.

<i>Function</i>	<i>Description</i>
<i>Power/Control</i>	<i>Acts to stay in a situation and keep control</i>
<i>Get needs met</i>	<i>Gain access to desired item/activity/person</i>
<i>Protection/Escape/Avoidance</i>	<i>Acts to avoid a task or activity; escape a consequence; wants to end or leave a situation; wants to have others leave him/her alone</i>
<i>Attention</i>	<i>Acts to be the focus of the situation; draws attention to self; get reaction from peers and/or staff</i>
<i>Acceptance/Affiliation</i>	<i>Acts to connect/relate with other; mutual benefit is present; gain acceptance</i>
<i>Expression of self</i>	<i>Acts to demonstrate skill or talent</i>
<i>Gratification</i>	<i>Acts for self-reward or self-determined pleasure</i>
<i>Justice/Revenge</i>	<i>Acts to settle a difference; make restitution, contrition or "settling a score"</i>
<i>Distorted thinking</i>	<i>Inaccurate perception or misinterpretation of events or actions of others</i>
<i>Sensory</i>	<i>Acts to regulate sensory input (e.g., increase or decrease)</i>

Adapted from Maag, J. (2004). *Behavior management: From theoretical implications to practical applications 2nd edition*. Belmont, CA: Thomson/Wadsworth

- *Does the student understand the behavioral expectations for the situation?*
- *Does the student have the communication skills to express needs?*
- *Does the student realize that he or she is engaging in unacceptable behavior, or has the behavior become a habit? Is it within the student's power to control the behavior, or does he or she need support?*
- *Does the student have the skills necessary to perform expected, new behaviors?*
- *Does the student have the skill but does not desire to modify his or her behavior?*
- *Does the student have the academic skills necessary to achieve expected academic tasks?*
- *Is the student attempting to avoid low interest or demanding tasks?]*

Behavior	Function
1.	
2.	

6. Develop an hypothesis and summary statement about each target behavior, the conditions in which it occurs and doesn't occur, what environmental factors influence each behavior and the function of each behavior.

Analyze the assessment information gathered in #2, #3, #4 and #5 to develop a hypothesis. Why is the student engaging in each behavior? What function is being met the student engaging in each behavior? If there is more than one behavior with different variables influencing the behavior, there may be more than one hypothesis.

(2 boxes for each behavior if 2 behaviors are reported)

When _____ _____ (summarize antecedents)
This student _____ _____ (describe the problem behavior)
In order to _____ _____ (describe the function)
The following strategies will be used to teach the replacement behavior _____ _____ (direct instruction, rehearsal, guided practice, social skills training, cuing,, visual prompts, altering the environment, teaching alternative communication methods to communicate needs, visual schedules, etc.)

Samples: 1. When in the hallway before school, after school and during transitions, this student pushes others students and verbally threatens to beat them up in order to gain status and attention from peers. 2. When working on independent seatwork during math class, this student crumbles his assignment and throws the textbook in order to escape work when frustrated.

7. Identify possible alternative behaviors to be taught to replace the target behaviors.

Identify the replacement behavior. Remember that replacement behavior is NOT an absence of the problem behavior. It is the behavior that the student will perform in place of the problem behavior which could include socially appropriate alternative behavior, coping skill, anger management skills, techniques to deal with frustrating situations. This information should be used to develop IEP goals and objectives and a positive Behavior Intervention Plan (BIP).

Rather than _____ _____ (describe the problem behavior)
This student will _____ (define the replacement behavior that is observable and measurable)
_____ (and the teaching strategies that will be used to teach the replacement behavior such as direction instruction, rehearsal, guided practice, social skills training, curing, visual prompt, alterations in the environments, teaching alternative communication methods to communications needs, visual schedules,etc.)

Sample Replacement behavior statements: 1. Rather than pushing students and threatening to beat them up, this student will walk in the hallways with his hands at his sides and say "hello" to those he wishes to greet. 2. Rather than crumbling his assignment and throwing his textbook when he doesn't know how to do the assignment, this student will raise his hand to ask for help and move to the next problem while waiting for assistance.

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