

Functional Behavioral Assessment

Student Name _____ DOB _____ Meeting Date _____

As a team, complete this form when gathering direct observation information about a student’s behavior to determine the need for a possible Behavior Intervention Plan. For special education students, prior consent must be obtained from the parent/guardian in order to conduct a Functional Analysis and the results (including a Behavior Intervention Plan, if appropriate) must be shared with the parents at an IEP meeting and should be attached to the student’s initial or current IEP. Teams should also attach documentation of data collection.

Participants/Titles:
Sources from which the information has been gathered (10): <input type="checkbox"/> Observation of Student <input type="checkbox"/> Student interview <input type="checkbox"/> Parent/Guardian interview <input type="checkbox"/> Student’s record review <input type="checkbox"/> Teacher/Related Services Provider: <input type="checkbox"/> Other relevant Information, describe:
Student Strengths – Include a description of behavioral and academic strengths, as well as, reinforcers (e.g., Ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)(1)
Previous interventions – list prior interventions attempted
Definition of Problem Behavior with Baseline Data – (concrete/observable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day) (2)
Trigger/Antecedent - (what happens just prior to the problem behavior)(3)
Maintaining Consequences – (probable consequences that serve to maintain the behavior, what happen just after the problem behavior)(4)
Setting Events – (descriptions of conditions under which the behavior usually occurs, could include people, places, types of tasks, disability related factors, e.g. expressive language weaknesses)(5)

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Hypothesis of behavioral function – (why the student engages in the behaviors that impede learning)(6)

When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to / avoid _____.

Desired Behavior – (describe in concrete/observable terms what the student should be doing – the typical behavior)(7)

Reinforcing Consequences for Desired Behavior – (what do typically developing students get for their demonstration of the desired behavior)(8)

Alternative Acceptable Behavior – (what is the behavior that is going to be taught and reinforced that will replace the problem behavior and achieve the same function for the student)(9)

Is this behavior a - Skill Deficit Performance Deficit (11)

Does this behavior require a Behavioral Intervention Plan - Yes No

Does this behavior require a safety/crisis plan - Yes No