

## Functional Behavioral Assessment (FBA)

<b>Student:</b>	<b>DOB:</b>	<b>Grade:</b>	<b>Date:</b>
<b>School:</b>	<b>ID#:</b>		
<b>Team members developing FBA:</b>			
<p><b>What does the target behavior look like?</b> Describe specific actions, sounds and emotions of the student so that an unfamiliar observer can recognize the behavior (e.g. Johnny will scream when entering the classroom.)</p>			
<p><b>What data supports and describes the target behavior of concern?</b> Check each data collection tool utilized and attach copies of the documentation.</p>			
<b>Indirect Assessment</b>	<b>Direct Assessment</b>	<b>Archival Record Review</b>	
<input type="checkbox"/> Behavior Screening Tools	<input type="checkbox"/> ABC Analysis	<input type="checkbox"/> Discipline Referrals	
<input type="checkbox"/> Interview(s):	<input type="checkbox"/> Scatterplot	<input type="checkbox"/> Progress Monitoring Data	
<input type="checkbox"/> Questionnaire(s):	<input type="checkbox"/> Other observation data:	<input type="checkbox"/> Behavior Rating Scale (s):	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other observation data:	<input type="checkbox"/> Other	
<p><b>Is the data sufficient to analyze the target behavior of concern?</b></p> <p><input type="checkbox"/> <b>Yes.</b> Continue with meeting</p> <p><input type="checkbox"/> <b>No.</b> If sufficient information is not available, determine the information to be collected and identify the date the team will reconvene to analyze data (complete below).</p>			
<b>Data to Collect</b>		<b>Date to Analyze Data</b>	
<p><b>Summarize the results of any previous interventions utilized for the target behavior.</b> (Documentation of progress data must be attached. <b>If data is not attached interventions cannot be considered.</b>)</p>			
<b>Strategies/Interventions</b>	<b>Start Date</b>	<b>End Date</b>	<b>Impact on Target Behavior</b>

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**Antecedents/Triggers:** What usually happens before the behavior? (e.g. transition, peer/adult interaction, directions, etc)

When and where does the target behavior occur most often?

When and where does the target behavior rarely or never occur?

In what types of activities does the target behavior occur most often?

In what types of activities does the target behavior rarely or never occur?

Who is typically present when the target behavior occurs?

Who is typically present when the target behavior rarely or never occurs?

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 following questions.

**Duration:** How long does the target behavior last when it occurs? Using previously collected data, state how many seconds, minutes or periods the behavior lasts? Be specific.

**Latency:** What is the length of time between requests for appropriate behavior and when the student begins to respond positively? Using previously collected data, state how many seconds, minutes, or periods?

**Frequency:** How often does the target behavior occur? Indicate the rate of occurrence. \_\_\_\_ times per \_\_\_\_ (e.g., 3-4 times per hour)

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<b>Intensity:</b> How damaging or destructive is the target behavior. Check only one.		
<b>Mild</b>		
<input type="checkbox"/>	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).	
<input type="checkbox"/>	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).	
<b>Moderate</b>		
<input type="checkbox"/>	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 other's materials)	
<input type="checkbox"/>	Behavior disrupts other classrooms or common areas of the school (e.g. leaving school, pulling fire alarm, running into other classrooms, inappropriately touching others in the hallways)	
<b>Severe</b>		
<input type="checkbox"/>	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)	
<b>CONSEQUENCES/PAYOFF:</b> What usually happens after the behavior? Payoff refers to how the student benefits from performing the behavior.		
<small>(Check all that apply)</small>		
<input type="checkbox"/> Gains teacher attention activity/item	<input type="checkbox"/> Gains peer attention/disrupts class	<input type="checkbox"/> Gains desired
<input type="checkbox"/> Gains control over situation	<input type="checkbox"/> Avoids task/request/undesired activity	<input type="checkbox"/> Self stimulation
<input type="checkbox"/> Ignored by teacher	<input type="checkbox"/> Ignored by students	<input type="checkbox"/> Other: _____
<b>Summary of Behavior:</b> Use above information to summarize behavior.		
<p>Determine the most common <b>ANTECEDENT</b> that occurs prior to the <b>TARGET BEHAVIOR</b> then decide what the <b>PAYOFF</b> is.</p> <p>When _____ (ANTECEDENT)</p> <p>_____ (state observable and measureable TARGET BEHAVIOR)</p> <p>In order to _____ (access/gain or escape/avoid)</p>	<p style="text-align: center;"><b>Example</b></p> <p>When entering the room Johnny swears and calls other students names, 12 out of 15 times, in order to gain attention and disrupt the class.</p> <p>During independent work time, 9 out of 10 times, Johnny puts his head down to avoid the assignment.</p>	
<b>The Replacement Behavior</b>		
<p>What do you want the student to do when the <b>ANTECEDENT</b> occurs instead of the <b>TARGET BEHAVIOR</b> that will still earn the same <b>PAYOFF</b>?</p> <p>Rather than _____ (TARGET BEHAVIOR)</p> <p>I want _____ (state REPLACEMENT BEHAVIOR)</p> <p>In order to _____ (PAYOFF)</p>	<p style="text-align: center;"><b>Example</b></p> <p>Rather than swearing and calling people names, I want Johnny to come and sit quietly in his seat in order to earn free chat time with his peers.</p> <p>Rather than putting his head down for 15 minutes, I want Johnny to write his name on his paper and raise his hand and request assistance.</p>	

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