Functional Behavior Assessment (FBA)

Document Date: _____ Date *Consent for Assessment* received: _____

District: _____ School: _____

District ID: _____ School ID: _____ Phone: _____

Student Name: _____ Grade: _____ Age: _____ Sex: _____

Native Language: _____ Ethnicity: _____ Birthdate: _____

Parent Contact Information: _____

_____

TEAM INFORMATION

Team Member Name	Position or Title	Role in Assessment	Agreement with Report	
			Yes	No

Position or title suggestions: School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/ Guardian, Admin, Para educator, OT, PT, SLP, Other

Role in Assessment suggestions: Assessor, Assessment Lead, Interviewee, Data Contributor, Other

STUDENT SUMMARY

Include summary of student information and previous assessments relevant to this assessment. Include the circumstances that have prompted this assessment, current problem behavior, and at least 3 strengths-based contributions.

STEP 1: IDENTIFY PROBLEM BEHAVIOR

A. Behavioral Label
From summary above, select one (most interfering, impactful, or critical problem behavior) for assessment.

Aggression

Disruption

Incomplete work

Property destruction

Theft

Withdrawn/ Disengaged

Other (use box below)

Disrespectful

Inappropriate verbalization

Non-compliance

Self-injury

Wandering/ Exiting area

B. Operational Definition
Must be active, measurable, and observable.

is defined as

STEP 2: DATA COLLECTION AND SYNTHESIS

A. Sources of Data for Assessment (*check all that apply, must have at least two*)

Observation Data
Rate, Duration, Latency, Scatterplot data

ABC Data (required)

Dates: _____

Location: _____

Conducted by: _____

Parent/Guardian/ Educator Interview

Person Interviewed: _____ _____

Interviewer: _____ _____

Dates: _____ _____

Questionnaires/Rating Scales

Functional Analysis Screening Tool

Questions About Behavioral Function

Problem Behavior Questionnaire

Motivation Assessment Scale

Other _____

Records Review | Date records reviewed: _____

B. Baseline Data of Problem Behavior

Summarize baseline data of problem behavior through numerical values and narrative summary or visual graph (1 of 2, must use one box, may use both).

Summary should represent a minimum of 3 data points of data gathered, unless assessing high intensity-low frequency behavior.

Visual Graph (2 of 2, must use one box, may use both).

Visual should represent a minimum of 3 data points of data gathered, unless assessing high intensity-low frequency behavior.

C. Setting Events *Identify a minimum of 1 setting event and a maximum of 3.*

Based on data collected, what sets the stage for problem behavior or increases probability of occurrence?
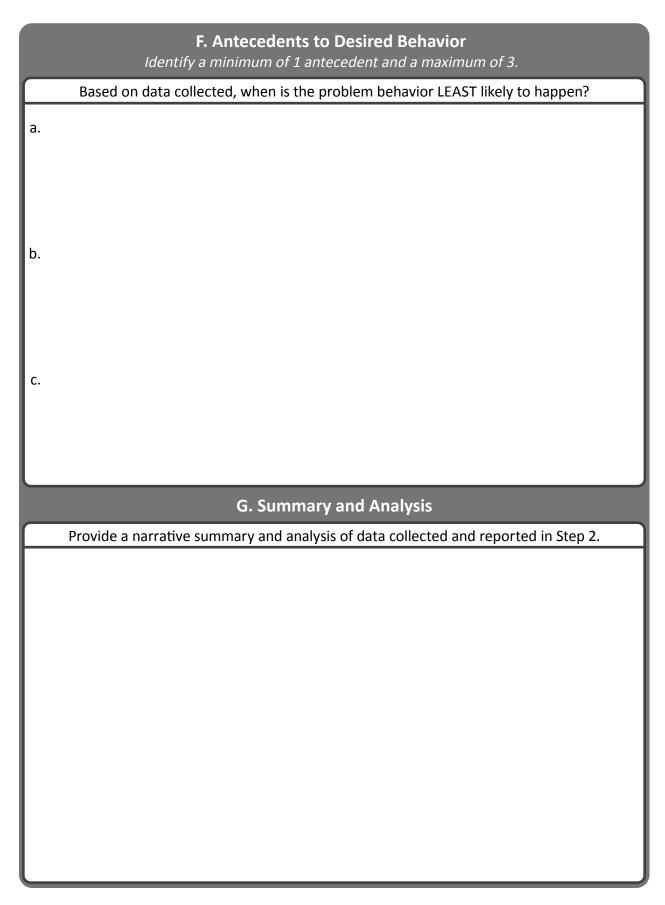
a.

b.

c.

Most impactful setting event

D. Antecedents to Problem Behavior
Identify a minimum of 1 antecedent and a maximum of 3. Be as specific as possible.

Based on data collected, what immediately triggers the problem behavior?

a.

b.

c.

__Most commonly occurring antecedent__

1.

E. Consequences following Problem Behavior
Identify a minimum of 1 and a maximum of 3 consequences. Be as specific as possible.

Based on data collected, what most frequently occurs immediately after problem behavior?

a.

b.

c.

__Most commonly occurring consequence__

1.

F. Antecedents to Desired Behavior
Identify a minimum of 1 antecedent and a maximum of 3.

Based on data collected, when is the problem behavior LEAST likely to happen?

a.

b.

c.

G. Summary and Analysis

Provide a narrative summary and analysis of data collected and reported in Step 2.

STEP 3: HYPOTHESIS STATEMENT *(Summary statement)*

Given

_____ engages in

which most frequently results in:

it is more likely when:

This results in: *(must select one)*

Sensory/Automatic reinforcement of problem behavior

Escape/Avoidance of non-preferred/perceived aversive

Attention/Social reinforcement

Tangible/Access to preferred item or activity

STEP 4: COMPETING BEHAVIOR PATHWAY

Fill in boxes 1,2,3 and 4 from information above. Grayed out boxes can be left blank.

These will be addressed in the Behavior Intervention Plan (BIP).

5. Desired Behavior	**6. Consequence**

3. Setting Event It is more likely when	**2. Antecedent** Given	**1. Problem Behavior** Will engage in	**4. Reinforcing Consequence**

7. Replacement Behavior	**8. Reinforcing Consequence**