ESE/Student Services
Functional Behavior Assessment (FBA)

Student Name	*Date of Birth*	*IEP/EPT Review Date*
Student Number	*School*	*Grade*

BEHAVIOR OF CONCERN & ASSESSMENT METHODS
Define **PRIORITY TARGET BEHAVIOR**. *Use observable and measurable terms.*

Reason for Referral:

Priority Target Behavior Definition:

How Often Does this Behavior Occur:

*** Mark all relevant assessment methods and tools below **.*

Existing Data to be Reviewed

Methods/Tools	Person Responsible	Completion Date/Initials
☐ IEP / EPT Review		
☐ Cumulative Record Review		
☐ Prior FBA Date(s):_____ ☐ N/A		
☐ Prior Intervention(s) ☐ N/A		

New Data to be Gathered

Methods/Tools	Person Responsible	Completion Date/Initials
☐ ABC Record of Target Behavior (required)		
Target Behavior Baseline Data *(minimum 1)*:		
☐ Frequency Count / Event Recording		
☐ Partial Interval Recording		
☐ Duration		
☐ Other:		
☐ Teacher Interview / Survey #1		
☐ Teacher Interview / Survey #2		
☐ Parent Interview / Survey		
Student Reinforcer Surveys *(minimum of 1)*:		
☐ Student Interview		
☐ Parent/Teacher Interview		
☐ Direct Observation		
☐ Preference Assessment		

EPT or IEP team will meet to review new data gathered on: _____ *(within 3 weeks)*

ANTECEDENTS / SETTING VARIABLES FOR TARGET BEHAVIOR
Based on the data gathered and listed on Page 1, what broad **setting events** (e.g., curriculum, fatigue, diet, medicines, discomfort, etc.) may *__increase__* the likelihood of the **target behavior**.

WHERE is the target behavior **MOST** likely to occur?
- ☐ General Education Classroom ☐ ESE Classroom ☐ Hallways
- ☐ Cafeteria ☐ Other:_____

WHEN is the target behavior **MOST** likely to occur?
- ☐ Morning, *specify approx. time:*_____ ☐ Before/After School ☐ Lunch
- ☐ Afternoon, *specify approx. time:*_____ ☐ Other:_____

During what **SUBJECT** or **ACTIVITY** is the target behavior **MOST** likely to occur?
- ☐ Subject(s):_____ ☐ Seatwork ☐ Transitions
- ☐ Lesson Presentation ☐ Group Activities ☐ Unstructured Activities
- ☐ Task Explanations ☐ Other:_____

WHO is present when the target behavior is **MOST** likely to occur?
- ☐ Teacher(s):.....☐ Male ☐ Female ☐ Peer(s): ......☐ Male ☐ Female
- ☐ Staff:..............☐ Male ☐ Female ☐ Other:_____

What **ENVIRONMENTAL FACTORS** may contribute to the behavior?
- ☐ Peer influence ☐ Classroom arrangement ☐ Anxiety
- ☐ Bullying/taunting by peers ☐ Length of class ☐ Misinterpretation of events
- ☐ Difficulty of the curriculum ☐ Length of bus ride ☐ Current reinforcement schedule
- ☐ Length of assignment ☐ Factors outside of school ☐ Lack of opportunity to practice skills
- ☐ Type of activity ☐ Other:_____

What **OTHER EVENTS** or **CONDITIONS** *immediately precede* the target behavior?
- ☐ Demand or Request ☐ Discipline/Redirection ☐ Other:_____
- ☐ Changes in Schedule/Routine ☐ Peer Comments ☐ Other:_____

Based on the data gathered and listed on Page 1, what broad **setting events** may *__decrease__* the likelihood or contribute to the absence of the **target behavior**.

WHERE is the target behavior **LEAST** likely to occur?
- ☐ General Education Classroom ☐ ESE Classroom ☐ Hallways
- ☐ Cafeteria ☐ Other:_____

WHEN is the target behavior **LEAST** likely to occur?
- ☐ Morning, *specify approx. time:*_____ ☐ Before/After School ☐ Lunch
- ☐ Afternoon, *specify approx. time:*_____ ☐ Other:_____

During what **SUBJECT** or **ACTIVITY** is the target behavior **LEAST** likely to occur?
- ☐ Subject(s):_____ ☐ Seatwork ☐ Transitions
- ☐ Lesson Presentation ☐ Group Activities ☐ Unstructured Activities
- ☐ Task Explanations ☐ Other:_____

WHO is present when the target behavior is **LEAST** likely to occur?
- ☐ Teacher(s):....._____ ☐ Peer(s):_____
- ☐ Staff:.............._____ ☐ Other:_____

REINFORCING CONSEQUENCES (FUNCTION OF THE TARGET BEHAVIOR)

Based on the data gathered and listed on Page 1, what does the student seem to **obtain** after he/she demonstrates the target behavior? These may be clues to powerful <u>reinforcers</u> for the student that may be used to reinforce potential replacement behaviors.

The student **GAINS:**
- ☐ Teacher Attention
- ☐ Peer Attention
- ☐ Sensory Stimulation
- ☐ Desired tangibles:_____
- ☐ Desired Activity(s):_____
- ☐ Preferred person:_____
- ☐ Other:_____

The student **AVOIDS** or **ESCAPES:**
- ☐ Teacher Attention
- ☐ Peer Attention:
- ☐ Sensory Stimulation:
- ☐ Non-Preferred Task/Activity:_____
- ☐ Non-Preferred Setting:_____
- ☐ Difficult/Frustrating Task/Situation:_____
- ☐ Other:_____

Describe the strengths of the student (refer to the teacher and parent interviews)

After reviewing the information obtained from the student reinforce survey/assessment, what specifically does the student like?

SUMMARY STATEMENT (HYPOTHESIS)

Target Behavior

When this occurs (Describe the antecedents) *Ex:When student overhears a peer say his name*	**The student does** (Describe the target behavior) *Ex: he screams "shut up" across the room.*	**To get or avoid** (Describe the function of the students target behavior) *Ex: is an attempt to get them to leave him alone.*

The EPT or IEP team has reviewed the data for this FBA on _____ *(date)*.

Is additional observational data needed before the team writes a Behavior Intervention Plan? Yes ☐ No ☐

A Behavior Intervention Plan will be developed on: _____ *(date)*.