

Functional Behavioral Assessment - 1

Student: _____ Date of birth: _____ Age: _____ Student ID: _____

Service school: _____ Sp ed staff: _____ Grade: _____ FBA date: _____

Data is from: observation student interview teacher report parent report records review testing

STUDENT'S STRENGTHS AND INTERESTS

Sample

DESCRIPTION OF THE PROBLEM IN OBSERVABLE, MEASUREABLE TERMS

<p align="center">FREQUENCY OF THE BEHAVIOR</p> <input type="checkbox"/> several times a day <input type="checkbox"/> several times a week <input type="checkbox"/> once a day <input type="checkbox"/> once a week <input type="checkbox"/> intermittent during the day <input type="checkbox"/> several times a month Other: _____	<p align="center">TIME OF DAY WHEN THE BEHAVIOR OCCURS</p> <input type="checkbox"/> before school <input type="checkbox"/> during lunch <input type="checkbox"/> in the morning <input type="checkbox"/> in the afternoon <input type="checkbox"/> during recess/break <input type="checkbox"/> after school Other: _____
<p align="center">INTENSITY OF THE BEHAVIOR</p> <input type="checkbox"/> mild <input type="checkbox"/> varies from mild to moderate <input type="checkbox"/> moderate <input type="checkbox"/> varies from mild to severe <input type="checkbox"/> severe <input type="checkbox"/> varies from moderate to severe Other: _____	<p align="center">INSTRUCTION DURING WHICH THE BEHAVIOR OCCURS</p> <input type="checkbox"/> reading <input type="checkbox"/> small group activities <input type="checkbox"/> math <input type="checkbox"/> group instruction <input type="checkbox"/> writing <input type="checkbox"/> individual seat work Other: _____
<p align="center">DURATION OF THE BEHAVIOR</p> <input type="checkbox"/> several seconds <input type="checkbox"/> up to 30 minutes <input type="checkbox"/> all day <input type="checkbox"/> several minutes <input type="checkbox"/> up to one hour <input type="checkbox"/> several days <input type="checkbox"/> up to 10 minutes <input type="checkbox"/> several hours Other: _____	<p align="center">SETTING IN WHICH THE BEHAVIOR OCCURS</p> <input type="checkbox"/> classroom <input type="checkbox"/> transitions <input type="checkbox"/> bus <input type="checkbox"/> small groups <input type="checkbox"/> playground <input type="checkbox"/> off campus <input type="checkbox"/> hallways/walkways <input type="checkbox"/> cafeteria <input type="checkbox"/> home Other: _____
<p align="center">PEOPLE PRESENT WHEN THE BEHAVIOR OCCURS</p> <input type="checkbox"/> general education teacher <input type="checkbox"/> substitute teacher <input type="checkbox"/> school administrator <input type="checkbox"/> bus driver <input type="checkbox"/> special education teacher <input type="checkbox"/> students <input type="checkbox"/> classroom aide Other: _____	
<p align="center">CIRCUMSTANCES PRECEDING THE BEHAVIOR</p> <input type="checkbox"/> asked to do schoolwork <input type="checkbox"/> given difficult tasks <input type="checkbox"/> lack of sleep <input type="checkbox"/> received a bus referral <input type="checkbox"/> change in daily routine <input type="checkbox"/> in an unsupervised situation <input type="checkbox"/> lack of teacher attention <input type="checkbox"/> received a consequence <input type="checkbox"/> conflict with a peer <input type="checkbox"/> interrupted task <input type="checkbox"/> medication problem <input type="checkbox"/> unprepared for class <input type="checkbox"/> given a detention <input type="checkbox"/> lack of peer attention <input type="checkbox"/> problem at home Other: _____	

Functional Behavioral Assessment - 2

Student: _____ Date of birth: _____ FBA date: _____

Sample

CONSEQUENCES FOR THE BEHAVIOR

- detention ignored by teacher lost points negative peer comments in-school suspension
- timeout teacher reprimand sent to the office redirected by teacher out-of-school suspension

Other: _____

OTHER FACTORS RELATED TO THE BEHAVIOR

- cognitive deficits negative peer influence illegal drug use family problems modeling peers
- academic deficits language/cultural differences emotional disability medical condition
- curriculum issues community problems disadvantage medications

Other: _____

Explain other factors that are checked:

PREVIOUS INTERVENTIONS THAT HAVE BEEN USED TO DEAL WITH THE BEHAVIOR

- verbal praise decrease in service time sent to office
- tangible rewards increase in service time counseling
- oral cues and prompts change of teacher role playing
- reduced assignments change in schedule curriculum adjustment
- specified study area change in environment intervention by counselor
- preferential seating review of placement meeting behavior contract
- clear, concise directions daily/weekly monitoring sheet loss of privileges
- social skills training frequent breaks/vary activities time out
- predictable, routine schedule teacher moves about the room point sheet
- teacher models appropriate behavior review rules/expectations detention
- teacher/student conference free time or privileges in-school suspension
- teacher/parent conference phone call home out-of-school suspension

Other: _____

HYPOTHESIZED FUNCTION OF THE PROBLEM BEHAVIOR

ADDITIONAL INFORMATION