

<b>FUNCTIONAL BEHAVIORAL ASSESSMENT</b>			
<b>Name:</b>	<b>Date of Birth:</b>	<b>Date:</b>	<b>Projected Review/Follow-Up Date(s):</b>
<b>School:</b>	<b>Grade:</b>	<b>Reason for FBA:</b> <input type="checkbox"/> initial intervention <input type="checkbox"/> revision <input type="checkbox"/> discipline	
<b>TEAM MEMBERS</b> – If not present as a team member specify input from: <input type="checkbox"/> teacher <input type="checkbox"/> parents <input type="checkbox"/> student <input type="checkbox"/> other sources			
_____	_____		
Name/Position/Date(s)	Name/Position/Date(s)		
_____	_____		
Name/Position/Date(s)	Name/Position/Date(s)		
_____	_____		
Name/Position/Date(s)	Name/Position/Date(s)		
<b>1. REASON FOR MEETING – Overview of Behavioral Concerns</b>			
<b>Behaviors of Concern</b>	<b>Frequency</b> How often: per hour, day, week or month?	<b>Intensity</b> e.g., severe/destructive, moderate/disruptive or mild/distracting	<b>Duration</b> How long does each episode last?
Prioritize behavior (1 or 2 at most) of primary concern. Describe targeted behavior in <i>measurable, observable and objective</i> terms.			
<b>2. FACT FINDING</b>			
<b>STUDENT STRENGTHS</b>			
<b>STUDENT'S CHALLENGES</b>			
<b>TRIGERS FOR THE PROBLEM BEHAVIORS</b>			
<b>DESCRIBE THE GENERAL LEARNING ENVIRONMENT</b>			

## FUNCTIONAL BEHAVIORAL ASSESSMENT

Continued

### 3. POSSIBLE EXPLANATIONS

**ABCs of Targeted Behavior** – Identify likely antecedents and likely consequences of targeted behavior.

Antecedents	Problem Behavior	Current Consequences

Empty Spaces: When , what, where, with whom does the behavior not occur

**Possible Functions** – Consider what needs are being met and/or maintained through behavior. Does the targeted behavior allow student to access something and/or avoid/escape something?

<p>Attention</p> <p>Power</p> <p>Competency</p> <p>Revenge</p>	<p><i>Stimulation</i></p> <p><i>Desire</i></p> <p><i>Escape/Avoidance</i></p> <p><i>Play</i></p>
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What will typically **de-escalate** the behavior?

What will typically **escalate** the behavior?

### 5. VALIDATION

Is a Behavioral Intervention Plan (BIP) needed?  YES  NO

If needed, do we have enough information on probable function of behavior to plan an effective intervention?

YES Proceed to BIP.  NO Specify additional data needed below:

- |   |  |
|---|--|
| <input type="checkbox"/> data probe sheet | <input type="checkbox"/> teacher interview |
| <input type="checkbox"/> tally sheet      | <input type="checkbox"/> student interview |
| <input type="checkbox"/> frequency chart  | <input type="checkbox"/> parent interview  |
| <input type="checkbox"/> checklist        | <input type="checkbox"/> other _____       |

Date team will reconvene: \_\_\_\_\_ to:  Develop BIP.  Review collected data and continue FBA.

Person responsible for reconvening team: \_\_\_\_\_