

FUNCTIONAL BEHAVIOR ASSESSMENT

STUDENT INFORMATION

Student: Train Sample
Birthdate: 07/08/2000
Age: 15
Grade: Eighth grade

Date of FBA: 08/01/2015
Resident District: Godfrey-Lee
Student Primary Language: English
Language in the Home:

PARTICIPANTS

These persons were present and participated in the Functional Behavior Assessment meeting:

Use the Invitation to Attend a Meeting to invite participants	Include general ed teacher
Only list those who are present for the meeting	Include related service providers, etc

In addition, these persons also provided input to the Functional Behavior Assessment process:

List anyone who provided input but did not attend the meeting, here	
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POSITIVE BEHAVIOR: STRENGTHS and SUCCESSES

Include student's preferred areas of interests, activities, classes and relationships. Make sure to include behavioral, academic and social strengths.

Start by brainstorming a list of personal strengths that the student demonstrates in one or more settings. List items that motivate or interests the student.

It is very important to find something the student is good at or interested in and build on those strengths.

DATA COLLECTION CHECKLIST

List the direct and indirect sources of information that help to understand the behavioral concerns:

Indirect	Initials	Date	Direct	Initials	Date
Behavior Logs/Disc. Reports	Date data was reviewed	07/25/2015	Staff Direct Observation	Date conducted	07/27/2015
Rating Scales	Date administered	07/20/2015	Staff Direct Observation	Date conducted	07/29/2015
Structured Interviews	Date conducted	07/26/2015	Student Interview	Date conducted	07/25/2015
Record Review	Date records reviewed	07/24/2015	ABC Data Collection	Date compiled	07/31/2015

BEHAVIORS OF CONCERN

List student's behaviors of concern.

Behaviors of Concern	Target Behavior?
List all behaviors of concern.	<input checked="" type="checkbox"/>
Choose up to 3 Target Behaviors by selecting the check boxes.	<input checked="" type="checkbox"/>
The selected target behaviors will populate to the Target Behavior filed of the Specification/Operational Definition chart on the next page. If at any point the team decides to focus on a different Target Behavior while completing the FBA, the user can either click the trash can icon to completely remove the behavior of concern or to keep the behavior of concern but not select it as a Target Behavior, simply deselect the check box and all data associated with it on the next page will go away. A new Behavior of Concern line can be added by clicking the plus icon at the bottom of this chart.	<input type="checkbox"/>

SPECIFICATION/OPERATIONAL DEFINITION (INCLUDE BASELINE DATA)			
Antecedent		Target Behaviors	Consequence
What is happening before the behavior occurs?		Define the target behavior and how often it occurs (Frequency, intensity, duration and longevity).	What happens after the target behavior occurs? What is the response from staff, peers, etc.?
Setting Event	Antecedent		
Situations that make it more likely that a Target Behavior will occur. Ex. sleep, hunger, family stressors, bus issues, etc.	A trigger that happens immediately before a Target Behavior occurs.	"List all behaviors of concern." <i>This information flowed from the Behaviors of Concern chart on the previous page. This field is editable so you may provide additional specification about the target behavior</i> , including how often it happens, how long it happens, and how intensely it happens.	What happens immediately following the Target Behavior.
<i>There may not always be a Setting Event or it may not be known. Enter "none" or "unknown" in this box if that is the case.</i>	Example: when given directions, long or difficult tasks, when sitting next to peers, change in routine, etc.	Choose up to 3 Target Behaviors by selecting the check boxes. Examples: 2-3 times daily (<i>frequency</i>), requires seclusion (<i>intensity</i>), 10-30 minutes (<i>duration</i>), 1 month (<i>longevity</i>).	Obtaining Examples: receives adult attention, gets peer attention Avoiding Examples: avoids difficult task, removed from classroom,

PREVIOUS SCHOOL-BASED INTERVENTIONS and STRATEGIES FOR TARGET BEHAVIORS		
Previous School-Based Intervention/Strategy	When	Student Response
Provide documentation of previous school based interventions that have been implemented, including relevant data. Can be academic interventions, behavioral interventions, or social interventions	List when the intervention was implemented	Include a brief summary of the students response to those interventions
Include relevant data and specify what Target Behavior the intervention addressed.	Consider including grade or school year, length of time, time of day, or other relevant information regarding	Example: Target behavior increased to 4-6 times daily when student was asked to work with a peer.

SUMMARY HYPOTHESIS STATEMENT REGARDING TARGET BEHAVIOR(S)

Based on the information collected, use the following model to develop a hypothesis statement regarding the behavior or concern:

When this occurs...	the student does...	to obtain or avoid...
Describe Setting Events & Antecedents	Define Target Behavior of Concern.	Describe Consequence & Identify Function
Create the Hypothesis Statement(s) using information from the SPECIFICATION/OPERATIONAL DEFINITION chart.	Develop a Hypothesis Statement for each Function of Behavior	There may be more than one function for the same behavior.
Antecedents go here, and if applicable, so do Setting Events	Target Behavior of Concern gets listed here	Consequences and Function of behavior are listed here
IF the FBA is finalized before the PBSP is created...the Hypothesis Statements will flow to the PBSP....	...Otherwise, you will have to copy and paste the information from one document to another.