

# Functional Behavior Assessment Form (FBA)

Name of the Student:

Student ID#:

Student DOB:

Student Age:

Student Gender:

Date of FBA:

Case Manager:

## Section 1: Planning Out the FBA Process and Assigning Responsibilities to the Team

### FBA Checklist

Step/Task	Staff Member Assigned	Date to Be Completed	Date Finished
Bring student to the attention of the team.			
Conduct teacher interviews to get information about the student and issues the student is having			
Suggest tier 1 and 2 interventions to staff who work with the student, provide training to staff, describe implementation process for those interventions.			
Determine a length of time for implementation of tier 1 and 2 interventions. Share that timeline with staff who works with the student.			
Collect data/results of tier 1 and 2 interventions after predetermined interval chosen by the team.			
Review baseline data from tier 1 and 2 interventions and determine if FBA is needed.			
Obtain parent consent.			
Begin evaluation process (open a formal reevaluation)			
Define the target behaviors. Use competing pathways or other assessment tools as guide.			
Select checklists, interviews, rating scales that will be used (reference the list of choices below; look through them as a team to determine the best tools to use for this student)			
Send rating scale/checklist to parent.			

Interview student (use a rating scale/checklist).			
Interview teachers/staff and have fill out rating scale/checklist.			
Conduct observations in multiple settings and different times of day.			
Collect ABC Data to determine function of behavior.			
Determine is scatterplot data is necessary. Collect if needed.			
Gather additional data to determine frequency, intensity, duration, latency, etc.			
Develop lesson plans and instruction for replacement behaviors			
Teach student replacement behaviors, self-regulation, calming techniques			
Compile and analyze direct and indirect data.			
Determine the function and frequency of the behavior.			
Determine if interventions and replacement strategies are effective based on new data collected.			
Confirm all sections of the FBA Report are completed			
Develop BIP if needed			

**Assessment Methods Used (data collection tools used; highlight all that apply)**

Structured Observation (highlight all aspects assessed)

- Antecedent-Behavior-Consequence (ABC)
- Duration
- Frequency Count
- Latency
- Intensity

Assessment Tools To Give to Teachers and Staff (choose one from the list to complete with at least 3 staff members at school who work with the student)

- [Functional Behavior Assessment Teacher Interview Form](#)
- [Problem Behavior Questionnaire for Teachers](#)--Option 1
- [Problem Behavior Questionnaire for Teachers](#)--Option 2

- [Functional Assessment Checklist for Teachers and Staff \(FACTS\)](#)
- [Questions About Behavioral Function \(QABF\)--Option 1](#)
- [Questions About Behavioral Function \(QABF\)--Option 2](#)
- [Motivation Assessment Scale \(Durand; 1986\)](#)
- [Functional Assessment Screening Tool \(FAST\)](#)
- [Functional Assessment Interview \(FAI\)](#)
- [ABC Checklist](#)

Assessment Tools To Give to the Student (choose one).

- [Functional Behavior Assessment Student-Assisted Interview Form](#)
- [Student Interview Form](#)
- [Forced Choice Reinforcement Menu](#)

Assessment Tools to Give to the Parent/Guardian (choose one)

- [FBA Parent/Caregiver Questionnaire](#)
- [Questions About Behavioral Function \(QABF\)--Option 1](#)
- [Questions About Behavioral Function \(QABF\)--Option 2](#)
- [Functional Assessment Screening Tool \(FAST\)](#)
- [Functional Assessment Interview \(FAI\)](#)

Other Assessment Screening tool(s)--list them here:

## **Section 2: Historical Analysis (Summary of information provided by various interviews and report/record reviews)**

- Parent Interview Summary (choose one)
  - [FBA Parent/Caregiver Questionnaire](#)

- [Questions About Behavioral Function \(QABF\)--Option 1](#)
- [Questions About Behavioral Function \(QABF\)--Option 2](#)
- [Functional Assessment Screening Tool \(FAST\)](#)
- [Functional Assessment Interview \(FAI\)](#)

Staff Member Coordinating the Parent Interview:

- Student Interview Summary (choose one or more)
  - [Functional Behavior Assessment Student-Assisted Interview Form](#)
  - [Student Interview Form](#)
  - [Forced Choice Reinforcement Menu](#)

Staff Member Coordinating Student Interview:

- Teacher Interview(s) Summary (choose one)
  - [FBA Parent/Caregiver Questionnaire](#)
  - [Questions About Behavioral Function \(QABF\)--Option 1](#)
  - [Questions About Behavioral Function \(QABF\)--Option 2](#)
  - [Functional Assessment Screening Tool \(FAST\)](#)
  - [Functional Assessment Interview \(FAI\)](#)

Staff Member Coordinating Teacher Interviews:

- Record Review Summary

Staff Member Writing the Record Review Summary (write out a narrative that includes information from the teacher, student, and parent data collected above):

Record Review Narrative Summary:

**Student Strengths (Describe what the student does well. What are his/her positive characteristics? What are his/her talents?)**

Staff Member Coordinating Student Strengths:

Student Strengths Narrative:

**Attendance Information**

Staff Member Coordinating Attendance Information (look up in Skyward; obtain printed reports from administrators for prior years if needed):

Narrative Summary of Attendance Information:

**School Discipline Information**

Staff Member Coordinating Discipline Information (will need to get a printed report from an administrator):

Narrative Summary of Discipline Information:

**Previous Behavior Interventions (Provide a link to the student's [strategies matrix](#); if you aren't certain how that should look, refer to this [example strategies matrix](#). Describe how successful the interventions were, how long they were employed, and if they are still being employed.)**

Staff Member Coordinating Previous Behavior Interventions (needs to complete a [strategies summary matrix](#) that includes intervention information from past IEPs and reevaluation reports, as well as interventions tried by the school more recently):

Narrative Summary of Previous Behavior Interventions:

## **Section 3: Gathering New Information About the Behavior**

### **Observations (qualitative data)**

Staff Member Coordinating Observations (choosing appropriate [data collection tools](#) and going into classes to observe the student):

### **Summary of Antecedent-Behavior-Consequence (ABC) Data**

Staff Member Coordinating Summary of [ABC Data](#) (compiling the data collected from teachers, parent/guardian, and student):

#### **I. Problem Behavior**

Definition of Target Behavior (Describe the problem behavior in the box below. Include where the behavior occurs, when the behavior occurs, with whom the behavior occurs, and a specific description of the behavior).

#### **II. Hypothesis/Function**

Highlight the function(s) of the behavior from the list below:

- get/obtain attention

- escape/avoid attention
- escape/avoid nonpreferred activities
- get/obtain preferred activities
- get/obtain automatic/sensory
- escape/avoid automatic/sensory
- get/obtain tangible

Summary Statement: Explain the function of the behavior in the box below.

### **III. Antecedent/Precursor Behavior(s)**

Describe what happens just before the problem behavior occurs in the box below.

### **IV. Known Reinforcers**

Describe items and experiences that the student enjoys in the box below.

### **V. Positive Reinforcement System and Procedures**

Explain the process you'll use to reinforce the student for desired behaviors. How often? By whom? Criteria for success? What item/experience? If using a reward menu, please include a link to that menu in the box.

### **VI. Daily Preventive Action**

Describe the changes to the student's schedule, work process, environment, etc. you'll put in place in order to try to minimize or prevent the undesired behavior in the box below.

### **VII. Replacement Behaviors**

Describe what you'll teach the student to do in the place of the undesired behavior in the box below.

### **VIII. Response Strategies/Behavior Intervention**

Describe the way that staff should respond/intervene once the undesired behavior is already occurring in the box below.

## **Section 4: Drafting and Distributing a Behavior Intervention Plan (BIP)**

Staff Member who will write the student's BIP and distribute it to staff, then submit a copy to be scanned into DocStar (send to Carol Murrill--carolmurrill@smsd.org):

Use the information in the section above to create a Behavior Intervention Plan using the appropriate BIP form. There are several [examples of BIPs](#) available to guide you if you aren't sure how to fill it out.

\*\*\*\*\*Link to a Google docs version of the form that can be copied and edited:

<https://docs.google.com/document/d/1GbaDN-4JhdWpfzyTGOPYR2AqFS2cz4oyikxURCUWAj8/edit?usp=sharing>