 FUNCTIONAL BEHAVIORAL ASSESSMENT

 (Version 11/6/2018)

**ALL SUPPORTING DOCUMENTS NEED TO BE SCANNED AND SAVED TO APPROPRIATE SHARED DRIVE (BUILDING RTI, Sp. Ed.) &/or FRONTLINE IEP**

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| STUDENT NAME:       | STUDENT DOB:       | STUDENT ID:       | FBA CONSENT DATE:       |
| CHRONOLOGICAL AGE:       | DOMINANT LANGUAGE:       ENL? [ ]  YES [ ]  NO | SCHOOL:  |
| GRADE:   |
| IS STUDENT CSE IDENTIFIED? [ ]  YES [ ]  NO | IF IDENTIFIED – CLASSIFICATION:       | CLASS PLACEMENT:        | 504? [ ]  YES [ ]  NO |
| INDIVIDUALS/STAFF WHO DEVELOPED FBA DOCUMENT (include title):       |

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| **SECTION 1: EVALUATION OF TARGET BEHAVIOR** |
| **REASON FOR FBA:**       |
| **TARGET BEHAVIOR** (definition in concrete terms):       |
| **EVALUATE PATTERNS OF TARGET BEHAVIOR BY TIME OF DAY, LOCATION, ACTIVITY, ETC. USE ANY OF THE FOLLOWING DATA SOURCES** (CHECK ALL THAT APPLY):[ ]  SCATTERPLOT [ ]  POINT SHEETS [ ]  OFFICE DISCIPLINE REFERRALS [ ]  OTHER:       |
| **THE TARGET BEHAVIOR IS MOST LIKELY TO OCCUR:*** WHERE (LOCATION):
* WHEN (TIME OF DAY/ACTIVITY/CLASS):
* WITH WHOM (PEERS/ADULTS):
 | **THE TARGET BEHAVIOR IS LEAST LIKELY TO OCCUR:*** WHERE (LOCATION):
* WHEN (TIME OF DAY/ACTIVITY/CLASS):
* WITH WHOM (PEERS/ADULTS):
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| **PLEASE INCLUDE GRAPHS OF DATA USED TO DETERMINE PATTERNS OF TARGET BEHAVIOR:**      |

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| **SECTION 2: EVALUATION OF CONTEXTUAL FACTORS** |
| **COGNITIVE ABILITIES** |
| YES | NO  | Does this impact the TARGET BEHAVIOR? If yes, please explain: |
| [ ]  | [ ]  | EXECUTIVE FUNCTIONS (flexibility, metacognition, impulsivity, inattention/distractibility, persistence, problem-solving, etc.):       |
| [ ]  | [ ]  | WORKING MEMORY:        |
| [ ]  | [ ]  | PROCESSING SPEED:       |
| [ ]  | [ ]  | LANGUAGE (expressive and/or receptive):       |
| [ ]  | [ ]  | SENSORY (sensory-seeking, sensory-avoidant):       |
| [ ]  | [ ]  | MOTOR (gross and/or fine):       |
| **AFFECTIVE ABILITIES** |
| YES | NO  | Does this impact the TARGET BEHAVIOR? If yes, please explain: |
| [ ]  | [ ]  | MOOD (stable/labile):        |
| [ ]  | [ ]  | EMOTIONAL SELF-REGULATION:       |
| [ ]  | [ ]  | SOCIAL SKILLS:       |
| **MEDICAL STATUS** |
| YES | NO  | Does this impact the TARGET BEHAVIOR? If yes, please explain: |
| [ ]  | [ ]  | PHYSICAL/HEALTH CONCERNS/MEDICAL DIAGNOSIS:       |

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| **SECTION 3: SUMMARY OF INDIRECT OBSERVATION DATA****SUMMARIZE** each of the following supporting documents. **Do not rely on a reference to an attachment.** |
| **STUDENT INTERVIEW**       |
| **TEACHER(S) INTERVIEW(S)**       |
| **REVIEW OF RECORDS**      |
| **PARENT/GUARDIAN INTERVIEW**       |

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| **SECTION 4: SUMMARY OF DIRECT OBSERVATION DATA** |
| DOCUMENT A MINIMUM OF 8 DATA POINTS FOR APPLICABLE METHOD(S) OF MEASUREMENT (Frequency, Duration, Latency)  |
| Observations were conducted in across activities, settings, people and times of day: [ ]  YES [ ]  NO |
| MUST INCLUDE 1 OR MORE OF THESE METHODS. | SUMMARY OF FINDINGS |
| **FREQUENCY DATA** [ ]  Check if Not Applicable[ ]  RATE [ ]  PARTIAL INTERVAL[ ]  WHOLE INTERVAL[ ]  MOMENTARY[ ]  PERCENT OF OPPORTUNITIES |       |
| [ ]  **DURATION DATA** [ ]  Check if Not Applicable |       |
| [ ]  **LATENCY DATA** [ ]  Check if Not Applicable |       |
| [ ]  **INTENSITY RATING SCALE DATA** (MUST BE COMPLETED) | Indicate and Describe Intensity of Target Behavior – Use Intensity Rating Scale      |
| 1 | Behavior is confined only to the observed student. |
| 2 | Behavior disrupts others in the student’s immediate area. |
| 3 | Behavior disrupts everyone in the class |
| 4 | Behavior disrupts other classrooms or common areas of the school |
| 5 | Behavior causes or threatens to cause physical injury to student or others |
| Optional Additional and Supplemental Baseline Data  |
| [ ]  PERMANENT PRODUCT [ ]  Check if Not Applicable |       |
| [ ]  SUPPLEMENTAL MEASURES [ ]  Check if Not Applicable |       |
| **PLEASE INCLUDE GRAPHS OF BASELINE DATA FOR ANY MEASURE(S) USED ABOVE:**      |

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| **SECTION 5: HYPOTHESIS** |
| Complete following section using Antecedent-Behavior-Consequence data |
| **What antecedents occurred before the target behavior?**Summary of findings:       | **TARGET BEHAVIOR**(Copy and paste your Target Behavior here)      | **What consequences occurred after the target behavior?**Summary of findings:       |
| What is the function of the target behavior?Select a minimum of 1 function – if select more than one function, interventions must address both functions |
| TO GET:[ ]  ATTENTION (ADULT/PEER)[ ]  TANGIBLE (OBJECT/ACTIVITY)[ ]  SENSORY | OR | TO AVOID/ESCAPE:[ ]  ATTENTION (ADULT/PEER)[ ]  TANGIBLE (OBJECT/ACTIVITY)[ ]  SENSORY |
| Hypothesis Statement |
| **WHEN THIS OCCURS** (describe the circumstances/setting events)      **THE STUDENT DOES** (describe the target behavior)      **TO GET/AVOID** (describe the consequences)       |

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| **SECTION 6: ASSESSMENT OF STUDENT PREFERENCES FOR REINFORCEMENT**What assessment(s) was used to determine student preferences for reinforcement? Check below. |
| [ ]  Forced Choice Reinforcement Menu [ ]  Student Reinforcement Survey [ ]  If no student participation, specify reason:       |
| **INCENTIVES (Summarize results):**       | **DISINCENTIVES (Summarize results):**       |

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| **SECTION 7: DOES THIS STUDENT’S BEHAVIOR WARRANT A BIP BASED ON FBA INFORMATION COLLECTED & ANALYZED?** |
| MEETING DATE:      ATTENDANCE:       |
| MEETING DECISION |
| [ ]  NO IF NO, YOU DO NOT NEED TO CONTINUE WITH THE REMAINDER OF THE DOCUMENT. PLEASE PROVIDE A BRIEF SUMMARY STATEMENT OF WHY YOUR FINDING IS THAT A BIP IS NOT INDICATED AT THIS TIME:      | [ ]  YESIF YES, PLEASE CONTINUE WITH REMAINDER OF THE FBA DOCUMENT |

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| **SECTION 8: RECOMMENDATIONS FOR TEACHING ALTERNATIVE SKILLS OR BEHAVIORS** |
| REPLACEMENT BEHAVIOR:       |
| GOAL BASELINE:       |
| SETTING EVENT STRATEGIES:       | STRATEGIES TO TEACH ALTERNATE BEHAVIORS:       |
| ANTECEDENT STRATEGIES:       | CONSEQUENCE STRATEGIES:       |