



Part One: Functional Behavior Assessment (FBA)

Student:	Eligibility:	Date:
District:	Building:	Grade:
Team Members/Roles:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

The Functional Behavior Assessment (FBA) is a problem-solving process used to identify the function of a behavior. It can also be used to develop hypotheses about the conditions that may cause a behavior to occur.

PROBLEM IDENTIFICATION

Data was collected from: ___/___/___ to ___/___/___ (# of school days, including absences).

List observed behaviors and how often they occurred.

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-
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Narrative: What did behaviors look like? How long did they occur, and at what rate?

List 1-2 target behaviors:

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FUNCTIONAL BEHAVIOR ASSESSMENT & BEHAVIOR INTERVENTION PLAN

List the data source(s) used to collect data on the target behaviors.	
<ul style="list-style-type: none"> • • • 	
List known stressors in the student's life, and describe if needed.	
<ul style="list-style-type: none"> • • • 	
Where, when and with whom does the target behavior occur?	
<ul style="list-style-type: none"> • Adults present: _____ • Peers present: _____ • Location: _____ • Specific class(es) or routines: _____ • Time of day: _____ 	
When, where, with whom, and under what conditions does the behavior <u>not</u> occur?	
<ul style="list-style-type: none"> • • • 	
What events were present <i>immediately</i> prior to the target behavior? (Antecedent)	
<p>If you highlight an item, describe as needed.</p> <ul style="list-style-type: none"> • Asked to complete a task • Difficult task • Easy task • Low interest task • Unstructured time/transitions • With peers • Lack of attention 	<ul style="list-style-type: none"> • Lengthy task • Physical demand • Correction/reprimand • Large/small group instruction • Independent work • Teacher attention • Peer attention • Other • Other
What occurs immediately after the target behavior? (What did the student gain or avoid with the behavior? - Consequence)	
<p>If you highlight an item, describe as needed.</p> <ul style="list-style-type: none"> • Avoids difficult tasks • Avoids physical effort • Avoids task/activity • Avoids adult attention • Avoids negative/positive attention from peers • Avoids reprimands • Avoids other 	<ul style="list-style-type: none"> • Receives access to an activity • Receives object • Receives adult attention • Receives peer attention • Receives control/independence • Receives help • Receives sensory input • Other • Other



QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Student's Name: _____ Date: _____

Behavior: _____ Respondent: _____

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 = Sometimes 3 = Often

Score	Number	Behavior
	1.	Engages in the behavior to get attention.
	2.	Engages in the behavior to escape work or learning situations.
	3.	Engages in the behavior as a form of "self-stimulation".
	4.	Engages in the behavior because he/she is in pain.
	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.
	6.	Engages in the behavior because he/she is nervous, highstrung, or tense
	7.	Engages in the behavior when asked to do something
	8.	Engages in the behavior because he/she does not like loud noises.
	9.	Engages in the behavior more frequently when he/she is ill.
	10.	Engages in the behavior when you take something away from him/her.
	11.	Engages in the behavior to draw attention to himself/herself.
	12.	He/she lies and/or cheats.
	13.	He/she refuses to talk.
	14.	Engages in the behavior when there is something bothering him/her physically.
	15.	Engages in the behavior when someone has something that he/she wants.
	16.	Engages in the behavior to try to get a reaction from you.
	17.	Engages in the behavior to try to get people to leave him/her alone.



**FUNCTIONAL BEHAVIOR ASSESSMENT &
BEHAVIOR INTERVENTION PLAN**

	18.	He/she argues.
	19.	Engages in the behavior because he/she does not interact with his/her peers.
	20.	He/she cries.
	21.	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?
	22.	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" when engaging in the behavior?
	23.	Does he/she seem to frequently bump into people/things?
	24.	Does the behavior seem to indicate to you that he/she is not feeling well?
	25.	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?
	26.	Engages in the behavior because he/she would rather be alone than with others.
	27.	Engages in the behavior to avoid certain textures.
	28.	Engages in the behavior because he/she is too fearful or anxious.
	29.	He/she breaks rules at home, school, or elsewhere.
	30.	Engages in the behavior because he/she is withdrawn and does not get involved with others.
	31.	Engages in the behavior because he/she worries.
	32.	Engages in the behavior when things do not go his/her way.

Enter student's scores on the lines below for each question. Then score vertically for each category. Consider the highest score to be the function of behavior.

Anxiety	Attention	Control/ Opposition	Escape/ Avoidance	Physical/ Somatic	Sensory	Tangible	Withdrawn
6. ____	1. ____	12. ____	2. ____	4. ____	3. ____	5. ____	13. ____
20. ____	11. ____	18. ____	7. ____	9. ____	8. ____	10. ____	19. ____
28. ____	16. ____	29. ____	17. ____	14. ____	23. ____	15. ____	26. ____
31. ____	21. ____	32. ____	22. ____	24. ____	27. ____	25. ____	30. ____
Total ____	Total ____	Total ____	Total ____	Total ____	Total ____	Total ____	Total ____

Function of behavior:



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BEHAVIOR FUNCTION (HYPOTHESIS)

List and describe *observable behaviors* associated with the problem summary:

When (antecedent) the student (target behavior). Immediately after the behavior occurs, (consequence). It is believed that this is occurring because (function). This happens _____ times per _____ and continues for _____.



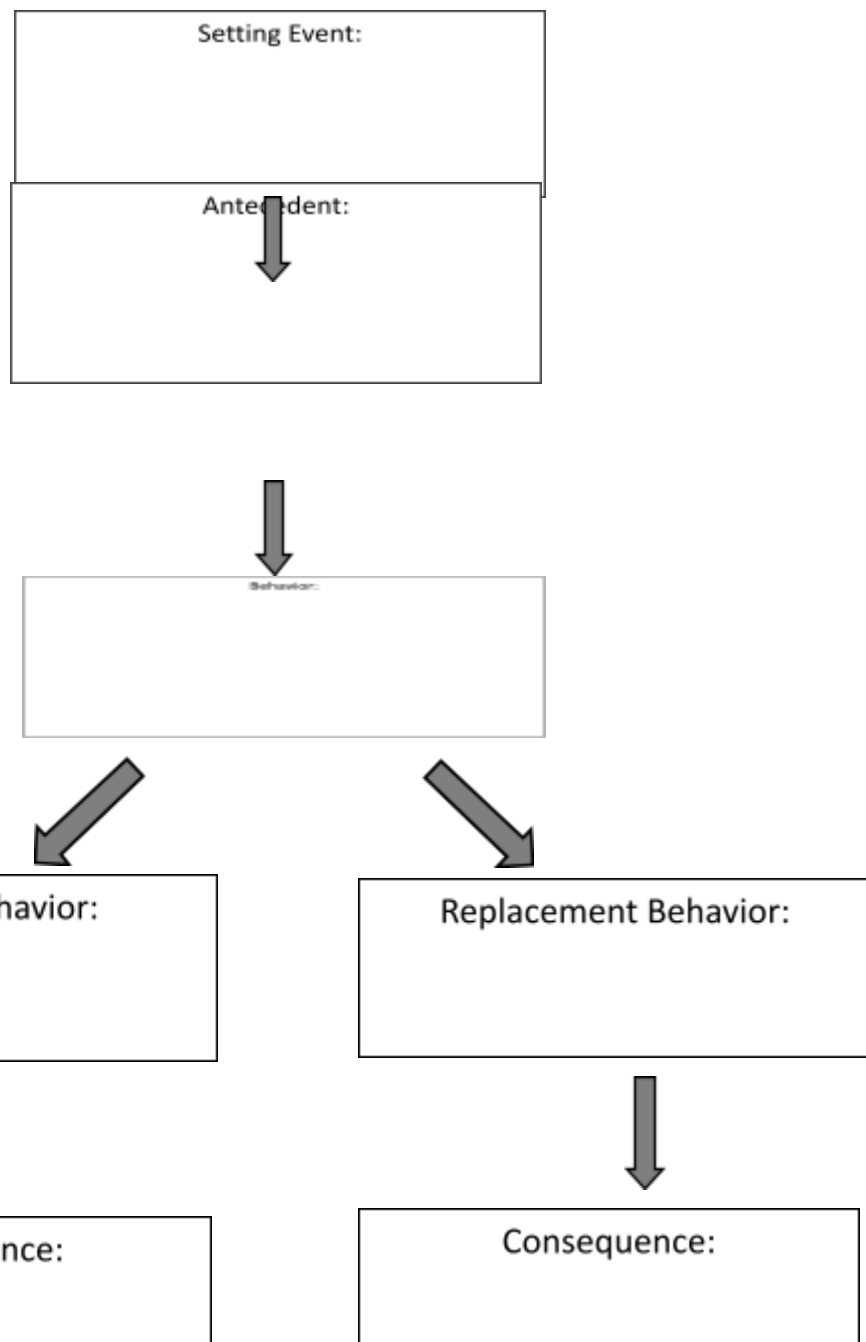
Part Two: Behavior Intervention Plan (BIP)

Part One (FBA) completed on: __/__/__

Target behavior(s):

Function(s):

Replacement Behavior Map





**FUNCTIONAL BEHAVIOR ASSESSMENT &
BEHAVIOR INTERVENTION PLAN**

BEHAVIOR INTERVENTION PLAN

Strategies:	Who:	Will do what:	When:
Prevent: Antecedent Event/Setting Strategies			
Educate: Behavior Teaching Strategies/Skill Development			
Respond: Consequence Strategies			



**FUNCTIONAL BEHAVIOR ASSESSMENT &
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Crisis Plan			

DATE OF BEHAVIOR INTERVENTION PLAN REVIEW: _____

SIGNATURES

Parent

Principal

General Education Teacher

Team Member

Team Member

Team Member

Team Member

Team Member

Team Member