

A-2 FUNCTIONAL BEHAVIOR ASSESSMENT FORM

Student: _____ Grade: _____ DOB: _____

School: _____ Teacher: _____

The purpose of this form is to document a **Functional Behavioral Assessment (FBA)**, for
 (1) students who are exhibiting a pattern of behavior resulting in school-wide discipline,
 (2) students who are being considered for an interim alternative placement due to Safe School violations, or
 (3) requests for intensive individual interventions. This form should be kept in the student's file.

I - SOURCES OF BACKGROUND INFORMATION

THE TEAM HAS REVIEWED THE FOLLOWING BACKGROUND INFORMATION (FILL OUT ALL THAT APPLY): PLEASE ATTACH FORMS/PROTOCOLS.

Required	Brief Summary of Results	Other	Brief Summary of Results
Parent Information:		Behavior Checklist Rating/Scale: Name of Instruments:	
Observations:		Previous Behavior Interventions and Effectiveness: Other Agencies/Sources:	
		Social Peers:	
Student Interview:		Academic Assessments: Name of Instruments:	
Past IEP Records:		Dates of Administration:	
Teacher Interview:		Administrator Interview:	
Positive Reinforcement System:		Psychological Evaluation:	

The **FBA** addresses the relationship among precipitating conditions, the behavior, its consequences, and the function of the behavior. The **FBA** also reflects a consideration of all relevant data gathered, both as background information and by using specific assessment techniques.

II - FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY

PRECIPITATING CONDITIONS: (Identify one only)

(Setting, time of day, or other situations, with whom behavior occurs, activity, events typically occurring before the behavior, other issues, i.e., illness, hunger, etc.)

Unstructured time in _____	Academic instruction in _____
When given a directive to _____	When too close to _____
When provoked or teased _____	Encouraged by _____
When unable to _____	Other _____
Alone/no attention _____	

TARGET BEHAVIOR PATTERN: (Resulting in discipline)

Exactly what the student does or does not do, e.g., talk out, threaten, (including frequency, intensity, duration, current baseline, etc.)

CONSEQUENCES: (Events that typically follow the behavior)

Teacher attention _____	Removal from class _____
Peer attention _____	In-school suspension (length?) _____
Verbal warning/reprimand _____	Time away from seat _____
Loss of privilege (what kind?) _____	Remain after school _____
Avoids task _____	Other _____

FUNCTION OF THE BEHAVIOR: (Identify one only) (Hypothesized purpose(s) that the behavior serves)

Escape/avoidance _____	Sensory stimulation _____
Gaining attention _____	Relief of fear/anxiety _____
Expression of anger _____	Access to activity or item _____
Frustration _____	Other _____
Seeking of power/control _____	

DESIRED REPLACEMENT BEHAVIOR: (Identify one only) (Which could produce the same consequences as the problem behavior?)

Hand raising _____	Request help from staff _____
Short/time-out break _____	Other _____
Express frustration appropriately _____	Other _____

DESIRED REPLACEMENT BEHAVIOR: (Identify one only) (Which could produce the same consequences as the problem behavior?)

From the information above on this student, write a brief summary statement that includes what sets off the behavior, the behavior itself, and what the student gains from the behavior. For example: When Jason is given an assignment, he will throw his pencil across the room in order to obtain attention from the teacher.

FUNCTIONAL BEHAVIOR ASSESSMENT TEACHER FORM

Student: _____ Grade: _____ DOB: _____

School: _____ Teacher: _____

WHEN does the behavior occur the most? (What time?)

- morning before/after school
 afternoon lunch/recess

WHAT events or conditions occur right before the behavior?

- teacher request
 a consequence has been imposed
 unexpected schedule change
 other

WHERE does the behavior occur the most?

- regular classroom
 cafeteria
 hallways
 other

WHO is present when the problem behavior is likely to occur?

- teacher
 peers
 paraeducators
 other

HOW OFTEN does the behavior typically occur?

- times per day
 times per week
 other

MOTIVATION ASSESSMENT SCALE

DIRECTIONS: READ EACH QUESTION CAREFULLY AND CIRCLE THE ONE NUMBER THAT BEST DESCRIBES YOUR OBSERVATIONS:

QUESTION	NEVER	ALMOST NEVER	SELDOM	HALF THE TIME	USUALLY	ALMOST ALWAYS	ALWAYS
1 Would the behavior occur continuously, over and over, if this student were left alone for long periods of time?	0	1	2	3	4	5	6
2 Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3 Does the behavior seem to occur in response to your talking to other students in the room?	0	1	2	3	4	5	6
4 Does the behavior ever occur to get a toy, food or activity that this student has been told he/she can't have?	0	1	2	3	4	5	6
5 Would the behavior occur repeatedly, in the same way, for long periods of time, if no one were around?	0	1	2	3	4	5	6
6 Does the behavior occur when any request is made of the student?	0	1	2	3	4	5	6
7 Does the behavior occur whenever you stop attending to the student?	0	1	2	3	4	5	6
8 Does the behavior occur when you take away a favorite toy, food or activity?	0	1	2	3	4	5	6
9 Does it appear that this student enjoys performing the behavior?	0	1	2	3	4	5	6
10 Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11 Does this student seem to do the behavior to upset or annoy you when you are not pay attention to him or her?	0	1	2	3	4	5	6
12 Does the behavior stop occurring shortly after you give this student the toy, food, or activity he or she requested?	0	1	2	3	4	5	6
13 When the behavior is occurring, does the student seem calm and unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14 Does the behavior cease shortly after you stop making demands of this student?	0	1	2	3	4	5	6
15 Does the student seem to initiate the behavior in order to get you to spend some time with him or her?	0	1	2	3	4	5	6
16 Does this behavior seem to occur when the student has been told that he or she can't do something he/she had wanted to do?	0	1	2	3	4	5	6

TRANSFER THE NUMERIC ANSWER FOR EACH QUESTION TO THE BLANKS BELOW:

SCORES ARE ORGANIZED INTO COLUMNS BY TYPE OF MOTIVATION. ADD THE TOTAL SCORE AND CALCULATE THE MEAN SCORE FOR EACH MOTIVATION. THEN DETERMINE THE RELATIVE RANKING BY ASSIGNING THE NUMBER "1" TO THE MOTIVATION WITH THE HIGHEST MEAN SCORE, THE NUMBER "2" TO THE MOTIVATION WITH THE SECOND HIGHEST MEAN SCORE, AND SO FORTH.

SENSORY	ESCAPE	ATTENTION	TANGIBLE	
1 _____	2 _____	3 _____	4 _____	TOTAL SCORE: _____
5 _____	5 _____	6 _____	7 _____	MEAN SCORE: _____
9 _____	10 _____	11 _____	12 _____	_____
13 _____	14 _____	15 _____	16 _____	RELATIVE RANKING: _____