Intensive

Functional Behavior Assessment

|  |  |
| --- | --- |
| Student: Click here to enter text. | Date: Click here to enter text. |

Sources of Data: (*place an “x” next to appropriate response(s)*

   Record Review    Scatterplot    ABC logs    Other : Click here to enter text.

Interview information reported by: (*place an “x” next to appropriate response(s)*

   Teacher    Parent    Student    Other : Click here to enter text.

|  |
| --- |
| Completed by: Click here to enter text. |

The following is a format for conducting FBA that considers a wide range of possible variables. It typically requires the input of a variety of informants and sources, using interviews, file review, questionnaires, and observations. Indirect and direct assessment methods may be used to gather this information.

After the initial information-gathering portion of the FBA is completed, a summary of variables, or hypothesis statement is developed, which is then used to design the student’s positive behavior interventions and support plan.

**DESCRIBE PROBLEM BEHAVIOR(S)**

Describe in specific and observable terms. Prioritize 2-3, if more than one.

What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Click here to enter text.

Estimated frequency:

Click here to enter text.

**MEDICAL/HEALTH**

Health, medical, or psychiatric conditions:

Click here to enter text.

Current medication(s):

Click here to enter text.

Effects and side effects of medication(s):

Click here to enter text.

Known traumatic events:

Click here to enter text.

Current medical treatments, therapies, or services outside of school:

Click here to enter text.

Any pattern or cycle to the individual’s behavior? Explain:

Click here to enter text.

**INTERVENTION HISTORY**

Write a brief history of the problem behavior and interventions. If available, describe effectiveness.

Click here to enter text.

What rewards are currently provided to the student in school? For what? How often?

Click here to enter text.

What consequences are currently used in school for problem behaviors? What is the typical student response to these consequences?

Click here to enter text.

**SKILLS ASSESSMENT**

Student’s academic strengths:

Click here to enter text.

Academic needs:

Click here to enter text.

Organizational needs:

Click here to enter text.

Student’s preferred learning styles:

Click here to enter text.

Student’s social strengths:

Click here to enter text.

Social skills deficits with peers and adults:

Click here to enter text.

Does the student have difficulty in expressing any of these basic communication functions?

(*place an “x” next to appropriate response(s)*

   Gaining adult attention

   Gaining attention of peers

   Dealing with a difficult task

   Expressing frustration or confusion

   Requesting things of others

   Rejecting or protesting something

   Indicating preferences or making choices

   Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

**COMMUNICATION SUMMARY**

|  |  |  |
| --- | --- | --- |
| Target Problem Behavior | Possible Communication Function | Possible Replacement Behavior(s) |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |

**PARENT INPUT**

Any significant changes or difficulties at home?

Click here to enter text.

Is the behavior a problem at home? Are there other problems?

Click here to enter text.

Disciplinary techniques or consequences used at home?

Click here to enter text.

How effective are they?

Click here to enter text.

Preferences and privileges at home?

Click here to enter text.

Does the behavior interfere with the child’s involvement in community social activities e.g., sports, religious, recreational?

Click here to enter text.

How does the behavior affect the child’s quality of life?

Click here to enter text.

**STUDENT INPUT**

Where and when does the student think he/she has the most problems in school?

Click here to enter text.

What are those problems?

Click here to enter text.

Why does the student think he/she has those problems?

Click here to enter text.

What changes could be made at school or home so that he/she would have fewer problems at school?

Click here to enter text.

**ANTECEDENT ANALYSIS**

Places, routines, or subjects where behavior is likely to occur?

Click here to enter text.

Places, routines, or subjects where behavior is unlikely to occur:

Click here to enter text.

People/staff with whom behavior is likely to occur?

Click here to enter text.

People/staff with whom behavior is unlikely to occur?

Click here to enter text.

Particular demands or situations likely to trigger the behavior?

*(place an “x” next to the corresponding selection(s)*

   Transitions from a preferred activity

   Being denied something

   Being asked to do something

   Other – describe: Click here to enter text.

Are other students usually involved?

Click here to enter text.

Is the problem behavior likely to occur in structured situations?

Click here to enter text.

Unstructured situations?

Click here to enter text.

Does the student appear to understand the expectations for behavior in all environments?

Click here to enter text.

Does the student seek out help from adults when needed?

Click here to enter text.

**CONSEQUENCE ANALYSIS**

What typically actually happens immediately after problem behavior? Think about the last few times it happened.

Click here to enter text.

Are demands typically altered after the target behavior?

Click here to enter text.

Does someone usually intervene to help the student after the target behavior?

Click here to enter text.

Does the student gain access to something that he/she appears to want?

Click here to enter text.

Does the behavior appear pleasurable to the student apart from what else is going on around him?

Click here to enter text.

Does the behavior appear to give the student control of others or the situation? Explain.

Click here to enter text.

Does the behavior, or do related behaviors, appear to be compulsive i.e., repetitive, internally driven? Explain.

Click here to enter text.

**RESPONSE EFFICIENCY**

Amount of physical effort involved in the problem behavior?

Click here to enter text.

Does the behavior consistently “work” for the student i.e., by gaining other’s attention, getting what he/she wants, etc.?

Click here to enter text.

**REINFORCEMENT SURVEY**

Identify potential reinforcers by asking the student, observing preferences, or asking parents or other teachers.

Click here to enter text.

Activity Reinforcers e.g., computer time, extra recess, drawing, reading, etc.

Click here to enter text.

Tangible Reinforcers e.g., favorite items, toys, music, etc.

Click here to enter text.

Social Reinforcers e.g., visiting favorite adults, extra time with peers, etc.

Click here to enter text.

Academic Reinforcers e.g., display work, recognition or praise, stickers, etc.

Click here to enter text.

Edible Reinforcers e.g., drinks, snack, etc.

Click here to enter text.

Describe the student’s money skills and interest in earning money.

Click here to enter text.

How often does the student appear to need activity or tangible reinforcers in order to maintain appropriate behaviors? (*place an “x” next to appropriate response)*

   Weekly?

   Daily?

   More than once per day? Specify. Click here to enter text.

How often does the student receive positive attention from adults in school?

(*place an “x” next to appropriate response)*

   Weekly?

   Daily?

   More than once per day? Specify. Click here to enter text.

**OPPORTUNITIES FOR SUCCESS IN CURRENT SCHOOL ENVIRONMENT**

What are the student’s interests? Strengths?

Click here to enter text.

Does he/she have opportunities at school to engage these interests or strengths? Explain.

Click here to enter text.

Do adults and peers in the school setting recognize the student’s strengths or interests?

Click here to enter text.

**SUMMARIZE RESULTS OF THE FBA**

Include methods, major variables thought to be associated with problem behavior(s), antecedent patterns, setting events, motivational hypothesis related to reinforcement, and skills analysis.

Click here to enter text.