



Functional Behavior Assessment

A Functional Behavior Assessment (FBA) is a process which seeks to identify problem behaviors and examine the factors interacting to cause or maintain them. It will assist in the development of a working hypothesis by identifying the purpose of the behavior and to suggest an effective individualized behavior management plan.

Student _____ Gr _____ DOB _____ School _____

Date _____ Exceptionality _____ Completed By _____

I. **BEHAVIORS OF CONCERN** – (Please check the behaviors that occur frequently, and **rank the top three behaviors (1-3 with 1 most significant)**. In selecting the three behaviors, consider which behaviors would likely increase the student’s classroom functioning if the behavior is changed.)

- | | | |
|-----------------------------|----------------------------------|----------------------------------|
| ___ defiance of authority | ___ destruction of property | ___ self stimulation |
| ___ tardy | ___ talking out | ___ excessive movement/fidgeting |
| ___ off-task/non-compliance | ___ disrespect | ___ out of seat |
| ___ frustrated | ___ argues | ___ leaving room |
| ___ withdrawn | ___ inappropriate language | ___ stealing |
| ___ mood swings | ___ verbal threats to teachers | ___ sexual behavior |
| ___ not completing work | ___ verbal threats to peers | ___ aggression |
| ___ inattention | ___ physical threats to peers | ___ self-abuse |
| ___ other _____ | ___ loss of self control/tantrum | ___ violation of rule _____ |

1. How long do behaviors last? _____

2. How often do the behaviors occur? _____

II. **SETTING** (Where does this behavior occur?)

in classroom

- ___ during independent seatwork
- ___ listening to lecture
- ___ transition
- ___ when teacher assists others
- ___ when teacher assists the student
- ___ when called upon to answer
- ___ called on to read aloud
- ___ when given directions/assigned seatwork
- ___ other _____

outside classroom

- ___ playground
- ___ bus
- ___ cafeteria
- ___ hallway
- ___ before or after school
- ___ other _____

III. **ANTECEDENTS** (What happens just before the behavior occurs?)

- | | | |
|-----------------------------------|--------------------------|--------------------------------|
| ___ told “No” | ___ seizure activity | ___ visitor to class |
| ___ substitute teacher | ___ given criticism | ___ waiting |
| ___ teacher attention to others | ___ distracted | ___ close physical proximity |
| ___ increased sensory stimulation | ___ simple task given | ___ on the way to class |
| ___ decreased sensory stimulation | ___ difficult task given | ___ teacher physically assists |
| ___ request by teacher | ___ food presentation | ___ down time |
| ___ denied access | ___ individual work time | ___ verbal redirection |
| ___ break time | ___ class interruption | ___ verbal correction |

IV. CONSEQUENCES (What happens after the behavior(s) occurs?)

- | | | |
|--|--|---|
| <input type="checkbox"/> ignored | <input type="checkbox"/> redirected | <input type="checkbox"/> physical restraint |
| <input type="checkbox"/> time-out | <input type="checkbox"/> peer attention | <input type="checkbox"/> adult raised voice, noticeably upset |
| <input type="checkbox"/> adult calm, non-argumentative | <input type="checkbox"/> adult argued | <input type="checkbox"/> law enforcement called |
| <input type="checkbox"/> reprimand in front of others | <input type="checkbox"/> reprimanded in private | <input type="checkbox"/> sent home |
| <input type="checkbox"/> sent to office | <input type="checkbox"/> called parent | <input type="checkbox"/> change activity |
| <input type="checkbox"/> give personal space | <input type="checkbox"/> verbal warning/demanded | <input type="checkbox"/> delayed activity |
| <input type="checkbox"/> loss of points | <input type="checkbox"/> apology demanded | <input type="checkbox"/> other _____ |

COMMENTS – (Discuss the effectiveness of any positive (verbal praise, rewards, etc.) and/or negative (planned ignoring, verbal reprimand, etc.) consequences have been.)

V. FUNCTION (Why does the behavior seem to occur?)

ATTENTION

- to get attention
- student wants to be reprimanded
- to get a reaction from peers
- to get a reaction from teacher(s)

ESCAPE

- to escape a work/learning situation
- when asked to do something (work, sit down)
- attempt to get people to leave him/her alone
- attempt to have people leave him/her alone
- other _____

COGNITIVE

- Distorted thoughts, inaccurate perceptions
- misinterpretations of events

FAMILY ISSUES

- family issues (divorce, separation, new member)

CURRICULUM ISSUES

- curriculum exceed student's abilities
- student perceives curriculum exceeds abilities
- student not prepared for assignment (homework skills)
- student does not understand expected task
- student does not complete repetitive or review activity
- after work is completed

TANGIBLE

- to get access to preferred items (toys, food)
- when something is taken away from student
- when someone has something student wants
- to gain access to object/activity

NON-SOCIAL

- a form of "self-stimulation"
- when no one else in the room-sneaky
- when there is nothing to do-bored
- to gain acceptance/approval
- other _____

AFFECTIVE

- due to emotion factors (anxiety, depression, anger, etc.) _____

MODELING

- reflective/copying behavior of a peer

PSYCHOLOGICAL

- student in pain
- more frequently when student is ill
- something is bothering student physically
- medication not regulated (requires prescription)
- other _____
- other _____

VI. CONSIDERATIONS IN THE DEVELOPMENT OF THE BEHAVIOR MANAGEMENT PLAN

1. What changes in the environment or teacher/student interaction will be attempted?
2. What changes in the instructional materials/techniques will be attempted?
3. What new behaviors will be taught?
4. Does the student have a skills deficit?
5. Is the student on sensory overload?

PLEASE NOTE: THE FUNCTIONAL BEHAVIOR ASSESSMENT MUST BE UPDATED ANNUALLY!!