St. Clair County RESA
REGIONAL EDUCATIONAL SERVICE AGENCY

Functional Behavior Assessment

Student Information

Student:		**Date of FBA:**	
Birthdate:		**Resident District:**	
Age:		**Student's Primary Language:**	
Grade:		**Language in the Home:**	

Special Education Eligibility (If Applicable):

Participants

These persons contributed and participated in the development of the functional behavior assessment.

	Name	Present and Participated	Via phone	Via written input
Principal/ Administrator:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
General Education Teacher:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Social Worker:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Parent:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Special Education Teacher:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
School Psychologist:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Teacher Consultant:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Behavior Interventionist:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Physician:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No

Other:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Other:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Other:		❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No

Positive Behavior: Strengths and Successes

Include students preferred areas of interest, activities, classes, relationships. Make sure to include behavioral, academic, and social strengths. These will be utilized as potential reinforcers within a Behavior Intervention Plan.

Student Interests:
Behavioral:
Academic:
Social Strengths:

Behaviors of Concern

List student's behaviors of concern, which may be several, then identify behavior(s) that will be targeted for functional behavior assessment and behavior intervention. These behavior(s) are called target behaviors, and ideally, the team wouldn't be targeting more than 2 behaviors at a time, for change.

Behaviors of Concern	**Target Behavior**
	❑ Yes ❑ No
	❑ Yes ❑ No
	❑ Yes ❑ No

Specific/Operational Definition (Include Baseline Data)

Setting Event	Antecedent	Target Behaviors	Consequences
Physical, social, and physiological events that increase the likelihood that an antecedent event will trigger problem behavior.	What is happening before the behavior occurs?	Define the target behavior in very specific terms (what does it look like) and how often it occurs (frequency, intensity, duration, etc.)	What happens after the target behavior occurs? What is the response from staff, peers, etc.?

Data Collection Checklist

List the direct and indirect sources of information that help to understand the behavioral concerns:

Indirect (Record review, Behavior Log, Interview, etc.)	**Initials**	**Date**		**Direct** (ABC Observation, ADOS, Data From Current Intervention, etc.)	**Initials**	**Date**

Summary of Record Review (include sources of record review:

Summary of Indirect Interviews (include sources of indirect):

Summary of Medical Information (current health conditions, medical diagnosis, medication, treatment services):

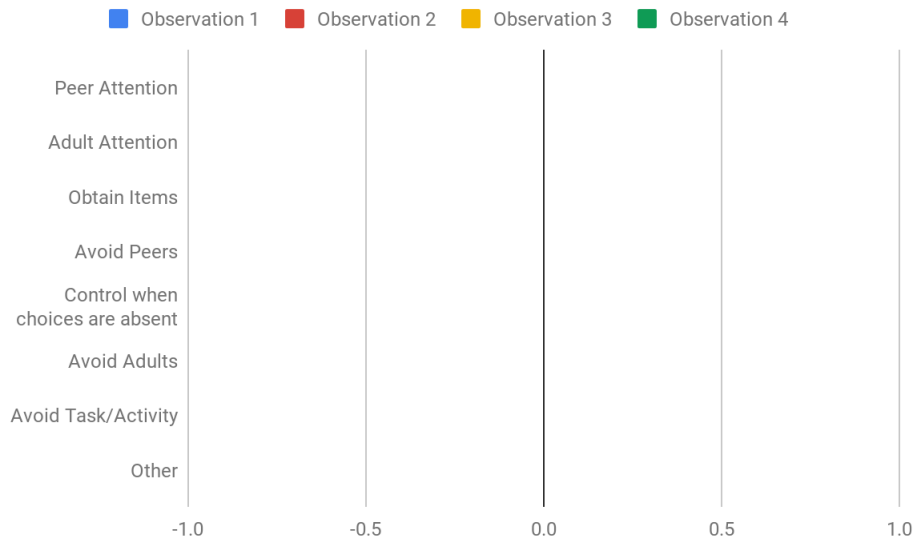
Selecting a Function:

You will have two ways to do this, 1) discussion regarding function based on your data. In this method after the team discusses your current data, select a function from the checkboxes below that is occurring most often and appears to be “driving” the behavior, and/or 2) enter your data from observations in the visual function graph, in order to assist your team with a visual representation of which function is “driving” the behavior most often.

Option 1: What does the student obtain or avoid? What is the current function of the behavior?

❑ Peer Attention	❑ Adult Attention	❑ Obtain Items	❑ Avoid Peers
❑ Obtain Control	❑ Avoid Adults	❑ Avoid Task or Activity	❑ Other:

Option 2: Summary of ABC Data:



Previous School-Based Interventions and Strategies for Target Behaviors

Previous school-based intervention/strategy	When	Student response

Summary of Hypothesis Statement Regarding Target Behaviors

Based on the information collected, use the following model to develop a hypothesis statement about the behavior.

When this occurs… Describe setting events and antecedent	The student does… Define the target behavior of concern	In order to obtain or avoid… Describe consequence & identify function

During_____ (routine), _____ (student name) is

likely to _____ (target behavior) when he/she is _____ (insert

details of antecedent conditions), especially if he/she is _____ (setting events) and you believe

he/she does this to get/avoid _____ (details of consequence/function).

Consideration of Potential Replacement Behaviors

Behavior change is a slow and subtle process. It involves multiple steps in order to reach our ideal, appropriate behavior. While we may want to focus on identifying the preferred end goal behavior, we must also identify appropriate, short-term replacement behavior(s) which will function as a more appropriate manner to avoid/obtain the desired outcome.

Identifying and teaching replacement behaviors serves as an alternative way to obtain/avoid something, in a more socially appropriate manner. Ultimately, the student no longer has a need to engage in problem behavior for a particular reason because they have been taught a socially acceptable way to do so.

See below for **example**:
Johnny is a student who runs away when presented with work demands. The IEP team has a preferred end goal of having Johnny sit in his classroom for the majority of his day. In order to reach this goal, they have selected a short-term replacement behavior that will serve the same purpose of running out of the classroom, but in a more socially acceptable manner. Johnny's replacement behavior is to utilize a break card to request leaving for 3-minutes when presented with a work demand and this has been taught to him by his IEP team. Over time, through a shaping process, his team will reach their end goal of having him remain in his classroom for the majority of the day with minimal usage of the break card.

Please list potential replacement behaviors, that will serve as steps to a preferred end behavior goal, to consider for usage in your behavior intervention plan:

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		Desired Behavior?	**What could keep the Desired Behavior going?**	
Setting Event Stayed up late the night before	**Antecedent/ Trigger** Presented with double digit addition problems, subtraction, or harder math facts	**Behavior** Verbally refuses, throws pencil on floor, rips up paper, leaves table, walks around room	**Consequence/ Outcome** Staff ignores initially, but redirects to math work, leads to escalated behavior, student breaks materials and leaves classroom	**Function** Avoid difficult math problems
		The Replacement Behavior or the appropriate version that meets the function we are currently observing (avoid difficult math tasks)?		

Date For Next Meeting:_____