

FUNCTIONAL BEHAVIOR ASSESSMENT - SUMMARY

STUDENT NAME:

DATE:

GRADE:

AGE:

SCHOOL:

Data Sources Used:

- | | |
|---|--|
| <input type="checkbox"/> Review of records | <input type="checkbox"/> Direct observation data |
| <input type="checkbox"/> Interview with student | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Interview with teacher | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Interview with parent | |

Student Strengths:

Identify student strengths that might serve to identify and/or strengthen efforts to develop a practical and effective behavior intervention plan for this student.

Academic strengths:

Social/emotional/behavioral strengths:

Operational Definition of Target Behavior

Specifically, what is the student having difficulty with or doing? The target behavior must be clearly defined and measurable. The general education teacher, special education teacher, para, IA, administrator, etc., all should be able to recognize the behavior. (i.e. John leaves his seat for more than 10 seconds during math instruction daily.)

Antecedent Conditions/Triggers:

In what setting(s) is the behavior demonstrated?

During what kind of activity is the behavior demonstrated?

Is the behavior demonstrated around specific people?

What trends have been identified through data sources?

Medical, Health, and/or Environmental Factors:

List known medical conditions, health issues, social and/or family issues that may be impacting the demonstration of the target behavior (e.g., recent medical diagnosis, divorce, death in the family, etc.)

Consequences:

The consequence is an action or response that follows the behavior. The consequence is the thing that reinforces the behavior. While the consequence is not necessarily a punishment or disciplinary action, it can be. For example, if a child screams or throws a tantrum, the consequence may involve the adults (parent or teacher) providing the student with attention. Consequences usually fall into three distinct groups: **avoiding** tasks, situations, or settings; **acquiring** preferred items, or food; or getting **attention**.

Identify actions, or responses that typically follow immediately or shortly after the display of the specific target behavior (e.g., Staff responses and reactions, peer responses, student responses, the acquisition of tangible objects or social recognition).

Strategies used to address the target behavior:

List strategies currently being utilized, as well as strategies previously attempted, to address the target behavior.

Hypothesized function of the target behavior:

Based upon the information provided, identify the function or functions served by the target behavior. Identify how the function identified was verified/supported (e. g., Through functional analysis or triangulation of data – names the three sources used in triangulation).

- Avoid or escape a task
- Adult attention
- Peer affiliation
- Power or control
- Justice/revenge
- Receive tangibles
- Sensory stimulation
- Other:

Hypothesized function of behavior is verified/supported through triangulation of the following data sources:

Other pertinent information for developing the BIP:

List any additional information that may help in the development or implementation of a behavior intervention plan for this student (E. G., Jason responds best to visual cues/prompts rather than repeated verbal requests.)

FBA Team participant Signatures:

Meeting Date for Developing the BIP: