

# FUNCTIONAL BEHAVIORAL ASSESSMENT

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 FBA/BIP developed for  Programming purposes  IEP requirement Participants: \_\_\_\_\_

In your own words, describe the behavior that prompted this FBA.\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Behavior Chain: NC-->VA-->PA.  
(Non-compliance->Violent Aggression->Passive/Aggression)

### Problem Behavior

If the above explanation addresses multiple behaviors, identify the **ONE BEHAVIOR** to be targeted for intervention.

\_\_\_\_\_

\_\_\_\_\_

The behavior I have targeted for intervention is:

- Observable  Measurable

Response Classes: A multi-behavior serving same function.  
 (What are you getting out of the action)

\_\_\_\_\_

\_\_\_\_\_

### ANTECEDENTS

Ask yourself: What is likely to "set off" (precede) the problem behavior?

WHEN is the problem behavior most likely to occur?

- Morning Approximate time(s): \_\_\_\_\_  
 Afternoon Approximate time(s): \_\_\_\_\_  
 Before/after school  Lunch/Recess  
 \_\_\_\_\_

Where is the problem behavior most likely to occur?

- Regular Education classroom  Hallway  
 Special Education classroom  Cafeteria  
 \_\_\_\_\_

During what SUBJECT/ACTIVITY is the problem behavior most likely to occur?

- Subject(s) \_\_\_\_\_  
 Seatwork  Transitions  
 Group Activities  Unstructured Activities  
 Lesson presentations  Task explanations  
 \_\_\_\_\_

The PEOPLE that are present when the problem behavior is most likely to occur include:

- Teachers  Classmates  
 Other staff  Other peers  
 \_\_\_\_\_

Are there OTHER EVENTS or CONDITIONS that immediately precede the problem behavior?

- A demand or request  
 Unexpected changes in schedule or routine.  
 Consequences imposed for behavior.  
 Comments/teasing from other students.  
 \_\_\_\_\_

When is the student most successful? When DOESN'T the problem behavior occur?

\_\_\_\_\_

\_\_\_\_\_

### CONSEQUENCES

Ask yourself: What "payoff" does the student obtain when she/he demonstrates the problem behavior?

The student GAINS:

- Teacher/adult attention  
 Peer attention  
 Desired item or activity  
 Control over others on the situation  
 \_\_\_\_\_  
 Sensory Regulation \_\_\_\_\_

The student AVOIDS or ESCAPES:

- Teacher/adult interaction  
 Peer interaction  
 Non-preferred activity, task or setting  
 A difficult task or frustrating situation  
 \_\_\_\_\_  
 Sensory Regulation \_\_\_\_\_

What has been tried thus far to change the problem behavior?

- Implemented rules and consequences for behavior as posted.  
 Implemented behavior or academic contract  
 Implemented home/school communication system  
 Adapted curriculum. How? \_\_\_\_\_  
 Modified instruction. How? \_\_\_\_\_  
 Adjusted schedule. How? \_\_\_\_\_  
 Conferenced with parents.  
 Dates: \_\_\_\_\_  
 Sent to Office.  
 Dates: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# FUNCTIONAL BEHAVIORAL ASSESSMENT

## FUNCTION OF PROBLEM BEHAVIOR

**Ask yourself:** Why is the student behaving this way? What function/need is being met by the student/s behavior?

Complete the following preliminary analysis by summarizing information from the three columns on part one of the Functional Behavior Assessment.

When (summarize antecedents)

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(summarize antecedents)

This student (identify problem behavior)

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(identify problem behavior)

In order to (summarize "payoffs")

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(summarize "payoffs")

**Examples:**

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attentions from peer(s).
2. When working on independent seatworm during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

**Before proceeding:**

**Conduct observations of student to confirm above summary statement. See attached forms for behavior observations. (AEC & FAOF)**

## REPLACEMENT BEHAVIOR

**Ask yourself:** What alternative behavior would meet the same function/need for the student?

Complete the following:

Rather than (identify the problem behavior)

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(identify the problem behavior)

I want this student to: (define replacement behavior)

**Note: This replacement behavior should represent an IEP goal)**

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(define replacement behavior) (Note: This replacement behavior should represent an IEP goal.)

**This definition is:**  Observable  Measurable

**Examples:**

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say "hello" to those with whom he wishes to interact.
2. Rather than putting his head on his desk because he doesn't know how to do the problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.

## Behavior Intervention Plan

### PRELIMINARY STRATEGIES

Ask yourself: Can I figure out how to correct the problem to change the context somehow so the problem behavior doesn't occur in the first place? (Refer to the Antecedent column on page one)

- I could make adjustments as to WHEN the problem behavior is likely to occur by: \_\_\_\_\_  
\_\_\_\_\_
- I could make adjustments as to WHERE the problem behavior is likely to occur by: \_\_\_\_\_  
\_\_\_\_\_
- I could make adjustments as to the SUBJECT/ACTIVITY during which the problem behavior is likely to occur by: \_\_\_\_\_  
\_\_\_\_\_
- I could make adjustments as to the PEOPLE present when the problem behavior is likely to occur by: \_\_\_\_\_  
\_\_\_\_\_

Other adjustments that might make the problem behavior less likely to occur include:

- Clarifying and/or reteaching expectations/routines. How? \_\_\_\_\_  
\_\_\_\_\_
- Modifying task/assignment/curriculum. How? \_\_\_\_\_  
\_\_\_\_\_
- Modifying instructional methods. How? \_\_\_\_\_  
\_\_\_\_\_
- Increasing supervision: How? \_\_\_\_\_  
\_\_\_\_\_
- Utilizing specialized equipment. How? \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### INSTRUCTIONAL STRATEGIES

Ask yourself: What skills will the student need to be taught in order to successfully demonstrate the replacement behavior identified in column two of page two.

- Social skills: \_\_\_\_\_  
\_\_\_\_\_
- Communication skills: \_\_\_\_\_  
\_\_\_\_\_
- Study skills: \_\_\_\_\_  
\_\_\_\_\_
- Academic skills: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Ask yourself: How will these skills be taught?

- |   |   |
|---|---|
| <input type="checkbox"/> Individual instruction | <input type="checkbox"/> Group instruction    |
| <input type="checkbox"/> Demonstration/modeling | <input type="checkbox"/> Role play            |
| <input type="checkbox"/> Guided practice        | <input type="checkbox"/> Independent practice |

- Who will provide the instruction? \_\_\_\_\_
- When will instruction take place? \_\_\_\_\_
- Where will instruction take place? \_\_\_\_\_
- How often will instruction take place? \_\_\_\_\_
- How will opportunities for practice/rehearsal be provided? \_\_\_\_\_  
\_\_\_\_\_
- How will I prompt the student to utilize his/her newly acquired skill? \_\_\_\_\_  
\_\_\_\_\_

## Behavior Intervention Plan

### REINFORCEMENT PROCEDURES

Ask yourself: What will I do to increase the occurrence of replacement behavior?

#### IDENTIFY POTENTIAL REINFORCERS:

What preferred items, activities, or people might be used as incentives in an intervention for this student?

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#### ESTABLISH SPECIFIC BEHAVIOR CRITERIA:

What exactly must the student do to earn the above reinforcers? \_\_\_\_\_

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#### DETERMINE SCHEDULE OF REINFORCEMENT:

How frequently can the student earn the above reinforcers? \_\_\_\_\_

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#### IDENTIFY DELIVERY SYSTEM:

What intervention components will I use to monitor the student's behavior and deliver reinforcement?

- |   |  |
|---|--|
| <input type="checkbox"/> Self-monitoring system | <input type="checkbox"/> Point system    |
| <input type="checkbox"/> Behavioral contract    | <input type="checkbox"/> Token economy   |
| <input type="checkbox"/> Group Contingency      | <input type="checkbox"/> Beep Tape       |
| <input type="checkbox"/> Home note system       | <input type="checkbox"/> Chart moves     |
| <input type="checkbox"/> Lottery/raffle tickets | <input type="checkbox"/> Tracking system |
| <input type="checkbox"/> _____                  |  |

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### CORRECTION PROCEDURES

Ask yourself: What will I do to decrease the occurrence of the problem behavior?

I will ignore any/all occurrences of the problem behavior, meanwhile attending to the appropriate behavior of other students.

I will verbally stop, then redirect each occurrence of the behavior by:

- Utilizing Precision Requests
- Completing a Teaching Interaction
- Saying the following: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will apply the minimal consequence/penalty for the problem behaviors as follows:

Loss of incentive/privilege. Describe: \_\_\_\_\_

Loss of \_\_\_\_\_ minutes of \_\_\_\_\_

Positive practice. Describe \_\_\_\_\_

Phone call to parent(s)

Complete behavior essay

I will implement time away from opportunity for reinforcement. Describe: \_\_\_\_\_

\_\_\_\_\_

I will implement a level system including a hierarchy of consequences for inappropriate behavior (attach description of level system).

Other: \_\_\_\_\_

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### IMPLEMENTATIONS DETAILS

Ask yourself: How will I keep track of how often the student actually receives the identified reinforcer(s) or correction procedure(s)?

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Ask yourself: Are the reinforcement and correction procedures I've outlined self explanatory? If not, what details/explanations would help another person implement this plan accurately and consistently? (If more space is needed attach page.)

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