

**FUNCTIONAL BEHAVIORAL ASSESSMENT**

Brownsville Independent School District

CHILD'S NAME: Cecilia Test179 ID NUMBER: TS000179 DATE OF BIRTH: 03/30/2012**CHILD INFORMATION**

DATE OF FBA: \_\_\_\_\_

Name: Cecilia Test179 Student ID: TS000179Date of Birth: 03/30/2012 Gender: FemaleBuilding: Training Grade: 5**1. 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:

**2. 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
	<input checked="" type="radio"/> Yes <input type="radio"/> No
	<input checked="" type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No

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

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

A review of medical information indicates the following: Cecilia

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**3. TARGET BEHAVIOR**

<b>Behavior</b> Define the target behavior in very specific terms (what does it look like) and how often it occurs (frequency, intensity, duration, etc.)	
<b>Setting</b> Physical, social, and physiological events that increase the likelihood that an antecedent event will trigger problem behavior.	
<b>Antecedent</b> What is happening before the behavior occurs?	
<b>Consequences</b> What happens after the target behavior occurs? What is the response from staff, peers, etc.?	
<b>Function</b> What function does this behavior serve? (e.g. Obtain or avoid peer or adult attention, obtain items, obtain control, avoid tasks/activities, etc)	

**Previous School-Based Interventions and Strategies**

Intervention/strategy	When	Student response
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<b>Desired behavior</b>	
<b>Potential replacement behaviors</b> May serve as steps to desired behavior goal to consider for usage in a behavior improvement or intervention plan	

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**4. SIGNATURES**

POSITION	PRINTED NAME	SIGNATURE
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**INTERPRETER**

Was an interpreter used to assist in conducting the meeting?

 Yes  No

If yes, language: \_\_\_\_\_

**DELIBERATIONS**

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