

Functional Behavioral Assessment Individual Student FBA

Indicate type of FBA:

- Brief FBA
- Complex FBA

Student Name: _____

I.D.#: _____

Date Completed: _____

Information based on multiple sources as appropriate:

- Observation of Student
- Student interview
- Parent/Guardian interview
- Student's record review
- Teacher/Related Services Provider:
- Other relevant Information

(6) Desired Behavior

(Describe in concrete/measurable terms what the student should be doing- what is typically expected of same aged peers)

(7) Reinforcing Consequence(s) for Desired Behavior

(What happens in the environment immediately following the desired behavior)

Hypothesis Statement
(Competing Behavior Pathway)

(5) Setting Event

(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)

(3) Trigger/Antecedent

(What happens immediately prior to the problem behavior)

(2) Problem Behavior w Baseline Data

(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

(4) Maintaining Consequence

(What happens in the environment immediately following the problem behavior)

(8) Function

(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)

(1) Student Strengths and Preferences for Reinforcement:
(Consider interests and hobbies in addition to strengths)

(9) Replacement/Alternative Acceptable Behavior

(What can we teach the student to do instead of what he/she is currently doing)

Behavioral Intervention Plan Required

Yes No

Safety Plan Required

Yes No

FBA/BIP Facilitator: _____

Team Members: _____

Name/signature: _____

Names/roles: _____

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Adapted from R. Horner March, 2008, C. Anderson, July 2007 from Todd, Horner, Sugai, & Colvin, 1999, Educational and Community Supports. University of Oregon, Revised 11.09 Buffalo Public Schools