



FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Date of Assessment:

Student Name:

NYC ID:

DOB: Grade:

What observational data has been collected?

- **Direct data collection:**

- ABC Charts
- Frequency / Scatter plot
- Intensity scales
- duration data
- latency data

- **Indirect data collection:**

- student interviews
- parent interviews
- staff interviews
- review of the student's records
- surveys or questionnaires (e.g., Motivation Assessment Scale, Problem Behavior Questionnaire)
- psychological / psychiatric evaluation
- medical information
- setting events checklists
- information from the IEP Present Level of Performance
- testing data
- attendance data
- Office Discipline Referrals received (e.g., OORS reports)

- Include a description of the student's skill strengths and deficits, interests, and preferences.

Targeted Behavior

What is the targeted inappropriate behavior?

- **Reasons for conducting the FBA:**

Describe the disruptive or unsafe behavior that impedes a student's learning or that of others. Define the problem behavior in specific terms, ranking intensity. Identify the contextual factors that contribute to the behavior including cognitive/affective/medical/educational/social factors.

Frequency Based on direct data recorded over at least a 2-3 week period and within multiple settings and situations, indicate an average number of times the behavior occurs within a specified time period. How often does the behavior occur?

Duration Based on direct data recorded over at least a 2-3 week period and within multiple settings and situations, indicate an average of how long the behavior typically occurs from beginning to end of one episode.

Intensity Based on direct data recorded over at least a 2-3 week period and within multiple settings and situations, indicate whether the behavior appears to be mild, moderate or severe. This is determined by analyzing the frequency and/or duration data as to how interfering, destructive, damaging the behavior may be. Intensity involves a description of the degree of impact the behavior has (e.g., the depth, the force, the strength).

Setting(s) Review data to identify where the problem behavior occurs and does not occur, with whom, and with the presence of what other environmental factors such as activities, events, temperature, sound, etc.

- Use this information to provide a baseline of the student's behavior.

What triggers or actions occur immediately before the targeted behavior?

- Based on direct data recorded over at least a 2-3 week period and within multiple settings and situations, **summarize antecedent information** (e.g., from ABC data and other direct data). Narrow down the data to determine what occurs just prior to the student exhibiting the behavior(s) of concern. Triggers may include the presence of certain peers or adults, something that is said directly or indirectly, nonverbal behaviors (e.g., posturing, tone, facial expressions), sensory factors, etc.

What environmental conditions may affect the targeted behavior?

- Document the factors existing within different settings (social, physical, sensory, etc.) – situations/events/activities/people/surroundings/elements of Nature that appear to make the target behavior more or less likely to occur. **Does there seem to be a pattern in the behavior and within certain settings or situations?**

What is the presumed purpose of each behavior?

- Based on all direct and indirect data, **formulate and state the hypothesis** – what appears to be the function/purpose of the behavior? Why does the student engage in the behavior that is now in his/her repertoire?
- **Provide a clear description of the hypothesis. Sample phrasing: When ___(something occurs-antecedent)__(student)___ will ___(Targeted Behavior)___ within ___(amount of time after antecedent occurs – latency) ___ at an approximate rate/duration of ___(data collection baseline of frequency/duration ___ in order to ___(get or avoid: purpose/function of behavior)___**

What does the student gain or lose as an immediate result of the targeted behavior?

- Based on all direct and indirect data and the team's ongoing formulation of a hypothesis, determine what the student appears to gain/get (e.g., attention or a desired tangible item) or lose/avoid (e.g., a math assignment or a noisy environment) by displaying the targeted behavior.
- **Summarize consequence information** (e.g., from ABC data). What happens immediately after the behavior that may be maintaining it, causing the behavior to occur again?

What interventions were previously attempted, and what were the results?

- Based on indirect data (e.g., from student records and teacher reports) as well as direct observational data, **describe how student responded to previous intervention** plans or is responding to current interventions.

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- Discuss what has worked or is working currently, as well as what did not work in the past and what currently does not appear to be working. All information should be connected to the targeted behavior.

What interventions should be planned?

- The team should identify what **alternative and adaptive behaviors/replacement behaviors** might be taught to the student to replace the targeted behavior.
- What **behaviors/skills can be taught which will serve the same function/purpose** of the behavior, the reason the student does the behavior?
- What should the student **be taught to do to get the need met without/instead** of demonstrating the target behavior?

What does the student view as positive reinforcement?

- Based on interviews with the student and/or the use of a more formalized reinforcer assessment, the team must consider: **What is highly reinforcing to the student? Moderately reinforcing? Not reinforcing?**
- What motivates the student either from within the activity itself or as a reward? Does the student prefer tangible “pay offs” or just time to socialize?
- If there are **specific aversions**/things the student does not like or things that might trigger or escalate negative behaviors include that information as well.

What are the expected behavior changes? (Indicate in measurable and objective terms.)

- State what **new behavior(s) the student will learn**, in what amount of time, and in what ways progress will be measured. Use SMART goal format as an example of how to write in measurable and observable terms. It is important to note that some behavior changes need to occur gradually, in increments in order to fully change a behavior.
- The team should describe benchmarks/approximations related to the expected/desired behavior which clearly lead to the eventual acquisition of the behavior.

Describe the methods/criteria for outcome measurement

- Document when the team will meet to **review progress** and adjust the hypothesis if necessary? (monthly, bi-monthly, quarterly?)
- State **benchmarks of achievement** related to the targeted behavior and the expected behaviors.
- Indicate **what data the team would like to review and within what periods of time**.