**Functional Behavioral Assessment**

**Date:**      Click here to enter a date.

**Student Name:**   Click here to enter text.    **Student ID #:**   Click here to enter text.    **Age:**    Click here to enter text.   **Date of Birth:**      Click here to enter a date.

**School:**     Click here to enter text.  **Teacher/Class:**   Click here to enter text.    **Grade:**      Click here to enter text.

**Identify school staff who participated in the FBA team process:**

|  |  |  |
| --- | --- | --- |
| **Print Name** | **Title/Position** | **Signature** |
| Click here to enter text. | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. |  |
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| Click here to enter text. | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. |  |

**Identify and Define the Targeted Problem Behavior:**

**NYS Regulation: [**200.1(r)]

Identify the Problem Behavior to be targeted and define the behavior in observable/measurable, and concrete terms. Click here to enter text.

**List of Direct and Indirect Data sources used to identify and support functional hypothesis:**

**NYS Regulation:** [200.22 (a) (2)]

Discussion Notes:Click here to enter text.

Indirect Data (Check all that apply *and* attach): **The sections in bold must be checked and submitted.**

**Student interviews (information from the student)**

Discussion Notes: Click here to enter text.

**Parent interviews (including relevant history and current status)**

Discussion Notes: Click here to enter text.

**Staff interviews (including teachers, paraprofessionals, related service providers, and**

**possibly other relevant staff such as cafeteria, bus, custodial, office staff)**

Discussion Notes:

**☐ Information from the IEP Present Level of Performance**

Discussion Notes:

**☐** Surveys or questionnaires specific to behavior

Discussion Notes:

**☐ Student records review** (including current school status)

Discussion Notes:

**☐** Summary of the results of Psychological/Psychiatric Evaluations (must check and submit if

student recommended and/or receiving counseling)

Discussion Notes:

**☐** Medical Information

Discussion Notes:

**☐** Testing data

Discussion Notes:

**☐** Attendance data

Discussion Notes:

**☐** Office Discipline Referrals received (OORS report)

Discussion Notes:

**☐** Other information provided by the parent – Specify

Direct Data (Check all that apply *and* attach): *(Gathered from direct observation across multiple settings, by more than one member of the team identified above.)* **The most relevant and appropriate documentation must be attached, and data measures, including Frequency, Duration, Intensity and Latency must be considered.** Click here to enter text.

ABC Charts (to include activities, locations, settings, people, times of day data)

Frequency Charts

Duration Charts

Intensity Scales

Latency documentation

Assessment of Student Preferences (Required)

Other – Specify

**Global/Broad Influences Related to Targeted Problem Behavior (Setting Events)**:

**NYS Regulation: [200.1(r) and 200.22 (a) (3)]**

Using Indirect and Direct Data sources summarize the global/broad influencing factors (including cognitive, social, sensory, affective factors) that relate to the problem behavior. Influences can be student’s skills, health/medical, daily routines, relationships, recent or ongoing events in the student’s life, etc.

|  |  |
| --- | --- |
| Influencing Factors (Setting Events) that Increase Likelihood of Problem Behavior | Click here to enter text. |

**Description of Antecedent(s)**

**NYS Regulation: [200.1(r) and 200.22 (a) (3)]**

What occurs before and triggers the Targeted Problem Behavior?

* Situations/activities/people that seem to trigger the Targeted Problem Behavior

  Click here to enter text.

* Times of the school day when the behavior most often occurs

    Click here to enter text.

* Events or conditions that immediately precede inappropriate behavior

     Click here to enter text.

|  |  |  |
| --- | --- | --- |
| Demand or request to student | Difficult task | |
| Non-preferred activity | Non-preferred social interaction | |
| Transition from preferred to non-preferred activity | Changes in schedule or routine | |
| Other | |

**Description of Consequence(s)**

**NYS Regulation: [200.1(r) and 200.22 (a) (3)]**

Describe the consequence – What occurs after the Targeted Problem Behavior that helps maintain the Behavior? Include adult/peer responses, and observable events in the immediate environment (e.g., as related to the task/activity).

Click here to enter text.

**Function of the Behavior:**

**NYS Regulation: 200.22 (a) (3)**

The student **GETS/GAINS WHAT**:

Teacher/Adult Attention       Peer Attention

Sensory/Stimulation       Tangible/Preferred Activity

Other

The student **AVOIDS/ESCAPES WHAT:**

Teacher/Adult Attention       Peer Attention

Sensory/Stimulation       Non-Preferred Activity/Task

A Difficult Task

Other

**Skill/Performance Deficits Related to Problem Behavior:**

**NYS Regulation: [200.1(r) and 200.22 (a) (2)]**

List skill and/or performance deficits related to Targeted Problem Behavior. A skill-based deficit is when a student does not know how to perform a certain task. A performance-based deficit exists when a student knows how to perform the skill but does not perform it at the desired level.

   Click here to enter text.

**Baseline Data:**

**NYS Regulation: [200.22 (a) (3)]**

Using the contextual information above, provide a narrative data description with regard to the frequency, duration, intensity and/or latency of the Targeted Problem Behavior across activities, settings, people, and times of day.

    Click here to enter text.

**Diagram the Functional Hypothesis: New York State Regulation: [200.1(r)]**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Events**  (Conditions that increase likelihood of behavior) | Antecedent (What occurs before?) | **Target Problem Behavior**  (Observable/Measurable) | **Maintaining Consequence/**  **Function**  (What happens after? What does student get and/or avoid?) |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | **Consequence:** Click here to enter text.    **Function (Get and/or Avoid):**  Click here to enter text. |

**Statement of Functional Hypothesis:**

“**When**       *(describe what occurs just before the Problem Behavior – the ANTECEDENT)*       *(student’s name)* **will**      *(description of PROBLEM BEHAVIOR)* **within**       *(amount of time after antecedent occurs – latency)*      **at an approximate rate/duration of**      *(data collection baseline of frequency/duration)*      **in order to**      *(describe what happens after the behavior that maintains/reinforces it– the CONSEQUENCE as well as what the student gets or avoids by doing the behavior – the FUNCTION of the behavior).* **This behavior is most likely to occur when**      *(state possible SETTING EVENTS)*.”

Click here to enter text.

**Behavioral Supports & Interventions Previously Tried:**

**NYS Regulation: [200.22(a) (2)]**

Describe any interventions previously attempted for the student and the results of these interventions.

Click here to enter text.

**Behavioral Supports & Interventions Currently in Place:**

**NYS Regulation: [200.22 (a) (3)]**

Describe classroom, small group, or individualized interventions currently in place for student (individual counseling, check-in check-out, etc.)

Click here to enter text.

**Describe/List Student Interests and Possible Reinforcers (Refer to Assessment of Student Preferences, IEP, Staff/Parent/Student Interviews as appropriate):**

**NYS Regulation: [200.22(a) (3)]**

1. What are the student’s interests or preferences?

Click here to enter text.

1. What does the student find reinforcing or motivating?

 Click here to enter text.

1. What is not reinforcing or motivating for this student?

 Click here to enter text.

**Replacement Behavior that Serve Same Function and Strategies for Teaching New Behavior:**

**NYS Regulation: [200.22 (a) (3)]**

Name the Replacement Behavior and provide recommendations for teaching alternative replacement skills or behaviors.

   Click here to enter text.