

Functional Behavior Assessment

Complete an FBA for each behavior that is interfering with the student's learning or that of others



MARIN
SELPA
9/08

IDENTIFYING INFORMATION

Student	Date of Birth	Age	<input type="checkbox"/> M	<input type="checkbox"/> F
Grade	School	District		
Staff Participating in Assessment	Date of Assessment			

TARGET BEHAVIOR # <i>Describe specifically what the behavior look like. If there is more than 1 behaviors complete an additional form.</i>	
IDENTIFY AND DESCRIBE THE DATA SOURCES USED TO ANALYZE THESE BEHAVIORS	<input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Review of Records (health, discipline, etc.)
DESCRIBE THE FREQUENCY, INTENSITY, AND DURATION OF THE BEHAVIOR <i>When does the behavior occur? How often? How long does it last? Description should be based upon data collection and/or record review</i>	
WHAT ARE THE PREDICTORS/TRIGGERS FOR EACH BEHAVIOR? <i>Describe the situations in which the behavior is likely to occur: people, time, place, subject, etc.)</i>	
WHAT ARE THE CONSEQUENCES THE STUDENT ACHIEVES BY THE BEHAVIOR? <i>Describe what happens after the behavior occurs and/or what the student gets/avoids or protests.</i>	
WHAT IS THE FUNCTION OF THE BEHAVIOR? <i>Is it to obtain, avoid, or protest?</i>	
WHAT ALTERATIONS TO THE ENVIRONMENT, INSTRUCTION, OR INTERACTIONS COULD PREVENT THE BEHAVIOR FROM REOCCURRING?	

IDENTIFY FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS. Describe what the student should do INSTEAD of the problem behavior.	
DESCRIBE CURRENT METHODS OF REINFORCEMENT AND RECOMMEND ANY CHANGES IN REINFORCEMENT	
WHAT GOALS, SERVICES, ETC. ARE YOU RECOMMENDING?	Goals numbered Other recommendations

Completed by

Date