A Functional Behavioral Assessment (FBA) is done when a student’s behavior interferes with his or her learning or the learning of others. Its purpose is to identify why a behavior is happening so that the IEP team can develop appropriate interventions. This Document should include information provided by those individuals having direct knowledge of the student’s academic and behavioral functioning.

1. Sources of Information
   - **Check** sources to be used; **Circle E** if reviewing existing data, **Circle N** if new data is needed.*
   - **E N** Anecdotal information provided by parents
   - **E N** Diagnostic evaluation(s) done by the district/public agency
   - **E N** Classroom/school observation(s)
   - **E N** Interview with other professionals
   - **E N** Behavior Rating scales
   - **E N** IEP(s)
   - **E N** (other).

   **Note:** Parent consent is required for any evaluation or reevaluation. If the FBA team seeks more diagnostic information than what already exists in records (behavior ratings, interviews, etc.) then consent is required. Once the FBA is completed, the team may then develop a Behavior Intervention Plan (BIP) if appropriate.

2. Identify the problem behavior that most significantly impacts student’s learning/function (what the student is doing or not doing).
   - **State** setting, frequency, duration, intensity, and severity.
   - **A)** Observed and/or reported by **□** School Staff  **□** Parents  **□** Other
   - **B)** Observed and/or reported by **□** School Staff  **□** Parents  **□** Other
   - **C)** Observed and/or reported by **□** School Staff  **□** Parents  **□** Other

3. Events that Typically Precede the Problem Behavior (school setting)
   - Check all that apply, then describe:
     - **□** directive or request from authority
     - **□** provocation form peers
     - **□** academic activity
     - **□** unstructured setting
     - **□** transition time
     - **□** certain time of day
     - **□** no obvious circumstance
     - **□** other
4. **Events that Typically Follow the Problem Behavior** (school setting)

Check all that apply

- behavior is socially reinforced by peers
- is removed from the setting
- no consequences or behavior is ignored
- receives attention
- privileges are withheld
- no obvious consistency
- gets corrective feedback
- gets negative consequence
- other

Describe all checked areas:

______________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

5. **Effectiveness of Interventions on Behavior**

Describe what **positive reinforcers** have been tried and rate their level of effectiveness from 0-5, with 5 being very effective and 0 being completely ineffective. Example: special activities (4): compliments (1)

______________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

Describe what **consequences** have been tried and rate their effectiveness from 0-5, with 5 being very effective and 0 being completely ineffective. Example: losing privileges (2): call to parents (4)

______________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

6. **Analysis and Recommendation**

A) The presumed **function** or explanation of this behavior is (focus on primary function)

- to get
- to escape
- to control

B) The target behavior may be linked to a **skill deficit** in the following areas:

______________________________________________________________________________________________

C) The target behavior may be linked to a **performance deficit** in the following areas:

______________________________________________________________________________________________

D) Next Steps:

- The student’s behavior patterns may require instructional modifications or accommodations only.
- The student’s behavior patterns suggest that a Behavioral Intervention Plan is warranted.
- Existing data is insufficient for a complete functional assessment. Follow-up/additional data is needed as follows:

______________________________________________________________________________________________

______________________________________________________________________________________________

* See note on pg. 3

The following person(s) conducted this Functional Behavioral Assessment

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Based on the New Mexico Department of Education Technical Manual: Addressing Student Behavior

AS-41 (12/2007) Functional Behavioral Assessment
➢ In Parts 3 and 4, identify any settings or circumstances that typically precede and follow the target problem behavior. Explain further as needed.

➢ Use Part 5 to describe the methods of intervention that have been already tried and their effectiveness or ineffectiveness on modifying the behavior.

➢ In Part 6, the team presents its hypothesis, broken down into the probably causes (presumed function) of the behavior and the team’s analysis of the behavior as linked to a skill deficit (student does not have the skill and therefore “can’t” perform as expected) or a performance deficit (student can but “won’t” consistently perform the desired behavior). Finally, the team indicates precisely what action if feels is needed to effectively address the behavior.

➢ At the bottom of the form is an area for identifying and documenting who conducted the FBA. This is a highly recommended practice.

Based on the team’s recommendation of the next steps that need to be taken, the team is ready to either suggest intervention strategies, such as modifications or accommodations, to develop a formal Behavioral Intervention Plan (BIP), or to take steps to gather more information to be able to further refine its hypothesis.

NOTES