

FUNCTIONAL BEHAVIORAL ASSESSMENT WORKSHEET

This form is optional and is intended to assist the IEP team in targeting factors and issues that may be contributing to student's maladaptive behaviors. The FBA is attached to the IEP that includes the BIP that is developed from this information. The FBA is to be completed when it is determined that the student's behavior interferes with his/her learning or the learning of others.

Student Name: _____ **Facility:** _____
Date: _____

A. Social Behavior:

<u>What does the student do well?</u>	<u>Where does it occur?</u>	<u>What can be done to reinforce this behavior?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Priorities: 1-3 target behaviors that most interfere with the student's functioning the classroom.

Estimate or directly observe the frequency (how often of each)

<u>Target Behavior</u>	<u>How often does it occur?</u>
1. _____	_____
2. _____	_____
3. _____	_____

C. Ask the following questions about each target behavior:

1. Time of Day: When is the behavior most likely to occur? Least likely?

Most Likely to Occur:	1. _____
	2. _____
	3. _____
Least Likely to Occur	1. _____
	2. _____
	3. _____

2. Setting: Where is the behavior most likely to occur? Least likely?

Most Likely to Occur:	1. _____
	2. _____
	3. _____
Least Likely to Occur	1. _____
	2. _____
	3. _____

3. Social Control: With whom is the behavior most likely to occur? Least likely?

Most Likely to Occur:	1. _____
	2. _____
	3. _____
Least Likely to Occur	1. _____
	2. _____
	3. _____

4. Activity: What activity is most likely to produce the behavior? Least likely?

Most Likely to Occur:	1. _____
	2. _____
	3. _____
Least Likely to Occur	1. _____
	2. _____
	3. _____

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D. From the list below indicate the triggers (antecedents), concurrent events, and consequences that seem to be supporting the current behaviors.

Triggers/Concurrent Events

NOTES

- _____ Lack of social attention
- _____ Demand/request
- _____ Difficult task
- _____ Task transition (from one assignment to another)
- _____ Setting transition (one setting to another)
- _____ Interruption in routine
- _____ Negative social interaction
- _____ Consequences imposed for negative behavior
- _____ Independent seatwork
- _____ Group instruction
- _____ Crowded settings
- _____ Unstructured activity
- _____ Unstructured setting
- _____ Peer attention
- _____ Adult attention
- _____ Other
- _____
- _____

Consequences Already Tried

- _____ Behavior ignored
- _____ Reprimand/ warning
- _____ Time-Out (brief)
- _____ Loss of incentives/privileges
- _____ Sent to counselor
- _____ Behavior contract
- _____ AEPM placement
- _____ Isolation/detention
- _____ Positive reinforcement (describe)
- _____ Other
- _____
- _____

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E. What function does the identified behavior(s) seem to serve for the student?

- _____ Escape
- _____ Avoid a demand or request
- _____ Avoid an activity or task (if known)
- _____ Avoid a person (who?)
- _____ Escape the classroom/setting
- _____ Attention/control
- _____ Get desired item/activity
- _____ Gain adult attention
- _____ Get sent to preferred adult
- _____ Other
- _____
- _____

F. Is the target behavior linked to?

_____ Skill Deficit

Academic Area(s):

Behavior area(s):

Cognitive area(s):

_____ Performance Deficit

Participant Name/Title:

NOTES:
