

Functional Behavior Assessment (FBA)

A Functional Behavior Assessment (FBA) is the process of gathering data to help identify the purpose/maintaining variables of the student's behavior by investigating how the events in the environment are related to the challenging behavior. The data gathered will assist the team in developing a hypothesis as to the purpose (function) of the challenging behavior and in identifying positive replacement behaviors which will be taught through the use of a Proactive Behavior Management Plan. The FBA was completed by a team comprised of _____ with _____ (*insert all interviewees and data collectors*) to evaluate problem (i.e. target) behaviors in the school setting.

Review of Records

(Review of past FBAs, behavior plans, outside agency reports: psychological records, past/current therapies . . .)

Student Strengths, Conditions of Best performance and Preferences/Potential Motivators:

(Describe positive attributes of the student (i.e. intelligent, strong language skills, empathetic, social, fast learner, etc.))

(Describe the strategies you use that keep the student successful (i.e. small group, sit at front of the class, use visual supports, frequent praise, access to fidgets, 1:1 staff, etc.))

Describe student's preferences (i.e. music, swinging, verbal praise, edibles, gym time, etc.))

Description of Target Behaviors, Including Frequency, Duration, and Severity of Target Behaviors

(Definitions must be observable and measurable behavior. Definitions should not include adjectives or opinions. Example: Physical aggression consists of any instance of hitting/slapping, punching, kicking, or throwing objects at others. These behaviors occur on average of once per week with durations lasting approximately 15 minutes. The severity of physical aggression described is moderate.)

Common Target Behaviors:

Verbal Disruption/Inappropriate Verbalizations

Verbal Threats

Noncompliance/Refusals

Elopement

Physical Aggression

Property Destruction

Self-injurious Behaviors

Socially Unacceptable Behaviors (e.g. gestures (the finger), urinating outside the toilet, disrobing, etc.)

Review of Behavioral Data

(Summarize any classroom data on behaviors, office/behavioral incident reports, point sheets, etc.)

Setting Events that May Predict or Set up Target Behaviors

(Setting events describe the events or conditions that make the target behavior more or less likely to occur, but doesn't occur immediately prior to or following the behavior. Example: Illness, noise, lighting, crowds, time of day, setting, activity.)

Antecedents of Target Behaviors

(Antecedents are also referred to as "triggers." Antecedents are what occurs immediately prior to the student engaging in the target behavior. List and describe the antecedents for each target behavior)

Common Antecedents:

Denial/Delay

Instructions/Task Demands/Request

Lack of Structure

Transitioning

Presence/Close Proximity or Interactions with Others

Change of Routine or Expectation

Lack of Active Engagement/Reduced Attention

Negative Consequences Given for another Behavior

Consequences of Engagement in Target Behavior

(What occurs immediately after the student engages in the target behavior? Describe what the consequences are for each target behavior.)

Common Consequences:

Attention is Given by Staff: Redirection, reprimand, set limits, argue, additional staff called to assist

Attention is Given by Peers

Planned Ignoring/Ignore
Removal of Task/Revision of Task
Present New Task, Activity, or Tangible Item or Continue to Present Activity
Timeout/Send out of Class/Prompt a Break/Send to Principal/In- or Out-of-School Suspension
Restrictive Procedure Implemented
Loss of Points, Tokens, or Privileges
Contact Parent

Description of Hypothesized Function(s) of Behavior, Using Summary Statements

(Write a summary statement, which includes the antecedent, the target behavior, and function for each target behavior using the charge below of possible functions as a guide.)

<p>When (<i>antecedent</i>) occurs, the student may engage in (<i>target behavior</i>) in order to (<i>function</i>).</p>
<p>Attention (+)</p> <p><i>The student's behavior is maintained by attention from peers and/or adults. This may include, but is not limited to, praise, conversation, eye contact, changing facial expressions, scolding, yelling, touch, etc.</i></p>
<p>Escape/Avoidance (-)</p> <p><i>By engaging in the target behavior(s), the student avoids or escapes something. This may include, but is not limited to, academic demands, everyday/basic demands (e.g. sit down, come here, put _____ here, noise, certain people, certain settings, etc.</i></p>
<p>Access to Preferred Tangibles, Activities and/or Items (+)</p> <p><i>By engaging in the target behavior(s), the student accesses something. This may include, but is not limited to, toys, fidgets, food, play areas, games, electronics, etc.</i></p>
<p>Internal/Automatic Reinforcement (+/-) in the Form of (<i>choose one</i>) Gaining Internal Stimulation (or) Escaping/Avoiding Internal Stimulation</p> <p><i>The student's behavior may take place for automatic, "internal" reasons, which suggests that environmental factors are not maintaining the behavior and that the behavior would occur regardless of if the student was alone, with people, and with or without access to preferred items/activities.</i></p>

Description of Appropriate Replacement Behaviors and Brief, General Description of How Each Could be Taught

(List replacement behavior for each target behavior. What other behavior can the student learn that will get them the same outcome as engaging in the target behavior? For example: If the function of a student engaging in refusal behaviors is to get staff attention, a replacement behavior would be to appropriately get staff attention by raising their hand or asking for help.)

Contraindications of Restrictive Procedure Use

(Address that the team has considered any existing health concerns that may be contributing to the behavior and if any restrictive procedures may be contraindicated for psychological or health reasons.)