

Functional Behavior Assessment

Student Name _____ Student ID Number _____ School _____ Date _____

Team Members

Team Position

The FBA/BIP process occurs as a part of a school's continuum of behavior support. Use data from prior interventions to inform this process in addition to any previously collected data related to the problem behavior.

In the section below, list the problem behavior (in measurable, observable and objective terms), the data sources considered and the analysis of that data.

Explain: Based on the data and analysis noted above, explain the following (using measureable, observable, and objective language).

- What are the student's strengths?

- What is the problem behavior? (What does it look like? What does the student say or do?)

- How often does the problem behavior occur?

- When does the problem behavior occur?

- Where does the problem behavior occur?

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Reason: What is the student getting/obtaining or escaping/avoiding? Choose one reason based upon the patterns identified in the available data.

Get/Obtain:

- Attention from _____
- Task/Activity/Item _____
- Sensory Stimulation _____

Escape/Avoid:

- Attention from _____
- Task/Activity/Item _____
- Sensory Stimulation _____

Summary Statement/Hypothesis: (When) and (Where), the student does (problem behavior) to get/obtain or escape/avoid (what).

Is there enough information to plan an effective intervention?

- Yes No

If Yes, proceed to BIP.

If No, indicate what actions will be taken: Be specific.

Specify date to reconvene _____