

## Functional Behavioral Assessment

A Functional Behavioral Assessment (FBA) is a process of gathering and analyzing data in an effort to determine what function an exhibited behavior may be serving for a child. Typically, the behavior being reviewed is considered to be interfering with the student's learning. A comprehensive FBA process is the foundation on which a behavior intervention plan (BIP) is created.

Though the IDEA advises a functional behavioral analysis approach in determining the "why" behind a student's behavior, it does not give specific guidance on techniques or assessment strategies. However, an examination of the procedures and recording forms for a number of FBA processes yielded ten common elements of most FBAs:

1. **Student's Identifying Information** - includes documentation offering enough information to the reader(s) to identify clearly the student for whom the FBA applies. Consideration should be given to how the FBA may be employed by the practitioner for quick reference while maintaining adequate confidentiality.
2. **Target Behavior** - (clearly defined) includes behavior(s) that are problematic to the student's learning and the PPT has identified to reduce or extinguish. Often includes information regarding the setting in which a behavior occurs as well as frequency, intensity and duration.
3. **Antecedent(s)** - includes preceding events, conditions or perceived causes/'triggers' of the target behavior.
4. **Concurrent Event(s)** - includes events or conditions that existed simultaneously with the execution of the target behavior.
5. **Consequence(s)** - includes resultant events or conditions of the target behavior.
6. **Observation(s)** - includes an accounting of a recent observation of the student in an environment typical for display of the target behavior. Often, the antecedent, behavior, and consequence (ABC) method of recording is used and discussed in the observation.
7. **Interviews** - includes specific questions designed to collect behavioral data from several points of view and in more than one setting. Three types of interviews that are common to FBA's are parent interviews, student interviews, and teacher/administrator interviews.
8. **Student Records** - includes a collection of relevant data from varied sources. Common sources of data collected are records of attendance, discipline, academic performance, prior assessments and health.
9. **Influencing Factors** - includes a review of factors, which have the potential to impact the student's behavior such as physiological factors, environmental factors, psychological / emotional factors, factors related to family, friends, or significant others, factors related to curricula, factors related to instruction and a response to prior events.
10. **Hypothesis/Function of Behavior(s)** - includes a synthesis of data gathered to offer a hypothesis regarding what function the target behavior(s) serves for the student. This is essentially looking at the 'why' or root cause of a behavior.

Other common elements sometimes present but less prevalent in the reviewed FBA's include:

- a. Behavior checklist or rating scale
- b. Information from other agencies or service providers
- c. Indicators regarding a review of prior BIPs or individualized education programs
- d. Preventative/proactive interventions (current)
- e. Past Interventions (impact)
- f. Student schedule review
- g. Data regarding previous interventions

The following example of a FBA reflects the key elements or steps common to most FBAs. It is presented as a model from which teams can base the development of an individualized FBA that can utilize specific techniques or strategies in collecting data depending on the nature of the behavior, the environment(s) and or the staff utilized in acquiring the necessary information.

# Functional Behavioral Assessment

## Data Record Form

Student Name or ID: \_\_\_\_\_

DOB: \_\_\_\_\_

Date: \_\_\_\_\_

The Functional Behavioral Assessment (FBA) Data Record Form is a comprehensive data collection and synthesis tool designed to assist the professionals in determining what function a specific behavior serves for a student. A FBA is the foundation on which a behavioral intervention plan may be developed.

### Behavioral Information

Description of target behavior:

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Setting(s) in which the behavior occurs:

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Frequency of behavior:

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Intensity of behavior:

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Duration of behavior:

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# Functional Behavioral Assessment

Data Record Form

Student Name or ID:

\_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

## Behavioral Information (continued)

Antecedent(s):

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Concurrent event(s):

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Consequence(s) of behavior:

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# Functional Behavioral Assessment

## Data Record Form

Student Name or ID: \_\_\_\_\_

DOB: \_\_\_\_\_

Date: \_\_\_\_\_

### Background Information

**Observation(s):** Check for each observation completed. Include date, time and setting. Multiple observations may be completed if deemed of specific value. Attach a record of each observation to this document.

Observation 1: Date/Time: \_\_\_\_\_ Setting: \_\_\_\_\_

Observation 2: Date/Time: \_\_\_\_\_ Setting: \_\_\_\_\_

Observation 3: Date/Time: \_\_\_\_\_ Setting: \_\_\_\_\_

Observation 4: Date/Time: \_\_\_\_\_ Setting: \_\_\_\_\_

Observation 5: Date/Time: \_\_\_\_\_ Setting: \_\_\_\_\_

**Interviews:** Check for each interview conducted. Attach a record or summary of each interview to this document.

parent or guardian

student

school staff knowledgeable of student behavior \_\_\_\_\_

school staff knowledgeable of student behavior \_\_\_\_\_

school staff knowledgeable of student behavior \_\_\_\_\_

other person(s) knowledgeable of student behavior \_\_\_\_\_

**Student records:** Check for each student record reviewed. Include a brief summary. Attach additional summary information as necessary.

attendance

discipline

academic performance

prior assessment(s)

health record

other record

# Functional Behavioral Assessment

Data Record Form

Student Name or ID:

\_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

## Background Information (continued)

<b>Influencing Factor(s):</b> Check each area for which a factor exists that was reviewed for impact on student behavior. Include a brief summary. Attach additional summary information as necessary.
<input type="checkbox"/> physiological factors _____
<input type="checkbox"/> environmental factors _____
<input type="checkbox"/> factors related to curriculum or instruction
<input type="checkbox"/> response to prior event _____
<input type="checkbox"/> psychological / emotional factors _____
<input type="checkbox"/> factors related to family, friends, significant others - _____
<input type="checkbox"/> other _____

<b>Additional information:</b> Check each area to be reviewed. Attach any relevant documentation for team review.
<input type="checkbox"/> behavior checklist or rating scale
<input type="checkbox"/> information from other agencies or service providers involved with student
<input type="checkbox"/> prior Behavioral Intervention Plan
<input type="checkbox"/> Individualized Education Program
<input type="checkbox"/> past interventions / impact on target behavior
<input type="checkbox"/> preventive/ positive behavioral supports /tier two and tier three Interventions currently in place
<input type="checkbox"/> student schedule
<input type="checkbox"/> other (i.e., student success plan) _____

<b>Hypothesis / Function of Behavior:</b> What function does the target behavior serve for the student? _____ _____ _____ _____
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**Note/Comment:** \_\_\_\_\_

**Team Members:** Record names of all individuals who shared responsibility for gathering and reviewing FBA data.

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