

SF-1 Functional Behavior Assessment

Educational Agency: _____

Child's Name: _____ Student ID: _____ Grade: _____

Date of Meeting: _____ Date of Implementation: _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Instructions:

A functional behavioral assessment must be conducted:

- Whenever the Individualized Education Program (IEP) team (1) determines that a student's behavior is interfering with his/her learning or the learning of others and (2) the student's behavior is resulting in the consideration of a change of placement. O.A.C. 3301-51-09(B)(2)(b)
- Whenever a behavior violates a "code of student conduct" that results in a change of placement and is determined by the IEP team to be a manifestation of the student's disability. O.A.C. 3301-51-05(19)(f)

A functional behavioral assessment must be considered:

- After the third incident of physical restraint or seclusion in a school year. O.A.C. 3301-35-15(G)

*An FBA may be conducted at any time if a student's behavior is interfering with his/her learning or the learning of others.

STEP 1: INTERVIEW

The IEP team, including persons who have observed the behavior of the student in a variety of settings and conditions, completes the interview questions focusing on antecedents, behaviors, and consequences.

STEP 2: DIRECT OBSERVATION

Data collection is accomplished through a direct observation in the student's natural environment. Direct observation provides objective data to support or refute the interview information; thus, leading to a more accurate hypothesis. The observation and data collection methods are determined by information gathered during the interview phases.

STEP 3: SUMMARY

The IEP team summarizes the interview information, and the data collected during direct observation to form one or more hypotheses identifying the function(s) the behavior is serving for the student. The IEP team uses this information to build a positive behavior support plan. Ongoing analyses of data collected during the intervention phase of the positive behavior support plan guide the team in measuring progress and making necessary revisions.

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STEP 1: FBA Interview

*These questions should be answered by all parties involved with the student, including the family. The student should be interviewed when possible.

1. List the strengths of the student (such as academic, social, physical, family assets):

2. Description of the Behavior of Concern (specifically describe what the behavior looks and sounds like):

3. Include a description of environmental factors which may contribute to the behavior (e.g., medical conditions, sleep, diet, medication side effects, scheduling and social factors.)

4. What behavior interventions have been implemented and what were the outcomes?

Antecedent Events (When the answer checked is YES, add details in the box provided):

Are there circumstances in which the behavior ALWAYS occurs? ☐ YES ☐ NO

Are there circumstances in which the behavior NEVER occurs? ☐ YES ☐ NO

Does the behavior occur only (or more often) during particular activities? ☐ YES ☐ NO

Does the behavior occur with (or more likely with) certain people? ☐ YES ☐ NO

Does the behavior occur in response to certain stimuli (demands, termination of preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc.)? ☐ YES ☐ NO

Does the behavior occur only (or more likely) during a certain time of the day (morning, afternoon, end of school day, evening)? ☐ YES ☐ NO

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Skill Deficits Related to the Behavior of Concern. Could the behavior be related to any skill deficits? (check all that apply*)

- ☐ Academic Skills: The student has academic deficits in meeting Ohio's Learning Standards.
- ☐ Participation Skills: The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer directed activities. The student has difficulty in small or large group instruction.
- ☐ Social Skills: The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions
- ☐ Communication Skills: The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.
- ☐ Organizational Skills: The student has difficulty organizing school supplies, study area, time or projects, organizing class notes, or dividing assignments into tasks.
- ☐ Self-Regulation Skills: The student has difficulty staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty transitioning between activities, places, or people. The student has difficulty with problem solving.
- ☐ Study Skills: The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.
- ☐ Motor Skills: The student has difficulty with gross motor skills (e.g., running, raising arms, putting feet together, squatting, bending at waist) or fine motor skills (e.g., pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse). The student has difficulty imitating other's actions.
- ☐ Functional Skills: The student has difficulty performing activities of daily living (e.g., eating, dressing, toileting, grooming).
- ☐ Play Skills: The student has difficulty actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

*If checked, please ensure that this area has been addressed during the Evaluation Team Report, ETR, process (e.g., Speech & Language evaluation, Occupational Therapy evaluation, curriculum-based assessments, specific skills assessments).

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Consequence Factors:

1. Does the behavior allow the student to gain something?

A. Preferred activities or items? Indicators:

- The behavior often occurs when the student sometimes or always regains an item that has been taken away or terminated.
- The behavior often occurs when the student sometimes or always gains access to an activity or item that the student was told he/she could not have.
- The behavior rarely occurs when the student is given free access to his or her favorite items or activities.

☐ YES ☐ NO

B. Peer or adult attention. Indicators:

- The student frequently approaches others.
- The student frequently initiates social interaction.
- When the behavior occurs, someone usually responds by interacting with the student in some way (e.g., verbal reprimand, redirection, comforting statements).
- The behavior rarely occurs when the student is receiving attention.

☐ YES ☐ NO

2. Does the behavior allow the student to postpone, avoid, or escape something such as task demands, social interaction, etc.? Indicators:

- The behavior often occurs when the student sometimes or always postpones or escapes the task demands placed upon him/her.
- The behavior rarely occurs when few demands are placed on the student or when the student is left alone.
- The student is often noncompliant when asked to complete tasks, and the student sometimes or always postpones or escapes the tasks.
- The behavior often occurs prior to predictable demands and the student sometimes or always avoids the tasks.

☐ YES ☐ NO

3. Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

Indicators:

- The behavior occurs frequently when the student is alone or unoccupied.
- The student seems to have few known reinforcers or rarely engages in social interaction activities.
- When the student engages in the behavior, others usually respond by not attending to the behavior.

☐ YES ☐ NO

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STEP 2: DIRECT OBSERVATION

The FBA interview results in a measurable description of the behavior of concern and information that leads to direct observation with data collection and analysis.

Direct Observation:

- Serves to clearly define the behavior
- Supports or refutes interview information
- Allows for assessment of behavioral events in the student's natural environment
- Leads to a hypothesis regarding the function(s) of the student's behavior of concern
- Serves as a baseline to measure the frequency, duration, and/or intensity of the behavior prior to intervention
- Provides information that is necessary to build a positive behavior support plan
- Supplies the team with progress monitoring data to evaluate the implemented interventions and guide adjustments to the positive behavior support plan

Data Collection Process:

- Define the behavior in observable and measurable terms
- Determine the purpose for data collection – the type of information needed from each data collection session (e.g., frequency counts, identifying antecedents and consequences)
- Outline the schedule including where, when, how often, and who will collect the data
- Design tools with clear coding systems that will result in the collection of the type of data needed that are functional.
- Transfer the data to a visual representation (graph) and analyze for trend, level, and variability.
- Analyze data regarding behavior of concern, antecedent events, and maintaining consequences to determine the function of the behavior. Use this information to identify replacement behaviors and behavioral interventions, areas for skill development, and in developing a positive behavior support plan.
- Utilize progress monitoring data to evaluate the implemented interventions and guide adjustments to the positive behavior support plan.

Data Collection Methods:

- Record Frequency and/or duration indicating the time of day, location, activities occurring, and people present
- Write a description of the student's behavior as well as the antecedents and consequences using the Antecedent-Behavior-Consequence (A-B-C) format. This type of data must be collected multiple times across multiple settings. This includes where the behavior occurs and where the behavior does not occur.

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STEP 3: Summary

List strategies used in the past and their effectiveness:

Antecedent (prevention) strategies:

Consequence Strategies:

Direct Observation Summary (attach graphic representation of observation data collected)

1. Describe how often the behavior concern occurs, how long it lasts, and what intensity it occurs.

2. Describe any patterns to the occurrence of the behavior of concern (consider the time of day, location, and others involved).

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

2. Describe the consequences that appear to be maintaining the behavior of concern.

Hypothesis Regarding Function of the Behavior of Concern (The team may identify more than one hypothesis).

1. When the (antecedent to the behavior of concern) _____, (student) _____ (behavior of concern) _____ in order to (perceived function of the behavior) _____.

2. When the (antecedent to the behavior of concern) _____, (student) _____ (behavior of concern) _____ in order to (perceived function of the behavior) _____.

Signatures:

Date: _____

Date: _____

Date: _____

Date: _____