|  |
| --- |
| **FUNCTIONAL BEHAVIOR ASSESSMENT***To be completed by a team that includes members with behavioral expertise and direct knowledge of the student.* ***Hover*** *mouse over “****TIPS****” for helpful information, &* ***Click*** *“****TIPS****” to visit website resources.* |
| **Student Name** |  | **Date Consent Received** |  |
| **Date of Birth** |  | **Report Date** |  |
| **SSID** |  | **School**  |  |
| **Team Members**  |  | **Grade** |  |
| **1.** **[OPERATIONALLY DEFINE THE PROBLEM BEHAVIOR (TIPS)](https://www.kybehavior.com/fba-bip-1%22%20%5Co%20%22%E2%80%A2%20Provide%20measurable%2C%20observable%2C%20objective%20definition%20of%20the%20problem%20behavior%20%E2%80%A2%20Behavior%20can%20be%20seen%2C%20heard%2C%20or%20counted.%20%E2%80%A2%20Anyone%20can%20determine%20when%20behavior%20starts/stops%E2%80%A2%20If%20multiple%20behaviors%20are%20considered%2C%20use%20separate%20forms%20for%20each%20behavior%20%20BIP%20TIP%21The%20operational%20definition%20of%20the%20problem%20behavior%20created%20here%20is%20used%20in%20Step%20#8 of this form (FBA) and Step 1 of the BIP. IEP TIP!For a student with an IEP, the ARC should:• Define the Problem Behavior in the Present Level of Performance AND • Check ‘Yes’ for the considerations of  Special Factors for BehaviorSee TATE #2___________________________________________ )**  |
|  |
| **2.** **[DOCUMENT DATA TYPES & SOURCES (TIPS)](https://www.kybehavior.com/fba-bip-2%22%20%5Co%20%22%E2%80%A2%20Check%20at%20least%20two%20%282%29%20data%20types%E2%80%A2%20Including%20direct%20observations%20is%20best%20practiceSee%20TATE%20#1___________________________________________)** |
| **DATA TYPE** | **POSSIBLE DATA SOURCES/DETAILS** |
| [ ]  **Interviews** | [ ] Student [ ] Parent[ ] Teacher[ ] Other |
| [ ]  **Rating Scales** | [ ] Student [ ] Parent/Caregiver[ ] Teacher[ ] Other |
| [ ]  **Direct Observations** | [ ] Observer Used A-B-C Format[ ] Enough Observations To See Pattern |
| [ ]  **Record Review** | [ ] Medical/Health Records[ ] Attendance[ ] Grades[ ] Discipline Data[ ] Office Discipline Referrals[ ] Suspensions/Removals[ ] Special Education Records[ ] IEP [ ] Evaluations[ ] Progress Monitoring[ ] Screeners and Benchmark Data[ ] Academic Benchmarks[ ] Trauma/SEL/Behavior[ ] Threat Assessment(s)[ ] Mental Health Assessment(s) |
| [ ] Other(s) | [ ] Student Strengths[ ] Preference Assessment[ ] Reinforcer Assessment[ ] Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| **3.** **[SUMMARIZE OR DETAIL BASELINE DATA FOR THE PROBLEM BEHAVIOR (TIPS)](https://www.kybehavior.com/fba-bip-3%22%20%5Co%20%22%E2%80%A2%20Narrative%20and/or%20graphic%20summary%2C%20collected%20within%20the%20past%2030%20days%2C%20which%20may%20include%3A%20%20%20%20%20%E2%80%A2%20Problem%20Behavior%20%20%20%20%20%E2%80%A2%20Method%20of%20Measurement%3A%20Choose%20at%20least%20one%20method%20%20%20%20%20%20%20-%20Frequency%20count%20%28tally%29%20%20%20%20%20%20%20-%20Duration%20%28How%20long%20does%20the%20behavior%20last?)       - Latency (How long does it take to see the behavior?)      - Intensity rubric (Attach copy of your rubric)      - Time Sampling (Whether behavior occurs in specified time intervals)                        • Time period data was collected                                                         • Analysis of the outcomesBIP TIP!The method of measurement for collecting baseline data should match the procedures for data collection detailed at Step 7 of the BIP.  (e.g., if frequency count is method of measuring baseline for FBA, frequency count should be the procedure for data collection for the BIP).IEP TIP!For a student with an IEP, the ARC should:• Include baseline for the problem behavior in the Present Levels of Performance• Consider how baseline will serve as a starting point for an IEP Goal or Behavior Intervention Plan.See TATE #3___________________________________________)** |
|  |
| **4.** **[CONSIDER RELEVANT BACKGROUND INFORMATION AND SETTING EVENTS FOR THE PROBLEM BEHAVIOR (TIPS)](https://www.kybehavior.com/fba-bip-4%22%20%5Co%20%22%E2%80%A2%20Describe%20background%20information%20about%20the%20student%20that%20would%20be%20helpful%20to%20understand%20the%20problem%20behavior%20%E2%80%A2%20Describe%20any%20known%2C%20documented%2C%20and%20relevant%20background%20information%20about%20the%20student%20%28don%27t%20guess%20or%20make%20assumptions%20about%20these%20items%29%E2%80%A2%20Indicate%20either%20no%20Setting%20Events%20could%20be%20clearly%20identified%20from%20data%20collected%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20OR%E2%80%A2%20If%20at%20least%20one%20Setting%20Event%20was%20identified%3A%20%20%20%20%20%20-%20Identify%20the%20Setting%20Event%28s%29%20and%20describe%20how%20they%20relate%20to%20the%20Problem%20Behavior%20%20%20%20%20%20-%20Include%20identified%20Setting%20Event%28s%29%20in%20the%20Functional%20HypothesisBIP%20TIP%21Strategies%20to%20address%20identified%20Setting%20Event%28s%29%20and/or%20Background%20Information%20will%20be%20included%20in%20Step%202%20of%20the%20BIP%2C%20Antecedent/Setting%20Event%20StrategiesSee%20TATE%20#4___________________________________________)** |
| **BACKGROUND INFORMATION** (*documented*) |
| [ ] None identified[ ] Communication[ ] Divorce/Separation[ ] Disability | [ ] Sensory Needs[ ] Medication [ ] Mental/Phys. Health Conditions[ ] Abuse/Neglect  | [ ] Substance Abuse[ ] Incarcerated Family Member[ ] Other Trauma[ ] Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Describe relationship between background information and the problem behavior:**  |
| **SETTING EVENTS** |
| [ ] None identified[ ] Missed/Changed Medication[ ] Late to School[ ] Meal Time Missed/Changed[ ] Sickness/Health Condition Symptoms[ ] Sensory Experience (e.g., noise)[ ] Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | [ ] Conflict Outside School [ ] Conflict at School[ ] Disrupted/Lack of Sleep[ ] Change in Schedule/Routine[ ] Homework Not Done[ ] Failure in Previous Class | [ ] Pain/Discomfort[ ] Disciplined/Reprimanded[ ] Difficulty with peer(s)[ ] Absence/change of teacher/staff member |
| **Describe relationship between setting event(s) and the problem behavior:**  |
| **5.** **[DESCRIBE ANTECEDENT EVENTS (TIPS)](https://www.kybehavior.com/fba-bip-5%22%20%5Co%20%22What%20happens%20immediately%20before%20the%20behavior? • Antecedents that predict Problem Behavior are detailed enough to support an intervention AND • Antecedents that predict Prosocial Behavior include details or descriptions.BIP TIP!Strategies to address Antecedent Events will be included in Step 2 of the BIP, Antecedent/Setting Event StrategiesIEP TIP!For a student with an IEP, the ARC should:• Include Antecedent(s) for the Problem Behavior in the Present Levels of Performance See TATE #5 and #6___________________________________________)** |
| **Antecedents Most Likely to Predict or Trigger Problem Behavior** | **Antecedents for which Problem Behavior is Least Likely to Occur** |
|  |  |
| **6.** **[DESCRIBE CONSEQUENCES (TIPS)](https://www.kybehavior.com/fba-bip-6%22%20%5Co%20%22How%20do%20others%20respond%20immediately%20after%20the%20behavior? • Describe the events that occur immediately after the problem behavior.  OR • Describe how others respond immediately after the problem behavior. Consequences identified at this step will guide the hypothesized function at FBA Step 7 and the hypothesis statement at Step 8.BIP TIP!Consequences included here will then be used at BIP Step 3 to develop a replacement behavior and provide student specific context for developing reinforcement and reactive strategies (BIP Steps 4 & 5).See TATE #7 ___________________________________________ )** |
|  |
| **7.** **[IDENTIFY A HYPOTHESIZED FUNCTION (TIPS)](https://www.kybehavior.com/fba-bip-7%22%20%5Co%20%22%E2%80%A2%20Describes%20how%20the%20problem%20behavior%20%E2%80%98pays%20off%E2%80%99%20or%20%E2%80%98works%E2%80%99%20for%20the%20student%20%E2%80%A2%20Hypothesized%20Function%20is%20research-based.%20%28e.g.%2C%20Positive%20or%20Negative%20Reinforcement%29.%20%20%20IEP%20TIP%21%20For%20a%20student%20with%20an%20IEP%2C%20the%20ARC%20should%3A%20%E2%80%A2%20Include%20Hypothesized%20Function%20of%20Problem%20Behavior%20in%20Present%20Levels%20of%20PerformanceSee%20TATE%20#8 and #9___________________________________________)** |
| **Function** | **Describe what specifically is accessed/obtained or escaped/avoided****If appropriate, consider internal/automatic reinforcement** |
| [ ] To Access/Obtain: **AND/OR**[ ] To Escape/Avoid/Delay:  |  |
| **8.** **[WRITE A SUMMARY HYPOTHESIS STATEMENT (TIPS)](https://www.kybehavior.com/fba-bip-8%22%20%5Co%20%22%20%E2%80%A2%20Hypothesis%20statement%20summarizes%20relationship%20between%3A%20%20%20%20%20%20%20%20%E2%80%A2%20Antecedent%20Event%28s%29%20%20%20%20%20%20%20%20%20%E2%80%A2%20%28Setting%20Event%28s%29%20if%20identified%20in%20Step%204%29%20%20%20%20%20%20%20%E2%80%A2%20Problem%20Behavior%20%20%20%20%20%20%20%E2%80%A2%20Function%20%20%20BIP%20TIP%21Hypothesis%20Statement%20developed%20here%20will%20be%20used%20at%20Step%201%20in%20the%20BIP.%20%20See%20TATE%20#8 ___________________________________________ )** |
| **During or When:**  (Setting Event/Antecedent)**The Student:**(Behavior)**To:**(Access/Gain OR Escape/Avoid) |
| **ACTION PLAN FOR NEXT STEPS** |
| [ ] The student’s behavior requires a *new or updated* Positive Behavior Intervention Plan.[ ] The student’s behavior does not require a Positive Behavior Intervention Plan and less intensive behavior or instructional support within the classroom or school environment would appropriately address the student’s behavior.  **Explain in the *Additional Notes and Input* section below.**[ ] Additional information is needed. **Explain in the *Additional Notes and input* section below.** |
| **Additional Notes and Input (e.g., identified precursor behaviors)** |
|  |