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| **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" \o "• Provide measurable, observable, objective definition of the problem behavior • Behavior can be seen, heard, or counted. • Anyone can determine when behavior starts/stops• If multiple behaviors are considered, use separate forms for each behavior  BIP TIP!The operational definition of the problem behavior created here is used in Step #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___________________________________________ )** | | | | | | | | | | |
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| **2.**  **[DOCUMENT DATA TYPES & SOURCES (TIPS)]( https://www.kybehavior.com/fba-bip-2" \o "• Check at least two (2) data types• Including direct observations is best practiceSee TATE #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" \o "• Narrative and/or graphic summary, collected within the past 30 days, which may include:     • Problem Behavior     • Method of Measurement: Choose at least one method       - Frequency count (tally)       - Duration (How long does the behavior last?)       - 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___________________________________________)** | | | | | | | | | | |
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| **4.**  **[CONSIDER RELEVANT BACKGROUND INFORMATION AND SETTING EVENTS FOR THE PROBLEM BEHAVIOR (TIPS)]( https://www.kybehavior.com/fba-bip-4" \o "• Describe background information about the student that would be helpful to understand the problem behavior • Describe any known, documented, and relevant background information about the student (don't guess or make assumptions about these items)• Indicate either no Setting Events could be clearly identified from data collected                                             OR• If at least one Setting Event was identified:      - Identify the Setting Event(s) and describe how they relate to the Problem Behavior      - Include identified Setting Event(s) in the Functional HypothesisBIP TIP!Strategies to address identified Setting Event(s) and/or Background Information will be included in Step 2 of the BIP, Antecedent/Setting Event StrategiesSee TATE #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" \o "What happens immediately before the behavior? • 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" \o "How do others respond immediately after the behavior? • 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 ___________________________________________ )** | | | | | | | | | | |
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| **7.**  **[IDENTIFY A HYPOTHESIZED FUNCTION (TIPS)]( https://www.kybehavior.com/fba-bip-7" \o "• Describes how the problem behavior ‘pays off’ or ‘works’ for the student • Hypothesized Function is research-based. (e.g., Positive or Negative Reinforcement).   IEP TIP! For a student with an IEP, the ARC should: • Include Hypothesized Function of Problem Behavior in Present Levels of PerformanceSee TATE #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" \o " • Hypothesis statement summarizes relationship between:        • Antecedent Event(s)         • (Setting Event(s) if identified in Step 4)       • Problem Behavior       • Function   BIP TIP!Hypothesis Statement developed here will be used at Step 1 in the BIP.  See TATE #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)** | | | | | | | | | | |
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