



FUNCTIONAL BEHAVIOR ASSESSMENT (Talking Points)

Student ID Number: _____

Date: _____

Student Name: _____ DOB: _____ Grade: _____

Attending School: _____ Case Manager: _____

Apply Historical or Current Additional Information:

1. Describe student strengths.

- Share all of the info about what your student does well and enjoys
- Consider all areas, areas can be beyond academics
- Include parents and student input

2. Briefly describe any additional information considered by the team and attach pertinent copies. This may include, but is not limited to: discipline, attendance records, or information from a file review, including psycho-social reports and other assessments.

- Patterns of behavior
- Current testing
- Reports

3. Record information shared by Parent(s).

- Be specific as to what the parent is seeing at home, outside agencies in relationship to the school

4. Record information shared by student.

- Document information shared by the student (if age appropriate)

5. Record information shared by staff, including observations.

- Continued observations data, be as specific as possible

Describe the Behavior:

1. Describe the problem behavior in specific, observable terms (copy and paste in box c):

- Important to be as specific as possible. "Students hits others" is too vague. More descriptive explanation might be: "Student will hit peers. This usually occurs during transition times and to and from pulled activities. This is typically in response to place in the line or lack of cues."

2. How frequently does the problem behavior occur? (i.e., number of times per day/week; frequency)

- List documented data on the behavior(s) being observed

3. How is the behavior markedly different from the behavior of school peers? (Intensity)

- There needs to be specifics on what looks different. It may be the frequency, the duration, etc. An example "While student is with other disabled peers in the area of behavior, he/she does not respond to the cues as the other students do and therefore will hit peers around him or those who are in front of the line. This happens during 80% of the transition times within the school day."

4. Where does the behavior generally occur? (Setting)

- Specifics are important. "Classroom" or "School" is too vague. Specify the location, i.e. "in the bathroom" or "Next to the drinking fountain" or "in the area designated for carpet time".

5. Where does the behavior NOT occur; and what is different about this setting? (Setting)

- Specifics are important. Identify the location(s) in which the student is showing success. Try and identify why that is – structure, time of day, preferred task. Etc.

Analyze the Behavior:

1. What antecedent seems to precipitate the problem behavior? (copy and paste answer in box B)

- Use classroom data to try and determine what is happening prior to the behavior or what is triggering student behavior. Again, be specific. For example "lunch" is too vague. "Lining up to leave the cafeteria and go back to the classroom" provides more information.

2. What happens as a consequence of the behavior that may be reinforcing and maintaining it? (copy and paste answer in box D)

- List specific details about what reinforcers the student may be gaining from the behavior. For example, student misses academic time or gets individual adult attention. This is not meant to list negative consequences that the student may receive due to the exhibited behavior.

3. What is the student trying to communicate with the behavior; or what is the function of the behavior? (copy and paste answer in box D)

- What is the student trying to communicate through his/her behavior?? Is the work too difficult, do they need a break, do they need sensory input, do they know what the expectation is..etc.

4. Is there anything that appears to make problem behavior worse, a setting event or precipitating factor? (copy and paste in box A)

- List specific details that will share triggers

Hypothesis Statement			
A. Setting Event	B. Antecedent	C. Behavior	D. Functional Consequence
<p>Copy and paste details from the previous boxes on the FBA</p> <p>Example: "preferred food item not available for lunch / tired/not feeling well / unstructured setting".</p>	<p>Copy and paste details from the previous boxes on the FBA</p> <p>Example: "Lining up in the cafeteria and go back to the classroom".</p>	<p>Copy and paste details from the previous boxes on the FBA</p> <p>Example: "Student will hit peers".</p>	<p>Copy and paste details from the previous boxes on the FBA</p> <p>Example: "Student gets individual adult attention".</p> <p>This is not a consequence/discipline that a student may receive.</p>

Next Steps:

1. What would you like the student to do INSTEAD of the problem behavior – a replacement behavior?

- Describe the behaviors you would like to see. For example "Student using a 'take a break card' if overwhelmed". Or "student requesting individual adult time".

2. Will this behavior serve the SAME function as the problem behavior?

- The replacement behavior should provide the student with their ability to get their same needs met in an appropriate manner.

3. What intervention would help the student learn more appropriate behavior?

- List specific intervention staff could use to assist student in learning and practicing appropriate behavior. For example, "Picture cues," "Direct adult support for transitions", "A timer to pre-warn transitions," "Preview of lunch menu to determine more than one preferred food item."

Participants in Staffing/Plan Development:

Name:	Title:	Name:	Title:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____