**Functional Behavioral Assessment**

**Date Developed:** Click here to enter a date.

**Student Name:** StudentName **NYCID #:** NYCID # **Age:** Age **Date of Birth:** Click here to enter a date.

**School:** School **Teacher/Class:** Teacher/Class **Grade:** Grade

1. **Identify school staff who participated in the FBA team process**

| **Print Name** | **Title** | **Signature** |
| --- | --- | --- |
| Print Name | Title |  |
| Print Name | Title |  |
| Print Name | Title |  |
| Print Name | Title |  |
| Print Name | Title |  |
| Print Name | Title |  |

1. **Identify and define the Targeted Problem Behavior(s)**

**8 NYCRR § 200.1(r)**

*Identify ONE Targeted Problem Behavior or ONE Response Class of behaviors and define the behavior(s) in observable/measurable, and concrete terms. If there is more than one Targeted Problem Behavior or one Response Class of behaviors, please complete a separate FBA.*

The ONE Targeted Problem Behavior\* is: ONE Target Problem Behavior

\*E.g., hitting peers or screaming or throwing objects, etc. List one single behavior.

OR,

The ONE Response Class\*\* of behaviors is: ONE Response Class

consisting of the following behaviors: Identify Behaviors

\*\*Response class is a category of behaviors that is followed by a list of the specific behaviors which occur under similar circumstances or antecedents with the same outcome or function. They usually happen in rapid sequence. (Examples include aggressive behavior consisting of hitting, kicking or pulling hair; tantrums consisting of laying on floor, screaming, flailing arms, and kicking legs.)

1. **List of direct and indirect data sources used to identify and support functional hypothesis**

**8 NYCRR § 200.22(a)(2)**

**3a. Indirect Data**

*Check all that apply* ***and*** *attach.* ***The sections in bold must be checked and submitted into SESIS.***

**Student interviews (information from the student)**

**Parent interviews (including relevant history and current status)**

**Staff interviews (including teachers, paraprofessionals, related service providers, and**

**possibly other relevant staff such as cafeteria, bus, custodial, office staff)**

**Information from the IEP Present Levels of Performance**

Assessment of Student Preferences

Surveys or questionnaires specific to behavior(s)

Student records review (including current school status)

Summary of the results of Psychological/Psychiatric Evaluations

(must check and submit if student recommended and/or receiving counseling)

Medical Information

Testing data

Attendance data

Disciplinary records (e.g. OORS report, SOHO report)

Other information provided by the parent. Specify: Other information

**3b. Direct Data**

*Direct data are gathered from direct observation across multiple settings, by more than one member of the team identified above. The most relevant and appropriate documentation – which includes Antecedent-Behavior-Consequence (ABC) Charts, frequency (how often a behavior occurs), duration (the length of time the behavior lasts), intensity (how severe the behavior is), and/or latency (how long it takes for a behavior to begin after a specific verbal demand or event has occurred) data measures across activities, settings, people, and times of day – must be checked, attached and submitted into SESIS.*

ABC Charts

Frequency Charts

Duration Charts

Intensity Scales

Latency Documentation

Other – Specify: Other information

1. **Global/broad influences related to Targeted Problem Behavior(s) (“Setting Events”)**

**8 NYCRR §§ 200.1(r) and 200.22(a)(3)**

*Using indirect and direct data sources, summarize the global/broad influencing factors (including cognitive, social, sensory, affective factors) that relate to the Targeted Problem Behavior. Influencing factors can include the student’s skills, health/medical, daily routines, relationships, or recent or ongoing events in the student’s life, etc. Indicate and describe all that apply.*

|  |  |
| --- | --- |
| **Influencing factors (setting events) that increase the likelihood of Targeted Problem Behavior(s)** | **Provide specific details of the influencing factors** |
| Impact of recent/ongoing events  Family issues/home environment  History of the behavior  Skill/performance deficits  Physical/health/medical issues  Negative thinking habits  Other: | Click here to enter text. |

1. **Description of antecedent(s)**

**8 NYCRR §§ 200.1(r) and 200.22(a)(3)**

*What occurs before and triggers the Targeted Problem Behavior?*

Situations/events/activities/people that seem to trigger the Targeted Problem Behavior:

Demand of or request to student

Difficult task

Non-preferred activity

Non-preferred social interaction

Transition from preferred to non-preferred activity

Changes in schedule or routine

Environmental conditions

Other: Other information

Describe items checked above in detail:

Click here to enter text.

Times of the school day when the Targeted Problem Behavior most often occurs:

Click here to enter text.

1. **Description of consequence(s)**

**8 NYCRR §§ 200.1(r) and 200.22(a)(3)**

*Describe the consequence(s) of the Targeted Problem Behavior(s). What happens immediately after the Targeted Problem Behavior(s) that seems to encourage it? What consequences increase the likelihood of the Targeted Problem Behavior(s) occurring again? Include adult/peer responses and what happens in the immediate environment (e.g., gets attention from peers, avoids non-preferred task, etc.).*

Click here to enter text.

1. **Function of the Behavior(s)**

**8 NYCRR § 200.22(a)(3)**

*Check the applicable box(es) below and provide details.*

The student **GETS/GAINS:**

Teacher/Adult Attention: Click here to enter text.

Peer Attention: Click here to enter text.

Sensory/Stimulation: Click here to enter text.

Tangible/Preferred Activity: Click here to enter text.

Other: Click here to enter text.

The student **AVOIDS/ESCAPES:**

Teacher/Adult Attention: Click here to enter text.

Peer Attention: Click here to enter text.

Sensory/Stimulation: Click here to enter text.

Non-Preferred Activity/Task: Click here to enter text.

A Difficult Task: Click here to enter text.

Other: Click here to enter text.

1. **Skill/performance deficits related to Targeted Problem Behavior(s)**

**8 NYCRR § 200.1(r) and 200.22(a)(2)**

*List skill and/or performance deficits related to Targeted Problem Behavior(s). A skill-based deficit is when a student does not know how to perform a certain task. A performance-based deficit exists when a student knows how perform the skill but does not perform it at the desired level.*

Click here to enter text.

1. **Baseline data**

**8 NYCRR § 200.22(a)(3)**

*Using the contextual information above, provide a narrative data description with regard to the frequency, duration, intensity and latency (if applicable) of the Targeted Problem Behavior(s) across activities, settings, people, and times of day. Use the same measures for the Behavioral Intervention Plan (BIP) and Progress Monitoring.*

Click here to enter text.

**Frequency (*how often a behavior occurs*):** Frequency (average number per day and/or week, etc.)

**Duration (*how long a behavior lasts*):** Duration (average length of time of behavior)

**Intensity (*how severe the behavior is*):** Intensity (average intensity of behavior) *(Use these Intensity Levels or define a scale below: 1- impacts only the student, 2- impacts neighboring peers, 3- impacts entire class, 4- impacts neighboring classes, 5- impacts the whole school/violent behavior)* **Intensity Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** Click here to enter text. | **2** Click here to enter text. | **3** Click here to enter text. | **4** Click here to enter text. | **5** Click here to enter text. |

**Latency (*how long it takes for a behavior to begin after a specific verbal demand or event has***

***occurred*)(if applicable):** Latency (average time after demand or event)

1. **Diagram the functional hypothesis**

**8 NYCRR § 200.1(r)**

| **Setting Events**  (Conditions that increase likelihood of behavior(s)) | Antecedent (What occurs before?) | **Target Problem Behavior(s)**  (Observable/Measurable) | **Maintaining Consequence/**  **Function** |
| --- | --- | --- | --- |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | **Consequence/Outcome** *What happens after the Targeted Problem Behavior?*  Click here to enter text. |
| **Function**  *What does the student*  ***Get:*** Click here to enter text.  ***and/or Avoid:*** Click here to enter text. |

1. **Statement of functional hypothesis**

Narrative that describes the function of the targeted problem behavior(s) (functional hypothesis) based on the data. Functional statement reads:

**For example: When** *David is presented with academic work in large or small group settings requiring writing, multiple work sheets, or work that he perceives to be difficult (describe what occurs just before the Problem Behavior(s) – the ANTECEDENT) David (student’s name)* **will** *engage in disruptive behavior (response class) consisting of the following behaviors: mumble derogatory comments about the teacher, refuse to complete his work, destroy his assignment sheet, and/or push/kick his desk or chair over.  Any or all of these behaviors may occur.  (description of PROBLEM BEHAVIOR(S))* **within** *3 seconds (amount of time after antecedent occurs – LATENCY)* **at an approximate rate/duration of** *9 times per week for approximately 5 minutes each time (data collection baseline of FREQUENCY/ DURATION)* **and then** *the teacher calls on someone else and drops the request (describe what happens after the behavior(s) that maintains/reinforces it – the CONSEQUENCE)* **in order to** *avoid the non-preferred task and negative peer attention*  *(what the student gets or avoids by doing the behavior(s)  – the FUNCTION of the behavior(s)).* **This behavior is most likely to occur when** *David is asked to do something in which he has a skill deficit (e.g., writing, multi-step problems, etc. ) or he has expressed negative self-statements earlier in the day (e.g.,“I hate (expletive) writing, I can’t do this…”) or previously embarrassed in front of peers.  (state possible SETTING EVENTS)*.

**When** describe what occurs just before the Problem Behavior(s) – the ANTECEDENT student’s name **will** description of PROBLEM BEHAVIOR(S)**within** amount of time after antecedent occurs-LATENCY **at an approximate rate/duration of**data collection baseline of FREQUENCY/ DURATION**and then** describe what happens after the behavior(s) that maintains/reinforces it- the CONSEQUENCE **in order to** what the student gets or avoids by doing the behavior(s) - the FUNCTION of the behavior(s)*.* **This behavior is most likely to occur when**state possible SETTING EVENTS*.*

1. **Behavioral supports and interventions previously tried**

**8 NYCRR § 200.22(a)(2)**

*Describe any classroom, small group, or individualized behavioral supports and/or interventions previously attempted for the student and the results of these interventions. What interventions were implemented? What data was used to determine effectiveness? Over what period of time?*

Click here to enter text.

1. **Behavioral supports and interventions currently in place**

**8 NYCRR § 200.22 (a)(3)**

*Describe classroom, small group, or individualized behavioral supports and/or interventions currently in place for student (e.g. individual counseling, check-in check-out, etc.). What interventions are currently being implemented? What data is being used to determine effectiveness? Over what period of time?*

Click here to enter text.

1. **Describe/list student’s interests and possible reinforcers**

**8 NYCRR § 200.22(a)(3)**

*Refer to Assessment of Student Preferences, IEP, and Staff/Parent/Student Interviews as appropriate. Reinforcement is the process by which a behavior is followed by a given consequence that increases the probability that the behavior will occur again. There are different types of reinforcers (e.g. attention, activities, tangibles, or sensory experiences).*

*Answer the questions below, and submit evidence of the student’s interests, preferences, reinforcers, and/or motivators into SESIS.*

1. What are the student’s interests or preferences?

Click here to enter text.

1. What does the student find reinforcing or motivating?

Click here to enter text.

1. What is not reinforcing or motivating for this student?

Click here to enter text.

1. **Replacement behavior(s) that serve the same function and strategies for teaching new behavior(s)**

**8 NYCRR § 200.22 (a)(3)**

There are **three essential characteristics** of replacement behaviors:

* 1. They serve the same function as the problem behavior.
  2. They are easier to do that the problem behavior.
  3. They are socially acceptable.

*Identify the replacement behavior(s) that serves the same function as the Targeted Problem Behavior(s):* Click here to enter text.

*Provide recommendations for teaching alternative skills or behaviors that will replace the Targeted Problem Behavior(s):* Click here to enter text.