_____
(School Name / District Name)

Functional Behavioral Assessment Team Attendance Sheet

_____
(Student Name)

The Functional Behavioral Assessment (FBA) for the above named student took place on
____/____/____. The following FBA Team Members attended the meeting and
contributed to the FBA process:

Parent/Guardian Signature: _____   Date: ____/____/____

Parent/Guardian Signature: _____   Date: ____/____/____

School Staff & Outside Agency Members:

Teacher Signature: _____   Date: ____/____/____

Teacher Signature: _____   Date: ____/____/____

Special Educator Signature: _____   Date: ____/____/____

Administrator Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

Other Title: _____ Signature: _____   Date: ____/____/____

_____
(School Name)

Functional Behavior Assessment Form

Student: _____
Birth Date: _____
Grade: _____
IEP Date/Program/Eligibility (optional):   _____
FBA Facilitator: _____
Date of FBA: _____

Participants in FBA process: See attached Signature Sheet
(Multiple participants are required)

Referral Date, Source and Reason

_____

Retentions   ☐ Yes   ☐ No   If yes, what grade levels? _____

Attendance: Is there a pattern of absences? ☐ Yes   ☐ No
If yes, why? _____

Methods/Tools used for the FBA:
☐ Observation Completed   ☐ Student Interview Completed
☐ File Review Completed   ☐ Teacher Interviews Completed
☐ Parent Interview Completed

Data Included:
☐ ABC Forms   ☐ Time Out Logs   ☐ Anecdotal Notes
☐ Behavior Incident Reports   ☐ Scatter Plot Forms
☐ Daily Behavior Report Logs   ☐ Other: _____

Continue with the FBA/BIP Process if One or More Apply:
☐ The behavior is impeding the student's learning
☐ The behavior is impeding the learning of others
☐ The behavior poses a safety concern
☐ The behavior has resulted in destruction of property

Describe the student, include strengths/interests:

_____

Describe behavior
Discuss and then list the behavior(s) that impede the student's developmental/learning. (For example: crying, screaming, physical action out/aggression, excessive classroom disruptions, disengagement or withdrawal, self-abusive behaviors, refusal to follow adult directives, non-compliant behavior)

_____

Pick 2-3 target behaviors from above to address initially:

Behavior 1: _____

Behavior 2: _____

Behavior 3: _____

Collect Data on Target Behaviors

Behavior 1 _____
Frequency [how often target behavior(s) occur(s)]
continuously   hourly   daily   weekly   monthly   other:

Intensity of target behavior (how impacting is the behavior)
Use likert scale to rate intensity of the <u>behavior</u>.
1   2   3   4   5   6   7   8   9   10
Mild   Moderate   Severe

Describe the *duration* of the targeted behavior(s).
How long does target behavior interfere with student accessing their curriculum?

_____

Behavior 2 _____
Frequency [how often target behavior occur(s)]
continuously   hourly   daily   weekly   monthly   other:

Intensity of target behavior (how impacting is the behavior)
Use likert scale to rate intensity of the <u>behavior</u>.
1   2   3   4   5   6   7   8   9   10
Mild   Moderate   Severe

Describe the *duration* of the targeted behavior.
How long does target behavior interfere with student accessing their curriculum?

_____

Behavior 3 _____
Frequency [how often target behavior occur]
continuously   hourly   daily   weekly   monthly   other:

Intensity of target behavior (how impacting is the behavior)

Use likert scale to rate intensity of the <u>behavior</u>.

1	2	3	4	5	6	7	8	9	10
Mild				Moderate					Severe

Describe the *duration* of the targeted behavior.
How long does target behavior interfere with student accessing their curriculum?
____

What are the *early signs* the student displays prior to engaging in the target behaviors?
____

Are there any *events, circumstances or other variables* (in or outside of school) that affect the student's behavior?
____

Positive behavior supports that have been implemented to address the targeted behavior, individualized for the student to prevent the behaviors.
(See attached list of Positive Behavior Supports [PBS])
____

In the chart below, describe the Positive Behavior Supports (PBS) used to address each behavior:

Behaviors	PBS used to Prevent Behavior	Effectiveness of PBS	Student Response to PBS
Behavior 1	____	____	____
Behavior 2	____	____	____
Behavior 3	____	____	____

In the chart below, describe the consequences or disciplinary action the school has used to address each behavior:

Behaviors	Typical Consequence for Behavior	Effectiveness of Consequence	Student Response to Consequence
Behavior 1	____	____	____
Behavior 2	____	____	____

Behavior 3	_____	_____	_____

Are there any known *consequences/strategies that have been ineffective* (possible triggers)?
_____

Hypothesis
Describe what you think the student gets from the behavior, what is reinforcing the behavior (e.g. gain/avoid attention, increase/decrease stimulation, work avoidance)?

Behavior 1: _____
The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 2: _____
The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Behavior 3: _____
The available information suggests that when _____ (**antecedent/trigger**) the child _____ (**target behavior**) in order to _____ (**reason/function**).

Brainstorm ideas for supports and interventions
_____