

## FUNCTIONAL BEHAVIORAL ASSESSMENT

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Parents/Guardians/Surrogates: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Primary Language: \_\_\_\_\_

<b>INDIVIDUALS PARTICIPATING IN CONFERENCE:</b>
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<u>Attended</u> <u>Excused</u> <u>By Report</u>	<u>Name</u>	<u>Title</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

1. Summarize the student's record review including previous success, interventions, discipline history, and behavior plans.

2. Summarize pertinent medical information and other background information that may impact behavior.

3. Summarize the student's present level of academic performance.

4. Describe the behavior(s) that are adversely impacting the student's educational performance. *Be specific.*

5a. Identify the first target behavior that interferes most with the student's functioning.

5b. Identify the second target behavior that interferes most with the student's functioning.

Use data to answer the following questions:

5c. Describe the frequency of the behavior(s) (i.e. hourly, daily, weekly ... )

5d. Describe the duration of the behavior(s). Include length of time behavior occurs or length of time behavior has been observed.

5e. Rate the intensity of the behavior(s):

MILD: Disruptive but not dangerous

MODERATE: Verbal/physical threats and/or destructive to physical environment

SEVERE: Poses a physical danger to student and/or other

	<u>Mild</u>		<u>Moderate</u>						<u>Severe</u>	
Behavior One	1	2	3	4	5	6	7	8	9	10
Behavior Two (I/A)	1	2	3	4	5	6	7	8	9	10

6. Setting Events/Antecedents:

6a: Where, when and with whom are the behaviors most likely to occur?

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6b: What events and/or activities seem to trigger the behavior?

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6c: Are there periods and/or places when the behavior does not occur?

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7. Describe the response to the behavior. Include teacher response, selected student response and peer response.

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8. What is the function of the behavior? How does it serve the student? Include a hypothesis statement:

When \_\_\_\_\_ happens, \_\_\_\_\_  
 does \_\_\_\_\_  
 in order to express \_\_\_\_\_.  
 This is more likely to occur when \_\_\_\_\_.

GAINÚ	___ attention	___ preferred activity	___ control	___ gratification
	___ relief	___ justice/revenge	___ acceptance	___ other: _____
AVOIDÚ	___ tasks	___ people	___ environment	___ other: _____
SENSORYÚ	___ sensory regulation	___ self stimulation	___ avoiding external stimuli	

9. Is the behavior a result of a fluency, performance and/or skill deficit? Explain.

10. What new skills does the student need to replace the problem behavior?

11. What are the student's interests & strengths? What are the family strengths & resources?