

(Insert School Logo)

## **Intensive Functional Behavior Assessment**

Student Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Sources of data:

☐ Record Review    ☐ Scatterplot    ☐ ABC Logs    ☐ Other: Click or tap here to enter text.

Interview information reported by:

☐ Teacher: Click or tap here to enter text.    ☐ Parent: Click or tap here to enter text.  
☐ Student (self): Click or tap here to enter text.    ☐ Other: Click or tap here to enter text.

FBA Completed by: Click or tap here to enter text.

The following is a format for conducting FBA that considers a wider range of possible variables than simple FBA. It typically requires the input of a variety of informants and sources, using interviews, file review, questionnaires, and observations. Indirect and direct assessment methods may be used to gather this information.

After the initial information-gathering portion of the FBA is completed, a summary of variables, or hypothesis statement is developed, which is then used to design the student's behavior intervention plan.

### **DESCRIBE PROBLEM BEHAVIOR(S)**

- Describe in specific and observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Click or tap here to enter text.

- Estimated frequency/duration/day/time as applicable (i.e.; daily, upon arrival to school, 8:00 A.M., lasting for ~20 minutes):

Click or tap here to enter text.

### **MEDICAL/ HEALTH/ MENTAL HEALTH**

- Health, medical, or psychiatric conditions:

Click or tap here to enter text.

- Current medication(s):

Click or tap here to enter text.

- Effects and side effects of medication(s):

Click or tap here to enter text.

- Known traumatic events:

Click or tap here to enter text.

- Current medical treatments, therapies, or services outside of school:

Click or tap here to enter text.

- Any pattern or cycle to the individual's behavior? Explain:

Click or tap here to enter text.

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## **INTERVENTION HISTORY**

- Write a brief history of the problem behavior and interventions. If available, describe effectiveness.

Click or tap here to enter text.

- What rewards are currently provided to the student in school? For what? How often?

Click or tap here to enter text.

- What consequences are currently used in school for problem behaviors? What is the typical student response to these consequences?

Click or tap here to enter text.

## **SKILLS ASSESSMENT**

- Student's academic strengths:

Click or tap here to enter text.

- Academic needs:

Click or tap here to enter text.

- Organizational needs:

Click or tap here to enter text.

- Student's preferred learning styles:

Click or tap here to enter text.

- Student's social strengths:

Click or tap here to enter text.

- Social skills deficits with peers and adults:

Click or tap here to enter text.

Does the student have difficulty in expressing any of these basic communication functions?

*(place an "x" next to appropriate response(s))*

- ☐ Gaining adult attention
- ☐ Gaining attention of peers
- ☐ Dealing with a difficult task
- ☐ Expressing frustration or confusion
- ☐ Requesting things of others
- ☐ Rejecting or protesting something
- ☐ Indicating preferences or making choices
- ☐ Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

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### **COMMUNICATION SUMMARY**

Target Problem Behavior	Possible Communication Function	Possible Replacement Behavior(s)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### **PARENT INPUT**

- Any significant changes or difficulties at home?

Click or tap here to enter text.

- Is the behavior a problem at home? Are there other problems?

Click or tap here to enter text.

- Disciplinary techniques or consequences used at home?

Click or tap here to enter text.

- How effective are they?

Click or tap here to enter text.

- Preferences and privileges at home?

Click or tap here to enter text.

- Does the behavior interfere with the child's involvement in community social activities e.g., sports, religious, recreational?

Click or tap here to enter text.

- How does the behavior affect the child's quality of life?

Click or tap here to enter text.

### **STUDENT INPUT**

- Where and when does the student think they have the most problems in school?

Click or tap here to enter text.

- What are those problems?

Click or tap here to enter text.

- Why does the student think they have those problems?

Click or tap here to enter text.

- What changes could be made at school or home so that they will have fewer problems at school?

Click or tap here to enter text.

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## **ANTECEDENT ANALYSIS**

- Places, routines, or subjects where behavior is likely to occur?

Click or tap here to enter text.

- Places, routines, or subjects where behavior is unlikely to occur:

Click or tap here to enter text.

- People/staff with whom behavior is likely to occur?

Click or tap here to enter text.

- People/staff with whom behavior is unlikely to occur?

Click or tap here to enter text.

Particular demands or situations likely to trigger the behavior?

*(place an "x" next to the corresponding selection(s))*

- ☐ Transitions from a preferred activity
- ☐ Being denied something
- ☐ Being asked to do something
- ☐ Other: Click or tap here to enter text.

- Are other students usually involved?

Click or tap here to enter text.

- Is the problem behavior likely to occur in structured situations?

Click or tap here to enter text.

- Unstructured situations?

Click or tap here to enter text.

- Does the student appear to understand the expectations for behavior in all environments?

Click or tap here to enter text.

- Does the student seek out help from adults when needed?

Click or tap here to enter text.

## **CONSEQUENCE ANALYSIS**

- What typically actually happens immediately after problem behavior? Think about the last few times it happened.

Click or tap here to enter text.

- Are demands typically altered after the target behavior?

Click or tap here to enter text.

- Does someone usually intervene to help the student after the target behavior?

Click or tap here to enter text.

- Does the student gain access to something that he/she appears to want?

Click or tap here to enter text.

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- Does the behavior appear pleasurable to the student apart from what else is going on around him?

Click or tap here to enter text.

- Does the behavior appear to give the student control of others or the situation? Explain.

Click or tap here to enter text.

- Does the behavior, or do related behaviors, appear to be compulsive i.e., repetitive, internally driven? Explain.

Click or tap here to enter text.

### **RESPONSE EFFICIENCY**

- Amount of physical effort involved in the problem behavior?

Click or tap here to enter text.

- Does the behavior consistently “work” for the student i.e., by gaining other’s attention, getting what he/she wants, etc.?

Click or tap here to enter text.

### **REINFORCEMENT SURVEY**

- Identify potential reinforcers by asking the student, observing preferences, or asking parents or other teachers.

Click or tap here to enter text.

- Activity Reinforcers e.g., computer time, extra recess, drawing, reading, etc.

Click or tap here to enter text.

- Tangible Reinforcers e.g., favorite items, toys, music, etc.

Click or tap here to enter text.

- Social Reinforcers e.g., visiting favorite adults, extra time with peers, etc.

Click or tap here to enter text.

- Academic Reinforcers e.g., display work, recognition or praise, stickers, etc.

Click or tap here to enter text.

- Edible Reinforcers e.g., drinks, snack, etc.

Click or tap here to enter text.

- Describe the student’s money skills and interest in earning money.

Click or tap here to enter text.

How often does the student appear to need activity or tangible reinforcers in order to maintain appropriate behaviors?  
(place an “x” next to appropriate response)

☐ Weekly?

☐ Daily?

☐ More than once per day? Specify: Click or tap here to enter text.

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### **OPPORTUNITIES FOR SUCCESS IN CURRENT SCHOOL ENVIRONMENT**

- What are the student's interests? Strengths?

Click or tap here to enter text.

- Do they have opportunities at school to engage these interests or strengths? Explain.

Click or tap here to enter text.

- Do adults and peers in the school setting recognize the student's strengths or interests?

Click or tap here to enter text.

### **SUMMARIZE RESULTS OF THE FBA**

- Include methods, major variables thought to be associated with problem behavior(s), antecedent patterns, setting events, motivational hypothesis related to reinforcement, and skills analysis.

Click or tap here to enter text.