

Exceptional Student Services

928-527-6160/FAX 928-527-6181

Flagstaff Unified School District, 3285 East Sparrow Avenue, Flagstaff, AZ 86004

**Functional Behavior Assessment (FBA)**

(e-IEP Pro Version 19; Please Note: Response boxes will expand as information is entered.)

**Evaluator:**

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**Evaluator Title:**

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**I. Student History**

**Summary of Background Information:** (may include family, educational, behavioral history, medical diagnoses, medication(s), physical health, quality of life, reason for FBA, summary of related information from previous formal assessments, etc.)

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**Sources of Information:** (may include information gained from direct observations, interviews with parent(s), teacher(s), and/or student, rating scales, team members, questionnaires, etc.)

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**II. Behavior Information:**

Identify the behavior that impedes the student’s educational and functional performance: (i.e., target behavior)

**Behavior Label:**

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**Operational Definition of Behavior:** (observable, measurable, can be seen, heard and counted)

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**Behavior Frequency and Duration/Baseline Data:** (4 essential components: 1. data collection tool; 2. method of data collection (frequency, duration, intensity, or latency); 3. time period of data collection; 4. analysis/summary of outcome)

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**Setting Event(s):** (i.e., slow triggers, antecedent events that provide the context or "set the stage" for a higher likelihood of target behavior identified if present)

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**Antecedent(s):** (immediate triggers that precede and predict the occurrence of problem behavior and antecedent events in which target behavior is least likely to occur)

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**Behavior Precursor(s):** (any behaviors that may be “tells” or warning signs that indicate target behaviors are imminent)

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**Consequence(s):** (how others respond immediately after target behavior occurs)

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**Hypothesized Function of Behavior:** (an identifiable hypothesis or summary statement is present and includes at least three essential components (e.g., antecedent events, behavior, research-based function (get/obtain or escape/avoid/delay, attention, tangible, tasks, sensory, stimulation))

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**Summary:** (competing pathways, document ABC Chart, replacement behaviors, recommendations, etc.)

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