

Student Name: _____

Date of Meeting: _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student’s behavior to determine the need for a Behavioral Intervention Plan. When used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.

Participant/Title	Participant/Title

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student’s Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

Operational Definition of Target Behavior – Include a description of the frequency, duration and intensity of the behavior.

Setting/Antecedent/Consequences for Behavior		
Setting/Concurrent Events	Antecedents/Triggers	Consequences
Independent seat work	Lack of social attention	Behavior ignored
Group instruction	Demand/request	Reprimand/Warning
Crowded setting	Difficult task	Time-out
Unstructured activity	Transition (task)	Loss of incentives/privileges
Unstructured setting	Transition (setting)	Sent to office
Peer attention	Interruption in routine	Communications with home
Adult attention	Negative social interaction	In-School suspension
Specific task/subject	Consequences imposed for negative behavior	Out-of-School suspension
Other:	Other:	Restraint
Other:	Other:	Other:

Perceived Function of the Behavior		
Escape	Gain	Communicate
Avoid a demand/request	Gain adult attention	to request assistance
Avoid an activity/task (if known)	Gain peer attention	to request a break
Avoid a person	Get sent to preferred adult	to indicate a need
Escape School	Get desired item/activity	to protest
Other:	Other:	to indicate frustration
Other:	Other:	Other:

Behavioral Hypothesis

Potential Incentive/Motivators for the Student