

Functional Behavior Assessment

A Functional Behavioral Assessment (FBA) must be conducted when an IEP team determines that a student's behavior(s) is interfering with his or her learning, or that of other students, or when an Evaluation or Manifestation Determination reveal behavioral needs which need to be addressed. It is the LEA's responsibility to develop an FBA.

Student Name:

Grade:

Date:

Target Behavior(s):

Provide a description of the behavior in observable and measurable terms. Include a description of the intensity, frequency and duration of the problem behavior.

Environmental Variables: *Include a description of environmental factors which may contribute to the behavior (e.g., medical conditions, sleep, diet, scheduling, and social factors.)*

Setting: *Describe the setting in which the behavior occurs (time of day, physical setting, persons involved). Include a description of any relevant events that preceded the target behavior (antecedents).*

Consequences: *Include a description of the consequences that resulted from the target behavior.*

Student Strengths: *Include a description of the student's strengths.*

Alternate Positive Behaviors: *List appropriate behaviors that could help the student meet his/her needs in a more appropriate manner.*

Reinforcement: *Identify items, activities, and events which the student would find rewarding and could be incorporated in the Behavior Intervention Plan to encourage appropriate behavior.*

*What is the **function** of the student's behavior? Why does the student engage in the behavior? Does the student require instruction of the specific skills to perform the expected behavior, or does the student lack motivation to perform?*