

**FUNCTIONAL BEHAVIORAL ASSESSMENT
SUMMARY OF BASELINE DATA**

Student Name: _____ **Evaluator Name:** _____ **Date:** _____

Check the boxes below to indicate what data was collected for use in the development of the FBA; report on the data that directly relates to the problem behavior (including frequency, duration, intensity and/or latency of the problem behavior across settings, activities, people, and times of day).

<p>Sources of Data Used <i>Include source of data (i.e. name and role of person interviewed, name of tool used)</i></p>	<p>Baseline Data (record quantifiable data) <i>Include timeframes (i.e. 5 ODRs over last 4 weeks), relevant information regarding student behavior/ functioning (including parent concerns, student strengths and preferences etc.)</i></p>
<p>Record review:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Office Discipline Referrals (ODRs) <input type="checkbox"/> Suspensions (ISS & OSS) <input type="checkbox"/> % Attendance <input type="checkbox"/> Tardies <input type="checkbox"/> Grades/literacy scores <input type="checkbox"/> Other: _____ 	
<p>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scatter plot <input type="checkbox"/> A-B-C Chart <input type="checkbox"/> % Daily Progress Report points (DPR) <input type="checkbox"/> Other: _____ 	
<p>Interviews:</p> <ul style="list-style-type: none"> <input type="checkbox"/> FACTS (Teachers/staff) _____ <input type="checkbox"/> Student interview _____ <input type="checkbox"/> Family interview _____ <input type="checkbox"/> Other: _____ 	

Functional Behavioral Assessment Individual Student FBA

Indicate type of FBA:

Brief FBA
Complex FBA

Student Name: _____ I.D.#: _____ Date Completed: _____

Information based on multiple sources as appropriate:
(see page 2 for specifics)

Observation of Student
 Student interview
 Parent/Guardian interview
 Student's record review
 Teacher/Related Services Provider
 Other relevant information

5

6

Hypothesis Statement
(Competing Behavior Pathway)

Desired Behavior
(Describe, in concrete/observable terms, what the student should be doing)

Reinforcing Consequence(s) for Desired Behavior
(Based on student's preferences for reinforcement)

4

2

Trigger/Antecedent
(What happens prior to the problem behavior)

1

Problem Behavior(s) w Baseline Data
(Concrete/observable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

3

Maintaining Consequence
(Probable consequences that serve to maintain the behavior)

3b

Function
(Why the student engages in the behaviors that impede learning)

Setting Event
(Condition(s) under which behavior usually occurs)

Student Strengths and Preferences for Reinforcement:

7

Alternative Acceptable Behaviors/Skills to be Taught

Behavioral Intervention Plan Required Yes No
 Safety Plan Required Yes No

FBA/BIP Facilitator: _____ Name/signature
 Team Members: _____ Names/roles