

# Flagstaff Unified School District Functional Behavior Assessment (FBA)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Completed by FBA Team Leader/Psychologist/Counselor: \_\_\_\_\_

## SOURCES OF INFORMATION:

- Direct Observation
- Student Interview
- Teacher Interview
- Parent Interview
- Record Review
- IEP Pro Info
- SWIS Data
- Other (rating scales/surveys)

## RELEVANT BACKGROUND INFORMATION

Current school placement and school year information, Medical Information, Education History, Family History, Quality of Life Issues-i.e. life's challenges: Maslow's hierarchy of needs, etc. Include student's strengths. Has the student expressed concerns/difficulties that may relate to the problem behavior?

## DESCRIBE PROBLEM BEHAVIOR(S) - Identify no more than 3

### Behavior 1:

Describe what the behavior looks, sounds like and ensure that it is measurable and observable and includes frequency, intensity, or duration information. This is considered baseline data that is essential in determining student progress and placement. Brainstorm with the team, and then prioritize which behavior(s) are getting in the way of the student being successful in school.

### Motivating Operations/Setting Events:

This may include things that happened long before the antecedent. Acts like a slow trigger. (Examples: Poor night sleep or lack of breakfast affects how you react when another student has food or when asked to do a task, having a fight with the bus driver before school affects how you react when the teacher asks you to sit down, etc.)

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## Functional Behavior Assessment (FBA) con't.

### **Behavior 1 (continued):**

#### **Triggers/Antecedent:**

Environmental conditions (events, tasks, people) existing prior to and may rapidly trigger the behavior of interest (i.e. remove a preferred activity, sensory activity or attention what happens?) Where is the behavior most likely to occur? What locations?

#### **Consequence(s):**

What happens after problem behavior? Such as outcomes that occur as a result of the targeted behavior occurring (i.e. response by school staff, students and parents). What does the student obtain (i.e. attention, something else?). What does the student avoid? (Demands? Negative interactions?) Describe the current plan or strategies being used. Describe parent/home involvement regarding the student's school behavior.

#### **Function/Hypothesis:**

The purpose or need that the targeted behavior serves. Function identified as: To get/obtain (attention, tangible sensory stimulation) or to escape/avoid/delay (tasks, attention, tangibles).

### **Behavior 2:**

Describe what the behavior looks, sounds like and ensure that it is measurable and observable and includes frequency, intensity, or duration information. This is considered baseline data that is essential in determining student progress and placement. Brainstorm with the team, and then prioritize which behavior(s) are getting in the way of the student being successful in school.

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## Functional Behavior Assessment (FBA) con't.

### **Motivating Operations/Setting Events:**

This may include things that happened long before the antecedent. Acts like a slow trigger. (Examples: Poor night sleep or lack of breakfast affects how you react when another student has food or when asked to do a task, having a fight with the bus driver before school affects how you react when the teacher asks you to sit down, etc.)

### **Behavior 2 (continued):**

#### **Triggers/Antecedent:**

Environmental conditions (events, tasks, people) existing prior to and may rapidly trigger the behavior of interest (i.e. remove a preferred activity, sensory activity or attention what happens?) Where is the behavior most likely to occur? What locations?

#### **Consequence(s):**

What happens after problem behavior? Such as outcomes that occur as a result of the targeted behavior occurring (i.e. response by school staff, students and parents). What does the student obtain (i.e. attention, something else?). What does the student avoid? (Demands? Negative interactions?) Describe the current plan or strategies being used. Describe parent/home involvement regarding the student's school behavior.

#### **Function/Hypothesis:**

The purpose or need that the targeted behavior serves. Function identified as: To get/obtain (attention, tangible sensory stimulation) or to escape/avoid/delay (tasks, attention, tangibles).

Please note: If a 3<sup>rd</sup> behavior is identified please copy the questions and answer using the same format as above.