

**WARREN COUNTY SCHOOLS
Exceptional Children Program**

Functional Behavioral Assessment

Student Name: _____ Date: _____

Teacher Name: _____ School: _____

1. **Identify the strengths** of the child, the family, and the formal and informal support systems (at school and in the community).

Describe any situational events that may be influencing the child's behavior at the present time.

2. **Collection of information** across settings and related to child's behavior at the present.

Recent psychologicals or relevant pertinent information (D.S.S. or court reports). Summarize or attach.

Review of school records (IEPs, disciplinary records, attendance, grades, and achievement information). Summarize or attach.

Observations: (Third party or teacher conducted)

Observation 1: Setting: _____ Time of Day: _____
Describe:

Observation 2: Setting: _____ Time of Day: _____
Describe:

Remember to look at academic tasks, environmental issues, peer relationships/interactions and teacher/child relationship/interaction (ratio of positive to negative interaction).

3. **Identify and define two target behaviors** that most interfere with the student's functioning in the classroom. Estimate or directly observe frequency (how often), intensity (hi-med-low) and duration of each.

Behavior 1: _____

Behavior 2: _____

(Prioritize one)

From the list below indicate the **triggers** (antecedents), **setting events**, and **punishments** that seem to be supporting the current behavior.

- | Triggers | Setting Events | Punishment |
|---|--|--|
| <input type="checkbox"/> Lack of social attention | <input type="checkbox"/> Independent seat work | <input type="checkbox"/> Behavior ignored |
| <input type="checkbox"/> Demand/request | <input type="checkbox"/> Group instruction | <input type="checkbox"/> Reprimand/warning |
| <input type="checkbox"/> Difficult task | <input type="checkbox"/> Crowded setting | <input type="checkbox"/> Time-out |
| <input type="checkbox"/> Transition (task) | <input type="checkbox"/> Unstructured activity | <input type="checkbox"/> Loss of incentives/privileges |
| <input type="checkbox"/> Transition (setting) | <input type="checkbox"/> Unstructured setting | <input type="checkbox"/> Sent to office |
| <input type="checkbox"/> Interruption in routine | <input type="checkbox"/> Peer attention | <input type="checkbox"/> Communications with home |
| <input type="checkbox"/> Negative social interaction | <input type="checkbox"/> Adult attention | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Consequences imposed for negative behavior | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Out of school suspension |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ |

Needs/Functions: What function does the behavior seem to serve for the student? What need is expressed by the behavior?

- | Escape | Attention/Control |
|--|--|
| <input type="checkbox"/> Avoid a demand or request | <input type="checkbox"/> Get desired item/activity |
| <input type="checkbox"/> Avoid an activity/task (if known) | <input type="checkbox"/> Gain adult attention |
| <input type="checkbox"/> Avoid a person | <input type="checkbox"/> Gain peer attention |
| <input type="checkbox"/> Escape the classroom/setting | <input type="checkbox"/> Get sent to preferred adult |
| <input type="checkbox"/> Escape the school | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Other: _____ | |

4. Develop Hypothesis

Define the relationship between the behavior, its function, and the antecedents and consequences. (There may be several different ideas/hypotheses or approaches. All should be considered.)

Pick one hypothesis and develop an intervention that addresses the following:

1. Identification of environment, relational, and instructional variables that can and should be manipulated.
2. Definition of child specific, desirable alternative behavior(s) and how it/they is/are to be taught and implemented.
3. Identification of plans and strategies to reinforce the alternative replacement behavior(s) that is/are chosen.
4. Development of a crisis plan that addresses prevention as well as backup support and transportation issues.

****Attach the Functional Behavioral Assessment and Intervention Plan to the IEP****

Behavioral Goals (state in observable, measurable terms related to target behaviors)

1. _____

2. _____

Signatures

Position

Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____