District 279 FBA Companion

Student Name: _____

Test/Procedure:	Functional Behavior Assessment (FBA)	Completed by:		on	

Required Sources of Information Used to Develop this FBA:
● Teacher Interview(s) ● Parent Interview(s) ● Student Interview ● Observations ● Office Discipline Referrals ● Other: (_____)

Student Strengths:

Problem Behavior(s):   See **Appendix: Working Definitions of Problem Behaviors**

Behavior Type	Working Definition	Specific Behavior Examples
E.g. Defiance	*E.g. Low-intensity failure to follow directions*	*E.g. Says "no" when asked to work*

1. BEHAVIOR SUMMARY TABLE

EXAMPLE	Frequency	Time(s) most likely to occur	Duration
Physical Aggression	● *2-3 times per 40 minute class period* ● *3 times per 30 minute recess, 2 days a week* ● *5+ times every day*	● *3rd hour (9:50-10:30)* ● *12:15-12:20 Transition to Recess* ● *8:40-9:00 upon arrival at school*	● *30 seconds* ● *2-3 minutes*
Behavior Description	Location/Activity		
Punches and kicks peers, Pushes teachers *Slaps peers on tops of head*	*PE, English*		
	Severity (use Severity Guideline above)		
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Behavior #	Frequency	Time(s) most likely to occur	Duration
Behavior Description	Location/Activity		
	Severity (use Severity Guideline above)		

Severity Guideline

Severity Level	Description
1	Mild: Behavior does not significantly interfere with student's learning. Student responds to redirection. Behavior does not impact/distract other students.
2	Behavior may interfere with the student's learning. Student needs multiple redirections but then responds to the redirection.
3	Moderate: Behavior interferes with the student's learning. Student does not respond to multiple redirections. Behavior may impact/disrupt other students.
4	Behavior significantly interferes with the student's learning and affects the learning of other students. Student may engage in verbal aggression and/or property damage but does not cause physical harm to self or another person. The student does not respond to multiple redirections and the behavior escalates.
5	Severe: Behavior significantly interferes with the student's learning and the learning of others. Student engages in aggressive behaviors that do (or are meant to) harm self or others.

2. ANTECEDENTS: TRIGGERS AND ENVIRONMENTAL VARIABLES

What are the triggers that predict when the problem behavior(s) will occur?

Behavior Type	Triggers	Behavior Type	Triggers
	Adult Directed Tasks *Describe:*		Correction or Consequence *Describe:*
	Unstructured Time (academic) *Describe:*		Structured Time (academic) *Describe:*

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	Unstructured Time (non-academic) *Describe:*		Structured Time (non-academic) *Describe:*
	Transitions *Describe:*		Isolated, no-one around *Describe:*
	Peer Interaction *Describe:*		Other:_____

Type of Trigger	Directions for describing
Adult directed tasks	Describe the task in detail (e.g. duration, difficulty for student). What features of it are undesirable to the student, and why is this hypothesized?
Unstructured time (academic or non-academic)	Describe the setting, activities, and who is around
Structured time (academic or non-academic)	Describe the context, who is around, what activities are going on, what behaviors are expected?
Correction or Consequence	Describe who delivers the reprimand, what is said, and the purpose of the correction
Transitions	Describe the activity that is being terminated and the one that is being transitioned to. Identify whether any of the activities are highly preferred or non-preferred, which are structured versus unstructured.
Peer Interaction	Describe the peer interactions impacting the behavior. What features of the interaction might be relevant?
Non-specific trigger	Where did the behavior occur? What features of the environment might be relevant?

Environmental Variables
1. Is there something in the environment that makes the trigger(s) more likely to set off the behavior?
2. Does the behavior occur only when the environmental variable is present? When is the variable present?

Environmental Variables		
____Correction/failure in previous class	____Conflict at home	____Hunger
____Peer interaction (positive/negative)	____Correction from adult earlier in day	____Lack of sleep
____Change in routine	____Homework/assignment not completed	____Medication (missed or taken)

3. CONSEQUENCES

What consequences appear to maintain the problem behavior(s)?

Behavior Type	Consequences	Behavior Type	Consequences
	Obtain adult attention *Describe:*		Avoid adult attention *Describe:*
	Obtain peer attention *Describe:*		Avoid peer attention *Describe:*
	Obtain activity *Describe:*		Avoid difficult tasks *Describe:*
	Obtain sensory stimulation *Describe:*		Avoid sensory stimulation *Describe:*
	Obtain tangible items *Describe:*		Avoid physical effort *Describe:*
	Other:_____		Avoid correction or consequence *Describe:*

Type of Consequence	Directions for describing
Adult or peer attention is obtained or avoided	Define who delivers attention, what they say, and how long the attention typically lasts. What does the student do following this attention—is there a back-and-forth that occurs? Does behavioral escalation occur?
An activity or request follows or is removed	Describe the specific activity including who else is present, what the activity consists of, and how long it lasts.
Tangible items are obtained or removed	Describe the specific item(s) obtained including who else is present and how long the student has access to the item.
Sensory stimulation occurs or is removed	Describe the context, who is around, what activities are going on, what behaviors are expected?
Other consequence	Provide details.

4. FUNCTIONS

Multiple functions may be present in the student's behavior. Functions selected should be directly related to the consequences to the behavior that are presently occurring. If multiple functions are suspected, identify the PRIMARY or MOST COMMON functions of the behavior.

Behavior Type	Functions	Behavior Type	Functions
	Obtain peer attention		Avoid peer attention
	Obtain sensory stimulation		Avoid sensory stimulation
	Obtain activity		Avoid difficult tasks
	Obtain tangible items		Avoid physical effort
	Obtain adult attention		Avoid correction or consequence
	Other:		Avoid positive or neutral adult attention

5. SUMMATIVE HYPOTHESIS STATEMENTS

Create a statement for each target behavior identified.

Example: *Disruption*	*E.g. When in structured academic settings including large group instruction, small group instruction, or seatwork, and given a task demand, Jenny engages in disruption, including blurting off task, chatting with peers, and making disruptive noises, in order to avoid a non-preferred or difficult academic task.*
Behavior #1:	*When [antecedents], [Student] engages in [problem behaviors], in order to [function], due to [skill or performance deficits].*
Behavior #2:	
Behavior #3:	

6. INTERVENTIONS AND STRATEGIES

List proactive interventions and strategies for each target behavior described above.

a) PAST skills taught through previous interventions:

Skill Taught	Description of Intervention	Duration of Intervention	Results

b) CURRENT recommended interventions and strategies:

Setting Event Strategies

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What environmental and instructional accommodations/adaptations can be implemented to address the antecedents to the behavior? These should prevent the occurrence of the behavior.

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E.g. When independent work period begins, teacher will hold mini-conference with student to mutually determine modifications to assignment and due date (based on IEP accommodations).

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Replacement Skills to be Taught:
What replacement skills does the student need to be taught in order to be successful? What replacement behavior would you like to see increase?

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E.g. Instead of leaving the classroom without permission during independent work time, student will tell teacher "I need a break" or make previously arranged nonverbal signal to teacher and wait for permission to leave.

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Consequences for Appropriate Behavior (rewards/incentives):
What will be used to encourage appropriate behavior, specific to student motivators?

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E.g. Extra computer time, Pokémon cards, Excusal from assignments

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Consequences for Inappropriate/Ineffective behavior:
Consequences for inappropriate behavior (should be directly related to the function of the behavior)

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E.g. Missed work made up, Verbal corrections, Planned ignoring by staff

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APPENDIX

Behavior Type	Working Definitions of LOW SEVERITY behaviors
Leaving/Elopement	Student leaves assigned space or room (e.g. Stand up out of desk, walk out of classroom)
Defiance/ Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back (e.g. says "This is stupid" or puts head down, work is not completed)
Negative Verbal Interactions	Student delivers low-intensity, socially rude or dismissive messages to adults or students (e.g. "You're ugly")
Physical Contact	Student engages in non-serious, but inappropriate physical contact (e.g. poking, standing in personal space)
Property Misuse	Student engages in low-intensity misuse of property (e.g. throwing pencils, shaking desks, knocking objects onto the floor)
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, iPad or tablet, MP3 players (e.g. social media applications, games, taking pictures or video)

Behavior Type	Working Definitions of HIGH SEVERITY behaviors
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling, racially offensive or sexually suggestive words, or use of words in an inappropriate way
Bullying	Repeated delivery of verbal or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Refusal/ Insubordination/ Non-Compliance	Student engages in full-out refusal to follow directions or talks back. (e.g. "I'm not going to do this")
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism/Theft	Student participates in an activity that results in destruction, disfigurement, or loss of property.
Leaving/Elopement	Student misses class repeatedly, or leaves the building or grounds.
Self-Injury	Student engages in behaviors that harm self, such as head banging, pinching skin, pulling hair, etc.