**Functional Behavioral Assessment (FBA) Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student’s Name:** | Click here to enter text. | | **School Name:** |  | |
| **Student’s DOB:** |  | | **School District:** |  | |
| **Student’s ID:** |  | | **Date of FBA:** |  | |
|  |  | |  |  | |
| **Data Sources (circle all that apply):** | **Direct Observations** | **Student Interview** | **Teacher Interview** | **Parent Interview** | **Rating Scales** |

**Brief Student Background:**

**Strengths:**

**Educational History:**

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| --- |
| 1. **Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):** |
| 1. **Frequency (how often does behavior occur according to data collected):** |
| 1. **Duration (length of time each episode lasts according to data collected):** |
| 1. **Intensity (Consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale – low intensity, medium intensity, high intensity):** |
| 1. **Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior):** |
| 1. **Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:** |
| 1. **Identify events or times and/or situations when the target behavior does not usually occur:** |
| 1. **Consequences (i.e., how others respond immediately after the problem behavior occurs):** |
| 1. **Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):** |
| 1. **Function of Behavior:**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Attention |  |  | Tangible |  | |  | Escape |  |  | Sensory |  | |
| **Additional Notes (if needed):** |