

Functional Behavior Assessment

For more information on the purpose and use of Functional Behavior Assessments, visit the “How can I differentiate my behavior management plans?” section of the [elementary](#) or [secondary](#) consequence page.

Functional Behavior Assessment: Part 1 (Description)

Date: _____ Case Manager: _____

Student Name: _____ ID: _____ DOB: _____

Data Sources: Observation Student Interview Teacher Interview Parent Interview Rating Scale Normative Testing

Description of Behaviors:
Setting(s) in which the behavior occurs:
Frequency:
Intensity: (Consequences of problem behavior on student, peers, instructional environment):
Duration:
Describe Previous Intervention:
Educational Impact:

Functional Behavior Assessment: Part 2 (Function)

Date: _____ Case Manager: _____

Student Name: _____ ID: _____ DOB: _____

Data Sources: Observation Student Interview Teacher Interview Parent Interview Rating Scale Normative Testing

Function of Behavior: Specify hypothesized function for each area checked below.
Affective Regulation/Emotional Reactivity (Identify emotional factors: anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):
Cognitive Distortions (Identify distorted thoughts, negative self-statements, erroneous interpretations of events that play a role in organizing or directing problem behavior):
Reinforcement (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior) Antecedents: Consequences:

Modeling (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):
Family Issues (Identify family issues that play a part in organizing and directing problem behavior):
Physiological/Constitutional (Identify physiological and/or personality characteristics, developmental disabilities, temperament, that play a part in organizing and directing problem behavior):
Communicate Need (Identify what the student is trying to say through the problem behavior):
Curriculum/Instruction (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):

Functional Behavior Assessment: Part 3 (Behavior Intervention Plan)

Date: _____ Case Manager: _____

Student Name: _____ ID: _____ DOB: _____

Data Sources: Observation Student Interview Teacher Interview Parent Interview Rating Scale Normative Testing

Behavior Number(s)	Expected Outcomes	Intervention(s) & Frequency of Intervention	Person Responsible	Goal/Intervention Review/Notes

Expected Review Dates: Week 10 Week 15 Week 20 Week 25 Week 30 Week 35 Annual

* Review Codes: GA = Goal Achieved; C= Continued; DC = Discontinue