Utah State Board of Education | Safe and Healthy Schools

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

A FILLABLE FORM FOR SUPPORTING BEHAVIOR INTERVENTIONS

April 2024

INTRODUCTION

The following form is intended for use by educators, para-educators, school counselors, etc. in supporting behavior interventions. It was extracted from the Utah State Board of Education's (USBE) technical assistance manual, *Least Restrictive Behavioral Interventions: A School-Based Behavior Guide for Educators, Administrators, and Families* (LRBI), which can be found on the USBE website on the Safe and Healthy Schools page.

Directions for how and when to use this for can be found in "Chapter 6: Supporting Students with Extensive Behavior Needs" of the LRBI.

The form has been made fillable for digital use but can also be printed and used with a pen or pencil.

FORM A: FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

OVERVIEW AND BACKGROUND INFORMATION

STUDENT INFORMATION

Name: Grade:

Date of Birth: Meeting Date:

School: Completed By:

STUDENT STRENGTHS, INTERESTS, AND REINFORCER PREFERENCES

Strengths:	
Interests:	
Reinforcer Preferences:	

BEHAVIORS AND DATA SOURCES

PROBLEM BEHAVIORS EVALUATED IN THIS FBA

Priority	Problem Behavior	Operational Definition	Baseline Data
1			
2			
3			

BASELINE DATA SOURCES

Per the SpEd Rules, at least one baseline measure is required (see SpEd Rule I.E.21.b.)

Type (e.g., frequency, duration, latency, interval, rating scale)	Which Problem Behavior(s) Above Was Measured?	Date Completed

Type (e.g., frequency, duration, latency, interval, rating scale)	Which Problem Behavior(s) Above Was Measured?	Date Completed

OBSERVATION DATA SOURCES

Per the SpEd Rules, at least one direct observation measure is required (see SpEd Rule I.E.21.b.)

Direct/Indirect	Type	Problem behavior measured	Date completed
☐ Direct	☐ ABC ☐ Scatterplot		
☐ Direct	☐ ABC ☐ Scatterplot		
☐ Indirect	☐ Checklist ☐ Interview ☐ Records review ☐ Other:		
☐ Indirect	☐ Checklist ☐ Interview ☐ Records review ☐ Other:		
☐ Indirect	☐ Checklist ☐ Interview ☐ Records review ☐ Other:		

SUMMARY OF RESULTS

ANTECEDENTS

When _____ occurs…	…the student may _[problem behavior]_	Data source(s)

CONSEQUENCES

When the student engages in [problem behavior] …	…the following may occur: _____	Data source(s)

PREVIOUS INTERVENTIONS

Problem behavior	Intervention	Description	Start/end dates	Data collected	Effectiveness
					☐ Ineffective ☐ Partial ☐ Effective
					☐ Ineffective ☐ Partial ☐ Effective
					☐ Ineffective ☐ Partial ☐ Effective

FUNCTION

When the student engages in [problem behavior]_…	…the function of this behavior is likely:	Additional details
	☐ Attention ☐ Escape ☐ Tangible ☐ Sensory/automatic	
	☐ Attention ☐ Escape ☐ Tangible ☐ Sensory/automatic	
	☐ Attention ☐ Escape ☐ Tangible ☐ Sensory/automatic	

Hypothesis Statement

Format example: When (antecedent) occurs, the student may engage in (problem behavior) to get (reinforcing consequence(s) and function).

Replacement Behavior

To satisfy the function of _[function]_...	...rather than engaging in _[problem behavior]...	...the student can: