

Check Attending District:

Enterprise School District #21
201 SE Fourth
Enterprise, OR 97828
541 426-3193

Joseph School District #6
P.O. Box W
Joseph, OR 97846
541 432-7311

Wallowa School District # 12
P.O. Box 425
Wallowa, OR 97885
541 886-2061

Troy School District #54
66247 Redmond Grade Ln
Enterprise, OR 97828
541 828-7788

Student Name _____

Date _____

IDEA '97 requires that a Functional Behavior Assessment (FBA) be conducted when a student's behavior impedes his/her learning or that of others, puts the student or others at risk for injury, or could lead to a change in placement. FBAs apply to all students, not just those identified as having emotional and/or behavioral disabilities. The FBA process involves the collection of data concerning the student's behavior, with the goal of the process being to hypothesize the function or purpose the behavior is serving for the student. Information from the FBA is used to develop a positive behavior intervention plan, or for some other plan for the student.

Functional Behavior Assessment

Strengths

Academics: _____

Behavioral/social: _____

Work habits/study habits: _____

Family/community supports: _____

Student's areas of Greatest Challenge

completing school work following directions interacting with peers interacting with authority figures
 Other _____

History of the Student's Behavior (including medical conditions and treatments that impact behavior):

Positive Behavioral Supports Currently in Place (check all that apply)

Rules and Consequences

school/classroom rules are posted, enforced, and reviewed
 student and parents have been informed of consequences for violation of school/classroom rules/policies

Environmental Considerations

room is arranged to promote positive behavior group and individual learning areas are available in the classroom
 there is calm place where the child can choose to go as necessary distractions are limited

Curricular and Instructional Accommodations

curriculum is at an appropriate level of difficulty instructions are presented orally and in writing with check-ins for student understanding
 assignments are adjusted (e.g., more time, fewer items) instructional approaches are varied
 information is presented in visual/auditory formats study skills and organization skills are taught with breaks
 instruction is broken down into steps and clustered into short-learning segments
 child is offered choices

Communications between Home and School

parents are contacted concerning behavioral incidents behavior report is sent home to parents
 conferences are held with parents home reinforces school behavior

Social Skills

instruction in social communication is provided (e.g., pragmatics) instruction in problem solving is provided (e.g., steps in problem solving and alternative strategies)
 instruction in social skills is provided (e.g., friendship, working in groups)
 instruction in conflict resolution skills is provided (e.g., using I statement, negotiating)

Behavioral Accommodations

classroom routines are clearly established and reviewed student is allowed to move about the room or stand when completing work as appropriate
 behavior management system is in place a behavior contract is implemented
 classroom schedule is clearly established each day self-management techniques are implemented
 students are prepared for transitions daily/weekly charting of behavior paired with reinforcement is in place
 student has permission to remove him/herself from the group when anxious frustrated, angry, etc feedback and reinforcers are provide
 a point or level system is implemented

Student Name _____

Date _____

Comments related to supports currently in place: _____
_____**Identification of the Behavior of Concern**

Check or identify the most important behavior of concern (i.e., the one that interferes most with the student's functioning in the school environment):

is out of seat talks out does not follow directions is withdrawn and/or daydreams
 refuses/fails to complete work is verbally abusive/use inappropriate language teases/threatens/intimidates others cries
 loses control destroys property steals assaults others
 is self-injurious defies authority other: _____

Describe the behavior (Describe specifically what the student does. For example, for "loses control," the description could include that the "student yells, swings limbs, throws objects.")

Analysis of the Behavior Concern

Data collection procedures (check all that apply)

observation interviews/rating scales testing other: _____

House all data charts in the teacher file

Frequency: How often does the behavior of concern occur? times per: hour period day week

Duration: On average, how long does the behavior of concern last? minutes per incident

Intensity: How would you rate the behavior? high intensity medium intensity low intensity
Describe

Where: Check to indicate where the behavior of concern is most likely to occur.

Classroom hallway cafeteria
 playground parking lot gymnasium/sports field
 bathroom locker room bus
 library other: _____

Where does it not occur? _____

Who: Check to indicate who is present when the behavior of concern occurs.

student's friends classmates teacher
 instructional assistant principal/administrator volunteer/tutor
 older students younger students parent
 other: _____

When: Check to indicate when the behavior of concern is most likely to occur

before school after school during extracurricular activities
 before lunch or recess during lunch or recess after lunch or recess
 during morning classes during afternoon classes during passing periods
 during assemblies other: _____

When: If during class, indicate the types of activities during which the behavior of concern is most likely to occur.

during lectures during large group discussions during independent work time
 during group work/labs during long activities during student-choice/directed time
 during transitions when tasks involve gross or fine motor skills when student feels rushed to complete a task
 when student thinks tasks are too difficult/easy/boring other: _____

When does it not occur? _____

Student Name _____

Date _____

Antecedents: Check to indicate events/actions that typically occur prior to the behavior of concern and appear to be triggers.

- | | | |
|--|--|--|
| <input type="checkbox"/> demand/requests made | <input type="checkbox"/> assigned perceived easy/difficult tasks | <input type="checkbox"/> transition to a new task or setting |
| <input type="checkbox"/> consequences are imposed | <input type="checkbox"/> interruption in routine | <input type="checkbox"/> negative social interaction |
| <input type="checkbox"/> redirected by an adult | <input type="checkbox"/> illness/fatigue/hunger | <input type="checkbox"/> change in or lack of medication |
| <input type="checkbox"/> difficulties on the bus | <input type="checkbox"/> student-directed activities | <input type="checkbox"/> provocation by a peer |
| <input type="checkbox"/> difficulties at home or daycare | <input type="checkbox"/> lack of attention by others | <input type="checkbox"/> other: _____ |

Consequences: Check to indicate what happens as a result of the behavior of concern.

- | | | |
|--|--|---|
| <input type="checkbox"/> is ignored by others | <input type="checkbox"/> receives attention | <input type="checkbox"/> is redirected by adults |
| <input type="checkbox"/> loses a privilege | <input type="checkbox"/> is reprimanded and/or given a warning | <input type="checkbox"/> is removed from an activity or setting |
| <input type="checkbox"/> controls and/or stops an activity | <input type="checkbox"/> peers retaliate | <input type="checkbox"/> is sent to the office/counselor |
| <input type="checkbox"/> receives a disciplinary referral | <input type="checkbox"/> is restrained | <input type="checkbox"/> parents are called |
| <input type="checkbox"/> communication sent home | <input type="checkbox"/> is removed or suspended from school | <input type="checkbox"/> police are called |
| <input type="checkbox"/> altered schedule is developed _____ | <input type="checkbox"/> other _____ | |

Hypothesizing the Function of the Behavior

Check possible functions of the behavior of concern that seem to answer the question: "What is the student getting or avoiding by engaging in the behavior?"

- to gain attention of adults and/or peers
- to avoid a demand/request, an activity, a person, or public exposure of poor skills
- to escape from the classroom, campus, and/or from a negative interaction
- to control an activity, person's actions, time on task, or work output
- to retaliate against an adult, peer, and/or parents
- to gain a sense of belonging
- to express emotion
- other: _____

Hypothesis statement: The student is engaging in this behavior in order to _____**This behavior can be attributed primarily to a** **skill deficit** (is mainly an instructional issue). The student does not have the necessary skills to perform the desired behavior **performance deficit** (is mainly a motivational issue). The student has the necessary skill to perform the desired behavior, but fails to do so