

MONTGOMERY COUNTY PUBLIC SCHOOLS

Functional Behavior Assessment (FBA) Fillable Form

Office of Student and Family Support and Engagement
 Office of Special Education
 MONTGOMERY COUNTY PUBLIC SCHOOLS
 Rockville, Maryland 20850

Please complete all sections below. Directions and examples are provided to guide your narratives and the process of completing a Functional Behavioral Assessment.

Assessment Type: Initial Assessment Re-Evaluation

STUDENT DEMOGRAPHIC INFORMATION

Student Name:	Disability (select all that apply)	
DOB:	<input type="checkbox"/> Autism <input type="checkbox"/> Deaf-blindness <input type="checkbox"/> Deafness <input type="checkbox"/> Emotional disability <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Multiple disabilities <input type="checkbox"/> Orthopedic impairment <input type="checkbox"/> Other health impairment <input type="checkbox"/> Specific learning disability <input type="checkbox"/> Speech or language impairment <input type="checkbox"/> Traumatic brain injury <input type="checkbox"/> Visual impairment <input type="checkbox"/> Developmental delay <input type="checkbox"/> Other, specify:	
Grade:		
SASID:		
Residence School:	FBA Requested by:	Special Education: Yes <input type="checkbox"/> No <input type="checkbox"/> Referral initiated <input type="checkbox"/>
Current LRE:	Date of FBA Request: ____/____/____	504 Plan: Yes <input type="checkbox"/> No <input type="checkbox"/>
Service School:	Date of Completed FBA: ____/____/____	Date Parent Consent obtained for the FBA: ____/____/____
Service County:	Date(s) FBA Reviewed/Updated: ____/____/____, ____/____/____	

TEAM MEMBERS

Identify team members who are familiar with the student and can speak to the student's strengths and challenges. At a minimum, include classroom teacher, parent/caregiver, and psychologist/social worker/behavior specialist or related service providers; however, all individuals (e.g., advocates, home therapists) who contribute to the development of the FBA should be documented.

List all Team Members (Names, Titles)

REASON FOR ASSESSMENT (Minimum of 1 required)

Describe the reason for the FBA and provide context for the behavior(s) to be evaluated by the school team. Include a brief summary of previous interventions attempted as well as the impact and timeframe. Provide narrative for each section that applies.

<input type="checkbox"/> The student displays a pattern of repeated and frequent challenging behavior (e.g. aggression, biting, self-injury, property destruction, elopement).	Narrative:
<input type="checkbox"/> The student's behavior has the potential for imminent, serious, physical harm to self and/or others and/or significantly interferes with the learning environment. <i>Note:</i> Imminent, serious, physical harm means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (34 C.F.R. § 300.530(h)(i)(3)).	<p>Has the student been physically restrained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, was parental consent obtained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, consent date: _____</p> <p>Has the student been secluded? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, was parental consent obtained? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, consent date: _____</p> <p>Narrative:</p> <p><i>Note:</i> Restraint and Seclusion (R/S) is to be used in emergency situations ONLY and inclusion on the IEP/BIP (with permission of the parent) does not change the crisis-oriented situation under which R/S may be used [34 C.F.R. § 300.530(h)(i)(3)].</p>
<input type="checkbox"/> The student's behavior has significantly changed—an increase or decrease that requires a review of the functions of the behavior.	Narrative:
The student's behavior is significantly impacting at least one of the following: <input type="checkbox"/> Safety <input type="checkbox"/> Student learning/learning environment <input type="checkbox"/> Peer learning <input type="checkbox"/> Social relationships	Narrative:
<input type="checkbox"/> The student has a disability and has been suspended more than 10 days (cumulative or consecutive).	<p>Has a manifestation meeting been held? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, meeting date: ____/____/____</p> <p>Narrative:</p>
<input type="checkbox"/> The student has repeated, short-term suspensions.	Narrative:
<input type="checkbox"/> The student has not responded to other least restrictive universal interventions (both academic and behavioral).	Narrative:
<input type="checkbox"/> A new assessment is necessary per district requirements.	Narrative:
<input type="checkbox"/> Other Reason(s):	Narrative:

STUDENT BACKGROUND INFORMATION

A brief student history is provided to offer some general information about the student. Narrative is required for each item.

Summarize objective data regarding attendance regarding attendance history, special education history, educational history, and discipline referrals (narrative is required for each item):

Summarize any relevant social history data regarding family history, medical history - including vision and hearing testing, mental health history, and trauma history (narrative is required for each item):

Summarize strengths/protective factors regarding academic, athletic, social and personal life (narrative is required for each item):

Summarize previous interventions including type, duration, and effectiveness:

Additional information:

TARGET BEHAVIORS AND DEFINITIONS *(Minimum of 1, maximum of 3)*

Focus on 1-3 target behaviors. Prioritize the behaviors that cause safety concerns (e.g. headbanging on hard surfaces or repeated biting) and those that significantly interfere with learning (e.g. jumping/diving off classroom furniture or throwing scissors/staplers/books at others) ahead of other behaviors (e.g. ripping paper, dropping to the floor, noncompliance).

Ensure the behavior definitions are specific, observable, and measurable. Each target behavior must be defined so that all observers agree on what the behavior looks like (also note what the behavior does not look like), thus allowing for data to be collected reliably and consistently.

TARGET BEHAVIOR OPERATIONAL DEFINITION

Behavior #1 Operational Definition:

Behavior #2 Operational Definition:

Behavior #3 Operational Definition:

Example: Physical Aggression. Includes: Hitting which is defined as any occurrence of making contact with any part of another person's body with an open hand; any attempts to push/propel classroom furniture in the direction of others in an attempt to make contact with a part of another person's body; and any attempts to hit with an open hand that do not make contact with another person.

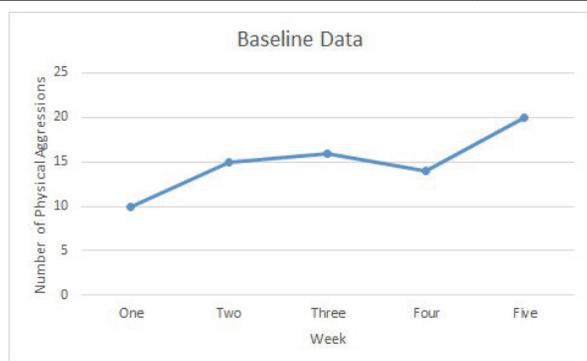
DATA ANALYSIS

Identify the types of data collection methods used, such as Antecedent, Behavior, Consequence (ABC) data sheets or Functional Assessment Screening Tool (FAST) and who collected the baseline data. Interviews with school staff and parents/caregivers should be described, as well as dates and times of direct observations. Check all relevant types of data collected and provide narrative on each section that applies. Data analysis may result in the creation of graphs for visual representation of information (please copy and paste into narrative).

DATA COLLECTION

<input type="checkbox"/> Educational record review, including IEP.	Description:
<input type="checkbox"/> Interviews with teachers, parents/caregivers, service providers, and other school staff who are familiar with the student.	Description:
<input type="checkbox"/> Observational baseline data is collected for a 4–6 weeks (recommended) period of time using any of the following: Qualitative —non-numerical descriptive data points such as student movements, facial expressions, body language, descriptions of the classroom (ABC data sheet, daily behavior chart, etc.); or Quantitative —numerical data such as frequency count of behaviors, duration, etc. (charts or graphs may be copied and pasted, as appropriate).	Description: <i>Note: Multiple forms of data should be collected, to include qualitative and quantitative data, whenever possible.</i>
<input type="checkbox"/> Discipline referrals and/or records.	Description:
<input type="checkbox"/> Psychological assessments.	Description:
<input type="checkbox"/> Cognitive assessments.	Description:
<input type="checkbox"/> REQUIRED: Direct Observation of student. List the name of the person who observed and date(s). Name: Date(s):	Description:

Example: Observational Baseline Data - Johnny shows physical aggression in math and history that includes pushing furniture and hitting peers, occurring 15 times per week on average. Interviews with teachers and other school staff found that triggers appear to be when asked to discontinue preferred activities and when asked to do work. These behaviors resulted in 4 office referrals, 8 classroom time-outs in the sensory room, and loss of computer time 3 times.



ANALYSIS OF BEHAVIOR PATTERNS

Perform antecedent and consequence analysis on the data collected for each target behavior. Consider whether a skill deficit or performance deficit may contribute to the behavior.

ANTECEDENT ANALYSIS

Describe conditions, settings, or events where the behavior is more likely to occur (e.g. argument on the school bus, not getting enough sleep). Describe the conditions, settings or events where the behavior is less likely to occur (e.g. favorite food at lunch time, one-on-one time with a favorite teacher). Describe situations that trigger or escalate the behavior (e.g. extra homework, not getting a preferred item, not getting "his/her" way). Antecedent analysis may result in the creation of graphs for visual representation of information (please copy and paste into narrative).

Antecedent Analysis (for each target behavior):

Example: During both math and history, Johnny verbally taunts and threatens peers instead of working on his assignments. He reacts by cursing when his teachers redirect him to the current assignment. When one of the teachers attempts to have Johnny be a part of class discussions or calls on him to answer a question when his hand is not raised, Johnny will hit one of his peers or push the furniture in the classroom. Class question and answer sessions and requests for involvement in the discussion are antecedents that trigger the challenging behavior.

CONSEQUENCE ANALYSIS

Describe what occurs directly after the behavior that reinforces or maintains that behavior (e.g. attention from a preferred staff, laughter from peers). Also, note any consequence that lessens the behavior (e.g. loss of computer time, peers ignore the behavior). Consequence analysis may result in the creation of graphs for visual representation of information (please copy and paste into narrative).

Consequence Analysis (for each target behavior):

Example: Jonny's teachers try to redirect Johnny when he engages in verbal threats against other students. If he continues the same behavior, he is given a time-out in the sensory room. When Johnny hits his peers or pushes the classroom furniture, he is sent to the office. Johnny is spending a great deal of his math and history classes sitting in the sensory room or in the principal's office. When Johnny is given a time-out or sent to the office, he avoids attending his least favorite classes, math and history.

POTENTIAL FUNCTION OF TARGET BEHAVIOR

Identify the function of each target behavior (unless the behaviors have the same function) after review of background information, data, and observation. Check all relevant boxes and describe for each potential function that applies. This step will help you develop the hypothesis statement in the following section. Make sure to note the behavior associated with each function as it applies.

FUNCTION IS TO GAIN OR OBTAIN

- To gain attention
- To gain access to object or activity
- To gain access to sensory stimulation or other internal factors

FUNCTION IS TO AVOID OR ESCAPE

- To avoid attention
- To avoid object or activity
- To avoid sensory stimulation or other internal factors

Describe the Function of the Behavior (for each target behavior):

Example: The function of Johnny's behavior is to avoid an activity; in this case he is escaping work demands. When the teacher asks Johnny to participate in discussions or answer questions, Johnny hits his peers or pushes furniture so that he will be sent out of the classroom thus avoiding/escaping having to do the classroom work. Johnny is engaging in the behavior to avoid reading in front of peers because he is below reading level and struggles with reading aloud. The teacher gives Johnny a time-out in the sensory room or sends Johnny to the office every time he engages in a challenging behavior; he is engaging in challenging behaviors to avoid his classwork assignment.

HYPOTHESIS STATEMENT

Summarize behavior patterns and the function of each target behavior based on all known information gathered. Make recommendations on how to address the target behavior with interventions based on the behavior patterns and the function of the behavior. Consider whether a skill deficit or performance deficit may contribute to the target behavior. Make sure to note the target behavior associated with each hypothesis.

Hypothesis (for each target behavior):

Example: Johnny has more challenging behaviors in demanding classes like math and history. Johnny struggles with the level of work in those classes. They are long class periods with no breaks. Triggers appear to be when asked to discontinue preferred activities and when asked to do work. These classes are directly after lunch/recess which is Johnny's favorite time of the day. Johnny engages in physical aggression that includes hitting his peers and pushing/propelling furniture. Johnny's physical aggression has resulted in his removal from classes, being sent to the office or time-outs in the sensory room. The function of physical aggression appears to be to avoid work demands. Interventions should consider the following: scheduled or earned breaks, chunking instruction time, additional help with instruction for math and history, coping skills, star chart or token economy to earn rewards after periods of time with no challenging behavior (e.g. one star for 15 minutes of completing schoolwork, 3 stars equals 10 minutes of computer time), offer choices when possible (do you want to do calculation first or word problems?), visual schedule and reminders, preference assessment to find reinforcers, peer tutor/mentor, stress ball or fidget for safe hands

RECOMMENDATIONS

Review all relevant information and data for all target behaviors to recommend whether to proceed with the development of a Behavior Intervention Plan (BIP).

If no BIP is needed, determine during the team meeting whether another type of plan is needed (e.g. student support plan, safety plan) and document the team's decision with supporting data/reasoning.

Yes, BIP is needed.

No, BIP is not needed. Please describe the reason(s) and alternative plan of action:

Describe whether identified supports and strategies in setting/classroom will likely be effective in addressing target behaviors.

Example: The Individualized Education Program (IEP) Team met and decided that, based on the data collected and information reviewed, the completion of a BIP is recommended. Data revealed that physical aggression had a definite pattern of occurring during math and history. The function of the behavior seems to be to avoid work demands. A BIP will need to be developed with strategies to address Johnny's challenging behavior.

Classroom management strategies such as visual supports, dojo point system of rewards, and classroom time-outs in the sensory room have not been effective in addressing Johnny's challenging behavior