# Functional Behavioral Assessment

The FBA addresses the relationship among precipitating conditions, the behavior, its consequences, and the function of the behavior. The FBA also reflects a consideration of all relevant data gathered, both as background information and by using specific assessment techniques.

| Student Name: | Sex:<br>□ Male □ Female | D.O.B. (Mo./Day/Yr.) | Current Grade Level: | Current School: |
|---|---|---|---|---|

**Behavior #_____ Specific Behavior**_____

| Antecedents/Precipitating Conditions: Setting, time, or other situation typically occurring before the behavior. | Specific Behavior: Exactly what the child does or does not do. | Consequences: Events that typically follow the behavior | Function of the Behavior: Hypothesized purpose(s) the behavior serves. |
|---|---|---|---|
| □ Setting (ie: hallway, before school, lunchroom, recess, etc)<br>_____<br><br>□ Response to Directive/Request<br>□ Difficult Task<br>□ Transition from 1 task to another<br>□ Transition from one setting to another<br>□ Interruption (ie: stopping task, fire alarm, etc.)<br>_____<br>□ Peer Provocation<br>□ Response to Re-direction by Staff<br>□ Altered Daily Schedule/Assembly<br>□ Lack of Peer Acceptance (ie: Varying student abilities)<br>□ Inappropriate Response to Typical Situation<br>□ Skill Deficit<br>□ Hungry/Ill/Tired<br><br>□ Other:_____ | | □ Gain teacher attention<br>□ Gain peer attention<br>□ Verbal warning/reprimand<br>□ Loss of privileges(s)<br>_____<br>□ Time out (How long? / When?)<br>_____<br>_____<br>□ Detention (How long?/When?)<br>_____<br>_____<br>□ Removal from class<br>□ ISS / OSS (How long?)<br>_____<br>_____<br>□ Other<br>_____<br>_____ | □ Communication<br><br>□ Escape/Avoidance<br><br>□ Gaining Attention<br><br>□ Expression of Anger<br><br>□ Frustration<br><br>□ Vengeance/Revenge<br><br>□ Seeking of Power/Control<br><br>□ Intimidation<br><br>□ Sensory Stimulation<br><br>□ Relief of Fear/Anxiety<br><br>□ Gain Desired Item (ie: removal from classroom/school)<br><br>□ Peer Acceptance |
| Describe student's strengths with regards to behavior: | | | |
| Describe environments/settings where this student is successful: | | | |

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