MDE FBA TEMPLATE GUIDELINES

Functional Behavioral Assessment (FBA)
Evaluator:
Date:

A FBA is a process to identify the function of a student's behavior. The FBA was completed utilizing a variety of strategies including observations, interviews and a review of records.

Problem Behavior(s):
- Target the most concerning behaviors (1-2)
- Be specific and operational
- Definitions should be observable and measureable
- Should be clear enough that anyone could recognize the behavior without uncertainty

Events, times, and situations that predict the occurrence and nonoccurrence of the behavior(s):
- Be specific about when the behavior occurs AND when it does not occur:
  - Time of day
  - Location
  - If others are involved (e.g., male peer, female peer, male staff, female staff,
  - etc.)
  - Setting events

Antecedents:
- This refers to what occurs before the behavior that predicts that the behavior will likely occur (antecedent)
- *These typically can be controlled or changed to increase or decrease behaviors*

Possible functions of the behavior(s):
- What happens after the behavior occurs that affects whether or not it will occur again?
- What variables may be increasing the likelihood of the behavior repeating?
- What is the student obtaining or escaping when engaging in the behavior? Or what is the outcome? If unsure, you may need more data.

Possible positive alternative behavior(s):
- What are possible replacement behaviors? Or alternative ways for the student to gain a similar outcome (have the same function) that are acceptable to staff?

Hypothesis or possible reasons for the behavior and a summary statement regarding behavioral patterns through tracking the behavior(s):
- These are brainstormed ideas of what the purpose of the behavior may be based on data gathered
  - What is the skills deficit that is causing the behavior?
    - The PBSP/BIP should include directly teaching these skills to the student
- These provide ideas for why the student engages in a behavior and can help throughout the process of changing the behavior by adjusting the PBSP or BIP to address the appropriate reason (function) that is driving a student's behavior
- Hypothesis Statement
  - When _____ (antecedent), the student will _____ (behavior) to _____ (consequence/function). (This is most likely to occur if _____ (setting event).)**If a setting event is apparent.