

**Bellows Free Academy**  
**Functional Behavioral Assessment (FBA)**

Student's Name: \_\_\_\_\_

Grade \_\_\_\_\_ Date: \_\_\_\_\_

7 UgYA UbUj Yf aaaaaaaaaaaaaaaaaaaaaaaaaaaaaa Complete all sections of the form 0

**Describe the behavior:** (Observable, measurable, and specific.)

  
  
  
  
  
  
  
  
  
  

**Identify target behavior:** (ONE behavior targeted for intervention.)

  
  
  
  
  
  
  
  
  
  

**Baseline data:** (How often does behavior occur? What is the frequency and duration?)

  
  
  
  
  
  
  
  
  
  

**Antecedents:** (What happens before the behavior occurs?)

<p>What is likely to "set off" or precede the problem behavior? <b>WHEN</b> is the problem behavior most likely to occur?</p> <p><input type="checkbox"/> Morning — approximate time(s) _____</p> <p><input type="checkbox"/> Afternoon — approximate time(s) _____</p> <p><input type="checkbox"/> Before/after school <input type="checkbox"/> Lunch/recess</p> <p><input type="checkbox"/> <i>Time of day does not seem to affect this behavior</i></p> <p><b>WHERE</b> is the problem most likely to occur?</p> <p><input type="checkbox"/> Reg. Ed. classroom <input type="checkbox"/> Spec. Ed. classroom</p> <p><input type="checkbox"/> Hallways <input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> <i>Location does not seem to affect this behavior</i></p> <p>During what <b>SUBJECT/ACTIVITY</b> is the problem behavior most likely to occur?</p> <p><input type="checkbox"/> Subject(s) _____</p> <p><input type="checkbox"/> Unconstructed activities <input type="checkbox"/> Seatwork</p> <p><input type="checkbox"/> Group Activities <input type="checkbox"/> Transitions</p> <p><input type="checkbox"/> Lesson presentations <input type="checkbox"/> Task explanations</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> <i>Subject/activity does not seem to affect this behavior</i></p>	<p>The <b>PEOPLE</b> that are present when the problem behavior is most likely to occur include:</p> <p><input type="checkbox"/> Teacher <input type="checkbox"/> Classmates</p> <p><input type="checkbox"/> Other Staff <input type="checkbox"/> Other peers</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> <i>Subject/activity does not seem to affect this Behavior</i></p> <p>Are there <b>OTHER EVENTS</b> or <b>CONDITIONS</b> that immediately precede the problem behavior?</p> <p><input type="checkbox"/> A demand or request</p> <p><input type="checkbox"/> Unexpected changes in schedule or routine</p> <p><input type="checkbox"/> Consequences imposed for behavior</p> <p><input type="checkbox"/> Comments/teasing from other students</p> <p><input type="checkbox"/> _____</p> <p>When is the student most successful? When <b>DOESN'T</b> the problem behavior occur? _____</p> <p>____Jan does well during art, lunch, and PE. _____</p> <p>_____</p> <p>_____</p>
--	---

**Consequences:** (What happens after the behavior occurs? What changes to instruction, choices, environment, etc., are needed to decrease or prevent the occurrence of the problem behavior?)

What does the student obtain when she/he demonstrates the problem behavior?  
 The student **GAINS**:

- Teacher/adult attention
- Peer attention
- Desired item or activity
- Control over others or situation
- Self Stimulation
- \_\_\_\_\_

The student **AVOIDS** or **ESCAPES**:

- Teacher/adult attention
- Peer attention
- Non-preferred activity, task or setting
- A difficult task or frustrating situation
- \_\_\_\_\_

What has been tried thus far to change the problem behavior?

- This is a first occurrence and will be addressed through this FBA and Behavior Intervention Plan.
- Implemented rules and consequences for behavior are posted.
- Implemented behavior or academic contract.
- Implemented home/school communication system.
- Adapted curriculum — How? \_\_\_\_\_
- Modified instruction — How? \_\_\_\_\_
- Adjusted schedule — How? \_\_\_\_\_
- Conference with parents — Dates? \_\_\_\_\_
- Sent student to office — Dates? \_\_\_\_\_

**Function of the Problem Behavior:** (Why is the student acting this way? What does the student gain or avoid by this behavior?)

When \_\_\_\_\_  
(Summarize antecedents)

This student \_\_\_\_\_  
(Identify the problem behavior)

In order to \_\_\_\_\_  
(What student wishes to gain or avoid)

**Examples:**

1. When in the halls before school, after school and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.
2. When working on independent seatwork during his/her regular education math class, this student puts his/her

**Replacement Behavior:** Identify the behavior that the student will perform in place of the problem behavior. Examples include short break, choice of work tasks, preferred activities or interests, peer interaction skills, sensory break, socially appropriate behavior, coping skills, techniques to deal with frustrating situations, etc.

Rather than \_\_\_\_\_  
(Identify the problem behavior)

I want this student to: \_\_\_\_\_  
(Define replacement behavior)

This definition is  Observable  Measurable

**Examples:**

1. Rather than pushing students and threatening to beat them up, I want this student to walk in halls with hands on his/her side and say "hello" to those with whom he/she wishes to interact.
2. Rather than putting his/her head on his/her desk because he/she doesn't know how to do a problem, I want this student to raise his/her hand.