**Functional Behavior Assessment Summary Sheet**

| **Step 1: Student Information and Support Team Information** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Last name:** | | | **First name:** | | | **Gender:** | | | **Age:** | | | | | | **Grade:** | | | | | | **Date Started:** | | |
| **School:** | | | | | | * **Student has an IEP** * **Student is an English Learner** | | | | | | | | | | | | **Does this student receive SPED services?** | | | | | |
| * Yes | | | * No | | |
| **If yes, SPED Eligibility Category:** | | | | | |
| **Team Members:**   * Parent * General Education Teacher * Special Education Teacher | | | | | | | | * Related Service Provider * School Psychologist * Licensed Behavior Analyst | | | | | | | | * Student * Other School Personnel (list:  ) | | | | | | | |
| **Team Lead:** | | | | | | | | | | | | **Team Lead Title:** | | | | | | | | | | | |
| **Reason(s) the FBA was conducted** (check all that apply):   * The student receiving Special Education or Related Services engaged in conduct that resulted in a change of placement and the LEA, the Parent, and relevant IEP team members determined that conduct was a manifestation of the student’s disability. * The IEP provides for the use of restraint or isolation. * The student exhibits a pattern of behavior that impedes their learning or that of others. * The student exhibits a pattern of behavior that places the student or others at risk of harm or injury. * The student’s IEP team is considering a more restrictive placement as the result of the student’s behavior. * The IEP team determined that an FBA was appropriate. * The student receiving Special Education and Related Services is removed from their current placement for more than 10 consecutive school days for behavior *not* determined to be a manifestation of the student’s disability. * The student receiving Special Education and Related Services is removed to an interim alternative education setting for up to 45 school days for weapons, drugs, or serious bodily injury, *irrespective* of whether the student’s behavior is a manifestation of the student’s disability. | | | | | | | | | | | | | | | | | | | | | | | |

| **Step 2: Data Gathered to Understand Target Behavior** | | | | |
| --- | --- | --- | --- | --- |
| **Item Reviewed** | Staff Interview | Family Interview | Student Interview | Record Review |
| **Date Completed** |  |  |  |  |

| **Step 3: Target Behavior(s)** (If more than one behavior is included, identify which one is the top priority) |
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| Target Behavior Definition(s): |

| **Step 4: Summary of Interviews and Record Reviews** (attach supporting documentation) | |
| --- | --- |
| **Summary of Staff Interview**  During insert target routine, insert student name is likely to insert challenging behavior(s), when s/he insert details of antecedent conditions that trigger behavior, and we believe that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events. | |
| **Summary of Record Review**  Were any skill deficits identified (e.g., academic, adaptive behavior, speech and language, mobility) that contribute to the target behavior?  When reviewing the student’s record, what are documented concerns regarding the student’s behavior or previous interventions used to support the student included in the review *(e.g., Office Discipline Referrals, Behavior Intervention Plans, teacher nominations, universal behavior screener scores)?* | |
| If the student has an IEP, does a skill deficit contribute to the target behavior? | |
| * *Yes* | * *No* |
| *If yes, the IEP must include measurable annual goal(s) to address the skill deficit.* | |

| **Step 5: Systematic Observation** (attach observation forms as documentation) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Date(s) Completed:  Total count of target behaviors observed (this number should match the denominators in the ratios below): | | | | | |
| **Activity** | | **Antecedent** | | **Consequence** | |
| List most frequently occurring activity: | | List most frequently occurring antecedent: | | List most frequently occurring consequence: | |
| Ratio / | | Ratio / | | Ratio / | |
| Does the summary of systematic observation match the staff interview summary of behavior (Step 4)?   * Yes * No (if no, conduct another systematic observation or review staff interview(s)) | | | | | |

| **Step 6: Hypothesized Function**  Based on all available data (e.g., interviews, record reviews, observations), indicate the hypothesized function(s) of the target behavior below. | |
| --- | --- |
| **Seek/Obtain** | **Avoid/Escape** |
| * Adult Attention * Peer Attention * Activities/Tasks * Items/Materials * Sensory Stimulation | * Adult Attention * Peer Attention * Activities/Tasks * Items/Materials * Sensory Stimulation |

| **Step 7: Summary of Baseline Data** (attach baseline data as documentation) | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Check the type of data collected** | | | | | | | | | | |
| * Rate (count/time) | | * Time Sampling | | * Duration | | | * Direct Behavior Rating | | * Trial Based | |
| **Enter at least 3 baseline data points into the table below and calculate the baseline average** | | | | | | | | | | |
| Data #1  Date: | Data #2  Date: | | Data #3  Date: | | Data #4  Date: | Data #5  Date: | | Data #6  Date: | | Average |
|  |  | |  | |  |  | |  | |  |

**Acknowledgements:**

Adapted from Lohman, S. and Borgmeier, C. (2010). [Practical FBA Handbook](https://assets-global.website-files.com/5d3725188825e071f1670246/5da4e87901ad6fcb1df7c8de_PracticalFBA_TrainingManual.pdf)

Special Education Programs and Services, Functional Behavioral Assessments and Behavior Intervention Plans § 0520-01-09.24 (2022).<https://tinyurl.com/54d3yhe9>

| **Step 8: Competing Behavior Pathway** |
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|  | | | | **Desired Behavior** |  | **Consequence/Outcome** | |
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| **Setting Event** |  | **Antecedent** |  | **Target Behavior** |  | **Consequence**  **Function** | |
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| **Replacement** |  |
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