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| **Step 1: Student Information, Assessment Team Information, and Reason for Conducting FBA** | | | | | | |
| **Student Name:** | **Date of Birth:** | **School:** | | **Grade:** | **Gender:** | **Student ID:** |
| **Date of Parental Consent for FBA:**  **Date of FBA completion:**  \*FBAs must be completed within 60 calendar days of consent. | | | **Educational Support Information (check all that apply):**  Student has a 504 plan.  Student has an Individualized Education Program (IEP).  Student is an English Language Learner.  Student receives Special Education Services. If so, add eligibility category here: | | | |
| **Assessment Team**  An FBA shall be conducted by a group of at least three (3) individuals knowledgeable about the student. To the extent possible, the FBA process shall be led by a school psychologist, Licensed Behavior Analyst, or other school personnel trained to conduct FBAs. (T.C.A. § 0520-01-09-.24) | | | | | | |
| **Team Lead Role:**       **Team Lead Name:** | | | | | | |
| Parent(s)/Caregiver(s): | | | | | | |
| Student: | | | | | | |
| Special Education Teacher: | | | | | | |
| General Education Teacher: | | | | | | |
| Related Service Provider: | | | | | | |
| School Psychologist: | | | | | | |
| Behavior Specialist: | | | | | | |
| Administrator: | | | | | | |
| Other: | | | | | | |
| **Reason(s) for conducting an FBA (check all that apply):** | | | | | | |
| The student receiving Special Education or Related Services engaged in conduct that resulted in a change of placement and the Local Education Agency (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. | | | | | | |

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| **Step 2: Definition of Target Behavior(s)**  Target behavior(s) are behaviors that will be assessed through the FBA. These behaviors require frequent and ongoing data collection. Prioritize behaviors that score a Risk Factor of 2 or 3 and define them below. | | |
| **Target Behavior Label and Definition**   * Ensure that the definition is objective and observable. * Define dangerous and nondangerous behaviors separately. * Include examples and nonexamples in each definition. | **Risk Factor**  1 = Does not pose risk of harm or injury AND does not impede learning  2 = Impedes student’s learning or that of others  3 = Places the student or others at risk of harm or injury | **Precursor Behaviors**  (nondangerous behaviors/warning signs that typically precede the target behavior)  These behaviors help inform intervention, but they do not require data collection. |
| **Target Behavior 1** | 1  2  3 |  |
| **Target Behavior 2** | 1  2  3 |  |
| **Target Behavior 3** | 1  2  3 |  |

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| **Step 3: Baseline Data** (attach baseline data as documentation)  Baseline data represents the prevalence of target behavior. Review acceptable types of baseline data below. | | | | | | | |
| **Time Sampling** (percentage of intervals) | | | **Duration** (length of time) | | | | |
| **Frequency** (count/day) | | | **Direct Behavior Rating scale** (teacher rating scale) | | | | |
| **Rate** (count/unit of time) | | | **Trial-based** (percentage of opportunities) | | | | |
| **Enter at least 3 baseline data points for each target behavior and calculate the baseline average.** | | | | | | | |
|  | **Data #1** | **Data #2** | **Data #3** | **Data #4** | **Data #5** | **Data #6** | **Average** |
| Behavior 1:  Type of Data:  Date Range: |  |  |  |  |  |  |  |
| Behavior 1:  Type of Data:  Date Range: |  |  |  |  |  |  |  |
| Behavior 1:  Type of Data:  Date Range: |  |  |  |  |  |  |  |

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| **Step 4: Indirect Assessment Tools and Preference Assessment(s)** | | | | |
| **Tool:** | Staff Interview(s) | Caregiver Interview(s) | Student Interview and/ or Preference Assessment | Record Review |
| **Date(s) Completed:** |  |  |  |  |

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| **Step 5: Summary of Indirect Assessment and Preference Assessment** (attach supporting documentation)  Summarize the findings of interviews, ratings scales, and preference assessment(s). Include the type or name of the assessment tool used (example: Functional Assessment Checklist for Teachers and Staff interview (FACTs), free-operant preference assessment, etc.). |
| **Summary of Staff Interview(s)** (if none, provide explanation and document attempts made)    Functional Hypothesis Statements from Staff Interview(s):   * **Behavior 1:** During insert activity, insert student name is likely to display insert behavior 1 when insert details of antecedent conditions that trigger behavior, and data supports that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events. * **Behavior 2:** During insert activity, insert student name is likely to display insert behavior 2 when insert details of antecedent conditions that trigger behavior, and data supports that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events. * **Behavior 3:** During insert activity, insert student name is likely to display insert behavior 3 when insert details of antecedent conditions that trigger behavior, and data supports 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 Caregiver Interview** (if none, provide explanation and document attempts made)    **Summary of Student Interview and/or Preference Assessment** (if none, provided explanation and document attempts made) |
| **Summary of Record Review**  Are there any reported medical conditions that may impact behavior?    What interventions or supports were previously implemented, and how did they impact target behaviors?    Has the student been subject to any disciplinary action due to behavior? If so, describe.    Has the student’s attendance been satisfactory? If not, describe what supports have been provided to improve attendance.    Are there any other relevant factors to report from the Record Review?    **Skill Deficit Identification**  **Does a skill deficit contribute to the occurrence of target behavior(s) (e.g., academic, adaptive, speech and language, mobility, social/emotional behavior)?**  **yes**  **no**  If yes, describe the deficit(s) and the impact on target behavior(s).    Note: If the student has an IEP and there is a skill deficit that contributes to behavior, the IEP must include measurable annual goal(s) to address the skill deficit(s). |

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| **Step 6: Systematic Observation Summary** (attach observation forms as documentation)  Commonly referred to as Antecedent, Behavior, Consequence (ABC) data  \*Note: The most common activity, antecedent, and consequence for each behavior is required. The second most common is optional and should be reported if applicable. | | | |
| **Date(s) of Observation**: | **Activity** | **Antecedent** | **Consequence** |
| **Behavior 1**:  How many times was this behavior observed during the ABC observation? | Most common activity:  Ratio:      /  Second most common activity:  Ratio:      / | Most common antecedent:  Ratio:      /  Second most common antecedent:  Ratio:      / | Most common consequence:  Ratio:      /  Second most common consequence:  Ratio:      / |
| **Behavior 2**:  How many times was this behavior observed during the ABC observation? | Most common activity:  Ratio:      /  Second most common activity:  Ratio:      / | Most common antecedent:  Ratio:      /  Second most common antecedent:  Ratio:      / | Most common consequence:  Ratio:      /  Second most common consequence:  Ratio:      / |
| **Behavior 3**:  How many times was this behavior observed during the ABC observation? | | Most common activity:  Ratio:      /  Second most common activity:  Ratio:      / | Most common antecedent:  Ratio:      /  Second most common antecedent:  Ratio:      / | Most common consequence:  Ratio:      /  Second most common consequence:  Ratio:      / |
| Does the systematic observation data align with the findings of the indirect assessment data (Step 5)?  Yes  No  If no, conduct additional observations or interviews and discuss with assessment team to determine next steps. | | | | |

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| **Step 7: Hypothesized Function of Target Behaviors**  Based on all available data (e.g., interviews, record reviews, observations), indicate the hypothesized function(s) of the target behavior(s) below. | |
| **Behavior 1** | During insert activity, insert student name is likely to display insert behavior 1 when insert details of antecedent conditions that trigger behavior, and data supports that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events.  A skill deficit in the area(s) of       may also contribute to the occurrence of this behavior. This skill deficit is being addressed through an IEP goal. |
| **Behavior 2** | During insert activity, insert student name is likely to display insert behavior 2 when insert details of antecedent conditions that trigger behavior, and data supports that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events.  A skill deficit in the area(s) of       may also contribute to the occurrence of this behavior. This skill deficit is being addressed through an IEP goal. |
| **Behavior 3** | During insert activity, insert student name is likely to display insert behavior 3 when insert details of antecedent conditions that trigger behavior, and data supports that s/he does this to insert details of consequence/function. It is more likely to occur when insert details of setting events.  A skill deficit in the area(s) of       may also contribute to the occurrence of this behavior. This skill deficit is being addressed through an IEP goal. |

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| **Step 8: Outcome Summary**  Indicate whether each behavior will be addressed through a Behavior Intervention Plan (BIP) or through other supports.   * A BIP is required for behaviors that place the student or others at risk of harm or injury and for behaviors that impede learning. * Behaviors that do not place the student or others at risk of harm or injury and behaviors that do not impede learning may be addressed through other supports. | **Behavior Intervention Plan (BIP)** | **Other Supports**  Schoolwide supports  IEP goals  Informal behavior plan  Other |
| **Behavior 1:** |  |  |
| **Behavior 2:** |  |  |
| **Behavior 3:** |  |  |

**Acknowledgements:**

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