Functional Behavioral Assessment (FBA) Summary Report

Part 1: STUDENT BACKGROUND INFORMATION

Date: _____   LEA number: _____
Residence School: _____   Grade: _____
Service County: _____
Service School: _____
Student Name: _____   Local Student ID: _____
DOB: _____   SASID: _____

Special Education: ☐ Yes ☐ No ☐ Referral initiated

Disability:

Current Placement: _____

504 Plan: ☐ Yes ☑ No

Reason for Assessment:

Briefly describe why an FBA has been requested:

_____
_____

Relevant Student History:

School information (e.g., attendance history, disciplinary referrals, educational assessments)

_____
_____

Previous behavioral concerns:

_____
_____

Interventions* previously tried:	Impact(s) on student behavior:

*attach intervention protocol or description as appropriate

Medical history:

_____
_____

Family concerns:

_____
_____

Academic concerns:

_____

_____

Student Talents/Strengths/Interests:

Academic:

_____

_____

Social:

_____

_____

Personal:

_____

_____

Other:

_____

_____

Part 2: BEHAVIORAL DEFINITION

Clearly define the specific behavior(s) of concern. Select no more than three behaviors as the focus of this assessment. Choose behaviors that interfere with the student's learning, social relationships, and/or participation in school. Write specific actions or examples of acts or words; do NOT write adjectives or medical conditions. Define each behavior in observable and measurable terms.

1.

2.

3.

Part 3: BEHAVIORAL DATA

Data Sources

Educational Record Review		Interviews	
☐	Academic Records/Report Cards	☐	Parent(s)/Guardian(s)
☐	Educational Assessment	☐	Student
☐	Psychological Assessment	☐	Classroom Teacher(s)
☐	Disciplinary records from previous years	☐	Special Educator
☐	Previous FBA or Behavioral Intervention Plan	☐	Other
☐	IEP	☐	Other

☐	Other	☐	Other

Observational Data		**Structured Ratings**	
☐	Anecdotal Reports of Behavior Incidents	☐	Reinforcement Assessment/Interest Inventory
☐	A-B-C Data	☐	Motivation Assessment
☐	Behavior Checklist	☐	Social Skills Assessment
☐	Scatterplot/Frequency Data	☐	Behavior Rating Scale
☐	Other	☐	Other

Behavioral Patterns

*Influencing Conditions and/or setting events where the behavior is **MORE** likely to occur (e.g., time of day, activity, change in routine, class, people present, medical condition, environmental condition, fatigue, etc.):*

Behavior 1:

Behavior 2:

Behavior 3:

*Influencing Conditions and/or setting events where the behavior is **LESS** likely to occur (e.g., time of day, activity, change in routine, class, people present, medical condition, environmental condition, fatigue, etc.):*

Behavior 1:

Behavior 2:

Behavior 3:

*Are there situations that **trigger** or escalate the behavior?*

Behavior 1:

Behavior 2:

Behavior 3:

Most frequent response of adults *following the behavior:*

Behavior 1:

Behavior 2:

Behavior 3:

Most frequent response of peers *following the behavior:*

Behavior 1:

Behavior 2:

Behavior 3:

Behavior Rate:

Behavior 1: Data obtained from _____ to _____

Behavior 2: Data obtained from _____ to _____

Behavior 3: Data obtained from _____ to _____

Insert the frequency or duration of the behavior, according to the type of data collected:

Average rate	Frequency	Per (time)	Duration		Other Behavior Rate Obtained:
Behavior 1:		☐ hour ☐ day ☐ week ☐ month		☐ minutes ☐ hours ☐ days ☐ other	
Behavior 2:		☐ hour ☐ day ☐ week ☐ month		☐ minutes ☐ hours ☐ days ☐ other	
Behavior 3:		☐ hour ☐ day ☐ week ☐ month		☐ minutes ☐ hours ☐ days ☐ other	

Part 4: POSSIBLE BEHAVIORAL FUNCTION

Behavior 1:

Obtain/Gain		**Avoid or Escape**	
☐	Adult Attention	☐	Adult Attention
☐	Peer Attention	☐	Peer Attention
☐	Access to/use an activity, object, event	☐	Participating in/using an activity, object, event
☐	Sensory input	☐	Sensory input

Behavior 2:

Obtain/Gain		**Avoid or Escape**	
☐	Adult Attention	☐	Adult Attention
☐	Peer Attention	☐	Peer Attention
☐	Access to/use an activity, object, event	☐	Participating in/using an activity, object, event
☐	Sensory input	☐	Sensory input

Behavior 3:

Obtain/Gain		Avoid or Escape	
☐	Adult Attention	☐	Adult Attention
☐	Peer Attention	☐	Peer Attention
☐	Access to/use an activity, object, event	☐	Participating in/using an activity, object, event
☐	Sensory input	☐	Sensory input

Summary Statement(s):

When (trigger conditions):
The student is likely to (Behavior 1):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

When (trigger conditions):
The student is likely to (Behavior 2):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

When (trigger conditions):
The student is likely to (Behavior 3):
In order to (function):
This is more likely to occur when (influencing conditions or setting events):

Part 5: RECOMMENDATIONS AND GOALS

Supports that might help to prevent this behavior:

Behavior 1:

Behavior 2:

Behavior 3:

Alternative/Replacement Behavior that could achieve the same function:

_____
_____

Desired Behavior:

_____
_____

TEAM members contributing to this Functional Behavior Assessment (FBA)

Name	Title

This document was developed collaboratively by the MSDE, DSE/EIS and the MCIE.