

Student Name:

Grade:

Date:

D.O.B.:

**FUNCTIONAL BEHAVIORAL ASSESSMENT**

**Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. If used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.**

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

**Participant/Title**

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STUDENT STRENGTHS - Include a description of behavioral strengths (e.g., ignores inappropriate behaviors of peers, positive interactions with staff, accepts responsibility, etc.).

OPERATIONAL DEFINITION OF TARGET BEHAVIOR - Include a description of the frequency, duration and intensity of the behavior.

SETTING - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

ANTECEDENTS - Include a description of the relevant events that preceded the target behavior.

CONSEQUENCES - Include a description of the result of the target behavior(e.g. removed from the classroom and did not complete assignment. What is the payoff for the student?).

ENVIRONMENTAL VARIABLES - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, sleep, diet, social factors).

HYPOTHESIS OF BEHAVIORAL FUNCTION - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

**Is this behavior a [ ] Skill Deficit or a [ ] Performance Deficit**

**Skill Deficit:** The student does not know how to perform the desired behavior.

**Performance Deficit:** The student knows how to perform the desired behavior, but does not consistently do so.