

SBCSC Functional Behavioral Assessment

Student: _____	School: _____	Date: _____
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Team Members:

(Teacher, parent, student must be involved in the process)

Parent: _____ Other: _____
 Student: _____ Other: _____
 Teacher: _____ Other: _____

Sources of Information: (List date competed and attach to FBA)

<input type="checkbox"/> Behavior Data Review (Required) _____ Date Completed _____ <input type="checkbox"/> Parent Interview (Required) _____ <input type="checkbox"/> Teacher Interview (Required) _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Behavior Observations _____ Date Completed _____ <input type="checkbox"/> Student Interview (School aged) _____ <input type="checkbox"/> Cum File Review _____
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Strengths of the Student Identify at least three (3) student strengths:

<input type="checkbox"/> self-disciplined	<input type="checkbox"/> trustworthy	<input type="checkbox"/> demonstrates leadership
<input type="checkbox"/> positive attitude about school	<input type="checkbox"/> works hard/motivated	<input type="checkbox"/> respectful
<input type="checkbox"/> independent worker	<input type="checkbox"/> focused on goals	<input type="checkbox"/> sense of humor
<input type="checkbox"/> handles conflicts well	<input type="checkbox"/> manages time well	<input type="checkbox"/> athletic talent
<input type="checkbox"/> artistic/musical talent	<input type="checkbox"/> verbal expression	<input type="checkbox"/> academic ability
<input type="checkbox"/> add others we discussed		
other _____		

Describe behavior(s) of concern:

Setting Events/Academic/Emotional Regulation/ Medical or Physical/Safety	Lagging Thinking Skills and other Contributing Factors
<p>Setting Events/Academic (check all that apply)</p> <p>Reading <input type="checkbox"/> above <input type="checkbox"/> at <input type="checkbox"/> below <input type="checkbox"/> significantly below Writing <input type="checkbox"/> above <input type="checkbox"/> at <input type="checkbox"/> below <input type="checkbox"/> significantly below Math <input type="checkbox"/> above <input type="checkbox"/> at <input type="checkbox"/> below <input type="checkbox"/> significantly below</p> <p>Learning style <input type="checkbox"/> visual <input type="checkbox"/> auditory/verbal <input type="checkbox"/> tactile/kinesthetic</p> <p>School attendance <input type="checkbox"/> Good <input type="checkbox"/> Poor # of absences _____ <input type="checkbox"/> frequently tardy # of tardies: _____ <input type="checkbox"/> frequent moves</p> <p>Setting Events/Emotional regulation</p> <p><input type="checkbox"/> Student/staff interactions <input type="checkbox"/> Student/staff interactions <input type="checkbox"/> Organization <input type="checkbox"/> Attention span <input type="checkbox"/> Language development</p> <p>Setting Events/Medical or Physical</p> <p><input type="checkbox"/> vision <input type="checkbox"/> hearing <input type="checkbox"/> fine/gross motor <input type="checkbox"/> somatic complaints <input type="checkbox"/> personal care</p>	<p>Consider:</p> <p>Language and communication skills Attention and working memory skills Emotion and self-regulation skills Cognitive flexibility skills Social thinking skills</p> <p>What student characteristics might be related to the concern?</p> <p>What curriculum issues might be related to the concern?</p> <p>What peer issues might be related to the concern?</p> <p>What home/community issues might be related to the concern?</p> <p>What staff issues might be related to the concern?</p>

<input type="checkbox"/> physical health <input type="checkbox"/> medication Specify concern _____ _____ _____ Safety concerns: _____ _____	
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Supports and Interventions currently being provided or tried for a period of time (indicate dates of trial)	Current Data and Patterns of Occurrence
	Grades Assessment data (scores) Behavioral data (frequency, duration, log entries) Observational reports Discipline data # ODR _____ # ISS _____ #OSS _____ #At Home Isolation _____

Hypothesis(es) Why does the behavior occur? In other words: What is the student's outcome?	
<ul style="list-style-type: none"> Attention Approval of Others/Acceptance/Affiliation Gain access to Objects or Activities Self-Gratification/Sensory Stimulation Protection 	<ul style="list-style-type: none"> Power/Control Justice/Revenge Escape/Avoidance of a Task or an Event Escape/Avoidance of Attention Communicate Feelings

Why is the student unable to achieve this outcome in a more adaptive manner?

In other words: **What skills are lacking?**

Language and Communication Skills :

Attention and Working Memory Skills:

Emotion and Self-Regulation Skills:

Cognitive Flexibility Skills

Social Thinking Skills

Working Hypothesis Statement:

Behavior A:

When the expectation is (Describe antecedent/environmental demand)

the student (Describe behaviors of concern)

because of a deficit in (Describe specific skill deficit)

Behavior B:

When the expectation is (Describe antecedent/environmental demand)

the student (Describe behaviors of concern)

because of a deficit in (Describe specific skill deficit)

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