

# Functional Behavioral Assessment Individual Student FBA

**Indicate type of FBA:**

- Brief FBA
- Complex FBA

**Student Name:** \_\_\_\_\_

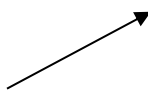
**I.D.#:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Information based on multiple sources as appropriate:**

- Observation of Student
- Student interview
- Parent/Guardian interview
- Student's record review
- Teacher/Related Services Provider:
- Other relevant Information

**Hypothesis Statement**  
(Competing Behavior Pathway)



**(6) Desired Behavior**

(Describe in concrete/measurable terms what the student should be doing- what is typically expected of same aged peers)

**(7) Reinforcing Consequence(s) for Desired Behavior**

(What happens in the environment immediately following the desired behavior)

**(5) Setting Event**

(Condition(s) under which behavior usually occurs- makes it more likely that trigger will bring about the problem behavior)

**(3) Trigger/Antecedent**

(What happens immediately prior to the problem behavior)

**(2) Problem Behavior**

w **Baseline Data**  
(Concrete/observable/measurable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

**(4) Maintaining Consequence**

(What happens in the environment immediately following the problem behavior)

**(8) Function**

(Why the student engages in the behaviors that impede learning- what is the "payoff" for the student?)

**(1) Student Strengths and Preferences for Reinforcement:**  
(Consider interests and hobbies in addition to strengths)

**(9) Replacement/Alternative Acceptable Behavior**

(What can we teach the student to do instead of what he/she is currently doing)

**Behavioral Intervention Plan Required**  
**Safety Plan Required**

- Yes  No
- Yes  No

**FBA/BIP Facilitator:** \_\_\_\_\_

**Team Members:** \_\_\_\_\_

**Name/signature:** \_\_\_\_\_

**Names/roles:** \_\_\_\_\_

BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Hypothesis statement:**

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<p>Consider strategies to eliminate or neutralize identified setting event(s)</p>	<p>Consider strategies to prevent/modify identified "triggers"- (prevent problem behavior)</p> <p>Consider strategies for prompting for the replacement/alternative behavior</p>	<p>Consider strategies for teaching the replacement/alternative behavior</p> <p>Consider strategies for teaching the desired behavior</p>	<p>Consider strategies for reinforcing the use the of replacement behavior</p> <p>Consider strategies for responding to the problem behavior</p> <p>Is a Safety Plan Needed? Attach Here</p>

**Midwest PBIS Network 5.14.15**

Adapted from R. Horner March, 2008, C. Anderson, July 2007 from Todd, Horner, Sugai, & Colvin, 1999, Educational and Community Supports. University of Oregon, Revised 11.09 Buffalo Public Schools