



Le Roy Central School District - Special Education Office
Functional Behavioral Assessment (FBA)

Note: District and Parental Consent are required to conduct an FBA.

Student:	Date of Birth: Grade:
Program/Location:	Current Teachers:
Address:	Parent/Guardian:
	Phone Number:
Home District: LeRoy CSD	Alternate phone number:
Date of Evaluation:	Evaluator:

Functional Assessment of Problem Behavior (Team Discussion): {NYS Regulation 200.22(b)(4)(i)(a)(2(3)), 200.1(r)}

Name Problem Behavior (B) –	
Problem Behavior Definition <i>-concrete, complete, clear, operational definition</i>	Operationally define the behavior, what is included, what is excluded. Describe only what is visible and measurable.
Trigger/Antecedent (A) – the behavior is in direct response to this	What patterns emerged from the various discussions and data sources?
Maintaining (reinforcing) Consequence (C) – the “payoff” for the behavior – what did adults or peers do in response, or what did the student achieve as a result of the behavior?	What patterns emerged from the various discussions and data sources?
Setting Event (SE) – periodic events, situations, environmental factors, times of day, activities, or other factors that make a behavior more likely to occur.	What patterns emerged from the various discussions and data sources?
Hypothesized Function	Get tangible (item/activity/location), Get sensory stimulation, Get attention (peer or adult), Escape tangible (item/activity/location), Escape sensory stimulation, Escape attention (peer or adult) – Identify the primary function. <i>Ex: When (antecedent occurs), the student engages in (behavior), to (function of behavior).</i>

<p>Hypothesize how antecedents and consequences can be manipulated to remediate the target behavior</p>	
<p>Suggested Replacement Behavior</p>	<p>Identify the long-term observable behavior for the student</p>
<p>Student Strengths and Interests – <i>what can the student do well that would directly target the behavior (ex. Student has a strong emotional vocabulary which if adults acknowledge and honor, will help the student deescalate)</i></p>	<p>What skills or abilities does the student already have that support the adoption of a replacement behavior or skill? What existing strengths could become a replacement behavior or inform potential behavioral strategies?</p>
<p>Skills Deficits – <i>specific gaps that relate to the unwanted behavior or impact the ability to adopt replacement behavior or skill.</i></p>	<p>What skill deficits might impact the students' ability to use the desired or replacement behavior or skill?</p>
<p>Recommendations for teaching alternative skills/behaviors – <i>interim steps that serve the student's behavioral function (ie. Student needs to get out of their seat, how can they do that without disrupting others so that their need is still met)</i></p>	<p>What behavior or skill will meet the student's functional need but be less problematic than the current problem behavior?</p>
<p>Student Reinforcement Preferences:</p>	
<p>Other:</p>	<p>Enter Text</p>
<p>Global and Specific Hypothesis – <i>includes contextual factors as well as the SE, A, B, C, and Function</i></p>	<p>Write a hypothesis regarding conditions under which behavior # 1 occurs, including specific and global hypothesis statements. In addition, please include in the hypothesis statement:</p> <ul style="list-style-type: none"> ● the setting events ● triggers ● description of problem behavior ● reinforcing consequences ● possible functions of the behavior <p>Example: <i>When a transition occurs from a preferred activity to an academic activity in the classroom, Joey will complain of physical ailments and request to see the school nurse to avoid/escape academic work (specific). This is made worse on days when Joey has overslept at home and he feels rushed in the morning. Joey historically struggles with reading comprehension which can also contribute to his level of</i></p>

frustration in a given activity (global).

Sources of data used for FBA {NYS Regulation [200.22(a)(2)]

Baseline Data for Problem Behavior - Must complete this section and use charts/graphs

Frequency	How often does the behavior occur? Average per unit of time and/or absolute count required – include range if applicable.
Duration	How long does the behavior last (single incident vs. episode)? Average per unit of time required – include range if applicable.
Intensity	Describe the force or energy of the behavior – may or may not be a scale as appropriate to current behavior. List the frequency of each intensity level if multiple levels are present.
Latency	<i>(if applicable)</i> Time from trigger to start of behavior – only include if applicable
Setting/Time of Day	

Review of Records and Summary of Data - dependent on individual student needs

Discipline file Information {who reviewed, when, & relevant findings?}	Date -
Tier 1 and/or 2 Intervention Descriptions & Data {who reviewed, when, & relevant findings?}	Date -
Academic Achievement and Psycho/Educational Evaluation Results {who reviewed, when, & relevant findings?}	Date -
Behavior Rating Scales	Date - Tool -

Interview Sources and Summary - dependent on individual student need

Student Interview (Grade 3-12) Use a Forced Choice	Date - Tool - *Why did the student say they were engaging in the unwanted behavior?
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	Questionnaire or an alternate preference questionnaire	<p>*What did the student indicate would make them more likely to use a replacement behavior? (preference for reinforcement)</p> <p>*How did the student want to be acknowledged when they did something positive (including attempting the replacement behavior or new skill) (Preference for reinforcement)</p>
	Information from Teacher(s)	Date - Tool -
	Parent Interview	Date - Tool -
	Direct observation	Date - Setting - Activity - Summary -

Background Information and Contextual Factors: {NYS Regulation [200.1(r)]}
Educational Classification Medical Diagnosis: Current Related Services Received:
1. Brief summary of student’s communication skills (verbal, written, augmented, etc.
2. Relevant cognitive and affective factors (<i>broad bio/psycho/social influences on the student that affect the problem behavior or the ability to use other skills or behaviors (such as symptoms of the diagnosis, how executive functioning challenges affect learning, etc...)</i>)

Once complete for initial evaluations or students with a disability, return to the Committee on Special Education for discussion at a CSE meeting.

Copies: Student file
Teacher(s):
Home District:
Parent(s)/Guardian(s):
Other:

Form Updated: 10/31/2024