

OP-1 Functional Behavior Assessment (Optional Form)

District Name

Child's Name:

Student ID:

Grade:

Date of Meeting:

Date of Implementation:

Directions: A functional behavioral assessment (FBA) must be conducted when the IEP team determines that the student's behavior is a manifestation of the student's disability. A FBA may be conducted, as determined appropriate by the student's IEP team, if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options.

Please fill out a separate copy of this form for each behavior being assessed.

1. Behavior of Concern: Provide a description of the behavior in observable and measurable terms. Include a description of the intensity, frequency and duration of the problem behavior.

2. What Event Triggers the Behavior (Antecedent): Include a description of environmental factors which may contribute to the behavior (e.g., medical conditions, sleep, diet, scheduling and social factors.)

3. Setting Where Behavior Most Likely Occurs: Describe the setting in which the behavior occurs (time of day, physical setting, persons involved). Include a description of any relevant events that preceded the target behavior (antecedents).

4. How Often/How Long: Describe the time between the request to stop or change the behavior and the time of the student's response to the request.

5. Who is the student most likely to react negatively to when requested to do something and who is the student least likely to react negatively to when requested to do something?

6. What is the vocal adult response to the student's negative behavior?

7. Consequences: Include a description of the consequences that resulted from the behavior of concern.

8. Why (function or purpose of behavior)? What is the student communicating through the behavior of concern?

Functional Behavioral Assessment Additional Information*

Behavior History Interventions Attempted	Primary Mode of Communication	Other Relevant Information (e.g., medical)

Signatures:

_____	_____
_____	_____
_____	_____
_____	_____



North Central Ohio ESC, Tiffin Campus
928 W. Market St., Suite A
Tiffin, OH 44883
Phone: 419-447-2927
Fax: 419-447-2825

North Central Ohio ESC, Marion Campus
333 E.Center Street
Marion, OH 43302
Phone: 740-387-6625
Fax: 740-383-4804

FUNCTIONAL BEHAVIOR ASSESSMENT
Additional Information

Behavior History Interventions Attempted	Primary Mode of Communication	Other Relevant Information (e.g., medical)

IEP Team Meeting Participants:



North Central Ohio ESC, Tiffin Campus
928 W. Market St., Suite A
Tiffin, OH 44883
Phone: 419-447-2927
Fax: 419-447-2825

North Central Ohio ESC, Marion Campus
333 E.Center Street
Marion, OH 43302
Phone: 740-387-6625
Fax: 740-383-4804

FUNCTIONAL BEHAVIOR ASSESSMENT FORM

Teacher/Parents: _____

Class/Setting: _____

Date: _____

Please return this form to _____ by: _____

The IAT/IEP team will soon be meeting to discuss a behavior plan for
We are seeking your assistance in answering the following questions:

1. Does the student exhibit any behavioral concerns in your class: If yes, what:

2. What happens just before the behavior of concern?

3. Where is the behavior most/least likely to happen?

Functional Behavior Assessment Form (cont.)

4. How often and how long does the behavior last?

5. With whom is the behavior most/least likely to happen?

6. What is your usual response to the behavior? How do other students respond?

7. What do you feel is the purpose for the behavior? What is the student communicating through the behavior of concern?

8. What interventions have you tried? What is the student's response?

9. Do you have an suggestions for other teachers on interventions you have tried with the student which are or have been successful?

Thank you for your time. It is greatly appreciated.

Child's Name:

Student ID:

Grade:

Date of Meeting:

Date of Implementation:

Sources of Information:

List sources of information used in the FBA, both formal and informal, to develop this plan.

Strength Based Profile

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports.

Functional Behavioral Assessment (FBA) Summary Statement

Describe the specific problem behavior as outlined on the FBA and create a hypothesis/summary statement about the specific behavior utilizing the information on the FBA.

BIP Strategies/Outcomes Worksheet

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

Setting Event Strategies

(reducing impact of setting events)

Antecedent Strategies

(decreased likelihood that behavior will occur)

Behavior Teaching Strategies [Alternative Behaviors]

(increases the likelihood that the appropriate replacement behavior will occur through instruction)

Reinforcement Strategies [Consequence]

(when student demonstrates the desired behavior, the need behind the behavior is met.)

DEVELOP AN ACTION PLAN*

A. Goal Statement (Use one page for each goal.)

Intervention/Skills

Who Implements?

How Long?

Data Used to Measure Progress?

Who Collects Data

Who Monitors During Implementation?

Review Schedule

*

Crisis Intervention Plan

If the student's behavior has the potential to produce harm, summarize the steps to be taken to protect all parties.

Measuring Progress

Indicate how the plan will be measured and by whom. Identify the desired performance level for either increasing the occurrence of the identified alternative behavior(s) or decreasing the occurrence of the behavior of greatest concern (criterion for success).

Continuous Progress Monitoring Method:

Person Responsible:

Criterion for Success:

Follow-up Meeting Date:

Newest IEP Wording

Supports, resources and training needed for personnel to implement this plan in the current educational environment.

Communicating the Behavior Intervention Plan

The plan will be communicated to the following people (i.e., bus driver, clinic aid, school resource officer.)

Person to be contacted:	How contact will be made:	Person responsible:	Date/Frequency:
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Who will communicate revisions and updates internally and externally?

Team Members:

Parent	_____	_____
	Print Name	Signature

Parent	_____	_____
	Print Name	Signature

Student	_____	_____
	Print Name	Signature

Case Manager	_____	_____
	Print Name	Signature

Other	_____	_____
	Print Name	Signature

Other	_____	_____
	Print Name	Signature

Other	_____	_____
	Print Name	Signature

Other	_____	_____
	Print Name	Signature

Parent provided a copy of plan

Instructions:**What are behavior intervention plans?****Behavior intervention plans are teaching tools.**

There are four areas of focus in a behavior intervention plan: (1) Adjustment of environmental factors; (2) Decrease of interfering behaviors; (3) Acquisition of replacement behaviors; and (4) Strengthen existing skills. All behavior intervention plans should include proactive approaches to changing behavior. The purpose of a behavior intervention plan is to ensure the environment is conducive to learning and to teach the student what “to do instead.”

The design of behavior intervention plans leads to positive outcomes for students.

The behavior intervention plan is developed as a means of coordinating intervention activities. Discipline, when used as a proactive approach in the behavior intervention planning process, addresses the cause of the behavior and helps to create a safe, positive learning environment for all. Effective discipline provides appropriate logical consequences for behavior and results in long-term positive behavioral changes. Discipline does not focus on the behavior in isolation or “quick fixes.” Rather, it is a learning process that provides the child with an opportunity to learn new skills so that he/she can be an effective student.

The behavior intervention planning process is a collaborative problem solving approach involving all stakeholders.

A behavior intervention plan serves as a communication tool developed by a team that is made up of “stakeholders.” Stakeholders, as used in this context, may mean the student, the parents/family members, general and special educators who work with the student, peers, a key administrator and support service providers who may provide support services. These individuals know the student best and are essential to behavior planning.

How should the functional behavioral assessment be conducted in the behavior intervention planning process?

Functional behavioral assessment is a collaborative problem-solving process that is used to describe the “function” or purpose that is served by a student’s behavior. Understanding the “function” that an impending behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

The collaborative problem-solving process is the foundation for many team processes in education including the IEP planning process, functional behavior assessment, behavior intervention planning process and intervention-based assessment.

The following sections outline a systematic collaborative problem solving process to guide behavior intervention planning, either as a component of the IEP or as an intervention plan for a student with or without a disability.