

FBA (Functional Behavior Assessment) Form

This assessment form is to be used **1)** after documented behaviors have occurred repeatedly and **2)** previous interventions have been implemented to attempt a change in the behavior. Once an FBA is completed, a BIP (Behavioral Intervention Plan) can be instituted for the student. My hope, with the knowledge and support as a group, we can help manage the behaviors in our classrooms and buildings more efficiently, in return, providing more quality instruction to the students with limited interruptions. Further, this plan will help streamline the process and empower the teachers to be more confident in FBA's and how to effectively manage behaviors in your classrooms.

For completing an FBA. I've provided some helpful tips for you.

Open up the excel spreadsheet. You will need to complete the following tabs: These tabs are located at the bottom of the spreadsheet.

1. **Specific Behaviors** (check 1 to about 5 behaviors) Anything after 5, you will probably need a separate FBA completed for different behaviors.

2. **Synopsis of Behaviors** (very important to complete the frequency, length, intensity, etc...)

3. **Motivational Assessment** (complete the top portion, then type in the actual corresponding number for each question). I've worked the spreadsheet, so the total numbers add up automatically. It will also add all the "motivational assessment" tabs together and place the numbers automatically on the "synopsis" tab.

If the behaviors are the same between a couple of teachers, team, team and administrators, (cross-sectional correlation) then complete one FBA. (There are extra motivational assessments tabs i.e. motassess1, motassess2, etc...)

If the behaviors are separate {classroom behaviors are different from the behavior in the hallway, during passing periods, library, conference room, etc...}, (cross-sectional non-correlation) then separate FBA's need to be completed by person documenting the behavior in the environment areas of concern.

When completing FBA's for any student, be cautious and mindful of the following:

A. Please be as honest with the student's behaviors as possible. It may be hard, but please take out your personal feelings on the behaviors, and strictly only look at the actual behaviors.

B. Consider the following while documenting those behaviors; (environment, triggers (a person or task?), time of day, location (hallway, classroom, recess, etc...), how severe (do other kids exhibit these types of behaviors that can be ADHD, hyper, withdrawn, anxiety (rocking or fidgeting), etc... that may not have an IEP?) What if you didn't know the student had an IEP, would your thought process be any different on that student? These are all things to consider when looking at behaviors and the facts are important.

After thorough behavioral documentation has been completed, as well as the FBA, a BIP (Behavioral Intervention Plan) will be developed. This Behavioral plan should be encompassing with provided input from the Gen Ed Teacher, (Special Ed teacher if needed), Principal, Guidance Counselor, Outside Therapist (if IEP is in place), or whomever might interact extensively with the student, or could provide expertise in some form. The behavioral documentation and the FBA is a starting point to help guide us in developing a proper BIP for the student. With diligent work, the BIP could change the behavior. If not, at least manage the behavior before more interventions can be implemented.

For the future, documenting behaviors (frequency, duration, intensity, etc...) as often as possible, as well as a completed FBA is integral in providing the most appropriate services for our students. This includes all students (with an IEP, and without an IEP). Without this documentation, it does not protect us from outside sources if they feel the proper steps were not followed. Further, it provides vital information when referring a student to Special Services. Special Services should be the last resort when all other interventions have been exhausted.

As stated above, the ultimate goal is to provide our students with the tools necessary to work collaboratively with their peers as well as the staff to gain academic and social success. With all of us working together, we can achieve that goal.

REVIEW:

- 1) Document behaviors
- 2) Implement interventions and strategies to change behavior
- 3) FBA (1 or multiple from cross sectional units)
- 4) BIP – go to www.pbisworld.com This website can provide vital tools to help manage behaviors and provide positive supports in your classroom.

If you have any questions or concerns, please feel free to contact me. This is always a live document. I am very open to discussion to make this process and FBA cleaner, easier, and more efficient for all involved.

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