

Functional Behavioral Assessment Process Guide

Student		District/Building	
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Task	Task Timeline	Directions
Consent on “Notice of Action” obtained		This starts the 60-day timeline.
Define the Target (Problem) Behavior		Define behavior in observable and measurable terms.
Data Collection/Gathering Information		
Complete a record review		Use the History and Cumulative Review form provided to compile information.
Collect at least 5 consecutive days of initial (baseline) data		Completed within 2 weeks from the date the consent was signed Scatterplot suggested for initial data collection
Possible Baseline Data Collection Forms: <ul style="list-style-type: none"> Frequency/Rate Duration Latency Opportunity Scatterplot (Interval 1) Scatterplot (Frequency) 		
Conduct Indirect Assessments/Interviews Suggested forms below; use at least two of these		Complete within the first four weeks
Possible Interview Forms:		

Teacher:

- [FA Checklist for Teachers and Staff \(FACTS\)](#) (Anderson & Borgmeier, 2007)
- [Teacher Functional Assessment Interview](#) (Kerr & Nelson, 1998)
- [Functional Assessment Interview \(FAI\)](#) (O'Neill, 2015)

Student:

- [Student-Assisted Functional Assessment Interview](#) (Kern et al., 1994)
- [Student-Directed Functional Assessment Interview](#) (O'Neill et al., 2015)
- [Functional Assessment Interview Tool: Student Interview Guide](#) (Lohrmann et al., 2006)

Parent:

- [Parent Interview Form for Functional Behavioral Assessment: Behavioral Deficit Problem](#) (Witt et al., 2000)
- [Parent Interview Form for Functional Behavioral Assessment: Behavioral Excess Problem](#) (Witt et al., 2000)
- [Functional Assessment Interview Tool: Parent-Guardian Form](#) (Lohrmann et al., 2007)

Possible Behavior Rating Scales and Questionnaires:

- [Problem Behavior Questionnaire \(PBQ\)](#) (Lewis et al., 1994)
- [Questions about Behavioral Function Scale \(QABF\)](#) (Paclawskyj et al., 2000)

Student observations		<p>Observe the student in various environments (at least 3) including transitions between activities;</p> <p>If student changes classes or attends pull-outs (PE, art, music, et.), observe in some of these settings;</p> <p>Be certain to observe in environments in which the target (problem) behavior has been reported to occur, as well as those environments where the target behavior is unlikely to occur;</p> <p>Observe at least 30 minutes per environment (or the duration the student remains in the environment if that duration is less than 30 minutes)</p>
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Possible Observation Forms:

- [ABC Checklist](#)
- [Blank ABC Template](#)

Data Analysis and Interpretation

Determine the need for additional assessments with "Existing Data Review/Notice of Decision" needed for those assessments		These may include: social skills, communication skills, intellectual functioning, achievement and/or curriculum-based assessment.
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Determine if target (problem) behavior is related to a skills or performance deficit in social, communication or academic ability		This will be determined after review of the results of the additional assessments.
Analyze results of Indirect Assessments (interviews/rating scales)		Analysis may include graphing
Analyze and chart or graph data (baseline data and data gathered during student observations)		Look at patterns for setting events, antecedents and consequences. Examine indirect assessments (interviews/rating scales) and observations for comparison. Complete within two weeks of receipt of data. Determine if additional data is needed.
Possible Graphing Resources: <ul style="list-style-type: none"> • Google Sheets Provided (Behavior Rating Scales, Scatterplot-frequency, Scatterplot- interval, ABC Data) • Illinois Service Resource Center - http://www.isrc.us/educatordownloads - Select data graphing.xls • Behavior Doctor - Behaviordocor.org - Select “Materials” > “Data Collection Tools” > “Data Entry” and “FBA Data Tools” • PBISworld.com- Data Tracking • Intervention Central- Chart Dog Graph Maker- Interventioncentral.org 		
Summarize the obtained information on the Arkansas SEU FBA form or other selected form		Develop a summary statement/hypothesis of function of the behavior Develop possible functions of behavior based on all data provided. Complete within two weeks after data and indirect assessments have been analyzed. Consider use of the FBA-Process Summary Report form provided.
Determine if there is a need for BIP based on: <ul style="list-style-type: none"> • Data Review • Observation • Indirect Assessments • Information from Completed Record Review 		See Checklist for Determining Need for BIP
If needed, develop a Behavior Intervention Plan (BIP)		See Behavior Intervention Plan Process form The Competing Behavior Pathway form may be used to help develop the BIP. Here is one Behavior Intervention Plan template that can be used to write a BIP. Contextual Fit form may be used to support the team in creating a BIP that fits the features of your school environment.

<p>If BIP is created, develop a plan for monitoring progress. See data collection forms linked above.</p>		<p>Data should be collected to monitor change in student behavior, specifically as it relates to the goals written in the BIP for both target behavior and replacement behavior.</p> <p>Data should be collected to evaluate fidelity of implementation of the BIP. See BIP Fidelity Checklist.</p>
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Resources for Evaluating Your FBA/BIP Process:

- [FBA and BIP Technical Adequacy Tool for Evaluation - Rubric](#)
- [FBA and BIP Technical Adequacy Tool for Evaluation - Scoring Form](#)
- [Quality Indicator Review and Resource Guide for Behavioral Supports and Interventions – Intensive Individualized Behavioral Interventions](#)
- [Implementation Checklist for FBA \(Neitzel, 2008\)](#)