

Functional Behavioral Assessment Summary Report

Student		District/Building	
Start Date	<i>When was "Notice of Action" obtained?</i>	End Date	<i>When was the last day of data collection?</i>

Use observable and measurable terms to define the Target Behavior for the FBA:

Describe data sources used for the FBA.

Data Source	Summarize Data Collected
Student Records <i>(medical records, social skills assessment, speech/language evaluation, motor skills assessment, intellectual functioning, achievement, curriculum-based assessment, adaptive behavior, psychological report, discipline records, etc.)</i>	<i>Who reviewed records? When? What records were reviewed?</i>
Initial (baseline) Behavior Data	<i>What type(s) of data were collected (frequency, duration, latency, intensity, interval, scatterplot, abc, etc.)? Who collected data? When were data collected (dates)?</i>
Indirect Assessments <i>(Interviews and Behavior Rating Scales)</i>	<i>Who conducted interviews? On what date(s) were interviews conducted? What interview forms were used? With whom (teacher, parent, student, etc.) were interviews conducted? Who completed behavior rating scales? Which behavior rating scales were used (QABF, MAS, PBQ, etc.)? On what date(s) were behavior rating scales completed?</i>
Student Observations	<i>Who conducted observations? On what dates? In what settings? How long was each observation?</i>
Other:	

Other:

Record Review: Analyze information gathered during record review that is relevant to the target behavior defined above. ***Attach completed History and Cumulative Review to this report.**

Is there a need for additional assessments? Areas for assessment may include: social skills, communication skills, intellectual functioning, achievement, curriculum-based assessment, etc.

Is the target behavior related to a skills or performance deficit in social, communication, or academic ability?

Describe any medical issues the student is experiencing. Could the target behavior be related to an underlying medical condition?

Describe any accommodations, modifications, and/or other behavior supports that are currently in place to address the target behavior.

Analysis of the Target Behavior: Analyze information from the data sources described above. You may include narrative descriptions, tables, and/or graphs.

(B) Behavior: Consider baseline data, interview response, disciplinary records, student observations, etc.

Analyze the frequency, duration, intensity, and or latency for the problem behavior.

Context/Setting: Consider baseline data, interview responses, behavior rating scales, disciplinary records, student observations, etc.

In which setting is the target behavior most likely to occur?

During what type of activity is the target behavior most likely to occur?

During what time of the day is the target behavior most likely to occur?

On what day of the week is the target behavior most likely to occur?

(A) Antecedent: Environmental events that occur IMMEDIATELY BEFORE occurrence of the target behavior. Consider interview responses, behavior rating scales, disciplinary records, student observations, etc.

Describe the antecedent events that most often occur before the target behavior. Are there any reactions/responses to lower level problem behaviors that often occur right before occurrence of the target behavior?

Are there any patterns in antecedents described across data sources?

Are there any inconsistencies in antecedents described across data sources?

(C) Consequence: Environmental events that occur IMMEDIATELY AFTER occurrence of the target behavior. Consider interview responses, behavior rating scales, disciplinary records, student observations, etc.

Describe the consequence events that most often occur after the target behavior. Consider changes to the physical environment, access to items/activities, demands or social interactions that end or are avoided, adult responses, peer responses, etc.

Are there any patterns in consequences described across data sources?

Are there any inconsistencies in consequences described across data sources?

Setting Events: Events that occur outside the ABC sequence, but increase or decrease the likelihood of the target behavior. Setting events may be social, biological, physical, etc. in nature. Consider records reviewed, interview responses, behavior rating scales, student observations, etc.

Describe any setting events that make the target behavior MORE likely to occur.

Describe any setting events that make the target behavior LESS likely to occur.

Are there any patterns in setting events described across data sources?

Are there any inconsistencies in setting events described across data sources?

Develop a summary statement/hypothesis of the function(s) of the target behavior. Consider all data sources listed above.

Setting Event(s):	Antecedent(s):	Target Behavior:	Consequence(s):	Hypothesized Function(s):
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Determine the Need for a Behavior Intervention Plan (BIP). Consider all of the information summarized in this report. *Checklist for Determining Need for Behavior Intervention Plan* is available for additional guidance for this determination.

<p>Is a BIP needed to address the target behavior defined above? (circle or highlight one) YES NO</p>
<p>If YES, explain why a BIP is needed.</p>
<p>If NO, explain why a BIP is not needed.</p>
<p>What other actions will be taken to address the target behavior? Describe any programming changes, accommodations, modifications, or other behavior supports that will be implemented to address the target behavior.</p>