

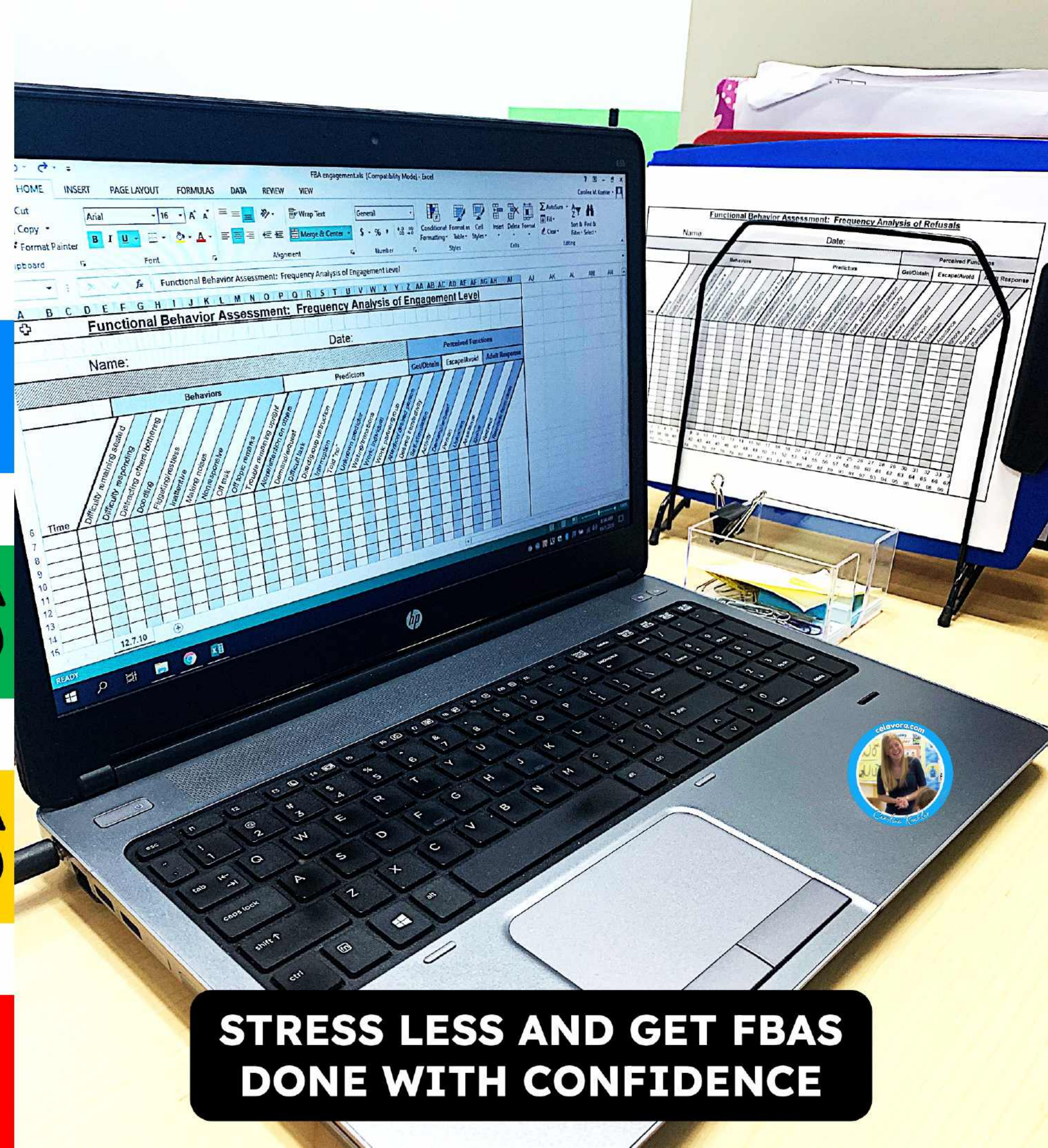
FUNCTIONAL BEHAVIOR SET

➤ ASSESSMENT TOOLS

➤ FREQUENCY CHARTS

➤ STUDENT SURVEYS

➤ SUMMARY PAGES



STRESS LESS AND GET FBAS
DONE WITH CONFIDENCE

FREQUENCY OBSERVATION FORMS

[illegible][illegible][illegible]

4 EDITABLE SHEETS

QUICKLY SUMMARIZE FINDINGS

Functional Behavior Assessment Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher: _____

Committee Members

Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Student Strengths

Academics	Communication	Other
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts resp
☐ Creativity	☐ Completes written work	☐ Follow rules
☐ Critical thinking	☐ Engages in conversation	☐ Establishes e
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest
☐ Prepared	☐ Follows directions	☐ Makes and n
☐ Makes predictions	☐ Makes choices	☐ Makes good
☐ Recalls details	☐ Initiates communication	☐ Responds to
☐ Organized	☐ Participates in discussions	☐ Takes turns/s
☐ Perseverance	☐ Uses appropriate humor	☐ Understands
☐ Works independently	☐ Uses conventional grammar	☐ Works well v
☐	☐	☐

Assessment Tools Used

☐ Anecdotal notes	☐ ABC documentation	☐ Discipline
☐ Frequency analysis chart	☐ Medical records	☐ Observati
☐ Parent interview	☐ Student interview	☐ Student re
☐ Teacher interview	☐	☐

Present Positive Behavior Supports (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends gro
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school adviso
☐ Classroom rules	☐ Headphones	☐ Instructional assistan
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-
☐ Reward/token system	☐ Sensory room/tub	☐ Outsour
☐ Mini schedule/checklist	☐ Slant board	☐ Peer bu
☐ Monitoring controls	☐ Study carrel	☐ Peer tut
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/n
☐ Video modeling	☐ Walk/pace area	☐ Social v
☐	☐	☐

Functional Behavior Assessment Summary (page 2)

Present Accommodations (Check all that apply.)

Presentation	Response	Setting	Other
☐ Acetate film	☐ Alternative indicating	☐ Special lighting	☐ A
☐ Access to own materials	☐ Assistive device	☐ Tested individually	☐ A
☐ Assistive technology	☐ Bilingual dictionary	☐ Tested small group	☐ E
☐ Braille	☐ Calculator	☐	☐ L
☐ Interpreter	☐ Scribe	☐	☐ S
☐ Large print text	☐	☐	☐
☐ Own materials	☐	☐	☐
☐ Paper copy	☐	☐	☐
☐ Read aloud to self	☐	☐	☐
☐ Read aloud to student	☐	☐	☐
☐ Sound amplification	☐	☐	☐
☐ Special furniture	☐	☐	☐
☐	☐	☐	☐

Specific Behavior Data (Highlight top 3 concerns.)

# of events	Behavior	# of events	Behavior
	Difficulty remaining seated		Making noises
	Difficulty responding		Nonresponsive
	Distracting others/bothering		Off task
	Doodling		Off topic remar
	Fidgeting/restless		Trouble remain
	Inattentive		

Predictors

# of events	Behavior	# of events	Behavior
	Alone/attention on others		Told "no"
	Demand/request		Unknown predic
	Difficult task		Waiting/transitio
	Direct instruction/whole group		Work: individual
	Interruption		Work: partner/gr

Perceived Functions

# of events	Get/Obtain	# of events	Escape/Avoid	# of events	Other
	Attention/desired person		Activity		
	Desired item/activity		Demand/request		
	Self stimulation		Person		
			Unknown		

Functional Behavior Assessment Summary (page 3)

Lacking or Missing Skills

Academics	Life Skill
☐ Comprehension	☐ Asking/accepting help
☐ Expressive Language	☐ Communication
☐ Fluency	☐ Making and maintaining fri
☐ Math facts	☐ Motor skills
☐ Math procedures	☐ Organization
☐ Phonological processing	☐ Self care
☐ Punctuation/grammar	☐ Social skills
☐ Receptive Language	☐ Stress management
☐ Spelling	☐ Time management
☐ Written expression	☐ Working (alone or with oth
☐	☐

Frequently Observed Causes of Behavior De-escalation

Activity	Action
☐ Calm down room	☐ Calm tone
☐ Drawing	☐ Controlled choices
☐ Isolation/timeout	☐ Deep breathing
☐ Non-preferred activity ended/removed	☐ Planned ignoring
☐ Physical exercise	☐ Praise for good choices
☐ Preferred activity	☐ Removal
☐ Redirection	☐ Removal of environmental
☐ Sensory (brush, fidget, swing, weighted blanket)	☐ Rewarding positive behavio
☐ Silence	☐ Simple, positive communic
☐ Technology	☐ Talking with trusted adult
☐	☐

Frequently Observed Causes of Behavior Escalation

Activity	Action
☐ Academic Task	☐ Argument/disagreemen
☐ Extraneous environmental stimulus	☐ Competition
☐ Homework	☐ Confrontation
☐ Independent work	☐ Criticism
☐ Multistep directions	☐ Disruption in routine
☐ Non-preferred activity	☐ Raising voice
☐ Presence of non-preferred person	☐ Removal
☐ Presence of non-preferred	☐ Power struggle
☐ Preferred activity ended	☐ Provocation
☐ Teacher instruction	☐
☐ Technology	☐
☐ Test	☐ Told no
☐ Working with others	☐ Transition
☐	☐

Functional Behavior Assessment Summary (page 4)

Present Positive Behavior Supports (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends gro
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school adviso
☐ Classroom rules	☐ Headphones	☐ Instructional assistan
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker
☐	☐	☐

Additional Proposed Accommodations (Check all that apply.)

Presentation	Response	Setting	Time
☐ Acetate film	☐ Alternative indicating	☐ Special lighting	☐ Additiona
☐ Access to own materials	☐ Assistive device	☐ Tested individually	☐ Altered te
☐ Assistive technology	☐ Bilingual dictionary	☐ Tested small group	☐ Extended
☐ Braille	☐ Calculator	☐	☐ Longer br
☐ Interpreter	☐ Scribe	☐	☐ Several se
☐ Large print text	☐	☐	☐
☐ Own materials	☐	☐	☐
☐ Paper copy	☐	☐	☐
☐ Read aloud to self	☐	☐	☐
☐ Read aloud to student	☐	☐	☐
☐ Sound amplification	☐	☐	☐
☐ Special furniture	☐	☐	☐

Hypothesis of Behavior Concern

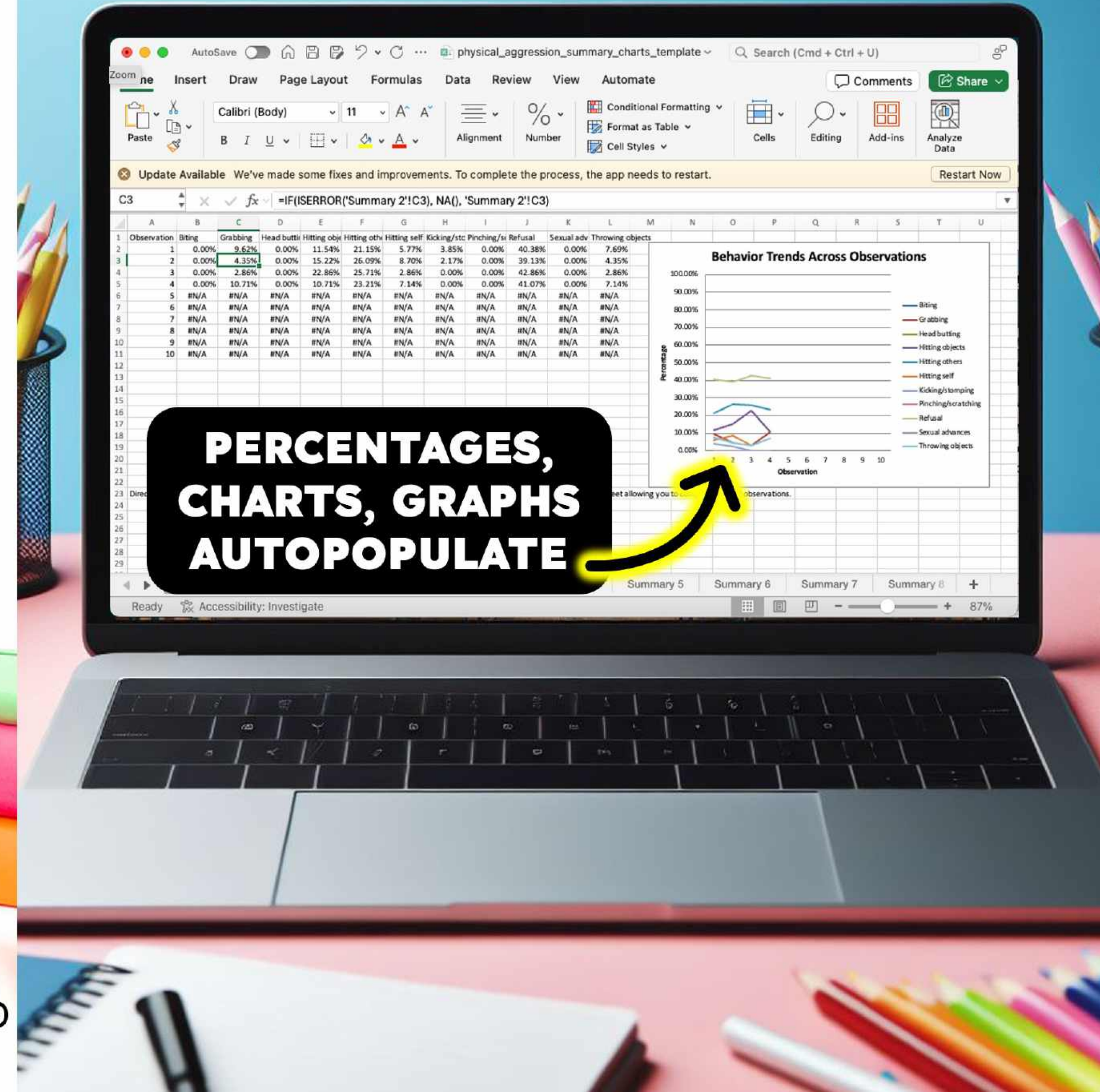
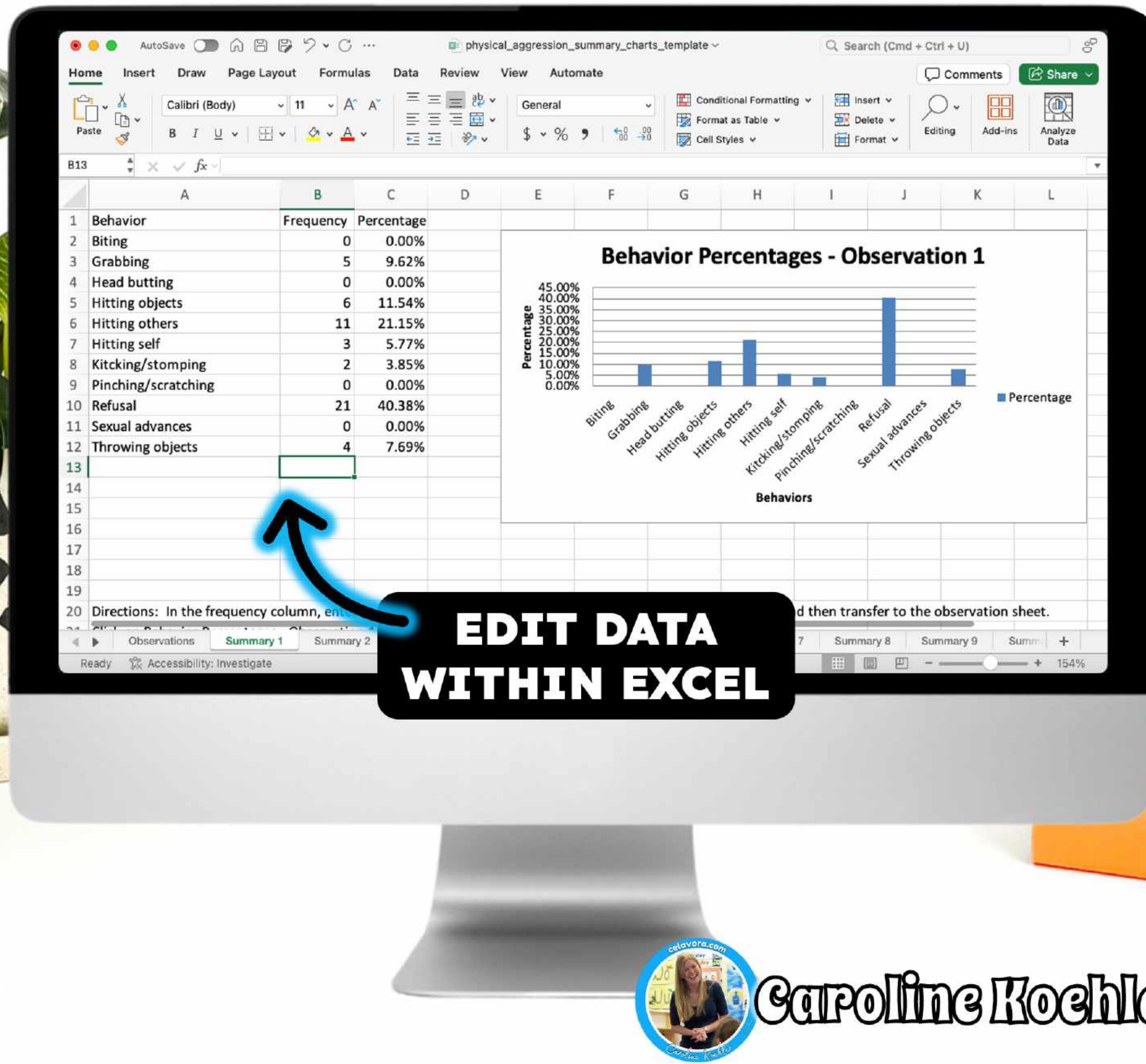
When (note the observed cause of behavior escalation), STUDENT (identify behavior of concern) in a perceived attempt to (identify perceived function of the behavior).

Conclusion (Check all that apply.)

☐ The student's behavior negatively effects the learning of self or others.
☐ The student's behavior requires the development of a Behavior Implementation Plan (BIP).
☐
☐

FAST, USER-FRIENDLY CHECKLIST FOR FBA OVERVIEW

CHARTING AND GRAPHING TOOLS



Caroline Koehler

STUDENT-TEACHER-PARENT SURVEYS

Student Reinforcement Survey

Name: _____

Date: 12/11

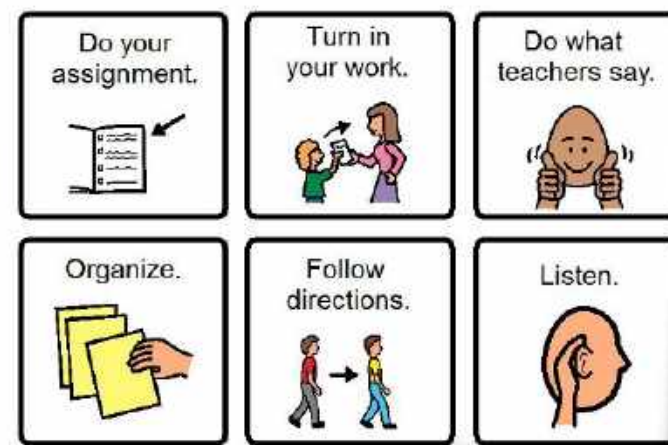
Put a check in the boxes of your top 3 choices.

- ☐ Arts and crafts
- ☐ Book break
- ☐ Call home
- ☐ Computer time
- ☐ Drawing
- ☒ Drink
- ☐ Gym or recess time
- ☒ Homework pass
- ☐ Note home
- ☐ Play a game
- ☐ Relax
- ☐ Snack
- ☒ Stickers
- ☐ Talk with favorite adult
- ☐ Treasure box toy
- ☐ Watch a movie
- ☐ Other ideas: _____



**STUDENT
REINFORCEMENT
SURVEYS & SUPPORTS**

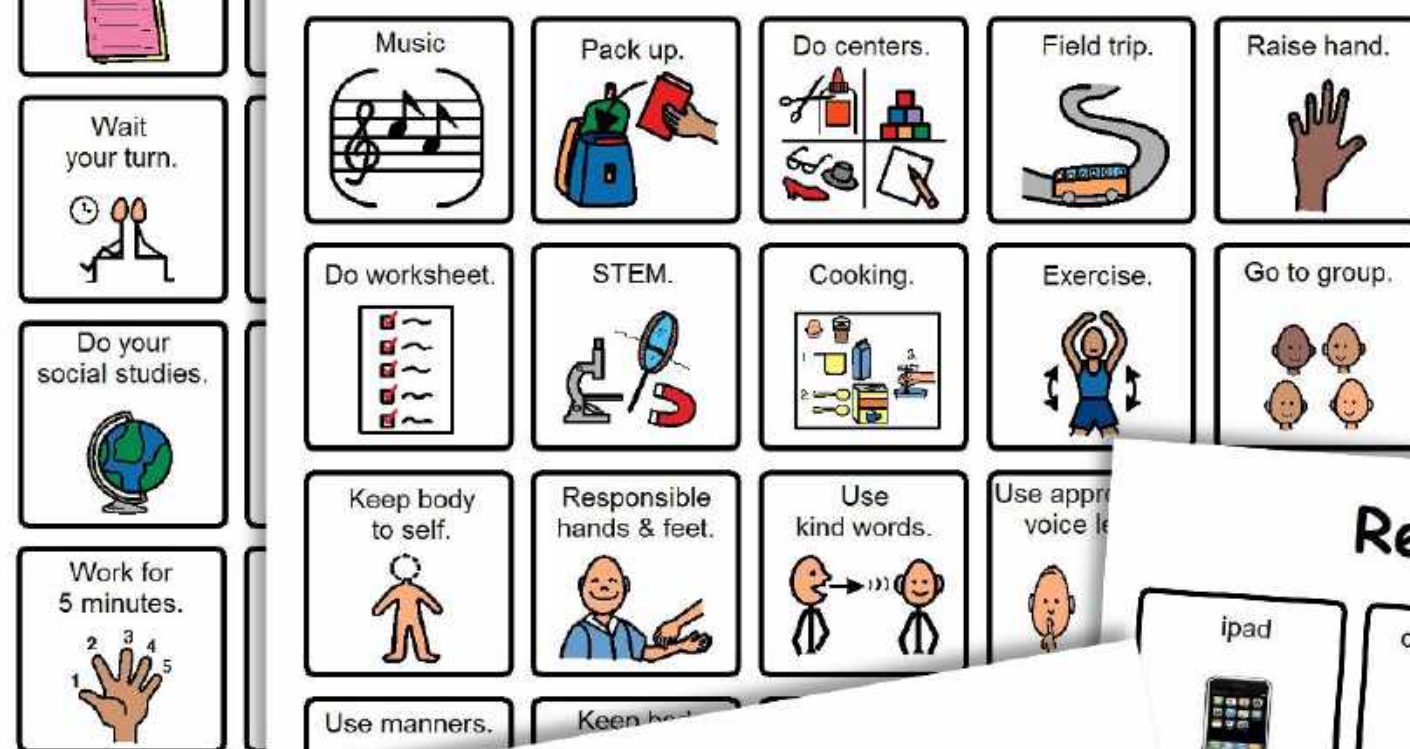
Goals



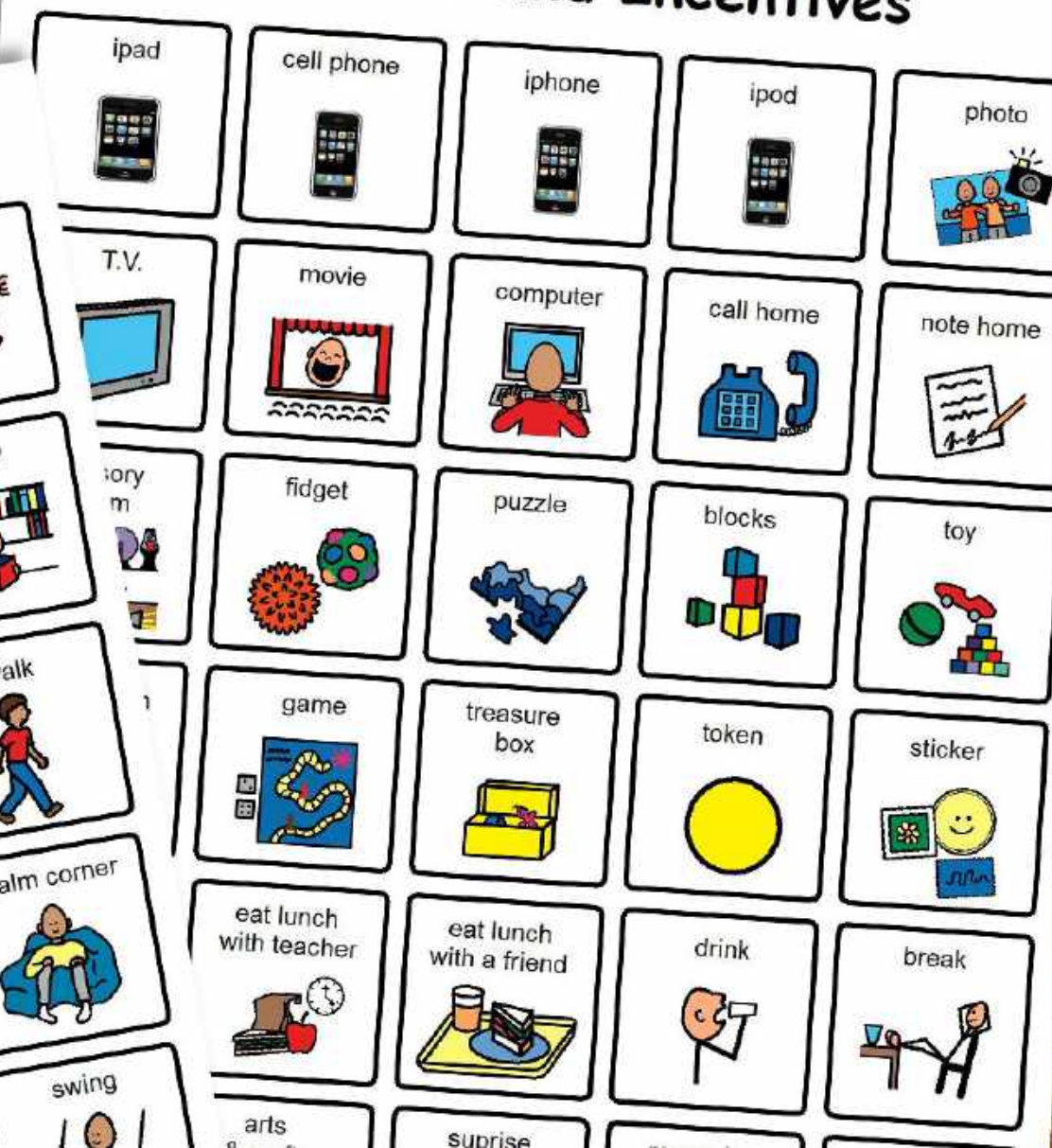
Goals



Goals



Rewards and Incentives



Parent/Teacher Survey

Parent/Teacher Survey

Student: _____

Date: 9-1-17

1. What are the student's strengths? Sense of humor, creative, math
2. What are the student's weaknesses? Organization
3. What are the student's preferred activities? basketball, video games
4. What are the student's non-preferred activities? chores
5. What are the student's interests? basketball, football, frisbee
6. What are the student's dislikes? getting in trouble, loud noises
7. What subject is the student most successful in? math
8. What subject does the student struggle the most in? Spelling
9. What extracurricular activities is the student involved in? basketball, cross-country, martial arts, Student Council
10. How does the student interact with others socially? very well

**INTERVIEW
TOOLS FOR DATA
COLLECTIONS**

EVIDENCE-BASED INFORMATION GATHERING TOOLS



Caroline Koehler

ABC BEHAVIOR ANALYSIS

Functional Behavior Assessment Tool

Student: _____ **Date:** _____

ABCs of Behavior Concerns		
Antecedents	Behavior Concern	Consequences

ABC Behavior Incident Report

Name: _____ Date: _____

Duration of Incident: _____ Location: _____ Time: _____

Staff: _____

<u>Antecedent</u> What happened before?	<u>Behavior</u> What was the behavior?	<u>Consequence</u> What happened after?
☐ Asked to do something ☐ Attention given to others ☐ Change in routine ☐ Did not want to do scheduled activity ☐ Difficult Task/Not Understood ☐ Environment (loud/disruptive, hot/	☐ Arguing ☐ Property destruction ☐ Falling to floor ☐ Noncompliance ☐ Off task ☐ Physical Aggression ☐ Provoking/teasing others ☐ Rude remarks ☐ Ran or walked away ☐ Screaming/tantrum ☐ Self-injurious behavior ☐ Threatening ☐ Took off clothes ☐ Verbal Aggression ☐ Other:	☐ Allowed "break" time ☐ Gave attention/choices ☐ Gave communication device/display ☐ Loss of incentives or privileges ☐ Ignored ☐ Physical redirection ☐ Physical restraint ☐ Pointed out expected social behavior/rules ☐ Rephrase request ☐ Removed from area ☐ Reprimand/warning ☐ Sent to office

BEHAVIOR ANALYSIS

ANALYZE PERCEIVED FUNCTION



Functional Behavior Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Include the top (3) identified items in each category along with the number of event.

Specific Behavior Data

1. _____

2. _____

3. _____

Predictors

1. _____

2. _____

3. _____

Perceived Functions

1. _____

2. _____

3. _____

Present Behavior Supports

1. _____

2. _____

3. _____

Present Positive Behavior Supports

1. _____

2. _____

3. _____

Present Accommodations

1. _____

2. _____

3. _____

Additional Positive Behavior Supports

1. _____

2. _____

3. _____

Additional Notes

1. _____

**FBA
SNAPSHOT**



Caroline Koehler

Functional Behavior Assessment Summary: Engagement

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members		
Teacher of Record:	Parent:	
School Psychologist:	Public Agency Representative:	
School Counselor:	General Education Teacher:	
Behavior Specialist:	Other:	

Student Strengths		
Academics	Communication	Social
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility
☐ Creativity	☐ Completes written work	☐ Follow rules and
☐ Critical thinking	☐ Engages in conversation	☐ Establishes eye c
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest
☐ Prepared	☐ Follows directions	☐ Makes and mainta
☐ Makes predictions	☐ Makes choices	☐ Makes good choic
☐ Recalls details	☐ Initiates communication	☐ Responds to socia
☐ Organized	☐ Participates in discussions	☐ Takes turns/share
☐ Perseverance	☐ Uses appropriate humor	☐ Understands perso
☐ Works independently	☐ Uses conventional grammar	☐ Works well with othe

Assessment Tools Used		
☐ Anecdotal notes	☐ ABC documentation	☐ Discipline records data
☐ Frequency analysis chart	☐ Medical records	☐ Observations
☐ Parent interview	☐ Student interview	☐ Student reinforcement survey
☐ Teacher interview	☐	☐

Present Positive Behavior Supports (Check all that apply.)		
Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Mini schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker

**SUMMARY
TEMPLATES**

ENGAGEMENT, PHYSICAL AGGRESSION, REFUSALS, & COMMUNICATION FREQUENCY CHARTS

TIME-SAVING FBA TEMPLATES

Functional Behavior Assessment: Frequency Analysis of Engagement Level

Name: [REDACTED] Date: 11-14

Time	Behaviors										Predictors										Perceived Functions											
	Difficulty remaining seated	Difficulty responding	Disturbing others/bullying	Doodling	Fidgeting/restless	Inattentive	Making noises	Nonresponsive	Off task	Off topic remarks	Trouble remaining upright	Alone/attention on others	Demand/request	Difficult task	Direct/group instruction	Interruption	Told "no"	Unknown predictor	Waiting/transitions	Work: individual	Work: partner/group	Attention desired person	Desired item/activity	Self-stimulation	Activity	Demand/request	Person	Unknown	Assistance	Ignore	Redirect	Removal from class
8:05					1													1														
8:07			2						2									2														
8:15			3		3				3									3														
8:19					4				4									4														
8:20	6		6															6								6						
8:26			7						7									7														
8:29	8		8		8				8									8														
8:30			9		9				9									9														
8:35			10		10				10									10														
Totals																																
Events:	1	2	3	4	5	6	7	8	9																							
	36	37	38	39	40	41	42	43																								
	69	70	71	72	73	74	75																									

**ORGANIZED
DATA
COLLECTION**

Functional Behavior Assessment Summary

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members		
Teacher of Record:	Parent:	
School Psychologist:	Public Agency Representative:	
School Counselor:	General Education Teacher:	
Behavior Specialist:	Other:	

Academics	Student Strengths	Social
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility
☐ Creativity	☐ Completes written work	
☐ Critical thinking		

FBA physical aggression.xls [Compatibility Mode] - Excel

Functional Behavior Assessment: Frequency Analysis of Physical Aggression

Name: _____ Date: _____

Time	Behaviors										Predictors										Perceived Functions										
	Biting	Grooving	Head butting	Hitting objects	Hitting others	Hitting self	Kicking/blowing	Punching/screaming	Sexual advances	Throwing objects	Verbal aggression	Demand/request	Difficult task	Direct/group instruction	Interruption	Told "no"	Unknown predictor	Waiting/transitions	Work: individual	Work: partner/group	Attention desired person	Desired item/activity	Self-stimulation	Activity	Demand/request	Person	Unknown	Assistance	Ignore	Redirect	Removal from class
6																															
7																															
8																															
9																															
10																															
11																															
12																															
13																															
14																															

12.7.10

READY

9:47 AM 10/1/2020

EDITABLE TOOLS

 **Caroline Koehler**

CHECK OUT THE BUNDLE!

Click here to get FBA
plus the Behavior
Support Planning Set.

FBA + BIP FORMS DATA PLAN SHEETS

The image displays a variety of school and office supplies. At the top, a white computer keyboard is partially visible. Below it, a black computer mouse sits on a blue patterned surface. To the left, a blue pencil with a silver eraser and a blue ruler are positioned. Several colorful sticky notes (yellow, pink, blue) are scattered around. In the bottom left corner, there is a circular inset showing a person's face. The background is a vibrant blue fabric with a pattern of small, colorful geometric shapes and letters.

- ✓ **Special Ed Collection Bundle**
- ✓ **Tools for behavior success**
- ✓ **Intervention action templates**

Caroline Koehler