Functional Behavioral Assessment - CHEAT SHEET

Use Direct (ABC data/ anecdotal data) and Indirect (FAST, MAS, PBQ, QABF) Data to fill this assessment out.

Student’s Name:  

Click here to enter text.  

School Name:  

Click here to enter text.

Student’s DOB:  

Click here to enter text.  

Date of FBA:  

Click here to enter text.

Data Sources (circle all that apply):

- Direct Observations
- Student Interview
- Teacher Interview
- Parent Interview
- Rating Scales

Brief Student Background

Strengths:

Brief Educational History:

Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):

Your Target Behavior should be the INTERFERING Behavior. You should have taken 10 days of data on this behavior previously using Direct Data (ABC Data) and teacher/para interview

Frequency (how often does behavior occur according to data collected):

Can find this on the ABC Data Tool from Behavior Doc OR in Catalyst

Duration (length of time each episode lasts according to data collected):

The average duration of the behavior can be determined by reviewing the data collection sheets or through team discussion.

Day/Time (is the behavior more likely to occur on certain days or times)?

Can find this on the ABC Data Tool from Behavior Doc OR in Catalyst

Intensity (Consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale – low intensity, medium intensity, high intensity):
The average intensity can be determined by reviewing Catalyst OR through team discussion.

**Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior):**

Setting events can be identified on the ABC Data Tool (for location/context) and team discussion (for slow triggers such as meds, family life, etc.)

**Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:**

Antecedent events can be identified on the ABC Data Tool or Catalyst

**Identify events or times and/or situations when the target behavior does not usually occur:**

Events or times when behavior does NOT occur can be found in ABC Data Tool or Catalyst

**Consequences (i.e., how others respond immediately after the problem behavior occurs):**

Consequence data can be found in ABC Data Tool or Catalyst

**What was the most common student reaction to consequences implemented for the target behavior (does it continue/intensify/stop?)**

Student reaction can be found in ABC Data Tool or Catalyst

**Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):**

*When Take from “Setting Events” and “Antecedent Events” the student Take from “Description of Target Behavior” to get/to avoid What is the data telling you? Is the student trying to escape from work/peers/adults? Are they trying to get attention from adults/peers? Are they trying to gain access to something tangible? Are they doing it for an internal need (sensory)? staff/peers most frequently respond by Take from “Consequences” and as a result, the student’s behavior Take from “Most common student reaction” Through this behavior, the student is trying to communicate “I want _____”*

**Function of behavior:**

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<tr>
<th>x</th>
<th>Attention</th>
<th>Tangible</th>
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<tbody>
<tr>
<td></td>
<td>Escape</td>
<td>Sensory</td>
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