



## Functional Behavior Assessment

Name: \_\_\_\_\_  
Address: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_

### I. History and Description:

A brief description of the person. Include strengths and abilities such as ambulation, communication and self-care skills or independence level.

### II. Risk Level:

Is this person's behavior a risk to the community, peers or him/herself? What is the best staffing ratio when at home, at work, in the community? What can impact the staffing level?

### III. Health Information:

- A. Current Diagnoses: List the mental and physical health diagnoses from the most recent evaluation. Include the date of the evaluation the name of the provider
- B. Current Medications: List the medications the person receives. No need to include dosages or administration time.
- C. Medical/Psychiatric Influences on Behavior: How do the medical and psychiatric diagnoses affect this person's behavior? Do not define the diagnoses, but state how the person is impacted by the diagnosis. If the diagnosis doesn't have an impact, state that.

### IV. Previous Interventions and Effects:

What other behavior support programs have been tried, and what impact have they had? What has worked? What has not worked?

### V. Functional Assessment:

- A. Target Behaviors and Definitions: Operationally define each target behavior in observable terms so that someone can picture this behavior. It may be helpful to specify what is not included in this definition (e.g. Self-Injurious Behavior (SIB) biting, scratching hands, arms and face. This includes all attempts. This does not include biting finger nails.)
- B. Baseline Measures of Target Behaviors: Include the monthly behavior data, for all target behaviors, from the previous year in either a graph or table form.
- C. Physical/Mechanical Restraint Use in Past Year: The number of physical or mechanical restraint episodes during the past year. A summary of the common circumstances should be included.
- D. Indirect Assessment: Interview of the staff who are most familiar with this person regarding the circumstances surrounding target behaviors-antecedents and consequences for each target behavior. May administer a structured interview such as Questions About Behavior Function (QABF) to develop initial hypotheses regarding the reinforcement that maintains the behavior(s) (the function of the behavior).
- E. Direct Assessment /Observations Complete direct observations of the individual. Collect and provide data regarding the antecedents (what happened before the behavior) and the consequences (what happened after the behavior) each time the target behavior is observed. What are the common antecedents and consequences for each target behavior? Those antecedents and consequences indicate the function of each of the target behaviors. This also

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indicates the reinforcement that should be received for engaging in the replacement behavior. This information should be provided in a bar graph or table for easy visual analysis.

- F. Ecological Analysis: How does the environment influence behavior? Things to consider include the area, the number of peers in the area, the sound level, the temperature, the lighting, the pace of activity or prompting, the schedule, and person's goals/preferences among many other possible influences.

### VI. Replacement Behavior(s):

- A. Behaviors to be reinforced: The person may already possess the skills of the functionally matched replacement behavior. If the person engages in the target behavior and receives attention (or tangible, or escape or sensory input) the replacement behavior must also result in attention (or tangible, or escape or sensory input). This will help the person to obtain what they want without needing to engage in the target behaviors.
- B. Behaviors to be taught: If the person does not have the skills needed to perform the replacement behavior they will need to be taught the functionally matched skills. The teaching program should be described here.

### VII. Recommendations:

- A. Proposed interventions: This may include differential reinforcement strategies, environmental engineering, Premack Principle, behavior momentum, reinforcement strategies, prompting
- B. Data Collection Procedures: What type of data is to be collected, how often, where is it to be recorded?
- C. Goals/Objectives: Include goal(s) and objective(s) for increasing the functionally matched replacement behavior(s) and goals and objectives for reducing each of the target behaviors.

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Name of Clinician

Date