

# Functional Behavioral Assessment: Part 1 (Description)

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ DOB: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Data Sources:  Observation |  Student Interview |  Teacher Interview |  Parent Interview |  Rating Scales |  Normative Testing

**Description of Behavior (No. \_\_\_\_\_):**

**Setting(s) in which behavior occurs:**

**Frequency:**

**Intensity** (Consequences of problem behavior on student, peers, instructional environment):

**Duration:**

**Describe Previous Interventions:**

**Educational impact:**

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

## Functional Behavioral Assessment: Part 2 (Function)

Date: \_\_\_\_\_

**Function of Behavior (No. \_\_\_\_\_):** Specify hypothesized function for each area checked below.

**Affective Regulation/Emotional Reactivity** (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

**Cognitive Distortion** (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

**Reinforcement** (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):  
Antecedents:

Consequences:

**Modeling** (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

**Family Issues** (Identify family issues that play a part in organizing and directing problem behavior):

**Physiological/Constitutional** (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

**Communicate need** (Identify what the student is trying to say through the problem behavior):

**Curriculum/Instruction** (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):