

DATE: _____

Student Services Division

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INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Student Name: _____ Grade: ____ DOB: _____ ID#: _____

PART I: Assessment Plan

Identify targeted behavior(s) (i.e., behavior of concern):

Does a Behavioral Intervention Plan (BIP) currently exist?

- ☐ No *Continue Functional Behavioral Assessment process.*
- ☐ Yes *Functional Behavior Assessment does not need to be conducted. The IEP team, including parent(s), must determine if the BIP needs to be modified. Proceeding with Functional Behavioral Assessment is optional.*

Does additional assessment data need to be collected in order to complete this Functional Behavioral Assessment?

- ☐ No *The IEP team, including parent(s), determined Functional Behavioral Assessment can be completed using existing assessment data. Document Functional Behavioral Assessment Plan below then proceed to Part II.*
- ☐ Yes *Develop Functional Behavioral Assessment Plan below. (Do NOT proceed to Part II until all necessary Functional Behavioral Assessment data has been collected.)*

Functional Behavioral Assessment Plan

Please identify the assessment data to be reviewed, the responsible person(s) for collecting additional data, if needed, and the anticipated date(s) for completing the assessment.

PART II: Assessment

Briefly identify Functional Behavioral Assessment Information sources, including relevant prior evaluations and IEP data, observational data, records for health or medical factors, and any other sources that identify the history of the targeted behavior(s):

Describe the targeted behaviors. *(Pursuant to NAC 388.386, including descriptions of the frequency, duration and intensity of the behavior.)*

Describe the setting where the behavior most frequently occurs: Location/Time: _____

Nature of Activities: _____ Social/Communication Factors: _____

Describe any health or medical factors influencing the behavior: _____

Antecedent: What events immediately precede the behavior that apparently triggers it?

Consequences: What specific environmental or physiological outcomes occur that tend to reinforce the behavior?

Function: What appears to be the purpose of the behavior? The purpose is usually to get something or avoid something?

Prior Intervention: Describe the history of the targeted behavior(s), including any prior interventions and/or modifications and their effectiveness.

Replacement Behavior: What more appropriate behaviors or behavioral approximations should the student demonstrate?