



[Template: Informal FBA](#)
(make a copy of the file before using)

The following information is a guide and reference for completing the Informal Functional Behavior Assessment Behavior for students. It can be completed by the classroom teacher or other professional staff within the school building.

REMINDER - A REED does NOT need to be opened to complete an informal FBA. Completion of this informal FBA does not require participation by RESA Diagnostic Staff or a BCBA.

Pop up examples and references are embedded within this document. To access these documents, hover your cursor over the embedded link and tap one time. A small box should appear near your cursor displaying additional information associated with the link. Click one time on the small box and a pop-up window with the content will appear next to the Completion Guide. You will have view-only access to these documents. To edit or enter data into any of the forms provided, you will need to download your own copy of the document.

The purpose of an informal FBA is to gain insights into why a particular behavior is occurring and to develop strategies and interventions to address the behaviors effectively. An informal FBA involves reviewing data that is collected within the classroom to identify patterns in the behavior and determine a possible function of the behavior. It can include a review of a student's grades, progress on goals, attendance, behavior incident reports/office referrals, and student point sheets/self-evaluation sheets.

Date(s) of FBA Data Review: 11/18/2022

Date of Report: 11/21/2022

SECTION 1: STUDENT INFORMATION

Student Name: Lee, Ethan

Date of Birth: 10/15/2013

Teacher: Sam Parker/David Adams

Current Medications: None

Grade: 4



Student Strengths *(Include a description of the student's behavioral strengths)*

****Be sure to include the student's strengths.****

- [Example of Student Strengths for Ethan Lee](#)
- [Examples of Student Strengths](#)

SECTION 2: ANALYSIS of Problem Behavior(s)

1. Behavior(s) of concern and operational definitions: *(State a clear, objective, and measurable description of the behavior or behaviors of concern)*

An operational definition breaks down a behavior into observable and measurable components. This means that someone who observes the behavior should be able to clearly see and record it without ambiguity.

- [Operational Definition of Property Misuse for Ethan Lee](#)
- [Operationally Defining Behavior: Primary Behavior of Concern & Replacement Behaviors](#)
- [Operational Definitions of Commonly Occurring Behaviors](#)

2. Frequency, Intensity, and/or Duration of the behavior(s) of concern: *(Insert baseline data into Appendices below)*

This data is typically gathered from various sources and can be graphed to visualize patterns and trends in the behavior. The data provides an understanding of the target behavior(s) and can be graphed to indicate frequency, duration and/or intensity. Behavior incident reports and classroom point sheets are typical examples of historical data used to analyze behavior for an informal FBA.

- [Example of Token Board \(Work Completion\) Classroom Data/Graph for Ethan Lee](#)
- [Example of Structured Break Classroom Data for Ethan Lee](#)
- [Example of Duration & Intensity Chart for Ethan Lee](#)

3. Assessment of this behavior was based on:

- **Review of Records, including:**
 - **Discipline**
 - **Educational**
 - **Medical**
 - **Other**



Records Review, and Other Variables Considered: *(Insert a copy of the Records Review into Appendices below)*

A records review involves examining various documents and records related to the individual's behavior. This review typically includes a comprehensive examination of academic records, behavior tracking forms, incident reports, disciplinary records, Individualized Education Program (IEP) documents, medical records, and any relevant assessments or evaluations. A form, such as the [Records Review Form](#), can be used to help organize the information.

Behavior Incident Reports/Office Referrals/Discipline Data Summary: Summarize behavior incident information using the [Record Review Form](#) and the [ABC Tracker](#). Include the date and time of each incident, location and activity where the behavior occurred (setting events), what immediately occurred before the behavior (antecedent), description of the behavior, and what happened immediately after the behavior (consequences). Precursors or warning signs leading up to the behavior, people present, and information related to changes in routine, transitions or environmental factors may also be important information to include in this section.

Furthermore, a hypothesis of behavioral function can be identified by examining the consequences that occur after the problem behavior (e.g. attention, escape, tangible or sensory).

[Example of ABC Tracker for Ethan Lee](#)

Attendance/Tardy Data: Present a summary of the individual's attendance over the specified time frame. Include details such as the number of days attended, absences, tardies, and any notable patterns of attendance.

IEP Review: Summarize the student's current academic, functional, and developmental levels. This should include strengths and weaknesses in various areas, as well as relevant assessments and evaluation data. Document the types and frequency of special education services and related services (e.g., speech therapy, occupational therapy, counseling) the student receives. Specify the location (inclusion, resource room, etc.) where services are provided. List any accommodations or modifications provided to support the student's access to the



curriculum. These may include extended time for tests, preferential seating, use of assistive technology, or modified assignments. Include the results of any assessments or evaluations conducted to measure the student's progress and determine the effectiveness of the IEP.

Grades: *Describe the student's current academic performance including information on their grades and any recent assessments or evaluations of their academic abilities.*

Academic Assessment Results: *Summarize results from standardized tests, criterion-referenced assessments and other informal assessments.*

Medical Records/Health History: *This should include information on past and current medical conditions, surgeries, hospitalizations, medications, allergies, and any ongoing medical treatments or therapies. Understanding the individual's medical background is crucial for identifying potential links between medical issues and behavior.*

Other Variables Considered: *This section includes other variables that may be impacting behavior. Other variables may include social, psychological or environmental information available in the student's educational file but not included in other parts of the informal FBA.*

[Example of Record Review for Ethan Lee](#)

4. Summary of Supports Provided:

This section includes a summary of the various supports and interventions that have been implemented to ensure the unique needs of the student have been met. These supports may include instructional supports, behavioral supports, and social-emotional supports.

[Example of Summary of Supports Provided for Ethan Lee](#)



5. Hypothesis of Behavioral Function

The hypothesis is developed from a summary based on office/behavior referrals that indicate the antecedents, the behavior itself, and the consequences that follow it. It also outlines any patterns or trends observed, such as specific triggers or environmental factors that may contribute to the behavior. The [ABC Tracker](#) is helpful in summarizing this information.

| When this occurs... | The student does... | To obtain or escape/avoid... |
|---|---|--|
| <i>Describe setting events and antecedents (what happens before the behavior)</i> | <i>Describe the behavior of concern (target behavior)</i> | <i>Hypothesized function</i> |
| <p>Setting events are conditions or circumstances that exist before the problem behavior occurs. These events don't directly trigger the behavior but can influence its likelihood and intensity.</p> <p>Antecedents are observable events or situations that immediately precede the problem behavior. These can include specific actions, requests, or events that occur in the individual's environment.</p> | <p>State the specific behaviors of concern being observed and recorded. The behaviors listed in this section should also be the same behaviors defined in Section 1 of this document.</p> | <p>Identify the events or actions that immediately follow the behaviors of concern. This information provides insights into what is likely reinforcing or maintaining the problem behaviors.</p> |



6. Potential functionally equivalent replacement behavior(s):

Functionally equivalent replacement behaviors are alternative behaviors that serve the same function or purpose as the problem behavior they are intended to replace. These replacement behaviors are designed to fulfill the individual's needs or achieve the same desired outcomes in a more appropriate and socially acceptable manner.

[Example of Replacement Behaviors for Ethan Lee](#)

SECTION 3: Conclusion/Recommendation

7. Conclusions: (Recommendations)

Discuss the implications of the assessment findings for developing an effective behavior intervention plan, the importance of selecting appropriate replacement behaviors that are functionally equivalent, and the importance of modifying the antecedent events and consequences to promote positive behavior change. This section may highlight the need for ongoing monitoring and data collection to assess the effectiveness of the behavior intervention plan and make any necessary adjustments. It may also emphasize the importance of collaboration among all stakeholders involved, such as parents, teachers, therapists, and other professionals, to ensure consistency and generalization of the intervention strategies across different settings.

If specific interventions are recommended, they must have demonstrated empirical efficacy.

[Example of Conclusions & Recommendations for Ethan Lee](#)

SECTION 4: informal FBA Personnel

Individuals contributing to this informal FBA:

List the specific individuals that were directly involved in contributing information to the functional behavior assessment. Obtain signatures from each individual.

| Name | Position | Signatures |
|-------------------|--------------------|------------|
| Sam Parker | Teacher | |
| David Adams | Teacher | |
| Alexandria Orteiz | Social Worker | |
| Judy Jenkins | Reading Specialist | |
| Jerome Washington | Principal | |



| | | |
|-------------|--------|--|
| Lei Siu Lee | Parent | |
| Becky Lee | Parent | |

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Appendices

The appendices include detailed information, data, or materials that are relevant to the functional behavior assessment but are not included within the main text due to the length or complexity. Tables, charts, graphs and the record review document are often placed in the appendices.

Attach data summaries, the record review document, and any other relevant information in the appendices.

[Example of Duration & Intensity Chart for Ethan Lee](#)

[Example of ABC Tracker for Ethan Lee](#)

[Example of Completed Record Review for Ethan Lee](#)

[Example of Token Board \(Work Completion\) Data/Graph for Ethan Lee](#)

[Example of Structured Break Data for Ethan Lee](#)

AFTER COMPLETION OR UPDATE

WHEN THE INFORMAL FBA IS COMPLETE OR UPDATED:

- ☐ File in CA-60,
- ☐ Upload to Student Uploads in Illuminate
- ☐ Send a copy to Parent/Guardian