**Manchester Public Schools**

**Functional Behavior Assessment**

**CONFIDENTIAL**

|  |  |
| --- | --- |
| Date: |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student: |  | ID: |  | DOB: |  | Case Mgr/Counselor: |  |

Check one:  Regular Education  Special Education  504

**Data Sources/Summary:**

Observations  Student Interview  Teacher Interview  Parent Interview  Scatter Plots  ABC Observations

Teacher Behavior Questionnaire  Discipline Reports  Attendance Record  File Review Academic Records

Outside Agency Evaluation  Other

**Overview:**

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| X (Student name) is a X year old male/female who is currently attending X School in Manchester, Connecticut. Data have been collected on the occurrences of X’s (student name) X (target) behaviors in the school setting from X to X (dates) through X (data collection methods: ABC data, frequency, anecdotal data, interviews, etc.). Functional assessments and interviews have also been conducted by the X (BCBA, school psychologist, teacher, social worker, etc.). Together, these data are analyzed within this report. The results of these analyses will be used to help ensure that behavioral programming for X (student name) appropriately addresses the potential functions of her target behaviors so that he/she can learn more appropriate ways to get his/her needs met. |

**Student Strengths:**

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**Target Behavior(s):**

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| (List and define) |

**Relevant Background/History:**

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| (Include any important information about the history and information about the student. Include health issues, diagnosis, family stressors/pertinent family information, learning disability, relationships with others, academic history, etc.)**.** |

**Contextual Analysis:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Where was the data collected:**  **Setting (s) in which behavior occurs:**  **Frequency (Identify for each behavior):**  **Duration (Identify for each behavior):**  **Severity (Identify for each behavior using the rubric below):**   |  |  | | --- | --- | | **Rating** | **Level of Severity Rubric** | | 1 | Behavior is confined only to the observed student.  May include such behavior as refusing to follow directions, scowling, crossing arms, pouting, or muttering under his/her breath. | | 2 | Behavior disrupts others in the student’s immediate area.  May include slamming books, dropping items on the floor, name calling, or using inappropriate language. | | 3 | Behavior disrupts everyone in the class.  May include throwing objects, yelling, open defiance of teacher directions, or leaving the classroom. | | 4 | Behavior disrupts other classrooms or common areas of the school.  May include throwing objects, destruction of property,  yelling, open defiance of school personnel’s directions, or leaving the school grounds.  Limited social interaction but requires frequent prompts assistance to initiate and/or respond to social interaction. | | 5 | Behavior causes or threatens to cause physical injury to self, or other or causes severe property damage.  May include displaying weapons or assaulting others. Social withdrawal that results in extreme isolation and inability to interact with others. | |

**Antecedent Analysis (Triggers):**

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| (During what type of activities do behaviors occur, what settings, who is present, etc.): |

**Consequence Analysis:**

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| (What are the consequences for each behavior?) |

**Functional Hypothesis:**

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| (Identify and describe for each behavior):  + Escape + Attention + Access to Tangibles/Activities + Sensory/Automatic |

**Describe Previous Interventions:**

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**Educational Impact:**

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| Evaluators Signature: | |  | Date: |  |
| Print Name/Title: |  | |