

FUNCTIONAL BEHAVIORAL ASSESSMENT:

Student's strengths:

A description of the target behaviors and their frequency, severity and duration:
When did they start? Etc.

Target behavior (s)

- 1.
- 2.
- 3.

Frequency of behavior

- 1.
- 2.
- 3.

Severity of Behavior

- 1.
- 2.
- 3.

Duration of behavior

- 1.
- 2.
- 3.

A description of the events, times and situations that predict the occurrence and nonoccurrence of the target behaviors:

Predicts occurrence of behavior:

Predicts the nonoccurrence of behavior:

A description of the antecedents, consequences and other reinforcers that maintain the target behavior:

Antecedents:

Consequences:

Reinforcers that maintain target behaviors:

A description of the apparent functions of the target behaviors and possible appropriate replacement behaviors:

Possible functions of the behavior(s):

Possible appropriate replacement behaviors:

Documentation that the team has considered other treatable causes for the target behaviors, including mental or physical health condition:

A description of the positive behavioral interventions and supports and other strategies used in the past and the effectiveness of each:

Interventions/supports/strategies	Effectiveness

A description of changes in the environment in which the target behaviors occur that may reduce the frequency of the behaviors:

Summary statements and hypotheses about the purposes of the target behaviors that will assist in the development of the child's behavioral intervention plan:

A description of any other evaluation data that may assist in the development of an appropriate behavior intervention plan for the child:

An evaluation of proposed regulated interventions and contraindication of any regulated interventions: