

FUNCTIONAL BEHAVIOR ASSESSMENT (FUBA)

Student: _____

Date: _____

Participants:

Describe the behavior/incident that prompted this FUBA _____

Identify the ONE BEHAVIOR to be targeted for intervention:

The targeted behavior is Observable Measurable

ANTECEDENTS

What is likely to "set off" or precede the problem behavior?

When is the problem behavior most likely to occur?

- Morning approximate times: _____
- Afternoon approximate times: _____
- Before school After school Lunch Recess
- Other _____
- Time of the day does not seem to affect this behavior

Where is the problem behavior most likely to occur?

- Reg. Ed. Classroom Special Ed. Classroom Hallways Cafeteria
- Other _____
- Location does not seem to affect this behavior

During which **Subject/Activity** is the problem behavior most likely to occur?

- Subjects _____
- Seat work Unstructured activities Group activities Transitions
- Lesson presentations Task explanations
- Subject/Activity does not seem to affect this behavior

The **PEOPLE** present when the problem behavior is most likely to occur include:

- Teacher _____ Classmates _____ Other staff _____
- Parents _____ Other peers _____
- _____
- Who is present does not seem to affect this behavior.

Other EVENTS or CONDITIONS that immediately precede the problem behavior

- A demand or request Unexpected changes in routine Consequences imposed on behavior
- Comments from other students
- _____

When is the student most successful? _____

CONSEQUENCES

What "payoff" does the student obtain when he/she demonstrates the problem behavior?

The student **GAINS**:

- | | |
|---|---|
| <input type="checkbox"/> Teacher/adult attentions | <input type="checkbox"/> Peer attention |
| <input type="checkbox"/> Desired item or activity | <input type="checkbox"/> Control over others or the situation |
| <input type="checkbox"/> Self-stimulation | <input type="checkbox"/> _____ |

The student **AVOIDS** or **ESCAPES**:

- | | |
|--|---|
| <input type="checkbox"/> Teacher/Adult attention | <input type="checkbox"/> Peer attention |
| <input type="checkbox"/> Non-preferred activity, task or setting | |
| <input type="checkbox"/> A difficult task or frustrating situation | |
| <input type="checkbox"/> _____ | |

What has been tried thus far to change the problem behavior?

- This is the first occurrence and will be addressed through this FUBA and Behavior Intervention Plan
- Implemented rules and consequences for behavior are posted
- Implemented a behavior or academic contract
- Implemented a home/school communication system
- Adapted the curriculum (describe) _____
- Modified instruction (describe) _____
- Adjusted the schedule (Describe) _____
- Conference with parent(s) Date? _____
- Sent student to _____ Dates _____
- _____
- _____
- _____
- _____