Functional Assessment of Behavior: General Notes on the Report

Using a template:
Use the template as a guide, not something that you have to force your words into. Its purpose is to remind authors of important issues. (Use the template; don't let the template use you!)

Reasons for Referral
The reason for an FBA referral will be different from the reason for and FAA referral. Specifically, behaviors that generate an FAA will be (a) self-injurious, (b) assaultive, (c), cause property damage, and/or (d) be pervasive and maladaptive. In this last instance prior interventions specified in the student's IEP will typically have been found to be ineffective.

Assessment Procedures:
List all procedures used and report all results. You cannot selective chose what assessment results to report and what not to report. For example, if you used rating scales, the results of such should be found somewhere in your report.

Behavioral History:
This section asks the questions: "Has the behavior been seen before?" and "What interventions have already been tried?" In addition, you need to indicate what prior interventions appear to work and what intervention appear to be counter productive. You should also be prepared to speculate as to why given interventions did or did not work. From this information you should be able to state a tentative hypothesis for the function of the problem behavior.

Behavioral Definitions:
When writing these descriptions always try to think about what the behavior "looks like."

Consequences
Consequences of Target Behavior lead directly to the hypothesized function.
Consequences of the Replacement Behavior must include what happens NOW (before your proposed interventions) when it is displayed. Whatever it is that happens following the replacement behavior, it is typically not as powerful a reinforcer as are the consequences for the target behavior. Form these observations you can propose reinforcers for the Replacement Behavior. Be sure to make these reinforcers consistent with the function(s) or goal(s) of the Target Behavior

Baseline Data
Baseline data typically includes observations conducted at the same time across five consecutive days. If you don't observe at the same time over five days, then you typically have not established a baseline. In this case this section of the report is best labeled "Behavioral Observations."

Permanent product data is an effective measure of task completion. With it you can obtain an estimate of the percentage of assignments completed prior to intervention. A teacher's grade book is often a good source of such data.

Establishing (or Motivating) Operations (AKA: Setting Events)
Remember that these events (or conditions) may occur (or are in effect) the morning of or evening before a given behavior is displayed. These are events that make it more or less likely that a behavior will be judged as reinforcing. Given this definition, give examples of what would you include in each of the following report sections?

Medications: _____

Medical Conditions: _____

Sleep Cycles and Diet: _____

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Daily Routine: _____

_____

Ability to Make Choice _____

_____

Situations, Settings and/or Days: _____

_____

Staffing Patterns: _____

_____

_____

_____

_____

Need to specify what is unique about a given establishing operation that serves to motivate behavior (i.e., increases the need to obtain reinforcement). Remember to include the establishing operations for replacement as well as target behaviors (assuming of course that these behaviors are being displayed)!

Immediate Antecedents

Remember that these antecedents are the events that occur immediately before behavior and might be considered signals or sign posts that trigger (or cue) behavior. They do so more or less automatically. They signal that the opportunity for reinforcement is present. Given this definition give examples of what would you include in each of the following report sections?

Time of Day: _____

_____

Physical Setting: _____

_____

Social Setting: _____

_____

Activities and Nature of Instruction: _____

_____

What are some other general report sections you might include here? _____

_____

_____

Need to specify what is unique about a given immediate antecedent that serves to trigger behavior. Remember to include the immediate antecedents for replacement as well as target behaviors!

Summary

What you list in the summary must appear in the body of the report. A reader should never see something in the summary for the first time.

Recommendations

Try to avoid combining recommendations. Be specific in each recommendation. They should allow individuals not familiar with the student, the classroom, or even your assessment data to implement what you recommend.

Signature Line/Title

Your title is "School Psychology Field Worker"
Your field supervisor (not the course instructor) should co-sign (and in doing so approve) the report if it is going to be used to develop an actual BIP