

Section 7:

Functional Behavior Assessment (FBA)

A Functional Behavioral Assessment (FBA) is a **PROCESS** used to define behaviors of concern, identify the triggers, determine the common outcomes of the behaviors to help understand the function or purpose of problem behavior(s). An FBA should include a variety of data collection methods which may include interviews of parents and teachers who know the student well, observations across multiple school settings, student records, and data from interventions trialed. The team should continue to collect ongoing data to evaluate the effectiveness of chosen interventions on student behavior. A crisis and/or safety plan may be developed if necessary. It is important to include your school psychologist. They have extensive training and experience in conducting FBA's.

The completion of an FBA is not required for assessment in ASD. However, if the team is concerned of specific behaviors that they need to gather additional information on, they may want to complete an FBA. If a Behavior Intervention Plan (BIP) is required for a student, an FBA would be required. The process of determining the function of a behavior(s) for a student with ASD may require gathering additional information, including a student's underlying characteristics. They may include, but not limited to, deficits in language skills, sensory regulation, and social skills. The use of a tool that can help the team identify these ASD specific concerns, such as the Underlying Characteristics Checklists (See informal tools section for more information on the UCC) may be helpful during this process.

During the re-evaluation process the team should not only update information regarding previously target behaviors, but also look at any new behavior of concern, along with continuing to monitor the progress related to as students underlying ASD characteristics.

Resources for an ASD focused FBA –

- [Functional Assessment Screening Tool \(FAST\) \(external website\)](#)
Designed to identify several factors that may influence the occurrence of problem behaviors. Can be used to determine the function of the behavior(s) across settings and staff.
- [FAST Template in Google Form \(Google\)](#)

This template is the original FAST form made into a google form that can be edited based on student target behaviors and sent out through email to collect data from teachers.

- [FAST Data Analysis Spreadsheet Template \(Blank & Sample\) \(Google\)](#)
This Google spreadsheet is a blank template for organizing the data collected from each individual on the FAST form. On the second tab at the bottom, labeled 'sample', you are provided with a visual example of how the data collected from each individual on the FAST form can be organized and analyzed.
- [Basic FBA to BIP \(external website\)](#)
A large variety of forms and templates for FBA resources (forms available in both Word documents and PDF)
- [PBIS World \(external website\)](#)
Allows the user to choose a behavior, provides example(s) of the behavior, and levels of intervention based on the MTSS model. It also has digital and printable data collection forms.
- [FBA Interview #1 \(external website\)](#)
Contains a two-page explanation of an FBA and five pages of interview questions related to behavior, student health history, and reinforcers.
- [Prevent – Teach – Reinforce \(PTR\) \(external website\)](#)
This document contains explanations of the process, templates of forms that can be used immediately, as well as sample forms to help explain how best to use them. Forms can be used to work on team building to student programming and reinforcement of new skills taught.
- [Information on The Ziggurat Model \(external website\)](#)
Contains a two-page fact sheet on The Ziggurat Model and the various forms used during this process.