



# COLORADO

## Department of Education

### Functional Behavior Assessment Summary Report

The development of this document is due to the efforts of the FBA Workgroup. This task force developed the FBA Summary Report through the collaboration of educators, administrators, special service providers, and university staff. We would like to extend a special thanks to contributors:

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## Serious Emotional Disability Taskforce

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This document was also reviewed by the following CDE Office of Special Education teams: Access, Learning, and Literacy; and General Supervision and Monitoring.



# FBA Summary Report

## Section 1: Student Data

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ IEP: \_\_\_\_\_ 504: \_\_\_\_\_ MTSS/PBIS: \_\_\_\_\_  
Parent Permission Date: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

## Section 2: Problem Identification

### Type of FBA:

Brief          Full

### Source of Information:

Input is collected from multiple sources to complete the functional behavior assessment. *Check all that apply.*

<input type="checkbox"/>	Student Interview
<input type="checkbox"/>	Parent Interview
<input type="checkbox"/>	Teacher and Staff Interview
<input type="checkbox"/>	Rating Scales
<input type="checkbox"/>	ABC Data and Student Observations
<input type="checkbox"/>	Record Review (including attendance, Rtl/MTSS data, other pertinent plans, safety, transportation, and disciplinary review)
<input type="checkbox"/>	Environmental Review
<input type="checkbox"/>	Missing Skills Inventory/Summary (communication, cognitive, SEL, and/or academic skills gaps that might be driving or contributing to behavior)
<input type="checkbox"/>	Social History/Medical History
<input type="checkbox"/>	Reinforcement Inventory
<input type="checkbox"/>	Other:

### Strength Profile (strengths, interests, possible reinforcers):

### Cultural Considerations and Summary (interview with the family and team conversation):

Things to consider:

- What is the school's relationship with the family?
- Describe successful strategies of school staff to build positive school, parent and family relationships.
- Identify student language and cultural strengths/assets that can be incorporated into the plan to mitigate problem behaviors.
- Explore whether personal assumptions, biases and perceptions of staff adversely impact this student.
- Examine beliefs of the school regarding the school's responsibility to honor individual beliefs, values and priorities of their race, culture, family and socioeconomic circumstance to build a positive socially responsive community.



## **Academic Considerations and Summary:**

Questions to consider:

- How does the student's academic performance compare to their peers?
- Have academic interventions been put in place with fidelity?
- Does the student need academic interventions implemented alongside a behavior plan?

## **Target Behaviors with Operational Definitions:**

## **Student Interview Summary:**

## **Parent Interview Summary:**

Consider cultural context and any cultural considerations or needs with the parent interview process.

## **Teacher Interview Summary:**

## **Rating Scales Summary:**

## **ABC Data and Student Observations Summary:**

## **Records Review Summary (including attendance, RtI/MTSS data, other pertinent plans, safety, transportation, and disciplinary review):**



**Environmental Review Summary:**

Examples might include a routine analysis, schedule analysis, environmental conditions such as lighting, noise level, classroom arrangements, visual stimuli, etc.

- What does the individual/family perceive as positive or reinforcing events in their environment or daily routine?
- What does the individual/family perceive as negative events or negative experiences in their environment or daily routine?
- What is the ratio of praise statements to corrective statements? Or, what is the rate of positive interactions/feedback/praise to negative interactions/corrections/redirections?

**Missing Skills Summary:**

List missing skills that are related to the identified target behavior or skills that need to be taught for the desired behavior to be displayed. The listed skills need to be relevant to the problem behavior. Example of missing skills might include brain injury neurocognitive assessment, social emotional skills, executive functioning skills, language or communication skills etc.

**Social History Summary:**

Information that could be included might be any adverse childhood experiences/trauma experiences.

**Medical History Including Medications Summary:**

Which could include brain injury, health conditions, medications, etc.

**Intervention History Summary:****Reinforcement Inventory Summary:**

**Data Collection Summary:** (Patterns of behavior related to time, day of week, class, individuals, frequency, duration, intensity, latency, ABC data, and any intervention data) Looking for patterns with the setting events, antecedent, behaviors and consequences.

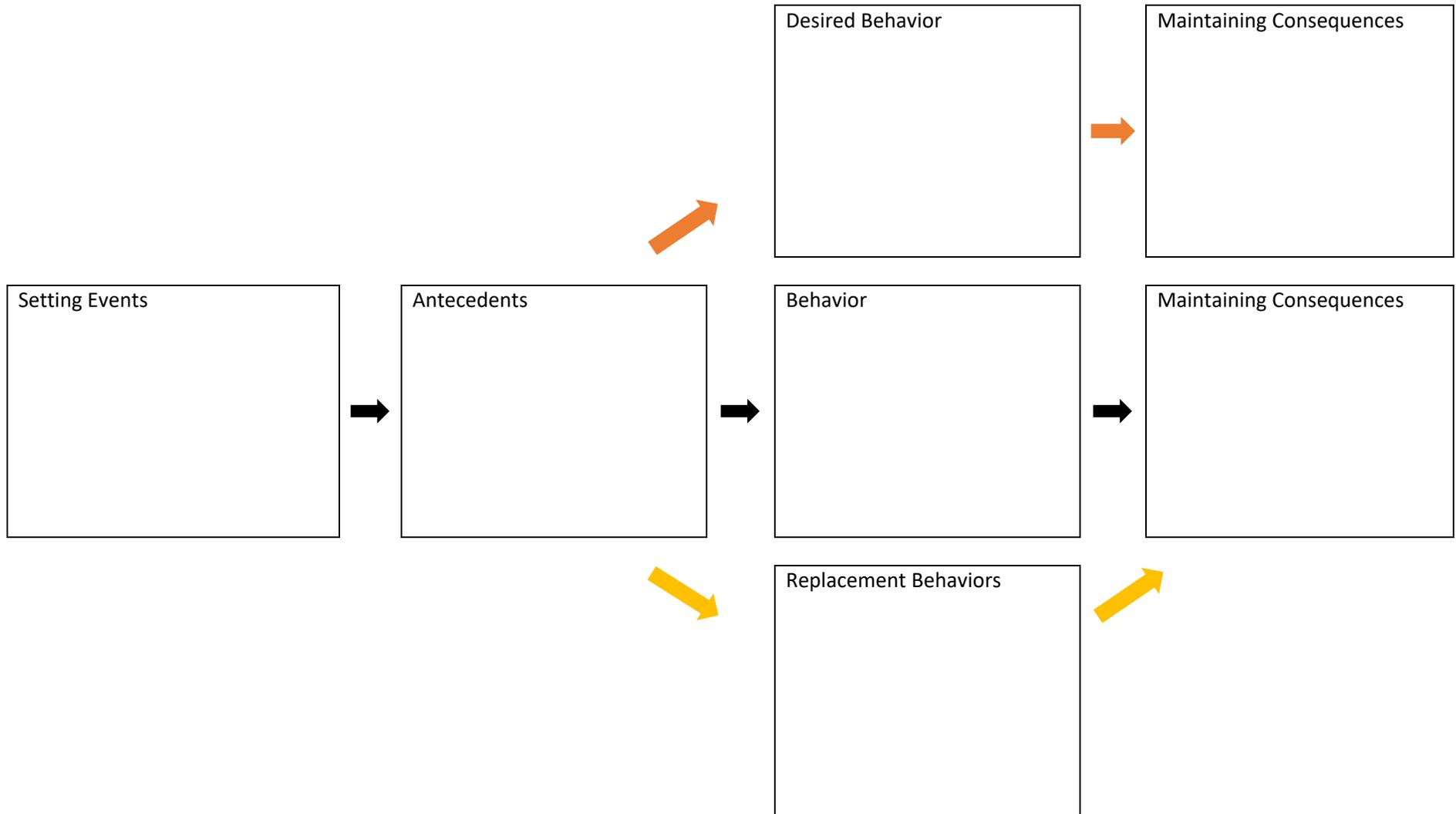


**Baseline Data Collection Summary:**



**Section 3: Behavior Analysis**

**Competing Pathways Chart**



## Hypothesis or FBA Summary Statement:

A summary/hypothesis statement is developed from the FBA, which should include:

- A brief operational definition, in observable and measurable terms, of the target behavior.
- Conditions under which the behavior is displayed (any observed patterns of behavior).
- Suspected function of the behavior.
- How setting events (things outside of the school environment) might impact the target behavior.

### Sample Hypothesis/Summary Statement

When (student name)\_\_\_\_\_ is expected to (describe antecedent/trigger)\_\_\_\_\_ during (specify the classroom/school environment, the routine)\_\_\_\_\_, the student (describe behavior of concern)\_\_\_\_\_, for the reason(s) of (indicate reason/motivation for the behavior, to gain or avoid) \_\_\_\_\_ This is likely to be occur/or will occur more often when (Setting Events) if \_\_\_\_\_.”

