**FUNCTIONAL BEHAVIOR ASSESSMENT: INITIAL LINE OF INQUIRY-(Form D)**

*(to be drafted by the Facilitator and completed by the team)*

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| --- | --- | --- | --- |
| Student: |       | FBA Meeting Date: |       |
| Participants: |       | **Revision/Revisit** Date: |       |
| Strengths: |       |

|  |  |  |
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| **PREVENT DATA*****(refer to 1a, 2a, 3a, 4, 5, 6 on PTR Prevent assessment)*****SLOW TRIGGERS FAST TRIGGERS**  | **TEACH DATA** **Targeted Behaviors**  | **REINFORCE DATA** ***(function- refer to PTR assessment Teach 1-6); (consequences – refer to PTR assessment Reinforce 1-5)*****PERCEIVED FUNCTION ACTUAL CONSEQUENCES** |
|  |  | BEHAVIORS TO DECREASE BEHAVIORS TO INCREASE (*refer to 7,8,9 of PTR teach assessment)* |       |       |

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| **Less Likely To Occur: *(refer to 1b, 2b, 3b on the PTR assessment)*** |

**FUNCTIONAL BEHAVIOR ASSESSMENT**

**INITIAL LINE OF INQUIRY (Continued) -(Form D)**

|  |  |  |  |
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|  |  | FBA Meeting Date: |       |
| Student: |       | Revision/Revisit Date: |       |

**Specific Hypothesis (targeted behavior to decrease):**

|  |  |  |
| --- | --- | --- |
| **When this happens …**      | **Student does this …**      | **In order to …**      |

**FUNCTIONAL BEHAVIOR ASSESSMENT**

**INITIAL LINE OF INQUIRY (Continued) -(Form D)**

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| --- | --- | --- | --- |
| **Specific Hypothesis (targeted behavior to increase -- replacement behavior)**

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| --- | --- | --- |
| **When this happens …**      | **Student does this …**      | **In order to …**      |

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