**Team Facilitator Step by Step FBA/BSP Process**

* Referral is made from TIER 2 *(Form A-Page 1)*
* Facilitator meets with teacher:
  + Complete increase and decrease behavioral form *(Form B-Page 2)*
    - Operationalize behaviors to increase and decrease
  + Give PTR assessment questionnaires *(Form C-Pages 3-7)*
    - All teachers
    - Family
  + Create data sheet for teacher to keep preliminary data
  + Teacher complete reinforcement interview/inventory with student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + Get PTR assessment questions back and summarize assessment questionnaires
  + Draft hypothesis
* Meeting 1 - *(Form D-Pages 8-10)*
  + Student strengths are highlighted
  + Operationalize targeted behaviors for change
  + Pick the most salient targeted behaviors for change
  + Pick the most appropriate (replacement) behaviors
  + Review summary of PTR assessment data
  + Discuss the slow, fast triggers
  + Discuss the consequences
  + Discuss the probable function
  + Facilitator reviews hypothesis
  + Create behavioral rating scale or other data collection tool *(Form E-Page 11)*
* Keep behavior data for one to two weeks (Baseline data)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Meeting 2
  + Review hypothesis
  + Review trends in baseline behavioral data
  + PTR Plan Checklist
  + Teach ideas
  + Prevent ideas
  + Reinforce ideas
  + Fidelity Plan
* 2 week follow up meeting
  + FBA Review Form

**Behavioral Referral Form- TIER 2 or TIER 3-(Form A)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Referral: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Reason for Referral** |  |
| **Please describe the behaviors that you would like to *decrease*** |  |
| **Please indicate what behaviors you would like to *increase*** |  |

Other information:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GOAL SETTING (adapted from the PTR process)- (Form B)**

*This form is completed in a meeting with the facilitator and teacher(s).*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

|  |  |
| --- | --- |
|  | **Behavior** |
| Decrease |  |
| Increase |  |

**PTR Functional Behavior Assessment: Prevent Component-(Form C)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1a. Are there ***times of the school day*** when problem behavior is ***most likely*** to occur? If yes, what are they? | | | | | | | | | |
| \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before meals | | | \_\_\_ During meals | | \_\_\_ After meals | | | \_\_\_ Arrival  \_\_\_ Dismissal |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 1b. Are there ***times of the school day*** when problem behavior is ***very unlikely*** to occur? If yes, what are they? | | | | | | | | | |
| \_\_\_ Morning  \_\_\_ Afternoon | \_\_\_ Before meals | | | \_\_\_ During meals | | \_\_\_ After meals | | | \_\_\_ Arrival  \_\_\_ Dismissal |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 2a. Are there ***specific activities*** when problem behavior is ***very likely***to occur? If yes, what are they? | | | | | | | | | |
| \_\_\_ Reading/LA  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Worksheets,  seatwork | | \_\_\_ Writing  \_\_\_ Small group work  \_\_\_ Computer  \_\_\_ Peer/cooperative  work | | | \_\_\_ Math  \_\_\_ Large group work \_\_\_ Recess  \_\_\_ Centers  \_\_\_ Specials (specify)  \_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 2b. Are there ***specific activities*** in which problem behavior is ***very unlikely*** to occur? What are they? | | | | | | | | | |
| \_\_\_ Reading/LA  \_\_\_ Independent work  \_\_\_ One-on-one  \_\_\_ Free time  \_\_\_ Worksheets,  seatwork | | \_\_\_ Writing  \_\_\_ Small group work  \_\_\_ Computer  \_\_\_ Peer/cooperative  work | | | \_\_\_ Math  \_\_\_ Large group work \_\_\_ Recess  \_\_\_ Centers  \_\_\_ Specials (specify)  \_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_ Science  \_\_\_ Riding the bus  \_\_\_ Lunch  \_\_\_ Discussions/Q&A  \_\_\_ Transitions (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 3a. Are there ***specific classmates or adults*** whose proximity is associated with a ***high likelihood*** of problem behavior? If so, who are they? | | | | | | | | | |
| \_\_\_ Peers  \_\_\_ Teacher(s)  \_\_\_ Paraprofessional(s)  \_\_\_ Other school staff | | | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | \_\_\_ Bus driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3b. Are there ***specific classmates or adults***whose proximity is associated with a high likelihood of problem behavior ***not being*** exhibited? If so, who are they?   |  |  |  | | --- | --- | --- | | \_\_\_ Peers  \_\_\_ Teacher(s)  \_\_\_ Paraprofessional(s)  \_\_\_ Other school staff | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Bus driver  \_\_\_ Parent  \_\_\_ Other family member (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 4. Are there ***specific circumstances*** in which problem behavior is ***very likely*** to occur? | | | | | | |
| \_\_\_ Request to start task  \_\_\_ Being told work is wrong  \_\_\_ Reprimand or correction  \_\_\_ Told “no”  \_\_\_ Seated near specific peer  \_\_\_ Peer teasing or comments  \_\_\_ Change in schedule | | \_\_\_ Task too difficult  \_\_\_ Task too long  \_\_\_ Task is boring  \_\_\_ Task is repetitive  (same task daily)  \_\_\_ Novel task | | \_\_\_ Transition  \_\_\_ End of preferred  activity  \_\_\_ Removal of  preferred item  \_\_\_ Start of non-  preferred activity | \_\_\_ Student is alone  \_\_\_ Unstructured time  \_\_\_ ‘Down’ time (no  task specified)  \_\_\_ Teacher is attending  to other students | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 5. Are there conditions in the ***physical environment*** that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions…. | | | | | | |
| \_\_\_ Yes (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ No | | | | | | |
| 6. Are there circumstances ***unrelated to the school setting*** that occur on some days and not other days that may make problem behavior more likely? | | | | | | |
| \_\_\_ Illness  \_\_\_ Allergies  \_\_\_ Physical condition  \_\_\_ Hormones or  menstrual cycle | \_\_\_ No medication  \_\_\_ Change in medication  \_\_\_ Hunger  \_\_\_ Parties or social event  \_\_\_ Change in diet | | \_\_\_ Drug/alcohol abuse  \_\_\_ Bus conflict  \_\_\_ Fatigue  \_\_\_ Change in routine  \_\_\_ Parent not home | | | \_\_\_ Home conflict  \_\_\_ Sleep deprivation  \_\_\_ Stayed with non-  custodial parent |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Prevent Component***. | | | | | | |
|  | | | | | | |

**PTR Functional Behavior Assessment: Teach Component-(Form C)**

|  |  |  |
| --- | --- | --- |
| 1. Does the *problem behavior* seem to be exhibited in order to ***gain attention from peers***? | | |
| \_\_\_ Yes *List the specific peers:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 2. Does the *problem behavior* seem to be exhibited in order to ***gain attention from adults***? If so, are there particular adults whose attention is solicited? | | |
| \_\_\_ Yes *List the specific adults:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 3. Does the *problem behavior* seem to be exhibited in order to ***obtain objects*** (toys or games, materials, food) from peers or adults? | | |
| \_\_\_ Yes *List the specific objects:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 4. Does the *problem behavior* seem to be exhibited in order to ***delay a transition*** from a preferred activity to a non-preferred activity? | | |
| \_\_\_ Yes *List the specific transitions:*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 5. Does the *problem behavior* seem to be exhibited in order to ***terminate or dela***y a non-preferred (difficult, boring, repetitive) task or activity? | | |
| \_\_\_ Yes *List the specific non-preferred tasks or activities*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 6. Does the *problem behavior* seem to be exhibited in order to ***get away from*** a nonpreferred classmate or adult? | | |
| \_\_\_ Yes *List the specific peers or adults*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_ No | | |
| 7. What ***social skills(s)*** could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future? | | |
| \_\_\_ Peer interaction  \_\_\_ Play skills  \_\_\_ Getting attention appropriately  \_\_\_ Joint or shared attention | \_\_\_ Sharing objects  \_\_\_ Sharing attention  \_\_\_ Conversation skills  \_\_\_ Making pro-social statements | \_\_\_ Taking turns  \_\_\_ Losing gracefully  \_\_\_ Waiting for reinforcement  \_\_\_ Accepting differences |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

|  |  |  |
| --- | --- | --- |
| 8. What ***problem-solving skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? | | |
| \_\_\_ Recognizing need for help  \_\_\_ Asking for help  \_\_\_ Using visual supports to work  independently  \_\_\_ Ignoring peers  \_\_\_ Graphic organizers | \_\_\_ Note-taking strategies  \_\_\_ Assignment management  \_\_\_ Working with a peer  \_\_\_ Move ahead to easier  items then go back to  difficult items | \_\_\_ Staying engaged  \_\_\_ Working independently  \_\_\_ Making an outline  \_\_\_ Self-management  \_\_\_ Making choices from several  appropriate options |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 9. What ***communication skill(s)*** could the student learn in order to reduce the likelihood of the problem behavior occurring in the future? | | |
| \_\_\_ Asking for a break  \_\_\_ Expressing emotions  (frustration, anger, hurt)  \_\_\_ Requesting information | \_\_\_ Raising hand for attention  \_\_\_ Requesting wants  \_\_\_ Rejecting  \_\_\_ Active listening | \_\_\_ Asking for help  \_\_\_ Commenting  \_\_\_ Responding to others |
| Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Additional comments not addressed above in the ***Teach Component.*** | | |
|  | | |

**PTR Functional Behavior Assessment: Reinforce Component-(Form C)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.What responses (**consequences**) typically occur after the student engages in the ***problem behavior?*** | | | | | | |
| \_\_\_ Sent to time-out  \_\_\_ Chair time-out  \_\_\_ Head down  \_\_\_ Sent to office  \_\_\_ Sent home  \_\_\_ Calming/soothing | | \_\_\_ Gave personal space  \_\_\_ Sent to behavior specialist/counselor  \_\_\_ Assistance given  \_\_\_ Verbal redirect  \_\_\_ Delay in activity  \_\_\_ Activity changed  \_\_\_ Activity terminated | | | | \_\_\_ Verbal reprimand  \_\_\_ Stated rules  \_\_\_ Physical prompt  \_\_\_ Peer reaction  \_\_\_ Physical restraint  \_\_\_ Removal of reinforcers  \_\_\_ Natural consequences (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| 2.Does the student ***enjoy praise*** from teachers and other school staff? Does the student enjoy praise from some teachers more than others? | | | | | | |
| \_\_\_ Yes *List specific people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  \_\_\_ No | | | | | | |
| 3.What is the likelihood of the student’s***appropriate behavior*** (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 4.What is the likelihood of the student’s ***problem behavior*** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff? | | | | | | |
| \_\_\_ Very likely | \_\_\_ Sometimes | | | \_\_\_ Seldom | \_\_\_ Never | |
| 5. What school-related items and activities are ***most enjoyable*** to the student? What items or activities could serve as special rewards? | | | | | | |
| \_\_\_ Social interaction with adults  \_\_\_ Social interaction with peers  \_\_\_ Playing a game  \_\_\_ Helping teacher  \_\_\_ Line leader  \_\_\_ Going to media center  \_\_\_ Sensory activity (specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_ Music  \_\_\_ Puzzles  \_\_\_ Going outside  \_\_\_ Going for a walk  \_\_\_ Reading  \_\_\_ Extra PE time  \_\_\_ Extra free time | | \_\_\_ Art activity  \_\_\_ Computer  \_\_\_ Video games  \_\_\_ Watching TV/video  \_\_\_ Objects (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ Food (Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Additional comments not addressed above in the ***Reinforce Component.*** | | | | | | |
|  | | | | | | |

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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)* |  |  |

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

**FUNCTIONAL BEHAVIOR ASSESSMENT**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 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)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific Hypothesis (targeted behavior to increase -- replacement behavior)**   |  |  |  | | --- | --- | --- | | **When this happens …** | **Student does this …** | **In order to …** | |

**Behavior Rating Scale (data collection tool) -(Form E)**

**Identify problem behavior and replacement behavior (adapted from Prevent Teach Reinforce)**

Student:      School:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Targeted behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.] |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

KEY: