**FBA Companion Document**

1. **Demographics:** Complete the information in the boxes. Please remove any team members not participating in the development of this document and add any team members not already mentioned.
2. **Reason for Referral:** Summary of social history information and classroom events relevant to this assessment. The last sentence of this section should read as follows: The current document, which will be used to inform Behavior Intervention Plan development, summarizes the team’s analysis of the function(s) of the following target behavior(s): Bullet the target behaviors.
3. **Student Strengths:** Include personal and academic skills and interests (bulleted list suggested).
4. **Contextual Factors:** Contextual factors that contribute to a target behavior’s occurrence are basically a translation of the background information summarized above into its effects on the student in his or her day-to-day experience. For example, a student’s history of trauma may or may not translate into the emotional contextual factor of heightened stress response with close physical proximity. In conjunction with other data, a brief description of contextual factors will facilitate our understanding of the functions of the target behaviors and help us choose clinically-sound interventions and emergency procedures. Include or exclude descriptions of the following contextual factors, as applicable:
	1. **Academic:** Identify current skills in a specific academic areas that may contribute to the target behavior. Academic / disciplinary data from the current school year is also relevant for this section.
	2. **Emotional:** Identify emotional factors which may play a part in the behavior – e.g., Mood lability, sensitivity to particular topics, prone to panic attacks.
	3. **Psychological:** Identify psychological factors, including cognitive distortions (i.e., distorted thoughts, inaccurate attributions, negative self-statements, or erroneous interpretations of events), personality characteristics, any currently identified mental health diagnoses, and concerns with associated medication which may be impacting the behavior.
	4. **Developmental:** Identify delays in development (i.e., speech, walking, toileting, etc.) which may be impacting the behavior.
	5. **Modeling:** Is the target behavior one that the student has seen respected others exhibit? If so, who is the student imitating, and when?.
	6. **Environmental Considerations:** Home or educational context considerations. e.g., Student has problematic peer relationships at school; lack of stable support system; incarceration or legal involvement for student or person of significance to the student.
	7. **Life Events:** Change in family structure, e.g., Birth of a sibling, recent divorce, recent move.
	8. **Physiological/ Medical:** Identify any physiological impairments or medical conditions with associated medications which may be impacting the behavior (e.g., injury, asthma, weight, need for glasses, etc.).
5. **Assessment Techniques:** Check which assessment techniques were utilized and summarize the results of student, parent, and teacher interviews, record and behavior data reviews. Please note that behavior observation and data collection summaries are already checked because they are required.
6. **Narrative summary of interviews:** In this area, please provide background information gathered through interviews with parents, teachers, students, related providers and other stakeholders. Background information should include any risk and protective factors in the student’s systems that may be affecting his or her behavior and adaptive functioning in school.
7. **Records review:** In this area, please provide background information gathered through a review of the child’s records from previous school years. Background information should include any risk and protective factors in the student’s systems that may be affecting his or her behavior and adaptive functioning in school. Please include history of attendance data, discipline data, and history of academic performance from previous school years (data from the current school year can be included in the preceding Contextual Factors, Academic Struggles section).
8. **Behavioral Observation(s):** Please include a summary of each observation including the date and key observations such as comparisons to other students in the class, differences in adult responses to the target behavior leading to different behavioral outcomes, interactions with peers and adults, academic engagement, etc.
9. **First target behavior:** Name the behavior (e.g., Leaving Supervision, Physical Aggression, Non-Compliance with adult directives, etc.). In the box immediately following “First Target Behavior,” operationalize the behavior (i.e., if physical aggression is the target behavior, an operationalization of the behavior could be “biting, hitting, kicking, punching, or throwing things at others with intent”).
10. **Intensity:** Choose one or more.
11. **Frequency:** State how often the behavior occurs based on the results of the data collected during the baseline period (ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 2 weeks of data collected). For example, 2x/hour, 3x/day.
12. **Duration:** State how long the behavior lasts (e.g., 5-10 minutes) on average, based on the results of the data collected during the baseline period (ideally, baseline data should be collected for 4-6 weeks; however, at minimum, teams should have at least 2 weeks of data collected).
13. **Latency:** State the length of time between antecedent and behavior. For example, the teacher gives a non-preferred directive and 10 minutes later the student walks out of class. If the target behavior is “leaving supervision,” the latency would be equal to 10 minutes (if this is what the data reflects on average). Note that the student may be exhibiting other behaviors in between the antecedent and the target behavior (i.e., disruptive noise, inappropriate gestures, non-compliance). Here you are identifying the latency period for the *target behavior* the team has chosen.
14. **Setting Events:** Factors which influence the behavior indirectly. Examples of setting events are: pain or any physical complaint (e.g., headache, broken arm) or illness, hunger, lack of sleep, family conflict/ chaos, loss/ abandonment, feeling unsafe on the walk to school, etc). Bulleted list suggested.
15. **Setting(s) in which behavior occurs and does not occur:** Identify places, times of day, and with whom the behavior occurs as well as places, times of day, and with whom the behavior does not occur (bulleted list suggested).
16. **Antecedent Events:** State what happens just before the target behavior occurs? What triggers the behavior? Bulleted list suggested.
17. **Maintaining Consequences:**  If the behavior is still occurring, it is working, or functioning, for the student in at least some settings. Consider what the student is getting out of engaging in the target behavior, then identify what must be happening in order for the target behavior to still be functional (e.g., in some settings, the student successfully attains desired items by displaying aggressive behavior). Bulleted list suggested.
18. **Hypothesized Function(s) of Behavior:** Name the (primary, secondary) function(s) of the behavior identified through assessment and data collection: Sensory, Escape, Attention, and/or Tangible.

There are four reasons, or functions, that fuel behaviors (Riffel, 2013; Sugai & Horner, n.d.).  You can use the acronym SEAT to help you remember them:  Sensory, Escape, Attention, and Tangible, and here’s what they mean:



Now that we know how each function helps students meet their needs, let’s consider some more specific examples of each.  For example, if a sensory function provides students with preferred sensory experiences and behavior that feels good, what types of sensory experiences could the student be seeking or avoiding, specifically?  Following is a brief description by function:

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| Escape (I don’t want to do this):* Difficult tasks
* Prolonged work
* Social demands
* with people who elicit uncomfortable or overwhelming feelings
* Be in places that elicit uncomfortable or overwhelming feelings

Attention; I want attention from:Parents* Teachers
* Peers
* Siblings
* Anyone
 | Tangible (I want this):* A toy
* An object
* A food item or a treat
* An activity
* A privilege

Sensory (I like doing this):* It feels good (tactile)
* It looks good (visual)
* It sounds good (auditory)
* It tastes good (gustatory)
* It smells good (olfactory)
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1. **Lagging Skills / Unmet Needs to be addressed:** Identify any skill deficits that likely contribute to the occurrence of the target behavior(s) identified (e.g., specific lagging skills in the areas of executive functioning, language processing, emotion regulation, and social interactions). Data from the Assessment of Lagging Skills and Unsolved Problems (ALSUP) and information about student skills and needs as summarized in the FBA contextual factors, records review, and interview sections may also be relevant to include here.
2. **Hypothesis Statement:** In this section, after considering all factors, state your hypothesis including the function of the behavior. For example,

Based on the data collected through staff and teacher interviews, observations, and assessments, it is hypothesized that John’s target behavior functions primarily as a way for him to escape demands or expectations (escape) and secondarily as a way for him to receive desired items or activities (tangible).

1. **Recommendations:** The recommendations should address key thoughts developed throughout the FBA process about your findings that will help inform the BIP (i.e., environmental modifications, referrals to outside agencies). Use of a bulleted list is suggested, and FBA/BIP development teams may wish to add to this list throughout the development of the FBA as intervention ideas arise. A particular focus on addressing lagging skills, unmet needs, and the identified function(s) of the target behavior(s) is strongly recommended.