



Northern Lights Special Education Cooperative

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FUNCTIONAL BEHAVIORAL ASSESSMENT

DEFINITION: A functional behavioral assessment is “a process for gathering information to maximize the efficiency of behavioral supports” and requires the following components:

- A description of the problem behavior
- Identification of events, times and situations the predict the occurrence and non occurrence of the behavior
- Identification of the antecedents, consequences and reinforcers that maintain the behavior
- Possible function of the behavior
- Includes a variety of data collection methods and sources that facilitate the development of hypotheses and summary statements regarding behavioral patterns.

WHEN IS A FUNCTIONAL BEHAVIORAL ASSESSMENT NECESSARY?

It is necessary to conduct a Functional Behavior Assessment....

- for any K-12 evaluation considering EBD criteria
- when a student has been removed for more than 10 consecutive days for a behavior that is a manifestation of the student’s disability.
- When a student has been removed for more than 10 consecutive days for conduct that is not a manifestation of the student’s disability if the IEP team determines it is appropriate.
- When a student is placed in an interim alternative educational setting for not more than 45 days for behavior involving a dangerous weapon, illegal drugs or infliction of serious bodily injury, if the IEP team determines it is appropriate
- Prior to using any conditional procedures
- To use in the development of behavior intervention plan, as appropriate.

STEPS FOR CONDUCTING A FUNCTIONAL BEHAVIORAL ASSESSMENT:

Although there are a variety of methods for conducting a functional behavior assessment, there are some basic principles that must be addressed:

- Identify the challenging behavior. This should be specific information that describes the topography, frequency, intensity, and duration of the behavior
- Collect information. Identify patterns as to when, where, with whom, and under what events or circumstances the behavior occurs and does not occur
- Develop a hypothesis as to the function of the behavior.
- Identify positive alternative behaviors to teach along with events and circumstances that need to be modified to address the challenging behavior.

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