

1. **Functional Analysis Assessment (FAA) Summary Report (CCR 3052(b)) (Also can be used for Functional Behavioral Assessment required per CFR 300.530(d)(ii) and (f)(1)(i)) – Indicate the option that applies**
  - a. **Reason for Referral**

Note the reason the referral has been made. Briefly summarize the behavioral concerns that initiated this assessment. If this is a result of a Behavior Emergency, describe.
  - b. **Review of all Relevant Records**

Describe student's overall cognitive, developmental, academic, and communicative abilities. Include age, disability, and school program.
  - c. **Problem Behavior**
    - i. **Description** - Describe the behavior in specific terms that leave no doubt as to whether or not the behavior occurred. Avoid terms such as "tantrums," or "defiant;" instead, describe exactly what the observer would see, including intensity and duration. (e.g., "leaves red marks," or "lasting 1-2 minutes.")
    - ii. **Baseline** - Describe how often the behavior is occurring, (weekly, daily, etc.) on average.
    - iii. **Antecedents** - Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs.
    - iv. **Consequences**- Describe what typically happens after the behavior occurs- who does what, where does the student go, etc.
  - d. **Ecological/Setting Factors and Events**

For each of the questions, describe the ecological factors that are most typical when the problem behavior occurs as well as when it does not. **See "Ecological Variables Questionnaire" (Anderson and Mesaros), "Touchette's Scatter Plot" (Santa Barbara County), "Behavioral Map" and other tools available in "Behavior Intervention Case Manager (BICM) Manual" located on SELPA website, [www.venturacounty SELPA.com](http://www.venturacounty SELPA.com), under "Publications" and also under "Behavioral Interventions" – "Serious Behavior."**
  - e. **Student's Ability to Communicate**

Describe the student's expressive as well as receptive abilities for both verbal as well as non-verbal communication. This will help when selecting replacement behaviors for the student.
  - f. **Health, Medical Factors, etc.**

Examine records to determine health and medical factors which may influence behaviors (e.g.; illness, medication levels, sleep cycles, diet). Other considerations may include substance abuse, allergies, mental health, etc. You may also wish to consider environmental changes such as change in family, residence, school, activities, structure, staff, friends, etc.
  - g. **History of Behavior**

Describe previous positive behavior support plans that have been implemented. Describe in general the types of interventions, supports and reinforcements that have been tried and what was and was not successful.

**h. Opportunities for Life-Enhancing Activities**

Describe opportunities the student has for good quality life experiences, including independence, choice and variety. **See “Quality of Life Assessment” (Mesaros), “Quality of Life Cue Questions” (Mesaros) and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, [www.venturacountyselpa.com](http://www.venturacountyselpa.com), under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

**i. Function of Behavior**

Using all the information above, state your hypothesis of the function of the behavior. This is the outcome that the behavior seems to serve for the student, or the “payoff.” This is your hypothesis as to why the behavior is occurring. The purpose of the replacement behavior will be to achieve the same outcome in a more appropriate way. **See “Communicative Functions” and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, [www.venturacountyselpa.com](http://www.venturacountyselpa.com), under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

**j. Replacement Behavior**

Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieve the same outcome (serves the same function) as the problem behavior.* It must meet the function that you have described above. Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate way. If the replacement behavior is actually incompatible with the problem behavior, it is better yet. For example, an incompatible behavior to self-biting is fingering a fidget toy in the pocket. **See “Positive Behavior Support- It’s easy as 1-2-3-4-5-6!” (Ventura County SELPA) for sample replacement behaviors. Available on website under “Publications” or “Behavioral Interventions”-“Positive Behavior Support.”**

If the student is not currently using the replacement behavior at all, indicate any prerequisite skills you have seen the student use. For example, student attempts to communicate negation or will get up out of seat when needing a break.

If the replacement behavior is currently used by the student at all, please specify how often, and the antecedents and consequences. Some positive behaviors are being used by students at a low rate of occurrence or are not recognized when they occur.

Note the setting factors that are most typical when the replacement behavior or prerequisite skills occur. This will give you ideas for altering the ecology to assist the student in using the replacement behavior more effectively and consistently.

**k. Reinforcement**

Note activities, people, food, etc. that the student prefers. **See “Reinforcement Inventory” (Willis and LaVigna) and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, [www.venturacountyselpa.com](http://www.venturacountyselpa.com), under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

**I. Recommendation to the IEP Team**

- i. FBA only: Indicate whether or not a Positive Behavior Support Plan (PBSP) is needed, or whether a current PBSP can be revised. If developing or revising a PBSP, develop draft to present to the IEP Team. If the behavior can be addressed by changes to the classroom environment which do not require a PBSP, note the changes on the IEP. For example, list accommodations, add a goal, or indicate strategies on the LRE page under "Behavior interferes with learning of self or others".
- ii. FAA only: Indicate whether the assessor feels that a Behavior Intervention Plan (BIP) is needed. If so, attach a draft of a BIP for presentation and discussion at the IEP team meeting. For some students, the recommendation may be that a BIP is not needed, and that a PBSP or a revision of a PBSP will be adequate. If so, develop draft as above.
- iii. Elements to be considered: Indicate any key elements to be included in either a PBSP or a BIP based on the results of the assessment. For example, replacement behavior, meaningful reinforcers, or de-escalation strategies. May also include, specific recommendations about ecological strategies, staff training needed, curriculum modification, etc.