

Check Attending District:

Enterprise School District #21
201 SE Fourth
Enterprise, OR 97828
541 426-3193

Joseph School District #6
P.O. Box W
Joseph, OR 97846
541 432-7311

Wallowa School District #12
P.O. Box 425
Wallowa, OR 97885
541 886-2061

Troy School District #54
66247 Redmond Grade Ln
Enterprise, OR 97828
541 828-7788

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Student Name _____

Date _____

IDEA '97 requires that a Functional Behavior Assessment (FBA) be conducted when a student's behavior impedes his/her learning or that of others, puts the student or others at risk for injury, or could lead to a change in placement. FBAs apply to all students, not just those identified as having emotional and/or behavioral disabilities. The FBA process involves the collection of data concerning the student's behavior, with the goal of the process being to hypothesize the function or purpose the behavior is serving for the student. Information from the FBA is used to develop a positive behavior intervention plan, or for some other plan for the student.

Functional Behavior Assessment**Strengths**

Academics: _____

Behavioral/social: _____

Work habits/study habits: _____

Family/community supports: _____

Student's areas of Greatest Challenge

___ completing school work ___ following directions ___ interacting with peers ___ interacting with authority figures
___ Other _____

History of the Student's Behavior (including medical conditions and treatments that impact behavior):

_____**Positive Behavioral Supports Currently in Place (check all that apply)****Rules and Consequences**

___ school/classroom rules are posted, enforced, and reviewed
___ student and parents have been informed of consequences for violation of school/classroom rules/policies

Environmental Considerations

___ room is arranged to promote positive behavior
___ there is calm place where the child can choose to go as necessary
___ group and individual learning areas are available in the classroom
___ distractions are limited

Curricular and Instructional Accommodations

___ curriculum is at an appropriate level of difficulty
___ assignments are adjusted (e.g., more time, fewer items)
___ Information is presented in visual/auditory formats
___ instruction is broken down into steps and clustered into short-learning segments
___ child is offered choices
___ Instructions are presented orally and in writing with check-student understanding
___ instructional approaches are varied
___ study skills and organization skills are taught with breaks

Communications between Home and School

___ parents are contacted concerning behavioral incidents
___ conferences are held with parents
___ behavior report is sent home to parents
___ home reinforces school behavior

Social Skills

___ instruction in social communication is provided (e.g., pragmatics)
___ instruction in social skills is provided (e.g., friendship, working in groups)
___ instruction in conflict resolution skills is provided (e.g., using I statement, negotiating)
___ instruction in problem solving is provided (e.g., steps in problem solving and alternative strategies)

Behavioral Accommodations

___ classroom routines are clearly established and reviewed
___ behavior management system is in place
___ classroom schedule is clearly established each day
___ students are prepared for transitions
___ student has permission to remove him/herself from the group when anxious, frustrated, angry, etc
___ a point or level system is implemented
___ student is allowed to move about the room or stand when completing work as appropriate
___ a behavior contract is implemented
___ self-management techniques are implemented
___ daily/weekly charting of behavior paired with reinforcement is in place
___ feedback and reinforcers are provided