



# COLORADO

## Department of Education

### Functional Behavior Assessment Summary Report

The development of this document is due to the efforts of the FBA Workgroup. This task force developed the FBA Summary Report through the collaboration of educators, administrators, special service providers, and university staff. We would like to extend a special thanks to contributors:

**Bill Brown** – Affective Needs/Serious Emotional Disability Specialist, Colorado Department of Education

**Kim Avalos** – Special Education Coordinator, Cherry Creek Schools

**Dawn Cruickshank** – Behavior Specialist, Mesa District 51

**Deirdre Martinez** – Behavior Specialist, Douglas County Schools

**Alicia Davidson** – School Psychologist, Denver Public Schools

**Keith Sousa** – Behavior Specialist, Douglas County Schools

**Oded Naiman** – Board Certified Behavior Analyst, Denver Public Schools

**Liz Nardini** – District Coordinator, Cherry Creek Schools

**Mari Stevenson** – Special Education Coordinator, St Vrain Valley School District

**Lynne DeSousa** – MTSS Specialist/RTI and PBIS Integration Coordinator, Colorado Department of Education

**Michael Ramirez** – General Supervision and Continuous Improvement Supervisor, Colorado Department of Education

**Meghan Weatherly** – Board Certified Behavior Analyst, Cherry Creek School District

**Brandon Edelman** – Dispute Resolution and Policy Supervisor, Colorado Department of Education

**Brooke Carson** – Autism Specialist, Colorado Department of Education

**JJ Gross** – Behavior Specialist, Mesa District 51

**Erin Frank** – School Psychologist, Jefferson County School District

**Jennifer Tilley** – Behavior Specialist, Douglas County Schools

**Megan Johnson** – Behavior Specialist, Jefferson County School District

**Royce Trantum** – Behavioral Health Coordinator, San Juan BOCES

**Brandi Durr** – School Psychologist, San Juan BOCES

**Robyn Klein** – Behavioral Instructional Coach, St Vrain Valley School District

**Gina Herrera** – Significant Support Needs and Deafblindness Specialist/Supervisor, Colorado Department of Education

**Kristine Melloy** – Professor, School of Special Education, University of Northern Colorado

## Serious Emotional Disability Taskforce

The members of the Serious Emotional Disability Taskforce have reviewed and approve of this form.

**Teresa Agecy** – Affective Education Teacher, Pikes Peak BOCES

**Laura Anderson** – University of Northern Colorado

**Kim Avalos** – Special Education Coordinator, Cherry Creek Schools

**Becky Bieshaar** – Affective Education Teacher, Douglas County Schools

**Anne Blackburn** – Assistant Principal, Adams County 14

**Bill Brown** – Affective Needs/Serious Emotional Disability Specialist, Colorado Department of Education

**Dawn Cruickshank** – Behavior Specialist, Mesa District 51

**Lynne DeSousa** – MTSS Specialist/RTI and PBIS Integration Coordinator, Colorado Department of Education

**Matt Dudek** – Principal, Boulder Valley Schools

**Tina Franco** – Social Worker, Denver Public Schools

**Erin Frank** – Administrator, Jefferson County Public Schools

**Trisha Giallanza** – Behavior Specialist, Mesa District 51

**Vanessa Giddings** – Administrator, Durango 9-R Schools

**JJ Gross** – Behavior Specialist, Mesa District 51

**James Hurley** – Comprehensive Health & Physical Education Consultant, Colorado Department of Education

**Terri Jones** – Special Education Director, Mt Evans BOCES

**Krista Klabo** – School Psychology and Special Education Specialist, Colorado Department of Education

**Robyn Klein** – Behavioral Instructional Coach, St Vrain Valley School District

**Mary Lawrence** – Special Education Director, Durango 9-R Schools

**Marie LeBlanc** – Special Education Teacher, Englewood Schools

**Kristi McCollum** – School Psychologist, Denver Public Schools

**Kristine Melloy** – School of Special Education Professor, University of Northern Colorado

**Oded Naiman** – Special Education Teacher, Denver Public Schools

**Kim Nichelle-Rivera** – Lead Coordinator, EMPOWER Colorado

**Eric Rezendes** – Administrator, Poudre School District

**Audrey Ross-McCall** – Special Education Coordinator, Denver Public Schools

**Londi Siegler** – CBITS Site-based Trainer, Colorado Department of Education

**Mari Stevenson** – Administrator, St Vrain Valley Schools

**Royce Trantum** – Behavioral Health Services Head, San Juan BOCES

**Anna Vick** – Affective Education Teacher, Douglas County Schools

**Christina Wainwright** – Teacher, Aurora Public Schools

**Kaili Young** – Specialist, Poudre School District

This document was also reviewed by the following CDE Office of Special Education teams: Access, Learning, and Literacy; and General Supervision and Monitoring.



# FBA Summary Report

## Section 1: Student Data

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ IEP: \_\_\_\_\_ 504: \_\_\_\_\_ MTSS/PBIS: \_\_\_\_\_

Parent Permission Date: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

## Section 2: Problem Identification

### Type of FBA:

Brief                  Full

### Source of Information:

Input is collected from multiple sources to complete the functional behavior assessment. *Check all that apply.*

<input type="checkbox"/>	Student Interview
<input type="checkbox"/>	Parent Interview
<input type="checkbox"/>	Teacher and Staff Interview
<input type="checkbox"/>	Rating Scales
<input type="checkbox"/>	ABC Data and Student Observations
<input type="checkbox"/>	Record Review (including attendance, Rtl/MTSS data, other pertinent plans, safety, transportation, and disciplinary review)
<input type="checkbox"/>	Environmental Review
<input type="checkbox"/>	Missing Skills Inventory/Summary (communication, cognitive, SEL, and/or academic skills gaps that might be driving or contributing to behavior)
<input type="checkbox"/>	Social History/Medical History
<input type="checkbox"/>	Reinforcement Inventory
<input type="checkbox"/>	Other:

### Strength Profile (strengths, interests, possible reinforcers):

### Cultural Considerations and Summary (interview with the family and team conversation):

Things to consider:

- What is the school's relationship with the family?
- Describe successful strategies of school staff to build positive school, parent and family relationships.
- Identify student language and cultural strengths/assets that can be incorporated into the plan to mitigate problem behaviors.
- Explore whether personal assumptions, biases and perceptions of staff adversely impact this student.
- Examine beliefs of the school regarding the school's responsibility to honor individual beliefs, values and priorities of their race, culture, family and socioeconomic circumstance to build a positive socially responsive community.



## **Academic Considerations and Summary:**

Questions to consider:

- How does the student's academic performance compare to their peers?
- Have academic interventions been put in place with fidelity?
- Does the student need academic interventions implemented alongside a behavior plan?

## **Target Behaviors with Operational Definitions:**

### **Student Interview Summary:**

### **Parent Interview Summary:**

Consider cultural context and any cultural considerations or needs with the parent interview process.

### **Teacher Interview Summary:**

### **Rating Scales Summary:**

### **ABC Data and Student Observations Summary:**

### **Records Review Summary (including attendance, RtI/MTSS data, other pertinent plans, safety, transportation, and disciplinary review):**



**Environmental Review Summary:**

Examples might include a routine analysis, schedule analysis, environmental conditions such as lighting, noise level, classroom arrangements, visual stimuli, etc.

- What does the individual/family perceive as positive or reinforcing events in their environment or daily routine?
- What does the individual/family perceive as negative events or negative experiences in their environment or daily routine?
- What is the ratio of praise statements to corrective statements? Or, what is the rate of positive interactions/feedback/praise to negative interactions/corrections/redirections?

**Missing Skills Summary:**

List missing skills that are related to the identified target behavior or skills that need to be taught for the desired behavior to be displayed. The listed skills need to be relevant to the problem behavior. Example of missing skills might include brain injury neurocognitive assessment, social emotional skills, executive functioning skills, language or communication skills etc.

**Social History Summary:**

Information that could be included might be any adverse childhood experiences/trauma experiences.

**Medical History Including Medications Summary:**

Which could include brain injury, health conditions, medications, etc.

**Intervention History Summary:****Reinforcement Inventory Summary:**

**Data Collection Summary:** (Patterns of behavior related to time, day of week, class, individuals, frequency, duration, intensity, latency, ABC data, and any intervention data) Looking for patterns with the setting events, antecedent, behaviors and consequences.

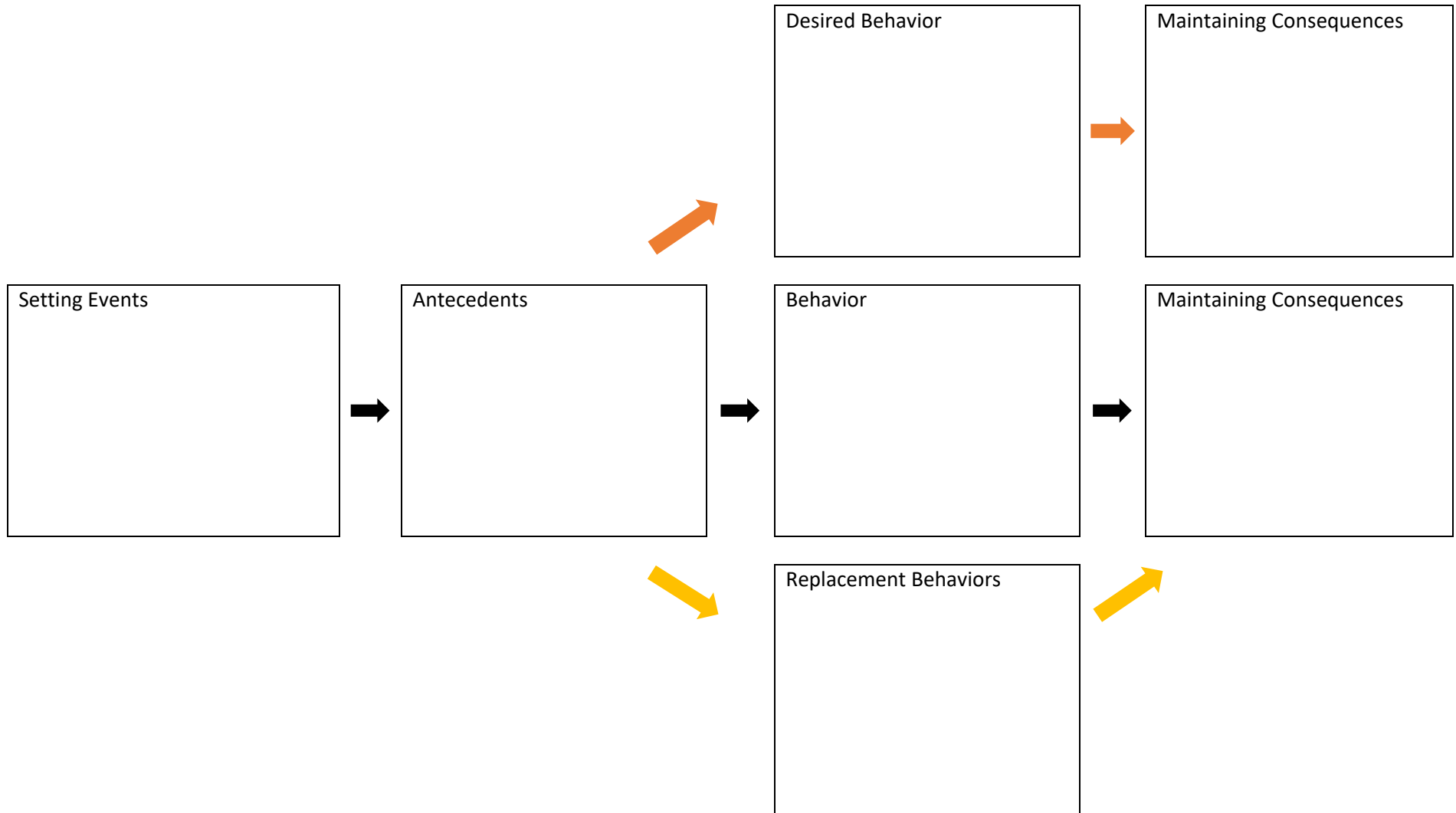


**Baseline Data Collection Summary:**



**Section 3: Behavior Analysis**

**Competing Pathways Chart**



**Hypothesis or FBA Summary Statement:**

A summary/hypothesis statement is developed from the FBA, which should include:

- A brief operational definition, in observable and measurable terms, of the target behavior.
- Conditions under which the behavior is displayed (any observed patterns of behavior).
- Suspected function of the behavior.
- How setting events (things outside of the school environment) might impact the target behavior.

**Sample Hypothesis/Summary Statement**

When (student name)\_\_\_\_\_ is expected to (describe antecedent/trigger)\_\_\_\_\_ during (specify the classroom/school environment, the routine)\_\_\_\_\_, the student (describe behavior of concern)\_\_\_\_\_, for the reason(s) of (indicate reason/motivation for the behavior, to gain or avoid) \_\_\_\_\_ This is likely to be occur/or will occur more often when (Setting Events) if \_\_\_\_\_.”

