

Functional Behavioral Assessment (FBA)

Informed Consent Form

Template based on NASP & BACB professional standards

School/District Information

School Name: _____ District: _____

Address: _____

Phone: _____

Student Information

Student Name: _____ Date of Birth: _____

Grade: _____ Teacher(s): _____

What is a Functional Behavioral Assessment?

A Functional Behavioral Assessment (FBA) is conducted to answer two important questions:

1. Why does the student engage in specific behaviors?
2. What strategies would decrease problem behaviors and increase appropriate behaviors?

The purposes of an FBA are to identify and describe the variables that contribute to behaviors that interfere with a student's learning, and to develop individually tailored interventions to address those behaviors.

In contrast to traditional assessments (e.g., intellectual and academic assessment) where standard testing materials and scoring systems are used, FBAs are individualized to address the unique needs and characteristics of the student.

Assessment Procedures

School-based FBAs may involve any combination of the following assessment procedures. The evaluator will check which procedures will be used:

Indirect FBA Procedures

- Interviews with family members
- Interviews with school staff
- Interviews with the student
- Review of records, including previous evaluation reports and behavioral data

Descriptive FBA Procedures

- Observation of the student in the school setting by the evaluator and/or school staff
- Recording of the student's behavior across varied school settings
- Recording of the events that occur before and after the student shows problem behaviors

Functional Analysis Procedures (if applicable)

- Setting up and repeating scenarios that typically lead to problem behaviors in the school setting to understand the effect of antecedents (triggers) and consequences on the student's behavior
- Observation and recording of the student's behavior during these assessment scenarios

Treatment Analysis (if applicable)

- Briefly "test-driving" interventions to see if the strategies are effective in reducing problem behavior and increasing appropriate behavior

Assessment of Reinforcement

Preference Assessment:

- Having the student sample a variety of items or activities that students often find rewarding
- Asking the student to choose items or activities that are most preferred

Reinforcer Assessment:

- Giving the student preferred items or activities after appropriate behaviors
- Observing and recording appropriate behaviors to see if they increase when followed by preferred items or activities

Medical Consultation (if applicable)

- Communicating with medical professionals (after obtaining a release to share information) if the student's behaviors seem to be related to medical issues

Benefits of Conducting a Functional Behavioral Assessment

Interventions based on the results of the FBA are referred to as "function-based." Research shows that:

- Problem behaviors may serve multiple purposes or "functions" for students. For example, problem behaviors may produce access to attention, preferred items, or preferred activities; let the student avoid difficult tasks or unpleasant situations; create pleasant sensory stimulation; or help the student self-regulate.
- Behavioral interventions based on the "functions" of problem behaviors are more effective than interventions based on team preference or professional judgment alone.
- FBAs lead to the development of individually tailored interventions that address the unique characteristics of the student and the "functions" of his or her behaviors. These interventions may lead to reductions in problem behaviors and increases in appropriate behaviors.

Potential Risks Associated with Conducting an FBA

It is important to understand that FBAs are conducted because the student is showing problem behaviors in the school setting. When conducting the FBA, one or more of the assessment procedures (especially functional analysis methods) may "trigger" problem behaviors. However, the level and intensity of problem behaviors during the FBA process is not expected to be significantly different from what typically happens in the natural school setting.

If problem behaviors escalate to the point that significant harm to the student or others may occur, the assessment will be immediately terminated.

What Can I Expect After the Functional Behavioral Assessment?

FBA Report

A formal report describing the assessment procedures, results, and recommendations will be provided to parents/guardians and other members of the school team.

FBA Review Session

A private meeting with parents/guardians to review the report and discuss the results and recommendations will be offered. Results and recommendations also will be reviewed during a formal meeting with parents/guardians and members of the school team.

Acknowledgment of Understanding

The FBA procedures to be used with my child were verbally explained to me. I understand the purpose of the FBA and the assessment methods that will be used. I understand the risks and benefits of the FBA process.

Parent/Guardian Signature: _____ Date: _____

Consent

I give permission for completion of an FBA with my child. I understand that I will receive a written report within _____ school days. I also understand that I will have an opportunity to meet with the school team to review the FBA results and recommendations.

Student Name: _____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Evaluator Name/Title: _____

Evaluator Signature: _____ Date: _____

Contact Information

If you have any questions about the FBA process, please contact:

Name: _____

Title: _____

Phone: _____

Email: _____

References & Professional Standards

This consent form template is based on professional guidelines from:

- **National Association of School Psychologists (NASP)**
Principles for Professional Ethics (Standard I.1.2)
- **Behavior Analyst Certification Board (BACB)**
Professional and Ethical Compliance Code for Behavior Analysts (Section 3.03 - Informed Consent)
- **Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019)**
Conducting School-Based Functional Behavioral Assessments (3rd ed.). The Guilford Press.

*This template may be customized to meet the specific requirements of your school district and state regulations.
Always consult with your district's legal counsel and special education coordinator before implementation.*

Streamline Your FBA Workflow

Classroom Pulse helps educators collect behavior data, track consent status, generate reports, and develop data-driven BIPs. Start your free trial today.

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