

1. GENERAL INFORMATION				
First Name:	Last Name:	Preferred Name:	Date of Birth:	RIN:
Date of First Contact:		IHB Support:		IHB Clinical:
Location of Analysis: <input type="checkbox"/> Home <input type="checkbox"/> Community <input type="checkbox"/> Agency <input type="checkbox"/> Other				
Address:	City:	State:	Zip Code:	County:
Information Gathering: <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <u>Indirect Methods</u> <input type="checkbox"/> Clinical Interviews <input type="checkbox"/> Questionnaires </div> <div style="width: 30%;"> <u>Direct Methods</u> <input type="checkbox"/> Direct Observation </div> <div style="width: 30%;"> <u>Experimental Methods</u> <input type="checkbox"/> Experimenting by changing Antecedents/Consequences </div> </div>				
2. FAMILY VISION				
Describe what the family would like to achieve with the target behavior.				
3. SUPPORTS				
Describe the supports of the youth and the family.				
<ul style="list-style-type: none"> - Formal & Natural Supports - Who does the youth/family identify as supportive? 				
Name	Relationship	Number		
Identify the following:				
<ul style="list-style-type: none"> - Who is supportive to the youth when the behavior is occurring? - How do they provide support? 				
4. STRENGTHS				
What strengths can we use?				
<ul style="list-style-type: none"> - What strengths does the youth/family describe? - What positive behaviors/responses does the youth/family display? - What are the youth's/family's likes, interests, healthy coping skills, etc.? 				
Youth:			Family:	

5. TARGET BEHAVIORS

Please list the target behaviors and describe the antecedents, the target behaviors themselves, and consequences. "Target behaviors" are identified behaviors that interfere with a youth's functioning across life domains.

<p><u>Antecedents:</u></p> <ul style="list-style-type: none"> - What are any relevant events that preceded the behavior? - What risks exist in the environment? - What is/are the setting, patterns, persons involved? - What leads to crisis escalation? - Are there any other potential variables occurring before behavior? - Are there any recent/past traumatic events described by the family? 	<p><u>Description of Behavior(s):</u></p> <ul style="list-style-type: none"> - What does the behavior look like? - What environment(s) this behavior occurs in? - Are there any other variables regarding target behavior(s)? - <i>Frequency:</i> How often this behavior occurs? - <i>Duration:</i> How long does this behavior last? - <i>Intensity:</i> How severe is the behavior? (0 not severe at all -10 extremely severe)? 	<p><u>Consequences:</u></p> <ul style="list-style-type: none"> - What is/are the consequence(s) for the behavior? - What happens after behavior occurs? - How do those involved respond to the behavior? - Are there any reinforcements for the behavior? - In what ways does the youth benefit from behavior(s)? - Who is providing the consequences?
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TARGET BEHAVIOR 1:		
Antecedent(s):	Behavior(s):	Consequence(s):
	<p>Frequency: <i>(How often?)</i></p> <p>Duration: <i>(How long?)</i></p> <p>Intensity: <i>(How severe?)</i></p>	

TARGET BEHAVIOR 2:		
Antecedent(s):	Behavior(s):	Consequence(s):
	<p>Frequency: <i>(How often?)</i></p> <p>Duration: <i>(How long?)</i></p> <p>Intensity: <i>(How severe?)</i></p>	

TARGET BEHAVIOR 3:		
Antecedent(s):	Behavior(s):	Consequence(s):
	<p>Frequency: <i>(How often?)</i></p> <p>Duration: <i>(How long?)</i></p> <p>Intensity: <i>(How severe?)</i></p>	

6. HYPOTHESIS OF BEHAVIOR

Describe the hypothesis of the function of the youth's behavior.

- What need is being met for the youth with this behavior?
- What maintains this behavior?
- Consolidate A, B, and C for each Target behavior.

Use "If A, then B occurs to experience C." terms. (E.g., If Antecedent, then Behavior occurs to experience Consequence).

HYPOTHESIS OF TARGET BEHAVIOR 1:

HYPOTHESIS OF TARGET BEHAVIOR 2:

HYPOTHESIS OF TARGET BEHAVIOR 3:

7. CURRENT & PRIOR INTERVENTIONS

Describe what interventions have been used in the past, how successfully they were, and what is currently in place.

- Are there any interventions currently in place for the youth/family?
- What was successful about interventions used in the past?
- What was not successful about interventions used in the past?
- What was the length or the interventions, impact, etc.?

8. SERVICE PREFERENCES

Describe any things that are important to the youth/family/support resources.

9. THEORY OF CHANGE

Describe how personal change will happen. The intent of the theory of change is to define the why and how the change is expected to happen. Where do we want to focus our clinical attention?

1.

2.

3.

10. RECOMMENDATIONS OF SUPPORTS & INTERVENTIONS

Summarize the behaviors and describe the functional impairment.

- Utilize PWEBs search to help identify solution-focused approaches, prevention strategies, and the replacement behaviors that will be implemented moving forward.
- Identify any additional clinical strategies/interventions that will be implemented with the youth/family.
- How will we track progress? (E.g., charts, observations, etc.)

11. SIGNATURES

I/We (youth/young adult/guardian) have actively participated in the development of this plan and understand the goals and actions. I/We have the following response:

I/We Agree Disagree with this Functional Behavioral Analysis.

If you disagree with this analysis, please share the reason below:

I have been offered a copy of my Functional Behavior Analysis. I/We Accept Decline

Youth/Young Adult Name Date

Parent/Guardian Date

IHB Support Date

IHB Clinical Date