



FBA: An Overview of Functional Behavior Assessment





Participants will:



- 01** Learn about the what, why, and when of Functional Behavior Assessment (FBA).
- 02** Review components of the FBA process.
- 03** Explore tools available from the Arkansas BSS to use in conducting FBAs.

Participant Materials:

<https://tinyurl.com/FBASEAS>






What is an
FBA?

FBA is the process of gathering and analyzing information about a student's behavior and accompanying circumstances in order to determine the function of the student's target behavior.


What is an FBA?



Individuals with
Disabilities Act
(IDEA) of 1997

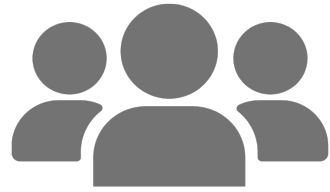


Protect students
with disabilities
Suspensions/expulsions



Promote
prevention
focused
intervention

Frequently Asked Questions



Who needs an FBA?


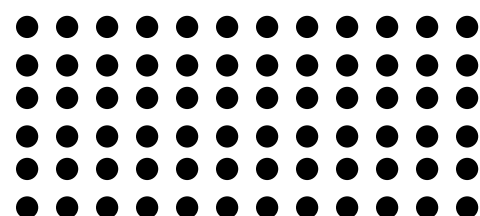
Should FBAs only be used for extreme behaviors?

Can you write a BIP without an FBA?

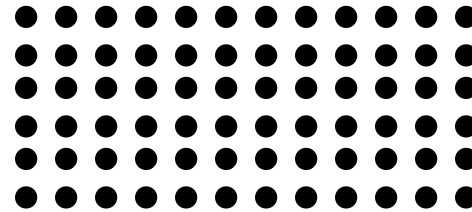
Who benefits from an FBA?

- Special Education Students
- 504 Student
- General Education Students





Determining
the Need for
an FBA




Manifestation Determination Review



Behavior
related to
disability



Change of
placement



More than 10
school days

MDR Decisions



Manifestation of
the Student's
Disability




Not a
Manifestation
of the student's
Disability

BEST PRACTICE



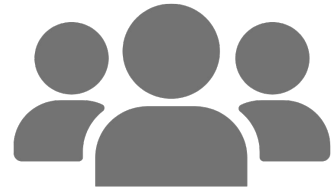
- Behavior Intervention Plans
- Dangerous/severely disruptive behaviors
- Unsuccessful interventions
- Parent/guardian request



“When a behavior interferes with academic or social progress, practitioners should consider an FBA as a viable option.”

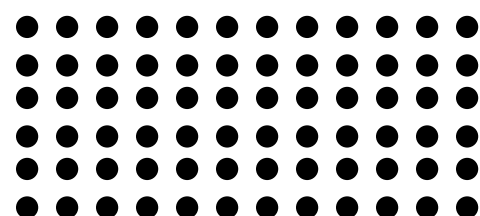
- Ravensburg & Blakely (2014)

Frequently Asked Questions

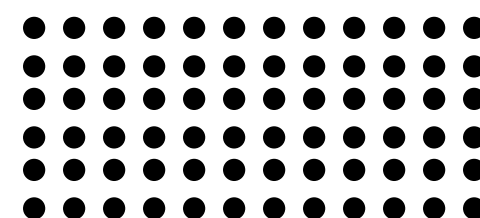


Who can conduct an FBA?

How long should an FBA take?



FBA Procedural Requirements



FBA Procedural Requirements



Consent

- Best practice for all students
- Required for students receiving special education services



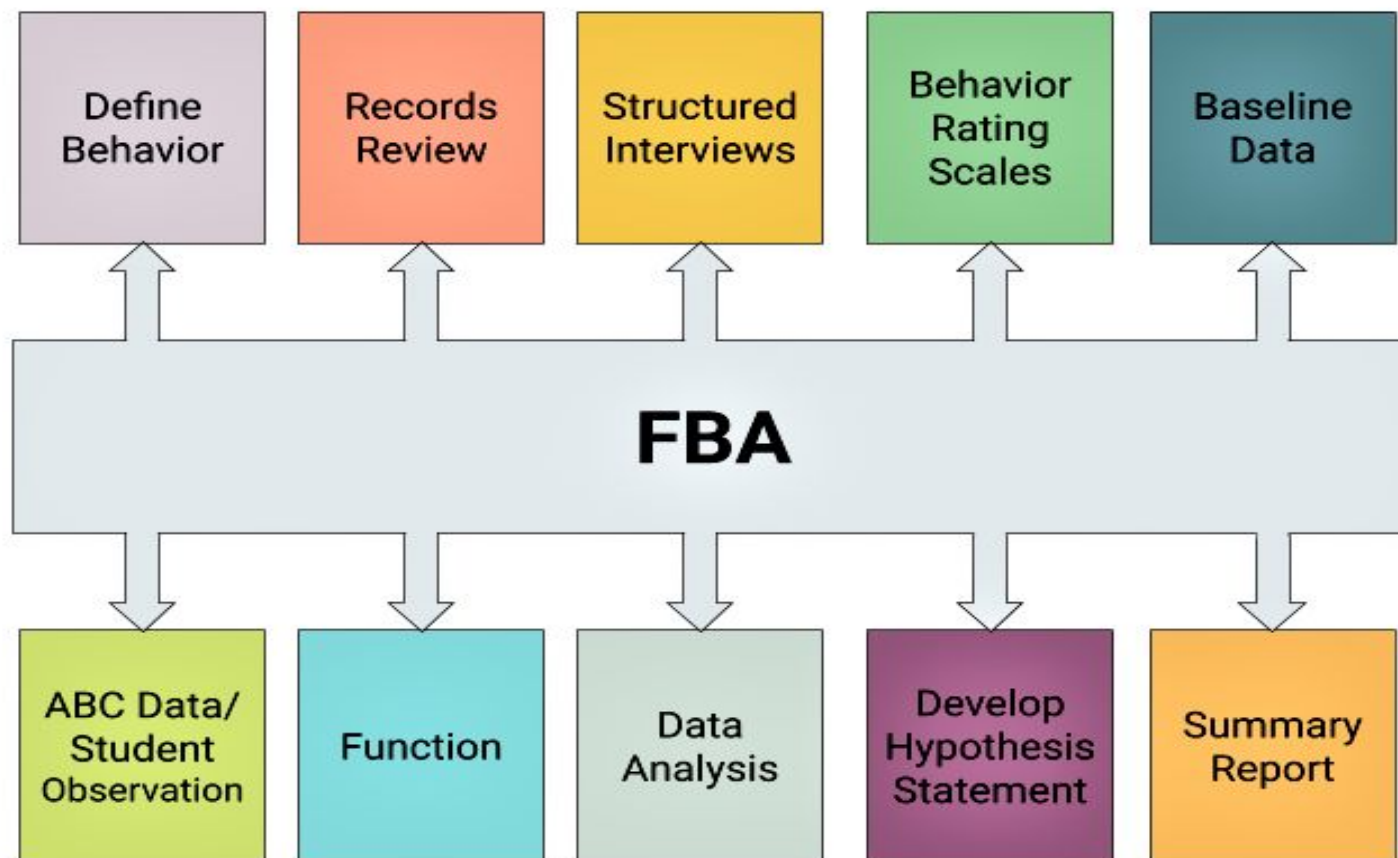
Timelines

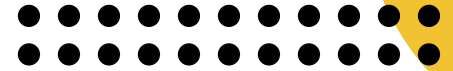
60 calendar days to complete the FBA



Components
of an FBA







About our FBA Modules



Addresses High Leverage
Practice 10



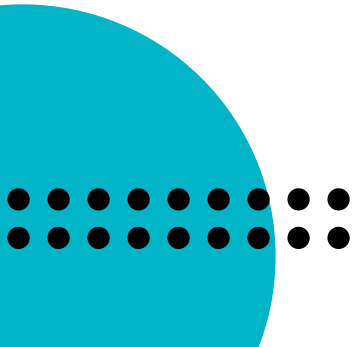
Covers Each Step in the FBA
Process

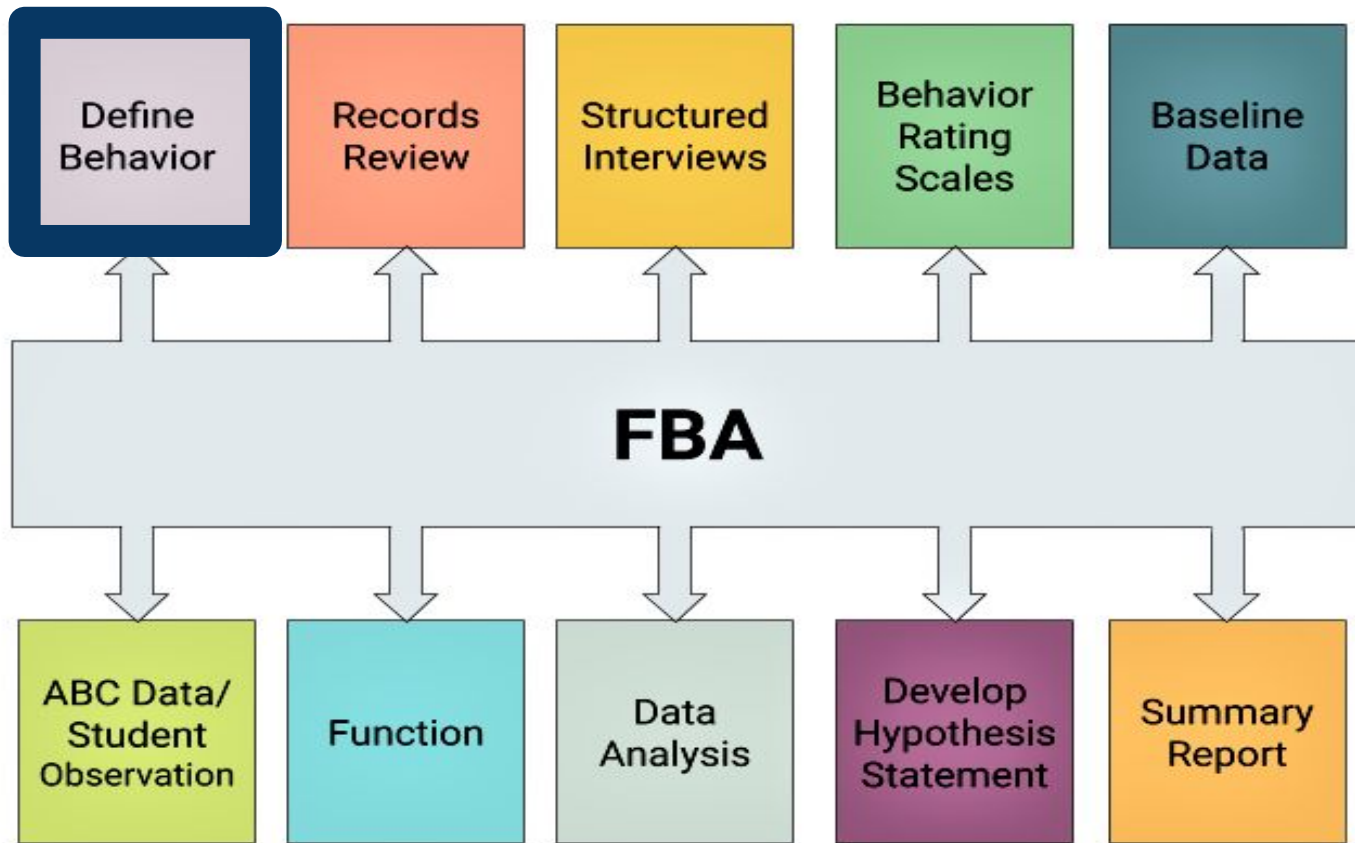


Resources Provided to Assist
with Steps of FBA



Complete Modules at Your
Own Pace





OPERATIONAL BEHAVIOR DEFINITION



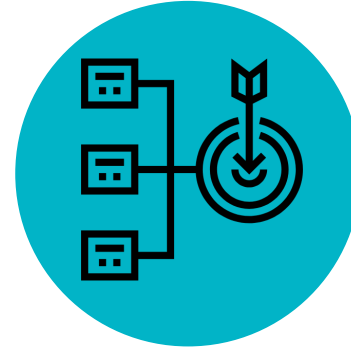
Observable



Objective



Measurable



Specific

TANTRUM



Student lays on the floor, kicks his legs in the air, and screams words or non-word vocalizations loud enough to be heard in the hallway for at least 30 consecutive seconds; tantrum ends when at least 30 consecutive seconds elapses without these behaviors



WHY DEFINE THE TARGET BEHAVIOR

- Observe and collect accurate data
- Focus on the interaction between the environment and behavior
- Design interventions, goals, and progress monitoring
- Communicate more effectively with others

FBA Modules



Free

**Defining
Target
Behavior**

FBA Module 02: Defining
Target Behavior

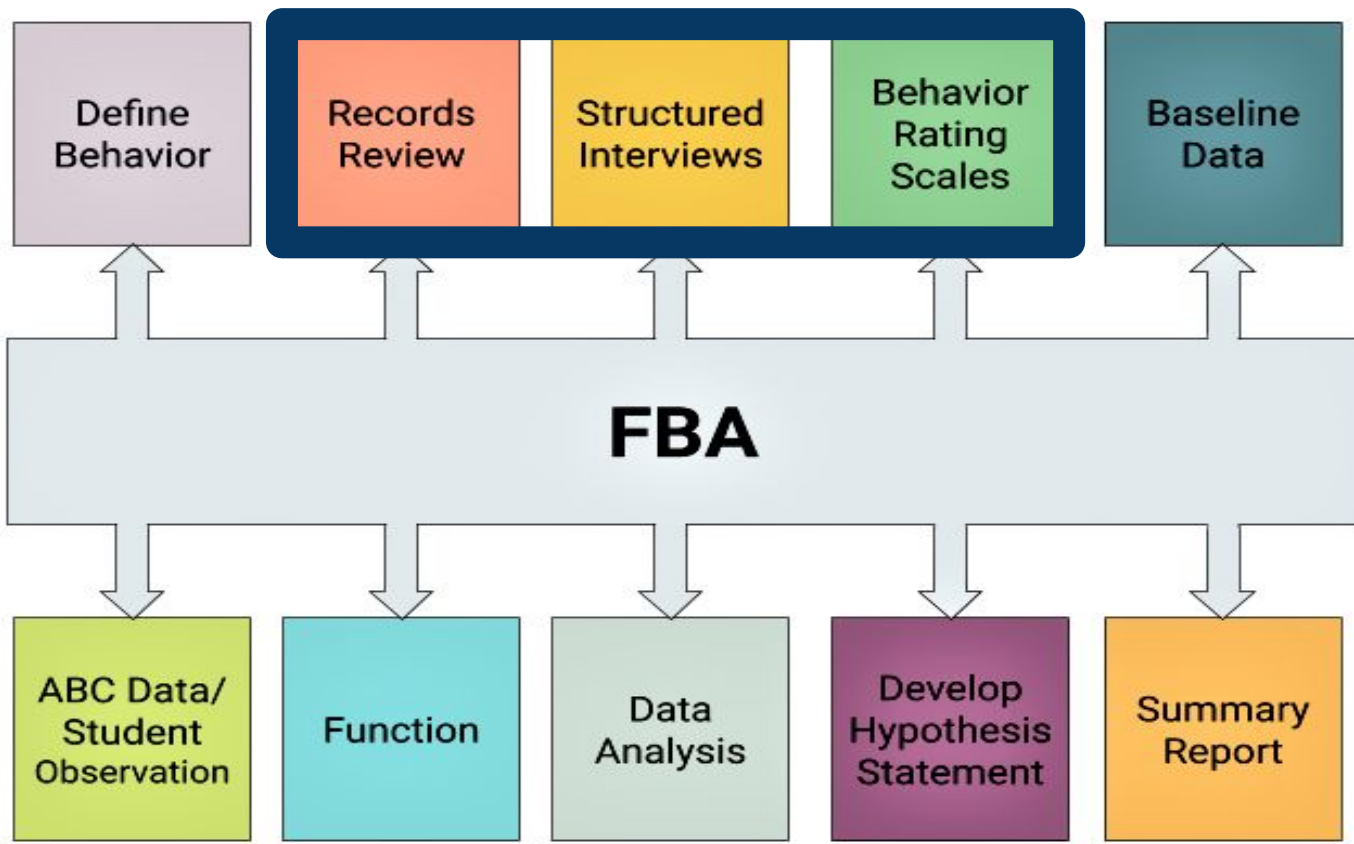
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The card features a background image of a person's hands gesturing in a meeting. A white circle is overlaid on the image, containing the title 'Defining Target Behavior' in bold, dark brown text. A green badge in the top left corner says 'Free'. Below the image, the text 'FBA Module 02: Defining Target Behavior' is displayed in a dark grey font. At the bottom, a blue button with white text says 'Enroll Now'.




Indirect
Assessments







ADVANTAGES OF INDIRECT ASSESSMENTS



Provides
information
needed to conduct
direct
observations




Assist with
developing
hypothesis about
possible function of
the behavior




Direct
observation of
the target
behavior is not
required


LIMITATIONS OF INDIRECT ASSESSMENTS



Lacks accurate
and unbiased
recall of the target
behavior



Little research to
determine social
validity of the rating
scales



Research limited
to behaviors of
individuals with
developmental
disabilities in a
restricted setting

FBA Modules



FBA Module 03: Indirect Assessment Part 1: Records Review

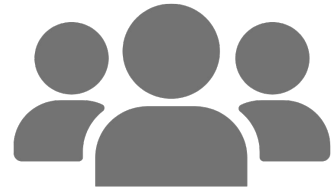
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FBA Module 04: Indirect Assessment Part 2: Interviews and Behavior Rating Scales

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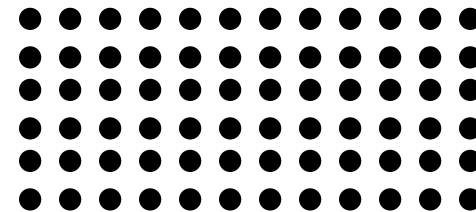
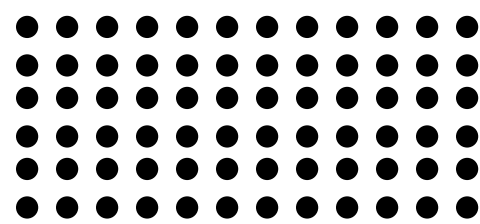
Frequently Asked Questions

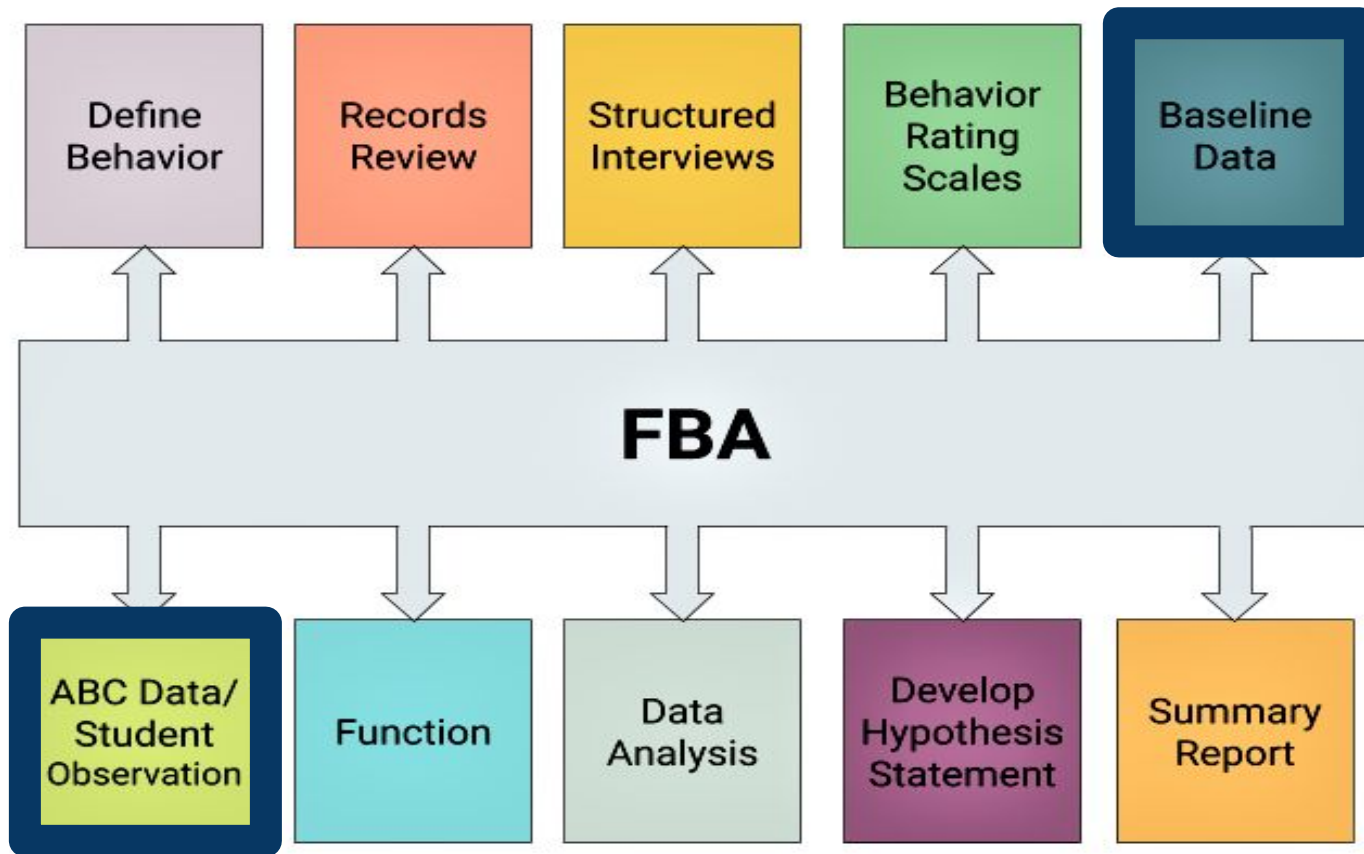


Are interviews and other indirect assessments enough?



Direct
Assessments





Purpose of Data Collection

```
graph TD; A[Purpose of Data Collection] --> B[Learn About Behavior]; A --> C[Learn the Context Where Behavior Occurs]; B --> D[Set Intervention Goals]; B --> E[Monitor Intervention Effectiveness]; C --> F[Inform Intervention Design]; C --> G[Identify Patterns of Behavior]; C --> H[Predict Future Occurrences];
```

Learn About Behavior

Learn the Context Where Behavior Occurs

Set Intervention Goals

Monitor Intervention Effectiveness

Inform Intervention Design

Identify Patterns of Behavior

Predict Future Occurrences

TYPES OF DATA



Baseline

Observe level of target behavior prior to intervention



Scatterplot

Observe patterns times or activities with target behavior



ABC

Observe antecedents and consequences for target behavior

FBA Modules

Free

**Baseline
Data
Collection**

FBA Module 05: Baseline
Data Collection

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**Scatterplot
Data
Collection**

FBA Module 06: Baseline
Data Collection Part 2:
Scatterplot

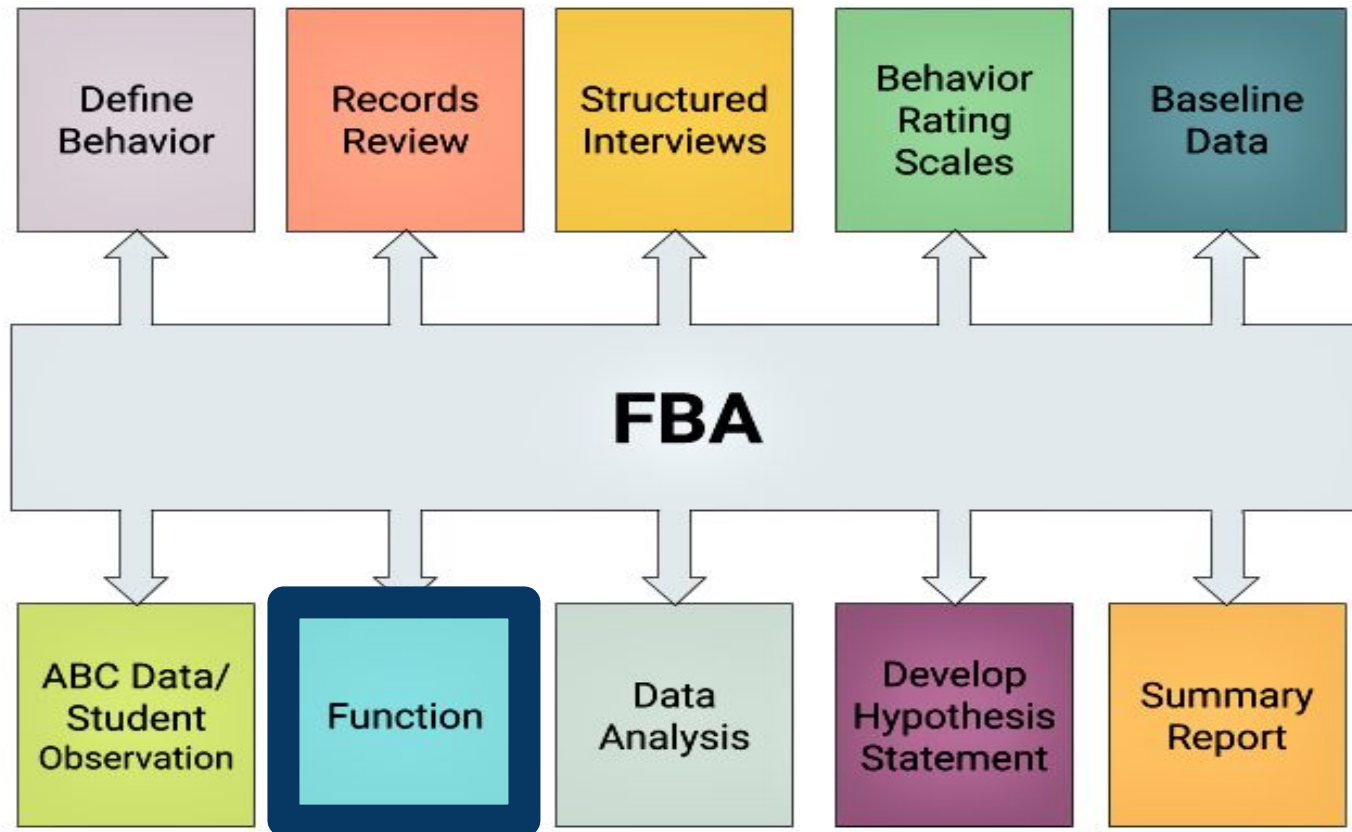
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**ABC Data
Collection**

FBA Module 07: ABC
Data Collection

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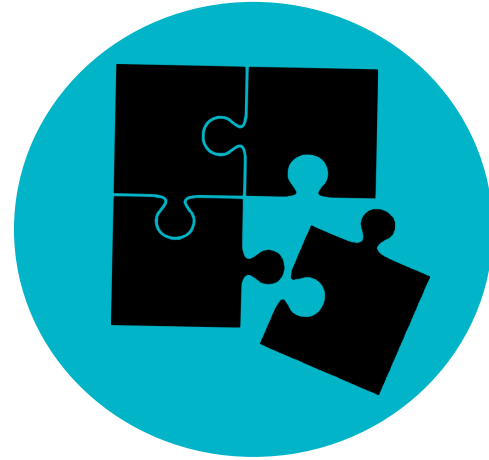


Form



- Topography
- Actions seen
- Sounds heard

Function



- Purpose
 - Why
-

BEHAVIOR



- smell of perfume
- rubbing blanket
- chewing shirt
- fluorescent lights
- loud auditorium
- headache
- sexual stimulation



- laughter
- high five
- help from
- bear hug
- praise from
- reprimand from teacher



- ipad
- cozy corner
- recess
- food
- academic activity
- toy

ADULT



PEER



Same behavior with different functions

Functions: Access, Escape



Consequence: Peer drops ball and walks away

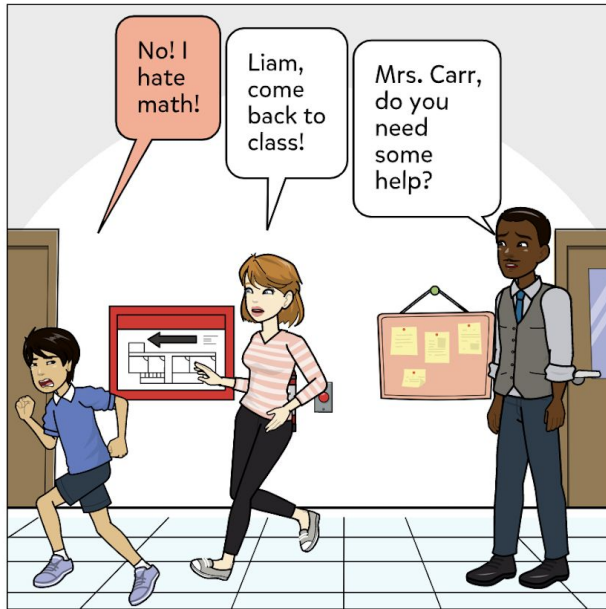
Behavior: Kicking



Consequence: Sent to calm down area

Functions of behavior may start out as singular and turn into multiple

Initial Function: Escape



Behavior: Elopement



Functions: Escape and Attention



Multiple behaviors with same function

Function: Access to tangibles/activity

Behaviors: Kicking, crying, punching



Consequence: Peer drops pencil



Consequence: Teacher walks away



Consequence: Peer walks away

FUNCTION

- Function guides determination of replacement behavior
- Interventions should be function based
 - Efficient
 - Effective

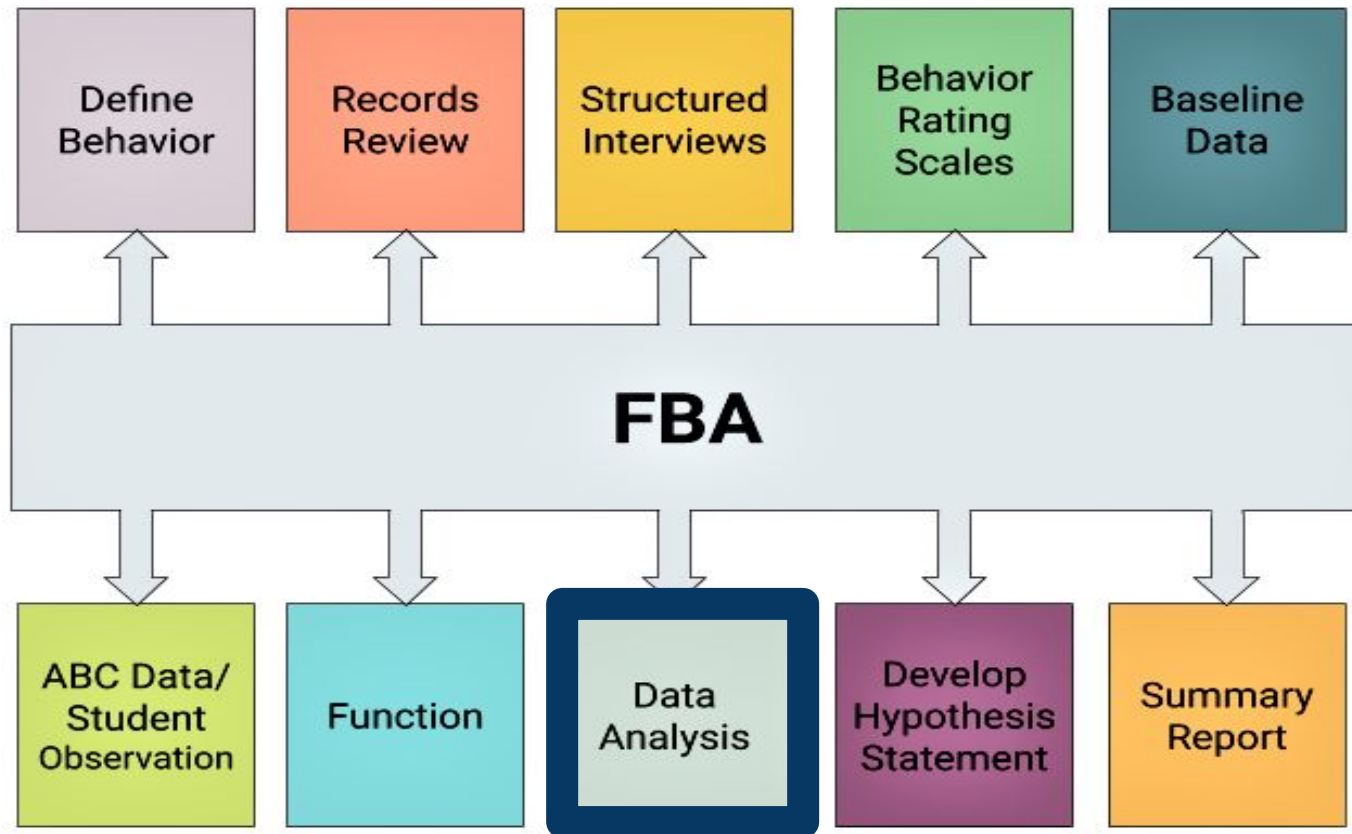
FBA Modules

Free

Function of Behavior

FBA Module 08: Function of Behavior

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DATA ANALYSIS

Study of data to identify patterns and differences in student behavior and the surrounding environment



DATA ANALYSIS



Tells the
story



Drives the
decisions



Guides
intervention



WHAT TO ANALYZE

- Behavior Rating Scales
- Scatterplot Data
- ABC Data

FBA Modules

Free

**Data
Analysis:
Indirect
Assessments**

FBA Module 09: Data
Analysis Part 1: Indirect
Assessments

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Free

**Data
Analysis:
Direct
Assessments
Scatterplot**

FBA Module 10: Data
Analysis Part 2: Direct
Assessments-Scatterplot

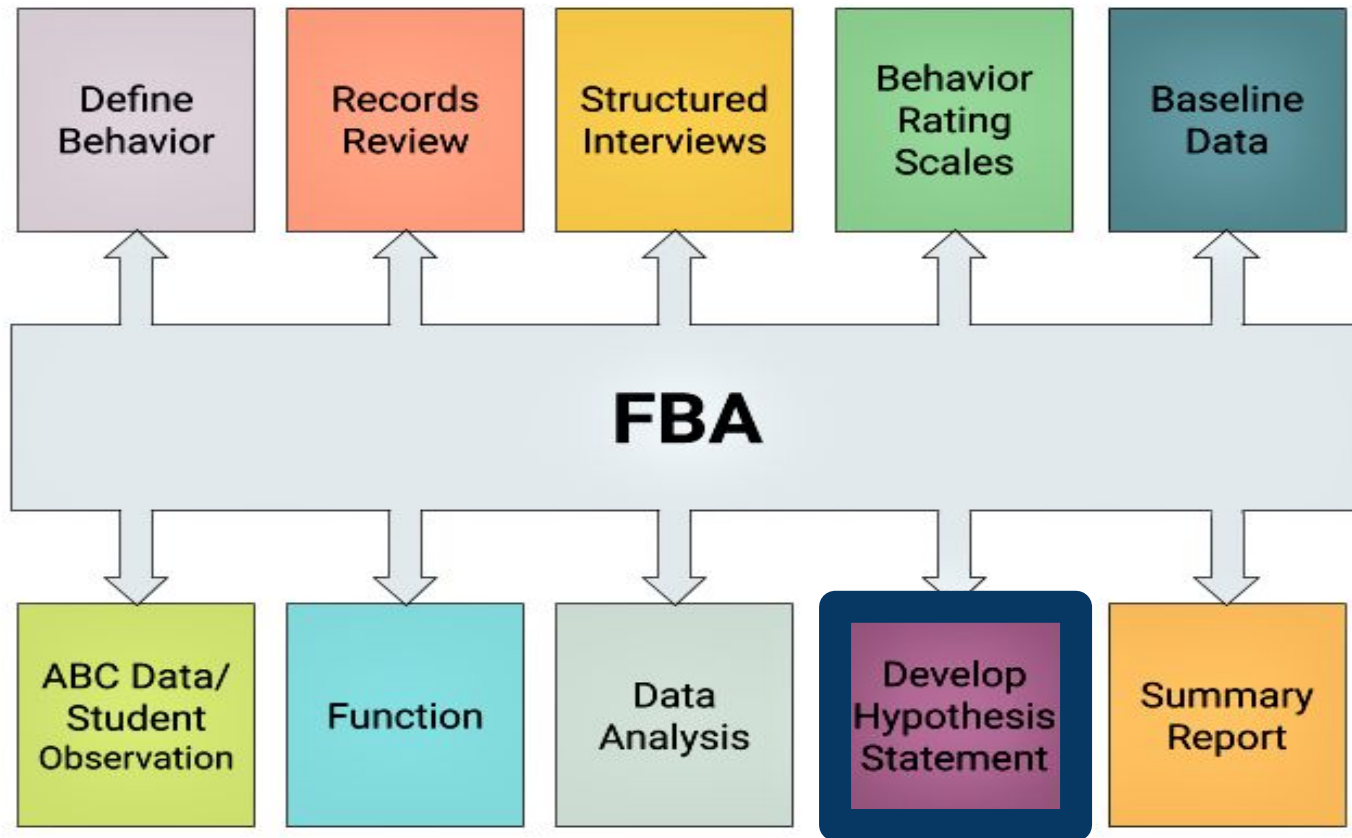
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**Data
Analysis:
Direct
Assessments
ABC Data**

FBA Module 11: Data
Analysis Part 3: Direct
Assessments-ABC Data

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HYPOTHESIS STATEMENT

Conclusion about the function
of the behavior based on
specific information



HYPOTHESIS STATEMENT

A detailed and specific
description of:

SETTING EVENTS

ANTECEDENTS

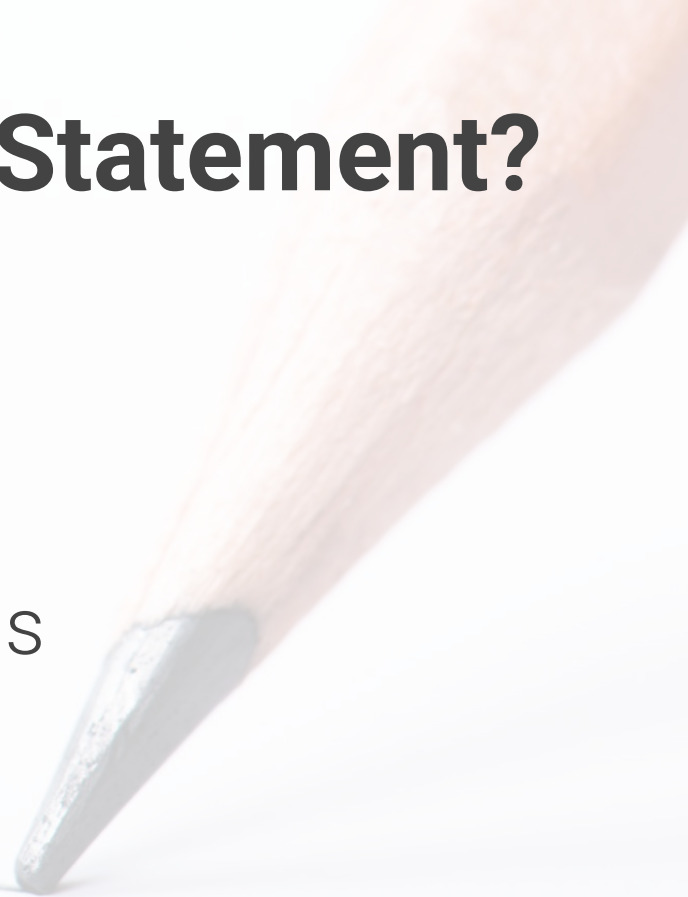
BEHAVIOR

CONSEQUENCES

FUNCTION(S)

Why Write Hypothesis Statement?

- Organizes Data
- Facilitates Data Based Decisions
- Focuses on Intervention



MEET VICTORIA

- Six year old Victoria
- First grade
- Self-injurious
 - Hits self in head
 - Closed fist
 - Bruising and swelling

When Victoria is directed to join circle time, she engages in self-injurious behavior by hitting her head with a closed fist; she is then sent to the cool down corner resulting in escaping circle time.

If a behavior has more than one function, you will need to write an additional hypothesis statement.

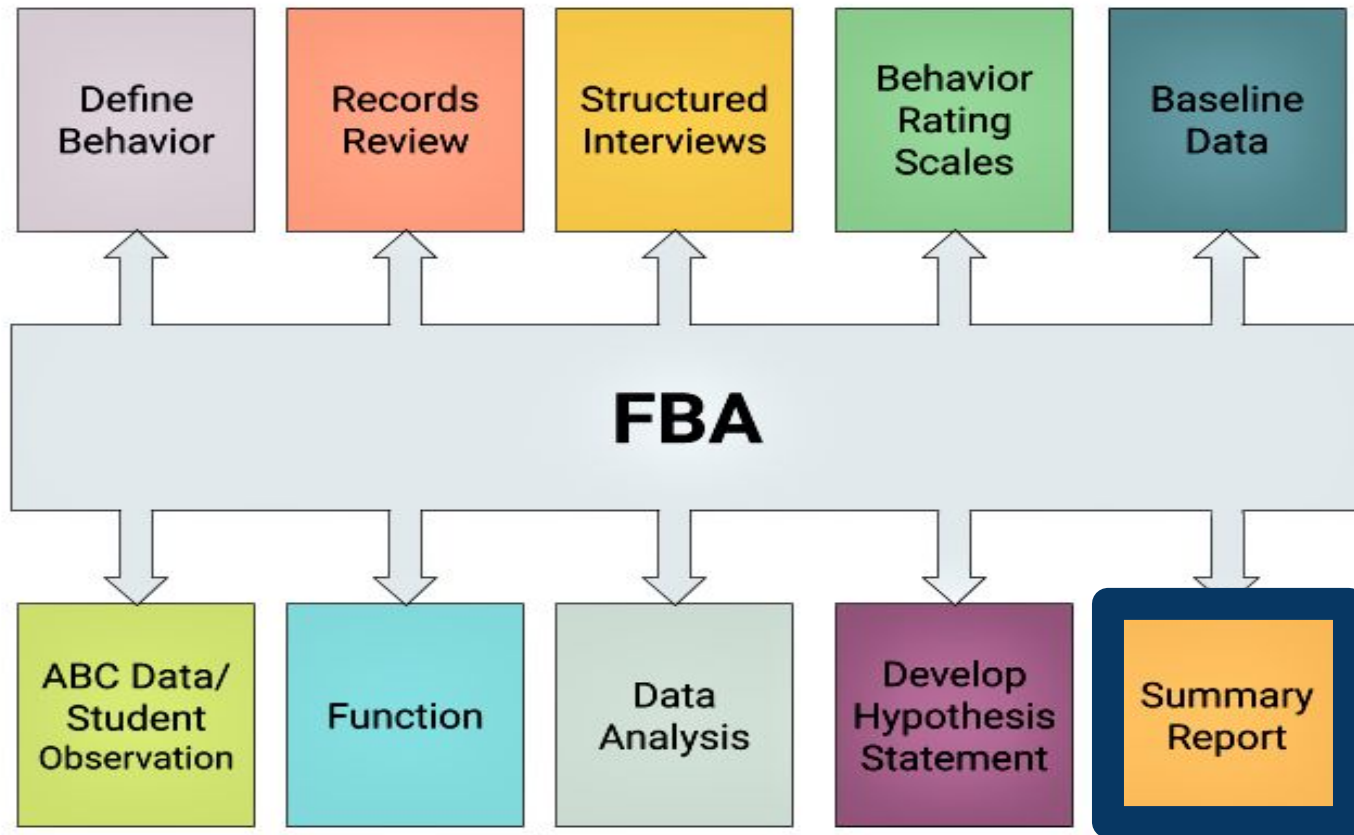
FBA Modules

Free

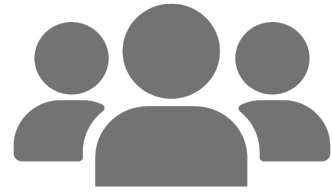
Writing a
Hypothesis
Statement

FBA Module 12: Writing a
Hypothesis Statement

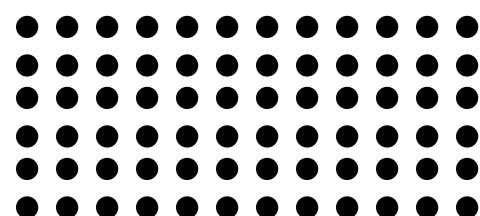
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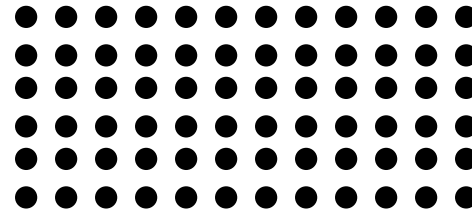
Frequently Asked Questions



Is there a state mandated FBA form?



Finalizing the FBA



SUMMARY REPORT

Final written report containing information gathered during the FBA and conclusions about the behavior



Functional Behavioral Assessment Summary Report

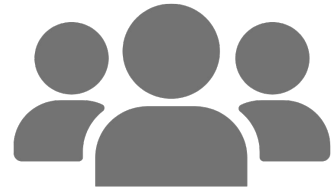
Student		District/Building	
Start Date	<i>When was "Notice of Action" obtained?</i>	End Date	<i>When was the last day of data collection?</i>

Use observable and measurable terms to define the Target Behavior for the FBA:

Describe data sources used for the FBA.

Data Source	Summarize Data Collected
Student Records (<i>medical records, social skills assessment, speech/language evaluation, motor skills assessment, intellectual functioning, achievement, curriculum-based assessment, adaptive behavior, psychological report, discipline records, etc.</i>)	<i>Who reviewed records? When? What records were reviewed?</i>
Initial (baseline) Behavior Data	<i>What type(s) of data were collected (frequency, duration, latency, intensity, interval, scatterplot, abc, etc.)? Who collected data? When were data collected (dates)?</i>
Indirect Assessments (<i>Interviews and Behavior Rating Scales</i>)	<i>Who conducted interviews? On what date(s) were interviews conducted? What interview forms were used? With whom (teacher, parent, student, etc.) were interviews conducted?</i> <i>Who completed behavior rating scales? Which behavior rating scales were used (QABF, MAS, PBQ, etc.)? On what date(s) were behavior rating scales completed?</i>
Student Observations	<i>Who conducted observations? On what dates? In what settings? How long was each observation?</i>

Frequently Asked Questions



If I complete an FBA, do I have to create a BIP?

FBA Modules

Free

**Report Findings:
Writing a
Summary
Report**

FBA Module 13: Report findings: Writing a Summary Report

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Next Steps
after FBA



AFTER FBA IS COMPLETE



FBA
Fidelity
Check



Review
Findings



Team
Decides
Next Steps

Functional Behavioral Assessment Process Guide

Student		District/Building	
----------------	--	--------------------------	--

Task	Task Timeline	Directions
Consent on "Notice of Action" obtained		This starts the 60-day timeline.
Define the Target (Problem) Behavior		Define behavior in observable and measurable terms.
Data Collection/Gathering Information		
Complete a record review		Use the History and Cumulative Review form provided to compile information.
Collect at least 5 consecutive days of initial (baseline) data		Completed within 2 weeks from the date the consent was signed Scatterplot suggested for initial data collection
Possible Baseline Data Collection Forms: <ul style="list-style-type: none"> • Frequency/Rate • Duration • Latency • Opportunity • Scatterplot (Interval 1) • Scatterplot (Interval 2) • Scatterplot (Frequency) 		
Conduct Indirect Assessments/Interviews Suggested forms below; use at least two of these		Complete within the first four weeks

FBA Modules

Free

**FBA
Complete**

FBA Module 14: FBA
Complete

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Behavior Intervention Plan

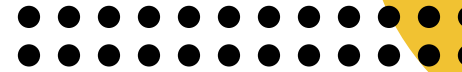


BEHAVIOR
INTERVENTION
PLANS

Behavior Intervention Plans

In this 4 hour course, you will learn about Behavior Intervention Plans. You will learn to determine the need for a BIP, contextual fit, and writing behavior goals.

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Targeted Behavior Interventions (TBI) Modules

About our TBI Modules



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