Functional Behavioral Assessment

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FBA Overview

- What is a functional behavioral assessment
  - Science of behavior
  - Basic steps
- Forms and processes
- Function based-interventions / Positive Behavior Support Plans

Big Ideas

- Understand interaction between behavior and the teaching environment
- Build Positive Behavior Support Plans that teach pro-social "replacement" behaviors
- Create environments to support the use of pro-social behaviors
  - Around individual student need / self-management
  - Classroom
  - School-wide
What is a Functional Behavioral Assessment

“A process for gathering information used to maximize the effectiveness and efficiency of behavioral support”

(O’Neill et al.)

- Operational definition of behavior
- Identification of events that are functionally related to behavior
- Identification of consequences that maintain behavior
- Hypothesis about function of behavior
- Direct observation to confirm/support hypothesis

When should we Conduct a Functional Behavioral Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school “discipline” procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

300.530

(f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--

(1) Either--

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
Why Conduct a Functional Behavioral Assessment

The Science of Behavior
The Key

*Behavior is functionally related to the teaching environment*

Starting Points

- Focus on observable behavior
  - Label free approach
  - Acknowledgement of other factors
- Instructional approach
- Emphasis on understanding the principles of behavior not specific forms or "cook book" strategies
  - Best Practice vs. Discipline
  - Process vs. a set of Forms
  - Move from personal experience with "discipline"
- Rule out explanations

The Basics

*Behavior is learned*

- All children learn a set of "social skills" to get their needs met
- Do not assume children know your rules, expectations, or social skills
- Every social interaction you have with a child teaches him/her something
The Basics

**Behavior communicates need**
- Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined by observing what happens prior to and after behavior (events in the Teaching Environment)

FBA leads to hypotheses about the *functional relationships* between BEHAVIOR and the TEACHING ENVIRONMENT

"Functional Relationships"
- When "X" happens, high degree of likelihood "Y" will result
Functional relationships with the Teaching Environment

Events that follow behavior

- Following a student behavior the environment “gives” something to the student and student behavior maintains or increases -- whatever was given is reinforcing to that individual.

Events that follow behavior

- Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behavior maintains or increases -- the event the student is avoiding is aversive to that individual.

Events that precede behavior

- Events in the environment can “trigger” challenging behavior - they serve as cues for the student to perform a behavior because the student can predict the outcome when the cue is present.
Outcome = Hypothesis

Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

Hypothesis

- When this occurs....
- The student does....
- To get/avoid....
Positive Behavior Support Plan

- Teach replacement behavior(s) that result in same/similar outcome
- **Environment should not allow problem behavior to result in previous outcomes**
- Ideally replacement behavior should be more efficient than problem behavior

FBA – PBS Plan Process

*Success requires:*
1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff

Essential Steps to Individual PBS Plans

1. Request for assistance
2. Operationally define problem/replacement behavior
3. Background/archival data/data collection/Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
   - Social skill instruction
   - Self management
   - Environmental modifications
7. Implement, Monitor and Evaluate progress
**How do schools get there?**

**Build parallel systemic processes**
- Provide school/district teams with a **process** to address the presenting challenge
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity

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### FBA Student Plan Development

1. **Define Problem Behavior** (observable & measurable, Form A) [3 Minutes]

2. **Review Collected Data**
   - **Context** [10 Minutes]
     - **Archival Review** [Form B] - examine data for patterns such as time of day, tasks, adults, or peers in which problem behavior is present or absent and examine for overlap between academic concerns and patterns of problem behavior. Also examine for patterns of appropriate behavior in relation to academic strengths.
     - **Environment Inventory** [Form E] - examine for patterns of behavior (problem appropriate) in relation to critical features such as high rates of problem behavior during low structure, low rates of positive feedback.
FBA Student Plan Development

Context Summary
When/during:
there is an increase in problem behavior.

FBA Student Plan Development

Possible Function of Problem Behavior: [5 minutes]

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Hypothesized Function</th>
<th>Team Confidence in Hypothesized Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACTS (Form D)</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
<tr>
<td>PBQ (Form C)</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
</tbody>
</table>

3. Summarize Data
1. Data sources not clearly pointing toward function or confidence is low – conduct direct observation and reconvene planning meeting with additional information (See below)
2. Data sources pointing toward a clear function and confidence is high – develop a hypothesis(es)

FBA Student Plan Development

Hypothesis One
When/during(conditions) student (behavior) to (get/avoid)

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Hypothesized Function</th>
<th>Team Confidence in Hypothesized Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Teacher Interviews (F, G, H)</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
<tr>
<td>Student Interview (I)</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
<tr>
<td>A-B-C observation</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
<tr>
<td>FA test protocol</td>
<td>Get / Avoid</td>
<td>Low Medium High</td>
</tr>
</tbody>
</table>
4. **Develop Plan Based on Assessment** [15 minutes]
   A) Define Replacement behavior (observable & measurable):
   - Detail strategies to teach replacement behavior.

   B) Context alteration to support use of replacement behavior:
   - Prompts prior to “trouble spots”
   - Changes in environment (e.g., routines, grouping, work difficulty)

   C) Outcomes when student uses replacement behavior
   - Matched to function & scheduled delivery
     - GET = teacher attention, earn free time with peers, special privileges
     - AVOID = task choice, ask for assistance, peer tutor, “take-a-break,” re-seated

5. **Share Plan with Family/External Agency** [1 minute]
   Check appropriate actions

6. **Plan Review Schedule** [1 minute]
   a. Copy one page plan and distribute
   b. Prior to next meeting (check appropriate actions)
   c. Team meeting review date 

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**Next Steps**

- **Homework** - use the I-SSET to evaluate current FBA-PBS status in your school/district
- More information on FBA process
- More information on PBS plans
- More information on creating a school/district process