

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’Neil 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

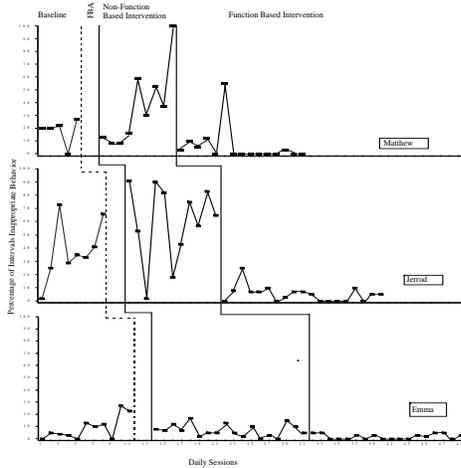
- When student exhibits patterns of challenging behavior
- **When a change in placement is made as a result of a school “discipline” procedure**
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

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- (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.

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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*)



The Basics

- 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 -- what ever was given is reinforcing to that individual

Functional relationships with the Teaching Environment

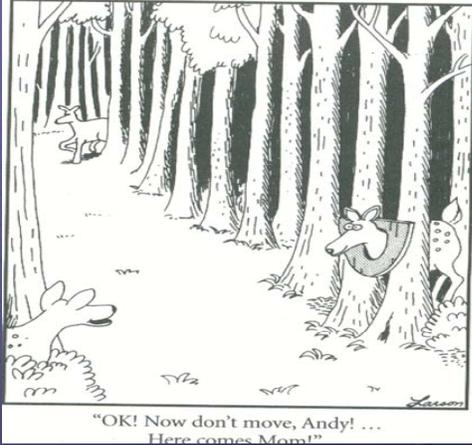
Events that follow behavior

- 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

Functional relationships with the Teaching Environment

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

Step	Document	Who is responsible for completing document?	Completed document should be given to:
One	Request for Assistance (A)	Referring Teacher	Case Manager
Two	Archival Review (B)	Teacher w/ Office Staff assistance	Case Manager
Three	Problem Behavior Questionnaire (C)	Referring Teacher	Case Manager
Four	FACTS –Teacher Interviews (D)	Referring teacher and Case Manager complete together	Case Manager
Five	Environmental Inventory (E)	Case Manager	
Six	Intervention development meeting		
Seven	Optional Additional Interviews a) AVAF (F) b) CVAF (G) c) IVAF (H) d) Student (I)	Case Manager	
Eight	Optional Observations	MU & Case Manager	
Nine	Intervention development meeting		

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]

Data Source	Hypothesized Function	Team Confidence in Hypothesized Function		
PBQ (Form C)	Get / Avoid	Low	Medium	High
FACTS (Form D)	Get / Avoid	Low	Medium	High

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): _____*

Additional Info if needed

Data Source (form #)	Hypothesized Function	Team Confidence in Hypothesized Function		
Additional Teacher Interview (F, G, H)	Get / Avoid	Low	Medium	High
Student Interview (I)	Get / Avoid	Low	Medium	High
A-B-C observation	Get / Avoid	Low	Medium	High
FA test protocol	Get / Avoid	Low	Medium	High

FBA Student Plan Development

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}:

FBA Student Plan Development

5. Share Plan with Family/External Agency [1 minute]

Check appropriate actions

6. Plan Review Schedule [1 minute]

- Copy one page plan and distribute
- Prior to next meeting (check appropriate actions)
- Team meeting review date _____

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
