

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Objectives

- Familiarize practitioners with the 4-step process of conducting a Functional Behavior Assessment or FBA
- Provide practitioners an opportunity to practice the FBA process using data from a student example

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Guide to this Webinar

- Handouts:
 - Glossary of Terms
 - Blank Data Collection Forms
 - Sample Student Data (Myron)
 - Operationally Defining Behavior handout

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Glossary Handout

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What is a Functional Behavior Assessment?

Functional Behavior Assessment is a *problem-solving process* for identifying the events that reliably *predict* and *maintain* problem behavior.

A Functional Behavior Assessment is based upon the following assumptions:

- Challenging behaviors do not occur in a vacuum
- Behaviors occur in response to an identifiable stimuli or the antecedent
- What follows a behavior, the consequence, makes the behavior more or less likely to occur in the future
- Behavior is a form of communication, for example "I need you to help me." "This work is too hard." "Please, talk to me.", etc.
- Behaviors serve a function and have a purpose. The two functions or purposes are
 - to get or obtain something OR
 - to avoid or escape something

The FBA Process

- **Step 1:** Define the problem behavior
- **Step 2:** Devise a plan to collect the data
- **Step 3:** Compare and analyze the data
- **Step 4:** Develop a hypothesis statement

Step 1: Define the Problem Behavior

- Use specific, observable, measurable terms
 - Can be seen
 - Can be counted, timed or rated
 - Has a beginning and an end
 - Can be repeated

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Step 1: Define the Problem Behavior

Example	Non-example
Johnny says things like 'You can't make me', 'I don't have to do what you say', 'You're not my boss'	Johnny is disrespectful.
Johnny interrupts class by making noises with his mouth, by tipping over his chair, by shouting out answers without being called on	Johnny is disruptive.
Johnny refuses to get out of line when asked, refuses to pick up materials when dropped, refuses to begin work when asked to do so	Johnny is defiant.

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Operationally Defining Behavior

Unclear Description	Operational Definition
Katrina is unmotivated.	
Derek is rude.	
Nevaeh is disruptive.	
Joel doesn't care about his work.	
Ari is uncooperative.	

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Step 1: Define the Problem Behavior

Suzy – 4th Grade



Problem Behavior	Operational Definition
Disrupts classroom instruction	Suzy interrupts, talks out, and jokes, disrupting instruction in the classroom

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Step 1: Define the Problem Behavior

Myron – 6th Grade



Problem Behavior	Operational Definition
Disrespectful to authority figures	

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Step 1: Define the Problem Behavior

Myron – 6th Grade



Problem Behavior	Operational Definition
Disrespectful to authority figures	Lays his head down, refuses to answer when spoken to, rolls his eyes, says "What?!" or "I don't care!" when given directions

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Step 2: Devise a Plan to Collect Data

- Generally two methods for this: direct and indirect
- Done in a systematic process
- Relates to the defined behavior from Step 1

Direct	Indirect
Talking with the student	Review of records
Observations	Previous observations
Student completed checklist available to all students	Talking with others (parent, other teacher)
	Informal checklists completed by others

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Step 2: Devise a Plan to Collect Data

Suzu
Gather data from teachers and office



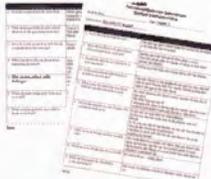
Behavior	Frequency	Notes
Office Referrals (ODR)	0/0	2 ODR for disruption during reading class; 1 ODR for disruption during writing; 1 ODR for disruption during Social Studies; 1 ODR for disruption during math.
Classroom Misuse	0/0	1 Classroom Misuse for disruption during reading class; 1 Classroom Misuse for disruption during writing class.
Absences	0/0	No Absences during the current school year; 1 Absence during previous school year.
Tardies	0/0	No tardies reported.
G.P.A./Grades	0/0	Reading - C; Writing - C; Science - C; Math - B; Art - C; S.E. - A.
Reading Assessment	0/0	Reading - 300; Vocabulary - 300; Comprehension - 300.
Math Assessment	0/0	Math - 300; Science - 300; Social Studies - 300.
Health Information (if available)	0/0	Reported hearing and vision screening. No health issues noted.
IEP Information (if applicable)	0/0	Yes, applicable.
Other (if none or insufficient data)	0/0	3 able to transition during reading class.

Description of Problem Behavior: Continually talks and talks to others. Needs to be the center of attention. When approached, may become disruptive.

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Step 2: Devise a Plan to Collect Data

Suzu
Have a conversation with parents, teachers, and student

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Step 2: Devise a Plan to Collect Data

Myron
Gather data from teachers and office.



Behavior	Frequency	Notes
Office Referrals (ODR)	10/2/18	2 office referrals for arguing; 1 office referral for refusing to follow directions.
Classroom Misuse	10/2/18	1-3 minor behavior incidents daily (arguing, refusal to work, rolling eyes) - conference with student, sent to separate area in classroom, call home.
Absences	10/2/18	1
Tardies	10/2/18	0
G.P.A./Grades	10/2/18	Reading/Language Arts - D; Math - C; Science - B; Social Studies - B; PE - A; Technology - A.
Health Information (if available)	n/a	
IEP Information (if applicable)	n/a	
Other (if none or insufficient data)	n/a	

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Step 2: Devise a Plan to Collect Data

Myron
Have a conversation with parent, teachers, and student.



1. Describe a typical day for you.	I usually get up, get dressed up, then sit breakfast with my brother before he goes to a ride to school. After school, I go home and help with dinner and hang out with my friends until dinner. Then I usually watch tv or play a game on the computer until it's time to go to bed.
2. What do you like to do after school when you get home each day?	I like to ride my bike with my friends, or sometimes we play basketball. I like to be outside, and I like to play video games too.
3. If possible, when do you like to do in your free time?	At home time like to play video games, draw, basketball, and football. At computers or sites in the classroom.
4. Do you spend time with friends to people your own age?	My friends are both and both. We also sometimes play basketball with kids in my neighborhood, but that's in 8 th grade.
5. What is your favorite class at school? What do you like about that class?	I like Technology class best, like building the robot and coding them. Also when we design things on the computer and use the 3-D printer.

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Step 3: Compare and Analyze the Data

What are the environmental factors that seem to accompany this behavior?

- How do the antecedent events relate to the behavior?
- Do you see any patterns?
- What typically occurs before the behavior?
- Is there any place that the behavior never occurs?
- Are there particular people who are always involved?
- Any time frame that it typically occurs?

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Step 3: Compare and Analyze the Data

Suzy
Begin assembling the data in a useable form.




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Step 3: Compare and Analyze the Data

Myron
Begin assembling the data in a useable form.



Behavior	Frequency	Context	Notes
10:00-10:05	1	Classroom	Student called out
10:05-10:10	0	Classroom	Student silent
10:10-10:15	1	Classroom	Student called out
10:15-10:20	0	Classroom	Student silent
10:20-10:25	1	Classroom	Student called out
10:25-10:30	0	Classroom	Student silent
10:30-10:35	1	Classroom	Student called out
10:35-10:40	0	Classroom	Student silent
10:40-10:45	1	Classroom	Student called out
10:45-10:50	0	Classroom	Student silent
10:50-10:55	1	Classroom	Student called out
10:55-11:00	0	Classroom	Student silent

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Step 3: Compare and Analyze the Data

- Skill deficits
 - Do we know whether this student has the ability to do the skill being asked of him/her at the time the behavior is occurring?
 - Study skills, organizational skills, social skills are all skills just like academic skills.
 - Is this a 'will' problem or a 'skill' problem?

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Step 4: Develop a Hypothesis Statement

Based on the information you have on this student, what is your best educated guess to explain the function or the reason for the behavior?

- Use your hypothesis frame to develop your statement.
- A hypothesis may not always be correct but it is a place to start

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Step 4: Develop a Hypothesis Statement



SUZY EXAMPLE

Using the information from the *Adapted FACTS - Part B*, the Action Team records Suzy's information into the table:

ANTICIPANT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Reaction
When this happens... When asked to do independent work	Student will... Joke, talk out, and disrupt class	Because this happens... Peers laugh and respond
SETTING EVENT		Therefore the function is to <u>obtain peer attention</u>
When certain peers are around		

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Step 4: Develop a Hypothesis Statement

During (Context = _____) when (Antecedent = _____) the student will (Problem Behavior = _____) because (Consequence = _____); therefore, the function of the behavior is to (obtain/avoid _____).

This is more likely to occur when (Setting = _____).

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Step 4: Develop a Hypothesis Statement

Suzy Example: Suzy's initial Summary Statement:

During (Context) content area classes when (Antecedent) Suzy is asked to work independently the student will (Problem Behavior) joke, talk out, disrupt because (Consequence) peers laugh and respond; therefore, the function of the behavior is to (obtain/avoid) obtain peer attention. This is more likely to occur when (Setting) specific friends are around.



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Step 4: Develop a Hypothesis Statement



ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens ...	Student will	Because this happens ...
SETTING EVENT		Therefore the function of the behavior is to obtain/avoid _____

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Step 4: Develop a Hypothesis Statement



ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens ...	Student will ... Lay his head down, refuse to answer when spoken to, roll his eyes, say "What?!" or "I don't care!"	Because this happens ...
SETTING EVENT		Therefore the function of the behavior is to obtain/avoid _____

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Step 4: Develop a Hypothesis Statement



ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens ... Myron is given directions to begin reading or working on a writing assignment	Student will ... Lay his head down, refuse to answer when spoken to, roll his eyes, say "What?!" or "I don't care!"	Because this happens ...
SETTING EVENT		Therefore the function of the behavior is to obtain/avoid _____

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Step 4: Develop a Hypothesis Statement



ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens... Myron is given directions to begin reading or working on a writing assignment	Student will ... Lay his head down, refuse to answer when spoken to, roll his eyes, say "What?!" or "I don't care!"	Because this happens ... Therefore the function of the behavior is to obtain/avoid _____
SETTING EVENT During group work, or reading/writing narrative text		

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Step 4: Develop a Hypothesis Statement



ANTECEDENT(s)/Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens... Myron is given directions to begin reading or working on a writing assignment	Student will ... Lay his head down, refuse to answer when spoken to, roll his eyes, say "What?!" or "I don't care!"	Because this happens ... Teacher will provide assistance, change the task, or send Myron from the group Therefore the function is to obtain <u>avoid</u> task.
SETTING EVENT During group work, or reading/writing narrative text		

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Step 4: Develop a Hypothesis Statement

During (Context = _____) when (Antecedent = _____) the student will (Problem Behavior = _____) because (Consequence = _____); therefore, the function of the behavior is to (obtain/avoid _____).

This is more likely to occur when (Setting = _____).

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Step 4: Develop a Hypothesis Statement

During reading/writing, when Myron is given directions to read or write independently, he will lay his head down, refuses to answer when spoken to, rolls his eyes, says "What??" Or "I don't care!" when given directions. As a result, the teacher gives assistance, reduces the workload or sends him out of the room, therefore the function of the behavior is to avoid the task. This is more likely to occur when the student has trouble with the work.

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Wrap up

- An FBA is not a one-shot process
- Information and data gathered from varied sources helps create a more accurate picture of the student from which you can make decisions.
- Stick to the facts....gut feelings have no place in an FBA. What is the evidence to support your thoughts?

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Next Steps

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Questions? Please contact:

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