

# Functional Behavior Assessment: Making it Work in Your School

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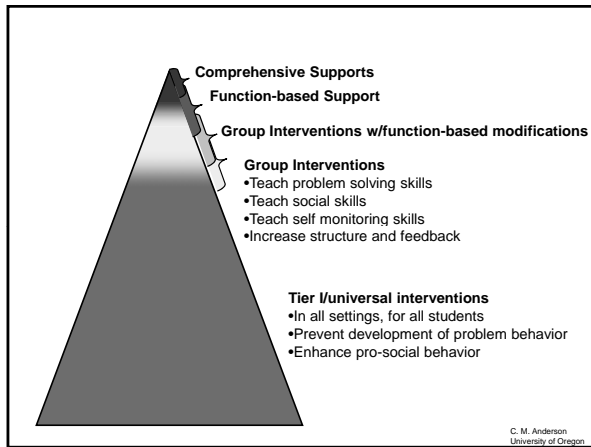
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## Purpose of an FBA...What an FBA is NOT

- A step to determining eligibility for SpEd
- Only for students with a SpEd label
- A specific form
- An outcome or goal
- An intervention

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## Purpose of FBA

- Define what the student is doing/not doing
  - What is the problem?
  - What should the student be doing instead?
- Develop hypothesis useful for intervention development
  - Events that evoke problem behavior
  - Events that follow and maintain the response

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## From FBA to BSP

1. Schedule Meetings
  1. FBA meetings
  2. Support plan meeting
  3. Follow-up meeting(s)
2. Do prep work and conduct FBA
3. Develop support plan
4. Implement plan and collect data
5. Follow-up: Evaluation and next steps

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## Begin with a Routines Analysis

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### Routines Analysis

- Routines to identify
  - Context in which the problem behavior does and does not occur
- Identifying routines
  - Obtain student schedule and rating of frequency of problem behavior
  - Look for similarities in context across similar activities

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Step 3 **Problem Behavior(s): Identify problem behaviors**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other
Describe problem behavior: _____			

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Opening circle	1 2 3 4 5 5	Touching other's things, running around the room, talking out of turn
	Reading	1 2 3 4 5 5	Out of seat, under desk
	Art	1 2 3 4 5 5	Out of seat, draws on other's paper, rips assignments
	Recess	1 2 3 4 5 5	
	Lunch	1 2 3 4 5 5	
	Closing circle	1 2 3 4 5 5	Jumps up and down, runs around the room, talks out of turn
	Dismissal	1 2 3 4 5 5	

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**Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Opening circle	1 2 3 4 5 6	Touching other's things, running around the room, talking out of turn
	Reading	1 2 3 4 5 6	Out of seat, under desk
	Art	1 2 3 4 5 6	Out of seat, draws on other's paper, rips assignments
	Recess	1 2 3 4 5 6	
	Lunch	1 2 3 4 5 6	
	Closing circle	1 2 3 4 5 6	Jumps up and down, runs around the room, talks out of turn
	Dismissal	1 2 3 4 5 6	

**List the Routines in order of Priority for Behavior Support:** Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

Routine #	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	When asked to sit for more than about 5 minutes	Out of seat, disruptive
Routine # 2	Group work	Destroys other people's work, out of seat, ripping assignments
Routine # 3		

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### Key Features of an FBA

1. Obtain background Information relevant to current problem
2. Operational definition of the problem
  - Observable—what the student says or does
  - Objective—avoid labels
3. Consider examples and non-examples

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### Key Features of an FBA

1. Background Information relevant to current problem
2. Operational definition of target behavior
3. Events that precede and follow target behavior
  1. Consequences
  2. Antecedents

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## Consequences

- Key point—how consequence affects behavior *over time*
- Reinforcement
- Punishment

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## Consequences and Function

- Is power a function? What about control?
- What if no one is around?



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## Antecedents

- Target behavior occurs more often in presence of antecedent—why?
- Types of antecedent stimuli
  - Discriminative stimuli (triggers)
  - Setting events

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## Identifying Environmental Events

- Focus on events outside the person
- Look for the simple explanation first
  - Proximal versus distal events
- Look outside the person
- Key questions to pin-point events
  - Antecedents
  - Consequences

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## Identify Antecedents

- What happens immediately before the behavior?
- Be very specific
  - Who
  - What tasks or activities
- Probe questions
  - If you were going to do one thing to make it REALLY likely the problem happened, what would it be?
  - If I did \_\_\_\_\_ ten times, how many times would problem behavior occur?
  - Does \_\_\_\_ ever happen when [this event] does not occur?

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## Check for Understanding & Fluency

Brandi's teacher says, "swearing always occurs when asked to work on 3 or more digit math problems by herself."

1. What do you think the trigger is?
2. Are there other possibilities and if so, what?
3. What "test" questions could you ask?
  1. What is the one thing I could do to make it virtually ensured that Brandi will swear?
  2. What would happen if
    1. you only gave her 1- or 2-digit math problems?
    2. You let her work with her peers?
    3. You sat beside her while she worked?

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## Check for Understanding & Fluency

Seva reportedly makes faces whenever the teacher's back is turned

1. What do you think the trigger is?
2. Are there other possibilities and if so, what?
3. What "test" questions could you ask?
  1. What is the one thing I could do to make it virtually ensured that Satish makes faces?
  2. What would happen if
    1. There were no other students around?
    2. You kept your eyes on the class the entire class period?
    3. You worked at the board most of the class period?
    4. Students worked in groups while you were at the board?

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## Antecedents: Enough to Move on?

- Do you clearly understand what does and does not evoke the problem behavior?
- Can you identify events you could change that would prevent the problem?

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## Identify the Consequence and Function

- What happens immediately after the problem behavior?
  - How do adults respond?
  - How do peers respond?
  - What does the student start or stop doing?
- Probes:
  - Think of the last 10 times this behavior happened; how many times did X follow?
  - Set up a test case

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## Identify the Function

- Why is this behavior occurring?
  - What is the student getting or avoiding?
- What payoff do you think is most important to the student?

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## Consequences: Enough to Move on?

- Do I understand how the behavior is paying off/why the student is doing this?
- When considering antecedents AND consequences, does it make sense?

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## Check for Understanding & Fluency

Brandi's teacher says, "swearing always occurs when asked to work on 3 or more digit math problems by herself. Her peers often giggle or laugh. Sometimes I ignore it and other times I tell her to stop. If it happens more than once in a class period she goes to the office."

1. What do you think the reinforcer is?
2. Are there other possibilities and if so, what?
3. What "test" questions could you ask?
  1. Would she swear if no one else was around?
  2. Would she swear if you were not in the room—if not what would she do?
  3. Does she keep working after she swears?
  4. What happens when she is sent to the office?

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### Check for Understanding & Fluency

Seva's teacher says, "He makes fun of me whenever I am writing on the board. Of course the other kids think this is great and laugh a lot. Obviously he wants their attention but what can I do about that—they won't stop just because I tell them to."

1. What do you think the reinforcer is?
2. Are there other possibilities and if so, what?
3. What "test" questions could you ask?
  1. Would Seva make faces if no other students were around and you were writing on the board?
  2. Would Seva make faces if all the other students ignored him?
  3. What do YOU do when Seva makes faces?

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### Check for Understanding & Fluency

Reece often doodles instead of completing his writing assignment. He sometimes shares his doodles with peers—he is a pretty good artist. Sometimes his teacher prompts him back to work and other times she just ignores him.

1. What do you think the reinforcer is?
2. Are there other possibilities and if so, what?
3. What "test" questions could you ask?
  1. Would Reece doodle if he was by himself in the room with his work?
  2. Would Reece doodle if he had a task he really liked to do—say an art assignment?
  3. What does Reece do when you tell him to get back to work? For how long will he return to his assignments?
  4. What do peers do when he shows his drawings?

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### Are Setting Events Involved?

- Tips
  - Typically not present just before the behavior
  - Often difficult to identify/be careful of speculation
  - If event doesn't come and go it isn't a setting event
- Probes
  - If this (setting event) didn't occur, is it possible the behavior will occur anyway?

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## Last Step: Summary Statement

- Testable hypothesis
- Must be clear enough to inform:
  - Events that reliably evoke behavior
  - Function of behavior
  - What interventions can be used to prevent and reduce problem behavior?

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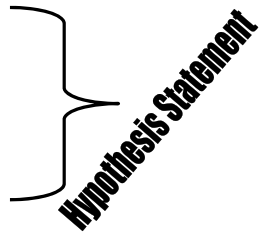
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## Hypothesis about Functional Relation

- Antecedents
  - Setting events
  - Immediate triggers
- Consequences
  - Immediate consequences
  - Distal consequences



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### SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.



How confident are you that the Summary of Behavior is accurate?

Not very confident	1	2	3	4	5	Very Confident	6
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## Problem-Solving

- In small groups, identify your biggest challenges around FBA and write them down
- Identify potential solutions
- Unsolved problems: send up a group member to share with Cindy/Terry
- Group problem solving

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