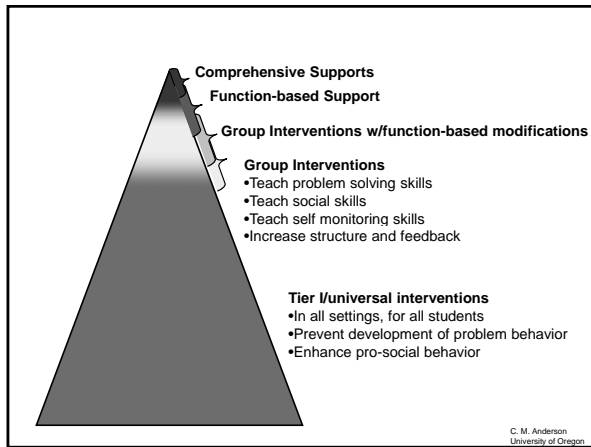


Functional Behavior Assessment: Making it Work in Your School

Terry Scott, PhD
University of Louisville

Cynthia Anderson, PhD
University of Oregon

1



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

C. M. Anderson
University of Oregon

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

4

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

5

Begin with a Routines Analysis

6



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

8

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 Withdrawn	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	

9

Consequences

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

13

C. M. Anderson
University of Oregon

Consequences and Function

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



Antecedents

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

15

C. M. Anderson
University of Oregon

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

16 Oregon

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?

17 Oregon

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?

C. M. Anderson
University of Oregon

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?

C. M. Anderson
University of Oregon

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?

20
Oregon

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

21
Oregon

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?

22

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?

23

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?

C. M. Anderson
University of Oregon

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?

C. M. Anderson
University of Oregon

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?

C. M. Anderson
University of Oregon

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?

27

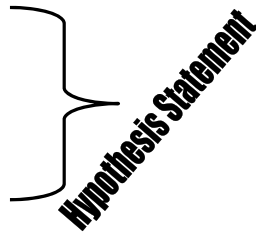
Last Step: Summary Statement

- 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?

28

Hypothesis about Functional Relation

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



29

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
--------------------	---	---	---	---	---	----------------	---



30

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

31

C. M. Anderson
University of Oregon

<http://darkwing.uoregon.edu/~spsy/>

canders@uoregon.edu