

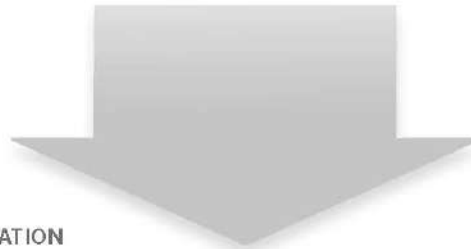
Functional Behavioral Assessment (FBA)

Steps to Conducting an FBA within the Context of the Evaluation or Reevaluation Process

1

STEP 1: INTERVIEW

The IEP team, including persons who have observed the behavior of the student in a variety of settings and conditions, completes the interview questions focusing on antecedents, behaviors, and consequences.



2

STEP 2: DIRECT OBSERVATION

Data collection is accomplished through direct observation in the student's natural environment. Direct observation provides objective data to support or refute the interview information; thus leading to more accurate hypothesis formation. The observation and the data collection methods are determined by information gathered during the interview phases.



3

STEP 3: SUMMARY

The IEP team summarizes the interview information and the data collected during direct observation to form one or more hypotheses identifying the function(s) the behavior is serving for the student. The IEP team uses this information to build a PBSP. Ongoing analyses of data collected during the intervention phase of the PBSP guide the team in measuring progress and making necessary revisions.

STEP 1: FBA INTERVIEW

Student Name: _____	Date: _____
School: _____	Grade: _ DOB: _____
Educational Program Description: _____	

Instructions: When the answer checked is YES, add details on the lines provided.

List strengths of the student (such as academic, social, physical, family assets): _____

Description of the Behavior of Concern (specifically describe what the behavior looks and sounds like):

Physiological and Medical Factors:

1. Could the behavior be the result of a medical or psychiatric condition or any form of physical discomfort?

☐ NO ☐ YES _____

2. Could the behavior be related to a side effect of medication?

☐ NO ☐ YES _____

3. Could the behavior be the result of some physical deprivation condition (thirst, hunger, lack of rest, etc.)?

☐ NO ☐ YES _____

Antecedent Events:

1. Are there circumstances in which the behavior ALWAYS occurs?

☐ NO ☐ YES _____

2. Are there circumstances in which the behavior NEVER occurs?

☐ NO ☐ YES _____

3. Does the behavior occur only (or more often) during particular activities?

☐ NO ☐ YES _____

4. Does the behavior occur only with (or more likely with) certain people?

☐ NO ☐ YES _____

5. Does the behavior occur in response to certain stimuli (demands, termination of preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc.)?

☐ NO ☐ YES _____

6. Does the behavior occur only (or more likely) during a certain time of day (morning, afternoon, end of school day, evening)?

☐ NO ☐ YES _____

Skill Deficits Related to Behavior of Concern:

1. Could the behavior be related to any skill deficits? (check all that apply*)

☐ **Academic Skills:** Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.

☐ **Participation Skills:** The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction.

* If checked, please refer for further assessment (i.e. Speech & Language evaluation, Occupational Therapy evaluation, curriculum-

based assessments, specific skills assessments).

- ☐ **Social Skills:** The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
- ☐ **Communication Skills:** The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.
- ☐ **Organizational Skills:** The student has difficulty organizing school supplies, study area, time or projects, organizing class notes, or dividing assignments into tasks.
- ☐ **Self-Regulation Skills:** The student has difficulties staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty transitioning between activities, places, or people. The student has difficulty with problem solving.
- ☐ **Study Skills:** The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.
- ☐ **Motor Skills:** The student has difficulty with gross motor skills (e.g., running, raising arms, putting feet together, squatting, bending at waist) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse. The student has difficulty imitating others' actions.
- ☐ **Functional Skills:** The student has difficulty performing activities of daily living (e.g., eating, dressing, toileting, grooming).
- ☐ **Play Skills:** The student has difficulty actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

Consequence Factors:

1. Does the behavior allow the student to gain something?

A. Preferred activities or items?

Indicators: The behavior often occurs when the student sometimes or always regains an item or activity that has been taken away or terminated. The behavior often occurs when the student sometimes or always gains access to an activity or item that the student was told he/she couldn't have. The behavior rarely occurs when the student is given free access to his or her favorite items or activities.

☐ NO ☐ YES _____

B. Peer or adult attention?

Indicators: The student frequently approaches others. The student frequently initiates social interaction. When the behavior occurs, someone usually responds by interacting with the student in some way (e.g., verbal reprimand, redirection, comforting statements). The behavior rarely occurs when the student is receiving attention.

☐ NO ☐ YES _____

2. Does the behavior allow the student to postpone, avoid, or escape something such as task demands, social interaction, etc.?

Indicators: The behavior often occurs when the student sometimes or always postpones or escapes the task demands placed upon him. The behavior rarely occurs when few demands are placed on the student or when the student is left alone. The student is often noncompliant when asked to complete tasks, and the student sometimes or always postpones or escapes the tasks. The behavior often occurs prior to predictable demands and the student sometimes or always avoids or postpones the tasks.

☐ NO ☐ YES _____

3. Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

☐ NO ☐ YES _____

Indicators: The behavior occurs frequently when the student is alone or unoccupied. The student seems to have few known reinforcers or rarely engages in social interaction activities. When the student engages in the behavior, others usually respond by not attending to the behavior.

☐ NO ☐ YES _____

STEP 2: DIRECT OBSERVATION

The FBA interview results in a measurable description of the behavior of concern and information that leads to direct observation with data collection and analysis

Direct observation:

- Serves to clearly define the behavior
- Supports or refutes interview information
- Allows for assessment of behavioral events in the student's natural environment
- Leads to a hypothesis regarding the function(s) of the student's behavior of concern
- Serves as a baseline to measure the frequency, duration, and/or intensity of the behavior prior to intervention
- Provides information that is necessary to build a Positive Behavior Support Plan (PBSP)
- Supplies the team with progress monitoring data to evaluate the implemented interventions and guide adjustments to the PBSP

Data collection process:

- Define the behavior in observable and measurable terms
- Determine the purpose for data collection—the type of information needed from each data collection session (e.g. frequency counts, identifying antecedents and/or consequences)

- Outline the schedule including where, when, how often, and who will collect data
- Design tools with clear coding systems that will result in the collection of the type of data needed and that are functional
- Transfer the data to a visual representation (graph) and analyze it for trend, level, and variability
- Analyze data regarding behavior of concern, antecedent events, and maintaining consequences to determine the function of behavior. Use this information to identify replacement behaviors and behavioral interventions, and develop a PBSP. An annotated Positive Behavior Support Plan and blank PBSP are available on the PaTTAN website (www.pattan.net). Under Evidence-Based Practices, Select **Behavior** → Select **Publications**.
- Utilize progress monitoring data to evaluate the implemented interventions and guide adjustments to the PBSP

Data collection methods:

- Record frequency and/or duration indicating time of day, location, activities occurring, and people present
- Write a description of the student's behavior as well as the antecedents and consequences using the Antecedent Behavior - Consequence (A-B-C) format. This type of data must be collected multiple times across settings when the behavior of concern occurs as well as when the behavior of concern does not occur.

The following data collection tools, including sample forms are available on the PaTTAN website (www.pattan.net). Under Evidence-Based Practices, Select **Behavior** → Select **Publications**.

- Functional Assessment Observation Tools (Appendix A)
- Functional Assessment Interview Forms (Appendix B)
- Functional Assessment Secondary Team Forms (Appendix C)

STEP 3: SUMMARY

List strategies used in the past and note their effectiveness:

Antecedent (prevention) strategies:

Consequence strategies:

Direct Observation Summary (attach graphic representation of observation data collected)

1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs.

2. Describe any patterns to the occurrence of the behavior of concern (consider the time of day, location, and others involved).

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

2. Describe the consequences that appear to be maintaining the behavior of concern.

Hypothesis Regarding Function of the Behavior of Concern (The team may identify more than one hypothesis.)

1. When (antecedent to behavior of concern) _____, (student) _____
 _____(behavior of concern) _____ in order to (perceived
 function of the behavior) _____.

2. When (antecedent to behavior of concern) _____, (student) _____
 _____(behavior of concern) _____ in order to (perceived
 function of the behavior) _____.

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