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Functional Behavior Assessment (FBA) ---EBP Brief Packet---

This overview brief will support your use of the evidence-based practice: Functional Behavior Assessment.

For more information visit:
www.afirm.fpg.unc.edu

Components of the EBP Brief Packet…

The evidence-based practice overview on Functional Behavior Assessment (FBA) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The FBA Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *FBA Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor FBA. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *FBA Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *FBA Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *FBA Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of CEC Standards that apply specifically to FBA.
10. **Module References:** A list of numerical References utilized for the FBA module.

Suggested Citation:

Sam, A., & AFIRM Team. (2015). *Functional behavior assessment*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/functional-behavior-assessment

Functional Behavior Assessment (FBA)

What is Functional Behavior Assessment?

At times, all children and youth can struggle with challenging behavior. If a challenging behavior interferes with the learner's ability to learn, then a functional behavior assessment (FBA) is needed. FBA can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development. An FBA assists the IEP team in understanding the function or purpose of a specific interfering behavior. Data collection is an essential component of FBA.

Evidence-base

Based upon the recent review, functional behavior assessment meets the evidence-based practice criteria set by NPDC with 10 single case design studies. The practice has been effective with learners in early intervention (0-2 years) to high school (15-22 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how FBA can be used effectively to address: academic, adaptive, behavior, communication, and school readiness outcomes.

How is FBA Being Used?

Functional behavior assessment can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments.

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---Evidence-base for Functional Behavior Assessment---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

--OVERVIEW--

Functional behavior assessment is used to understand the function or purpose of a specific interfering behavior. Functional behavior assessment meets the evidence-based practice criteria with 10 single case design studies. The practice has been effective with learners in early intervention (0-2 years) to high school (15-22 years). Studies included in the 2014 EBP report detailed how functional behavior assessment can be used effectively to address: academic, adaptive, behavior, communication, and school readiness outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
		Communication		
Behavior	Behavior	Behavior	Behavior	Behavior
	School-Readiness	School-Readiness	School-Readiness	
		Adaptive		
	Academic	Academic		

Early intervention (0-2 Years)

* Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, *1*(2), 77-87. doi: 10.1177/109830079900100202

Preschool (3-5 years)

Blair, K. C., Lee, I., Cho, S., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education, 31*, 22-36. doi: 10.1177/0271121410377510

* Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, *1*(2), 77-87. doi: 10.1177/109830079900100202

* Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, *5*(3), 1059-1077. doi: 10.1016/j.rasd.2010.11.012

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions, 9*, 131-150. doi: 10.1177/10983007070090030201

Elementary (6-11 years)

Blair, K. S. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education*, *27*(3), 134-147. doi: 10.1177/02711214070270030401

Devlin, S., Leader, G., & Healy, O. (2009). Comparison of behavioral intervention and sensory-integration therapy in the treatment of self-injurious behavior. *Research in Autism Spectrum Disorders*, *3*(1), 223-231. doi: 10.1016/j.rasd.2008.06.004

* Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, *5*(3), 1059-1077. doi: 10.1016/j.rasd.2010.11.012

McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, *33*(4), 479-493. doi: 10.1901/jaba.2000.33-479

Roberts-Gwinn, M. M., Luiten, L., Derby, K. M., Johnson, T. A., & Weber, K. (2001). Identification of competing reinforcers for behavior maintained by automatic reinforcement. *Journal of Positive Behavior Interventions*, *3*(2), 83-87. doi: 10.1177/109830070100300204

Middle (12-14 years)

Clarke, S., Worcester, J., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions*, *4*(3), 131-145. doi: 10.1177/10983007020040030201

High (15-22 years)

O'Reilly, M. F., Edrisinha, C., Sigafoos, J., Lancioni, G., & Andrews, A. (2006). Isolating the evocative and abative effects of an establishing operation on challenging behavior. *Behavioral Interventions*, *21*(3), 195-204. doi: 10.1002/bin.215

* Research which included participants in multiple age ranges.

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Functional Behavior Assessment (FBA)
---Step-by-Step Guide---

This practice guide outlines how to plan for, use, and monitor the practice of functional behavioral assessment.

Keep in mind that FBA can be used to decrease inappropriate behaviors and increase appropriate behaviors.

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BEFORE YOU START…

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about. . .?

- ☐ Identified the behavior…
- ☐ Collected baseline data through direct observation…
- ☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered…

If the answer to any of these is "no," review the process of how to select an EBP.

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Now you are ready to start...

Step 1: FBA Planning

The planning step explains initial steps and considerations involved to prepare for and develop an FBA for a learner. Identify one person as the FBA coordinator who will coordinate and manage data collection, answer questions from other team members, and make sure that the FBA is implemented as intended.

1.1 Establish a multidisciplinary team

Planning should begin with forming a multidisciplinary team that includes all individuals who have observed the learner exhibiting the interfering behavior.

1.2 Identify and define interfering behavior

Together, the team identifies the interfering behavior that is most problematic for the learner. Any behaviors that create safety concerns for the learner or others should be addressed first.

1.3 Review records of learner

In order to understand the selected interfering behavior, records should be reviewed (medical records, psychological evaluations, educational testing, Individualized Education Program (IEP) or Individual Family Service Plan (IFSP), incident reports, anecdotal notes, etc.)

1.4 Select assessment procedures

Team members will gather information concerning the behavior from formal/informal interviews and standardized behavior rating scales.

1.5 Develop plan for collecting data

Data will need to be collected during times and settings where the interfering behavior occurs most often. Also, it is important to sample in other locations or at other times where the behavior might not occur. Data collection should be for a sufficient period of time to identify consistencies in the behavior.

*Use the **FBA Planning Sheet** as a companion for completing the planning step.*

Step 2: Using FBA

This section describes the process of implementing the FBA plan that was developed.

2.1 Collect data using selected assessment procedures

During the planning stage, the team selected several assessment tools and/or interviews. These will need to be administered and data collected.

2.2 Collect data on the occurrence of interfering behavior

Following the developed plan, the team collects data on the interfering behavior using direct observation methods. Using A-B-C data charts will help team members determine what happens right before the behavior (the antecedent), when the behavior that occurs (behavior), and what happens directly after the behavior (the consequence). Also, data tables (commonly referred to as scatterplots in the FBA literature) can be used for data collection in order to help team members determine when the behavior is occurring, the possible functions of the behavior, and times of the day when an intervention might be implemented to reduce the interfering behavior.


*Use the **ABC Data Chart** to understand the antecedent, behavior, and consequence.*


*Use the **FBA Data Table and Anecdotal Note** form to identify patterns.*

2.3 Analyze collected data

Analyze collected data to determine the function of the behavior. Behaviors typically fall into two categories of function: 1) to get or obtain something desired or 2) to escape or avoid.

2.4 Develop a hypothesis statement

Based upon the information gathered through assessments, interviews, and direct observations, the team develops a hypothesis statement. Be sure the hypothesis statement developed includes:

1) the setting events, immediate antecedents, and immediate consequences that surround the interfering behavior,
2) a restatement and refinement of the description of the interfering behavior that is occurring, and
3) the function the behavior serves (i.e., get/obtain, escape/avoid).


*Use the **FBA Analysis and Hypothesis Form** to develop a hypothesis statement.*

2.5 Test the hypothesis to ensure it is correct

To test the developed hypothesis, modify the setting/activity to **increase** the probability that the behavior occurs. Testing can occur over several days or weeks to confirm the cause of the interfering behavior.

Step 2: Using FBA (continued)

2.6 Identify appropriate EBPs to address the interfering behavior

When team members understand the function of the behavior, evidence-based practices can be implemented to reduce the occurrence of the identified interfering behavior while increasing appropriate behaviors.

2.7 Develop behavior intervention plan

After an EBP is identified, the team develops a behavior intervention plan. The BIP should include strategies for the following:

1) preventing the occurrence of the interfering behavior,
2) teaching or increasing the replacement behavior, and
3) increasing learning opportunities and social engagement.

*Use the **Guide to Planning Behavior Intervention Plan** develop the BIP*

Step 3: Monitoring FBA

The following process describes how the use of FBA can be monitored and how the plan might need to be adjusted based on the data.

3.1 Collect and analyze data on interfering behavior

Team members need to collect data that focus on:

1) the frequency, or how often, the behavior occurs using time sampling or event sampling,
2) how long (duration) the interfering behavior lasts when it occurs, and
3) frequency of use of replacement behavior(s) including how often the leaner uses the replaced behavior(s).

 *Use the **FBA Time Sampling Form** to monitor the frequency of the behavior.*

 *Use the **FBA Event Sampling Form** to monitor the frequency of behaviors that are low frequency.*

 *Use the **FBA Duration Behavior Form** to monitor how long a behavior lasts.*

 *Use the **Replacement Behavior Form** to monitor strategies and interventions.*

3.2 Determine next steps based on learner progress

Collecting data will help team members determine if a learner is making progress and reducing the use of the interfering behavior and increasing use of appropriate behaviors. If a learner is making progress based upon data collected, team members should continue to use the selected strategies and evidence-base practices.

If the learner with ASD is not showing progress with the selected strategies and evidence-based practices, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Are the selected evidence-based practices used with fidelity based upon the implementation checklists?
- Are all team members and staff members consistently using the identified strategies and responses to behavior?

If these issues have been addressed and the learner continues to exhibit high rates of the interfering behavior, consider selecting a different EBP or strategy to use with the learner.

Functional Behavior Assessment (FBA)
---Implementation Checklist---

To find out more information about...

- ☐ Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- ☐ Identifying evidence-based practices

Refer to the "Selecting EBP's" section on the website: ***affirm.fpg.unc.edu***

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1	Establish a multidisciplinary team.				
1.2	Identify and define interfering behavior.				
1.3	Review records of learner.				
1.4	Select assessment procedures.				
1.5	Develop plan for collecting baseline data.				
Step 2: Using					
2.1	Collect data using selected assessment procedures.				
2.2	Collect data on the occurrence of the interfering behavior (A-B-C behavioral analysis).				
2.3	Analyze collected data.				
2.4	Develop a hypothesis statement.				
2.5	Test hypothesis to ensure it is correct.				
2.6	Identify appropriate EBPs to address interfering behavior.				
2.7	Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities.				
Step 3: Monitoring					
3.1	Collect and analyze data on interfering behavior and replacement behavior(s) to determine if BIP is working.				
3.2	Determine next steps based on learner progress				

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---FBA Planning Worksheet---
Behavior Intervention Plan

Learner's Name: _____ Date/Time: _____

FBA Coordinator: _____

Team Members: _____

_____

Interfering Behavior: _____

_____

_____

Selected evidence-based practice to address interfering behavior: _____

_____

_____

Objectives to indicate progress: _____

_____

_____

_____

_____

_____

Additional materials: _____

_____

_____

Environmental accommodations: _____

_____

_____

Response from staff and others: _____

_____

_____

Strategies for enhancing learner motivations: _____

_____

_____

_____

_____

_____

Data Collection Plan: _____

_____

_____

_____

_____

_____

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---FBA Planning Worksheet---
Analysis & Hypothesis

Learner's Name: _____ Date/Time: _____

FBA Coordinator: _____

Team Members: _____

_____

Use the collected information to answer the following questions:

How long has the behavior been interfering with the learner's development and learning?

_____

_____

_____

Does the behavior involve aggression or damage to property? _____

_____

_____

Where is the behavior occurring? _____

_____

_____

What activities is the learner participating in when the behavior occurs? _____

_____

_____

What are others (teachers, peer, practitioner) doing when the behavior occurs? _____

_____

_____

What is the proximity of others (e.g. teacher, peer, practitioner) when the behavior occurs?

_____

_____

_____

Use the collected information to answer the following questions:

What is the noise level in the environment when the behavior occurs?_____

_____

_____

How many peers and adults are present when the behavior occurs?_____

_____

_____

What other environmental conditions (e.g. lighting) are present when the behavior occurs?

_____

_____

_____

Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g. talking with peer, completing a difficult math assignment)?

_____

_____

_____

Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)? _____

_____

_____

What happens immediately after the interfering behavior occurs (consequences)?_____

_____

_____

Determine the function of behavior:

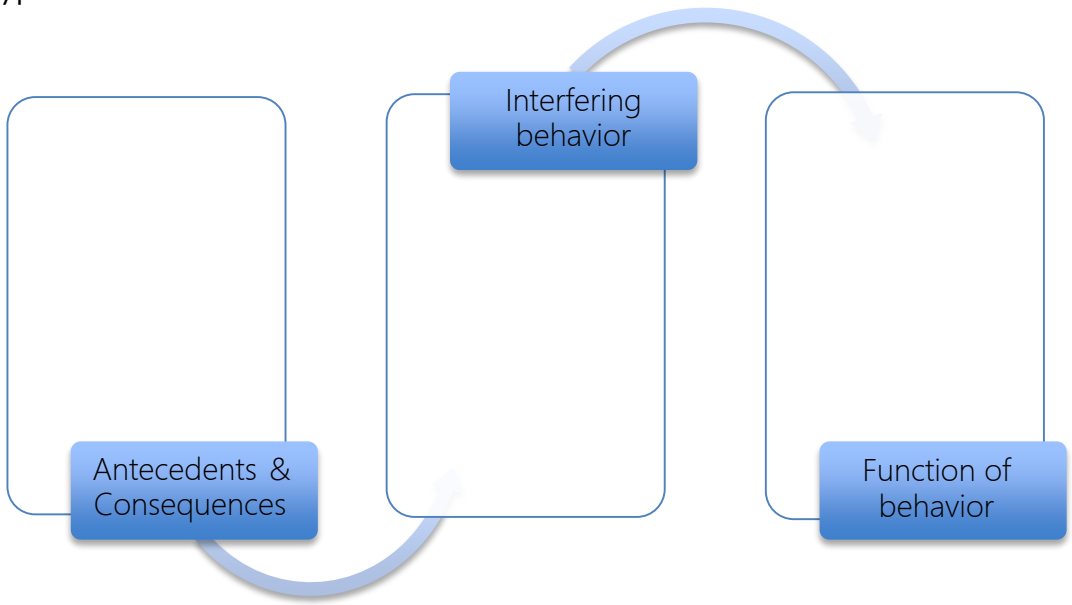
To get or obtain:

- ☐ Attention
- ☐ Food
- ☐ Toys
- ☐ Hugs
- ☐ Sensory Stimulation

To escape or avoid:

- ☐ Attention
- ☐ Difficult task/activity
- ☐ Undesirable activity
- ☐ Sensory stimulation
- ☐ Social stimulation

Develop a hypothesis statement:



Hypothesis Statement: _____

_____

_____

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---A-B-C Data Chart---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior(s): _____

_____

A-B-C Data Chart:

In the table below, record your observations

	Setting	Antecedent	Behavior	Consequence
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				

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---Event Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior(s): _____

_____

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Behavior	Total

Anecdotal Notes:

Date	Observer's Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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---Duration Data Collection---

Learner's Name:_____ Week of:_____

Observer(s):_____

Interfering Behavior(s):_____

Activity/Setting(s):_____

Duration Data:

This sheet could be completed by highlighting, circling, or shading the duration (length of the behavior). The sheet is designed to provide a graphic representation of the duration over time (the resulting data, if blocks are circled or highlighted, will appear similar to a bar graph).

	Monday	Tuesday	Wednesday	Thursday	Friday
Length of time of interfering behavior	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	0	0	0	0	0

Starting from the bottom, shade the number of boxes that represent the length of the interfering behavior. Each box represents ONE minute.

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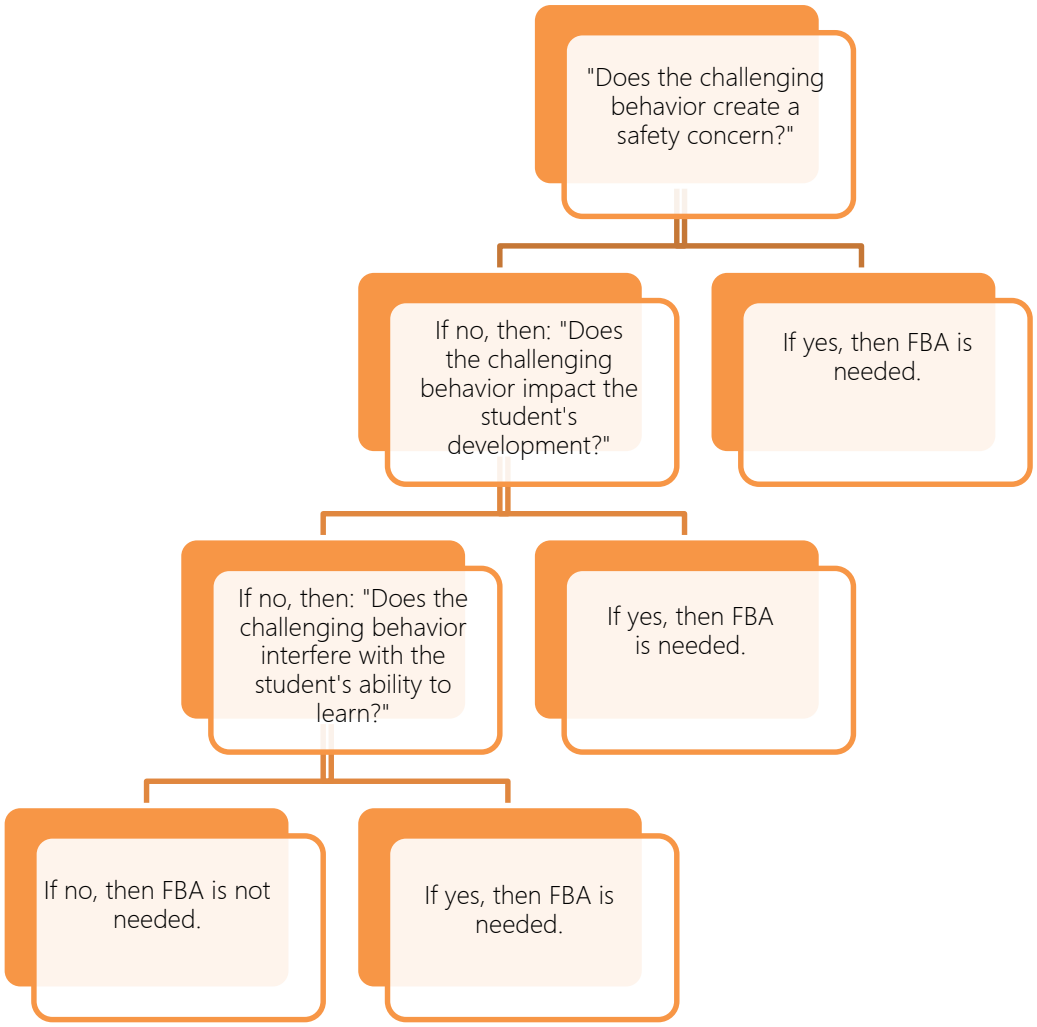
---FBA Decision Tree---

If a challenging behavior interferes with the child's ability to learn, then a functional behavior assessment (FBA) is needed. A functional behavior assessment can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development.



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---Data Collection---
Replacement Behavior

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior(s): _____

_____

Replacement Behavior:

Document the implementation of interventions and whether the interventions help with the occurrences of the interfering behaviors.

Proactive Strategies	Response to Behaviors
1.	1.
2.	2.
3.	3.
4.	4.

Week of:	Proactive Strategies	It Helped	Response to Behaviors	It Helped
Monday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Tuesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Wednesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Thursday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Friday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐

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---FBA Data Collection & Notes---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

_____

Data Collection:

		Date						
Time	Activity							

Anecdotal Notes

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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---FBA Planning Worksheet---

Learner's Name:_____ Date/Time:_____

FBA Coordinator: _____

Team Members: _____

_____

Define Interfering Behavior: _____

_____

_____

Description of Records to Review: _____

_____

_____

Interview Procedures:

Who will be interviewed? _____

_____

_____

What interview tools will be used? _____

_____

_____

Standardized Behavior Rating Scales:_____

_____

_____

Data Collection Plan:

In what settings will data be collected? _____

_____

_____

What times will data collection occur? _____

_____

_____

How long and how often will data be collected? _____

_____

_____

Who will collect data? _____

_____

_____

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Functional Behavior Assessment (FBA)
---Tip Sheet for Professionals---

Functional behavior assessment…

- Is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 0-22 years old that can be implemented in multiple settings.
- Assists the IEP team in understanding the function or purpose of a specific interfering behavior.

Why Use?

- A FBA is needed when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development and learning.
- Team members use a FBA to describe the interfering behavior, identify antecedents or consequence events, and develop and test a hypothesis.
- FBA can help a team determine appropriate evidence-based practices to use to address the interfering behavior.

Outcomes

- The evidence-base for FBA supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
		Communication		
Behavior	Behavior	Behavior	Behavior	Behavior
	School-Readiness	School-Readiness	School-Readiness	
		Adaptive		
	Academic	Academic		

Functional Behavior Assessment FBA

TIPS:

- Select one person as the FBA coordinator who will coordinate data collection, answer team questions, and ensure FBA is implemented as intended.
- If the learner is demonstrating multiple interfering behaviors, select the interfering behavior which creates a safety concern to address first.
- Collect data on the interfering behavior during various times and settings.

Functional Behavior Assessment (FBA)
---Tip Sheet for Professionals---

Functional Behavior Assessment FBA

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit:
www.afirm.fpg.unc.edu

AFIRM Autism Focused Intervention Resources & Modules

STEPS FOR IMPLEMENTING

1. Plan

- Establish a multidisciplinary team.
- Identify and define interfering behavior.
- Review records of learner.
- Select assessment procedures.
- Develop plan for collecting baseline data.

2. Use

- Collect data using selected assessment procedures
- Collect data on the occurrence of the interfering (A-B-C behavioral analysis).
- Analyze collected data.
- Develop a hypothesis statement.
- Test hypothesis to ensure it is correct.
- Identify appropriate EBPs to address interfering
- Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities.

3. Monitor

- Collect and analyze data on interfering behavior and replacement behavior(S) to determine if BIP is working.
- Determine next steps based on learner progress.

AFIRM

Autism Focused Intervention Resources & Modules

Functional Behavior Assessment (FBA)
---Parent's Guide---

This parent introduction to FBA was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how FBA is used with your child, speak with:

_____

For more information visit:
www.afirm.fpg.unc.edu

This introduction provides basic information about functional behavior reinforcement.

What is FBA?

- Functional behavior assessment is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 0 to 22 years old.
- Functional behavior assessment assists the IEP team in understanding the purpose of a specific challenging behavior.

Why use FBA with my child?

- A functional behavior assessment is needed when a challenging behavior regularly interferes with your child's safety, the safety of others, and the learning process.
- Research studies have shown that functional behavior assessment has been used effectively with learners in early intervention, preschool, elementary school, middle school, and high school to address behavior, school readiness, academic, adaptive, and communication outcomes.

What activities can I do at home?

- Notice when your child has a challenging behavior. Think about what happened before or after the behavior.
- Share your notes and observations with your IEP team to develop possible reasons for the purpose of the behavior.
- Work with your child's IEP team to address the challenging behavior both at school and home.

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Autism Focused Intervention Resources & Modules

---Additional Resources---

Check out these resources to support your use of functional behavior assessment.

For more information visit:
www.afirm.fpg.unc.edu

Articles:

Hart, S., Kercood, S., & Banda, D. (2012). Decreasing disruptive vocalizations of a student with high-functioning Autism across three general education classrooms. *Preventing School Failure: Alternative Education for Children and Youth, 56*(2), 104. doi:10.1080/1045988X.2011.592167

Zane, T., Carlson, M., Estep, D., & Quinn, M. (2014). Using functional assessment to treat behavior problems of deaf and hard of hearing children diagnosed with Autism Spectrum Disorder. *American Annals of the Deaf, 158*(5), 555-566. doi:10.1353/aad.2014.0008

Apps:

Behavior Tracker Pro by Marz Consulting Inc. ($29.99)

Nulite Behavior Tracker for Special Education by Stephen Mpy ($19.99)

Books:

Glasberg, B. A. (2006). *Functional Behavior Assessment for People with Autism: Making Sense of Seemingly Senseless Behavior* (1st ed.). Bethesda, MD: Woodbine House.

Websites:

CECP. (2001). *Functional Behavioral Assessment.* Retrieved on December 21, 2015 from: http://cecp.air.org/fba/

de Boer, S. R. (n.d.). *Developing & Implementing Appropriate Functional Behavior Assessments (FBA).* Retrieved on December 21, 2015 from: https://www.autismspeaks.org/docs/family_services_docs/Functional_Behavior_Assessments.pdf

OSEP PBIS TA Center. (2015). *FBA to BSP.* Retrieved on December 21, 2015 from: https://www.pbis.org/training/coach-and-trainer/fba-to-bsp

Functional Behavior Assessment CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to Functional Behavior Assessment (FBA) module.

Standard	Description
Initial Preparation Standard 2: Learning Environments	
ISCI 2 K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISCI 2 S5	Modify the learning environment to manage behaviors
ISCI 2 S10	Use effective and varied behavior management strategies
ISCI 2 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
Initial Preparation Standard 4: Assessment	
ISCI 4 S1	Gather relevant background information
ISCI 4 S2	Administer nonbiased formal and informal assessments
ISCI 4 S4	Develop or modify individualized assessment strategies
ISCI 4 S5	Interpret information from formal and informal assessments
ISCI 4 S9	Create and maintain records
DDA4 S1	Select, adapt and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities/autism spectrum disorders
DDA4 S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA4 S3	Conduct functional behavior assessments that lead to development of behavior support plans
Initial Preparation Standard 5: Instructional Planning & Strategies	
ISCI 5 S3	Use functional assessments to develop intervention plans
DDA5 S5	Consistent use of proactive strategies and positive behavioral supports
Initial Preparation Standard 7: Collaboration	
ISCI 7 S2	Collaborate with families and others in assessment of individuals with exceptionalities

Standard	Description
Advanced Preparation Standard 1: Assessment	
SEDAS1.S8	Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior
Advanced Preparation Standard 7: Collaboration	
ACSI7.S1	Collaborate to enhance opportunities for learners with exceptionalities

For more information visit:
www.afirm.fpg.unc.edu

---Module References---

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2. Blair, K-S. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education, 27*(3), 134-147.

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