

INSTRUCTIONS FOR COMPLETING THE FUNCTIONAL BEHAVIOR ASSESSMENT

The Functional Behavior Assessment (FBA) is designed to be a tool to help guide the educator through the process of developing a clear understanding of the function of problem behaviors. The process of the FBA helps to identify the functional relationship between a particular behavior, the context in which it occurs, and what the behavior achieves for the student. The information collected in the (FBA) is used in developing the student's Behavior Intervention Plan.

Reason for Assessment

Identified Behavior of concern, Revision of existing FBA, Discipline, Initial Eligibility Requirement

Team Members

List all team members including both names and positions.

Overview of Behavior Concerns

The next step in the process of functional assessment is to label and describe the behaviors of concerns. Identify up to 3 behaviors, described in measureable, observable and objective terms.

Be as specific as possible.

1. Avoid using adjectives: Sue is *spacey* and *distractible*.
2. Use *action verbs* to specifically describe what is happening: Sue stares out the window, wonders around the room, plays with objects in her desk. (Examples: yells, cries, throws, kicks, hits, tears paper, moves around the room, puts head down, stares, stops talking, stops working, etc.)
3. Include descriptions of *body language*: faces directly, turns away, walks away, tense/stiff, etc. *Eye contact*: increased, decreased, focus on peers, focus on adults, stares, etc.
4. If the problem behavior includes *verbal responses*, be specific in describing vocabulary, volume, intensity, to whom the words are directed, etc.

Examples include but are not limited to:

Aggression (Physical / Verbal)
Away from desk at inappropriate time
Destruction of property (Vandalism)
Disrespect/defiance of authority
Disruption of class
Homework, incomplete
Inappropriate interactions with others
Inappropriate sexual behaviors
Language, inappropriate
Leaving assigned area without permission

Loss of self-control
Lying
Mood changes, extreme
Noises, inappropriate
Non-compliant
Off-task (included specifics—what does it look like?)
Pouts, whines, sulks
Refuses to follow adult instruction
Refuses to follow school rules
Refuses to participate
Self-inflicted harm/injury
Sexual harassment of others
Sleeping
Stealing
Talking, excessive
Tardies, chronic
Threats of aggression/harm to others
Truancy

Include the frequency, intensity and duration of the problem behaviors. This information should be supported via direct observation and data collection.

Internal Setting Events / Perceptions Factors

List information gathered from student reinforcer inventories used.

List any medications the student is currently taking along with its intended purpose, changes in prescribed dosages and any observed changes in student's behavior.

Assessment Tools

Check off all assessment tools used in the FBA process.

Possible Explanations: ABC's of Problem Behaviors

To answer these questions, review the information gathered from the assessment tools used.

Important considerations for the **Antecedents**:

- 1) Specific situations that trigger the behavior: types of interactions, types of instruction, location, events, activities, environmental factors, etc.

When:

Time of day (a.m./p.m.)
Before/after meds
Before/after/during recess

Beginning/end of the day
Before/after/during lunch
Transitions

Where:

Playground	Hallway
Cafeteria	Bus
Specific classrooms	Outside of direct supervision
Specials (art, music, PE)	Office

With whom:

In the presence of particular adults
In presence of particular peers
Number of people present

Types of Interactions:

Request to perform	Request to stop/interrupt
Encouragement/praise	Ignored/left alone
Negative peer attention	Positive peer attention
Individual attention from adult	Adult giving attention to others
Redirection	Reprimands
Constructive criticism	Correction
Unfamiliar adults	Unfamiliar peers

Types of Instruction

Independent/seat work	Individual assistance/instruction
Large group discussion/lecture	Small group project
Introduction of new material	Review of previously taught material
Difficulty of assignment	Length of assignment
Multi-step instructions	Tests

Events/Activities

Waiting in line	Assemblies
Structured activity	Recess
Routine activities	Unexpected change in schedule
Specials (art, music, PE)	Particular subjects: math, reading, etc.
Lunch	Free time

Environmental Factors

High structure	Unstructured time
Clearly defined rules	Transitions
High adult supervision	Unsupervised
Location of desk	Noise level
Smells	Room temperature
Visual stimulation	Unfamiliar activities
Opportunity for interactions	Opportunity for assistance
Opportunity for praise	Opportunity for movement

Precipitating Factors

Medical/physical conditions	Hunger/thirst/pain
Fatigue	Chaotic home environment
Disability/challenges	Low emotional tolerance: embarrassment, jealousy,

2) Problem Behaviors from **Section 1**.

3) List the **Consequences** (what followed the problem behavior).

What typically happens *after* the problem behavior occurs. Is the student ignored or do peers start to laugh? Is the student sent to the office? Is the student sent to time-out?

Consider all reactions/responses from all people who witness the problem behavior. (Teacher, peers, identified student)

Include:

Verbal reactions:

Vocabulary used, tone of voice, volume, intensity

Physical reactions:

Body language, proximity, movement away from/toward

Emotional reaction:

(What feelings are stirred?) Anger, annoyance, disgust, fear, amusement, frustration

Eye contact:

Increased, decreased, on the teacher, on the students, etc.

Disciplinary actions:

Sent to time out, sent to office, sent home, ignored, reprimanded, loss of privilege, parent contacted, etc.

Environmental consequences:

Teacher is pulled off task, class is disrupted

Absence of problem behavior: Determine when the problem behavior is *least likely* to occur. Knowing when the problem behavior does not occur can help identify things that work for the student. If you can identify what it is about those routines that help the student be successful, you can better determine how to change the student's unsuccessful routines.

Hypothesis of Function

This section is used to help determine why you think the behavior is occurring. At this point, you have described the behavior, you know what situations set it off, and you know what consequences/reactions make it continue or get worse. Now you need to determine what function or purpose the behavior serves for the student.

For the purpose of developing a hypothesis of function, problem behaviors should not be considered maladaptive. A maladaptive behavior is one that fails to provide the individual displaying it with any advantages. If a behavior provided no advantages, the student would not continue to use it. The problem behavior must be viewed as functional – in other words, serving some purpose for the student.

To help guide the process of developing a hypothesis of function, problem behaviors can be broadly grouped into 3 categories:

1. Problem behavior that is maintained by **obtaining access to something desirable**: attention, activities, objects, power or control of the situation, etc.
2. Problem behavior that is maintained by **escaping or avoiding something undesirable**: people, activities, events, demands, tasks, etc.
3. Problem behavior attributed to weak or missing skills, are considered a **skill deficit**

Factors to consider:

Examples of “payoff” for behaviors related to functional **gain**.

Attention from adult (was spoken to, looked at, acknowledged)
Attention from peers (laughs, make comments, look at)
Increased assistance from the adult (1-to-1 interaction)
Assistance from peers
Proximity – adult moves closer
Withdraw – adult/peers move away
Relief of anxiety/frustration
Self-stimulation (increase/decrease of internal emotion)
Obtained a desired object, activity
Removal from the classroom – gained a break

Examples of “payoff” for behaviors related to functional **avoidance**.

Avoided academic expectations – got out of doing work by diverting attention to misbehavior
Avoided academic expectations – assignments are modified
Avoided social expectations – got out of participation in a non-preferred activity
Avoided interactions – teacher/peers leave him/her alone
Removal from the classroom – escaped an undesired activity or situation

Skills Deficits

What weak or missing skills may be attributing to the problem behaviors? Include social, emotional academic and/or communication skill deficits. The outcomes of these behaviors are typically more frustrating to the student. In other words, the outcome of the behavior is NOT what the student is wanting.

Include:

What will typically de-escalate the behavior?

What will typically escalate the behavior?

Statement of Hypothesis

After reviewing all assessment information, including setting events, interventions and purpose/function of the behavior, fill in descriptions to complete the following statement:

When..... (describe the **setting events** associated with the problem behavior)
the student (describe the **problem behavior** in specific, measurable terms)
in order to get (describe the **function/goal** of misbehavior – what was gained
or avoided)

This information will be directly linked to and used in the development of a Behavior Intervention Plan.

Recommendations

___ Are the student's behaviors impeding the learning of self and / or others? Check yes or no.

___ Does the student need a Behavior Implementation Plan? Check yes or no.

If no:

___ Include a behavior goal with appropriate accommodations, supports and progress monitoring listed in the IEP.

Behavior Goal: (to be included on the IEP)

(Based on data collected, student will increase replacement behavior over a 9 week period.)

Remember to write goals **positively**, avoid using terms like: (student) will not _____. Write goals that can be **measured**, be **specific** as to the **duration or the circumstance** under which the goal will be implemented and use **specific time slots when possible**.

Sample Statements of behaviors to increase

- _____ will complete tasks in the allotted time.
- _____ will be on time for each class.
- _____ will start tasks when asked.
- _____ will make appropriate decisions during recess and at lunch hour.
- _____ will complete and hand in assignments when asked.
- _____ will raise his/her hand before speaking.
- _____ will follow routines, instructions and directions promptly.
- _____ will use acceptable problem solving skills.
- _____ will interact with peers in a positive manner.
- _____ will demonstrate respect for others and the property of others.
- _____ will make positive contributions when called upon.
- _____ will follow routines. (List the specific routines and or rules) .
- _____ will work independently during.....
- _____ will work quietly without distracting others.
- _____ will use self-control when confronted with a variety of situations. (Be specific)
- _____ will work legibly and produce quality assignments and tasks.
- _____ will use the acceptable voice tones as instructed by the teacher.
- _____ will use appropriate language at all times and will display self-control

Progress Monitoring / Data Collection:

(Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded.)

Remember, once the behavior goal and / or plan is written, it is imperative that the student is taught the goal(s) and fully understands what the expectations are. Provide him/her with tracking devices for self-monitoring. Students need to be accountable for his/her own behavior changes.

Identify the plan and tool(s) for data collection on behaviors targeted to be increased. Data collected should be reported on the student's IEP.