

Going Deeper with Functional Behavior Assessment (FBA)

Terry Bigby, Ed.D.



KANSAS CITY
KANSAS
PUBLIC SCHOOLS

Expectations

Be Respectful

- Be an active listener
- Use notes for side bar conversations

Be Responsible

- Silence cell phones—reply appropriately

Be a Problem Solver

- Ask questions as needed to clarify concepts or directions

Learner Outcomes

- Identify effective responses to challenges of conducting effective Functional Behavior Assessment

OR

- “What do we do now?”
 - “We’ve completed all the steps and still can’t figure out the function of this kid’s behavior!”

Step 1: School develops a system to identify any student who exhibits a pattern of problem behavior that impedes the student's learning, or the learning of others, which persists despite implementation of school or classroom intervention strategies. Action Team facilitator is identified.

Step 2: School develops a system to identify and notify Action Team members.

Step 3: Action Team member reviews relevant records to obtain information about attendance, academic performance (grades, academic assessment, response to previous intervention) and social behavioral performance (office referrals, classroom minors, screening information, response to previous intervention.)

Step 4: Action Team member(s) interview individuals (teachers, staff, student, family) who have direct experience with the student.

Step 5: Action Team meets to analyze information collected from the record review and interviews to:
a) Develop an observable & measurable description of problem behavior(s).
b) Identify the contexts (daily routines) that are and are not associated with the problem behavior.

Is there sufficient information to identify antecedent, consequence, settings event(s) and function of the problem behavior to formulate a summary statement?

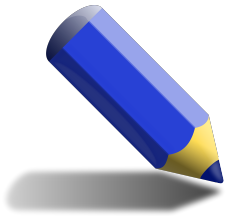
NO

YES

Schedule observations to collect more information (Go back to step 5.)

Step 6: Schedule observations to confirm the Summary Statement.

Step 7: Action Team meets to develop a behavior intervention plan based on the summary statement.



Activity: Examine your FBA to Check Technical Adequacy of Core Components

- Input obtained from multiple sources
- Problem behavior is identified and clearly defined
- Baseline data collected indicate target behavior is a problem
- Antecedents that predict problem behavior clearly identified/described
- Setting events considered and (if applicable) clearly identified/described
- Antecedents that predict absence of problem behavior clearly identified/described
- Consequences (responses of others) immediately after problem behavior identified and described
- Summary statement developed from FBA data includes antecedents, setting events (if applicable), behavior, and function
- Function is one recognized and identified by “leaders” in the field
 - Positive Reinforcement—e.g., obtain/get attention, tangibles, activities, sensory
 - Negative reinforcement—e.g., escape/avoid/delay/terminate attention, tangibles, activities, sensory

(Iovannone & Christiansen, 2011)

Problem Behavior Identified & Clearly Defined?

Conduct assessment of 1 Behavior or conduct assessment of a Response Class?

Response Class

- Set of topographically different behaviors that are maintained by the same consequence.

Identifying behaviors in a Response Class requires

- (a) Observable descriptions of the behaviors and
- (b) Possible maintaining reinforcer
 - (Cussing, pinching, running) maintained by adult attention
 - (Yelling, throwing objects) maintained by escape from academic tasks

Baseline Data of Problem Behavior?

Partial Interval Recording

1. Choose a time frame.
2. Break the time into equal, small intervals.
3. If the behavior is not observed during the interval, mark an O.
4. If the behavior is observed in the interval, mark an X.
 - It does not matter how many times the behavior occurs. If it occurs once or many times during the interval, mark an X.
5. Once the session is complete, tally the number of intervals the behavior occurred.
6. Turn the tallies into a percentage of intervals the behavior occurred compared to the total number of intervals.

Partial Interval Recording

1. FBA Team defines Behavior as a Response Class – rip up assigned work, cuss loudly enough to be heard by students close to the student, crawl on the floor
2. Teacher selects a 20 minute observational setting.
3. Teacher breaks the session into ten 2-minute intervals.
4. Teacher puts an X in the box when the student engages in any behavior identified in the response class during the interval. Teacher puts an O during any interval the behaviors in the response class do not occur.
5. Teacher tallies up the Xs and turns the number into a percentage of the whole.

Antecedent Events Identified?

Follow-up Teacher Interview

- Your team may need to ask teachers/staff questions in addition to those outlined in Chapter 4 of the MO SW-PBS Tier 3 Workbook in order to identify specific antecedent events.
- Mr. Ken Anders, Anderson Middle School Principal, developed questions outlined in the Teacher Interview Handout when the FBA team was unable to determine specific conditions under which problem behavior was elicited.

Antecedent Events Identified?

Scatter Plot

- Chart or grid on which an observer records single events (e.g., number of times out of seat) or a series of events (e.g., teacher requests and student responses) that occur within a given context (e.g., during teacher-led reading instruction, at lunch, on the playground).
- Provides a pattern of analysis for determining which situations are associated with the problem behaviors. The purpose is to discover if the problem behavior correlates with time of day, a particular physical setting, the presence of a particular person, a certain activity, or some combination of these factors.

Antecedent Events Identified?

Triangulating Scatterplot, ABC & Interview Data

- Using the ABC procedure, the student may be observed in settings and under conditions where the behavior is most likely and least likely to occur.
- A scatterplot can be developed to observe and record the relationship between a specific set of classroom variables (e.g., teacher lecture and student off-task behavior).

Consequence Immediately after Problem Behavior Identified and Described?

- What consequence reliably follows the problem behavior?
 - What do peers do?
 - look, laugh, talk, walk away
 - What does the teacher do?
 - redirect, reteach behavior, provide academic assistance

Consequence Immediately after Problem Behavior Identified and Described?

Environmental Manipulation

- Consequence that is a potential reinforcer of a problem behavior is carefully arranged in a controlled manner to isolate the effect of potential source of reinforcement that may not be obvious through other observational methods

Consequence Immediately after Problem Behavior Identified and Described?

Environmental Manipulation

1. Based on the ABC, identify the variables likely to influence problem behavior.
2. Identify a time period and conditions that can be set up to test your hypothesis.
3. Based on problem behavior, variables are manipulated.
For example:
 - During an escape condition, when the problem behavior occurs, the task is removed
 - During an attention condition, when the problem behavior occurs, attention is provided
 - During a tangible condition, when the problem behavior occurs, a tangible item is provided

References

- Iovannone, R. & Christiansen, K., (2011, March). Evaluating the technical adequacy of FBAs and BIPs: How are schools doing? Paper presented at the annual meeting of the International Conference on Positive Behavior Supports, Denver, CO.
- K. Anders, Functional Behavior Assessment Workshop, McDonald County, Missouri, March 14, 2013.