



Topic 2, Part 2: Culturally Responsive Evidence-Based FBAs

Frequently Asked Questions (FAQ)

1. Why do we need to describe the behavior clearly and objectively?

We clearly describe a behavior because we want to avoid subjectivity as much as we can, and we do not want to involve our own personal biases.

2. What are the Three Ds?

The “Three D’s” stand for defiance, disrespect, and disruption and we see them a lot in FBAs and in the code of conduct. They are subjective behavior descriptions and expectations.

3. What are considered vague terms when writing an FBA?

Vague terms that could be defined and interpreted differently by different people for instance inappropriate/appropriate, insubordinate, rude, aggressive, loud, polite, disrespectful/ respectful, etc.

4. What are functional assessment questions that the team should ask?

The functional assessment questions help the team to write an effective FBA, and the questions should be asked throughout the writing process. Some of the functional assessment questions could describe all the behaviors involved including when, where, and with whom the behavior problem occurs or a predictable sequence of behaviors and their circumstances, situations, or activities that lead to the problem behavior. The problem behavior could be related to medication, medical condition, pain, discomfort, problems with sleep, other biological factors, or other setting events.

5. What elements contribute to problematic behavior in children in the school setting?

Some elements that contribute to students’ problematic behaviors are trauma, poverty, and parenting style.

6. What is one way to prevent negative behavior in the classroom?



One of the ways to prevent students' problematic behavior in the classroom is using a ratio of three positive commands to one directive or non-directive or one negative command.

7. When should the team decide to develop an FBA to address student behavior?

An FBA may be needed when we identify that it is not a classroom management or an instructional problem. Each district should follow their MTSS (Multi-Tiered System of Supports) process which includes data collection and review.

8. Who should be a part of the FBA process?

It is good to have a collaborative team of professionals that have a legitimate educational interest in the student. Some professionals that can be integral to the FBA process are classroom teachers, special educators, social workers, school psychologists, MTSS (Multi-Tiered System of Supports) interventionists, specialist teachers, BCBA's (Board Certified Behavior Analysts), parents and the student.

9. What role does cultural responsiveness play in the development of an FBA?

Cultural responsiveness plays a key role in the development of an FBA. The team needs to take into consideration many factors that are surrounding the student and their family whether it is about religion, parenting style, language, cultural differences, etc. Being culturally responsive is so important because it will help eliminate biases, stereotypes, and judgments and to appreciate the difference and uniqueness of each family and student.

10. What are the one (or two) important things educators should understand about culturally responsive evidence-based functional behavior assessments?

- Give ourselves permission to follow where the data leads. If the problem is with the instruction, we do not have to go through hours of intervention and collecting data, instead we should find support for the teacher.
- Evidence-based interventions will not universally work all the time. Whenever the interventions do not work, try to regroup, rethink, and start again whether it is in a behavioral or instructional practice.

11. Are there resources to develop an FBA if there is a concern that the behavior may have an underlying mental health cause?



One resource that may be used is a Behavior Assessment for Children (BASQ-3) which aids in collecting information regarding at-risk adaptive behavioral and/or emotional problems by providing various rating scales for parents and teachers.