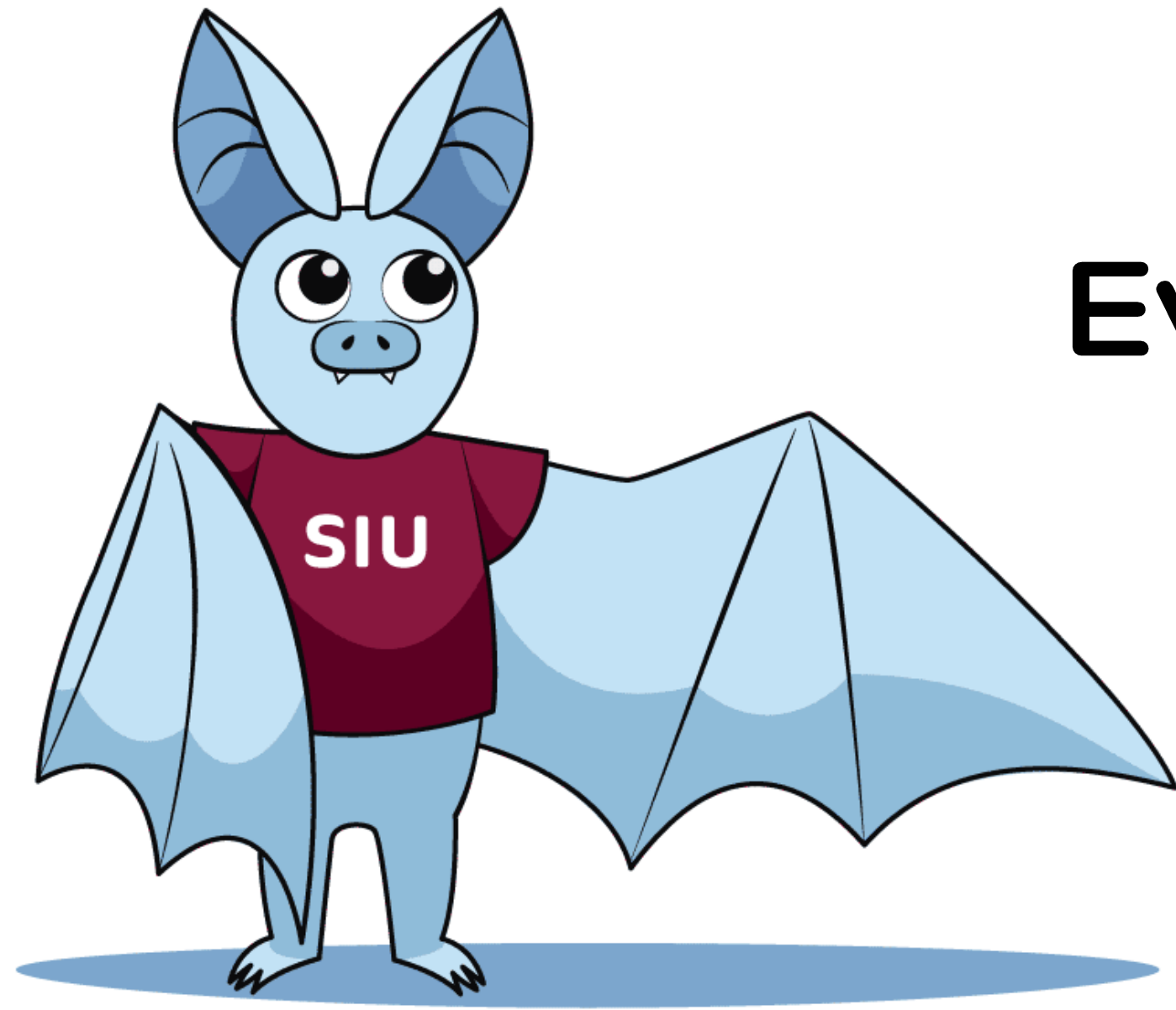# Understanding and Evaluating Components of an FBA

Cassie McConkey, M.Ed., BCBA
October 2nd, 2024

Introduction

- text

Agenda

- ABA Perspective, Principles that Guide the FBA
- Components of the FBA
- High Quality FBAs and Student Outcomes
- Timeline
- Questions

Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.
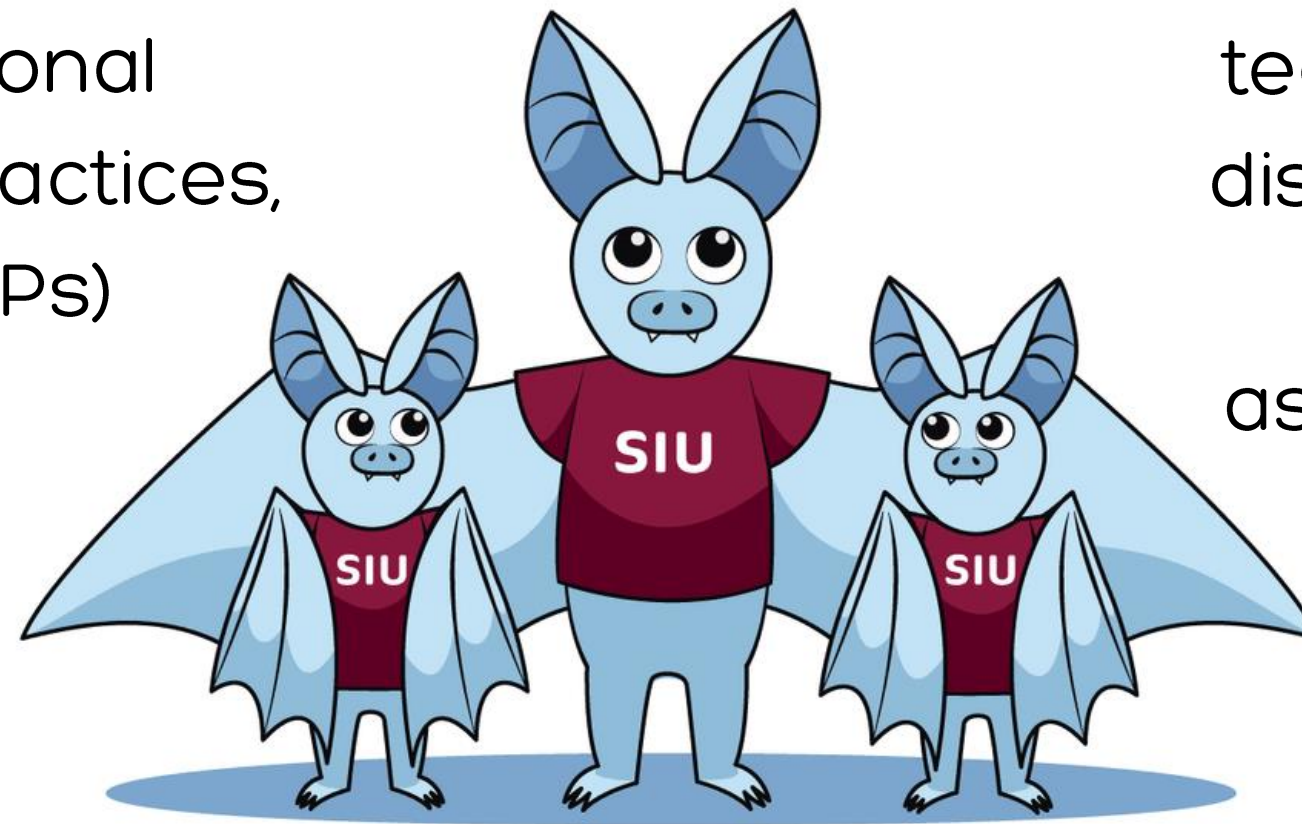
The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.

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BEHAVIOR ASSESSMENT TRAINING

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Principles that Guide the FBA

- Behavior is learned.
- Behavior is a product of its environment.
- We are part of that environment.
- Behavior is strengthened/weakened by consequences that follow the behavior.
- Behavior continues because it's effective…it works!
- If we change the environment, we change the behavior.

Principles that Guide the FBA

- Applied Behavior Analysis Principles are not specific to individuals with Autism Spectrum Disorders (ASD). They can be applied to all people, all students, all individuals with or without disabilities.
- The application of Applied Behavior Analysis Principles, assessment, and interventions requires knowledge, skills, and training for ethical and accurate implementation.

What is an FBA?

- FBA stands for Functional Behavioral Assessment
- It is a process for gathering information that is used to maximize the effectiveness and efficiency of a behavior support plan
- Comprehensive and systematic
- Helps bring clarify and understanding to otherwise chaotic and confusing situations

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O'Neill et al. (2015)

What is an FBA?

STUDENT NAME:_____ **DATE OF MEETING:** _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. A Functional Behavioral Assessment that is used in developing a Behavioral Intervention Plan must be reviewed at an Individualized Education Program (IEP) meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.).

Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

Antecedents – Include a description of the relevant

Consequences – Include a description of the result the student?

Environmental Variables – Include a description

Hypothesis of Behavioral Function - Include a hypo

https://www.isbe.net/SPEDIEPForms/34-54J-FBA.pdf

What is an FBA?

Define Behavior → Collect Data → Analyze Data → Write FBA
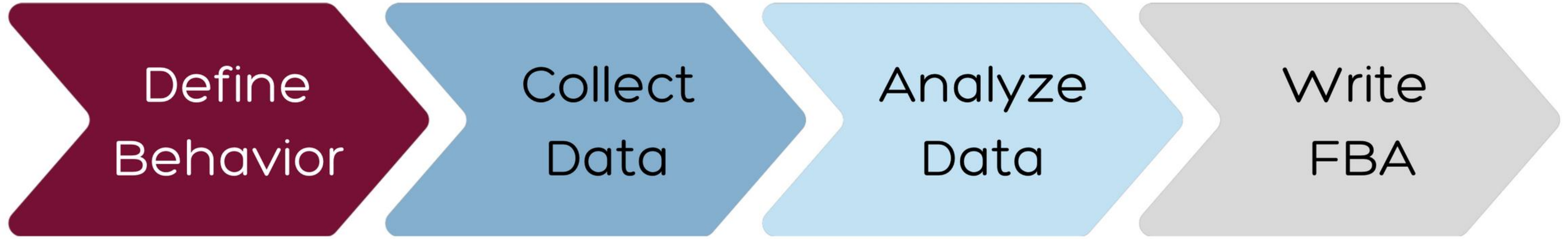
What is an FBA checklist?

- Lists all elements of a high-quality FBA.
- Can be utilized by education professionals to determine all elements are included in their FBA
- Utilizing a checklist can:
  - increase your knowledge of important elements
  - increase your ability to review an existing FBA
  - increases your ability to conduct and write an FBA
- Can be used by those with minimal behavioral training
- iFAB checklist was created to match with the Illinois FBA document

Next we will learn the components of an FBA while at the same time analyzing the completeness and quality of the document.

To achieve this, we will use the Illinois FBA form as well as the iFAB (Illinois Functional Assessment of Behavior Checklist).

Student Strengths

- Strength-based IEP writing practices are vital to reconstructing students with disabilities as capable contributors to their inclusive classrooms.
- Instead of targeting weaknesses, strength-based approaches are necessary for fostering self-determination, self-efficacy, self-control, and academic achievement.

Weishaar (2010)
Jones Smith (2011)

Student Strengths Checklist

☐	There is a summary of at least one strength related to social behavior, one academic strength, and one example of other desirable behavior they demonstrate. This section provides recognition of their successes, accomplishments, and positive relationships with others.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

iFAB created by Light-Shriner and McConkey

Student Strengths

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• Parent and/or School Staff and/or Student Interview • Documented Informal Conversations • Meeting Notes

Student Strengths Activity

Sports are a huge motivator for Martin. He wants people he cares about to be proud of him, especially his mother. Martin complies to teachers' requests.

Student Strengths Example

Martin's mom reports that he expresses a desire to change his behavior ("I think I can do better in math, if I get a little help.") He also engages peers and adults in conversations about things he enjoys (sports, eating, playing video games), daily. Teachers report that he asks them to send his mom messages about his performance in school when he is doing well at least weekly. Martin frequently (at least weekly) shows empathy and concern for peers who are upset. Teachers report that he can work independently for 15 minutes and/or with peers who he has a neutral (Not best friends or worst enemies) relationship to in order to achieve a desired outcome. Martin is able to read most fourth grade level reading materials consistently and is able to write short paragraphs.

Target Behavior and Operational Definition

- When planning for an FBA, our teams need to narrow down the behavior to target for change, or be sure that they all fit into one category.

- The definition has to be clear enough for multiple people to count the behavior in a very similar manner.

- This section is going to list data. We will refer back to these numbers often.

Target Behavior & Operational Definition Checklist

☐	Targeted problem behavior(s) has/have been clearly identified (named). If there is more than one behavior, there is no overlap between the problem behaviors identified.
☐	If more than one behavior, each behavior is addressed and numbered throughout each section of the FBA document. (Example: 1. Hitting 2. Yelling)
☐	The operational definition of each of the targeted problem behaviors is distinct.
☐	Frequency, duration, and/or intensity of behavior is summarized.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

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Target Behavior and Operational Definition

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• Team definition of the behavior. • Baseline data that was collected.

We will not use ABC data in this section.

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Target Behavior and Operational Definition Activity

Off Task includes behaviors like being on his phone excessively, walking around the room or shutting down. Office referral records indicate that off-task behavior has occurred for several consecutive years.

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Target Behavior & Operational Definition Example

Off Task will be defined as: being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic. Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached.

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Setting

- Physical aspects of the environment including:
  - Location
  - Time of Day
  - Persons
  - Activities
- NOT setting events

Weishaar (2010)

Jones Smith (2011)

Setting Checklist

☐	The locations where the behavior occurs most and least frequently are summarized.
☐	The times of day when the behavior is demonstrated most and least frequently are summarized.
☐	The persons with whom the behavior occurs most and least frequently are summarized.
☐	The activities that are occurring when the behavior is demonstrated most and least frequently are summarized.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

Setting

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• Baseline data sheets (if your data sheets included ways of collecting setting data). • Interview summaries from parent, teacher, and/or student.

Elementary

Student Scatterplot

Date:_____

Behavior: text
Behavior: text
Behavior: text
Behavior: text

Schedule	Frequency of Behavior				NOTES/COMMENTS
	Behavior	Behavior	Behavior	Behavior	
8:05-8:25 Breakfast and MM					
8:25-8:40 Fly Five (SEL)					
8:40-9:10 PBL					
9:10-9:20 Restroom					
9:20-9:30 Letter/sight word					
9:30-10:00 Literacy ITC					
10:00-10:15 Shared Reading (CT)					
10:15-10:40 Guided Reading (CT)					
10:40-10:50 Restroom					
10:50-11:10 Lunch					

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Middle/ High

Behavior - text
Behavior - text
Behavior - text
Behavior - text

Schedule	Frequency of Behavior (tally each time the behavior happens on each day)				
	Monday	Tuesday	Wednesday	Thursday	Friday
Behavior					
Behavior					
Behavior					
Behavior					
Notes/Comments					

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Setting Activity

Occurs in core academic classes.

iFAB created by Light-Shriner and McConkey

Setting Example

According to a scatterplot recorded by the classroom teacher, behavior occurs most frequently in classroom settings within core academic classes (Math, Science, History), and occurs least frequently in his other class periods (breakfast, lunch, PE, Home Economics) or other school settings (e.g., lunch room, hallway, gym). Off task behavior occurs most often at the very beginning (which coincides with math) and end of the day (which coincides with history), as well as more frequently on Mondays and Fridays. Behavior is less frequent in the middle of the school day though sometimes occurs during science. Behavior typically occurs when the student is expected to work on something with a peer. (Data shown on attached scatterplot, FAO,& FAI teacher interview)

Antecedents

- Event that occurs immediately before the behavior starts
- Antecedents include cues, prompts, signals, questions or commands from the teacher, as well as peer interactions.
- We hope to see patterns of antecedents, something that happens right before the behavior over and over again.

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Crone, Hawken, & Horner (2010, 2015)

Antecedents Checklist

☐	One or more antecedents that predictably occur immediately before each of the defined target behaviors has been summarized.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

Antecedents

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• ABC data sheets. • ABC data that has been compiled and analyzed.

Antecedents Activity

Occurs during class time.

iFAB created by Light-Shriner and McConkey

Antecedents Example

The predictable antecedents for off task behavior that the ABC data supports include being asked to complete an assignment with a peer or with a small group of peers, during large group instruction when the teacher is not specifically attending to or interacting with the student during Math, History, and sometimes science. Occasionally the behavior will occur when the student is asked to work independently and write out answers. Evidence also shows that when the student's phone is visible and available, there is a higher likelihood of "off-task" behavior occurring. ABC and FAO data are attached.

Consequences

- Event that occurs immediately after the behavior
- Includes responses from another person (teacher or peer),
- We hope to see patterns of consequences, something that happens right after the behavior over and over again

Consequences Checklist

☐	One or more consequences that predictably occur immediately after each of the defined target behaviors has been summarized.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

iFAB created by Light-Shriner and McConkey

Consequences

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• ABC data sheets. • ABC data that has been compiled and analyzed.

Consequences Activity

Loss of instruction, not completing work, loss of privileges, loss of hallway/cafeteria privileges, loss of peer interaction, escape and avoidance of work, in and out of school suspension, call home, referral to the office, damaged peer relationships, loss of social interaction, gaining peer and adult attention, raise in social status among peers, feeling like he fought for himself.

iFAB created by Light-Shriner and McConkey

Consequences Example

According to ABC data, the most frequent consequences include:

- spending time on phone (known to be a preferred activity)
- occasional attention from the teacher when Martin is told to get back to work

These activities result in delay of the task for a short period or the task just not getting completed or turned in.

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Environmental Variables

- This section is referring to Setting Events, which are conditions or circumstances that alter the probability of a behavior occurring.
- Events that happen outside of the immediate routine that commonly make the problem behavior more likely.

Loman, Strickland-Cohen, Borgmeier, & Horner (2013)

Environmental Variables Checklist

☐	One or more environmental variables (setting events) that occur prior to the instructional session and predictably have an impact on each of the defined targeted "problem" behaviors have been summarized **OR** There is a statement that environmental variables were investigated but none were identified or found.
☐	The summary refers to supporting sources of information.
☐	Documentation of supporting sources is attached.

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Environmental Variables

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:
• Summary of data collected.	• Interview summaries from parent, teacher, and/or student.

Environmental Variables Activity

Martin's relationship with the adult is extremely important when participating in class activities.

iFAB created by Light-Shriner and McConkey

Environmental Variables Example

Environmental Variables that are predictable for off task behavior or associated with being off-task include increased off task behavior on days when medication has not been taken, on Mondays and Fridays, and when he reports being hungry. Martin frequently says he is hungry at the beginning of the day and at the end of the day. Information from teacher and student provide evidence. This data is attached.

Hypothesis of Behavioral Function Statement

- This statement is a clear, concise way to give a complete and detailed description of the relationships between observable environmental events and the student's problem behavior(s).

- The reason for defining the function of problem behaviors is to guide the design of effective and efficient behavior support plans.

Hypothesis of Behavioral Function Checklist

☐	There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
☐	A desired change of condition has been identified (escape/delay/avoid OR obtain/maintain).
☐	A desired outcome has been identified (attention, tangible, automatic, activity/task).

Function

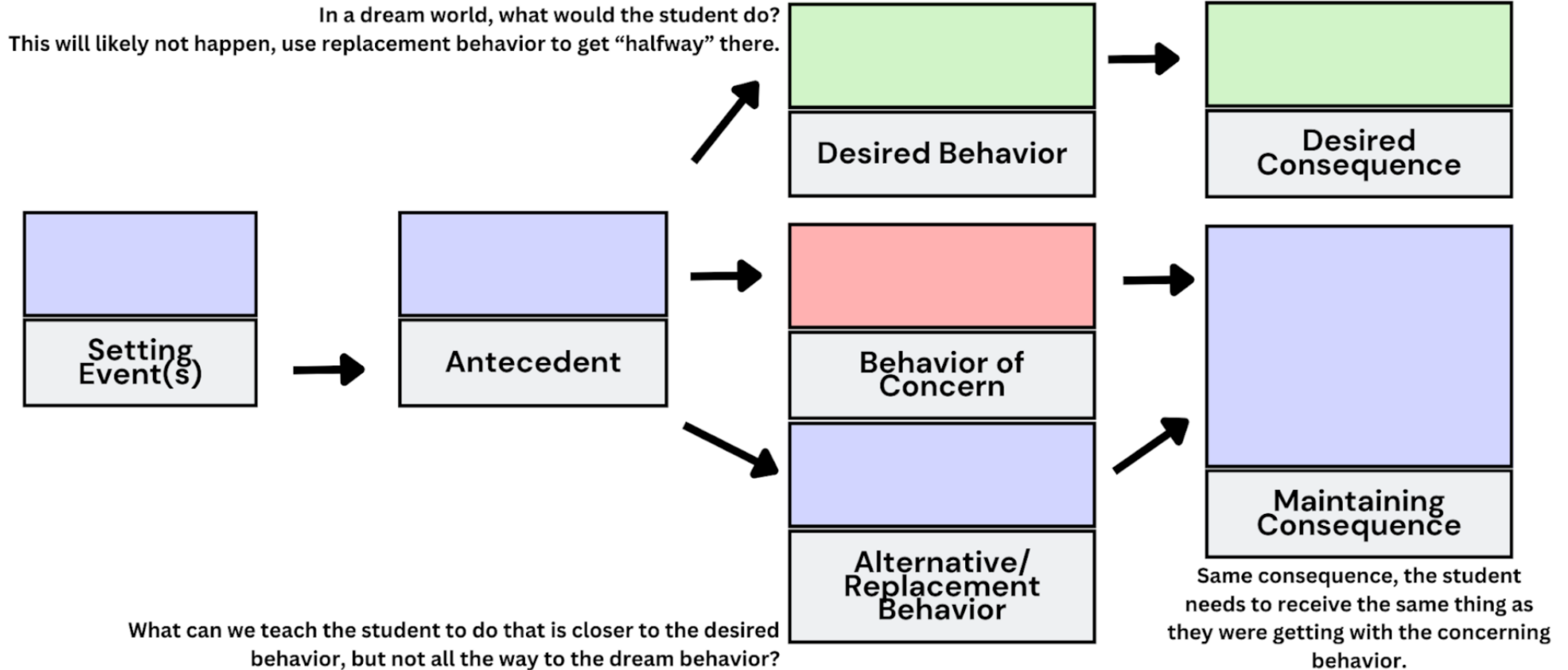| Choose One		Choose One
		Tangible/Item
Escape/Avoid		Attention/Connection
	and	
		Tasks/Activities
Obtain/Access		Sensory Experience

Hypothesis of Behavioral Function Statement

Materials needed if you are analyzing an FBA:	Materials needed if you are writing an FBA:

• Refer to the following sections of the FBA:
   ◦ Target Behavior
   ◦ Antecedents
   ◦ Consequences
	• These sections of the FBA that you already wrote:
	   ◦ Target Behavior
	   ◦ Antecedents
	   ◦ Consequences

Competing Behavior Model

In a dream world, what would the student do?
This will likely not happen, use replacement behavior to get "halfway" there.

| Desired Behavior | → | Desired Consequence |

| Setting Event(s) | → | Antecedent | → | Behavior of Concern | → | Maintaining Consequence |

| Alternative/ Replacement Behavior |

What can we teach the student to do that is closer to the desired behavior, but not all the way to the dream behavior?

Same consequence, the student needs to receive the same thing as they were getting with the concerning behavior.

Hypothesis of Behavioral Function

Non-behavioral functions such as, "control," "authority," "bullying," "anger management," and "intimidation" have been used by schools to describe functions of behavior.

These labels are inappropriate because they:
- go beyond the behavioral foundations,
- locate the problem within the students,
- lack empirical verification,
- are not observable and therefore measurable, and
- focus responsibility for change on the student.

Of equal importance, these labels are not useful in the active design of behavior support.

Missouri PBIS

Hypothesis of Behavioral Function Statement Activity

Martin knows when he is struggling behaviorally but is not currently able to change his behavior. He gains peer attention in the classroom and doesn't want to look different. He finds his behavior funny and sees it as a joke. He doesn't realize his behavior is serious. He also does not want to be singled out from his peers.

Hypothesis of Behavioral Function Statement Example

When given a task to complete with a peer or small group or during large group instructions, Martin will engage in off-task behavior which results in escape/delay from the expected tasks. Off task behavior is more likely to happen when Martin has missed his medication that morning or reports that he is hungry.

When _____, student engages in _____ which results in _____ of _____. _____is more likely to happen when _____.

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Skill or Performance Deficit

- Skill deficit - the student does not know how to perform the desired behavior.

- Performance deficit - the student does know how to perform the desired behavior but does not consistently do so.

Please complete the exit survey.

My contact information
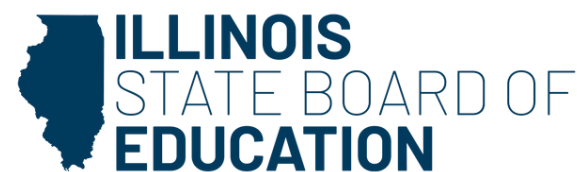
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