

F B A

FUNCTIONAL BEHAVIOR ASSESSMENT





Special Education Advocates League, SEALK12

- 501(c)(3) Not-For-Profit Organization
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We are stewards dedicated to shaping educational opportunity so that every student feels empowered and participates in an inclusive and equitable world.

These core values start within SEALK12 and drive what we do every day.





All students are
general education
students.

Some students have additional supports and services through an Individualized Education Program (IEP) or 504 Plan.



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ABBREVIATIONS

- ▶ **BIP**
Behavior Intervention Plan
- ▶ **CC**
Community Complaint
- ▶ **FAPE**
Free Appropriate Public Education
- ▶ **FBA**
Functional Behavioral Assessment
- ▶ **IDEA**
Individuals with Disabilities Education Act
- ▶ **IEP**
Individualized Education Program
- ▶ **OSPI**
Washington Office of Superintendent of Public Instruction



WHAT IS AN FBA?

A DETECTIVE'S REPORT



FAPE

Every student is entitled to a Free Appropriate Public Education.

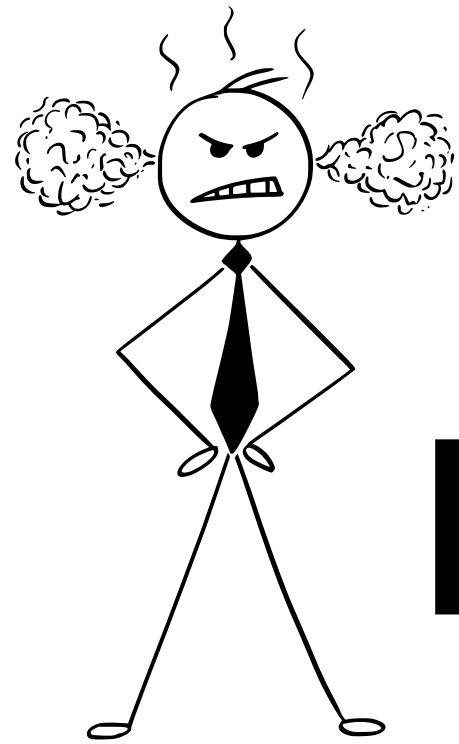
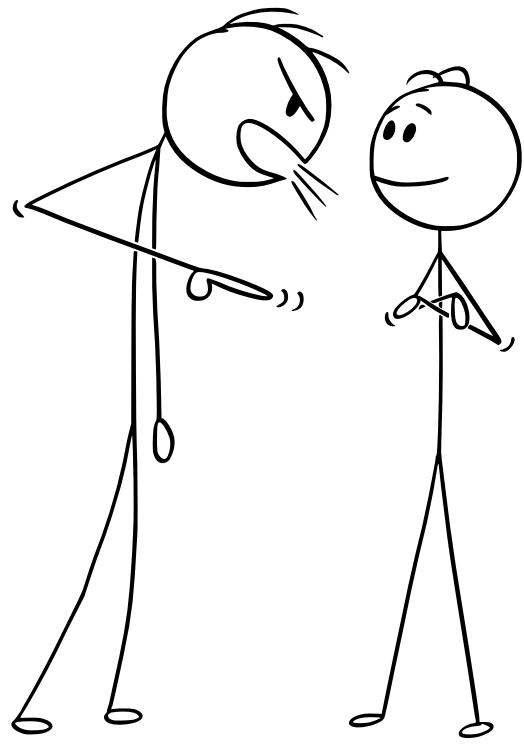
Behaviors can interfere with a student's ability to attend class or participate in their education.

There are ways to address behavior in order to facilitate educational access.

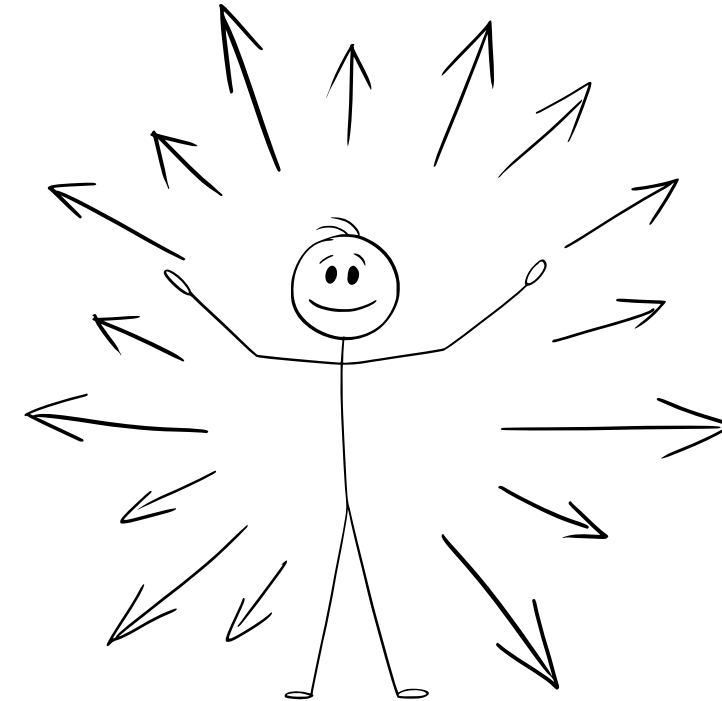
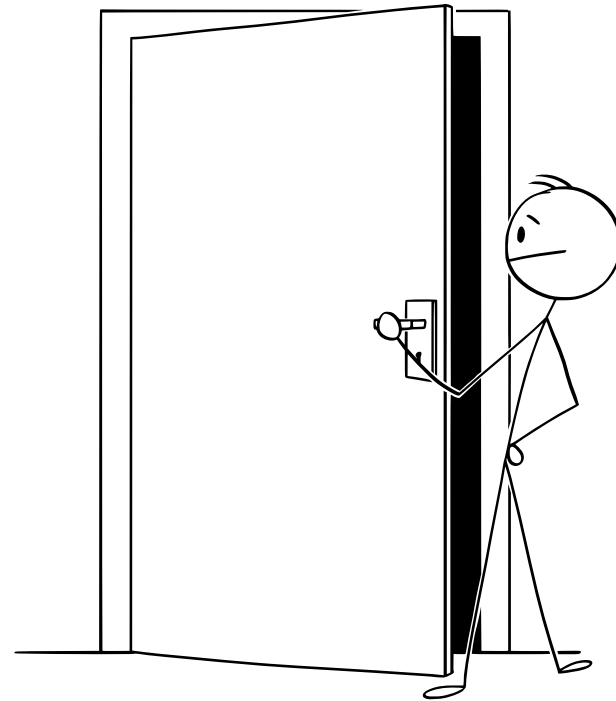
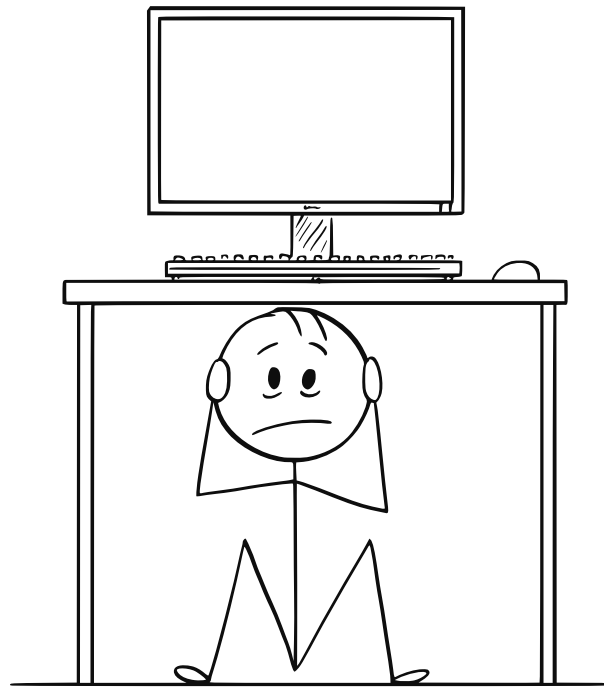
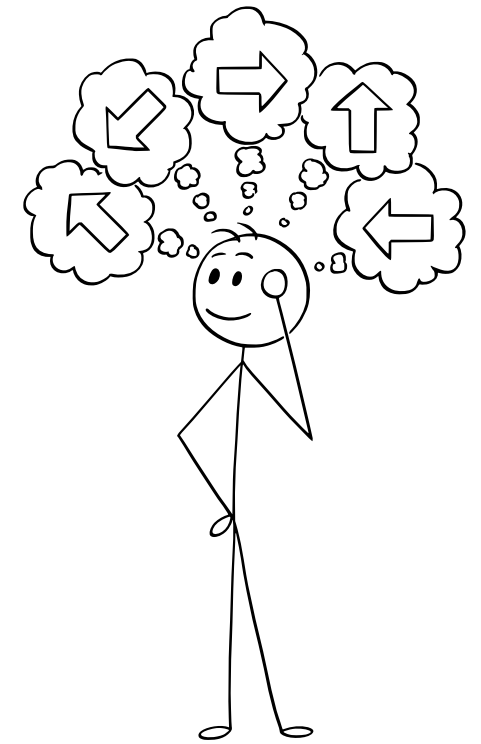
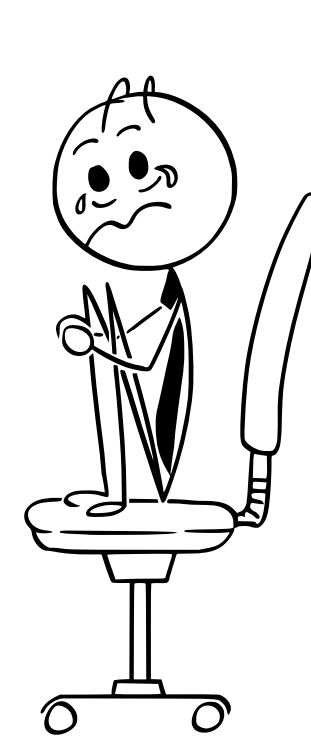
The FBA is one of them.

Often, students with disabilities,
by the nature of their disabilities,
have behaviors.





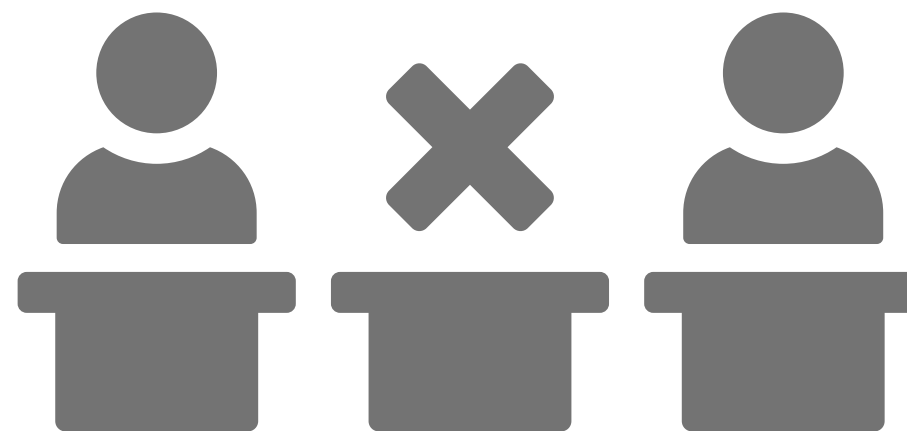
Behavior



Also Behavior



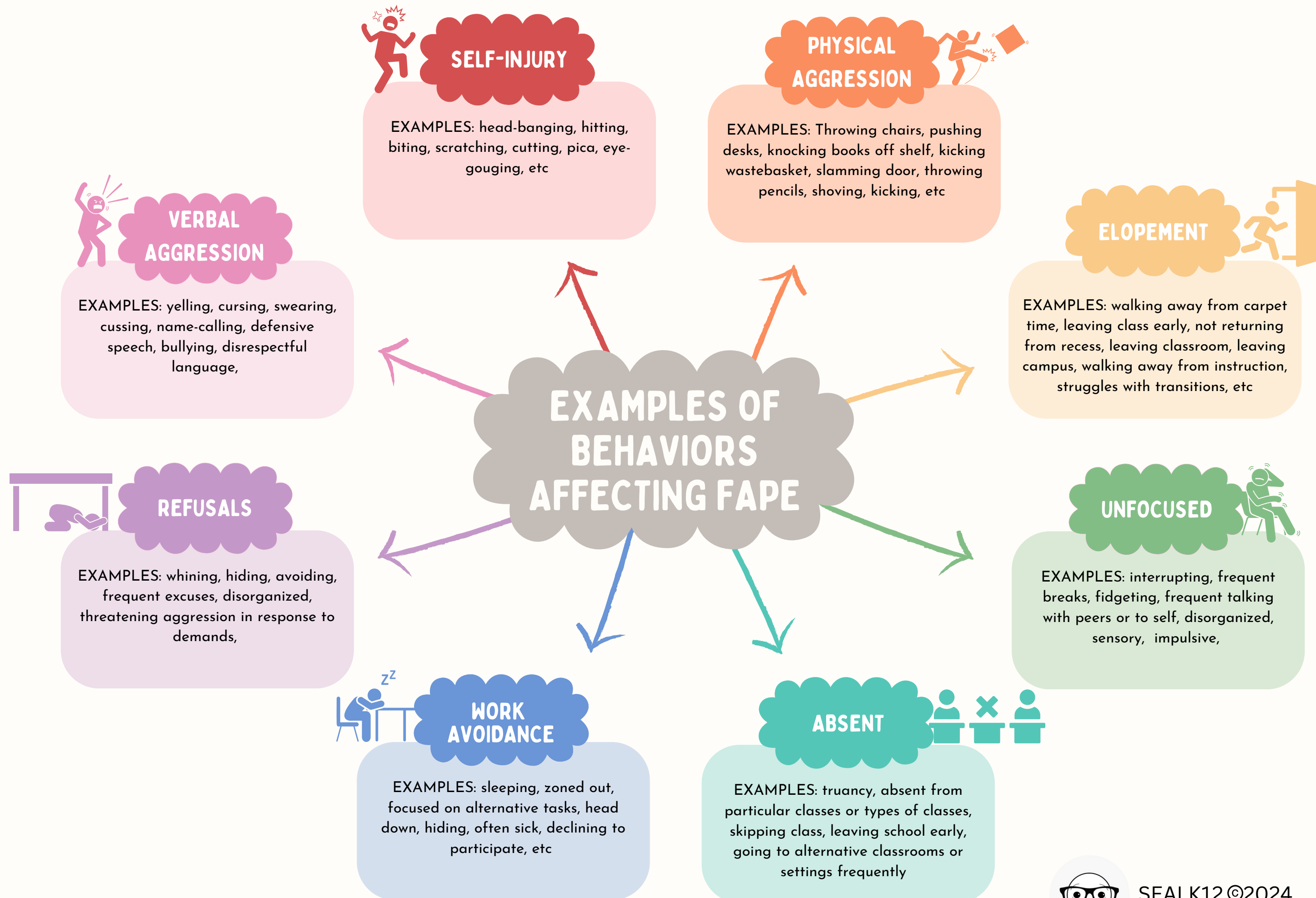
Sleeping



Absent from Assigned Class



Distracted

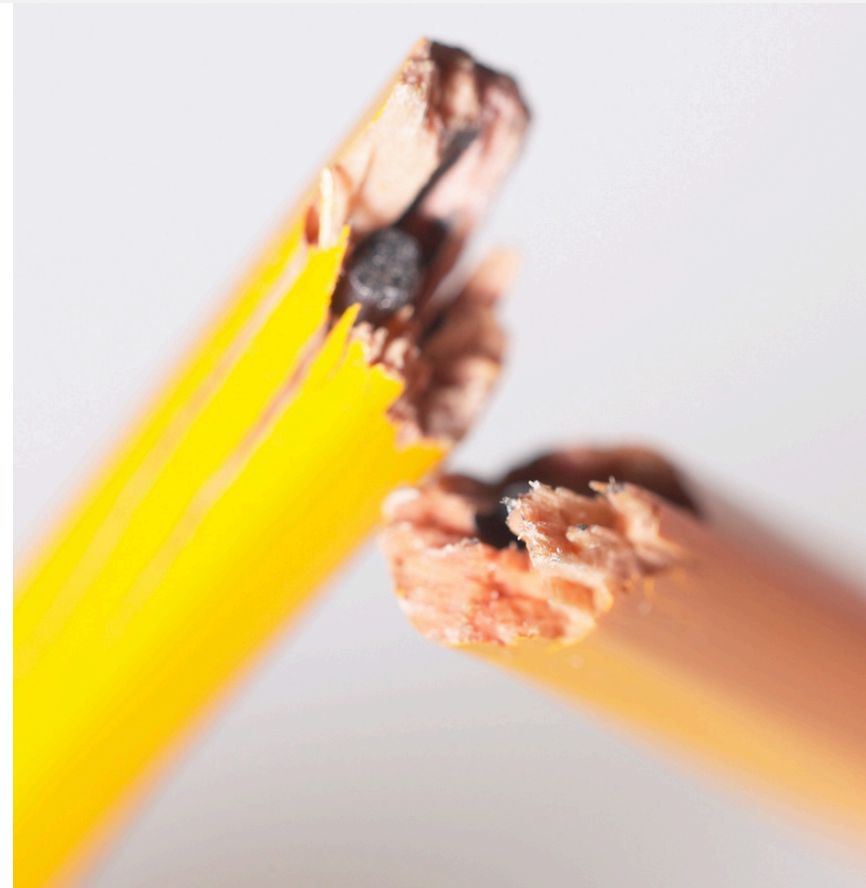


Examples of Behaviors



WORK REFUSAL

Can look like...sleeping, inattentive, absent, working on other things, frequent breaks, out of seat often, 'camping out' in other classrooms, hiding in a hoodie, zoned out on iPad, etc.




AGGRESSION

Can look like...pushing furniture, slamming doors, snapping pencils, yelling, cussing, knocking things over, hurting others, throwing items, name-calling, spitting, etc.



DISTRACTED

Can look like...blurting out, frequent breaks, spacing out, talkative, unorganized, late or missing work, perseverating on something, out of seat, policing others, extra energy, etc.



**“A FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
IS A TYPE OF EVALUATION USED BY A SCHOOL
DISTRICT TO DETERMINE THE CAUSE (OR
“FUNCTION”) OF BEHAVIOR BEFORE DEVELOPING
AN INTERVENTION(S).”**

-OSPI

WHAT IS AN FBA?

FBA is the abbreviation for the Functional Behavioral Assessment.



ASSESSMENT

An FBA is an assessment. It requires consent from the parent and follows special education deadlines for evaluations.



INTERVENTION

An FBA is a proactive form of intervention when a student's behavior impedes their access to FAPE.



SCIENTIFICALLY-BASED

An FBA is based on the fundamental principles of behavior analysis which is a science supported by research.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

U.S. Department of Defense: functional behavioral assessment is a “process for identifying the events that predict and maintain patterns of problem behavior” (Provision of Early Intervention and Special Education Services to Eligible DOD Dependents, 32 C.F.R. § 57.3(dd) (2006)).



WHY AN FBA?
ONE WORD: EFFECTIVE

Behaviors serve a function or purpose.

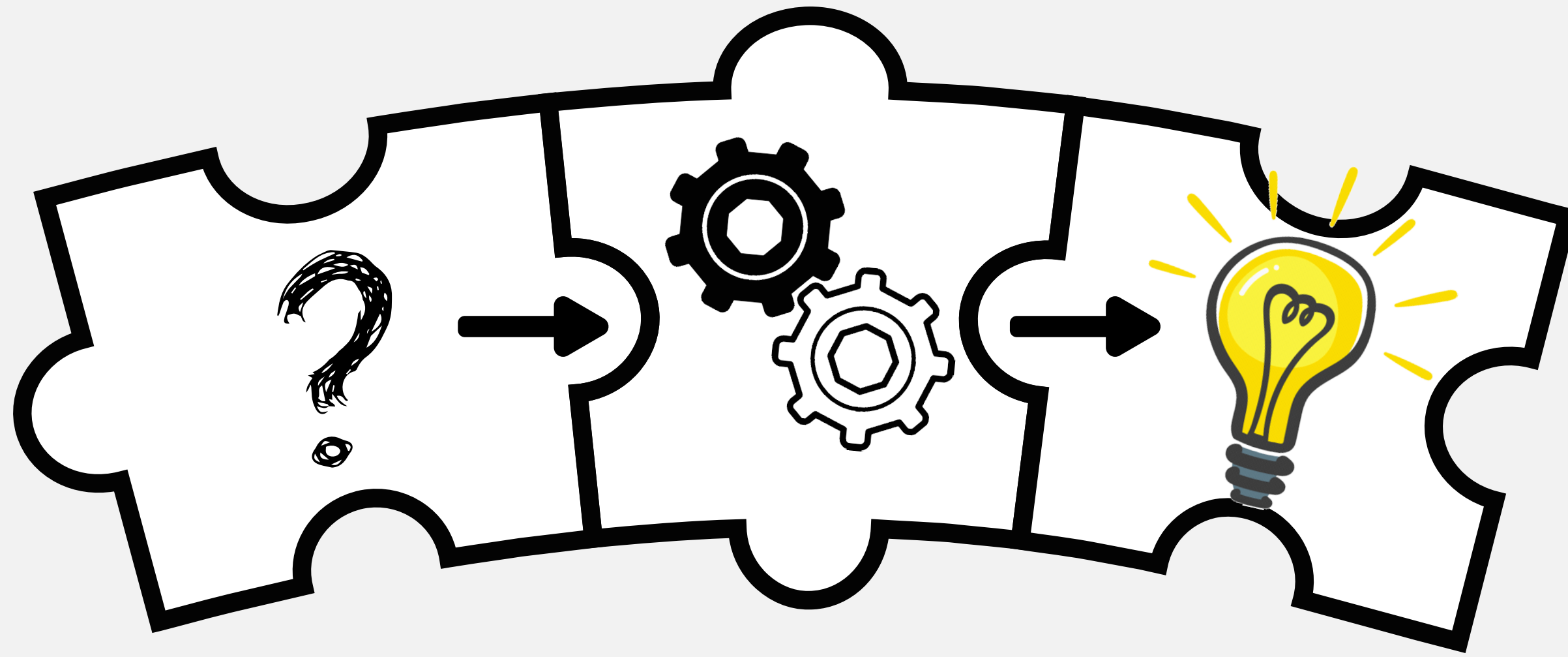
The challenging behavior is happening for a reason.

The FBA finds the **function** of the behavior.

Putting the 'Functional' in the name Functional Behavior Assessment.

WHY AN FBA?





BEHAVIOR
What is happening?

FUNCTION
Why is it happening?

**REPLACEMENT
BEHAVIOR**
*What will we teach to do
instead?*

Behavior Analysis

“Behavior analysis is the science of behavior, with a history extending back to the early 20th century. Its guiding philosophy is behaviorism, which is based on the premise that attempts to improve the human condition through behavior change (e.g., education, behavioral health treatment) will be most effective if behavior itself is the primary focus.

To date, behavior-analytic scientists have conducted thousands of studies to identify the laws of behavior—the predictable ways in which behavior is learned and how it changes over time. The underlying theme of much of this work has been that behavior is a product of its circumstances, particularly the events that immediately follow the behavior. Behavior analysts have used this information to develop numerous techniques and treatment approaches for analyzing and changing behavior, and ultimately, to improve lives. Because this approach applied behavior analysis (ABA) is largely based on behavior and its consequences, techniques generally involve teaching individuals more effective ways of behaving through positive reinforcement and working to change the social consequences of existing behavior. Treatment approaches based on ABA have been empirically shown to be effective in a wide variety of areas (see ABA Subspecialty Resources).”

Behavior Analyst Certification Board (BACB)



**“BEHAVIOR ANALYSIS IS THE SCIENCE
OF BEHAVIOR.”**

-Behavior Analyst Certification Board (BACB)

ABC DATA

ABC data is a framework for all behavior. It is the foundation of Applied Behavior Analysis and commonly used with the FBA.

Looking at behavior through the ABC lens gives an understanding to why a behavior continues.

ABC data looks at the motivation of the person.

All behavior follow these rules.



A: ANTECEDENT

The Antecedent is what happens directly before the Behavior.



B: BEHAVIOR

This is the Behavior you are observing.

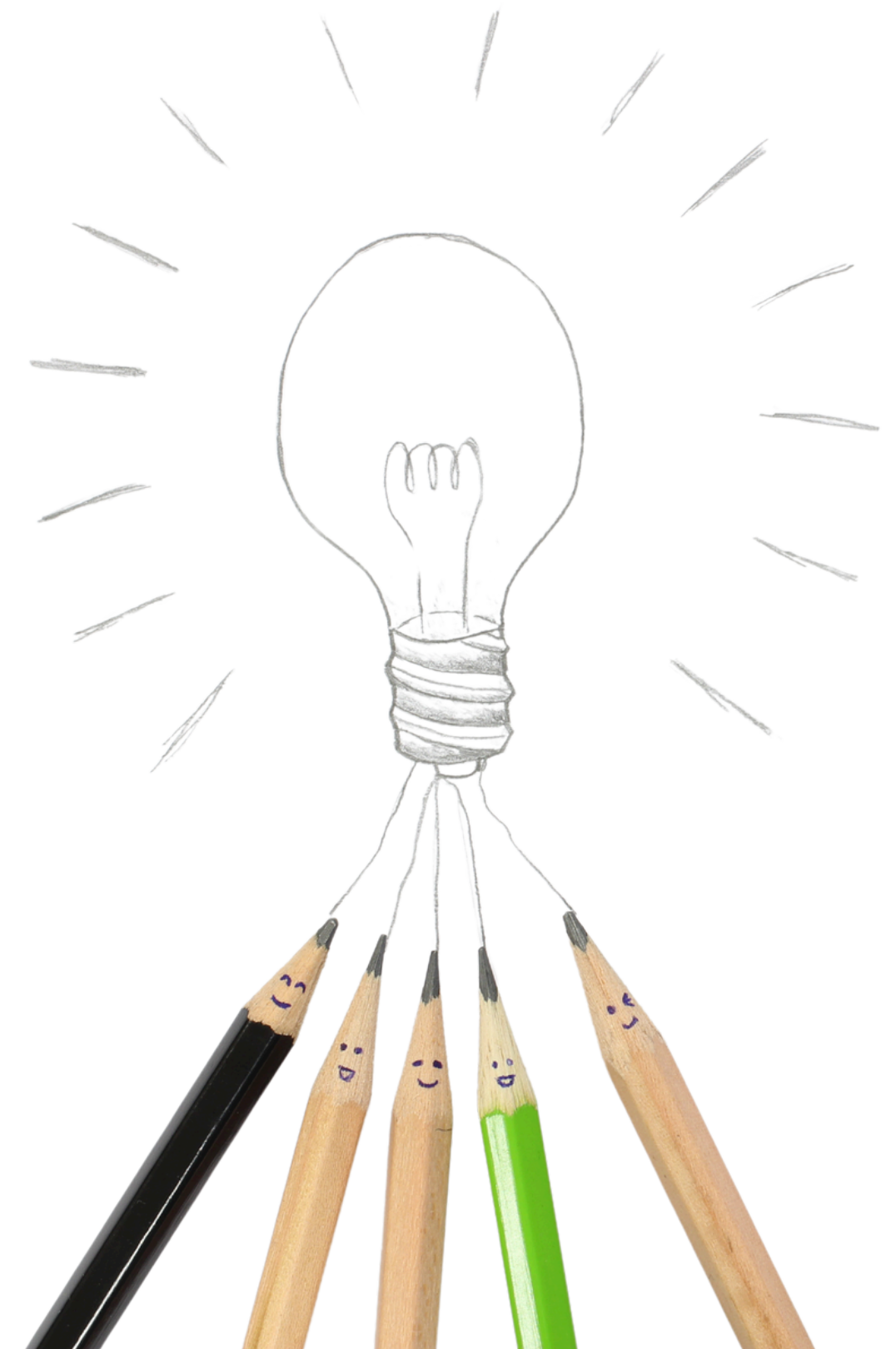


C: CONSEQUENCE

The Consequence is what happens directly after the Behavior.

ABC OF BEHAVIOR

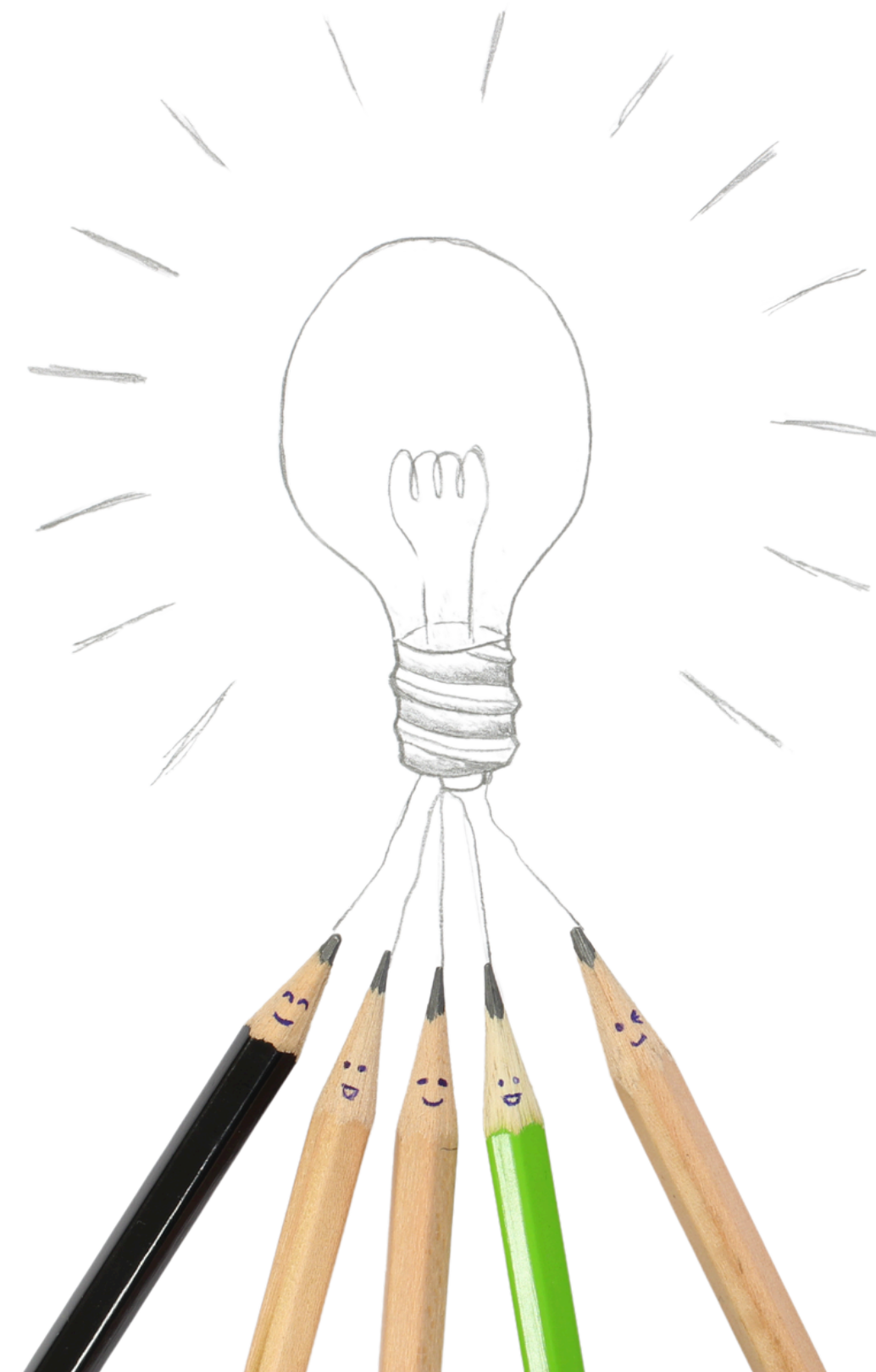
- A**
- Antecedent
 - What happens directly before a behavior.
- B**
- Behavior
 - An observable, measurable act by an individual.
- C**
- Consequence
 - What happens directly after a behavior.

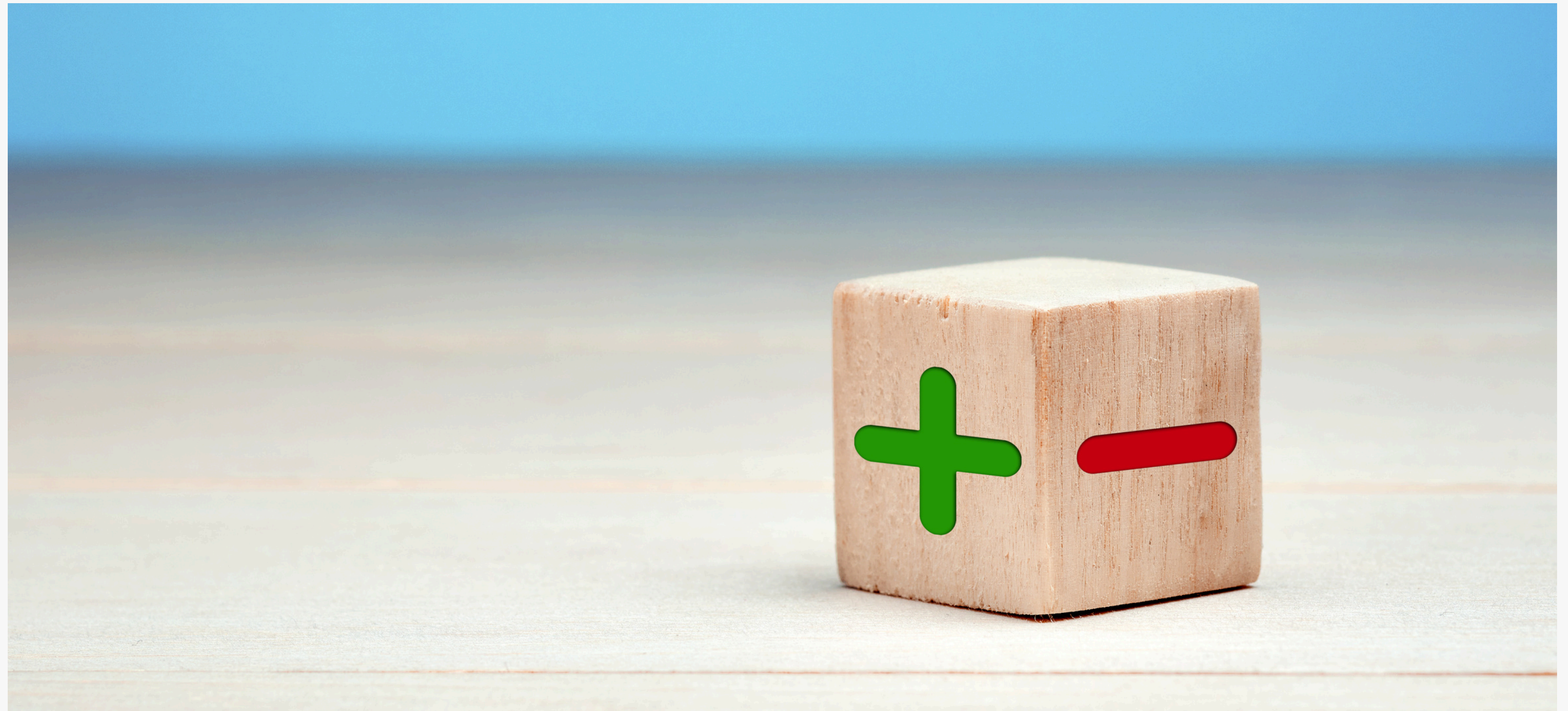


ABC OF BEHAVIOR

Nancy is at the reading group table. The teacher gives Nancy a book to read. Nancy throws the book on the ground. The teacher instructs Nancy to leave the reading group table and return to her desk.

- A**
- Antecedent
 - What happens directly before a behavior.
 - **Nancy is handed a book to read.**
- B**
- Behavior
 - An observable, measurable act by an individual.
 - **Nancy throws the book on the ground.**
- C**
- Consequence
 - What happens directly after a behavior.
 - **Nancy is told to leave the reading group table and return to her desk.**





ALL HUMAN BEHAVIOR IS MAINTAINED BY
REINFORCEMENT.

REINFORCEMENT AND PUNISHMENT



Reinforcement

Reinforcement increases
a behavior.

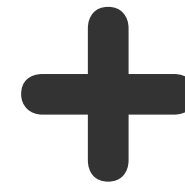
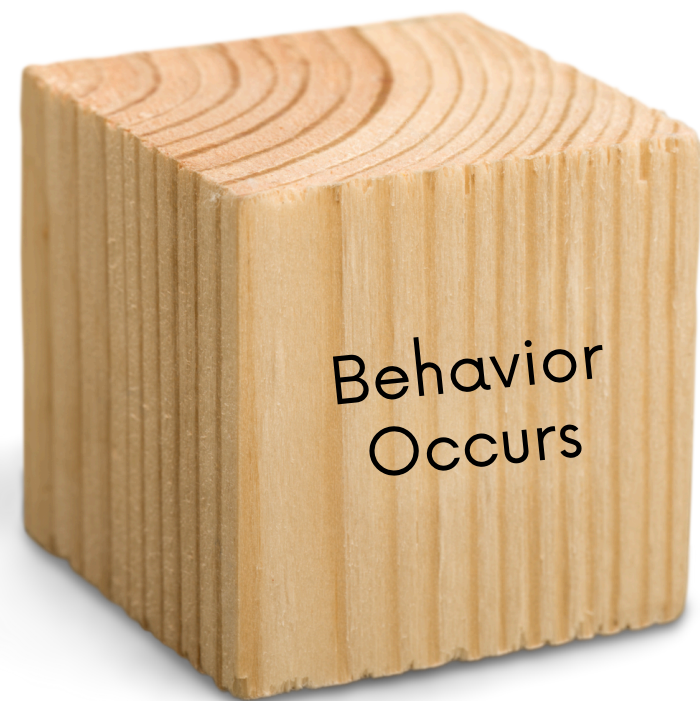
Punishment

Punishment decreases a
behavior.

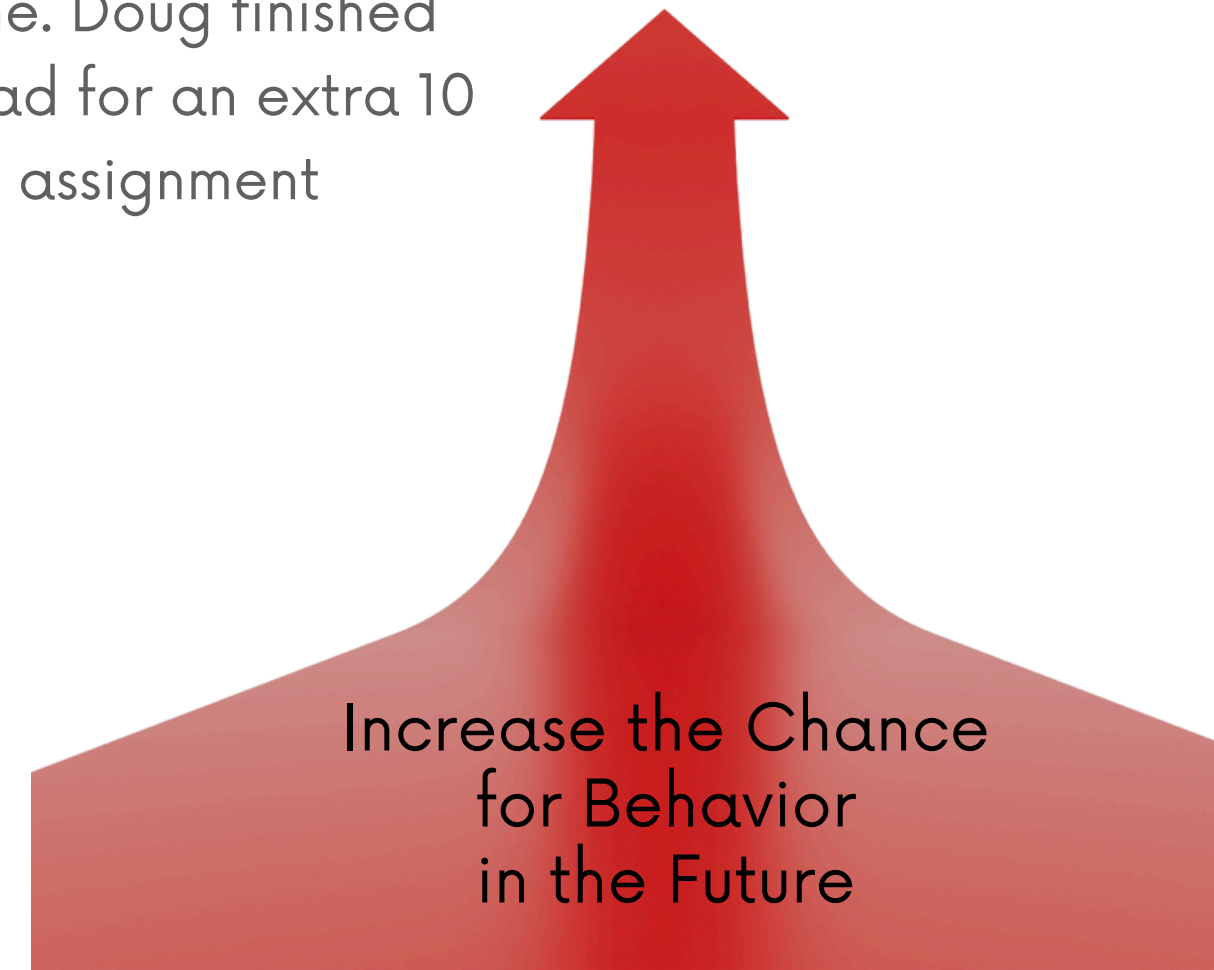


POSITIVE REINFORCEMENT

Example: Doug likes to play games on the iPad. His teacher told him that if he completes his math assignment before math class ends, he will earn an extra 10 minutes of iPad time. Doug finished his math assignment and played games on his iPad for an extra 10 minutes that day. The next day, he completed his assignment before math class ended.



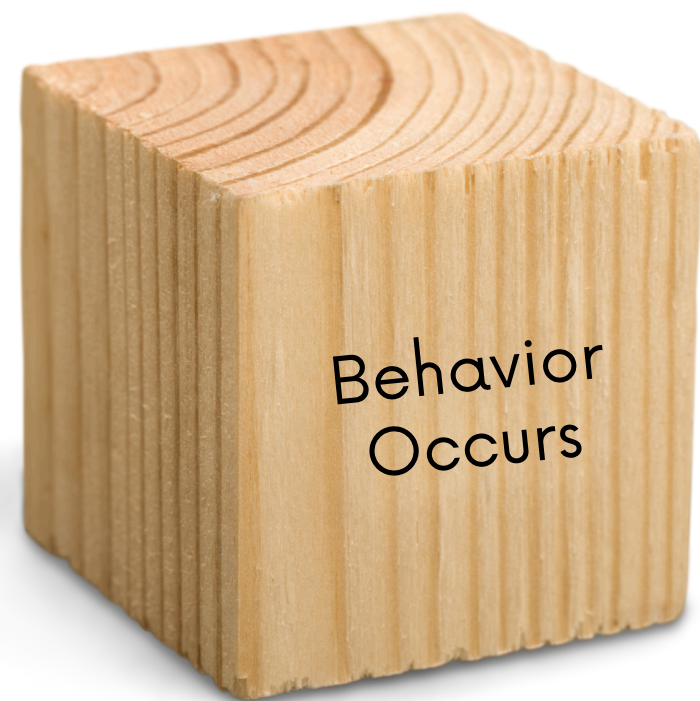
Addition of
Something "Good"



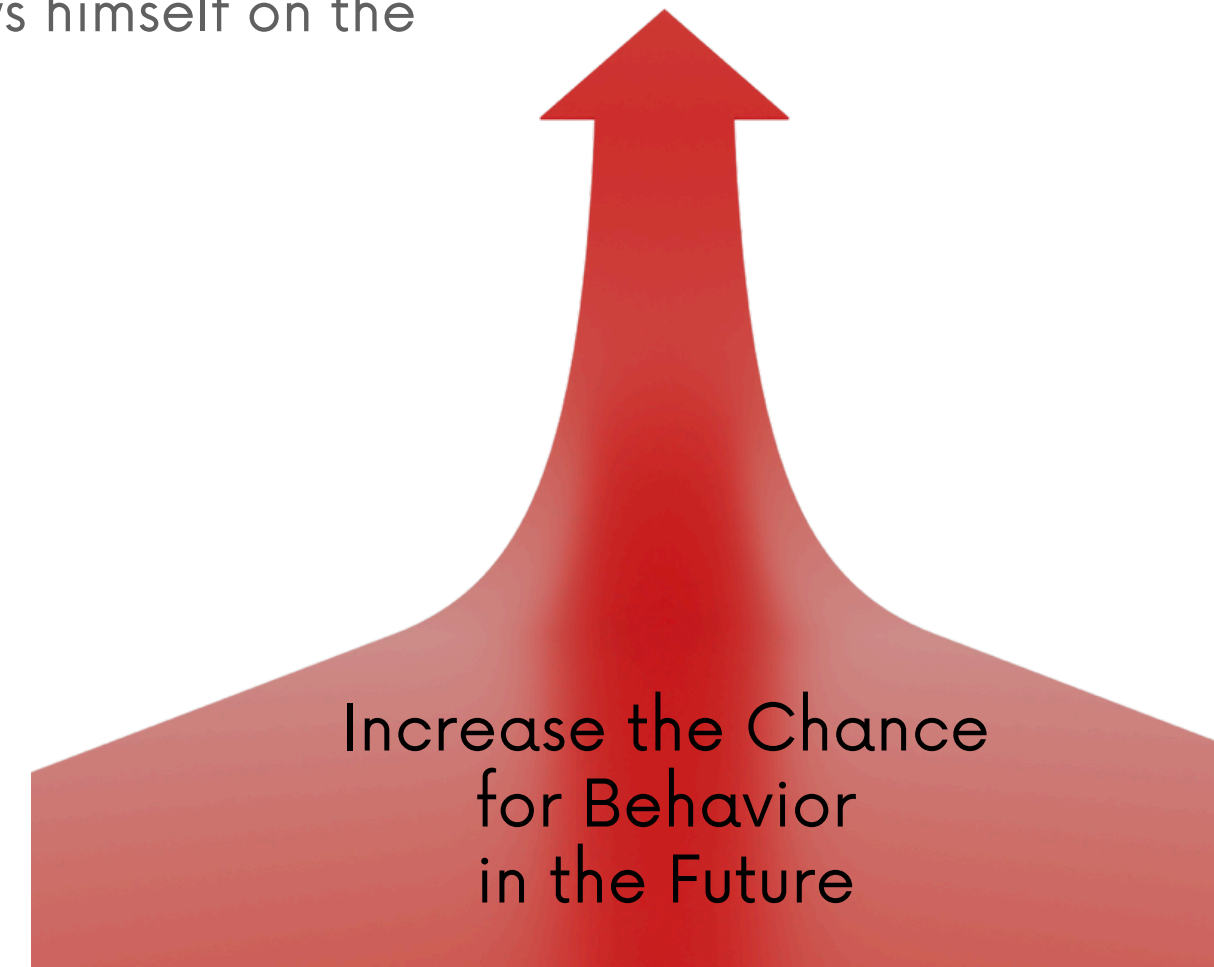
Reinforcement Results in an
Increase in the Targeted Behavior

NEGATIVE REINFORCEMENT

Example: Sheldon doesn't like PE. When PE class begins, he throws himself on the ground and screams. His teacher tells him to go to the Resource Room to calm down. Sheldon throws himself on the ground and screams before every PE class.



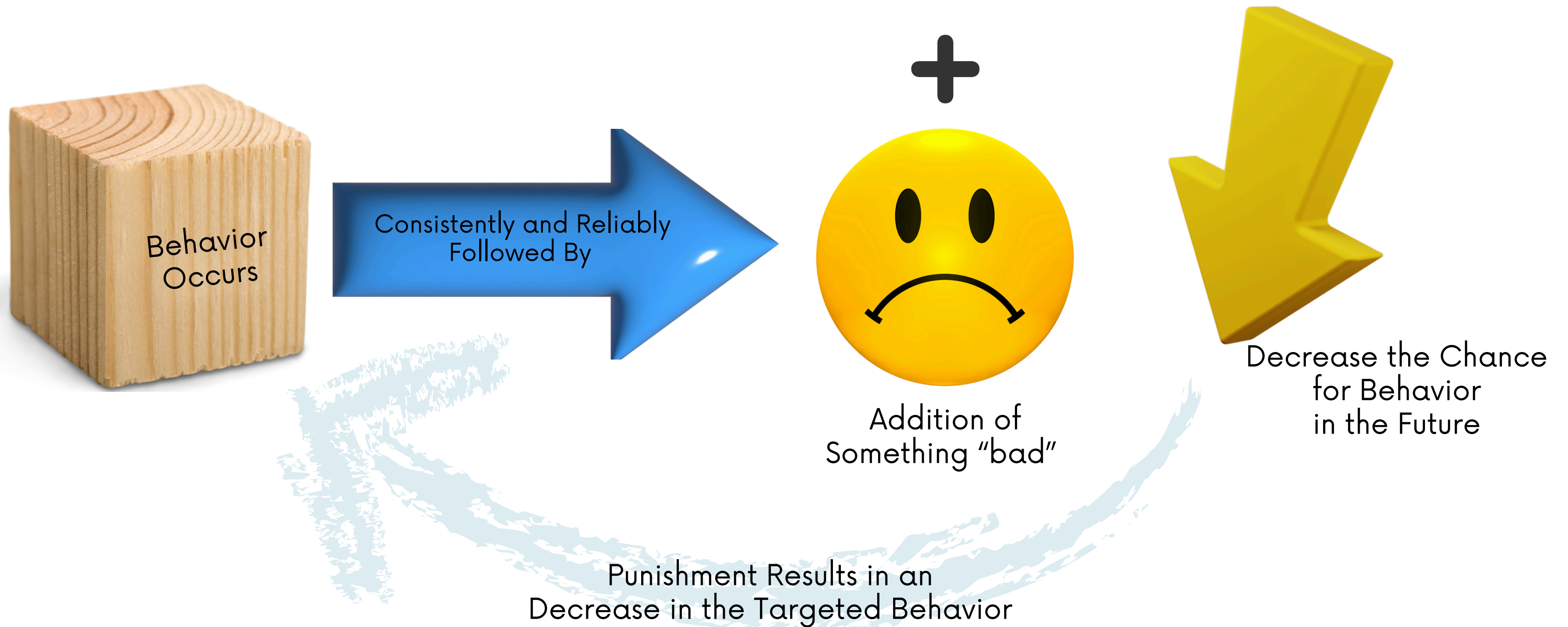
Removal of
Something "bad"



Reinforcement Results in an
Increase in the Targeted Behavior

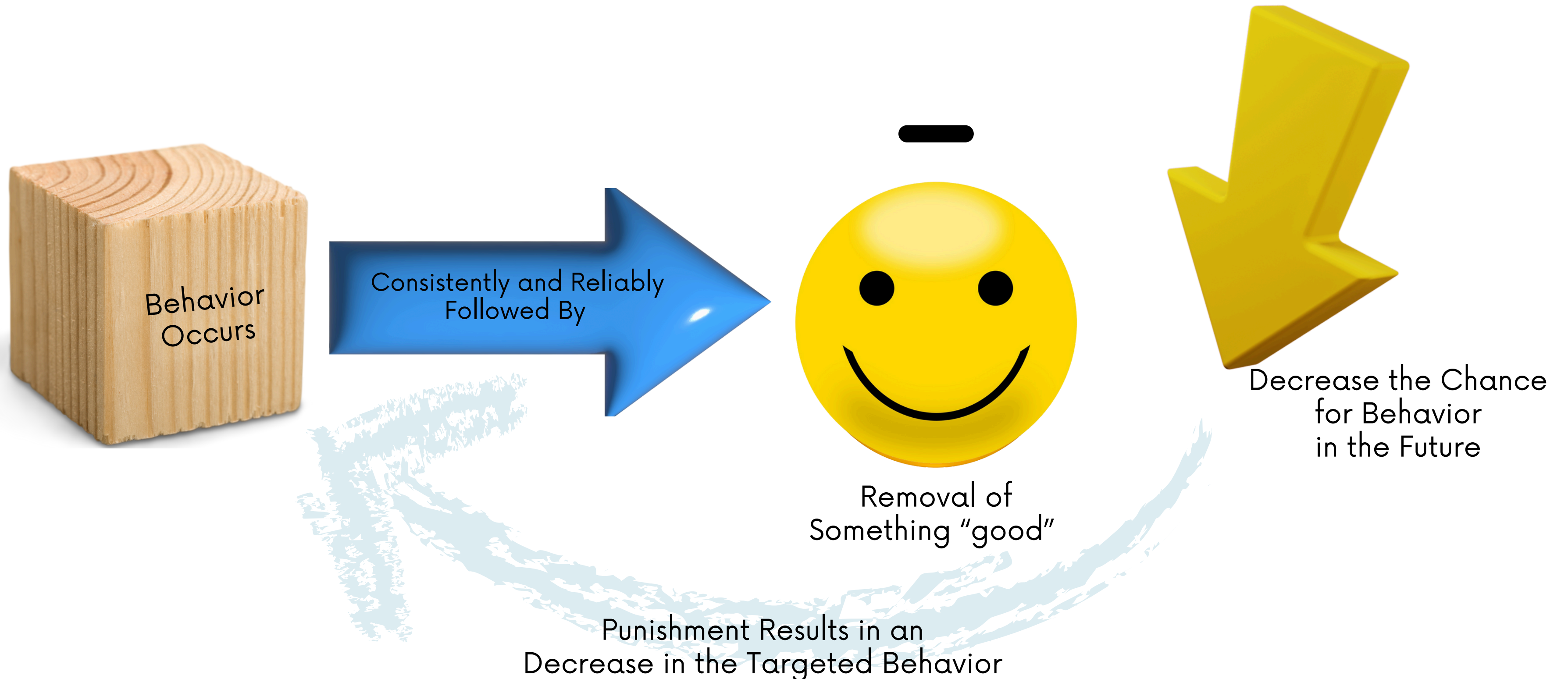
POSITIVE PUNISHMENT

Example: George is tipping back in his chair. The chair slips and George falls getting a sore bruise on his arm. George doesn't tip back in his chair again.



NEGATIVE PUNISHMENT

Example: Suzy likes recess. She pushes her friend during lunch. The teacher tells Suzy that she will stay at the table and lose recess for pushing her friend.



REINFORCEMENT & PUNISHMENT

The case for reinforcement.

Since behavior happens for a reason, it makes sense to replace the target behavior with something more appropriate that serves the same function.

The strategy in this case is to **reinforce** the replacement behavior.

By contrast, **punishment** reduces a behavior but does not naturally include teaching a replacement behavior. So, the aberrant target behavior is likely to return as the student still 'needs' to communicate through it.

If the behavior is not increasing, you are not actually reinforcing it. Reconsider the reinforcement strategies.



Positive & Negative

Think of these terms as adding or subtracting not good or bad.
Positive adds.
Negative subtracts.

Reinforcement & Punishment

Reinforcement increases a behavior.
Punishment decreases a behavior.



REPLACEMENT BEHAVIOR

VS

PUNISHMENT

Punishment decreases a behavior, but since the behavior is happening for a reason, the root cause is not addressed. Reinforcement of a replacement behavior teaches skills that address the root cause of the target behavior by serving the same function.



EFFECTIVE

The target behavior is happening for a reason. So, the replacement behavior must serve the same function as the target behavior in order to be effective.



SPECIALLY DESIGNED INSTRUCTION

The replacement behavior is taught to the student through the IEP.



REINFORCEMENT

Reinforcing the replacement behavior is positive intervention with effective results.

4

FUNCTIONS OF BEHAVIOR

ALL BEHAVIOR FIT INTO
THESE 4 CATEGORIES



SENSORY



ESCAPE



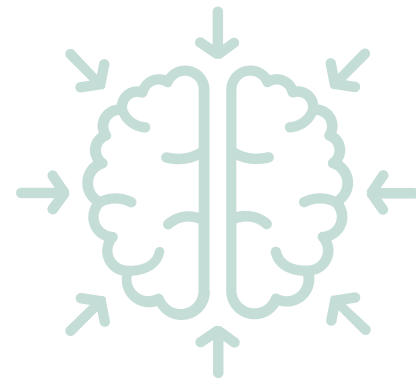
ATTENTION



TANGIBLE

EXAMPLES OF FUNCTIONS

Why does anybody do anything?



Sensory

Peppa is using her iPad to listen to a book on Epic. She taps her feet. Next time Peppa logs into Epic, she taps her feet. At lunch, Peppa is tapping her foot.

Escape

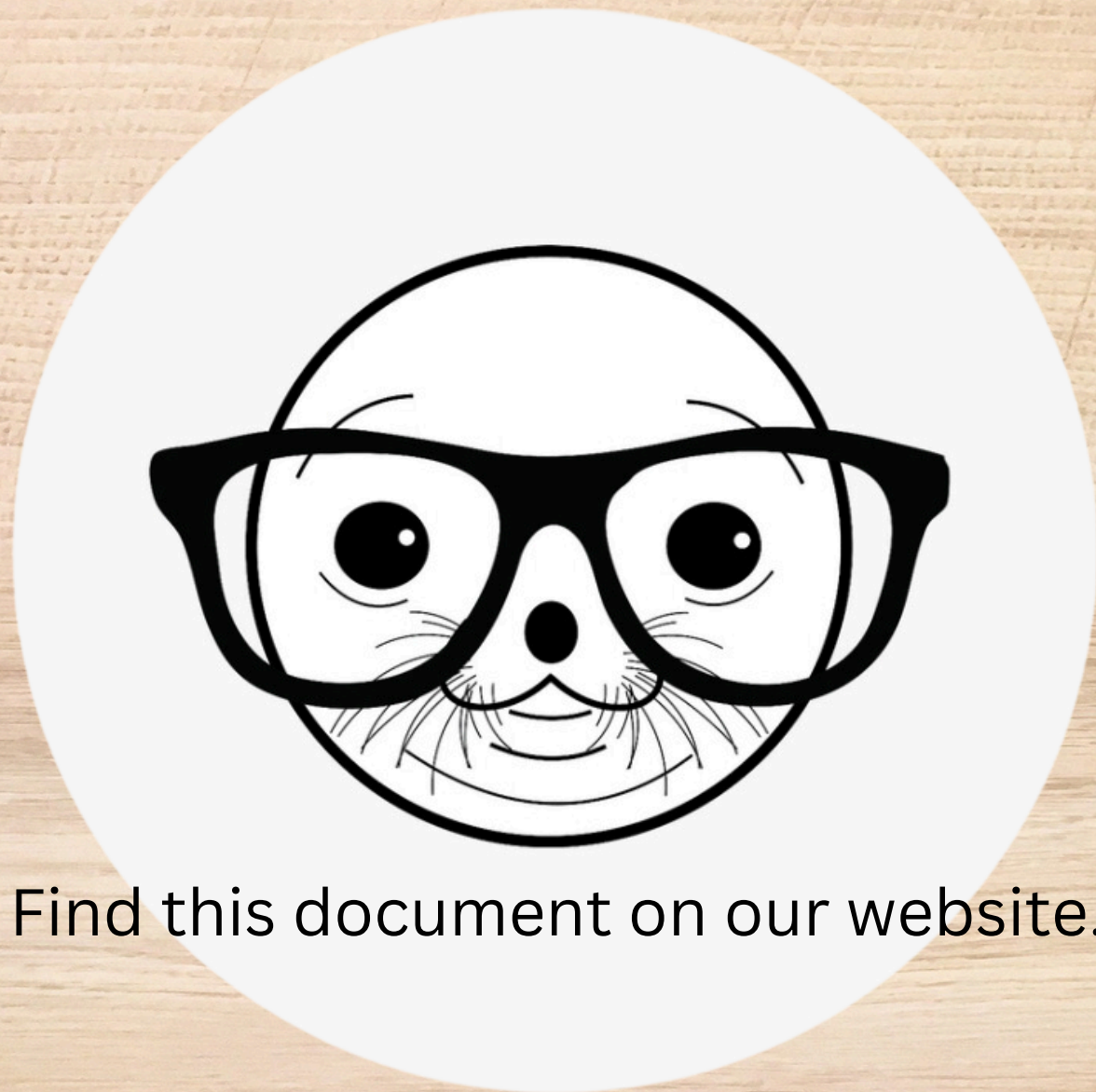
Sheldon doesn't like PE class. When PE class begins, he throws himself to the ground and screams. His teacher sends him to the Resource Room. So, next time PE starts, he screams again.

Attention

As Donald's class is lining up, Donald looks at his teacher and flips Daisy's bow. The teacher says to Donald, "hands to self". Next time the class lines up, he flips Daisy's bow and looks to the teacher.

Tangible

Denise wants a coffee. She goes to Starbucks and gets a coffee. The next time Denise wants a coffee, she goes to Starbucks.



Find this document on our website.

4 FUNCTIONS OF BEHAVIOR

The 'why' of a behavior.
All behavior fit into these 4 categories.



4. Tangible

Is the student wanting something tangible or an experience? Can look like impatience, rule-breaking, locations, and lying.



3. Attention

Is the student using this behavior to get someone's attention? Can look like instigating, interrupting, and negative reactions.



2. Escape

Is the student leaving, avoiding, getting out of a demand? Can look like distracted, disruptive, and off-task.



1. Sensory

Is the student doing the behavior automatically? Also happens without other person or influence from the environment. These behaviors 'feel good'; Can look like fidgeting, hunger, and illnesses.





WHEN TO DO AN FBA?

SOONER THAN LATER



The IDEA states that a behavior intervention plan based on a functional behavioral assessment should be considered when developing the IEP if a student's behavior interferes with his or her learning or the learning of classmates (20 U.S.C. § 1414(d)(3)(B) (i) (2004))



INDIVIDUALIZED INSTRUCTION

If behaviors impede a student's ability to access their education, an FBA can identify the function of the target behaviors to assist the implementation of the IEP.

CONTINUUM OF PLACEMENT

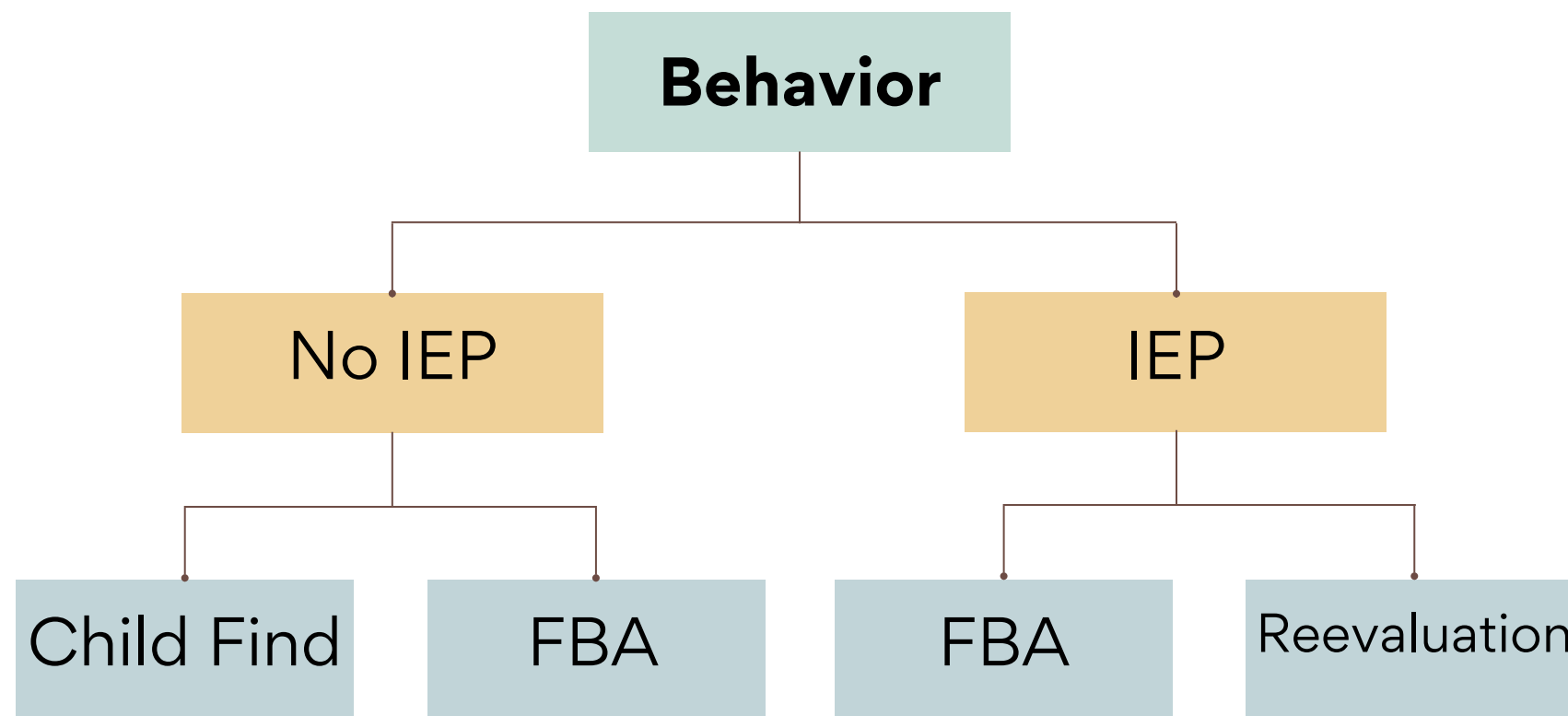
An FBA identifies the function of behaviors and aids in the development of a behavior intervention plan. These supports should be applied before changing the student's placement to a more restrictive setting.

DISCIPLINE

If a student has been suspended for 10 days or more in a school year and has an IEP or 504, a manifestation meeting is held to determine if the behavior was related to the disability. An FBA is a requirement of the IDEA at this point.

WHEN TO DO AN FBA

Organization

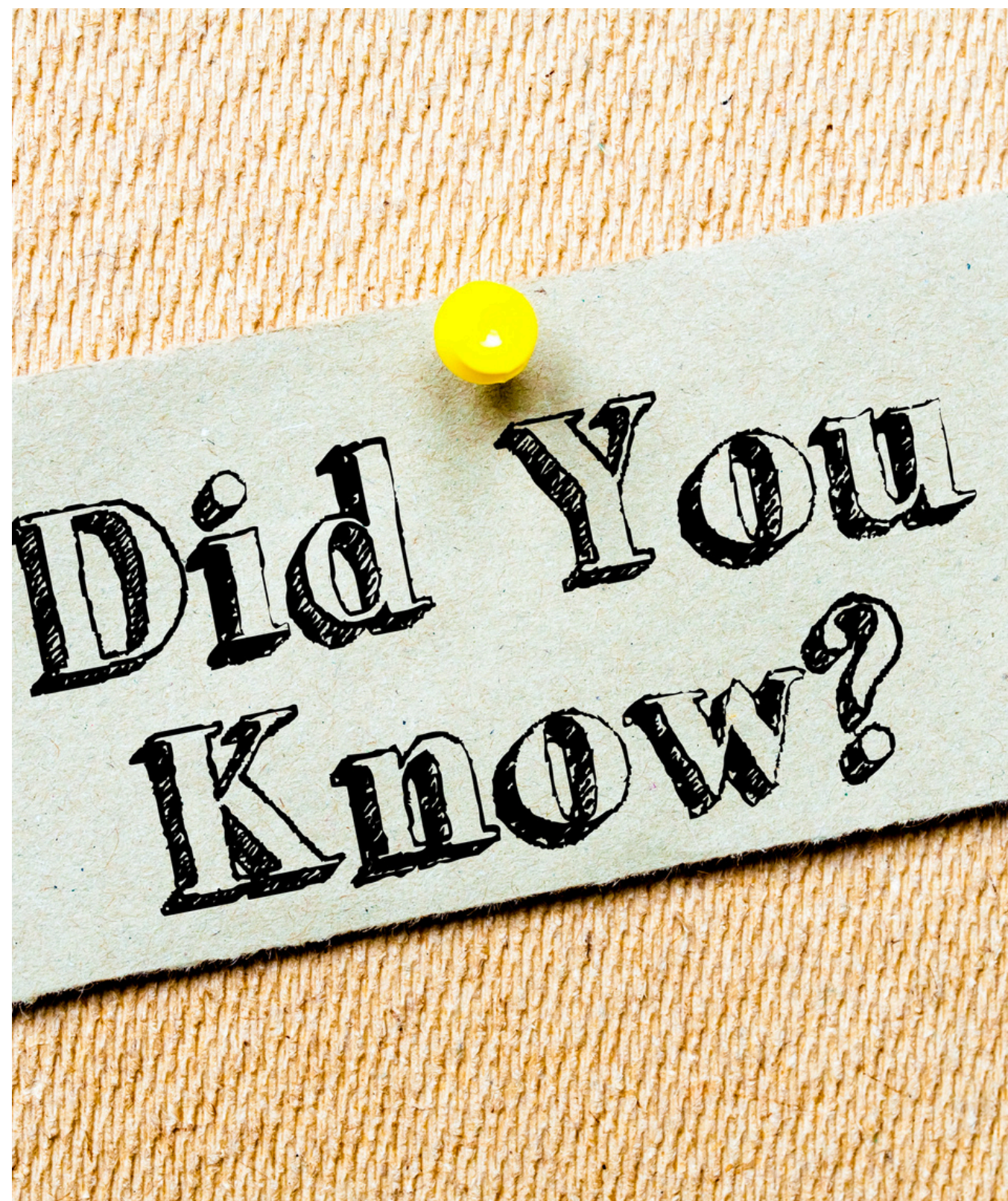


Behavior is communication.
Behavior falls under the Child Find umbrella.

The FBA works with behavior regardless if the student has an IEP or not. Remember, all people have behavior and the principles of the science of behavior analysis are the foundation of the FBA.

The FBA is a proactive, evidence-based approach to addressing behavior that affects any student's FAPE.

Any Student,
Any Behavior



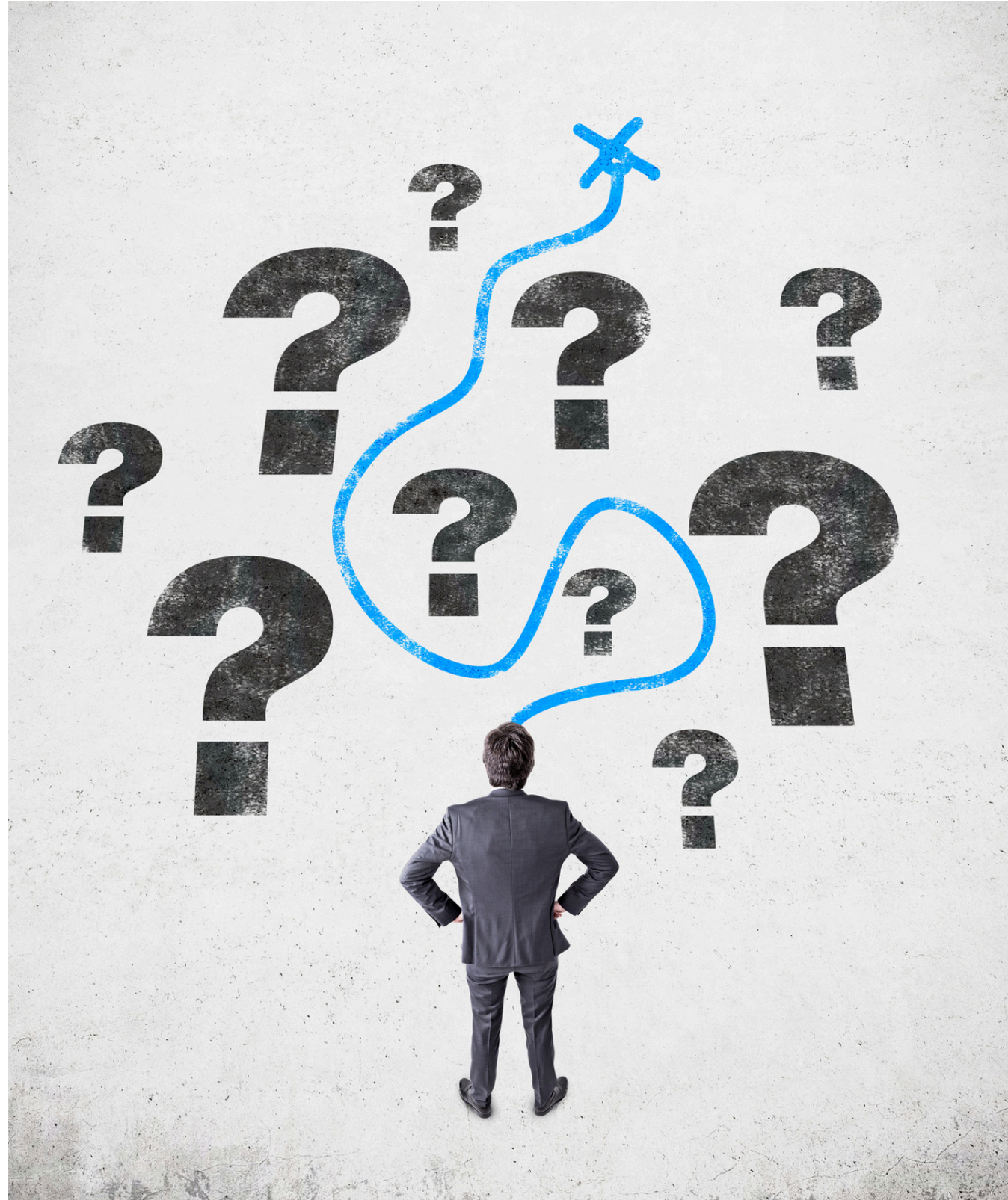
DISCIPLINE & FBA

If it has been determined through a Manifestation Determination Review (MDR) the student's behavior was due to the student's disability, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) must be done. Or if current ones are in place, they must be reviewed and modified to address the student's behavior.



“IEP Development for a Student with Behavioral Needs: In developing, reviewing and revising each student’s individualized education program (IEP), the team must consider the use of positive behavioral interventions and supports and other strategies to address the student’s behavior. 34 CFR §300.324(a)(2); WAC 392-172A-03110(2). This means that in most cases in which a student’s behavior impedes his or her learning or that of others, and can be readily anticipated to be repetitive, proper development of the student’s IEP will include positive behavioral interventions, strategies, and supports to address that behavior. Individuals with Disabilities Education Act (IDEA), 64 Fed. Reg. 12,475, 12,479 (March 12, 1999) (Appendix A to 34 CFR Part 300, Question 38). A functional behavioral assessment (FBA) and behavioral intervention plan (BIP) must be used proactively, if an IEP team determines that they would be appropriate for a child. For a child with a disability whose behavior impedes his or her learning or that of others, and for whom the IEP team has decided that a BIP is appropriate, the IEP team must include a BIP in the child’s IEP to address the behavioral needs of the child. Questions and Answers on Discipline Procedures (OSERS June 2009) (Question E-1 and E-2).”

-Community Complaint 23-172



CC 23-154 & OSPI

“An FBA focuses on identifying the function or purpose behind a child’s behavior. Typically, the process involves looking closely at a wide range of child-specific factors (e.g., social, affective, environmental). Knowing why a child misbehaves is directly helpful to the IEP team in developing a BIP that will reduce or eliminate the misbehavior. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a BIP, which includes behavioral intervention services and modifications that are designed to address and attempt to prevent future behavioral violations.”

-Community Complaint 23-154

DO IT FOR THE TEAM

The behavior is working for the student. It is being reinforced in some way and communicating what the student needs.

The student's access to FAPE is non-negotiable.

Intervention for behavior benefits the entire team which includes the student.



BREAK THE PATTERN

All behavior is maintained by reinforcement. Breaking the pattern of reinforcement with the target behavior and transferring it to the replacement behavior is important.



URGENT

The longer the target behavior is allowed to happen, the greater the effort of replacing it with the replacement behavior. Early intervention is important.



SAVE TIME

While the FBA is 'more work', how much work is spent on the challenging behavior? The FBA is worth the investment.



WHO DOES AN FBA?

BEHAVIOR SPECIALIST

WHO & WHY?

IDEA 2004: properly trained professionals

Ideally, a Board Certified Behavior Analyst (BCBA) collects the data and makes recommendations for the FBA.

A BCBA has graduate-level certification in behavior analysis.

A Registered Behavior Technician (RBT) works under the direction of a BCBA. An RBT is trained to keep data and provide behavioral support.

Hint: An RBT is to a BCBA as a Paraeducator is to a Teacher.





PARENT

WHO CAN REQUEST AN FBA?

WHO SEE'S A BEHAVIOR?



SCHOOL STAFF



IEP TEAM



HOW TO DO AN FBA?

A STEP-BY-STEP GUIDE

A photograph of a desk with a calendar, pens, paper clips, and sticky notes. The calendar is the central focus, showing days of the week and dates. There are several colorful paper clips (pink, purple, orange, green) scattered around. A blue pen and a green pen are also visible. A stack of sticky notes, one light blue and one light red, is in the upper right corner.

OSPI : CC 22-90

“As with other evaluations, to conduct an FBA, the district must obtain the parents’ consent and complete the FBA within 35 school days after the district received consent. Once the need for a reevaluation is identified, a district must act “without undue delay and within a reasonable period of time;” and the U.S. Department of Education, Office of Special Education Programs (OSEP) has indicated that waiting several months to seek consent is generally not reasonable.”

- Community Complaint 22-90



35 SCHOOL DAYS

The FBA must be completed within 35 school days from the date signed parent consent was received by the district.



AS OFTEN AS NEEDED

An FBA should be completed as often as needed. An FBA assesses behavior which is changing. So, the response to intervention should change with it. An FBA is a response to behavior that requires attention.



HOW TO DO AN FBA?

1

IEP MEETING

Is there a behavior that impedes the student's access to education?

If yes agree to an FBA and one or two target behaviors.

2

PARENT CONSENT

Parent signs consent papers for an FBA. The school team has 35 school days to perform the assessment.

3

ASSESSMENT

School staff, ideally a BCBA, collect data on the target behavior(s) and compose an FBA to present to the IEP team..

Parent receives a draft copy.

4

IEP MEETING

The IEP team meets again to go over the results of the FBA. The team decides whether or not to do a BIP and agrees to the BIP and its strategy.



FBA AT A GLANCE

1 Target Behavior

Choose 1-3 challenging behaviors to address in the FBA. The behaviors chosen are now the 'target behavior'.

2 Operational Definition

Define the behavior using an operational definition. This means that the behavior is observable measurable, and able to be understood by anyone at any time. Be objective and avoid perspective.

3 Data

Collect data through a variety of sources such as ABC data, observation, interviews, work samples, and discipline records.

4 Function

Analyze the data to determine what the function of the target behavior is. What is the replacement behavior for the target behavior?

5 Behavior Intervention Plan

Create a BIP that outlines each target behavior, the function of each target behavior, the replacement behavior for each target behavior, and how the student will be taught strategy and skills for the replacement behavior. Also, what is the plan for collecting data?





Recipe for FBA

- 1** Request and schedule an IEP meeting.

- 2** Discuss behavior that impedes student's access to education at the IEP meeting.

- 3** If the team agrees to an FBA, decide on 1-3 behaviors to address.

- 4** Parent signs consent papers, and the FBA is completed within 35 school days. Parent receives a PWN.

- 5** A BCBA collects and organizes data including observation of the target behavior(s) and composes the FBA. A copy is sent to the parent prior to the results meeting.

- 6** The IEP team meets to review the FBA and discusses whether or not a BIP is needed. Parent receives a PWN.

- 7** A BIP is created and should be attached to the IEP. Consider whether staff require support and training regarding the BIP and add those minutes to the service matrix.





Functional Behavior Assessment (FBA) Checklist

1 The **Functional Behavior Assessment (FBA)** meeting takes place to discuss the outcome of the information gathered to determine the “function” (the action, the reason(s)) for a student’s behavior to determine if a **Behavior Plan** is needed for the student.

2 The **Target Behavior(s)** should be listed and clearly defined.

3 What is the function of the **Target Behavior(s)**?
Sensory, Escape, Attention, or Tangible?



4 The **data** collected should be included not simply referenced and derived from a variety of sources. Does the **data** support the proposed function of the **Target Behavior**?

5 Do you agree with the **Replacement Behavior**? Does it serve the same function as the **Target Behavior**? How will the **Replacement Behavior** be reinforced?

6 Does the team agree that a **Behavior Intervention Plan (BIP)** should be considered for the **Target Behavior**? Should the **BIP** be included in the **IEP**?

THE FBA & THE IEP

The FBA yields information that is helpful in the development of the IEP beyond the BIP.



SUPPORTS FOR SCHOOL PERSONNEL

The supports given to school staff to help them more effectively work with the student.



SUPPLEMENTARY AIDS AND SERVICES & RELATED SERVICES

Teaching the student replacement behavior and other antecedent strategies.



ANNUAL MEASURABLE GOAL

Behavior should be addressed in at least one of the IEP goals.



CONTINUUM OF PLACEMENT

The student's behavior should be considered when discussing the least restrictive environment. However, supports such as a 1:1 paraeducator or registered behavior technician should be weighed before a more restrictive placement.



AND THE BIP

ANSWERS TO THE PROBLEM

“A functional behavioral assessment (FBA) and behavioral intervention plan (BIP) must be used proactively.”

--OSPI
Community Complaint
CC 23-172



1ST FBA

The FBA collects the data to make a plan.

2ND BIP

The BIP is the plan created from the FBA.

BEHAVIOR INTERVENTION PROCESS



FBA

The FBA identifies the function of the target behavior.

REPLACEMENT BEHAVIOR

Using the FBA as guidance, the IEP team decides on a replacement behavior to the target behavior and creates a BIP.

BIP

A BIP is the plan all staff who work with the student will follow should they encounter the target behavior. The BIP also includes how the student will be taught a replacement behavior and corresponding strategies.

If the replacement behavior is not increasing, it is not being reinforced.

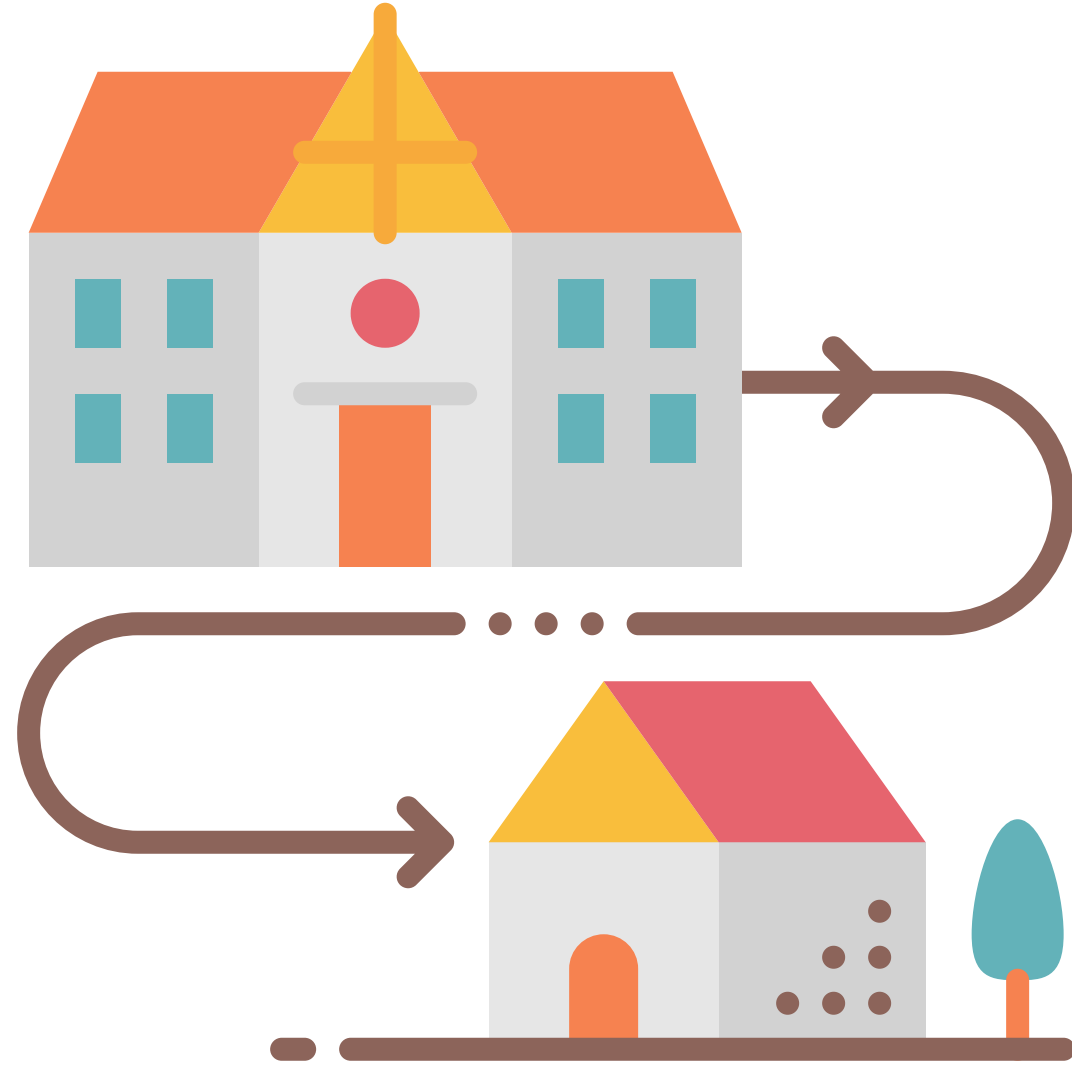




The Work Begins

**“Failing to prepare
is preparing to fail.”**

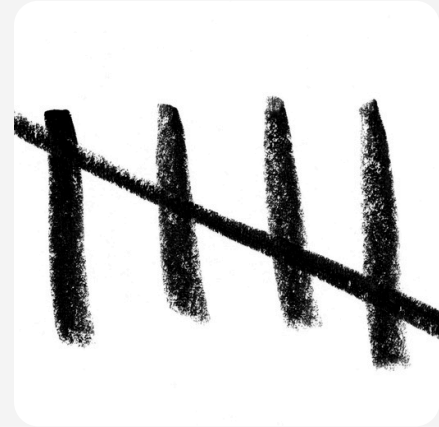
- **Consistency** is important. Familiarize every person who works with the student to the BIP.
- Create a **data collection** system. Data will measure if the BIP is effective.
- Invite a **BCBA** and RBT to the team. A BCBA is an expert in behavior. An RBT is overseen by a BCBA and carries out the individualized intervention plan designed by the BCBA. They are a powerhouse team for data collection.
- **Fidelity** checks maintain integrity of the BIP. Inadvertently reinforcing the target behavior is common. Catch it early with a fidelity check. (The BCBA is a great resource for fidelity check.)
- If the **replacement behavior** isn't increasing, it isn't being reinforced.



Generalize Across Environments

- Loop in the parent whenever possible on integrating pieces of the BIP into the environments outside of school.
- Crossing environments with behavior strengthens the behavior.
- Consistency boosts the BIP's success.





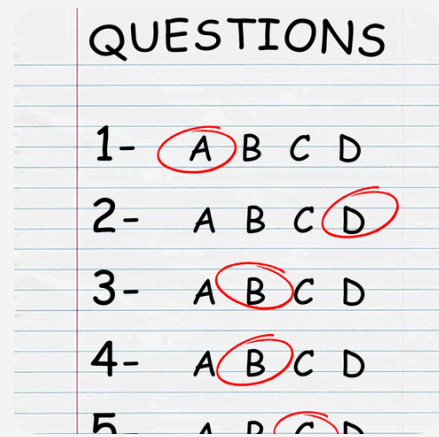
Frequency data is probably the most common and most recognizable form of data collection.

Frequency measures how often the behavior happens. Apply the frequency to a measurement of time to get its **Rate**.



Duration is how long the behavior is happening.

Example: How long does the meltdown last? A decrease in the duration of meltdowns could be indicative of successful intervention.



Permanent Product is a concrete object or result of a behavior.

Example: work samples

These can show many things. Lack of work samples is also data. Even the condition of the paper gives information.

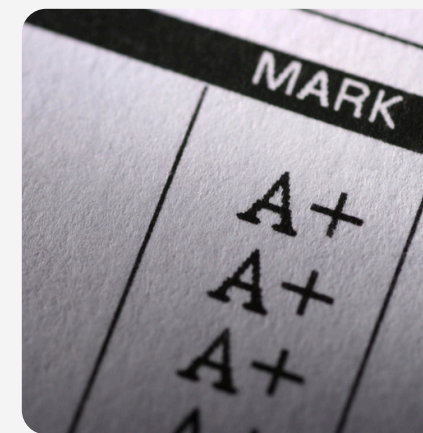


Observation is a valuable source of data.

What does the teacher report?

What does a Daily Communication Sheet report?

Does the home environment show a contrast in behavior?



Permanent Product includes many things.

While data can be 'extra work', schools keep academic records. These can provide information to the team such as the need for academic support or executive dysfunction.



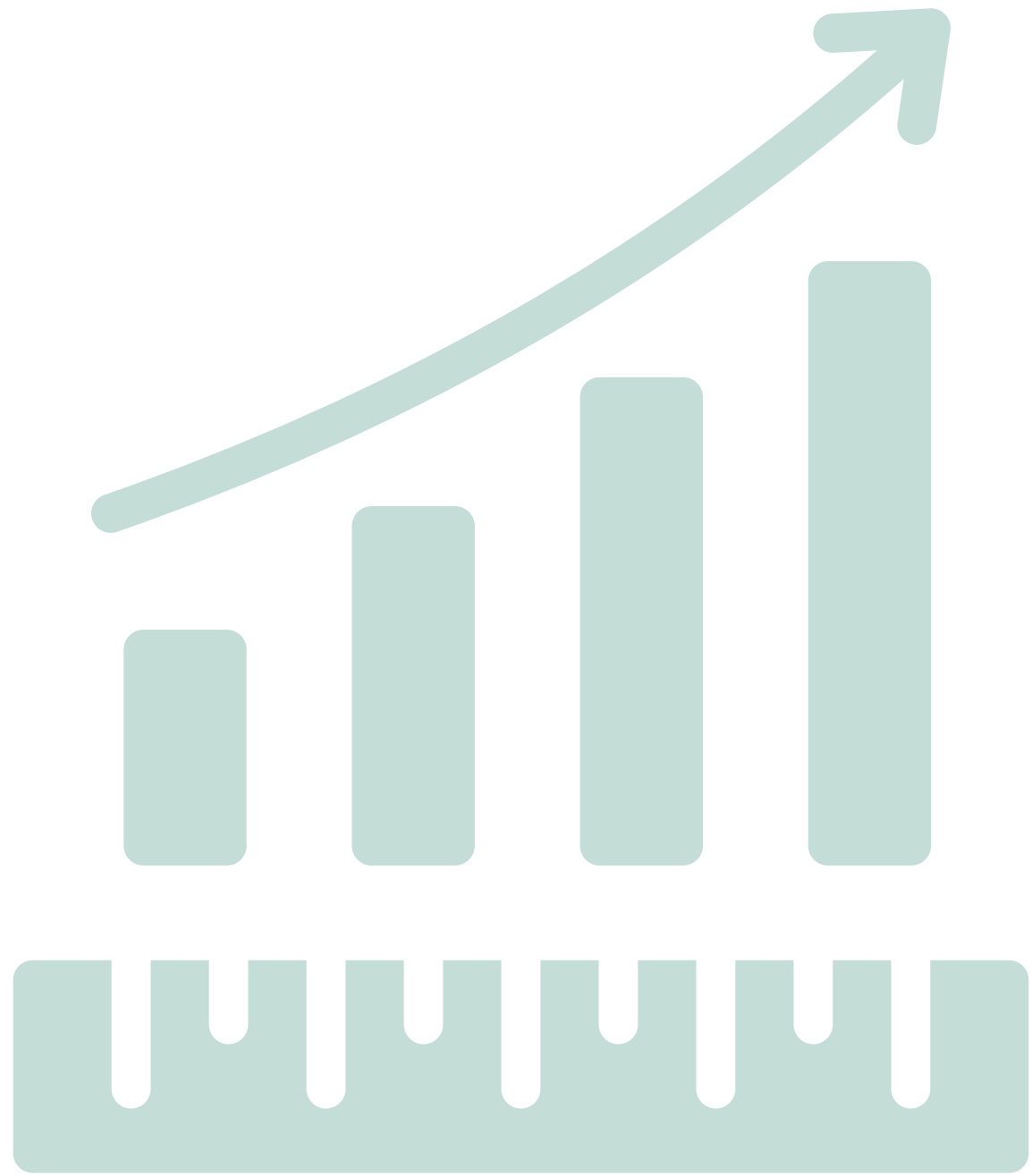
Permanent Product can include Attendance Records.

Schools are required to keep record of attendance. Look beyond simply showing up to class. Is the student engaged and in the assigned classroom? Are breaks long and frequent?



Examples of Data





THE BIP & DATA

The IEP team will want to create a plan for collecting organizing data. Data will help the team measure the success of intervention.

If a target behavior is not decreasing, the team will need to review the BIP. Fidelity checks look at discrepancies such as delivery of reinforcement to help problem-solve intervention efficacy.

FREQUENTLY ASKED QUESTIONS

FAQ

Behavior is personal. However, all teams benefit from data and fidelity. Collecting data help the team make informed decisions for individualized intervention.

WE DID AN FBA A YEAR AGO, CAN WE DO ANOTHER?

Yes! Behavior is dynamic. You may have another target behavior or the topography of the behavior has changed. An FBA should be as often as needed.

IT'S BEEN TWO MONTHS. WHY ISN'T THE REPLACEMENT BEHAVIOR INCREASING?

If the behavior isn't increasing, you are not reinforcing it. Reinforcement increases a behavior. Fidelity checks help the team spot inadvertent reinforcement of the target behavior. It may be the reinforcement needs to be scheduled or adjusted to increase its potency.

DO WE NEED A BIP IF WE REINFORCE FOR THE WHOLE CLASS?

Is the whole class exhibiting the target behavior? A BIP is individualized. Does the IEP team think the student would benefit from individualized intervention?



THE CASE FOR AN FBA

KEY TAKEAWAYS



THE FBA IS A PROACTIVE RESPONSE TO BEHAVIOR.



A BCBA AND RBT HAVE CERTIFICATION IN BEHAVIOR ANALYSIS. THEIR PARTICIPATION IN AN FBA MAKE A DIFFERENCE.



ALL BEHAVIOR IS MAINTAINED BY REINFORCEMENT. THE SOONER THE FBA, THE SOONER THE PATTERN OF REINFORCEMENT CAN BE BROKEN.



THANK YOU FOR JOINING US!

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