

## **FUNCTIONAL BEHAVIORAL ASSESSMENT WORKSHEET**

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# **FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)**

## **Purpose**

Individualized Functional Behavioral Assessment (FBA) is used in instances where behavior interferes *significantly* with the student's learning or that of his/her peers despite the consistent implementation of behavioral interventions developed from less formal behavioral assessments. Effective classroom management approaches embedded within effective instructional design and delivery appropriately address the majority of behavioral issues occurring in classrooms.

## **Process**

Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identification of environmental antecedents and consequences that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan.

Information must be gathered indirectly through a team interview of person(s) who have observed the behavior of the student in a variety of settings and conditions. The purpose of the interview is to review variables affecting the behavior, and then narrow the focus to those variables that are important to the student.

Information also should be gathered by collecting data through direct observation of the behavior across settings and times with consideration of a variety of other environmental factors (i.e., other persons present, task demands, changing conditions). Information gathered during the interview portion of the FBA identifies the type of data to collect during direct observations. A graphic representation of the data collected, written descriptions collected through structured anecdotal reports during direct observations, and the interview information result in the following:

1. Development of a specific, clear description of the behavior of concern
2. Identification of environmental factors such as antecedents (what happened before the behavior occurred) and consequences (what happened after the behavior occurred) corresponding with the behavior
3. Development of summary statements identifying the perceived function(s) of the behavior of concern

This information serves as the basis for the development of a Positive Behavior Support Plan (PBSP) that changes environmental conditions (i.e., antecedents and consequences) while providing instruction in the acquisition of new, more appropriate behaviors. Throughout the baseline and intervention phases, data is collected and evaluated, and decisions are made based upon analyses of the data. Ongoing revisions to the PBSP should continue to be driven by data analyses.

# ***When Must a Functional Behavioral Assessment (FBA) Be Conducted?***

## ***Regulatory Requirements***

### Chapter 14 Requirements:

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accord with subsection (c)(2). Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324 and 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

*Aversive techniques*—Deliberate activities designed to establish a negative association with a specific behavior.

*Behavior support*—The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

*Positive behavior support plans*—A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

In Pennsylvania, a disciplinary change in placement occurs when a student with a disability is removed for:

- ◆ More than 10 consecutive school days, **OR**
- ◆ More than 15 cumulative school days in a school year, **OR**
- ◆ When school days 11-15 constitute a pattern of exclusion, **OR**
- ◆ Even one school day for a student with mental retardation
- ◆ Up to 45 school days to an interim alternative educational setting for violations involving drugs, weapons, or serious bodily injury.

When a change of placement occurs, the LEA must:

Conduct a  
Functional Behavioral  
Assessment (FBA) and  
develop a Positive Behavior  
Support Plan (PBSP)

OR

Review and modify existing  
Positive Behavior Support  
Plan (PBSP) to prevent  
recurrence of the behavior

# FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

## STEP 1: INTERVIEW

The IEP team, including persons who have observed the behavior of the student in a variety of settings and conditions, completes the interview questions focusing on antecedents, behaviors, and consequences.



## STEP 2: DIRECT OBSERVATION

Data collection is accomplished through direct observation in the student's natural environment. Direct observation provides objective data to support or refute the interview information; thus leading to more accurate hypothesis formation. The observation and the data collection methods are determined by information gathered during the interview phase.



## STEP 3: SUMMARY

The IEP team summarizes the interview information and the data collected during direct observation to form one or more hypotheses identifying the function(s) the behavior is serving for the student. The IEP team uses this information to build a Positive Behavior Support Plan. Ongoing analyses of data collected during the intervention phase of the PBSP guide the team in measuring progress and making necessary revisions.

## STEP 1: FBA INTERVIEW

<b>Student Name:</b> _____	<b>Date:</b> _____	
<b>School:</b> _____	<b>Grade:</b> _____	<b>DOB:</b> _____
<b>Educational Program Description:</b> _____		
_____		
_____		

**I. Description of the Behavior of Concern** (specifically describe what the behavior looks and sounds like): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Instructions:* When the answer is YES, add details on the lines provided.

**II. Physiological and Medical Factors:**

1. Could the behavior be the result of a medical or psychiatric condition or any form of physical discomfort?

NO

YES \_\_\_\_\_

\_\_\_\_\_

2. Could the behavior be related to a side effect of medication?

NO

YES \_\_\_\_\_

\_\_\_\_\_

3. Could the behavior be the result of some physical deprivation condition (thirst, hunger, lack of rest, etc.)?

NO

YES \_\_\_\_\_

\_\_\_\_\_

### III. Antecedent Events:

1. Are there circumstances in which the behavior ALWAYS occurs?

NO

YES \_\_\_\_\_  
\_\_\_\_\_

2. Are there circumstances in which the behavior NEVER occurs?

NO

YES \_\_\_\_\_  
\_\_\_\_\_

3. Does the behavior occur only (or more often) during particular activities?

NO

YES \_\_\_\_\_  
\_\_\_\_\_

4. Does the behavior occur only with (or more likely with) certain people?

NO

YES \_\_\_\_\_  
\_\_\_\_\_

5. Does the behavior occur in response to certain stimuli? (demands, termination of preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc.)

NO

YES \_\_\_\_\_  
\_\_\_\_\_

6. Does the behavior occur only (or more likely) during a certain time of day? (morning, afternoon, end of school day, evening)

NO

YES \_\_\_\_\_  
\_\_\_\_\_

#### IV. Skill Deficits Related to Behavior of Concern:

Could the behavior be related to any skill deficits? (check\* all that apply)

- Academic Skills:** Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
- Participation Skills:** The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction.
- Social Skills:** The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
- Communication Skills:** The student has difficulties with requesting what they need, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding non-verbal or verbal language, or following directions.
- Organizational Skills:** The student has difficulty with organizing school supplies, study area, time, or projects, organizing class notes, or dividing assignments into task.
- Self-Regulation Skills:** The student has difficulties with staying on-task, completing work assignments, handling stressful situations, calming self when agitated, following rules, or difficulty transitioning between activities/places or people. Difficulty with problem solving.
- Study Skills:** The student has difficulty with studying for tests, taking tests, taking notes from lectures, or using studying techniques.
- Motor Skills:** The student has difficulty with gross motor skills (e.g. running, raising arms, putting feet together, squatting, bending at waist, etc.) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse, etc.). S/he has difficulty with imitating others' actions.
- Functional Skills:** The student has difficulty with performing activities of daily living (e.g. eating, dressing, toileting, grooming).
- Play Skills:** The student has difficulty with actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

\*If checked, please refer for further assessment (i.e. Speech & Language evaluation, Occupational Therapy evaluation, curriculum-based assessments, specific skills assessments)



**V. Consequence Factors:**

1. Does the behavior allow the student to gain something?

A. Preferred activities or items?

*Indicators: The behavior often occurs when the student sometimes or always regains an item or activity **that has been taken away or terminated**. The behavior often occurs **when** the student sometimes or always gains access to an activity or **item that he was told he couldn't have**. The behavior rarely occurs when the student **is given** free access to his or her favorite items or activities.*

NO

YES \_\_\_\_\_

\_\_\_\_\_

B. Peer or adult attention?

*Indicators: The student frequently approaches others. The student frequently initiates social interaction. When the behavior occurs, **someone** usually responds by interacting with the student in some way (i.e. verbal reprimand, redirection, comforting statements). The behavior rarely occurs when the student is receiving attention.*

NO

YES \_\_\_\_\_

\_\_\_\_\_

2. Does the behavior allow the student to postpone, avoid, or escape something such as task demands, social interaction, etc.?

*Indicators: The behavior often occurs when the student sometimes or always postpones or escapes the task **demands placed upon him**. The behavior rarely occurs when few demands **are placed** on the student or when the student **is left** alone. The student is often noncompliant when asked to complete tasks and the student sometimes or always postpones or escapes the tasks. The behavior often occurs prior to predictable demands and the student sometimes or always avoids or postpones the tasks.*

NO

YES \_\_\_\_\_

\_\_\_\_\_

3. Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

*Indicators: The behavior occurs frequently when the student is alone or unoccupied. The student seems to have few known reinforcers or rarely engages in social interaction activities. When the student engages in the behavior, others usually respond by not attending to the behavior.*

NO

YES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## STEP 2: DIRECT OBSERVATION

The FBA interview results in a measurable description of the behavior of concern and information that leads to direct observation with data collection and analysis.

- ◆ Direct observation
  - ◆ Serves to clearly define the behavior
  - ◆ Supports or refutes interview information
  - ◆ Allows for assessment of behavioral events in the student's natural environment
  - ◆ Leads to an hypothesis regarding the function(s) of the student's behavior of concern
  - ◆ Serves as a baseline to measure the frequency, duration, and/or intensity of the behavior prior to intervention
  - ◆ Provides information that is necessary to build a Behavioral Intervention Plan
  - ◆ Supplies the team with progress monitoring data to evaluate the implemented interventions and guide adjustments to the BIP.
  
- ◆ Data collection
  - ◆ Define the behavior in observable and measurable terms.
  - ◆ Determine the purpose for data collection—the type of information needed from each data collection session (i.e. frequency counts, identifying antecedents and/or consequences).
  - ◆ Outline the schedule including where, when, how often, and who will collect data.
  - ◆ Design tools that will result in the collection of the type of data needed and that are functional with clear coding systems.
  - ◆ Transfer the data to a visual representation (graph) and analyze it for trend, level and variability.
  
- ◆ Data collection methods (Appendix A)
  - ◆ Record frequency and/or duration indicating time of day, location, activities occurring, and people present.
  - ◆ Write a description of the student's behavior as well as the antecedents and consequences using an Antecedent - Behavior - Consequence (A-B-C) format. This type of data must be collected multiple times across settings when the behavior of concern occurs as well as when the behavior of concern does not occur.

**Appendix A** contains sample data collection tools for use during direct observation followed by a graphic (visual) representation of the data to facilitate data analysis.

**Appendix B** contains blank data collection forms for you to use directly or adapt to fit your needs.

## STEP 3: SUMMARY

History of interventions for Current Behavior of Concern	
Antecedent (prevention) strategies:	Consequence strategies:
<b>Direct Observation Summary</b> (attach graphic representation of observation data collected) 1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs?  2. Describe any patterns to the occurrence of the behavior of concern.	
<b>Antecedent and Consequence Factors</b> 1. Describe the antecedents that are present when the behavior of concern occurs.  2. Describe the consequences that appear to be maintaining the behavior of concern.	
<b><u>Hypothesis Regarding Function of the Behavior of Concern</u></b> (The team may identify more than one hypothesis.) 1. When _____ (antecedent to behavior of concern), _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior). 2. When _____ (antecedent to behavior of concern), _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior).	