Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier III Training

Module 4
Functional Behavior Assessment (FBA)

RTI Arkansas

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State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Functional Behavior Assessment

Title of Training:

Module 4: Functional Behavior Assessment (FBA)

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the Tier III series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier III.

What is included?
- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.** ⭐
  - Examples will appear in a **blue text box** with a smiley face. 🙂

- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:
- PBIS Tier I Modules and PBIS Tier II Modules
- Basic Behavior Concepts, developed by K-12 Arkansas Behavior Support Specialists, which can be found at this website: www.arbss.orghttps://arbss.org/courses-2/
- PBIS Tier III Modules 1-3

Training Description:

This module is designed to give administrators, schools, districts, and other personnel information about a Functional Behavior Assessment.

Module Sections:

Training Materials/Equipment:

PowerPoint for Module 4: Functional Behavior Assessment (FBA)

- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - "Clicker" to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.

- o Note that it may take a minute for the video to load.
- o Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- o Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of:
- The Functional Assessment Checklist for Teachers and Staff (FACTS) (pgs. 37 – 43)
- Student-Assisted Functional Assessment Interview (pg. 45 – 47)
- Brief FBA Family-Directed Interview (pg. 49)
- A-B-C Observation Recording Form (pgs. 53 – 54)

Activities in this Training:
- Crisis Plans (pg. 21)
- Collecting Data for FBA (pg. 33)
- Aiden's Behaviors (pg. 62)
- Develop a Summary Statement (pg. 69)

Essential Questions:

These essential questions will be addressed in this training module:

- What is a Functional Behavior Assessment (FBA)?
- Who conducts an FBA?
- What data are collected during an FBA?
- How are data used to develop a hypothesis, or summary statement?
- What are the next steps after completing the FBA?

Trainer Tips:

- For the purpose of this module, we are going to focus on the process for FBAs conducted by school staff.

Introduction

Slides 1 - 6

- Purpose of this module
- Objectives of this module
- Introduction to the case study

Slide #1
[Functional Behavior Assessment (FBA)]

Trainer Notes:

Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists will be live soon. The website is www.arbss.org (courses). This should be a prerequisite for viewing these Tier III modules. (https://arbss.org/courses-2/)

Slide #2

[The Purpose of this Module]

Slide #3

[Objectives]

Slide #4

[The Tiered Fidelity Inventory (TFI) Tier III Planning Tool]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with 1 or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, elements of items 3.7, 3.8, 3.9, 3.10, will be addressed.
- Fidelity checks will appear throughout this module – at the end of content sections, as appropriate.

Slide #5
[Introduction to the Case Study]

Trainer Notes:
The school and people presented in this case study are fictional. The purpose of the case study is to provide a concrete example of Tier III processes to enhance participant understanding.

Slide #6

[Aiden's Journey Continues]

Trainer Notes:

- We will be following Aiden's journey throughout the Tier III modules.

- Aiden is a 7-year-old 2nd grader at University Heights Elementary School who was first identified for interventions due to aggressive behaviors and disengagement in the classroom.

- Due to the severity of the behavior problems Aiden displayed, he was referred to the school building level committee for Tier II interventions.

- Based on data decision rules, Aiden met the threshold for Tier II supports.

- After reviewing data and teacher referral to determine probable function of behavior (an FBA was not conducted), it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training.

- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.

- Because he was unsuccessful at Tier II, the team followed their PBIS procedures and data decision rules and referred him for Tier III interventions.

Training Section One

What is a Functional Behavior Assessment?

Slides 7 - 18

Goals

Participants will learn
- When crisis plans are needed
- The FBA process

Slide #7

[What is a Functional Behavior Assessment (FBA)?]

Slide #8
[FBA is NOT a Crisis Plan]

Slide #9

[Crisis Plans]

Safety Concerns

Examples of potentially harmful behavior that might require a Crisis Plan:
- Flailing arms and legs and screaming or crying while lying on floor
- Breaking windows
- Kicking holes in the wall
- Hitting others and leaving a mark (bruise, torn skin, etc.)
- Leaving the building and running away
- Setting fires
- Self harm or threats of self harm

Slide #10
[Safety Concerns]

Safety Strategies

- Identify behaviors that signal the safety strategies should be used.
- Describe each action that must be taken to keep everyone safe.
- Identify the personnel that will assist in implementing the plan.
- Identify what the other children will do.
- If the behavior is severe enough, have personnel (accessed through a code word over the intercom or accessed by having a responsible child go to the office) and materials (crisis bag) readily available.

Slide #11
[Safety Strategies]

Trainer Notes:

- Understanding the student's typical escalation behaviors and signals can help staff recognize when their actions or words can be used to help de-escalate a situation and how to avoid unintentionally provoking a student.

- It should be noted that in the case of substitute staff, the plan needs to be implemented by a familiar and trusted individual, but triggers or de-escalation techniques shared with this support staff.

- De-escalation and prevention are preferable to crisis management procedures whenever possible or predicted.
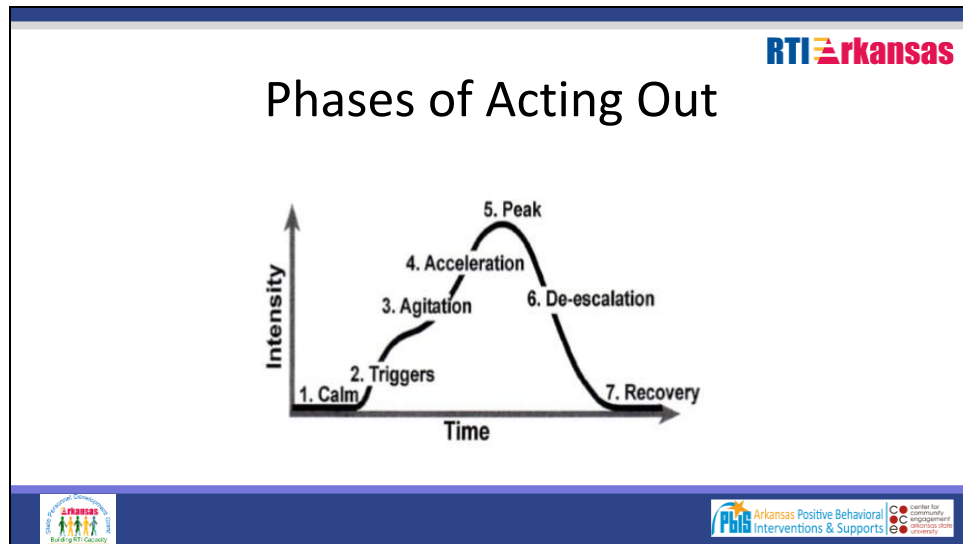
Slide #12
[Phases of Acting Out]

Trainer Notes:

- De-escalation after peak may take on various behaviors ranging anywhere from calm detachment to laughter or crying possibly even sleepiness.
    - During de-escalation the trigger may still exist and can take the cycle quickly back through agitation, acceleration and peak multiple times if personnel are unable to correctly identify and nullify the trigger.
- In the recovery phase, it is important to reestablish the relationship with the child but be careful to avoid the desire to discuss the behavior that has just occurred.
    - The student may seem ready to discuss or evaluate but often more time is needed between a recent event and the complex dissection of the behaviors.
- Catching the student early in the cycle has the greatest chance of success for the entire plan. Making sure all adults know how to interact with the student throughout the cycle is key to ensuring a smooth transition back to stable functioning.

Appropriate Responses for Each Phase

If the student is…	Staff should respond by…
Triggered (showing heightened awareness, sensitivity, or distraction)	Asking the student, "how can I help you?"
Agitated (showing anger, sadness, anxiety, or frustration)	Keeping conversation to a minimum while showing empathy and providing opportunities for access to supports.
Accelerating (beginning to interact negatively with others)	Using a calm voice with limited words. They should also limit the number of adults who are interacting with the student.

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Slide #13

[Appropriate Responses for Each Phase]

Appropriate Responses cont.

If the student is…	Staff should respond by…
At the peak (engaging in serious behaviors that may pose a safety threat to the student or others)	Focusing on safety, enacting safety plans, limiting the number of adults talking with the student (although others should be watching the situation).
De-escalating (beginning to calm down)	Separating the student from classmates, providing easy work for the student to do until he/she is ready to return to class. The situation should be documented.
Recovering (showing typical, calm behavior)	Continuing with planned consequence without negotiation, acknowledging cooperative or appropriate behaviors, encouraging and supporting problem solving.

Slide #14

[Appropriate Responses cont.]

Slide #15

[Table Talk]

Trainer Notes:

Allow participants to discuss whether Aiden needs a Crisis Plan in his BIP.

⭐ **DISCUSSION**

Crisis Plans

- Engage participants in a discussion around whether they think Aiden should have a crisis plan.
- Use the bullet points on the slide to guide the discussion.

Slide #16
[What an FBA IS]

Trainer Notes:

- Understanding the function of an undesirable behavior is the key to maintaining effective positive behavior supports (Storey & Post, 2017).

- The results of the assessment should lead to prevention of undesirable behavior by environmental modifications and teaching more appropriate behaviors rather than reducing undesirable behaviors through punitive consequences.

Slide #17

[When is an FBA Conducted?]

Trainer Notes:

There may be legal requirements involved when a student has an IEP.
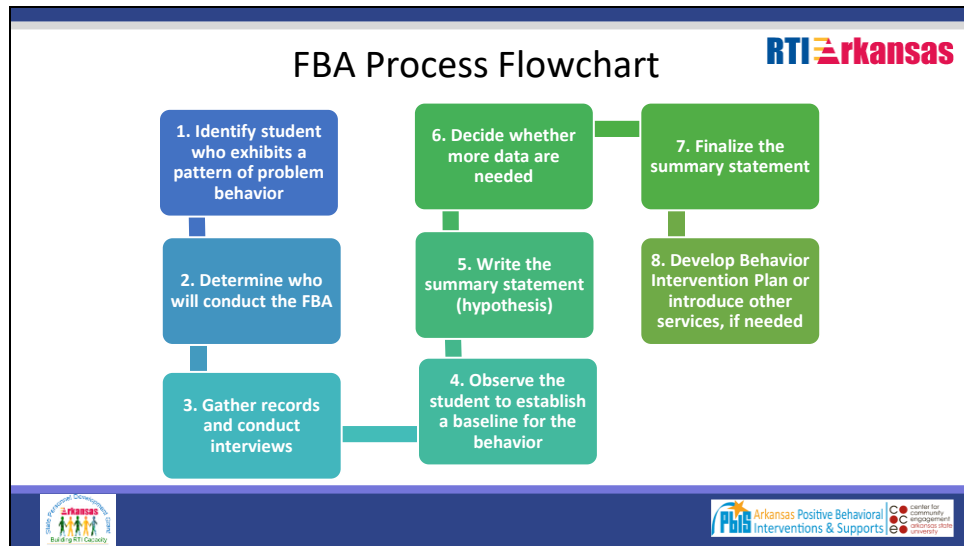
Slide #18

[FBA Process Flowchart]

Trainer Notes:

This slide illustrates the steps in the FBA process.

Training Section Two

Who Conducts the FBA?

Slides 19 - 22

Goals

Participants will learn
- Who conducts the FBA
- What happens during FBA meetings

Who Conducts the FBA?

Slide #19
[Who Conducts the FBA?]

Which Team Conducts the FBA?

- FBA conducted by Tier III Action Team plus a representative from the Tier III Core Team.
- The Action Team includes individuals who work with the student.

Slide #20

[Which Team Conducts the FBA?]

Trainer Notes:

- The FBA Process will be conducted by the student's Tier III Action Team, along with a representative from the Tier III Core Team.

- The Action Team includes individuals who work with the student. These may include the student's teacher, parent, and school counselor.

Who Else Should Be Involved?

- FBAs can be done by school staff.
- If student's behavior may be harmful to self or others, individuals with expertise in behavior should be involved.

Slide #21

[Who Else Should Be Involved?]

Trainer Notes:

For the purpose of this module, we are going to focus on the process for FBAs done by school staff.

Slide #22

[What happens during the FBA Meeting(s)?]

Trainer Notes:

- The FBA process will begin with a meeting to determine roles and responsibilities and will reconvene to address and summarize the results.

- Each member will be responsible for evaluating the information for accuracy or supplying relevant information.

- Data collected through observation can be used to clarify conflicting information provided by the teacher/parent/student and/or used to determine the pattern of behavior.

- Training with using ABC observation forms may be needed if no personnel are familiar with this type of observation.

Training Section Three
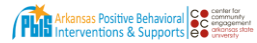

What Data Are Needed for an FBA?
Slides 23 - 33

Goals

Participants will learn
- What data are needed for an FBA
- Examples of interview forms
- How to gather observational data

Slide #23

[What Data Are Needed for an FBA?]

Slide #24

[What Kind of Data Are Needed?]

Slide #25

[Which Student Records Should Be Reviewed?]

Trainer Notes:

- Review records to see what is relevant to the target behavior. Some questions to ask:
    - Is there a need for additional assessments (e.g., social skills, communication skills, intellectual functioning, achievement, curriculum-based assessment, etc.)?
    - Is the target behavior related to a skills or performance deficit in social, communication, or academic ability?
    - Describe any medical issues the student is experiencing. Could the target behavior be related to an underlying medical condition?
    - Describe any accommodations, modifications, and/or other behavior supports that are currently in place to address the target behavior.

ACTIVITY

Collecting Data for FBA

- In Module 2 (Tier III Leadership), the Core Team's initial responsibilities were discussed. One of those responsibilities was to develop a standard process for conducting the FBA.
- Knowing data may be needed for the FBA process, teams will need a plan for how they will collect these data. Even though the Action Teams will be conducting the FBA, the Core Team will be responsible for getting data to the Action Teams.

Options for Measuring Baseline Data

Depending upon the type of behavior, there are 3 ways to measure it:

- Frequency: How many times the student exhibits the behavior during a designated period of time
- Duration: How long the student engages in the behavior
- Intensity: The force with which behavior occurs

Slide #26

[Options for Measuring Baseline Data]

Trainer Notes:

- Frequency- Use when behavior can be easily counted- but not a behavior that occurs at a high rate. Examples- hitting peer, throwing objects, raising hand, shouting out, tardy
- Duration- Use when the behavior occurs at a high rate or over extended period of time. Examples- Out of seat behaviors, crying, on task
- Intensity- Use when impact/ significance of behavior is pertinent over frequency or duration. Example- hitting a classmate resulted in bruising or fingerprint marks.

Conducting Interviews

- Obtain information about the context in which the target behavior usually occurs.
- Gather additional data from teacher, student, and family.
- Determine the student's strengths as well as Quality of Life needs.
- Assess the family's preferences for individualized support across domains of need.

Slide #27

[Conducting Interviews]

Trainer Notes:

- Some important contextual variables: antecedents, setting events, consequences, target behaviors, biological and physiological variables, etc.

- Conducting interviews with the teacher, student, and family may help provide additional data.

- Interviews can be used to determine the student's strengths as well as Quality of Life needs the family would like addressed in the student's plan. Quality of Life refers to basic needs that are not being met that may be contributing to the behavior issues. For example, student does not have running water available at home.

- Interviews can also help assess the family's preferences for individualized support across domains of need (e.g., academics, health, social).

- The next slides contain some examples of interview forms that are available for teams to use to collect information from various parties.

Slide #28

[Possible Interview Form]

Trainer Notes:

The full tool will be provided on the following pages of this module and can also be found at this link: http://cce.astate.edu/pbis/wp-content/uploads/2012/09/T200fi-FACTS_FBABIP-Interview.doc

☺ **EXAMPLE**

The Functional Assessment Checklist for Teachers and Staff (FACTS)

This checklist is presented as a handout on pages 37 – 43.

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A

Step 1

Student/ Grade: _____ Date: _____

Interviewer: _____ Respondent(s): _____

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.

_____

_____

Step 3

Problem Behavior(s): Identify problem behaviors

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	

Describe problem behavior: _____

Step 4

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low 1	2	3	4	5	High 6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 5

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
Routine # 3		

Adapted by C. Anderson & C. Borgmeier (2007) from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part B

Step 6   Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 7

Provide more detail about the problem behavior(s):
What does the problem behavior(s) look like?
How often does the problem behavior(s) occur?
How long does the problem behavior(s) last when it does occur?
What is the intensity/level of danger of the problem behavior(s)?

Step 8   **ANTECEDENTS: TRIGGERS AND SETTING EVENTS**

What are the events that predict when the problem behavior(s) will occur? (Predictors).
Identify the trigger generally
1. **In this routine, what happens most often just before problem behavior?** _____
2. **If you put this trigger in place 10 times, how often would it result in problem behavior?**
3. **Does problem behavior ever happen when (opposite of trigger or trigger absent)?**

Triggers		
____Tasks	____Reprimands	____Transitions
____Unstructured time	____Structured/non-academic activities	____Isolated, no-one around

Identify specific features of the trigger		
If tasks (e.g., group work, independent work, small-group instruction, lecture)…	Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is this hypothesized?	
If unstructured time…	Describe the setting, activities, and who is around	
If reprimand…	Describe who delivers the reprimand, what is said, and what the purpose of the correction is	
If structured, nonacademic activities	Describe the context, who is around, what activities are going on, what behaviors are expected?	
If transitions	Describe the activity that is being terminated and the one that is being transitioned to. Identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured.	
If isolated	Where did the behavior occur? What features of the environment might be relevant?	

Step 9

<u>Are setting events relevant?</u>
1. **Is there something that, when present makes it more likely that the trigger identified above sets off the behavior?**
2. **If yes, is this event present sometimes and absent others? Does the behavior occur only when the event is present?**

Setting Events		
____Correction/failure in previous class	____Conflict at home	____Hunger
____Peer conflict	____Correction from adult earlier in day	____Lack of sleep
____Change in routine	____Homework/assignment not completed	____Medication (missed or taken)

Step 10

CONSEQUENCES

What consequences appear most likely to maintain the problem behavior(s)?

<u>Identify the consequence generally</u>
In the routine identified, when the trigger occurs and problem behavior happens, what occurs next?
1. **What do you do? What do other students do? What activities happen or stop happening?**
2. **Narrow it down: Take each consequence identified above:**
   a. **Would the behavior still happen if that consequence couldn't occur (e.g., if peer attention, no other students were around?; if your attention, would the behavior still occur if you were not around? If escape, would the behavior still occur if the task was easier?)**
   b. **Of the last 10 times you saw the behavior, how often did this consequence occur?**

Things that are Obtained		Things Avoided or Escaped From	
___ adult attention	Other: _____	___ hard tasks	Other: _____
___ peer attention	_____	___ reprimands	_____
___ activity	_____	___ peer negatives	_____
___ money/things	_____	___ physical effort	_____
		___ adult attention	_____

<u>Identify specific features of the Consequence</u>

Identify specific features of the consequence		
If adult or peer attention is obtained or avoided.	Define who delivers attention, what they say, and how long the attention typically lasts. What does the student do following this attention—is their a back-and-forth that occurs? Does behavioral escalation occur?	
If an activity or request follows or is removed	Describe the specific activity including who else is present, what the activity consists of, and how long it lasts.	
If tangible items are obtained or removed	Describe the specific item(s) obtained including who else is present and how long the student has access to the item.	
If sensory stimulation possibly occurs or is removed	Describe the context, who is around, what activities are going on, what behaviors are expected?	

Step 11

SUMMARY OF BEHAVIOR
Identify the summary that will be used to build a plan of behavior support.

| Setting Events | → | Trigger | → | Behavior | → | Consequence |
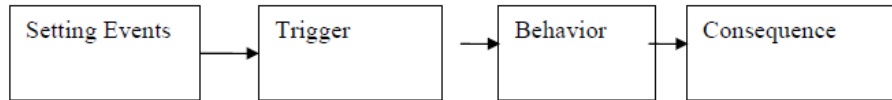
How confident are you that the <u>Summary of Behavior</u> is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)   4/24/00

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff

The Efficient Functional Behavior Assessment: FACTS is a brief, semi-structured interview for use in building behavior support plans. The interview should be administered by someone with expertise in function-based support and in interviewing. The FACTS should be administered people (teachers, family, clinicians) who know the student best. For efficient FBA, after completing the FACTS interview a brief, confirmatory observation is completed. The results of the FACTS and the observation are used to build a hypothesis statement. The FACTS can be completed in a short period of time (15-20 min). Efficiency and effectiveness in completing the forms increases with practice.

The interview consists of two parts; Part A is the routines analysis and part B is the functional behavior assessment. The goal of the routines analysis is to isolate routines during which problem behavior reliably does and does not occur. If this information was gathered elsewhere (e.g., a request for assistance form, previous interview), you can skip this part of the interview.

How to Complete Part A

Step #1: Complete Demographic Information:

Record the students name, who was interviewed, and the date the interview was completed. Record as well the name of the person who administered the interview.

Step #2: Complete Student Profile

Ask the person you are interviewing to identify strengths or special attributes the student brings to school. This can include activities the student is especially good at or enjoys and also special qualities (e.g., a great smile). This step is important to (a) help focus on strengths as well as challenges and (b) identify activities that may potentially be used as part of the intervention.

Step #3: Identify Problem Behaviors

Obtain a global idea of what the problem behavior is. If there are multiple problem behaviors, of concern, circle the ones of greatest concern.

Step #4: Routines Analysis

a) List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.
b) For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).
c) Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

d) Indicate which problem behavior is <u>most likely</u> in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured, activities that involve high academic demands, activities with teacher reprimands, activities with many peers and relatively few adults) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.
    For <u>each</u> routine identify in Step #5 complete a FACTS-Part B

How to Complete Part B

Step #6: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. Complete this part of the interview for only one routine at a time. Use multiple Part B forms if multiple routines are identified.

Step #7: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #8: Identify Events that Predict Occurrence of the Problem Behavior(s)

a) Within each routine, identify the events that reliably predict the problem behavior. Begin by asking at least the three guiding questions listed in the interview. The first question to be asked is, "in this routine (e.g., when asked to work on math in a group), what happens most often just before the problem behavior?" Ask the two follow-up questions for the event or events identified in this first question. For example, if the teacher says that disruptive behavior usually begins when one of the group members tells the target student he is doing something wrong, ask, "If a student said this to the target student 10 times, how often would disruption result?" Also ask, "Does disruption ever happen during group work when no-one corrects him?" The goal of your questions is to increase your confidence that you have isolated the specific antecedent. If, for example the teacher tells you that disruption does happen fairly often when other students do not correct him, this tells you that the specific antecedent is not being told he is doing something wrong—you need to search further.
b) Once you have identified the specific antecedent, place a check mark in the relevant box and then move to the table below. Ask the indicated follow-up questions to isolate precisely what the triggering event consists of. For example, what do the other students say, is it one specific student?

Step #9: Are Setting Events Relevant?

Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior. Sometimes they work by making a consequence more or less valuable. For example, getting in a fight in the morning may make it more likely that a student is defiant when asked to engage in academic work because being in the fight made task avoidance more rewarding. To find out if there is a setting event involved, ask at least two questions. First, does the trigger identified above only lead to the behavior sometimes and if so, can you identify an event that occurs earlier in the day that seems to make it so that that trigger "works" to make the behavior happen? Second, if the answer to that question is yes, is this event present sometimes and absent others? If the event is always present or always absent, then it is not a setting event. It has to occur only sometimes AND, when it does occur, lead to the antecedent triggering problem behavior.

Step #10: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

a) Begin by asking, when the trigger occurs and the problem behavior happens, what occurs next? Ask specific questions such as, "what do you do?" "what do other students do?" "does anything start or start happening?"

b) Once you have identified some possible consequences ask follow-up questions to increase your confidence. You can think of this as setting up "test conditions." For example, you could describe a scenario in which the consequence couldn't occur and ask if the behavior would still happen. For example, if the teacher says that disruptive behavior is followed by her attention, ask if the problem behavior would still happen if she was not available. If it would, then it is unlikely that her attention is the important consequence.

c) Once you have identified the relevant consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number "1" next to the consequence that you believe is most valued by the student and a "2" next to the one that is the next most important. Then, move to the "specific features of the consequence" box. Use questions in this box to guide you in identifying precisely what features of the consequence are related to problem behavior.

Step #11: Build a Summary Statement

The summary statement indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS. If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observations.

Use the 1-6 scale to define the extent to which you, the interviewer or the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Slide #29

[Possible Interview Form]

Trainer Notes:

The full tool will be provided on the following pages of this module and can also be found at this link: http://fifa.fmhi.usf.edu/School/Student_Assisted_Interview.pdf

---

😊   **EXAMPLE**

Student-Assisted Functional Assessment Interview

This form is presented as a handout on pages 45 – 47.

Student-Assisted Functional Assessment Interview

Student   _____

Date   _____

Interviewer _____

SECTION I

1. In general, is your work too hard for you?	Always	Sometimes	Never
2. In general, is your work too easy for you?	Always	Sometimes	Never
3. When you ask for help appropriately, do you get it?	Always	Sometimes	Never
4. Do you think work periods for each subject are too long?	Always	Sometimes	Never
5. Do you think work periods for each subject are too short?	Always	Sometimes	Never
6. When you do seatwork, do you do better when someone works with you?	Always	Sometimes	Never
7. Do you think people notice when you do a good job?	Always	Sometimes	Never
8. Do you think you get the points or rewards you deserve when you do good work?	Always	Sometimes	Never
9. In general, do you find your work interesting?	Always	Sometimes	Never
10. Are there things in the classroom that distract you?	Always	Sometimes	Never
11. Is your work challenging enough for you?	Always	Sometimes	Never

SECTION II

1. When do you think you have the fewest problems with _____ in school?

                                                    (target behavior)

2. Why do you not have problems during this/these time(s)?

3. When do you think you have the most problems with _____ in school?   target behavior)

4. Why do you have problems during this/these time(s)?

5. What changes could be made so you would have fewer problems with
   _____?
   (target behavior)

6. What kind of rewards would you like to earn for good behavior or good school work?

7. What are you favorite activities at school?

8. What are your hobbies or interests?

9. If you had the chance, what activities would you like to do that you don't have the opportunity to do now?

SECTION III
Rate how much you like the following subjects:

	Not at all	Fair		Very Much	
Reading	1	2	3	4	5
Math	1	2	3	4	5
Spelling	1	2	3	4	5
Handwriting	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
English	1	2	3	4	5
Music	1	2	3	4	5
P.E.	1	2	3	4	5
Computers	1	2	3	4	5
Art	1	2	3	4	5
Other:_____	1	2	3	4	5

SECTION IV

What do you like about Reading?
What don't you like about Reading?
What do you like about Math?
What don't you like about Math?
What do you like about Spelling?

What don't you like about Spelling?
What do you like about Handwriting?
What don't you like about Handwriting?
What do you like about Science?
What don't you like about Science?
What do you like about Social Studies?
What don't you like about Social Studies?
What do you like about English?
What don't you like about English?
What do you like about Music?
What don't you like about Music?
What do you like about P.E.?
What don't you like about P.E.?
What do you like about Computers?
What don't you like about Computers?
What do you like about Art?
What don't you like about Art?

Slide #30
[Possible Interview Form]

Trainer Notes:

- The full tool will be provided on the following page of this module and can also be found at this link: http://cce.astate.edu/pbis/wp-content/uploads/2012/09/Brief-FBA_Family-Directed_FA-Interview_ILPBIS10.3.11.doc

☺ **EXAMPLE**

Brief FBA Family-Directed Interview

This form is presented as a handout on page 49.

BRIEF FBA FAMILY-DIRECTED INTERVIEW

Name of Student & Family Member: _____ Interviewer: _____ Date: _____

I. Opening. *"We are meeting today to find ways to change school so that _____ (child's name) likes it more and is more successful. It will take only a few minutes. I can help your child best if you can be as specific as possible. Your opinion is very important and will help us all to develop a successful school plan."*

II. Let's talk about what's happening for your child at school.

a. What are some of the things that your child **enjoys** at school?

b. What are some of your child's **strengths**?

c. What are the things that your child does that get him/her into trouble at school?

d. What do you think is happening at school that **leads** your child into getting into trouble (what happens first)?

e. Overall, **why** do you think your child is having difficulty at school?

"Thank you for your help. This information will guide us in developing a successful support plan for your child here at school. We look forward to meeting/speaking with you again shortly to work on the details of that support plan (or Behavior Intervention Plan)."

Slide #31
[Rating Scales or Questionnaires]

Trainer Notes:

Articles and examples of the tools described on this slide can be found below:

- Problem Behavior Questionnaire (PBQ)(Lewis et al., 1994) -
  https://journals.sagepub.com/doi/10.1177/073724779401900207
- PBQ Tool:
  https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/178/FBAproblem_beh
  avior_questionnaire.pdf
- Questions about Behavioral Function Scale (QABF) (Paclawskyj et al., 2000) -
  https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=
  7854&context=gradschool_disstheses
- QABF Tool is most often used for students with developmental disabilities:
  https://www.gscenter.org/images/oscampus/files/06-ICDD-Questions-About-
  Behavioral-Function-QABF.pdf

Slide #32
[Gathering Observational Data]

Trainer Notes:

- Observing the student in the location where the behavior is likely to occur not only helps the team write an accurate summary statement of the behavior, but it can also be used to establish the baseline, so that after intervention(s) are implemented, the team will know whether the behavior is improving.

- By observing student in locations where they are successful with behavior, you can make note of how antecedents and consequences differ from where the student typically engages in the target behavior.

Slide #33

[Sample Observational Data Collection Form]

Trainer Notes:

- This form will be on the following pages in its entirety. It is an efficient way to collect the observational data.

- The form can be found at this link: http://cce.astate.edu/pbis/wp-content/uploads/2020/08/ABC-Observation-Recording-Form-from-MO-SW-PBS.docx

☺ **EXAMPLE**

A-B-C Observation Recording Form

This form is presented as a handout on pages 53 – 54.

A B C Observation Recording Form

Observer: _____   Student: _____

Location (e.g., class #, gym, cafe): _____   Date: _____

List Initial Summary Statement

ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During:	When:	The student will:	Because: Therefore the function is to obtain/avoid _____

Activity Observed:

Time	Antecedent		Behavior	Outcome/Consequence
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ get specific activity/object ☐ get specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:

Time	Antecedent		Behavior	Outcome/Consequence
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:
	☐ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify:	☐ Directed to work on tasks requiring specific academic skills ☐ Directed to complete nonacademic tasks ☐ Given correction ☐ Working/playing w Peers ☐ Alone (no interaction) ☐ Engaged in self-selected task ☐ Directed to stop self-selected task Notes:		☐ adult(s) respond (look at or talk to student) ☐ peer(s) respond (look at, laugh or talk to student) ☐ got specific activity/object ☐ got specific sensory input ☐ adult attention removed ☐ peer attention removed ☐ specific activity/object removed ☐ specific sensory input removed Notes:

Summary Statement based on Observation(s)

	During:	When:	Student will:	Because: Therefore the function is to obtain/avoid (circle one)

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

Not at all			*So-so*			*Very confident*
1	2	3	4	5	6

Training Section Four

How Is a Hypothesis Developed?

Slides 34 - 47

Goals

Participants will learn
- To stay focused on the function of behavior
- About target behaviors
- How to create a summary statement

How Is a Hypothesis Developed?

Slide #34

[How Is a Hypothesis Developed?]

Slide #35

[What Is a Hypothesis?]

Trainer Notes:

- A hypothesis, also called a summary statement, is the team's best guess, based on all the data, of what the function of the student's problem behavior is.
- The hypothesis will be critical to developing the student's Behavior Intervention Plan.

Slide #36
[Stay Focused on the Function]

Trainer Notes:

- A target student will act a certain way to fulfill the need to obtain the desired outcome.

- The way a behavior looks or sounds may be the same for two different students but the function may be different.

- Do not solely focus on the description of the problem behavior; look also at environmental factors that support it.

- A successful intervention does not only look at the problem behavior but rather the context in which it occurs.

The Functions of Behavior

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- Access
  Example: gaining access to a basketball on the playground by taking it from someone else
- Attention
  Example: gaining adult attention during class by yelling
- Escape
  Example: throwing a chair in order to be sent out of the classroom
- Sensory
  Example: tapping pencil on desk for auditory stimulation

Slide #37

[The Functions of Behavior]

Trainer Notes:

These are the 4 main functions of behavior.

Slide #38
[Use the ABCs to Find the Function]

Trainer Notes:

- Recording the ABCs of behavior allows the observer to collect specific details about the context in which the target behavior occurs.

- The A-B-C recording form should include the date and time of the actual observation which includes the antecedent (what happens prior to the behavior occurring); the behavior (the behavior that is occurring); and the consequence (what happens immediately following the behavior).

Slide #39
[Target Behavior]

Trainer Notes:

- If "throws a tantrum" is given as one of a student's target behaviors, it needs to be rewritten so that it is less subjective.

- People may define "throwing a tantrum" differently. The paraprofessional's idea of a tantrum may be screaming and crying and the principal's idea of a tantrum may be refusal to do any work given.

- We can remove the confusion by stating the following: *Aiden throws a tantrum by throwing himself on floor, while kicking, crying, and screaming* **(observable)** *for more than 45 seconds* **(measurable)**.
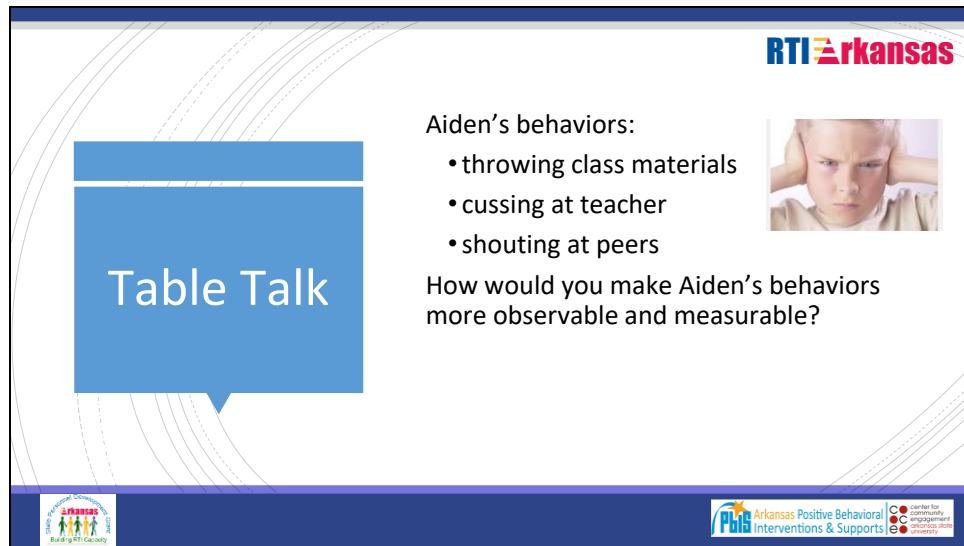
Slide #40

[Table Talk]

Trainer Notes:

- In Module 1 these behaviors were part of Aiden's referral for Tier III interventions.
- How can we make them more targeted?
- What does refusal to do work look like? How often does it happen?

⭐ **ACTIVITY**

Aiden's Behaviors

Engage participants in a discussion on Aiden's behaviors.

- o Are they observable and measurable?
- o How could you state the behaviors in a way that is observable and measurable?

Prioritizing Problem Behaviors

- If there are multiple problem behaviors, prioritize them according to which needs to be dealt with first (which is having the most impact).
- Some factors to consider:
  - Intensity
  - Frequency
  - Chronic need
  - Prerequisite for other skills
  - Duration

Slide #41

[Prioritizing Problem Behaviors]

Trainer Notes:

- Intensity- Severity of behavior – Does it put student or others in danger? Behaviors that causes or threaten physical injury take priority.
- Frequency- A frequent, consistent behavior may be a priority
- Chronic Need- Behaviors that have occurred over long periods of time may take precedence versus another problem behavior that recently started
- Prerequisite for Other Skills- Look at the relationship of the problem behavior and the replacement behavior with relationship to expected behaviors. Look at prerequisite behavior skills that need to be acquired first for long term success.
- Duration- If the problem behavior occurs over long periods of time during the day- this may take precedence versus a behavior that occurs over a shorter time frame.
- Behaviors can be grouped together if they serve the same function. Use a chart to prioritize the behaviors to make a decision.

Context

The behavior is most likely to occur…
- In which setting?
- During what type of activity?
- During what time of the day?
- On what day of the week?

Slide #42
[Context]

Trainer Notes:

Context- After the behavior is described and prioritized, the next feature to look at is context.

- Finding the context starts with looking at the student's schedule and interview information to determine the probability of the behavior occurring in each activity through the school day.
- This is essential when identifying the function.

Antecedent

Environmental events that occur IMMEDIATELY BEFORE occurrence of the target behavior, for example:

• Task presented
• Peer or staff interaction
• Transition periods, lack of access to a specific task or item
• Lack of peer or staff attention/interaction

Slide #43
[Antecedent]

Trainer Notes:

- Antecedents serve as cues for the student and signal when the target behavior will occur.
- Changing the antecedent may result in the problem behavior changing.
- Identify antecedent events by asking:
    - What is the context of the behavior? In other words, during what type of activity does it normally occur? (seat work, small group, large group)
    - Who is present in the context--staff and peers?
    - What tasks are often assigned in this context? (memory or mastery of a skill- math facts, spelling, reading, writing)

Consequence

- Consequences are environmental events that occur IMMEDIATELY AFTER occurrence of the target behavior.
- Consider interview responses, disciplinary records, student observations, etc.

Slide #44
[Consequence]

Trainer Notes:

- Example of a consequence: In math class, when Jimmy is given a task (antecedent), he throws his book on the floor (behavior). The teacher then sends Jimmy to the office, which is the consequence.

- Non-example: On the playground, when Susie wants to play basketball with Johnny (antecedent), she steals a basketball from Robert (behavior) and she and Johnny then play basketball (consequence). Later, Robert tells on Susie and she gets a detention (this is not the consequence as it happens much later). The consequence is the IMMEDIATE occurrence after the behavior.

Setting Events

- Events that occur outside the ABC sequence, but increase or decrease the likelihood of the target behavior.
- May be social, biological, physical, etc. in nature.
- Consider records reviewed, interview responses, behavior rating scales, student observations, etc.

Slide #45
[Setting Events]

Trainer Notes:

Setting Events- Can temporarily increase or decrease reinforcers and occur immediately before the problem behavior or days in prior.

- Common setting events: death or illness with an important person in student's life, student not feeling well, tired, hungry, negative interaction prior in the day, constant difficulty in the subject

Summary Statement

The summary statement is the team's best estimate, based on all of the data, of what the function of the student's problem behavior is.

Slide #46

[Summary Statement]

Slide #47
[Summary Statement Practice]

Trainer Notes:
A description of the areas noted in the form on this slide are explained in the previous slides.

⭐ **ACTIVITY**

Develop a Summary Statement

- Note: This activity can be done after presenting the Case Study later in this module.
- Using the information presented on the slides in this section, complete the template on this slide to develop a summary statement.
- Participants can use a fictional student, or possibly a student that they are considering for Tier III intervention.

Next Steps, Case Study, and TFI

Slides 48 - 60

- A preview of what to expect in the next module
- A summary of how this module relates to the case study
- A review of the TFI components addressed in this module
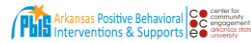
Slide #48

[Next Steps]

Possible Next Steps

- If necessary, meet to develop the Behavioral Intervention Plan (BIP).
- Determine what personnel will be involved in the creation of the BIP.
- Understand key components of a BIP.
- Determine what training or materials are needed for successful implementation of any plan created.
- Be prepared to reteach behavioral expectations.
- Ensure all personnel understand the goals of the plan.
- Clearly define target and replacement behavior, and generalization techniques.

Slide #49

[Possible Next Steps]

Trainer Notes:

- These are a few of the big ideas that will appear in the next module. The functional behavior assessment is used to guide development of a behavior intervention plan.

- Where Tier I and II supports are geared toward the schoolwide and classroom settings, Tier III is providing intervention to the individual through the support of the FBA and BIP and the personnel involved.

Slide #50

[Case Study]

Aiden's Action Team

- The following people are asked to serve as Aiden's Action Team based on their knowledge of Aiden:
  - Mr. Jones, Aiden's teacher
  - Mrs. Kelly, the school nurse who has good rapport with Aiden
  - Linda Hendricks, Aiden's mother
  - Ms. Jackson, the Guidance Counselor: she will guide the team in the FBA/BIP process.
- The Action Team decides to meet on Wednesdays at 8:15 a.m. A sub is provided for Mr. Jones.

Slide #51

[Aiden's Action Team]

Action Team Meeting 1

- At the first Action Team meeting, the roles and responsibilities of the various team members are established:
  - Ms. Jackson volunteers to interview Aiden's parents and Mr. Jones, Aiden's teacher.
  - Mrs. Kelly volunteers to interview Aiden. In addition, she will observe Aiden's behavior in the cafeteria and the classroom.
  - Mr. Jones will take notes and keep time during the meetings.
- Dates and times are determined for the interviews and observations to take place.

Slide #52

[Action Team Meeting 1]

Action Team Meeting 2

- At the second meeting, Ms. Jackson shares the data from her interview with Aiden and his parents. She has also brought Aiden's existing school data to the meeting. These data include his discipline data and grades.

- Mrs. Kelly shares the results of her observations of Aiden.

- Mr. Jones and Mrs. Hendricks report on Aiden's behavior in the classroom and at home.

- The team determines they have enough data to write the Summary Statement.

Slide #53

[Action Team Meeting 2]

Action Team Meeting 3

- Before completing the Summary Statement, Ms. Jackson reviews how to look at the Antecedent-Behavior-Consequence in order to determine the likely function of Aiden's behavior.

- The team reviews the antecedent of Aiden's behaviors (social interaction in an unstructured setting).

- They determine the consequence is often removal from the situation (making the "payoff" escape).

- The team reviews the interview and observation data to complete the Summary Statement.

Slide #54

[Action Team Meeting 3]

Slide #55

[Aiden's Summary Statement]

Trainer Notes:

- After reviewing this case study, if you haven't already, have participants complete the Summary Statement activity back on page 69.

- Using a real student, they will practice looking at the Antecedent-Behavior-Consequence, as well as reviewing what they know about the student, to write a likely summary statement.

Do It with Fidelity!

RTI Arkansas

Tiered Fidelity Inventory (TFI)
- Section 3.7: Professional Development
- Section 3.8: Quality of Life Indicators
- Section 3.9: Academic, Social, and Physical Indicators
- Section 3.10: Hypothesis Statement

Slide #56

[Do It with Fidelity!]

Trainer Notes:

- Have attendees review TFI Items 3.7, 3.8, 3.9, and 3.10 and assess where you are right now
- Record any actions that need to be taken to improve your score for each item

3.7 Professional Development

Feature	Possible Data Sources	Scoring Criteria
Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	▪ Professional development calendar ▪ Staff handbook ▪ Lesson plans for teacher trainings ▪ School policy	0 = No process is in place for teaching staff. 1 = Professional development and orientation process is informal. 2 = Written process is used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention.

Main Idea: Effective implementation of Tier 3 supports requires that relevant staff have the knowledge base necessary for success.

Slide #57

[3.7 Professional Development]

3.8 Quality of Life Indicators

Feature	Possible Data Sources	Scoring Criteria
Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = Quality of life needs/ goals and strengths are not defined, or there are no Tier 3 support plans. 1 = Strengths and larger quality of life needs and related goals are defined but not by student/family, or quality of life needs are not reflected in the plan. 2 = All plans document strengths and quality of life needs and related goals defined by the student/family.

Main Idea: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.

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Slide #58

[3.8 Quality of Life Indicators]

3.9 Academic, Social, and Physical Indicators

RTI Arkansas

Feature	Possible Data Sources	Scoring Criteria
Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans. 1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic). 2 = All plans include medical, mental health information and complete academic data where appropriate.

Main Idea: Tier 3 supports are more effective when designed with information related to student strengths and needs.

Slide #59

[3.9 Academic, Social, and Physical Indicators]

3.10 Hypothesis Statement

RTIArkansas

Feature	Possible Data Sources	Scoring Criteria
Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	▪ Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = No plans include a hypothesis statement with all three components, or there are no Tier 3 support plans. 1 = One or two plans include a hypothesis statement with all three components. 2 = All plans include a hypothesis statement with all three components.

Main Idea: An applicable hypothesis statement is a determining factor in intervention effectiveness.

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Slide #60

[3.10 Hypothesis Statement]

Conclusion

Slides 61 - 63

- Summary
- Resources

Summary

Learn what to consider when identifying students for Tier III interventions:

• Identify defining features of FBA from best practice.
  • Determine the Antecedent, Behavior, and Consequence.
• Apply a team-based problem-solving process to efficiently conduct FBA.
  • Develop a statement that summarizes context, ABCs & hypothesizes a function of the behavior.

Slide #61

[Summary]

Trainer Notes:

- Establish systems that ease collection of records and conducting interviews from student, family, and staff. There may be more than one behavior of concern but consider if one or more is creating the most impact on the educational environment and whether a course correction in this area may positively impact behavior overall.

- Use the data to identify triggering events, possible setting impacts, and what is maintaining the behavior.

- Conduct direct observations in multiple areas, using the students schedule to access areas of concern and areas least likely to demonstrate the behavior. Evaluate the validity of the hypothesis.

Resources

- School Wide Tiered Fidelity PBIS Training Deck, Georgia Department of Education
- SWPBIS Tiered Fidelity , www.pbis.org
- National Center on Intensive Intervention, https://intensiveintervention.org/
- Missouri SW-PBIS Tier III Team Workbook
- Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

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Slide #62

[Resources]

Slide #63

[Thank You!]

Discussion Questions:

The following questions will help teams begin developing a process for completing FBAs. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Which members of the Tier III Core Team will be involved with helping Action Teams complete FBAs?

2. How will data be collected and shared with the Action Teams?

3. What data tool(s) will you use to organize data, interviews, observations, etc.?

Homework:
- Identify team members that either have the expertise needed or can develop the expertise needed to help Action Teams conduct FBAs.
- Develop a process for collecting student data needed for the FBA process.
- Consider identifying a data tool that can be used to organize all the information, data, interviews, observations, etc. that will be needed to conduct an FBA.

Resources:

The following resources will give attendees more information on conducting an FBA.
- Midwest PBIS Network: FBA-BIP
- Competing Behavior Pathway worksheet for FBA
- Basic FBA to BSP Trainer's Manual: This manual presents procedures to train school-based personnel to conduct basic functional behavioral assessments (FBA) and design function-based BIPs.
- MO SW-PBS Tier 3 Workbook: FBA

Next Module:

The suggested next module is Module 5: Behavior Intervention Plan (BIP).