Module Home



**Outline­**

**Functional Behavioral Assessment**:

Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

* Module Description: This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (est. completion time: 2 hours).

Challenge

* Video: Ms. Rollison is both relieved and proud to have survived her first...

|  |  |
| --- | --- |
| NOTES |  |

Initial Thoughts

* What should Ms. Rollison know about behavior in order to help Joseph?
* How can Ms. Rollison determine why Joseph behaves the way he does?
* What can Ms. Rollison do to modify Joseph’s behavior?
* How will Ms. Rollison know whether the intervention is successful?

|  |  |
| --- | --- |
| NOTES |  |

Perspectives & Resources

* Module Objectives
* Identify the function of problem behaviors
* Design individual behavior plans based on the functions of problem behaviors
* Implement and evaluate individualized behavior plans

|  |  |
| --- | --- |
| NOTES |  |

* Page 1: Understanding Behavior
* As Ms. Rollison has discovered, one student’s disruptive behavior can…
* As you think about the situations described above… [bullet points]
* Antecedent/Behavior/Consequence [table]
* Activity

|  |  |
| --- | --- |
| NOTES |  |

* Page 2: Learning Key Behavior Principles
* As we discussed on the previous page, consequences can either…
* Teachers who effectively change student behavior… [bullet points]
* Positive Reinforcement
* Negative Reinforcement
  + For Your Information
* Positive Punishment
* Negative Punishment
* Extinction
  + Extinction is often difficult to use on its own… [bullet points]
  + Activity
    - Link: Click to open a consequence… [web page]

|  |  |
| --- | --- |
| NOTES |  |

* Page 3: Applying Behavior Principles
* Now that you have learned about the A-B-C model and the…
* Antecedent/Behavior/Consequence/Occurrence of the Behavior [table]
* Audio: Kathleen Lane discusses Dajè’s case.
* Audio: Kathleen Lane discusses Dawson’s case.
* Audio: Kathleen Lane discusses Cheralynn’s case.
* For Your Information
* Activity
  + Links: Click on any image to open the scenario. [drop-down menus]

|  |  |
| --- | --- |
| NOTES |  |

* Page 4: Conduct a Functional Behavioral Assessment
* Think back to the Challenge at the beginning of this module…
* An FBA should be considered when basic classroom… [bullet points]
* Research Shows
* Link: behavior analysts [definition]
* For Your Information
  + Link: multi-tiered systems of support [definition]

|  |  |
| --- | --- |
| NOTES |  |

* Page 5: Identify and Define Problem and Replacement Behaviors
* The first step in the FBA process is to identify and define the…
* Problem Behavior/Replacement Behavior [table]
* Problem Behavior/Replacement Behavior [table]
* Link: nonexamples [definition]
* Activity

|  |  |
| --- | --- |
| NOTES |  |

* Page 6: Collect Data: Interviews and Rating Scales
* The second step in the FBA process is to collect data….
* In Joseph’s case, this information can help Ms. Rollison… [bullet points]
* Interviews
  + Interviews are often one of the first tools used to… [bullet points]
  + Link: Student Interview [PDF]
  + Link: Teacher Interview [PDF]
  + Link: Parent Interview [PDF]
* Rating Scales
  + Link: Teacher Rating Scale [PDF]
  + Link: Student Rating Scale [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 7: Collect Data: Direct Observations
* In addition to the information gathered from interviews and…
* Direct observations can be used to… [bullet points]
  + Link: baseline data [definition]
* Conducting an ABC Analysis
  + Link: Click to see David’s A-B-C analysis results [PDF]
  + Video: The video below depicts an interaction between…
  + Activity
    - Video: This video depicts a scene from Ms. Rollison’s…
    - Links: Click to view the ABC analysis… [PDF/Word doc]
  + Collecting Baseline Data
    - Observers should consider one of four direct… [bullet points]
    - Type/Definition/Procedure/Example/View… [table]
      * Link: View Student A’s duration data [PDF]
      * Links: View in a new window [PDF/Word doc]
      * Link: View Student B’s latency data [PDF]
      * Links: View in a new window [PDF/Word doc]
      * Link: View Student C’s frequency data [PDF]
      * Links: View in a new window [PDF/Word doc]
      * Link: View Student D’s interval data [PDF]
      * Links: View in new window [PDF/Word doc]
    - Link: Click to see how data were… [drop-down menu]
    - For Your Information
    - Activity

|  |  |
| --- | --- |
| NOTES |  |

* Page 8: Identify the Function of the Behavior
* Once school professionals have collected the data on the student’s…
* For example, when they consider David and Joseph… [bullet points]
* Compile the Functional Assessment Data
  + Link: Click to download a functional assessment… [Word doc]
  + Audio: Kathleen Lane discusses the matrix and its uses.
  + Link: View David’s Functional Assessment… [drop-down menu]
  + Video: Kathleen Lane discusses it in greater detail.
  + Analyze the Functional Assessment Data
    - For Your Information
    - Activity
      * Audio: Kathleen Lane discusses Joseph’s matrix…

|  |  |
| --- | --- |
| NOTES |  |

* Page 9: Design a Function-Based Intervention
* Once a hypothesis to explain the function of the problem or target…
* Teachers seeking to determine exactly which type of… [bullet points]
* The table below illustrates the circumstances under which… [bullet points]
* If/Then use a(n)/Examples [table]
  + Link: Click for more details and an example of… [drop-down menu]
  + Link: Click for more details and an example of… [drop-down menu]
  + Link: Click for more details and an example of… [drop-down menu]
  + Antecedent-based intervention [table]
  + Link: Click to view David’s function-based intervention plan [PDF]
  + Keep in Mind
  + Activity
    - Link: Click for feedback [drop-down menu]

|  |  |
| --- | --- |
| NOTES |  |

* Page 10: Maximize Intervention Success
* Once the function-based intervention has been designed… [bullet points]
* Social Validity
  + To determine social validity, the team members… [bullet points]
  + Link: Click to view sample items asked on a… [drop-down menu]
* Implementation Fidelity
  + When planning to assess implementation fidelity… [bullet points]
  + Link: Click to view a sample implementation fidelity checklist [PDF]
* Generalization and Maintenance
  + Generalization means that the student is able to… [bullet points]
  + When planning for the maintenance of a desired… [bullet points]

|  |  |
| --- | --- |
| NOTES |  |

* Page 11: Implement the Intervention
* The next step in the FBA process is to implement the…
* Link: continue to collect data on the problem… [drop-down menu]
* As teachers implement the intervention, they should… [bullet points]
* For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 12: Evaluate the Intervention
* The final step in the FBA process is to evaluate the intervention…
* Intervention Data Analysis
  + As they undertake their analysis, the team will… [bullet points]
  + Link: Click to view David’s intervention data [drop-down menu]
  + Keep in Mind
  + Implementation Fidelity Data Analysis
    - Link: Click to view the teacher’s… [drop-down menu]
    - For Your Information
  + Generalization and Maintenance
    - Activity
      * Audio: Kathleen Lane discusses Joseph’s data…

|  |  |
| --- | --- |
| NOTES |  |

* Page 13: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 14: Credits
* Content Developer
* Module Developer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Video: Click on the movie for a summary of the steps in the FBA process.
* Revisiting Initial Thoughts

|  |  |
| --- | --- |
| NOTES |  |

Assessment

* Take some time now to answer the following questions.

|  |  |
| --- | --- |
| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]