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| IRIS Center logo. | **Outline** |

**Functional Behavioral Assessment (Secondary)**:

Identifying the Reasons for Student Behavior

Module Home

* Module Description: This module explores the importance of discovering the reasons that students engage in challenging behavior and outlines steps for conducting a functional behavioral assessment (est. completion time: 2 hours).

Challenge

* Video: Tasha is a quiet tenth grader who primarily keeps to herself, except in band class where she is the first-chair violinist.

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Initial Thoughts

* Why do students engage in certain behaviors?
* How can educators determine why students are engaging in these behaviors?

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Perspectives & Resources

* Module Objectives
* Identify the four categories of behavioral functions
* Determine whether an FBA is warranted
* Implement practices to minimize subjectivity when interpreting a behavior’s function
* Define student behavior in clear and specific terms
* Identify types of indirect and descriptive assessments
* Formulate a hypothesis statement based on student data

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* Page 1: Behavioral Form and Function
* Challenging behaviors—those that interrupt instruction and have a negative impact on the learning environment—can be frustrating for everyone involved.
* Link: comprehensive classroom behavior management [definition]
* Link: low-intensity strategies [definition]
* For example, do any of these scenarios sound familiar? [bullet points]
* Link: antecedents [definition]
* Link: consequences [definition]
* Link: reinforcement [definition]
* Function/Description [table]
  + Link: behavior analyst [definition]
  + Link: occupational therapists [definition]
* Each of the four functions in the table above represents such needs. [bullet points]
* For Your Information
* Returning to the Challenge
* Educator Toolbox
  + Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
  + Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies [IRIS Module]
  + Behavioral Principles: The Basics of Understanding Student Behavior [IRIS Module]

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* Page 2: Functional Behavioral Assessment
* As you’ve learned, low-intensity strategies can address most interfering behaviors, but some will require a more intensive, individualized approach.
* Link: diagnostic assessment [definition]
* As a systematic approach to deeply understanding an interfering behavior, the FBA process benefits students and educators by… [bullet points]
* Audio: Mary-Austin Modic discusses how the FBA process can benefit both students and educators.
* Audio: Johanna Staubitz explains how teams can determine if conducting an FBA is appropriate.
* Question/Consideration [table]
  + Link: individualized education program (IEP) [definition]
  + Link: 504 plan [definition]
  + Link: Individuals with Disabilities Education Act (IDEA) [definition]
* Parental consent is required if an FBA is being… [bullet points]
* Multi-Tiered System of Supports
  + Link: multi-tiered system of supports (MTSS) [definition]
  + Link: Positive Behavioral Interventions and Supports (PBIS) [definition]
* High-Leverage Practices for Students with Disabilities
  + Link: High-Leverage Practices for Students with Disabilities [PDF]
* Returning to the Challenge

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* Page 3: Reducing Subjectivity
* It is often easy for educators to recognize when an interfering behavior is happening and how it is impacting the classroom, but determining why it occurs can be very subjective.
* Taking a Team Approach
  + Link: parents [definition]
  + Did You Know?
* Addressing Preconceptions
  + For Your Information
  + Link: implicit biases [definition]
  + For example, members of the FBA team should… [bullet points]
    - Link: asset-based approach [definition]
  + Audio: Bettie Ray Butler discusses how negative perceptions and misconceptions can show up in an FBA.
  + Audio: Bettie Ray Butler offers advice on how being critically introspective can help reduce the impact of these negative perceptions and misconceptions when conducting an FBA.
  + In the remainder of this module, you will learn more about each of the steps in the FBA process… [bullet points]

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* Page 4: Defining the Behavior
* To assess the function of an interfering behavior, the FBA team must first establish a clear and objective understanding of the behavior itself.
* An operational definition should begin with a broad statement describing the target behavior in terms that are… [bullet points]
* Original Description/Criteria/Improved Description [table]
* Audio: Now that you’ve had a chance to compare the original and improved descriptions, consider Johanna Staubitz’s analysis of these students’ descriptions.
* FBA teams should identify… [bullet points]
* Audio: Mary-Austin Modic shares considerations for the FBA team in developing an operational definition of the target behavior.
* Audio: Bettie Ray Butler discusses ways to reduce bias when developing behavioral definitions.
* Returning to the Challenge
* Activity

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* Page 5: Indirect Assessments
* Once a target behavior has been operationally defined, the FBA team gathers comprehensive data to understand when, where, and how it occurs.
* Cumulative Record Review
  + These might include… [bullet points]
    - Link: progress monitoring [definition]
    - Link: adaptive behavior [definition]
    - Link: behavioral intervention plans (BIPs) [definition]
  + Did You Know?
  + For Your Information
* Structured Interviews
  + Structured interviews are guided conversations with educators, family members, or the student that include questions to understand… [bullet points]
  + Did You Know?
  + Adult Interviews
  + Student Interviews
    - Educators can consider adaptations such as… [bullet points]
    - Audio: Bettie Ray Butler discusses the importance of capturing the unique perspectives of families and students.
    - Audio: Mary-Austin Modic offers advice on making students and their families feel comfortable during structured interviews.
    - Research Shows
* Rating Scales
  + Keep in Mind
* Returning to the Challenge
  + DJ’s FBA team collects information from multiple people using behavior rating scales and structured interviews. The forms below include portions of this data.
    - Link: Parent Interview [Word doc]
    - Link: Student Interview [Word doc]
    - Link: Teacher Interview (History Teacher) [Word doc]
    - Link: Teacher Interview (Band Director) [Word doc]
    - Link: Teacher Rating Scale (History Teacher) [Word doc]
  + Likewise, Presley’s FBA team utilizes indirect assessment data from multiple sources to better understand her target behavior. The forms below include portions of this data.
    - Link: Parent Interview [Word doc]
    - Link: Teacher Interview (Paraeducator) [Word doc]
    - Link: Student Interview [Word doc]
    - Link: Teacher Rating Scale (Paraeducator) [Word doc]
    - Link: Teacher Rating Scale (Science Teacher) [Word doc]
* Educator Toolbox
  + Measuring Behavior [IRIS Case Study]

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* Page 6: Descriptive Assessments
* In addition to gathering information from indirect assessments, FBA teams should collect real-time data to gain insight into the circumstances surrounding the target behavior.
* This narrative is divided into three sections… [bullet points]
* For Your Information
  + Link: setting events [definition]
* Link: natural consequences [definition]
* Time/Setting/Antecedent/Behavior/Consequence [table]
* Time/Setting/Antecedent/Behavior/Consequence [table]
* Audio: Bettie Ray Butler provides some considerations for educators when collecting ABC data.
* Did You Know?
  + Link: systematic direct observations [definition]
  + Link: baseline [definition]
* Returning to the Challenge
  + Video: Johanna Staubitz records the ABCs of each instance of Tasha’s target behavior, explaining each step and demonstrating how to fill out the recording form.
* Activity
  + Video: Observe Isaiah’s behavior during science.
  + Video: Observe Isaiah’s behavior during social studies.
  + Link: After you have generated your own ideas, view the data recorded by the FBA team leader, Isaiah’s special education teacher. [drop-down menu]
* Educator Toolbox
  + Behavioral Intervention Plans (Secondary): Developing a Plan to Address Student Behavior (Page 8) [web page]

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* Page 7: Hypothesis Statements
* After conducting indirect and descriptive assessments, the FBA team analyzes the resulting data by looking for patterns that point to the target behavior’s underlying purpose.
* To make sense of the comprehensive data gathered during the FBA, teams should follow a systematic process. [bullet points]
  + Link: executive functioning [definition]
* Hypothesis statement template
* Audio: Mary-Austin Modic discusses formulating a hypothesis statement when the data from different sources align as well as considerations for when the data from all sources do not align.
* Audio: Bettie Ray Butler provides examples of how to analyze FBA data through a culturally responsive lens and discusses strategies for involving families in this process.
* Did You Know?
  + Link: functional analysis [definition]
* Returning to the Challenge
* Activity
  + Link: Hypothesis statement for Isaiah [drop-down menu]
* Educator Toolbox
  + **Behavioral Intervention Plans (Secondary): Developing a Plan to Address Student Behavior (Page 8) [web page]**

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Credits

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Wrap Up

* Summary of the module
* Behavior’s Function/Description [table]
* Once the team is in place, they systematically conduct an FBA using the following key steps… [bullet points]
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.
  + Video: Watch the video below and fill out the ABC analysis form on Kira, the girl in the white shirt.

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