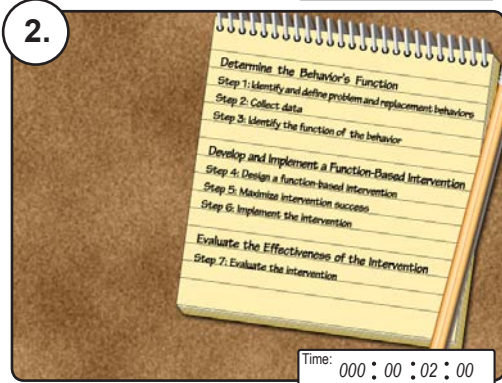


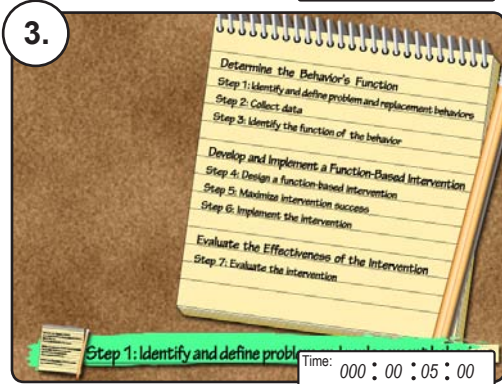
Title: The FBA Process

Notes: _____



There are seven steps in the FBA process.

Notes: _____



In Step 1,

Notes: _____



the team must identify and

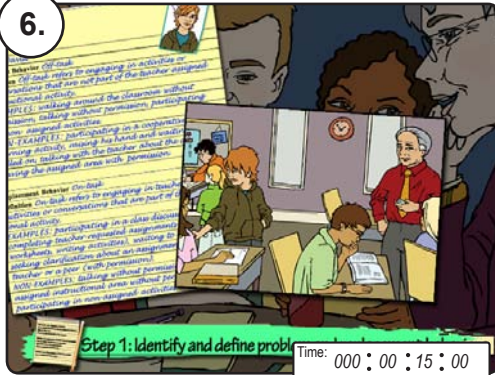
Notes: _____



define the problem and replacement behaviors. Clearly defining the behaviors ensures

Notes: _____

6.



that any observer who collects data in the classroom is observing the correct behaviors.

Notes: _____

7.



Step 2 is to collect data on the behaviors.

Notes: _____

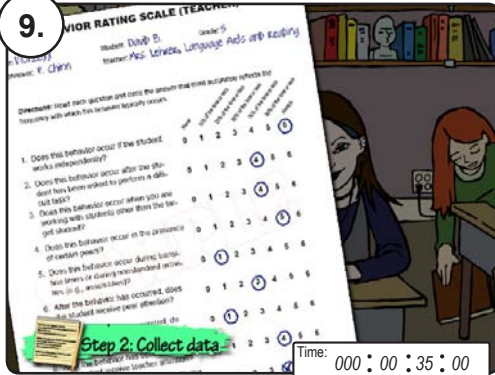
8.



The purpose of these data is to provide information on when, where, and how frequently the problem or target behavior currently occurs, or how long it lasts.

Notes: _____

9.



This can be done using checklists and interviews with the

Notes: _____

10.



student,

Notes: _____

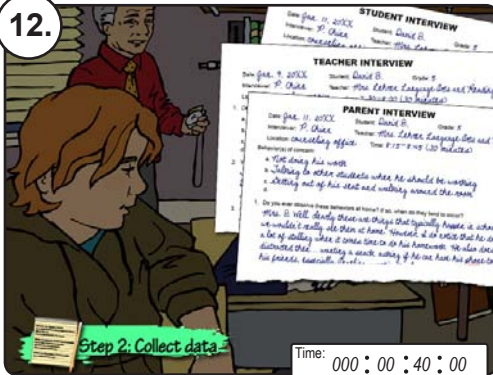
11.



teachers,

Notes: _____

12.



and parents,

Notes: _____

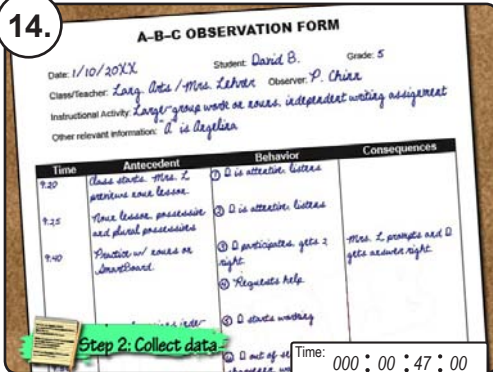
13.



and by direct observation of the student in the classroom.

Notes: _____

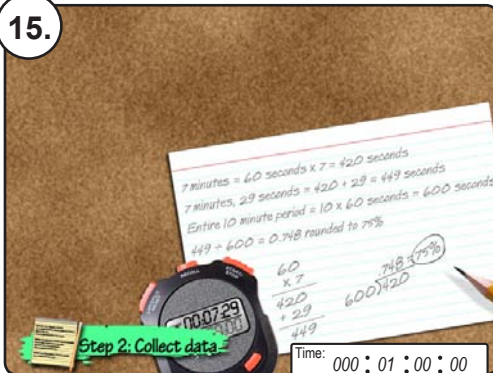
14.



One type of direct observation—an A-B-C analysis—is used to identify the antecedents that set the stage for the problem behavior to occur and the consequences that appear to be maintaining it.

Notes: _____

15.



Baseline data is also collected through direct observation and may include

Notes: _____

16.

DURATION RECORDING FORM
Student: David B. Grade: 5
Class/Teacher: Lang. Sec. / Mrs. LeRoux Observer: P. Chae

Start	Stop	Duration
11:25	11:26	1 minute
11:42	11:43	1 minute
11:57	11:58	1 minute
12:01	12:02	1 minute

7 minutes = 420 seconds $\times 7 = 420$ seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 \times 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
 $\times 7$
 420
 + 29
 449

748 75%
 600 420

Step 2: Collect data
Time: 000 : 01 : 03 : 00

duration,

Notes: _____

17.

DURATION RECORDING FORM
LATENCY RECORDING FORM
Student: David B. Grade: 5
Class/Teacher: Lang. Sec. / Mrs. LeRoux Observer: P. Chae

Time of Request	Time Response Initiated	Latency
11:25:00 (1st request)	11:25:00	0:00
11:25:30 (2nd request)	11:25:30	0:00
11:26:00 (3rd request)	11:26:00	0:00

7 minutes = 420 seconds $\times 7 = 420$ seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 \times 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
 $\times 7$
 420
 + 29
 449

748 75%
 600 420

Step 2: Collect data
Time: 000 : 01 : 04 : 00

latency,

Notes: _____

18.

DURATION RECORDING FORM
LATENCY RECORDING FORM
EVENT RECORDING FORM
Student: David B. Grade: 5
Class/Teacher: Lang. Sec. / Mrs. LeRoux Observer: P. Chae

Time	Frequency
11:25	1
11:26	1
11:27	1
11:28	1
11:29	1
11:30	1
11:31	1
11:32	1
11:33	1
11:34	1
11:35	1
11:36	1
11:37	1
11:38	1
11:39	1
11:40	1
11:41	1
11:42	1
11:43	1
11:44	1
11:45	1
11:46	1
11:47	1
11:48	1
11:49	1
11:50	1
11:51	1
11:52	1
11:53	1
11:54	1
11:55	1
11:56	1
11:57	1
11:58	1
11:59	1
12:00	1

7 minutes = 420 seconds $\times 7 = 420$ seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 \times 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
 $\times 7$
 420
 + 29
 449

748 75%
 600 420

Step 2: Collect data
Time: 000 : 01 : 05 : 00

event,

Notes: _____

19.

DURATION RECORDING FORM
LATENCY RECORDING FORM
EVENT RECORDING FORM
INTERVAL RECORDING FORM
Student: David B. Grade: 5
Class/Teacher: Lang. Sec. / Mrs. LeRoux Observer: P. Chae

Time	Interval
11:25	1
11:26	1
11:27	1
11:28	1
11:29	1
11:30	1
11:31	1
11:32	1
11:33	1
11:34	1
11:35	1
11:36	1
11:37	1
11:38	1
11:39	1
11:40	1
11:41	1
11:42	1
11:43	1
11:44	1
11:45	1
11:46	1
11:47	1
11:48	1
11:49	1
11:50	1
11:51	1
11:52	1
11:53	1
11:54	1
11:55	1
11:56	1
11:57	1
11:58	1
11:59	1
12:00	1

7 minutes = 420 seconds $\times 7 = 420$ seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 \times 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
 $\times 7$
 420
 + 29
 449

748 75%
 600 420

Step 2: Collect data
Time: 000 : 01 : 07 : 00

or interval recording, depending on the type of behavior being observed.

Once the data have been collected,

Notes: _____

20.

Functional Assessment Matrix
Student: David B. Grade: 5
Class/Teacher: Lang. Sec. / Mrs. LeRoux Observer: P. Chae

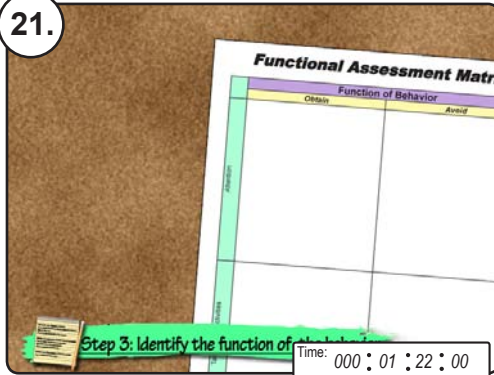
Behavior	Function of Behavior	
	Obtain	Avoid
Aggression		
Self-Harm		
Stimming		
Compliance		
Non-compliance		
On-task		
Off-task		
Hyperactivity		
Inattention		
Disruptive		
Defiant		
Other		

Step 3: Identify the function of behavior
Time: 000 : 01 : 12 : 00

Step 3 is to identify the function of the behavior. A functional assessment matrix can be helpful in determining

Notes: _____

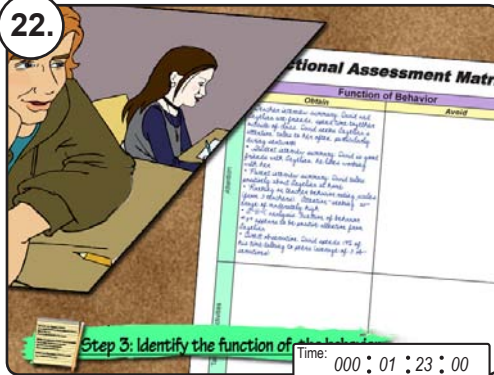
21.



whether the function of the behavior serves to

Notes: _____

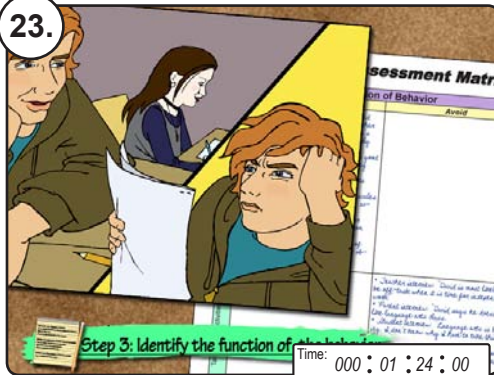
22.



either obtain or

Notes: _____

23.



avoid things such as attention, tangible items or activities, or sensory conditions.

Notes: _____

24.

Problem behavior	A student named Timmy is asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: <ul style="list-style-type: none"> Provide additional instruction to improve her reading skills Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the problem behavior occurs (i.e., Timmy does not call on the student to read aloud (antecedent instruction), then if

Time: 000 : 01 : 32 : 00

Step 4 is to design a function-based intervention in which the replacement behavior serves the same function as the problem behavior.

Notes: _____

25.

Problem behavior	A student named Timmy is asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: <ul style="list-style-type: none"> Provide additional instruction to improve her reading skills Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the problem behavior occurs (i.e., Timmy does not call on the student to read aloud (antecedent instruction), then if

Time: 000 : 01 : 44 : 00

A good intervention plan will include adjustments to both antecedents

Notes: _____

26.

Problem behavior	A student makes more than one request to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: <ul style="list-style-type: none"> • Provide additional instruction to improve her reading skills • Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the teacher does not call on the student to read aloud (antecedent), then if the problem behavior occurs, it will not be reinforced.

Step 4: Design a function-based

Time: 000 : 01 : 46 : 00

and consequences—and in some cases

Notes: _____

27.

Problem behavior	A student makes more than one request to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: <ul style="list-style-type: none"> • Provide additional instruction to improve her reading skills • Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the teacher does not call on the student to read aloud (antecedent), then if the problem behavior occurs, it will not be reinforced.

Step 4: Design a function-based

Time: 000 : 01 : 50 : 00

skill instruction—in order to address all conditions associated with the problem behavior.

Notes: _____

28.

INTERNAL VALIDITY QUESTIONNAIRE: TEACHER

Client: David B. Date: 10/1/2015 Teacher: Mrs. Johnson

1. The intervention focuses on an important behavior.

2. The target behavior is of sufficient concern to warrant the use of this procedure.

3. I believe this intervention will produce effective results.

4. I understand the intervention goals.

5. The intervention is easily incorporated into my classroom system.

6. I believe I can accurately implement this intervention accurately.

7. I have the necessary resources to implement this intervention accurately.

8. The time requirements of this procedure are reasonable.

Using a Likert scale where 1=Strongly Disagree and 5=Strongly Agree, rate the following aspects of the intervention.

1 2 3 4 5

1. When teacher introduces independent seat assignment, she prompts David to begin working.

2. The teacher instructs David to work for two minutes independently and then read aloud for feedback.

3. The teacher goes to David's desk to provide feedback.

4. The teacher repeats steps 1 and 2 at the end of the independent work period.

Step 5: Maximize intervention

Time: 000 : 01 : 55 : 00

Step 5 includes planning for social validity,

Notes: _____

29.

INTERNAL VALIDITY QUESTIONNAIRE: TEACHER

Client: David B. Date: 10/1/2015 Teacher: Mrs. Johnson

IMPLEMENTATION FIDELITY

Intervention Steps	Completed	
	Yes	No
1. When teacher introduces independent seat assignment, she prompts David to begin working.	✓	
2. The teacher instructs David to work for two minutes independently and then read aloud for feedback.		
3. The teacher goes to David's desk to provide feedback.		
4. The teacher repeats steps 1 and 2 at the end of the independent work period.		

Step 5: Maximize intervention

Time: 000 : 01 : 58 : 00

implementation fidelity,

Notes: _____

30.

INTERNAL VALIDITY QUESTIONNAIRE: TEACHER

Client: David B. Date: 10/1/2015 Teacher: Mrs. Johnson

GENERALIZATION

1. The intervention is easily incorporated into my classroom system.

2. I believe I can accurately implement this intervention accurately.

3. I have the necessary resources to implement this intervention accurately.

4. The time requirements of this procedure are reasonable.

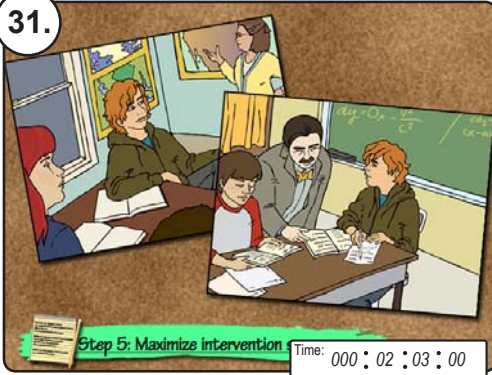
Step 5: Maximize intervention

Time: 000 : 02 : 02 : 00

and generalization

Notes: _____

31.



and maintenance.

Notes: _____

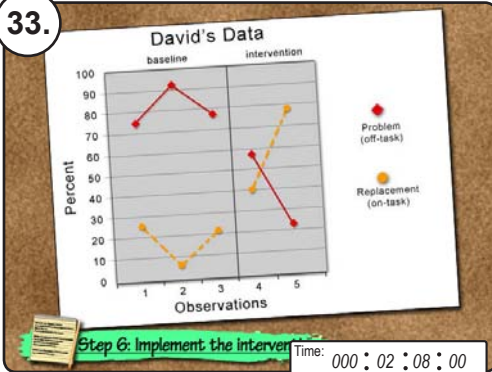
32.



Step 6 is to implement the intervention,

Notes: _____

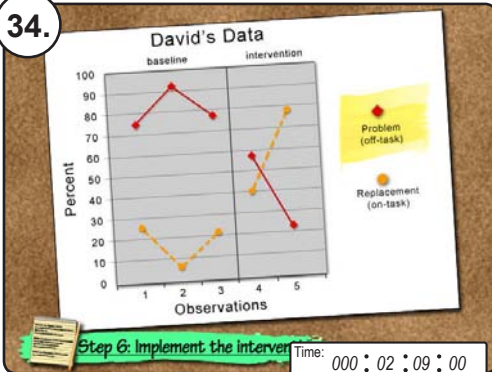
33.



collecting data on both

Notes: _____

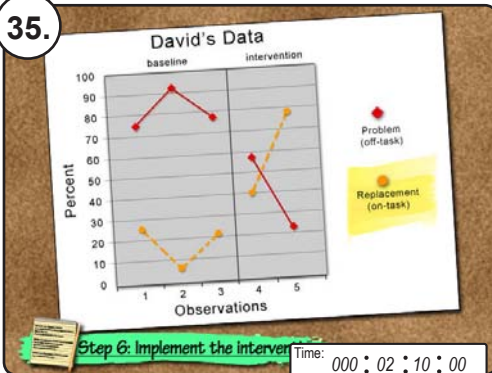
34.



the problem and

Notes: _____

35.



replacement behaviors.

Notes: _____

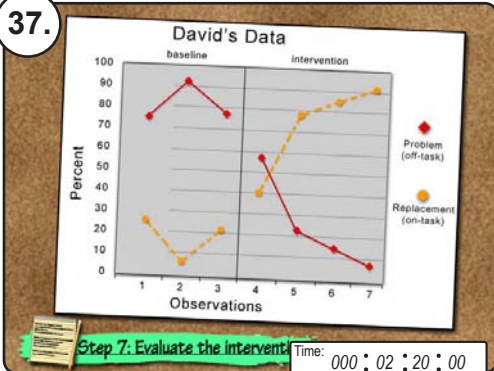
36.



Step 7 entails evaluating the intervention. In this final step,

Notes: _____

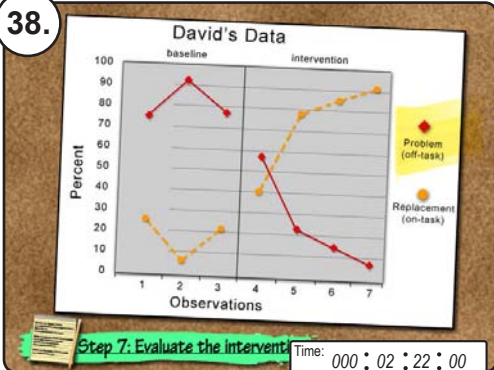
37.



all of the data, including that collected

Notes: _____

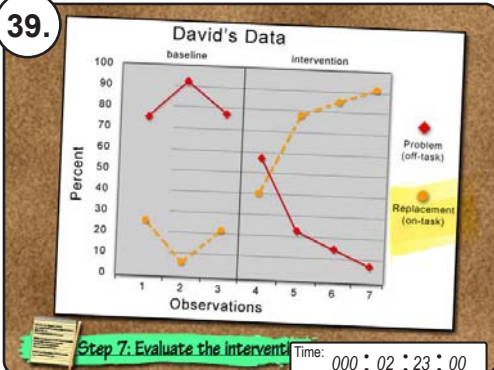
38.



on the problem and

Notes: _____

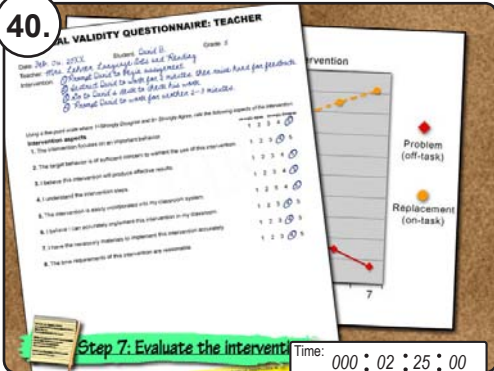
39.



replacement behaviors,

Notes: _____

40.



social validity,

Notes: _____

41. REAL VALIDITY QUESTIONNAIRE: TEACHER

Date: Sep 20, 2015 Interviewer: David B. Interviewee: David B. Interview Location: Classroom
 Session #: 01 Date of Session: 09/20/2015 Interviewer's Name: David B.

IMPLEMENTATION FIDELITY

Intervention Steps	Completed	
	Yes	No
1. When teacher introduces independent seat assignment, she prompts David to begin working.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. The teacher instructs David to work for two minutes independently and then raise his hand for feedback.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The teacher goes to David's desk to check his work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. The teacher repeats steps 1 and 2 until the end of the independent work period.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>


Problem (task) _____
 Environment (task) _____

Step 7: Evaluate the intervention

Time: 000 : 02 : 27 : 00

[illegible]

42.



Step 7: Evaluate the intervention

Time: 000 : 02 : 32 : 00

[illegible]

43.

Time: 00:02:36:00

[illegible]

44.

[illegible]

45.

Time: 000 : 00 : 00 : 00

Notes: