

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

### Module Home

- **Module Description:** This module explores the 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 described (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
  - [Link: Module Outline](#)
  - [Video: Navigating an IRIS STAR Legacy Module](#)
  - [Link: IRIS and Adult Learning Theory](#)
  - [Wrap-Around Content Map](#)

### Challenge

- **Video:** Ms. Rollison's second year of teaching started off well. She encountered few behavioral problems, and she easily handled those that did occur. That is, she encountered few problems until December, when a new student named Joseph joined her class.

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

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

### Perspectives & Resources

#### ❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - Identify the function of problem behaviors
  - Design individual behavior plans based on the functions of problem behaviors
  - Implement and evaluate individualized behavior plans
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

#### ❖ Page 1: Understanding Behavior

- Dajè, Dawson, and Cheralynn
- A-B-C model
- Dajè, Dawson, and Cheralynn and the A-B-C model
- Activity: Identify the A-B-C pattern in Nathan's situation

Notes

#### ❖ Page 2: Learning Key Behavior Principles

- Types of consequences [bullet points]
- Positive Reinforcement
  - "Positive Reinforcement" comic strip
- Negative Reinforcement
  - "Negative Reinforcement" comic strip
- FYI [bullet points]
- Positive Punishment
  - "Positive Punishment" comic strip
- Negative Punishment
  - "Negative Punishment" comic strip

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

- Extinction
  - “Extinction” comic strip
  - Extinction is often difficult to use on its own in a classroom because it... [bullet points]
- Activity: Work through all the behavior principles

Notes

### ❖ Page 3: Applying Behavior Principles

- Dajè, Dawson, and Cheralynn and the A-B-C model
- Audio: Kathleen Lane discusses Dajè’s case
- Audio: Kathleen Lane discusses Dawson’s case
- Audio: Kathleen Lane discusses Cheralynn’s case
- FYI
- Activity: Consider the following scenarios and identify which behavior principle has been applied

Notes

### ❖ Page 4: Learning Goals

- A functional behavioral assessment (FBA) should be considered when... [bullet points]
- Link: behavior analyst [definition]
- FBA process
- FYI [bullet points]
  - Link: multi-tiered systems of support [definition]

Notes

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

### ❖ Page 5: Identify and Define Problem Behaviors and Replacements

- The first step in the FBA process is to identify and define the problem behavior
  - Problem behavior and replacement behavior
  - Poorly defined v. clearly defined
- Link: nonexample [definition]
- David's problem and replacement behaviors
- Activity: Help identify and define Joseph's problem and replacement behaviors
  - Link: Feedback

Notes

### ❖ Page 6: Collect Data: Interviews and Rating Scales

- The second step in the FBA process is to collect data
  - This information can help Ms. Rollison to... [bullet points]
- Interviews
  - Link: Student interview
  - Link: Teacher interview
  - Link: Parent interview
- Rating Scales
  - Link: Teacher rating form
  - Link: Student rating form

Notes

### ❖ Page 7: Collect Data: Direct Observations

- Direct observation can be used to... [bullet points]
  - Link: baseline data [definition]
- Conducting an A-B-C analysis
  - Link: David's A-B-C analysis results

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

- Video: Kathleen Lane conducts an A-B-C analysis
- Link: Cameron's A-B-C analysis form
- Activity: Use the accompanying form to conduct an A-B-C analysis of Joseph's behavior
  - A-B-C analysis form
  - Link: Joseph's completed A-B-C analysis form
- Collecting Baseline Data
  - Duration, latency, event, interval
    - Link: Student A's duration data
    - Link: Sample duration form [download]
    - Link: Student B's latency data
    - Link: Sample latency form [download]
    - Link: Student C's event data
    - Link: Sample frequency form [download]
    - Link: Student D's interval data
    - Link: Sample interval form [download]
- Link: David's duration data
- FYI
- Activity: Identify and define Joseph's target and replacement behaviors

Notes

### ❖ Page 8: Identify the Function of the Behavior

- When they consider David and Joseph... [bullet points]
- Link: Download a functional assessment matrix form
- Audio: Kathleen Lane discusses in greater detail the matrix and its uses
- Video: Watch and listen as Kathleen Lane talks about David's matrix
- Link: Download David's functional assessment matrix form
- FYI
- Activity: Why do you think Joseph makes sarcastic, teasing comments during class?
  - Audio: Kathleen Lane discusses Joseph's matrix in more detail

Notes

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

### ❖ Page 9: Design a Function-Based Intervention

- What type of intervention is needed? [bullet points]
- Regardless of the type of intervention selected... [bullet points]
- If > Then Use > Example
  - Link: Details and an example of a skill-based intervention
  - Link: Details and an example of an antecedent-based intervention
  - Link: Details and an example of a consequence-based intervention
- An antecedent-based intervention for David
- Link: David's function-based intervention plan
- Keep in Mind
- Activity: Critique the S-team's behavior plan for Joseph
  - Link: Feedback

Notes

### ❖ Page 10: Maximize Intervention Success

- Three additional plan components that can help ensure success [bulleted list]
- Social Validity
  - To determine social validity... [bulleted list]
  - Link: Sample social validity questionnaire
- Implementation Fidelity
  - When planning to assess implementation fidelity... [bullet points]
  - Link: Sample implementation fidelity checklist
- Generalization and Maintenance
  - In order to support the generalization of a desired behavior or skill... [bullet points]
  - When planning for the maintenance of a desired behavior or skill... [bullet points]

Notes

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

### ❖ Page 11: Implement the Intervention

- Link: Collecting data on problem and replacement behaviors
- When they implement the intervention, teachers should... [bullet points]
- FYI [bullet points]

Notes

### ❖ Page 12: Evaluate the Intervention

- The final step in the FBA process
- As they undertake their analysis, the team will determine... [bullet points]
- Link: View David's intervention plan
- Keep in Mind [bullet points]
- Link: View the teacher's implementation fidelity data for David's intervention
- FYI [bullet points]
- Activity: Examine Joseph's data and answer the questions
  - Audio: Kathleen Lane discusses Joseph's data in more detail

Notes

### ❖ Page 13: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

### ❖ Page 14: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

- Expert Interviews

### Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

### Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes



---

## Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

### You Have Completed This Module

- Give Us Your Feedback
  - Link: [Module feedback survey form](#)
- Professional Development Hours
  - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]