

**Functional Behavior Assessment
(FBA)**

And

**Positive Behavior Support Plan
(PBS plan)**

Positive Behavior Support (PBS) Plan

Name: _____ Grade: _____ Age: _____ Date: _____

Strengths of Student:

Individual Information About the Student:

Previously Implemented Interventions:

Behavior 1:

Baseline:

Function of the Behavior:

Replacement Behavior:

Interventions:

Documentation:

Amount of Improvement Expected:

Behavior 2

Baseline:

Function of the Behavior:

Replacement Behavior:

Interventions:

Documentation:

Amount of Improvement Expected:

Positive Behavior Support Plan

Name: _____ Student Name _____ Grade: 6 Age: 12 Date: 5/01/05

Strengths of Student:

- Wants to be in the general education classes and usually wants to do the same work as his peers
- Likes science and hands-on activities
- Works hard and participates most days
- Enjoys praise and positive, social reinforcement

Individual Information About the Student:

- Some behaviors associated with OCD and Tourettes (tapping, noises, scratching face) are exacerbated by anxiety
- Works and moves more slowly than peers
- Has difficulty with writing tasks
- Medication and anxiety cause him to react differently on different days

Previously Implemented Interventions:

- Time-out, negative reinforcement, tangible reinforcers
- Had some success with token economy

Behavior 1: Incomplete assignments

Baseline: Averaging 5 incomplete assignments per week for last 5 weeks

Function of the Behavior:

- Relieves anxiety by avoiding a task he finds frustrating
- Allows him to express/feel in control of a situation when he's uncomfortable with something

Replacement Behavior:

- Ask for help. This could include asking for assistance, modification, or breaks.
- Complete assignments in study period or at home

Interventions:

- Scheduled study period each day.
- Modify assignments by reducing the number/length of responses required for each concept.
- For grading, teacher will establish a minimum for each assignment. If student does more, he gets extra credit.

Documentation:

- Assignment grades
- Number of incomplete/missing assignments in each class

Amount of Improvement Expected:

- No more than 2 incomplete assignments per week in 3 consecutive weeks

Behavior 2: Using profanity around younger students

Baseline: Average of 8 incidents per week for 5 weeks

Function of the Behavior:

- Attention
- Relieve feeling of anxiety due to Tourettes or OCD
- Vent anger/frustration in a situation less threatening than with staff/peers

Replacement Behavior:

- Get attention by interacting appropriately with peers
- Recognize anxiety or anger/frustration and get help to vent appropriately (cool down time, removing self from situation, talking with staff/peer)

Interventions:

- Provide him opportunities to practice interacting appropriately with younger students (read to them)
- Praise for appropriate verbal interactions
- When he is interacting inappropriately, he is directed to remove himself to a different location and is not allowed to participate in the activity for 5 minutes.

What is a Functional Behavior Assessment (FBA)?

A **Functional Behavior Assessment (FBA)** is a clearly organized process that examines challenging behaviors. The circumstances under which behaviors occur are analyzed to provide an understanding of behaviors that may be detrimental. The information gathered as a result of an FBA should be used when developing a **Positive Behavior Support Plan (PBS plan)** sufficient to meet the needs of the student exhibiting an identified behavior.

Why Is It Necessary to Conduct FBAs?

According to the Individuals with Disabilities Education Act (IDEA), a student who shows a consistent pattern of challenging behavior should have an FBA conducted and a behavior intervention plan that utilizes Positive Behavior Supports in place prior to removing the student from school for more than 10 days. This is why Auburn Washburn has chosen to title our behavior intervention plan a PBS plan.

If the local educational agency has not conducted an FBA and implemented a PBS plan for the student before the behavior that resulted in the student's removal, the IEP team must convene to develop an assessment plan to address that particular behavior. Once the FBA is completed, the IEP team must meet again as soon as practical to develop appropriate interventions to address the identified behavior. If a PBS plan is already in place, the IEP team must review, and modify (if necessary) the plan and its implementation.

What Information Will The FBA Provide?

The FBA should provide information necessary for completing the PBS plan and designing an effective educational program. Possible outcomes of the assessment include:

1. A clear description or definition of the identified behavior.
2. A determination, if possible, of what might predict when the identified behavior will and will not occur.
3. A determination, if possible, of what consequences might be maintaining the identified behavior.
4. If determined, one or more summary statements about the assumed functions of the identified behavior.
5. Recommendations for changing the identified behavior.

Who Participates in an FBA?

The team approach is appropriate when conducting an FBA. The team model relies upon collective brainstorming and input from all members as opposed to the individual expert model. It is important that the team have a leader (preferably an

What are the Procedures for Conducting an FBA?

1. Gather historical information by examining student records and conduct observations across settings. Individuals interacting with the student who have the potential to impact his/her behavior should be interviewed regardless of whether the student demonstrates the targeted or challenging behaviors in their presence. It is just as important to know where the child is demonstrating good behavior (that is commensurate with peers) in order to identify reinforcers and human or environmental antagonists.
2. Next, create an observable and measurable definition of the targeted or challenging behavior based upon this information. Identify predictable antecedent-behavior-consequence patterns and consider events prior to the onset and after the behavior occurs.
3. From the patterns identified above, develop a hypothesis (educated estimate) of what supports the challenging behavior. Make certain that the hypothesis is observable and measurable. Carr and Durant (1987) state that the function of a behavior is not necessarily related to its form. A student's behavior continues because it works. Behavior is "learned, purposeful and communicative." When analyzed and interpreted carefully, behavior can give us answers for designing a PBS plan. We must understand the meaning of the behavior in order to treat it successfully.
4. Determine and describe the conditions under which the behavior does and does not occur. Remember, you will need to develop data collection instruments that adequately address the most relevant questions. This will help you collect data on your hypothesis to support your findings.
5. Confirm your hypothesis. The occurrence of the target behavior taking place under the hypothesized conditions should be related and predictable. Revise the hypothesis, if necessary.
6. Determine the target behavior's function. Ask the questions, "What does the target behavior help the student to gain or avoid?" All behaviors typically serve two purposes. One is to get or avoid something or someone: tasks, embarrassment, situations, environment, people. The first step is to determine whether a behavior is an effort to receive attention or to escape an unpleasant situation.
7. Begin a blueprint of the PBS plan. This blueprint will contain both an instructional component and a management component. The instructional component will include strategies to teach replacement behavior(s). The management component will include proactive and reactive strategies to address the identified, target behaviors. Behavior implementation plans, when implemented early, can prevent a downward spiral.
8. Identify replacement behaviors that access the same function as the target behaviors. Plan to teach the replacement behaviors in an environment designed for success. Once the message in the behavior is understood, attempt to teach the child better ways of communication (replacement behaviors). Although students are responsible for their own behavior, teachers are responsible for teaching replacement behaviors that are functionally equivalent to the targeted, undesirable

FBA methods can, and should, vary across circumstances, but typically include record review, interviews, and direct observation.

| Method | Sample Sources/Tools | Examples/Products |
|-----------------------|--|--|
| Record Reviews | Diagnostic/medical records, psychological reports, assessments from therapies, developmental profiles, social histories, previous behavior management plans, IEPs, anecdotal records, incident reports, discipline referrals | Sammy's records contained: History of allergies and asthma Some effective educational strategies used in the past Patterns of discipline referrals. |
| Structured Interviews | People who know the individual well and represent a range of environments (the person, family members, teachers, friends, direct service providers, etc.) may be interviewed. | Interviews of Delores' family, friends, and job coach addressed her preferences for "low key" settings, difficulty with dramatic changes in routine and beliefs that she is motivated to avoid demanding social circumstances. |
| Direct Observation | Observations should be conducted across a variety of time and circumstance. Some observation tools: ABC (Antecedent-Behavior-Consequence) Recording <i>Scatterplot</i> <i>Frequency measures across conditions</i> | Scatterplot data indicates that Ben's biting is most likely when he is getting ready to leave in the morning and immediately after lunch. |

The success of an FBA is contingent upon the team's proactive use of behavioral management strategies rather than continuing to react in a typical punitive fashion toward the undesired behaviors. In addition, success will be premised on the team's ability to continue with monitoring progress and altering interventions accordingly.

Functional Assessment Process

