

**VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES**



**GUIDELINES FOR CONDUCTING FUNCTIONAL
BEHAVIORAL ASSESSMENT AND DEVELOPING POSITIVE
BEHAVIOR INTERVENTION AND SUPPORTS/STRATEGIES**

The intent of these guidelines is to provide readers with general information regarding the functional behavioral assessment (FBA) process. The guidelines are not intended to serve as an alternative to the in-depth training required to conduct an FBA and develop a quality behavior intervention plan (BIP).

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Acknowledgements

Internal Reviewers

John Eisenberg, Assistant Superintendent, Special Education & Student Services, Virginia Department of Education

Dr. Patricia C. Abrams, Director, Special Education Instructional Services, Virginia Department of Education

Andrew Greenidge, Monitoring Specialist, Special Education Program Improvement, Virginia Department of Education

Ellen Harrison, Specialist – Emotional Disabilities, Special Education Instructional Services, Virginia Department of Education

Patricia Haymes, Director, Office of Dispute Resolution & Administrative Services, Virginia Department of Education

Deborah Johnson, Specialist – Intellectual Disabilities, Special Education Instructional Services, Virginia Department of Education

Dr. Teresa Lee, Specialist – Learning Disabilities/Attention Disorders, Special Education Instructional Services, Virginia Department of Education

Erin Smydra, Specialist – Autism/Intellectual Disabilities/Assistive Technology, Special Education Instructional Services, Virginia Department of Education

External Reviewers

Julie Baker, Supervisor of Special Education, Botetourt County Public Schools

Linda S. Bradford, Education Director, VCU Medical Center, Virginia Treatment Center for Children

Carroll Butler, Professor, Old Dominion University

Tammy Childress, Teacher-Liaison, Intensive Day Programs, Special Education, Chesterfield County Public Schools

Doug Cox, Consultant

Brookie Fowler, Coordinator of Disabilities, Hopewell Public Schools

Dr. Robert A. Gable, Constance and Colgate Darden Professor of Special Education, Old Dominion University

Elizabeth Germer, Director, Special Education and Student Services, Falls Church City Public Schools, Region IV

Margaret (Kay) Kline, George Mason University, TTAC

Carolyn Lamm, Supervisor, Student Support, Fauquier County Public Schools

Dr. Nicholas Smith, Principal, Ivy Creek School, Charlottesville

Special Education Directors Regional Representatives

Sharon Trimmer, Director of Special Education, Department of Juvenile Justice

Virginia Council of Administrators of Special Education (VCASE)

Pat Woolard, Old Dominion University, TTAC

Nicole Wright-Guise, Alexandria Public Schools, Aspiring Leader

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Background

The 2004 reauthorization of the Individuals with Disabilities Education Act, renamed the Individuals with Disabilities Education Improvement Act (IDEA), contains various provisions that relate to the academic performance and classroom conduct of students with disabilities. These legislative provisions have a significant impact on the roles and responsibilities of school personnel in Virginia. In response to this legislation, the Virginia Department of Education (VDOE) formed a committee to examine various aspects of IDEA. The committee was charged with addressing those legislative provisions that relate to student behavior that impedes the teaching/learning process. The information contained in this document grew out of a series of discussions on evidence-based practices for dealing with student behavior problems and is intended to address best practices in conducting a functional behavioral assessment (FBA) and developing a behavior intervention plan (BIP). Committee members included parents, school administrators, psychologists, general and special education classroom teachers representing the public and private sectors, university researchers, teacher educators, and mental health and other community agency personnel. This guidance document is a revision of *Functional Behavior Assessments and Positive Intervention and Supports* (fourth edition, 2008).

Introduction

The federal regulations implementing IDEA do not define the terms “FBA” and “BIP” and specifically address FBAs and BIPs only in the context of discipline of students with disabilities. The *Regulations Governing Special Education Programs for Students with Disabilities in Virginia*, effective January 25, 2010, (the Virginia Regulations) have added definitions of those terms, but otherwise mirror the federal regulations.

The Virginia Regulations provide that “functional behavioral assessment means a process to determine the underlying cause or functions of a child’s behavior that impede the learning of the child with a disability or the learning of the child’s peers. A functional behavioral assessment may include a review of existing data or new testing data or evaluation as determined by the [Individualized Education Program] IEP team.” In addition, the Virginia Regulations describe a “behavioral intervention plan” as a “plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of students with disabilities or the learning of others or behaviors that require disciplinary action.”

School divisions are required to conduct FBAs and implement BIPs for students who have been subject to disciplinary actions where the conduct was determined to be a manifestation of the student’s disability. School divisions may conduct FBAs and implement BIPs for students who have been long-term removed for conduct determined not to be a manifestation as deemed appropriate by the student’s IEP team.

While neither the federal nor Virginia Regulations address other uses of FBAs and BIPs, both sets of regulations require that, as a part of IEP development, when a student’s behavior impedes his learning or that of others, the IEP team must consider the use of positive behavioral interventions, strategies and supports to address the behavior. A BIP is, by regulatory definition, one means of addressing interfering behaviors. As a result, although not directly addressed in

the regulations, the VDOE has taken the position that, when an IEP team has conducted an FBA and developed a BIP for a student with a disability whose behavior interferes with his learning or that of others, that BIP must be treated as a part of and implemented with the same fidelity as the remainder of the IEP.

Practice recommendations contained in this document are based on applied behavior analysis principles. Information is presented for school employees, as long as they do not represent themselves as Licensed Behavior Analysts or Board Certified Behavior Analysts (BCBA) and do not practice behavior analysis professionally unless they obtain one of those licenses. The BCBA's are practitioners who have met the qualifications set by the national Behavior Analyst Certification Board (BACB). The terms and guidance contained in this document are not identical to BCBA practice or the qualifications set by the national Behavior Analyst Certification Board (BACB).

Federal and state regulations require that the relationship between learning and behavior must be a key ingredient in planning the IEP for students with disabilities. Practitioners in schools may achieve this through collaboration and the use of formal and informal methods, which will vary from clinical practice. Key differences between guidance provided for school practitioners and BCBA's include guidance on implementing functional behavior assessments (FBA) and recommendations for use of functional analysis. The Virginia Department of Education provides simplified and formal options for FBAs, whereas this distinction is not made in clinical practice. The VDOE recommends the use of positive behavioral interventions and supports to address the behaviors which interfere with the student's learning or the learning of the others. The VDOE does not provide guidance for punishment procedures within the context of an FBA or BIP.

Developing a Function-based Intervention

Here are two brief case studies that will be referenced throughout this document.

Ms. Jones is a second year, middle school teacher who is responsible for teaching multiple subjects to a diverse group of students, including several students who pose classroom management problems. For example, Ms. Jones was about to ask the class questions about the lesson on plants and photosynthesis, when one of her students, Ben, blurted out, "This is really stupid. Don't bother asking me any of your dumb questions." And, on multiple occasions, Ben has ridiculed and cursed at several of his classmates ("you are so _____; what do you know?") when they began to answer questions about a previous lesson. Because he also is verbally defiant in response to her attempts to offer corrective feedback, Ms. Jones has written multiple office disciplinary referrals. The principal has even discussed with her the possibility of suspension; but, nothing has seemed to change Ben's behavior.

In another classroom in the same building, Mr. Lawrence, is struggling with several students, the most challenging being Mary. Mary has significant intellectual disabilities and limited communication skills and, for whatever reason, sometimes resorts to biting or scratching herself during reading instruction. Mary is currently being served in a separate class for students identified with intellectual disabilities. Mr. Lawrence has limited experience with this kind of

problem and has not been able to find an effective intervention. He has begun to compile a record of the number of times and what is taking place in class at the time and has asked Mrs. Fry, the special education teacher, to meet with him to discuss the problem and 'brainstorm' possible interventions.

Teachers at all grade levels know that one or two students can monopolize a considerable amount of time and energy when they disrupt instruction. When these situations occur, teachers must look for ways to reduce or eliminate the problem behavior. Common intervention strategies include: reviewing classroom expectations with students, using physical proximity to students, promoting high levels of academic engagement, praising appropriate student behavior, giving regular feedback on performance, and providing corrective instruction following misbehavior (e.g., Kerr & Nelson, 2010). Unfortunately, for some students, these strategies are not enough to reduce or eliminate the inappropriate behavior and other more intensive interventions must be considered.

When to Consider a Functional Behavioral Assessment

Federal legislation and state law include provisions that address student behavior problems that interfere with classroom instruction. The IDEA and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, effective January 25, 2010 (the Virginia Regulations) require schools to address 'impeding' behavior through the use of functional behavioral assessment, behavioral intervention planning, and positive academic and behavioral supports.

Neither the IDEA legislation nor its regulations provide a definition of an FBA or a BIP. However, the Office of Special Education Programs (OSEP) within the United States Department of Education (USED) has provided the following description:

An FBA focuses on identifying the function or purpose behind a child's behavior. Typically, the process involves looking closely at a wide range of child-specific factors (e.g., social, affective, environmental). Knowing why a child misbehaves is directly helpful to the IEP Team in developing a BIP that will reduce or eliminate the misbehavior. (*Questions and Answers on Discipline Procedures*, U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS; USED, 2009).

OSEP has also added the clarification that "an FBA may include both observation and formal assessments." (Letter to Glenna Gallo, personal communication, April 2, 2013, U.S. Department of Education, OSEP.)

Adding to this broad federal foundation, the Virginia Regulations provide:

[An FBA is] a process to determine the underlying cause or functions of a child's behavior that impede the learning of the child with a disability or the learning of the child's peers. [It] may include a review of existing data or new testing data or evaluation

as determined by the IEP team.

[A BIP is] a plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of students with disabilities or with the learning of others or behaviors that require disciplinary action (Virginia Regulations, 2010).

An FBA and BIP can be completed any time that it becomes necessary to address a child's behavioral challenges; however, regulations require that an FBA be completed when the IEP team determines that (a) a behavior is the manifestation of a disability and the student does not have a behavioral intervention plan, or (b) sooner, if appropriate, if the student's behavior interferes with the student's learning or that of others.¹ The FBA is considered an evaluation which requires the consent of the parent or eligible student if it involves more than a review of existing data. Behavioral intervention plan means a plan that utilizes positive behavioral interventions and supports to address behaviors which interfere with the learning of students with disabilities or with the learning of others or that require disciplinary action.

Research Supporting Functional Behavioral Assessment

The use of an FBA to identify the function (or reason behind) student problem behavior has strong empirical support (Gable, Parks, & Scott, 2014; Gage, Lewis, & Adamson, 2010) and, because an FBA facilitates the development of a behavior intervention plan that focuses on skill building rather than punishment, it is very appropriate for educational settings (McIntosh, Brown, & Borgmeier, 2008). The FBA is a way for school personnel to identify relationships between environmental events and the occurrence (versus non-occurrence) of a behavior (Dunlap et al., 1993). The purpose for conducting an FBA is to identify events that predict and maintain student behavior (Steege & Watson, 2009). The usefulness of FBA is based on the knowledge that: (a) behavior serves a function for the student—there is something in it for the student, (b) behavior is related to the context in which it occurs—classroom, hallway, cafeteria, etc., and (c) knowing the function of the behavior enables school personnel to develop an intervention plan aligned with the function of the behavior (e.g., Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991; Gable et al., 2014; Scott, Alter, & McQuillan, 2010).

In their review of the accumulated research, Ervin et al. (2001) found that the majority of FBA-based interventions conducted in school settings produced positive changes in pupil behavior. More recently, Goh and Bambara (2012) found essentially the same thing, namely that FBA-based interventions are effective across students with and without disabilities and across grade levels. Based on their review, Goh and Bambara asserted that an FBA can play a crucial role in determining the effectiveness of an intervention.

With the introduction of FBA, there has been a fundamental shift in the way school personnel address behavior problems—from punitive consequences to instructional strategies.

¹ Behavior that interferes with a student's learning or that of others may also be addressed through goals, services and accommodations in the IEP.

The logic behind functional assessment is that practically all student behavior is purposeful—it satisfies a need that is related to the context in which it occurs (e.g., in the classroom, cafeteria, hallway). Students will likely change their behavior when they are taught a different response that more reliably, effectively, and efficiently satisfies the same need or produces the same outcome. For this reason, identifying the motivation or function for student misbehavior—what the student gets, avoids, or communicates through the behavior—is essential to finding ways to address behavior that disrupts the teaching and learning process.

Conducting a Functional Behavioral Assessment

An FBA relies on various indirect (e.g., interviews, questionnaires) and direct (e.g., antecedent-behavior-consequence form, event recording, interval recording) data collection strategies to identify the function (or reason) behind inappropriate or unacceptable student behavior (see Appendix A for sample forms). The goal is to identify the major factors associated with the behavior (e.g., those factors that most directly and predictably influence the occurrence versus the non-occurrence of the behavior; Gable et al., 2014). The purpose for conducting an FBA is to identify a behavior that serves the same function as the inappropriate behavior but is more acceptable or appropriate. By carefully examining the problem behavior, the context in which it occurs, and identifying the reason(s) why a student misbehaves, school personnel are able to develop an intervention plan aligned with the function of the behavior and designed to reduce or eliminate behavior that impedes learning and, at the same time, promote a new, replacement behavior.

An FBA is widely viewed as a team problem-solving process. Experience has shown that when an FBA is conducted by a team and, when the team develops an intervention plan, its members are more likely to implement it with fidelity and continue to do so across time. It is especially useful to have one or more team members who have knowledge of applied behavior analysis (Gable et al., 2014). What follows is a description of a 10-step FBA process developed by Gable and his colleagues (Gable, Quinn, Rutherford, & Howell, 1998).

1. Verify the Seriousness of the Problem Behavior

Many behavior problems in the educational setting can be eliminated by consistently applying strategies of proven effectiveness, including: clear rules and expectations, precorrection, behavior specific feedback to shape pupil responses, and self-management (e.g., Kerr & Nelson, 2010). However, when it is apparent that the problem behavior cannot be resolved through the use of evidence-based practices and, because of the seriousness of the problem, it warrants further attention, school personnel should consider initiating an FBA.

2. Define the Problem Behavior

Once it has been determined that the problem behavior merits further action, the teacher and the IEP team should precisely define the problem behavior. In returning to the two classroom scenarios, if the team relies on only a vague description of the behavior, such as “Ben has a poor attitude or Mary is aggressive,” it will be difficult to accurately measure the behavior,

decide on an appropriate intervention, or evaluate its subsequent success. For that reason, definitions of behavior should be stated in measurable, observable, and objective terms. After some preliminary information is collected, the team can refine the definition and include multiple examples of the behavior (e.g., when asked a question by the teacher, Ben disrupts instruction—refuses to respond to teacher requests, argues with the teacher, swears at classmates, and fails to comply with teacher requests). For Mary, the definition would read like this: Mary repeatedly bites or scratches her arm during reading instruction with the paraprofessional; this behavior results in physical harm (i.e., bite or scratch marks or bruises and sometimes breaks the skin).

3. Collect Information on the Reasons Behind the Problem Behavior

In some instances a simplified FBA may be appropriate. A simplified FBA involves discussion among those teachers with direct knowledge of the student and the context of the problem behavior. The team discusses past observations and concentrates on predictable relationships between environmental events and student behavior. Together, the team decides on a plan of intervention. A more formal FBA is warranted when a simplified approach has not produced a successful plan (Scott, 2013).

With a more formal FBA, team members observe the student and the context in which the problem behavior occurs to determine the exact nature of the problem. The team generally collects information on the times, conditions, and individuals present when problem behavior is most versus least likely to occur; the events or conditions that typically occur before and after the behavior; and other relevant information regarding the behavior (please see Appendix A for samples of data collection forms). An examination of these data may suggest times and settings in which to conduct further observations to document those variables that are most predictive of appropriate versus inappropriate student behavior. It often is useful to observe situations in which the student performs successfully as well, to compare classroom conditions that evoke appropriate versus inappropriate behavior.

Teams are not always able to observe the events that precipitate or maintain student misbehavior (Nichols, 2000). Accordingly, teams may need to collect indirect as well as direct observation data to identify the likely reasons behind the misbehavior. Indirect methods include: a review of the student's cumulative records, such as health, medical, and educational records or structured interviews with teachers and other school personnel (e.g., bus driver, cafeteria workers). Let's consider the case studies on Ben and Mary. Conducting a structured interview with Ben may reveal that he would rather act up than fail to respond correctly to teacher requests in front of his classmates; whereas, interviews with Mary's teacher and the paraeducator might yield insights regarding specific aspects of instruction (e.g., length, difficulty level, interest areas) not otherwise available.

In most FBAs, different school personnel collect multiple types of information, since a single source will not produce an accurate picture—especially if the problem behavior serves various functions under different circumstances. For problems that are neither too frequent nor too severe, it may be appropriate to rely on indirect means of data collection, a process that is strengthened when multiple team members collect data (Gable et al., 2014). Some authorities

recommend using indirect assessment (i.e., student or teacher interviews; rating scales) as the basis for generating a hypothesis statement and then manipulation of events in the setting to verify the accuracy of the hypothesis; others encourage consistent use of interviews and other forms of indirect measurement, along with direct observation (i.e., frequency count; Gable et al., 2014). Scott and Kamps (2007) suggest that there may be a “middle ground” when the student’s behavior is neither too complicated nor too severe. The information collected on low intensity behavior that serves as the basis of the hypothesis statement might consist of brief observation, along with indirect measures, such as the Functional Assessment Checklist for Teachers and Staff (FACTS; March et al., 2000) student interviews (e.g., Kern, Dunlap, Clarke, & Childs, 1994; Reed, Thomas, Sprague, & Horner 1997) or teacher questionnaires (e.g., Problem Behavior Questionnaire; Lewis, Scott, & Sugai, 1994). The more agreement there is between indirect and direct measures, the more likely it is that the results are accurate (Gable et al., 2014).

4. Analyze Information Collected on the Problem Behavior

Once the IEP team is satisfied that enough information has been collected, the next step is to analyze the data. The team looks for a pattern of events that predicts when and under what circumstances the behavior is most versus least likely to occur, what is maintaining the behavior, and what is the likely function of the behavior. Scott et al. (2010) advocate a straight-forward approach to data analysis that consists of a simplified version of the Competing Pathways Chart developed by Sugai, Lewis-Palmer, and Hagan-Burke (1999) and consists of the following questions:

- When and where does the behavior occur? When and where does it not occur?
- What’s happening - with regard to the problem behavior?
- What is the purpose of the behavior – why does the student do it?

Another option is for the team to ‘triangulate’ its data, meaning that three different sources of information are collected and recorded on a three-column form to help identify any patterns that emerge across indirect (e.g., adult and student interviews, problem behavior questionnaire) and direct measures of behavior (e.g., antecedent-behavior-consequences [ABC] form, scatterplot, frequency count, interval recording).

Upon review, the team may conclude that Ben disrupts class by blurting out inappropriate statements or cursing at a classmate whenever the teacher calls on him to read aloud in class. In this example, his behavior typically leads to removal from the group and the lesson. For Mary, her self-injurious behavior consists of biting and scratching and, when she bites or scratches herself, the paraeducator discontinues reading instruction. In compiling information on student behavior, it is important to keep in mind that even an occasional event or unusual condition cannot be ruled out as a reason for the problem behavior (Virginia Department of Education, 2009).

5. Develop a Hypothesis about the Function of the Behavior

Next, the IEP team formulates a hypothesis (or motivation) statement regarding the likely function of the problem behavior. The statement relates to what the data suggest the student gains, avoids or gets out of, or may be communicating by engaging in a particular behavior. While there sometimes are multiple explanations, usually it is advantageous to concentrate on the primary function of the problem behavior (Alter, Conroy, Mancil, & Haydon, 2008), the explanation that accounts for the most change or variability in pupil behavior (Gable et al., 2014). The hypothesis statement can then be written to predict the conditions under which the behavior is most likely to occur, the behavior itself, what the student accomplishes, and the possible reason(s) why the student engages in the behavior. For example, removal from instruction may have been exactly what Ben wanted to happen, namely when presented with an especially challenging task, the behavior escalates and Ben is removed from class, which allows him to escape from the task demands of the teacher. On the other hand, Mary may bite and scratch to escape from reading instruction and to express frustration with the task demands of the paraeducator but, because of expressive language deficits, is unable to express herself in a more acceptable manner.

6. Verify the Hypothesis about the Function of the Problem Behavior

Before proceeding with an intervention, it is useful to confirm the specific conditions under which the student misbehaves. A traditional functional analysis requires experimental manipulation of multiple variables under very controlled conditions and may not be feasible in most educational settings. In contrast, a mini-functional analysis consists of the systematic manipulation of two variables--events that precede the behavior and events that follow the behavior, to measure their differing effects on the behavior. In other instances, a structural analysis may be an appropriate option. With a structural analysis, school personnel only manipulate various antecedent events in an attempt to verify their assumptions regarding the likely function(s) of the behavior (Gage & Lewis, 2010). For instance, the team may hypothesize that during class discussions, Ben is disruptive because he sees the work as too difficult. In this case, the team decides to make adjustments in the difficulty level of the questions posed to Ben and to call on another student first so he has a model of the correct response. If this strategy produces a positive change in Ben's behavior, then the team can assume its hypothesis was correct and a behavioral intervention plan can be fully implemented; however, if his behavior is unchanged, then a new hypothesis needs to be formulated and tested.

The team might take a different course of action with Mary. The team might conduct a brief functional analysis, manipulating various classroom conditions, including: teacher attention; escape from a task; and, a control condition, a condition under which Mary has evidenced little or no self-injurious behavior (SIB). After conducting a brief functional analysis, the team concludes that Mary engages in SIB when the reading lesson is lengthy and time-consuming. The fact that the occurrences of self-injurious behavior are brief suggests that her self-injurious behavior is environmentally-maintained.

In some instances, it may not be necessary or appropriate to manipulate classroom conditions to observe their effects on student behavior. For instance, when a student engages in severe acting-out or aggressive behavior, the team should hypothesize the likely motivation behind the behavior, immediately implement an intervention, and evaluate its impact against ongoing data collection. Based on this analysis, the team should be ready to make any necessary adjustments in the original intervention plan.

7. Develop and Implement a Behavioral Intervention Plan

After collecting enough information to identify the function of the behavior, the IEP team must develop or revise an existing behavioral intervention plan. The plan should be written by school personnel who have direct knowledge of the student. It should include one or more strategies to eliminate the problem behavior and one or more strategies to promote a replacement behavior, and any supplementary aids or supports required to address the behavior. It also is important to consider any staff supports or skill training that is necessary to implement the proposed plan. When it is appropriate, multiple intervention options might be presented to the student who is asked to rank order them.

Teams typically develop an intervention plan that includes one or more of the following strategies or procedures:

- Teach the student more acceptable behavior that serves the same function as the inappropriate behavior (e.g., ways to get peer attention through positive social initiations) or achieves the same outcome (e.g., allows the student to take a short break during a very lengthy assignment).
- Modify the classroom setting events (e.g., physical arrangement of the classroom, general classroom management strategies, grouping arrangements) to decrease the probability of inappropriate behavior occurring and to increase the likelihood of replacement behavior occurring.
- Modify the antecedent events (e.g., introduce advanced organizers or use scaffolded instruction).
- Modify the consequent event (e.g., contingency contract, descriptive praise, verbal and nonverbal feedback).
- Modify aspects of the curriculum and/or instruction (e.g., multilevel instruction, matching student abilities and interests).
- Introduce a reinforcement-based intervention (e.g., systematic reinforcement of an alternative or incompatible behavior).
- Manipulating environmental variables has a high probability of producing a positive change in behavior (Scott, 2013).

In the two previous examples, the team determined that, based on a careful analysis of the data, for Ben, in-class assignments should be shortened and that high probability tasks should be interspersed throughout the day, along with differential reinforcement for incompatible behavior. The team also discussed the possibility of self-control training. In contrast, for Mary, the team determined that a combination of extinction, differential reinforcement of other behavior, and functional communication training using assistive technology constituted a logical intervention.

For the majority of problem situations, there will be more than one solution that can result in a positive outcome. In some cases, the team might wish to present a list of possible interventions and have the student rank order them from least to most acceptable. Regardless of the actual intervention, it is important to ensure that the student has frequent opportunities to engage in and be reinforced for demonstrating the replacement behavior. It is essential that the family realizes the importance of its role in providing supports and reinforcing the new replacement behavior as well. As a general rule, the student should have at least twice as many opportunities to be reinforced for engaging in the replacement behavior; otherwise, it is unlikely that there will be any change in behavior.

In analyzing behavior, it is important to recognize that students come from diverse backgrounds. Norms and expectations may vary from student to student as well as styles of social interaction (Townsend, 2000). Thus, in developing behavioral intervention plans, IEP teams should take into account gender, ethnic, cultural, and linguistic differences among students.

The success of an intervention plan rests on the student's willingness and ability to engage in the appropriate behavior without continued external support. Accordingly, teams need to incorporate strategies designed to promote the maintenance and generalization of appropriate student behavior. One strategy is to teach peers and other adults in the school and or community and home to prompt and to reinforce the positive behavior of classmates; another is to instruct the student in the use of self-management, self-talk, and/or self-cueing to engage in the replacement behavior (Virginia Department of Education, 2009).

It is important for the team to make function-based decisions about the most appropriate intervention. The team may need to adjust the complexity of the intervention according to the seriousness of the problem and to 'bundle' multiple interventions (e.g., changes in instruction and reinforcement). Umbreit, Ferro, Liaupsin, and Lane (2007) have developed a practical guide to facilitate the decision-making process.

8. Evaluate the Fidelity of Implementation of the Plan

Fidelity of implementation refers to the extent to which an intervention is delivered in the way it was intended to be delivered (Lane, Bocian, MacMillan, & Gresham, 2006). It is especially important that the IEP team monitor both the accuracy and the consistency with which the intervention plan is implemented. Otherwise, it will be impossible for the team to distinguish between a flawed intervention and a potentially effective intervention that was poorly

implemented (Virginia Department of Education, 2009). To monitor implementation, the team must put in writing the various components of the intervention plan, along with the individuals responsible for its implementation. Then, a checklist of steps or a script—a step-by-step description of the intervention and its application, can be developed for each person responsible for implementing the plan (Lane et al., 2006). The form should be completed every several days. Team members have found it is useful to record the operational definition of the target and the replacement behavior and spell out the intervention on the form.

9. Evaluate the Effectiveness of the Intervention Plan

A second evaluation procedure must be developed to evaluate changes in the behavior itself. Initial or baseline information can serve as a standard against which to judge subsequent changes in student behavior. Evaluating the effects of the intervention will yield data with which the team can decide about future modifications in the intervention plan. Ongoing collection and review of the data can help to determine the effects of the intervention across time. It is important to collect data on changes in both the inappropriate behavior and the replacement behavior so that the IEP team can more accurately evaluate the overall effectiveness of the intervention plan.

10. Modify the Intervention Plan

An intervention plan should be examined regularly and revised whenever the IEP team feels that an adjustment is necessary. Reasons to modify the intervention plan include:

- The student no longer exhibits the problem behavior.
- The situation has changed and the plan no longer addresses the student's needs.
- The IEP team determines during a manifestation determination review that the behavior intervention strategies are inconsistent with the student's IEP or placement.
- The original plan is not producing positive changes in the student's behavior.

It is worth underscoring the fact that not all problem behavior warrants a formal FBA. There is growing appreciation for the role of “function-based thinking” (Hershfeldt, Rosenberg, & Bradshaw, 2010); whereby school personnel look beyond the behavior and ask the question—why is the student acting that way? This is not to minimize the significance of the behavior; rather, it is recognition that all behavior serves a purpose and, by identifying the likely reason for the behavior, school personnel are in a better position to deal with mild to moderate problems. Drawing upon research-based components of FBA, teachers are able to respond immediately in ways that reduce the need for a more elaborate FBA (Hershfeldt et al., 2010). At the same time, school personnel can identify what resources currently are in place and where there might be gaps to be filled with evidence-based practices that can serve a proactive, preventative function.

Conclusion

In order to change the lives of students who have behavior problems in positive and significant ways, we need to better understand the relationship between environmental events and student behavior (Steege & Watson, 2009). By conducting an FBA and developing a BIP that is aligned with the function of the problem behavior, IEP teams can draw upon a growing number of evidence-based practices to provide academic and/or behavioral supports that increase the likelihood students will attain more positive outcomes (Gable et al., 2014). With adequate in-service training and experience, along with administrative and technical support, experience has shown that IEP teams can resolve a wide range of problem behaviors.

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The location and/or content of the Web site links may have changed since the publication of this document.

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Appendix A

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included to illustrate the range of available forms; inclusion of these documents should not be construed as an official endorsement of these forms by the Virginia Department of Education.

Forms may be reproduced for educational purposes only. Forms are included to show the range of available resources and should not be construed as endorsement by the Virginia Department of Education.

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s): Identify problem behaviors**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	

Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 5 **Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
 Interviewer: _____ Respondent(s): _____

Step 2 **Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness Other: _____ <input type="checkbox"/> drug use _____ <input type="checkbox"/> negative social _____ <input type="checkbox"/> conflict at home _____ <input type="checkbox"/> academic failure _____	<input type="checkbox"/> reprimand/correction <input type="checkbox"/> structured activity <input type="checkbox"/> physical demands <input type="checkbox"/> unstructured time <input type="checkbox"/> socially isolated <input type="checkbox"/> tasks too boring <input type="checkbox"/> with peers <input type="checkbox"/> activity too long <input type="checkbox"/> Other <input type="checkbox"/> tasks too difficult

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention Other: _____ <input type="checkbox"/> peer attention _____ <input type="checkbox"/> preferred activity _____ <input type="checkbox"/> money/things _____	<input type="checkbox"/> hard tasks Other: _____ <input type="checkbox"/> reprimands _____ <input type="checkbox"/> peer negatives _____ <input type="checkbox"/> physical effort _____ <input type="checkbox"/> adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Not very confident					Very Confident
1	2	3	4	5	6

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change Other: _____ <input type="checkbox"/> seating change _____ <input type="checkbox"/> curriculum change _____	<input type="checkbox"/> reprimand Other: _____ <input type="checkbox"/> office referral _____ <input type="checkbox"/> detention _____

The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step #1: Complete Demographic Information:

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Student Profile

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g., small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g., activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as “routines for future analysis”.

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information:

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a “1”, and other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

Step #7: Determine “Level of Confidence”

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been done to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

**Functional Behavioral Assessment
Teacher Interview Form**

Interviewer(s) _____ Date(s) _____

Student(s) _____

Respondent(s) _____ Title _____

1. Describe the behavior of concern. _____

2. How often does the behavior occur? _____

How long does it last? _____
How intense is the behavior? _____

3. What is happening when the behavior occurs? _____

4. When/where is the behavior most/least likely to occur? _____

5. With whom is the behavior most/least likely to occur? _____

6. What conditions are most likely to precipitate ("set off") the behavior? _____

7. How can you tell the behavior is about to start? _____

**Functional Behavioral Assessment
Teacher Interview Form**

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses. _____

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? _____

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? _____

11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?) _____

12. Who should be involved in the planning and implementation of the behavioral intervention plan? _____

Functional Behavioral Assessment Teacher Interview Form

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an intervention conducted with Trish's science teacher.

Interviewer(s) Ms. Day Date(s) 4/01/01

Student(s) Trish

Respondent(s) Mr. Smith Title Science Teacher

1. Describe the behavior of concern.

"Trish makes what she thinks are funny comments during my instruction, they cause disruption and really interfere with her learning and the learning of her classmates."

2. How often does the behavior occur?

"It occurs on average three times per week."

How long does it last?

"The behavior only last about 3 minutes."

How intense is the behavior?

"It varies, most of the time it is not too intense."

3. What is happening when the behavior occurs?

"Group discussions, usually when discussing what students learned from the previous nights reading assignment."

4. When/where is the behavior most/least likely to occur?

"Trish does not behave this way when she is working alone or on small cooperative group projects."

5. With whom is the behavior most/least likely to occur?

"There does not seem to be an individual or group, Trish usually acts up when she thinks the work is too hard."

6. What conditions are most likely to precipitate ("set off") the behavior?

"When the class is asked to take out their notes on the reading assignment from the previous night."

7. How can you tell the behavior is about to start?

"Yes, I can predict pretty accurately what will cause Trish to act up."

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.

"The class looks at Trish and smiles; actually there are times I can't help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost."

Functional Behavioral Assessment Teacher Interview Form

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way?

What does the student get or avoid?

"I think she really enjoys the attention. But, there are other more appropriate ways for her to get attention."

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?

"Maybe if she contributed to the discussion instead of getting us all off track."

11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)

"Trish is quite likeable and sometimes has important information to offer, but we don't get to see that side often."

12. Who should be involved in the planning and implementation of the behavioral intervention plan?

"I would certainly think all of her teachers, her parents, school and division officials, and I think Trish would provide valuable insight to the plan."

Source: Gable, Quinn, Rutherford, & Howell (1998)

Functional Behavioral Assessment

Student Assisted Interview Form

Interviewer _____ Date _____

Respondent _____

1. Tell me about things you like/dislike in school; home; and other places.

2. Tell me about the things that seem to be going well/not so well at school; home; and other places.

3. Tell me about the subject/class you like most/least; why?

4. Tell me about when you seem to have the most/least problems (where are you; what time of day; who else is around you?).

5. Tell me what happens when you (Target Behavior). What does the teacher say/do; what do the other students say/do?

6. Do you remember what were you thinking right before you (Target Behavior)?

Functional Behavioral Assessment

Student Assisted Interview Form

In addition to interviews conducted with adults, interviews with students may be useful in identifying how they perceive the situation and what causes them to act (or react) in the way that they do. What follows is an example of a functional interview conducted with Trish:

Interviewer Ms. Day Date 4/01/01

Respondent _____

1. Tell me about things you like/dislike in school; home; and other places.

"I don't know....I like Art and Music. Lunch time with my friends is fun. I like hanging out with them at school and at home. I don't like Social Studies or Science, there is too much work! And to top it all off we got a new foster kid at home, what a pain."

2. Tell me about the things that seem to be going well/not so well at school; home; and other places.

"I am in the Art Club, but they won't let me go because my grades have not been very good. I want to be in the club, but I can't get good enough grades, that makes me mad. Everything else is ok....oh yeah, except homework, especially science the book is real hard to read, I don't understand it."

3. Tell me about the subject/class you like most/least; why?

"I really like Art and Music, Computer Lab is ok. I am good at Art and I love to sing. I hate Language Arts and Math, I really hate Science and Social Studies. The books are hard to read and we have homework every night, I don't do my homework, because most of the time I don't know how."

4. Tell me about when you seem to have the most/least problems (where are you; what time of day; who else is around you?).

"I don't have too many problems, except when we discuss the homework. I have asked for help but everyone says it is my responsibility to get it done. This happens most of the time in Science and Social Studies. I do really well in my other classes....most of the time."

5. Tell me what happens when you make funny comments. What does the teacher say/do; what do the other students say/do?

"Everyone laughs and looks at me. Sometimes Mr. Smith even cracks up. I do it so the other kids will notice me, because other kids get all kinds of attention for being smart or finishing their work."

6. Do you remember what were you thinking right before you make funny comments?

"I don't know....I guess I was thinking that this is boring and I don't have my homework anyway so what difference does it make if I act stupid, I mean silly. Sometimes in class, I wish I could just get up and leave."

**Daily Student Schedule
Problem/Context Form**

Student Trish Interviewer Trish Date 4/7/00

First place an "x" in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a "3" on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a "3" on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject		LA x	x	Math x	x	Art		PE		SocSt x		Sci x	x	Music		Comp	
Teacher		Smith		Jones		Brown		Reed		Smith		Jones		Black		Olson	
Most Problems		3	3	3													
5										3							
4					3							3	3				
3	3																
2								3	3		3				3	3	
1						3	3							3			3
Fewest Problems																	

Comments _____

Source: Adapted from Reed, Thomas, Sprague, & Homer (1997)

**Daily Student Schedule
Problem/Context Form**

Student _____ Interviewer _____ Date _____

First place an "x" in each column to show the times and places where you have problems with your behavior(s). Next, if you have a lot of problems during a period, activity, or hall time, I need you to place a "3" on or near the six (6). But, if you have only a few problems during a period, activity, or hall time, you should place a "3" on or near the one (1).

	Before School	1st Period	Hall	2nd Period	Hall	3rd Period	Hall	4th Period	Lunch	5th Period	Hall	6th Period	Hall	7th Period	Hall	8th Period	After School
Subject																	
Teacher																	
Most Problems																	
6																	
5																	
4																	
3																	
2																	
1																	
Fewest Problems																	

Comments _____

ABC OBSERVATION FORM

Student Name: _____

Observation Date: _____

Observer: _____

Time: _____

Activity: _____

Class Period: _____

ANTECEDENT

BEHAVIOR

CONSEQUENCE

ANTECEDENT	BEHAVIOR	CONSEQUENCE

ABC OBSERVATION FORM

Student Name: Trish S.

Observation Date: 10/5

Observer: R. Day

Time: 9:40-9:55 a.m.

Activity: disruptive behavior

Class Period: 3

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<i>Teacher begins – tells students to look at board.</i>	<i>Trish looks around room and at other kids.</i>	<i>Teacher continues lesson; ignores Trish.</i>
<i>Teacher puts examples on board and asks class to work problems.</i>	<i>Trish looks around and calls to Ben.</i>	<i>Teacher asks for quiet.</i>
<i>Teacher tells class to do 5 more problems.</i>	<i>Trish turns around and pokes Ben with pencil.</i>	<i>Teacher tells Trish, "get to work, NOW!"</i>
	<i>Trish calls out, "this is too hard." She throws worksheet and book on floor.</i>	<i>Teacher demands that Trish come forward, get a hall pass, and go to the office.</i>

Functional Assessment Scatterplot

Student _____ Dates ___/___/___ to ___/___/___ Grade _____ School _____

Observer(s) _____

Behavior(s) of Concern _____

Setting _____

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Total							

Sources: Gable, Quinn, Rutherford, and Howell (1998)

Functional Assessment Scatterplot

Student Trish S. Grade 3 School Any Elementary
 Dates 4/10/00 to 4/14/00 Observer(s) R. Day, C. Jones

Behavior(s) of Concern Verbal disruptions in class -- Trish calls out and attempts to engage peers

Setting General Education Classroom

Activity	Time	Monday	Tuesday	Day of the Week Wednesday	Thursday	Friday	Total
Math	8:15-9:15	3	4	4	5	4	20
Lang Arts	9:15-11:00	7	5	4	7	6	29
PE	11:00-11:40	3	2	2	1	0	8
Lunch	11:40-12:15	2	1	3	4	2	12
Sci/Soc. Studies	12:15-1:10	3	5	5	6	5	24
Music/Art	1:10-2:00	0	1	1	0	2	4
Total		15	14	15	18	15	77

Sources: Gable, Quinn, Rutherford, and Howell (1998)

Problem Behavior Questionnaire

Respondent Information			
Student _____	DOB _____	Grade _____	Sex: M F IEP: Y N
Teacher _____	School _____		
Telephone _____	Date _____		

Student Behavior: Please briefly describe the problem behavior(s)

Directions: Keeping in mind a typical episode of the problem behavior, circle the frequency with which each of the following statements is true.

	Percent of the time						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside of the classroom (e.g., bus write-up)?	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-to-one instruction to get student back on task?	0	1	2	3	4	5	6
13. Does the problem behavior cease if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem more likely to occur following	0	1	2	3	4	5	6

Source: Lewis, T.J., Scott, T.M., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.

unscheduled events or disruption in class routines?

Problem Behavior Questionnaire Profile

Directions: Circle the score given for each question from the scale below the corresponding question number (in bold).

In interpreting the completed student profile, any item circled at the three (3) or above level represents a potential hypothesis (or explanation) for the student motivation to engage in the problem behavior. If two or more are circled at the three (3) or above level in any of the five categories, it suggests a primary hypothesis.

Peers			Adults						Setting Events					
Escape			Attention			Escape			Attention					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Source: Lewis, Scott, and Sugai (1994)