



ECHO IDAHO: **K12 Behavioral Health in the Classroom**

Functional Behavior Assessments

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Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, process guidelines, remain the guiding principles to your practice.

None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Learning Objectives

- Define a Functional Behavioral Assessment (FBA)
- Understand the purpose of an FBA
- Determine when to use an FBA

FBA Definition

- A systematic problem solving process to identify:
 - Contributions to the occurrence and maintenance of problem behavior
 - *When and Why behavior happens*
 - serve as basis for developing proactive & comprehensive behavior support plans
 - *What skills and supports the student needs*

Why Functional Behavior Assessments?

- Reduce unwanted behaviors, increase positive behaviors
- Understand why a behavior occurs so it can be changed
- Works in general and special education settings
- Research shows an effective behavior intervention plan (BIP) is tied to the behavior's function (Midwest PBIS)

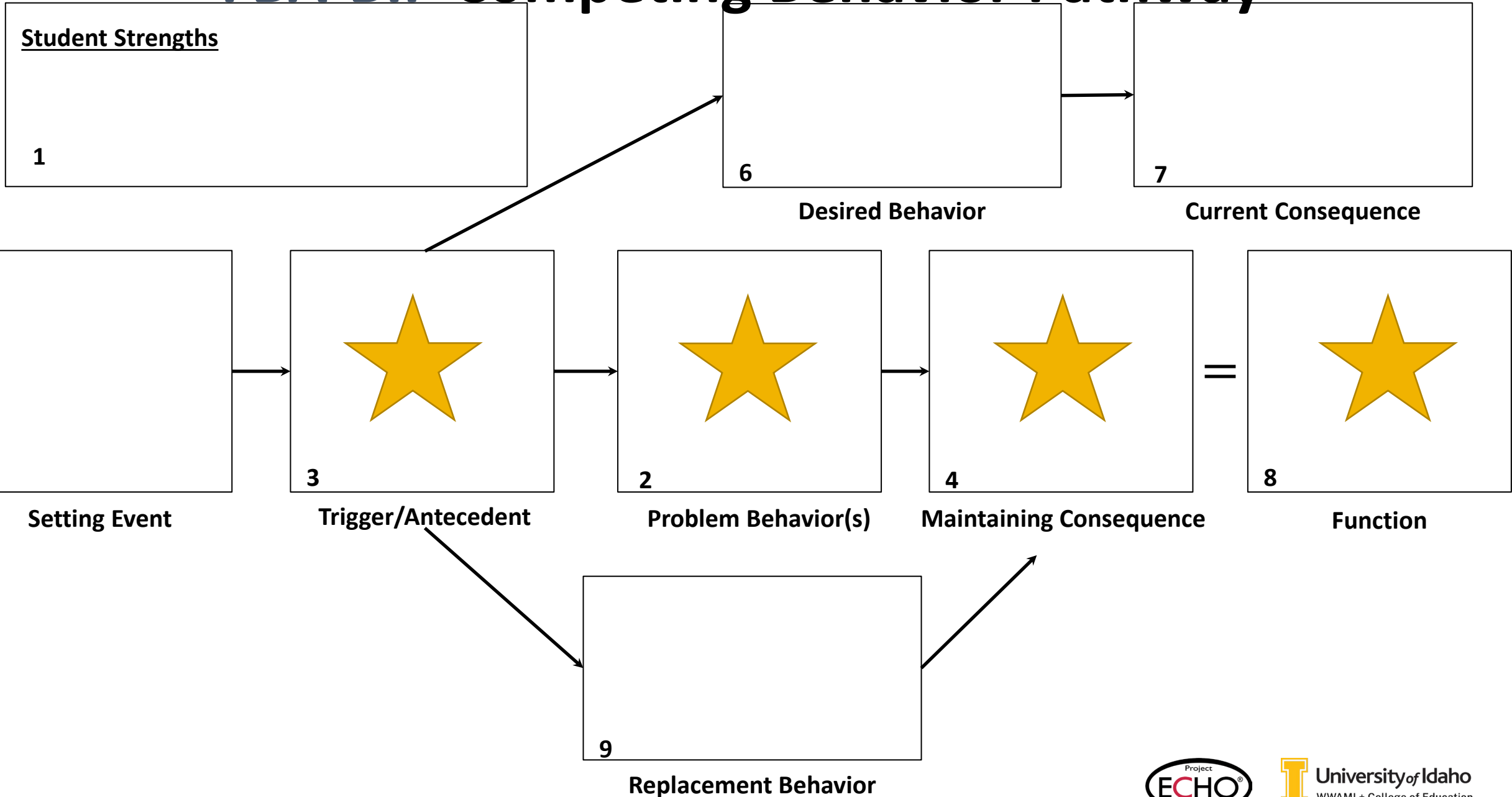
When?

- Students are not successful (tier 2 intervention unsuccessful)
- Interventions need to be developed
- Existing interventions need to be made more effective and/or efficient

Process

1. Referring party completes RFA
2. Team discusses need for FBA
3. FBA facilitator lead organizes data collection
4. Develop a hypothesis about the behavior
5. Test the hypothesis
6. Develop BIP, evaluate, repeat as needed

FBA-BIP Competing Behavior Pathway



Focus on Functions

-ONE function

-ACCURATE function

-TRY a function

Avoid/Escape	Obtain/Access
Difficult task	Adult attention
Non-preferred activity	Peer attention
Physical demand	Preferred activity
Adult or peer attention	Preferred object

Problem Behavior

- Anyone should be able to know what the behavior is because it is...
- Observable: You can see the behavior
- Measurable: You can count or time the behavior

Problem Behavior

Examples	Non-Examples
Pushes classmates in line	Aggressive
Interrupts teacher	Disruptive
Texts during independent work time	Non-Compliant
Whistles while teacher is giving instructions	Distracting
Fidgets with items at desk while teacher is talking	Attention Issues

Antecedent

When and where does the behavior occur?

-Trigger/antecedent —>problem behavior

- Where: Routines/settings where the problem behavior is most likely
- When: Specific events within a routine that initiate the problem behavior

Antecedent

Examples	Non-Examples
The teacher asks the student to read aloud	Wanting attention
Sitting in a circle	Missed a lot of school
When asked to turn in homework	Refuses to do work
In class, after recess	It's random
Passing period	No triggers

Consequence/Outcome

When a behavior occurs repeatedly, something **reinforces** that behavior. The reinforcer, helps ensure the behavior will happen again and again

The consequence is what happens immediately after the problem behavior occurs

Examples	Non-Examples
Parker is sent to the office	Parker loses can't go to the school dance in two weeks
Aleia's peers leave her alone	Aleia's peers talk to her
Victor's peers laugh	Victor's peers invite him to a party a week later
Celeste's teacher stops the lesson and talks to her	Celeste's teacher sends a note home to parents

Key Points

- FBAs are intended to help a team understand a student's behavior
- The function of a behavior helps understand the behavior
- An FBA leads to a BIP
- FBAs are used as a tool to support a replacement behavior and help a student succeed
- FBAs require collaboration and the use of data

References

- Midwest PBIS Network (n.d.). *Functional Behavior Assessment: Overview and Process*. <https://www.midwestpbis2.org/training-content/fba-bip/tools-and-resources>
- Center on PBIS. (2022). *Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide*. Center on PBIS. University of Oregon. www.pbis.org