Evaluating and Developing Quality Functional Behavioral Assessments (FBAs)

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Agenda

- Brief introductions
- ABA Perspective and Principles that guide the FBA
- Timeline of the FBA process in School Settings
- FBA Components, Quality Checklist, and Example
  - Components and “Poor” “Good” “Best” Information for each section
  - Supporting data sources
  - Analysis and Determination of Hypothesis of Function
- Link between FBAs and BIPs and Student Outcomes
- Questions

Session Overview

During this session, the behavioral principle framework of a Functional Behavioral Assessment (FBA) will be presented along with a possible FBA timeline and participation of IEP team members. Each component of the FBA will be explained and the FBA Quality Checklist will be introduced. The FBA Quality Checklist provides new teachers and other IEP team members with a guide for conducting and writing the FBA. “Poor,” “Good,” and “Best” examples for each section of the FBA will be provided. Examples of data sources that inform and strengthen each section of the FBA will be provided. Finally, the presenters will link a high quality FBA to its role in the development of a high quality Behavior Intervention Plan (BIP) and better student outcomes.

Brief Introductions

- Cheryl Light Shriner, Ph.D., BCBA-D, Department of Special Education, University of Illinois

- Cassie McConkey, Ed.M, BCBA, Special Education Teacher working with students with social/emotional/behavioral disabilities, young elementary

- Audience

ABA Perspective and Principles that Guide the FBA

- Behavior is learned. Behavior is a product of its environment.
- Behavior is strengthened/weakened by consequences that follow the behavior.
- Behavior occurs for a reason.
- Behaviors selected for change must be socially significant (the change will increase quality of life/positive outcomes for the individual.)
- Behavior ultimately responds better to positive consequences than negative consequences.

ABA Perspective and Principles that Guide the FBA

- Functional Behavioral Assessment (FBA) leads to identifying the reasons that behavior occurs (functions of behavior).
- Teachers can assess the immediate environment (Antecedents and Consequences).
- Teachers have control over the immediate environment.
- Teachers are part of the environment.

Applied Behavior Analysis

*Applied Behavior Analysis Principles are not specific to individuals with Autism Spectrum Disorders (ASD). They can be applied to all people, all students, all individuals with or without disabilities.

The application of Applied Behavior Analysis Principles, assessment, and interventions requires knowledge, skills, and training for ethical and accurate implementation.

PROCESS of a Functional Behavioral Assessment in a School Setting

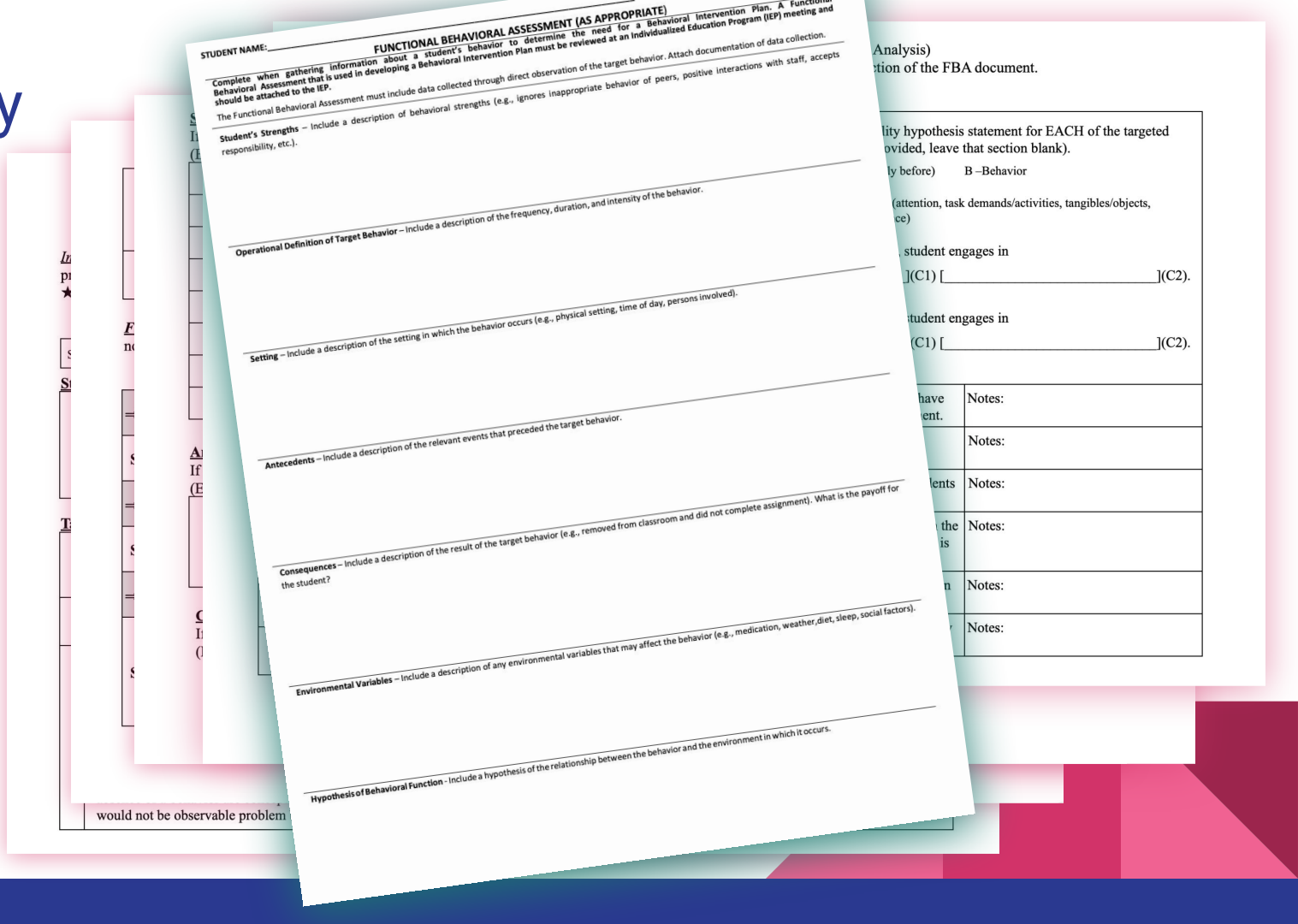
Prior to FBA Request (Google Form)	Defining Data (meeting)	Taking Data	Analyzing Data and Hypothesis (meeting)	Writing the FBA (meeting)
Engaging in and reporting Tier 1 and 2 interventions and taking baseline data the shows either frequency, duration, intensity or other.	FBA Consent and Planning Meeting (with guardians) Define behavior(s), determine type and frequency of data to be collected, assign duties.	• Interview • Scatter Plot Data • ABC Data • FA Observation (FAO) Data	From all data sources, team will analyze and identify the most predictable 1) times, activities, people when problem behavior occurs 2) antecedents that are present immediately before the problem behavior occurs 3) consequences that follow the occurrence of problem behavior 4) environmental variables or setting events that make the problem behavior more likely. Create hypothesis statement that describes how the student obtains or escapes attention, tasks, item, or sensory input.	Summarize the data that was analyzed and add to the FBA page of the IEP. Only include the relevant information. Refer to the data that was collected and attach analyzed data/graphs/ charts to the IEP.

FBA Components, Quality Checklist, and Examples

- Must be completed (process and written page in the IEP) prior to developing a Behavior Intervention Plan (BIP).
- Completing the FBA process may take several weeks prior to writing it and will involve multiple team members.
- Each component requires evidence obtained from the Functional Behavioral Assessment process.
- Indirect assessment (e.g., interviews) can also be used to supplement the direct observation data but must not be the only type of information or evidence.
- The state requires observational data.

FBA Quality Checklist

FBA Form for State of Illinois



STUDENT NAME:_____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. A Functional Behavioral Assessment that is used in developing a Behavioral Intervention Plan must be reviewed at an Individualized Education Program (IEP) meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.).

Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

Antecedents – Include a description of the relevant events that preceded the target behavior.

Consequences – Include a description of the result of the target behavior (e.g., removed from classroom and did not complete assignment). What is the payoff for the student?

Environmental Variables – Include a description of any environmental variables that may affect the behavior (e.g., medication, weather,diet, sleep, social factors).

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

FBA Components, Quality Checklist, and Example

Functional Behavior Assessment Checklist for Reviewing FBAs

(McConkey & Light-Shriner, 2022 update)

Instructions: For each item on the checklist, put a check ✓ in the box left of the listed item if the information provided in the FBA is present and complete for ALL (each) identified problem behavior.

★ If the item information is unclear, vague, or incomplete, do not check the box. Instead, add notes to indicate why this item did not meet expectations.

Student Initials		Year/Month of Assessment		Evaluator/Developer's Name	

STUDENT NAME:_____ **DATE OF MEETING:** _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. A Functional Behavioral Assessment that is used in developing a Behavioral Intervention Plan must be reviewed at an Individualized Education Program (IEP) meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student Strengths -

*Information for student strengths is obtained from multiple sources such as daily observation, record review of performance, and student self-report.

Student Strengths

Student Strengths

	⇒ There is a summary of at least one strength related to *social behavior*, one *academic strength*, and one example of other *desirable behavior* they demonstrate. This section provides recognition of their successes, accomplishments, and positive relationships with others.	Notes about why an item in this section did not meet expectations:

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.).

Student Strengths

Poor	✓ Good	✓✓ Best
Sports are a huge motivator for Martin. He wants people he cares about to be proud of him, especially his mother. Martin complies to teachers' requests.	Martin verbally expresses himself in full sentences and can tell others about things he likes and dislikes. He also will hold longer conversations about preferred activities (e.g, sports) with peers and adults. He is able to work alone or with small groups of students depending on the groupings. Martin is able to read fourth grade reading materials.	Martin verbally expresses a desire to change his behavior ("I think I can do better in math, if I get a little help.") frequently with teachers. He also engages peers and adults in conversations about things he enjoys (sports, eating, playing video games), daily. Teachers report that he asks them to send his mom messages about his performance in school when he is doing well at least weekly. Martin frequently (at least weekly) shows empathy and concern for peers who are upset. Teachers report that he can work independently for 15 minutes and/or with peers who he has a neutral (Not best friends or worst enemies) relationship to in order to achieve a desired outcome. Martin Is able to read most fourth grade level reading materials consistently and is able to write short paragraphs.

Student Strengths

⇒ There is a summary of at least one strength related to *social behavior*, one *academic strength*, and one example of other *desirable behavior* they demonstrate. This section provides recognition of their successes, accomplishments, and positive relationships with others.

Operational Definition

*Information for operational definition is obtained from multiple sources and people who describe what the behavior looks likes. The descriptions are combined and agreed upon and it is determined that two people can observe and record data consistently and reliably. (Two independent observers will agree that the behavior occurred or did not occur.)

Operational Definition

Target Behavior and Operational Definition (and data)

	⇒ A clear targeted problem behavior has been identified (named). If there are more than one targeted problem behaviors, each has been clearly identified and each is distinct. There is no overlap between the problem behavior
	⇒ If more than one behavior, each behav section of the FBA document. (Examp
	⇒ The operational definition of each of the targeted "problem" behaviors is written. a. using observable aspects/features of the behavior (it can be seen and/or heard by an observer). Each behavior is described in terms of behaviors that the student demonstrates and an observer could see, b. measurable (can be counted, timed, documented in a specific way), c. and possible for two or more independent observers/data collectors to have high interobserver agreement. [Emotional, bio-behavioral states, assumed intentions, thoughts, emotions, or descriptions of an absence of a behavior are concepts that are unobservable. Examples, "frustrated," "shuts down" would not be observable problem behaviors.]

Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Operational Definition

Target Behavior and Operational Definition (and data)

	⇒ A clear targeted problem behavior has been identified (named). If there are more than one targeted problem behaviors, each has been clearly identified and each is distinct. There is no overlap between the problem behaviors identified.
	⇒ If more than one behavior, each behavior is addressed and numbered throughout each section of the FBA document. (Example: 1. Hitting 2. Yelling)
	⇒ The operational definition of each of the targeted "problem" behaviors is written. a. using observable aspects/features of the behavior (it can be seen and/or heard by an observer). Each behavior is described in terms of behaviors that the student demonstrates and an observer could see, b. measurable (can be counted, timed, documented in a specific way), c. and possible for two or more independent observers/data collectors to have high interobserver agreement. [Emotional, bio-behavioral states, assumed intention[illegible] thoughts, emotions, or descriptions of an absence of a behavior are concepts that are unobse[illegible]. Examples, "frustrated," "shuts down" would not be observable problem behaviors.]

Poor	✓✓ Good	✓✓ Best
Off Task - includes behaviors like being on his phone excessively, walking around the room or shutting down. Office referral records indicate that off-task behavior has occurred for several consecutive years.	Off Task: includes behaviors like being on his phone during large group instruction and during small group work time. Also includes walking around the room during seatwork times. Martin was off-task an average of 60% of intervals observed during two 50-minute academic classes across four consecutive days. See attached data.	Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic. Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached.

Baseline of Behavior

	⇒ Current baseline of behavior is reported/summarized and indicates the type of data that was collected. In other words, this FBA document reflects direct observations of each of the identified targeted problem behaviors. [For example, frequency/rate of behavior, duration of behavior, latency, intensity levels, time sample, interval recording, etc.]
	⇒ Completed Data Sheets for current levels of behavior are attached or embedded within this section.

Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Baseline of Behavior

Poor	✓ Good	✓✓ Best
Off Task - includes behaviors like being on his phone excessively, walking around the room or shutting down.	Off Task: includes behaviors like being on his phone during large group instruction and during small group work time. Also includes walking around the room during seatwork times. Martin was off-task an average of 60% of intervals observed during two 50-minute academic classes across four consecutive days. See attached data.	Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic. Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached.

	⇒ Current baseline of behavior is reported/summarized and indicates the type of data that was collected. In other words, this FBA document reflects direct observations of each of the identified targeted problem behaviors. [For example, frequency/rate of behavior, duration of behavior, latency, intensity levels, time sample, interval recording, etc.]
	⇒ Completed Data Sheets for current levels of behavior are attached or embedded within this section.

Types of Baseline Data

*Current Levels of Problem Behavior

Continuous Data (Baseline)

- Frequency/Event
- Duration/Latency
- Intensity

Discontinuous Data

- Interval Recording/Percentage of Intervals
- Momentary Time Sampling/Percentage of intervals

FBA Data Collection Methods

*Data Collection Methods include “indirect” sources (records or reports or information provided about the student by school personnel or self-report from the student or parents) and “direct” sources (direct observation of the student and the student’s behavior in real time.)

Click to see example of attached data.

Data Collection Methods

Functional Behavior Assessment Data **-** this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: **S** = Summarized **A** = Attached

⇒ **Indirect FBA Data**													
S	**A**	Parent/School Interview	**S**	**A**	Student Interview	**S**	**A**	MAS and/or Rating Scale	**S**	**A**	Record Review	Other/Notes:	
⇒ **Direct Observation FBA Data**													
S	**A**	A-B-C Data	**S**	**A**	Scatter Plot Data	**S**	**A**	FBA Observation (FAO)	**S**	**A**	Other/Notes:		
⇒ **Functional Analysis**													
S	**A**	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) ***This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.***									Other/Notes:		

Notes about Best
Indirect data was gathered and is summarized. Additionally, direct data was gathered, analyzed, and attached to the IEP.

Data Collection Methods

Functional Behavior Assessment Data **-** this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: **S** = Summarized **A** = Attached

⇒ **Indirect FBA Data**													
S	**A**	Parent/School Interview	**S**	**A**	Student Interview	**S**	**A**	MAS and/or Rating Scale	**S**	**A**	Record Review	Other/Notes:	
⇒ **Direct Observation FBA Data**													
S	**A**	A-B-C Data	**S**	**A**	Scatter Plot Data	**S**	**A**	FBA Observation (FAO)	**S**	**A**	Other/Notes:		
⇒ **Functional Analysis**													
S	**A**	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) ***This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.***									Other/Notes:		

Notes about Good

Note: This example has indicated that there three key types of FBA data have been summarized and attached. This will strengthen the FBA considerably.

The more sources of information to provide evidence and analysis of that evidence, the more confident a teacher/team can be in the hypothesis of function statement.

Data Collection Methods

Functional Behavior Assessment Data **-** this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: **S** = Summarized **A** = Attached

⇒ **Indirect FBA Data**												
S	**A**	Parent/School Interview	**S**	**A**	Student Interview	**S**	**A**	MAS and/or Rating Scale	**S**	**A**	Record Review	Other/Notes:
⇒ **Direct Observation FBA Data**												
S	**A**	A-B-C Data	**S**	**A**	Scatter Plot Data	**S**	**A**	FBA Observation (FAO)	**S**	**A**	Other/Notes:	
⇒ **Functional Analysis**												
S	**A**	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) ***This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.***									Other/Notes:	

Poor
"Office referral records indicate that off-task behavior has occurred for several consecutive years."

Note: If there is no summarized data or attached direct observational data, the FBA may be invalid. Some type of record should be attached or specific data embedded in the summary.

Data Collection Methods

Functional Behavior Assessment Data **-** this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: **S** = Summarized **A** = Attached

⇒ **Indirect FBA Data**													
S	**A**	Parent/School Interview	**S**	**A**	Student Interview	**S**	**A**	MAS and/or Rating Scale	**S**	**A**	Record Review	Other/Notes:	
⇒ **Direct Observation FBA Data**													
S	**A**	A-B-C Data	**S**	**A**	Scatter Plot Data	**S**	**A**	FBA Observation (FAO)	**S**	**A**	Other/Notes:		
⇒ **Functional Analysis**													
S	**A**	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) ***This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.***									Other/Notes:		

Notes about Poor

Note: Summarized data is a step in the right direction. If the data has been summarized within the FBA then the data can be attached.

Key pieces of FBA data have not been collected yet. The FBA will not have sufficient information to develop a hypothesis.

FBA Data Collection Methods

Indirect Assessment FBA

- Interview - School
- Interview - Student
- Rating Scales (MAS)

Direct Observation FBA

- Scatter Plot
- A-B-C Data
- Functional Assessment Observation (FAO)

Setting

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA
(Examp

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

	⇒
	⇒
	⇒ The times of day when the behavior is demonstrated most frequently are given.
	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - setting 2. Yelling - setting)

✓	⇒ The locations where the behavior occurs most frequently are given.
✓	⇒ The locations where the behavior occurs least frequently are given.
✓	⇒ The times of day when the behavior is demonstrated most frequently are given.
✓	⇒ The times of day when the behavior is demonstrated least frequently are given.
✓	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Best

The behavior occurs most frequently in classroom settings within core academic classes (Math, Science, History), and occurs least frequently in his other class periods (breakfast, lunch, PE, Home Economics) or other school settings (e.g., lunch room, hallway, gym). Off task behavior occurs most often at the very beginning (which coincides with math)and end of the day (which coincides with history), as well as more frequently on Mondays and Fridays. Behavior is less frequent in the middle of the school day though sometimes occurs during science. Behavior typically occurs when the student is expected to work on something with a peer but when teachers are in the room. (Data shown on attached scatterplot, FAO,& FAI teacher interview)

Scatterplot FAI - Teacher FAO

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - setting 2. Yelling - setting)

✓	⇒ The locations where the behavior occurs most frequently are given.
	⇒ The locations where the behavior occurs least frequently are given.
✓	⇒ The times of day when the behavior is demonstrated most frequently are given.
✓	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Good

The behavior occurs most frequently in classroom settings within core academic classes (Math, Science, History), and occurs least frequently in his other class periods (breakfast, lunch, PE, Home Economics). It occurs most often at the very beginning and end of the day, as well as more frequently on Mondays and Fridays. Behavior is less frequent in the middle of the school day. Behavior typically occurs when the student is expected to work on something with a peer. (Data shown on attached scatterplot, FAO,& FAI teacher interview)

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - setting 2. Yelling - setting)

	⇒ The locations where the behavior occurs most frequently are given.
	⇒ The locations where the behavior occurs least frequently are given.
	⇒ The times of day when the behavior is demonstrated most frequently are given.
	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Poor
The behavior occurs in core academic classes.

Antecedents

Antecedents

Antecedents (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - antecedent 2. Yelling - antecedent)

	⇒ One or more ***antecedents*** that predictably occur immediately before ***each of the defined targeted "problem" behaviors*** have been provided. Note: **Predictable** is the most common antecedent (or two) that resulted from the data gathered.	Notes:

Antecedents – Include a description of the relevant events that preceded the target behavior.

Antecedents

Poor	✓ Good	✓✓ Best
Off Task - Occurs during class time.	The predictable antecedents for off task behavior that the ABC data and FAO data support include being asked to complete an assignment with a peer or with a small group of peers, during large group instruction during Math, History. ABC is attached. ABC data	The predictable antecedents for off task behavior that the ABC data and FAO data support include being asked to complete an assignment with a peer or with a small group of peers, during large group instruction when the teacher is not specifically attending to or interacting with the student during Math, History, and sometimes science. Occasionally the behavior will occur when the student is asked to work independently and write out answers. Evidence also shows that when the student's phone is visible and available, there is a higher likelihood of "off-task" behavior occurring. ABC amd FAO data are attached. ABC data FAO data

Antecedents (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - antecedent 2. Yelling - antecedent)

	⇒ One or more ***antecedents*** that predictably occur immediately before ***each of the defined targeted "problem" behaviors*** have been provided. Note: **Predictable** is the most common antecedent (or two) that resulted from the data gathered.	Notes:

Consequences

Consequences

Consequences (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one bel
(Example: 1. Hitting
Avoid/Delay (yo
Obtain (you don
Maintain (you al
Escape (somethi

Consequences – Include a description of the result of the target behavior (e.g., removed from classroom and did not complete assignment). What is the payoff for the student?

Use this Function Categorizing Form to categorize and "translate" the consequence(s) into a function and descriptor. Use later in the hypothesis statement.

	Four Function Categories (C1 in the hypothesis statement)			
	Escape (or Avoid/Delay)		Obtain (or Maintain)	
Consequence Descriptors (C2 in the hypothesis statement)	Attention		Attention	
	Tasks/Activities		Tasks/Activities	
	Tangible		Tangible	
	Automatic/Sensory		Automatic/Sensory	

	⇒ One or more ***consequences*** that predictably occur after ***each of the defined targeted "problem" behaviors*** have been provided. Note: **Predictable** is the most common consequence (or two) that resulted from the data gathered.	Notes about why an item in this section did not meet expectations:
	⇒ The consequence(s) were "translated" into one of the four function categories and descriptors.	Notes:

Consequences

? Poor	✓ Good	✓✓ Best
Loss of instruction, not completing work, loss of privileges, loss of hallway/cafeteria privileges, loss of peer interaction, escape and avoidance of work, in and out of school suspension, call home, referral to the office, damaged peer relationships, loss of social interaction, gaining peer and adult attention, raise in social status among peers, feeling like he fought for himself.	Not completing the assignment or delaying the assignment, spending time on phone (known to be a preferred activity), and occasional attention from the teacher when Martin is told to get back to work are the predictable consequences for off-task behavior. Data for ABC and FAO are attached. ABC data FAO data	The main consequences of the behavior found are: Not completing the assignment or delaying the assignment, spending time on phone (known to be a preferred activity), and occasional attention from the teacher when Martin is told to get back to work. The ABC data and the FAO both show these as frequent consequences for the behavior. These consequences and data from the Motivation Assessment Scale provide evidence that escape/delay of completing tasks or working with small group are the most predictable events AND continuing his use of the phone are the most predictable consequences of the behavior. Data for ABC, FAO, and MAS are attached. ABC data FAO data MAS

Example 1 - Consequences

<u>Consequences</u> (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - consequence 2. Yelling - consequence)

Avoid/Delay (you haven't started and you are delaying the start, but you will eventually get to it)
Obtain (you don't have something and you want it)
Maintain (you already have something and you want to keep it)
Escape (something has started and you don't want to continue, so you stop)

Use this Function Categorizing Form to categorize and "translate" the consequence(s) into a function and descriptor. Use later in the hypothesis statement.

	Function Categories (C1 in the hypothesis statement)			
	Escape (or Avoid/Delay)		Obtain (or Maintain)	
Consequence Descriptors (C2 in the hypothesis statement)	Attention		Attention	Some redirection attention from teacher.
	Tasks/Activities	Math, History, Working with peers in small group, large group instruction	Tasks/Activities	
	Tangible		Tangible	Phone (entertainment)
	Automatic/Sensory		Automatic/Sensory	

Environmental Variables

Environmental Variables

Environmental Variables (This includes setting events and "slow triggers") (Data sources: Interview, Parent Communication)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - environmental variables 2. Yelling - environmental variables)

	⇒ One or more ***environmental variables (setting events)*** that occur prior to the instructional session and predictably have an impact on ***each of the defined targeted "problem" behaviors*** have been provided. (e.g, illness, fatigue, hunger, trauma, change in the schedule, unexpected event, conflict with a friend, etc.)	Notes:
	⇒ There is a statement that environmental variables were investigated but none were identified or found.	

Environmental Variables – Include a description of any environmental variables that may affect the behavior (e.g., medication, weather,diet, sleep, social factors).

Environmental Variables

Poor	✓ Good	✓✓ Best
Martin's relationship with the adult is extremely important when participating in class activities.	Environmental Variables that may affect Martin's behavior are Mondays and Fridays, at times when he reports he is hungry (typically in the morning and late afternoon), and on days he reports missing his medication. Evidence can be seen in the FAI - Teacher and Scatter plot which are attached. Scatterplot FAI - Teacher	Environmental Variables that are predictable for off task behavior or associated with being off-task include increased off task behavior on days when medication has not been taken, on Mondays and Fridays, and when he reports being hungry. Martin frequently says he is hungry at the beginning of the day and at the end of the day. Information from the FAI - Teacher, FAI student, and scatterplot provide evidence. This data is attached. FAI - Teacher FAI - Student Scatterplot

Environmental Variables (This includes setting events and "slow triggers") (Data sources: Interview, Parent Communication)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - environmental variables 2. Yelling - environmental variables)

	⇒ One or more ***environmental variables (setting events)*** that occur prior to the instructional session and predictably have an impact on ***each of the defined targeted "problem" behaviors*** have been provided. (e.g, illness, fatigue, hunger, trauma, change in the schedule, unexpected event, conflict with a friend, etc.)	Notes:
	⇒ There is a statement that environmental variables were investigated but none were identified or found.	

Hypothesis of Behavioral Function

Hypothesis of Behavioral Function

Hypothesis of Behavioral Function Statement (Data sources: A-B-C, FAO, Functional Analysis)
If more than one behavior, ***each behavior is addressed*** and numbered throughout each section of the FBA document.
(Example: 1. Hitting - hypothesis statement 2. Yelling - hypothesis statement)

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	Notes:
	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	Notes:
	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedents listed in the antecedents section of the FBA.	Notes:
	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	Notes:
	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	Notes:
	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	Notes:

Hypothesis of Behavioral Function

Use this Hypothesis of Behavioral Function Statement Form to create and/or evaluate a high quality hypothesis statement for EACH of the targeted problem behaviors with the information from the previous sections (if the information was not provided, leave that section blank).

When [_____](E)

and [_____](A),

student engages in [_____](B)

which results in [_____](C1)

[_____](C2).

Components of a Hypothesis Statement

E –Environmental Variable (if information is available and predictable)

A –Antecedent (immediately before)

B –Behavior

C1 – Consequences (immediately after) (delay/escape/avoid) OR (obtain/maintain)

C2 - Descriptor (attention, task demands/activities, tangibles/objects, sensory experience)

Hypothesis of Behavioral Function

	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.
	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.
	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.

Poor

Martin knows when he is struggling behaviorally but is not currently able to change his behavior. He gains peer attention in the classroom and doesn't want to look different. He finds his behavior funny and sees it as a joke. He doesn't realize his behavior is serious. He also does not want to be singled out from his peers.

When [_____](E) and [_____](A), student engages in [_____](B) which results in [__obtaining __](C1) [__attention from peers_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.

Good

When hungry and/or when given a task to complete with a peer or small group or during large group instructions, Martin will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When [hungry](E) and [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__escape__](C1) [__expected tasks_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.

Best -1

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__escape__](C1) [__expected tasks_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.

Best -2

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__obtain/maintain access__](C1) [__to the phone (a preferred activity)_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.

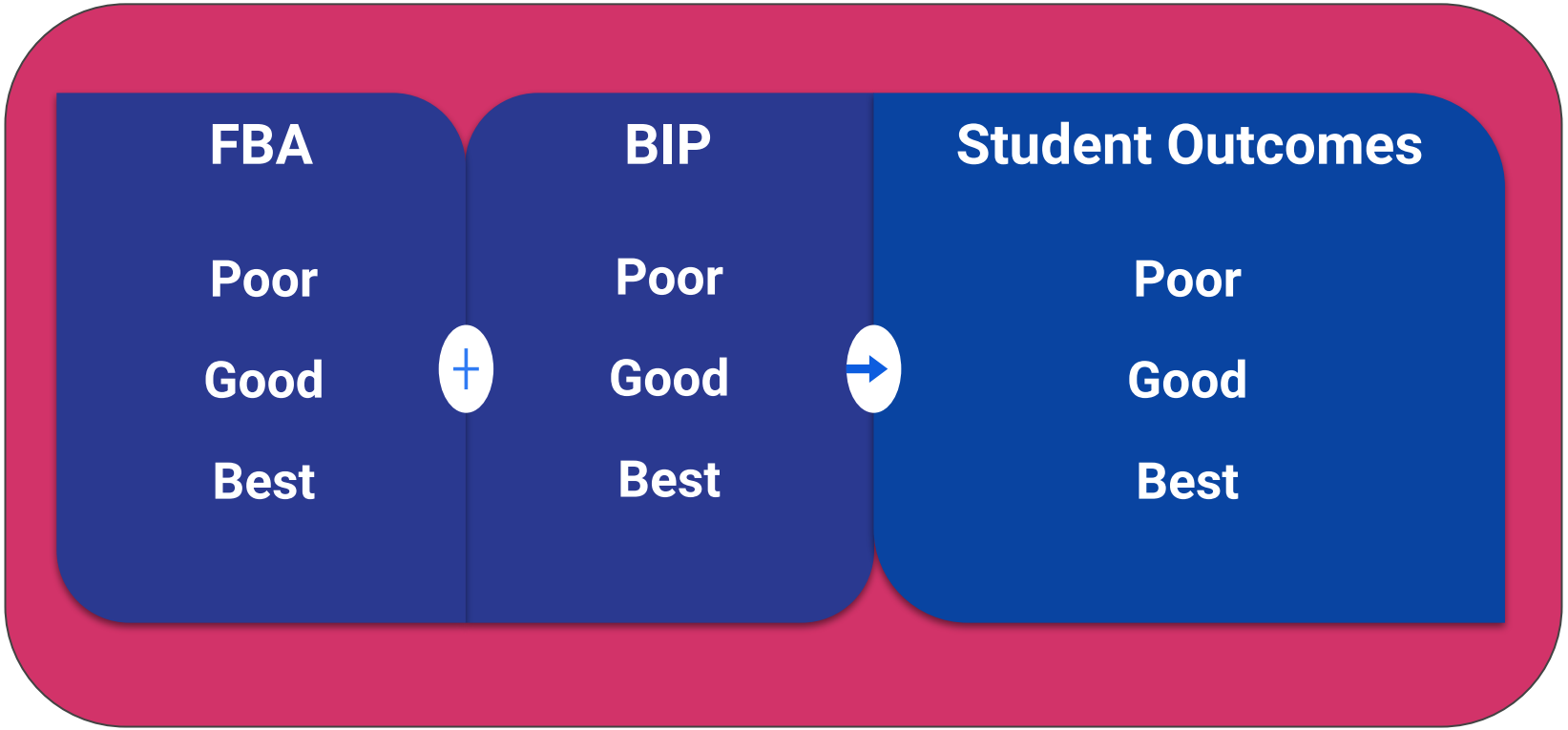
Best -2b

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions and when phone is visible/accessible, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction and when phone is visible/accessible](A), student engages in [off-task behavior as defined](B) which results in [__obtain/maintain access__](C1) [__to the phone (a preferred activity)_](C2).

Link between Quality of FBA, BIP, and Student Outcomes



Questions

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