

Assessing Student Behavior  
through  
Functional Behavior Assessments  
and  
Behavior Intervention Plans



**Wolf Creek  
Public Schools**

*Creating Success For All Learners*

# Questions to Answer

- What is the FBA?
- Who completes the FBA's
- When is it done?
- Why is it done?
- How do you conduct a FBA at your school?
- What happens with the information gathered for an FBA?



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A.BACALL

search ID: aban397

**"I wouldn't say your son is a bad child.  
He's gifted at disruptive behavior."**

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A.BACALL

search ID: aban401

**"Every day it's the same thing. My class starts  
out as Sesame Street and by three o'clock it  
ends up as Jerry Springer."**

# FBA Research

“Intervention is not based on behavior it is based on the function of the behavior. Anything less is literally no better than pulling an intervention out of a hat, or choosing one because it is familiar or simple.”

(Scott & Kamps, 2007)

# In Real Life Application, Keep It As Simple As Possible!!!

“At the preliminary level, the objective is to collect the smallest amount of useful information that results in summary statements to which key individuals can agree and have high confidence about their accuracy.”

(Sugai, Lewis-Palmer, & Hagan-Burke, 2000)

The objective of a Functional Behavior Assessment is not to define and eliminate behavior ...

...BUT TO UNDERSTAND THE STRUCTURE AND FUNCTION OF THAT BEHAVIOR IN ORDER TO TEACH AND DEVELOP EFFECTIVE ALTERNATIVES

IT'S REALLY ALL ABOUT TEACHING SO WE NEED TO START THINKING . . .

Start Thinking  
Functionally!!

# Making the Teacher Angry

Brett makes numerous comments about the teacher behind her back. Classmates laugh and the teacher gets mad.

Why does he do this?

- He lacks a conscience
- He's cruel
- He doesn't care about other people




# Brett: Other Possibilities

- He has a long history of getting other students' attention by insulting
- Is looking for a quick ticket out of class
- Wants the teacher to be flustered and discontinue

# What's the Point?

- Knowing WHY somebody does something isn't always easy
  - Social Psychology Fact - We default to “internal” explanations for the behavior of others because it's easy (clumsy, deviant, dumb, unmotivated)
  - People do things for a PURPOSE
  - All behaviors have consequences and those consequences affect the behavior in the future
  - WHAT a person does, does not tell us WHY they do it



WHY DO I DO IT?  
WHY DO I CLIMB UP  
TREES WHEN I CAN'T  
CLIMB DOWN?

JPM DAVIS

8-8

THE NEIGHBORHOOD ALWAYS  
TURNS OUT TO SEE ME. THEN  
THE FIRE DEPARTMENT COMES  
TO GET ME. THEN MY PICTURE  
ENDS UP IN THE NEWSPAPER

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I JUST ANSWERED  
MY OWN QUESTION

# What Are Functions of Challenging Behavior?

## To avoid or escape (negative reinforcement)

- ☾ Academic tasks
- ☾ Demands
- ☾ Environmental stress/social stress
- ☾ Failure
- ☾ Boredom

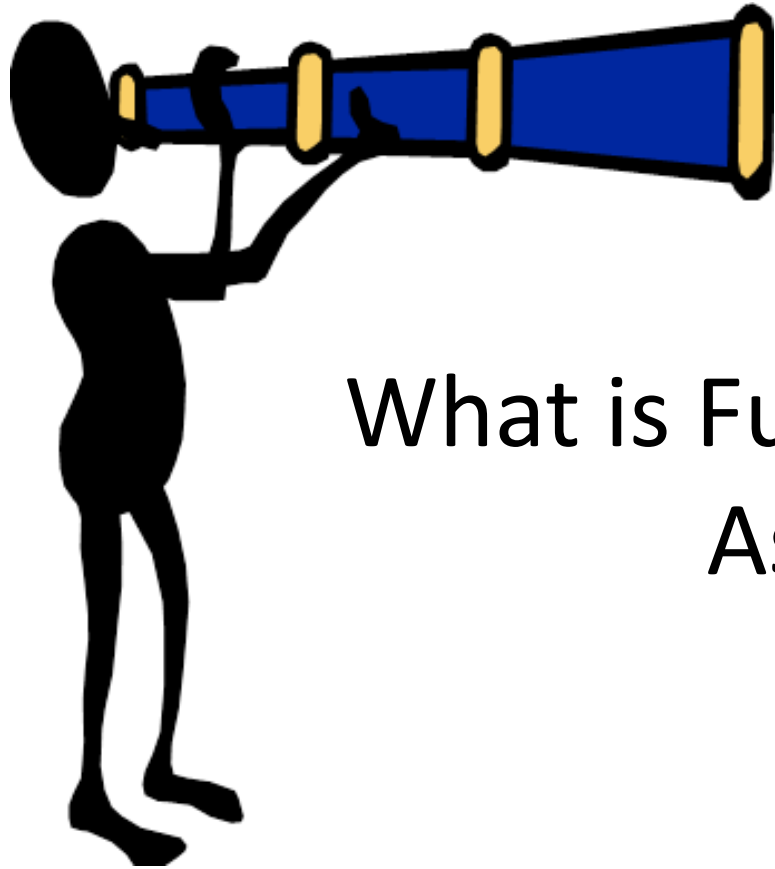


## To get something

(positive reinforcement)

- ☾ Social Attention
- ☾ Assistance with task
- ☾ A tangible object
- ☾ Sensory stimulation
- ☾ Belong to a peer group
- ☾ Revenge






What is Functional Behavioral  
Assessment?

# Definition of FBA

“FBA is an approach that uses a variety of strategies and techniques to identify and address the function of behavior”

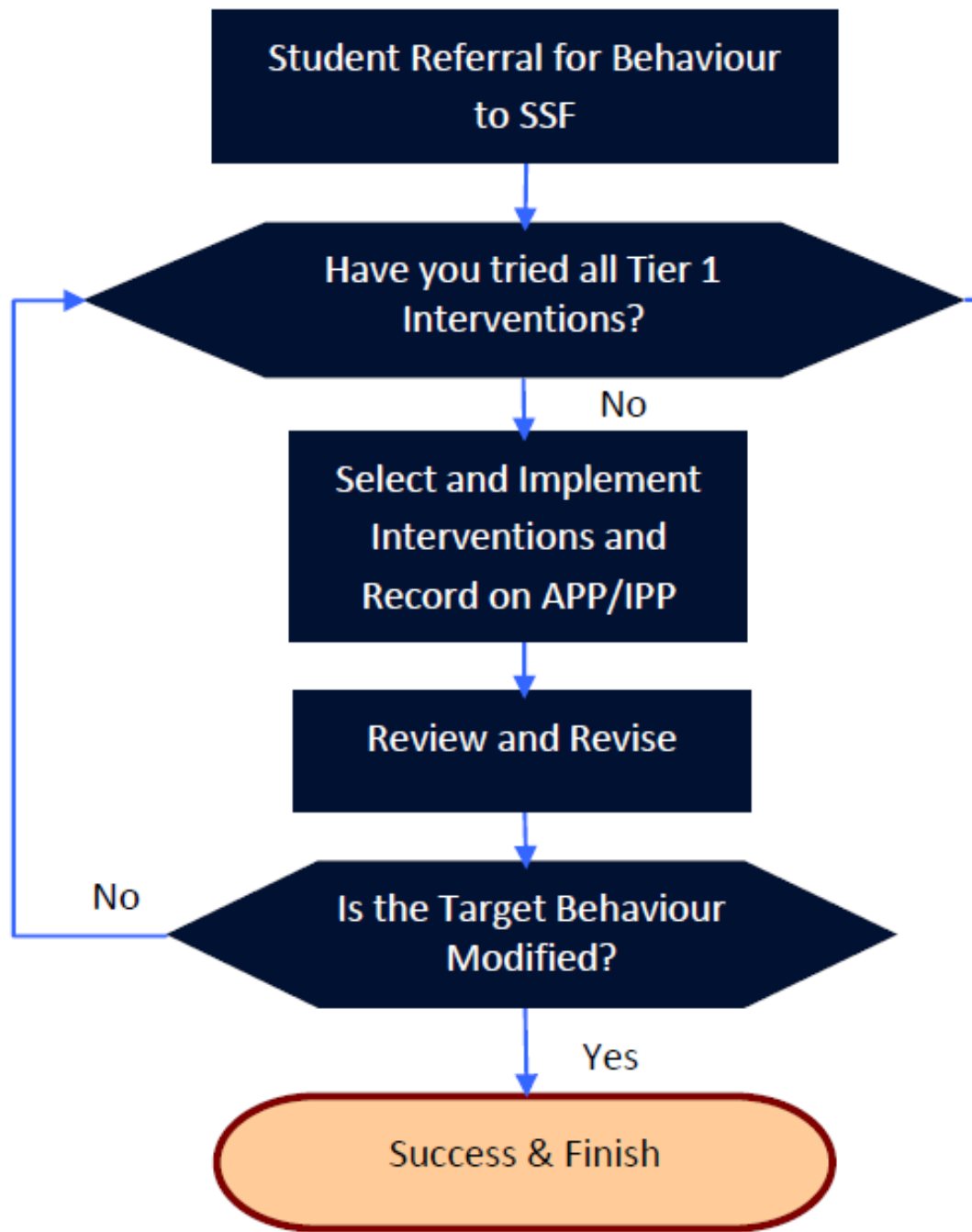


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# When do we conduct a Functional Behavior Assessment?

Best practice suggests that FBA's are more effective when

- Used proactively
- A pattern of behavior occurs
- Behavior strategies that are currently in place are not effective





- *Positive Behavior Supports*

Enhancing Success and Safety in Schools

- <http://www.pbisworld.com>

- <http://www.learnalberta.ca/content/insp/html/index.html>

- How to Reach and Teach Children with Challenging Behavior

- Teacher's Encyclopedia of Behavior Management

# Reminders

- In Tier 1 the APP or IPP is activated as you go through the process
- Tier 1 interventions should be carried out with fidelity and data should be collected in order to continue into Tier 2 Interventions.
- As we progress to Tier 2 Simple FBA/BIP are facilitated at this point
- This should be done with your School Based Team
- Support is available through the Behavior Intervention Team – we offer a variety of different in-servicing

# STEP 1

Identify & Define Target Behavior

in

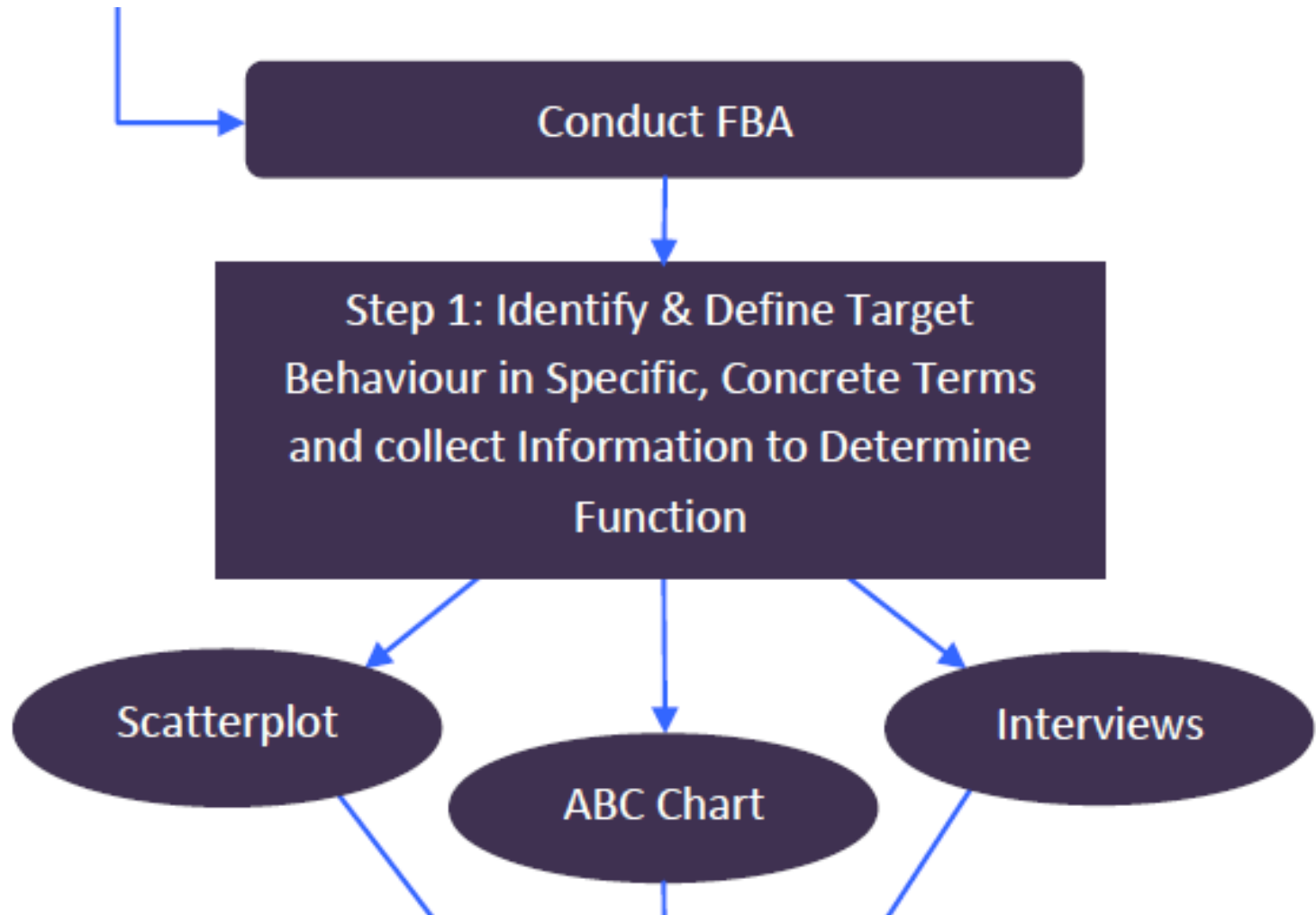
Specific Concrete Terms

and

Collect Information

to

Determine the Function



# Defining Behavior

## Problem Behavior

Must result in observable, specific, concrete, and objective descriptions of problem behavior

# What do We Mean by Target Behavior?

- The target behavior:
  - is the behavior to be changed or modified
  - May be existing behavior that needs to be increased or decreased

# What do we mean by Specific & Concrete

Let's Meet April

Student: 5<sup>th</sup> grade, ADHD, new to the school

Problem Behavior: lack of work completion, bangs head on table, doesn't follow expectations during math

Setting: general education classes in traditional school

Specific Enough?

April often hurts herself.



During math class, when asked to go to the board to show an answer, April bangs her head on the table.

# Practice

Write out the behavior in specific, concrete terms to identify target behavior.

1. Jeff is always disruptive in class.
2. Hailey is constantly off-task during math class.
3. Chris is defiant.

# Antecedents

You know it's going to be a bad day when . . .

- WHEN is the problem behavior most likely to occur?
- WHERE?
- WHO is present?
- SETTING EVENTS?

# Consequences

What is the naturally occurring payoff?

- What is the student trying to GAIN?
- What is the student trying to AVOID or ESCAPE?
- What has been tried thus far to change the problem behavior?
  
- Remember the Next Slide . . . .

# What Are Functions of Challenging Behavior?

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## To get something

(positive reinforcement)

- ☾ Social Attention
- ☾ Assistance with task
- ☾ A tangible object
- ☾ Sensory stimulation
- ☾ Belong to a peer group
- ☾ Revenge



# If you have done a good FBA . . .

- You will know the BEHAVIOR
- You will know the ANTECEDENT
- You will know the CONSEQUENCE

Let's Continue . . .

Still on STEP 1 . . .

Collecting Information/Data

# WHEN COLLECTING DATA

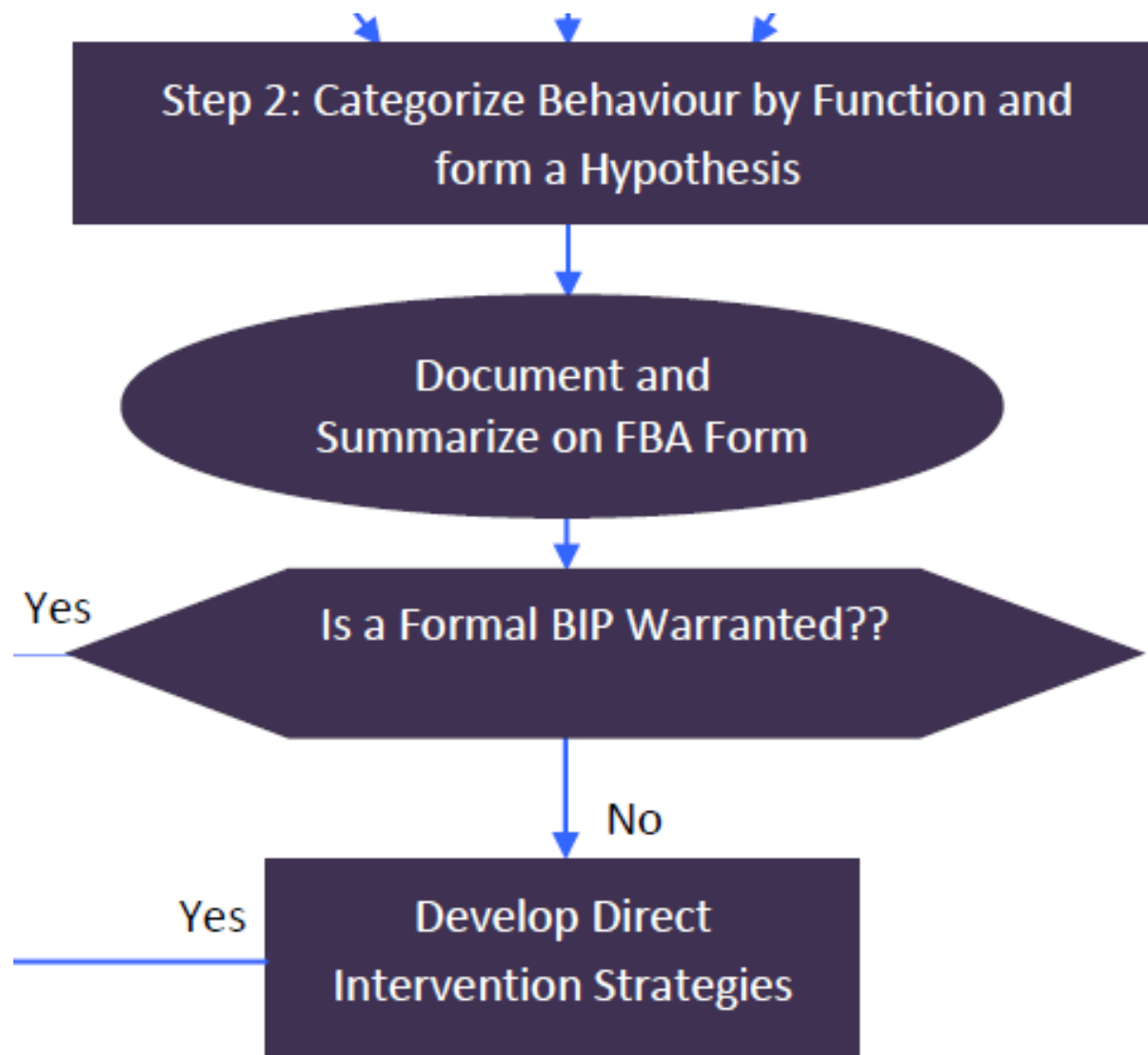
THINK

Scatterplot

A-B-C

Interviews





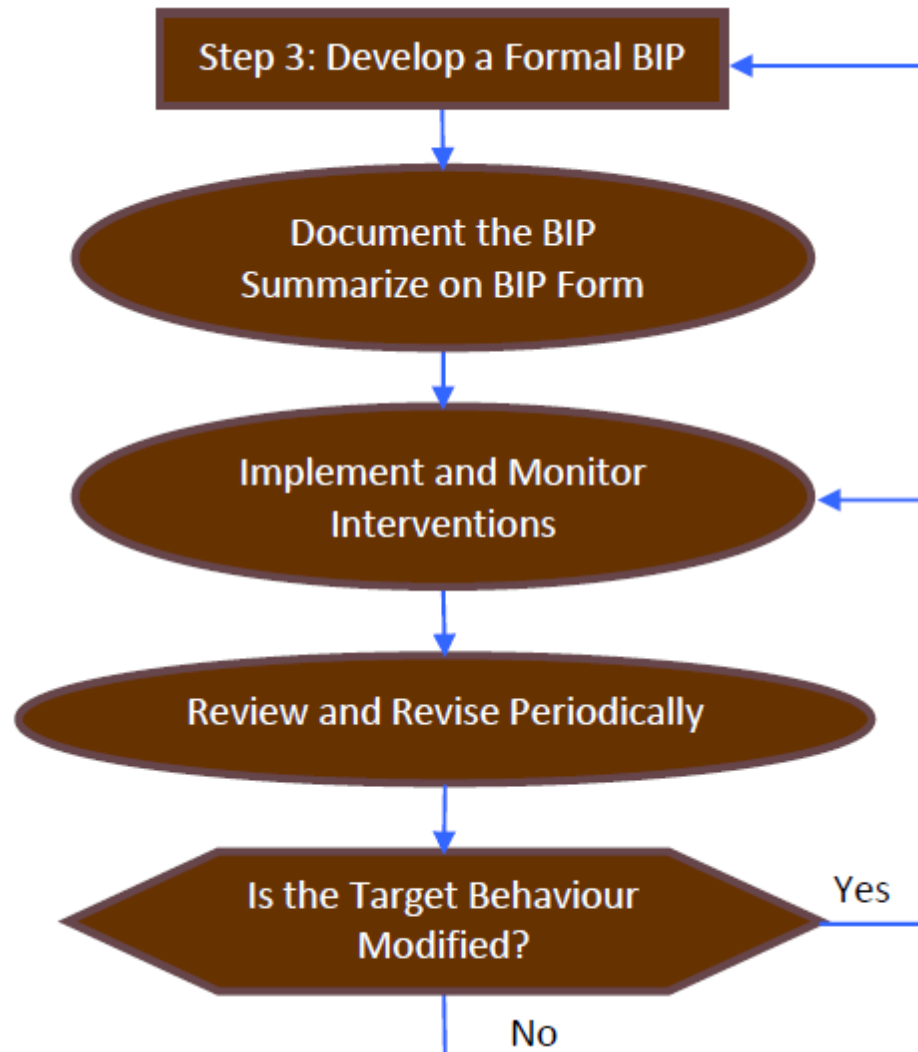
## Step 2: Function of Problem Behavior

- The Function of Problem Behavior or hypothesis statement is a concise summary of information collected during the previous phase, a statement that explains or represents a "best guess" regarding the reason(s) for the behavior.

# Step 2: Replacement Behavior

- The Replacement Behavior asks what alternative behavior would meet the same function/need for the student?

# Step 3: Developing a Formal Behavioral Intervention Plan (BIP)



# What is a BIP?

- Behavior Intervention Plan - a document designed to not only decrease inappropriate behaviors, but to help build new replacement skills and behaviors

# Essential Components of the BIP

- Preliminary Strategies
- Instructional Strategies
- Reinforcement Procedures
- Correction Procedures
- Implementation Details

# Did we answer all the questions?

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