

## Functional Behavioral Assessment Process Guide

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|----------------|--|--------------------------|--|
| <b>Student</b> |  | <b>District/Building</b> |  |
|----------------|--|--------------------------|--|

| Task  | Task Timeline | Directions   |
|---|---------------|--|
| Consent on “Notice of Action” obtained  |               | This starts the 60-day timeline.   |
| Define the Target (Problem) Behavior  |               | Define behavior in observable and measurable terms. Watch <a href="#">this video</a> to assist with defining behavior. |
| <b><i>Data Collection/Gathering Information</i></b>   |               |  |
| Complete a record review  |               | Use the <a href="#">History and Cumulative Review</a> form provided to compile information.                            |
| Collect at least 5 consecutive days of initial (baseline) data  |               | Completed within 2 weeks from the date the consent was signed<br><br>Scatterplot suggested for initial data collection |
| <b>Possible Baseline Data Collection Forms:</b> <ul style="list-style-type: none"> <li>• <a href="#">Frequency/Rate</a></li> <li>• <a href="#">Duration</a></li> <li>• <a href="#">Latency</a></li> <li>• <a href="#">Opportunity</a></li> <li>• <a href="#">Scatterplot (Interval 1)</a></li> <li>• <a href="#">Scatterplot (Interval 2)</a></li> <li>• <a href="#">Scatterplot (Frequency)</a></li> </ul> |               |  |
| Conduct Indirect Assessments/Interviews<br>Suggested forms below; use at least two of these   |               | Complete within the first four weeks   |

**Possible Interview Forms:**

**Teacher:**

- [FA Checklist for Teachers and Staff \(FACTS\)](#) (Anderson & Borgmeier, 2007)
- [Teacher Functional Assessment Interview](#) (Kerr & Nelson, 1998)
- [Functional Assessment Interview \(FAI\)](#) (O'Neill, 2015)

**Student:**

- [Student-Assisted Functional Assessment Interview](#) (Kern et al., 1994)
- [Student-Directed Functional Assessment Interview](#) (O'Neill et al., 2015)
- [Functional Assessment Interview Tool: Student Interview Guide](#) (Lohrmann et al., 2006)

**Parent:**

- [Parent Interview Form for Functional Behavioral Assessment: Behavioral Deficit Problem](#) (Witt et al., 2000)
- [Parent Interview Form for Functional Behavioral Assessment: Behavioral Excess Problem](#) (Witt et al., 2000)
- [Functional Assessment Interview Tool: Parent-Guardian Form](#) (Lohrmann et al., 2007)

**Possible Behavior Rating Scales and Questionnaires:**

- [Motivation Assessment Scale \(MAS\)](#) (Durand, 1988)
- [Problem Behavior Questionnaire \(PBQ\)](#) (Lewis et al., 1994)
- [Questions about Behavioral Function Scale \(QABF\)](#) (Paclawskyj et al., 2000)

|                      |  |   |
|----------------------|--|---|
| Student observations |  | <p>Observe the student in various environments (at least 3) including transitions between activities;</p> <p>If student changes classes or attends pull-outs (PE, art, music, et.), observe in some of these settings;</p> <p>Be certain to observe in environments in which the target (problem) behavior has been reported to occur, as well as those environments where the target behavior is unlikely to occur;</p> <p>Observe at least 30 minutes per environment (or the duration the student remains in the environment if that duration is less than 30 minutes)</p> |
|----------------------|--|---|

**Possible Observation Forms:**

- [ABC Checklist](#)
- [Blank ABC Template](#)

## Data Analysis and Interpretation

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|---|--|--|
| Determine the need for additional assessments with “Existing Data Review/Notice of Decision” needed for those assessments   |  | These may include: social skills, communication skills, intellectual functioning, achievement and/or curriculum-based assessment.  |
| Determine if target (problem) behavior is related to a skills or performance deficit in social, communication or academic ability   |  | This will be determined after review of the results of the additional assessments.   |
| Analyze results of Indirect Assessments (interviews/rating scales)  |  | Analysis may include graphing.   |
| Analyze and chart or graph data (baseline data and data gathered during student observations)   |  | <p>Look at patterns of:</p> <ul style="list-style-type: none"> <li>● setting events (<a href="#">Watch here</a> for assistance in identifying setting events)</li> <li>● antecedents (<a href="#">Watch here</a> for assistance in identifying antecedents)</li> <li>● consequences (<a href="#">Watch here</a> for assistance in identifying consequences)</li> </ul> <p>Examine indirect assessments (interviews/rating scales) and observations for comparison. Complete within two weeks of receipt of data. Determine if additional data is needed.</p> |
| <p><b>Possible Graphing Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Google Sheets Provided (Behavior Rating Scales, Scatterplot-frequency, Scatterplot- interval, ABC Data)</a></li> <li>● <a href="http://www.isrc.us/educatordownloads">Illinois Service Resource Center - http://www.isrc.us/educatordownloads</a> - Select data graphing.xls</li> <li>● <a href="#">Behavior Doctor - Behaviordocor.org</a> - Select “Materials” &gt; “Data Collection Tools” &gt; “Data Entry” and “FBA Data Tools”</li> <li>● <a href="#">PBISworld.com- Data Tracking</a></li> <li>● <a href="#">Intervention Central- Chart Dog Graph Maker- Interventioncentral.org</a></li> </ul> |  |  |
| Summarize the obtained information on the Arkansas SEU FBA form or other selected form  |  | <p>Develop a summary statement/hypothesis of function of the behavior. (<a href="#">Watch here</a> for assistance with determining function of behavior.)</p> <p>Develop possible functions of behavior based on all data provided. Complete within two weeks after data and indirect assessments have been analyzed.</p> <p>Consider use of the <a href="#">FBA-Process Summary Report</a> form provided.</p>   |
| Determine if there is a need for BIP based on:  |  | See <a href="#">Checklist for Determining Need for BIP</a>   |
| <ul style="list-style-type: none"> <li>● Data Review</li> </ul>   |  |  |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Observation</li> <li>• Indirect Assessments</li> <li>• Information from Completed Record Review</li> </ul> |  |   |
| <p>If needed, develop a Behavior Intervention Plan (BIP)</p>  |  | <p>See <a href="#">Behavior Intervention Plan Process</a> form</p> <p>The <a href="#">Competing Behavior Pathway</a> form may be used to develop the BIP</p> <p><a href="#">Contextual Fit</a> form may be used to support the team in creating a BIP that fits the features of your school environment.</p> <p><a href="#">Behavior Intervention Plan template</a></p> |
| <p>If BIP is created, develop a plan for monitoring progress. See data collection forms linked above.</p>   |  | <p>Data should be collected to monitor change in student behavior, specifically as it relates to the goals written in the BIP for both target behavior and replacement behavior.</p> <p>Data should be collected to evaluate fidelity of implementation of the BIP. See <a href="#">BIP Fidelity Checklist</a>.</p>   |

**Resources for Evaluating Your FBA/BIP Process:**

- [FBA and BIP Technical Adequacy Tool for Evaluation - Rubric](#)
- [FBA and BIP Technical Adequacy Tool for Evaluation - Scoring Form](#)
- [Quality Indicator Review and Resource Guide for Behavioral Supports and Interventions – Intensive Individualized Behavioral Interventions](#)
- [Implementation Checklist for FBA \(Neitzel, 2008\)](#)