FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) IN SCHOOLS

PWSA-USA Behavior Summit
January 24, 2023
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WHAT IS BEHAVIOR?
BEHAVIOR IS . . .

Observable

Measurable
Motivating Operation

Part of the antecedent condition
Temporarily alters the VALUE of the reinforcer
By altering value, the behavior is effected

Antecedent

Occurs IMMEDIATELY before the behavior
Signals that reinforcement is available

Behavior

Observable
Measurable
Is something a person does

Consequence

Occurs IMMEDIATELY after the behavior
Positive reinforcement increases
Punishment decreases
WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)?

- A process that aims to figure out why a person engages in specific problem behavior(s) by analyzing environmental variables
WHEN SHOULD AN FBA BE CONDUCTED?

- Behavior interferes with learning
- Standard positive behavior interventions have been unsuccessful
- “I don’t know why s/he is doing it.”
- Change in educational placement
WHEN SHOULD AN FBA BE CONDUCTED?

According to IDEA 2004, if the student does not already have an FBA:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has a disability and misconduct</td>
<td>was determined to be a manifestation of the disability.</td>
</tr>
<tr>
<td>The student was referred to law reinforcement</td>
<td>as a result of the behavior.</td>
</tr>
<tr>
<td>The behavior interferes with the learning</td>
<td>environment.</td>
</tr>
<tr>
<td>environment.</td>
<td></td>
</tr>
<tr>
<td>The student is removed from current school</td>
<td>placement for 10 or more school days.</td>
</tr>
<tr>
<td>placement for 10 or more school days.</td>
<td></td>
</tr>
<tr>
<td>The behavior involves weapons, drugs or</td>
<td>serious bodily injury.</td>
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<tr>
<td>serious bodily injury.</td>
<td></td>
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</tbody>
</table>
PARENT/LEGAL GUARDIAN PERMISSION IS REQUIRED FOR AN FBA!

https://www.yellowpagesforkids.com/help/seas.htm
WHO CAN CONDUCT AN FBA?
THE FBA PROCESS (IN A NUTSHELL)

**Obtain**
Obtain parent/legal guardian permission.

**Talk**
Talk to relevant school staff and family member(s).

**Define**
Define behavior(s) to be analyzed.

**Observe/Collect**
Directly observe the behavior(s) and collect data.

**Analyze**
Analyze data.

**Formulate**
Formulate hypothesis statement(s).

**Recommend**
Make recommendations.
**DEFINE**

- Noncompliance
- Not following a direction

When presented with a directive, engages in a vocal or motor behavior other than the requested one or remains still.
• **Tantrum**
  - Angrily yelling and dysregulated

• **Elopement** – leaving the designated area without permission, or any attempt to do so

• **Property disruption** – hurling item(s) in the air, pushing item(s) off surface, pushing or turning over furniture

• **Yelling** – using a voice volume that is louder than conversational for the situation

• **Dropping** – moving body from a standing position or a seated position in a chair so that at least the buttocks makes contact with the floor when student should be standing on feet or sitting in chair
### DATA COLLECTION

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/13, 9:05, classroom</td>
<td>Directed to turn off computer</td>
<td>Noncompliance</td>
<td>Given 5 more minutes</td>
<td>Noncompliance stopped</td>
</tr>
<tr>
<td>11/13, 9:10</td>
<td>Directed to turn off computer</td>
<td>Noncompliance</td>
<td>Direction given again</td>
<td>Continued using computer</td>
</tr>
<tr>
<td>11/13, 9:10</td>
<td>Direction repeated</td>
<td>Yelling, noncompliance</td>
<td>Disruption, elope</td>
<td></td>
</tr>
<tr>
<td>11/13, 9:10</td>
<td>Yelling, noncompliance</td>
<td>Disruption, elope</td>
<td>Student got access to another computer</td>
<td>Problem behavior stopped</td>
</tr>
</tbody>
</table>
ANALYZE DATA

• **Socially Motivated Positive Reinforcement (access items or attention)**
  - Occurs most often when alone and stops when given attention
  - Important to differentiate the type of attention
  - Occurs when person does not have what s/he likes and stops when given the item/activity/FOOD

• **Socially Motivated Negative Reinforcement (escape/delay)**
  - Occurs when a task/demand is presented and stops when it is removed

• **Automatic Reinforcement**
  - Hard to predict. Occurs under multiple conditions.
  - Person just enjoys doing it.
  - Often does not require another person
FORMULATE HYPOTHESIS STATEMENT(S)

When (condition), student may engage in (behavior) in order to (function).

When asked to stop a reinforcing activity, Max may engage in noncompliance and yelling in order to maintain access to the activity.

When engaging in yelling and noncompliance, Max may engage in physical disruption and elopement in order to gain/maintain access to item/activity/attention.

When engaging in elopement and access to reinforcing item/activity is restricted, Max may engage in dropping in order to gain/maintain access to item/activity/attention.
RECOMMENDATIONS

• Interventions should be based in positive reinforcement
• Based on hypothesis statements
• Consider skill deficits
• Consider motivating operations
IEP team members, including family, receives a report that includes all of the information from the FBA process.

IEP meeting is held to discuss results and make any changes to IEP based on the results.

May result in a formal behavior intervention plan based on results and recommendations.
THANK YOU FOR YOUR ATTENTION!

ANY QUESTIONS?