

# FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) IN SCHOOLS

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# WHAT IS BEHAVIOR?





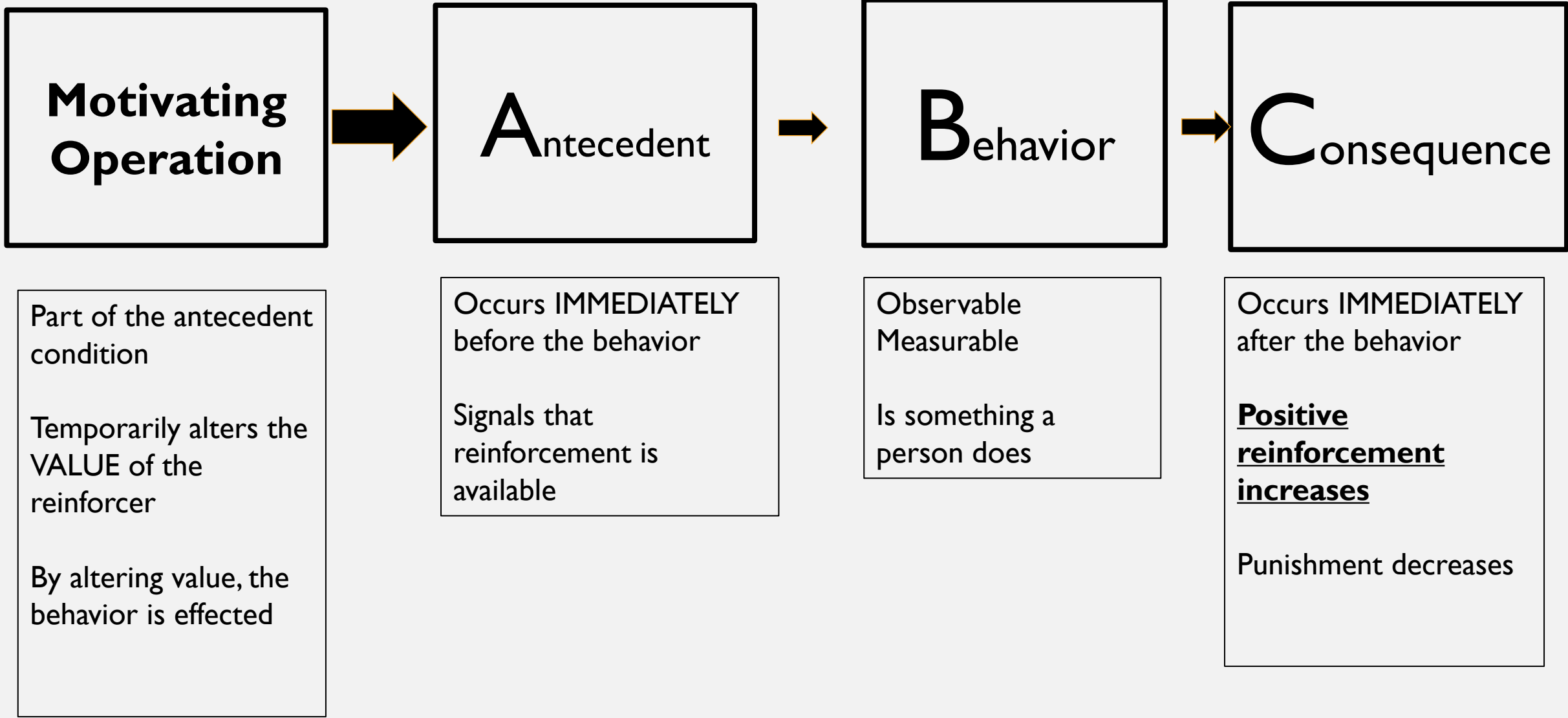
# BEHAVIOR IS ...


**Observable**



**Measurable**







## 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:

The student has a disability and misconduct was determined to be a manifestation of the disability.

The student was referred to law enforcement as a result of the behavior

The behavior interferes with the learning environment

The student is removed from current school placement for 10 or more school days

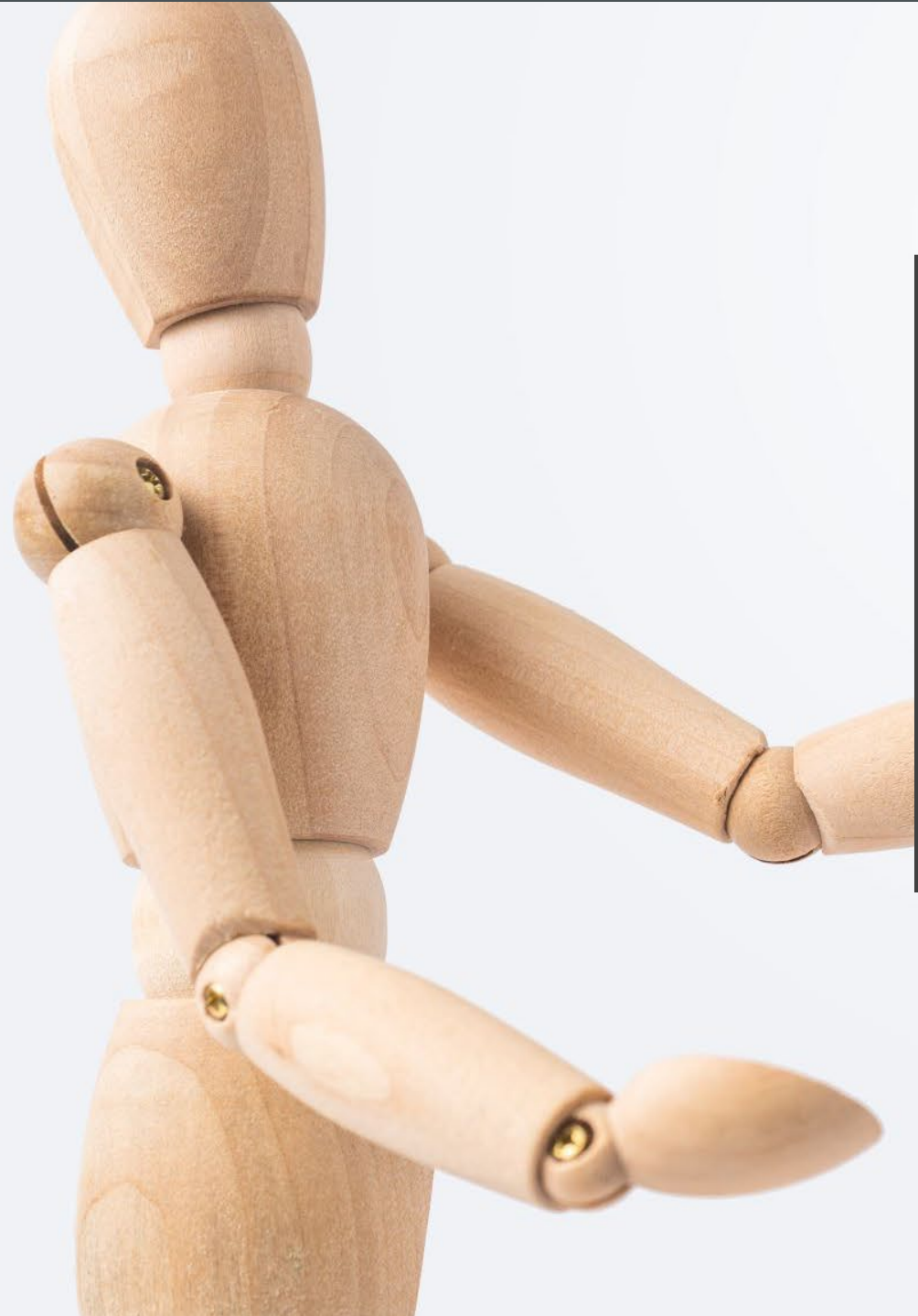
The behavior involves weapons, drugs or serious bodily injury



**PARENT/LEGAL GUARDIAN PERMISSION  
IS REQUIRED FOR AN FBA!**

<https://www.yellowpagesforkids.com/help/seas.htm>

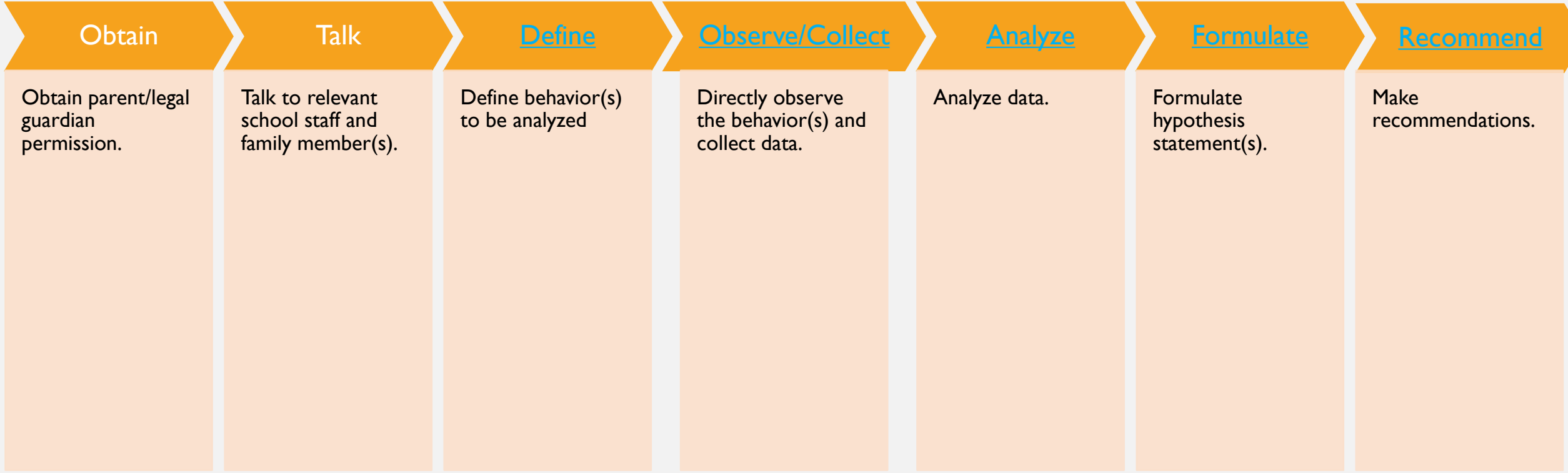




**WHO CAN  
CONDUCT AN  
FBA?**




# THE FBA PROCESS (IN A NUTSHELL)






# 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



# DEFINE

- 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

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

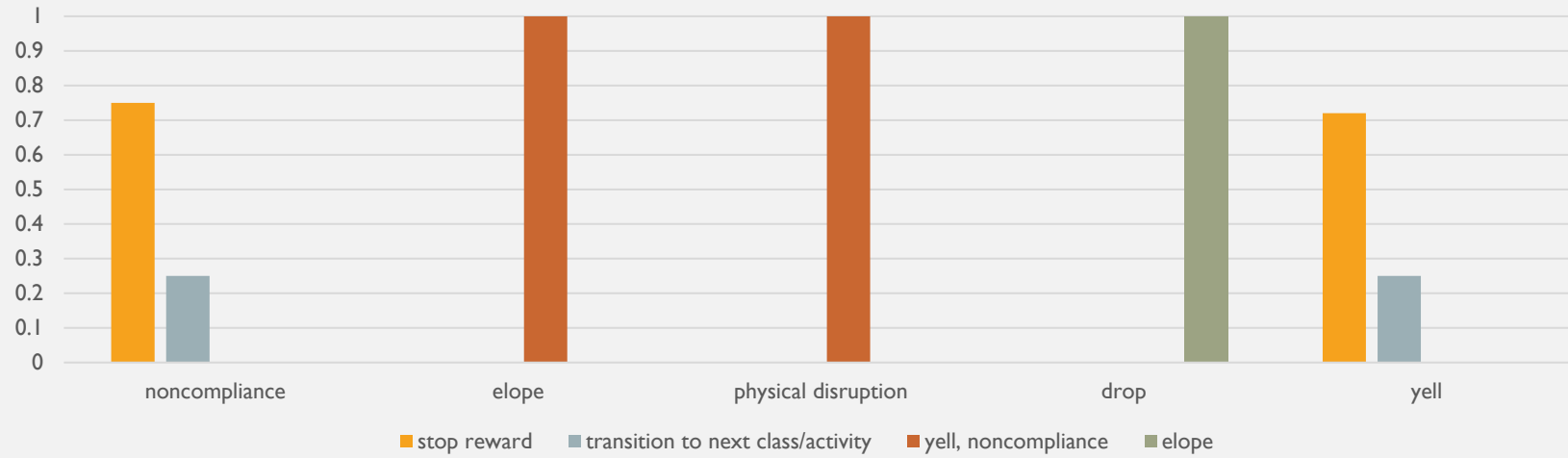


## ANALYZE DATA

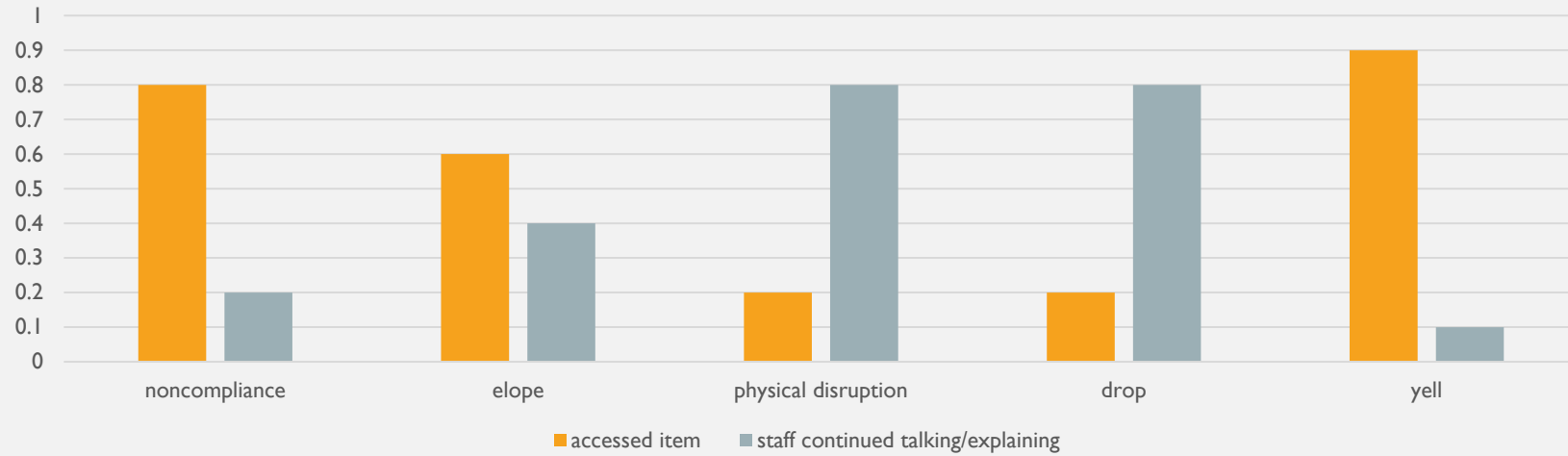
- Socially Motivated Positive Reinforcement (access items or attention)
  - Occurs most often when alone and stops when given attention
  - Important to differentiate the type of attention
  - Occurs when person does not have what s/he likes and stops when given the item/activity/FOOD
- Socially Motivated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



### Antecedent Analysis



### Consequence Analysis



A  
N  
A  
L  
Y  
Z  
E



## 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

## THE FINAL PRODUCT

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IEP team members, including family, receives a report that includes all of the information from the FBA process

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

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May result in a formal behavior intervention plan based on results and recommendations.



THANK YOU FOR YOUR ATTENTION!

ANY QUESTIONS?