BASIC FUNCTIONAL BEHAVIOR ASSESSMENT (B-FBA) FOR HIGH SCHOOL STUDENTS

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CSESA

The Center on Secondary Education for Students with Autism Spectrum Disorders

Learning Objectives

After this module, participants will be able to:

1. Articulate reasons why challenging behavior occurs through use of specific strategies

2. Describe a systematic approach to help understand challenging behaviors -A "Mini" or Basic Functional Behavior Assessment (B-FBA)

3. Have access to tools to help use data from the B-FBA for intervention planning using the PRISM process

About this Module

Part 1: Challenging Behavior 101

Part 2: Functional Behavior Assessment and Basic

Functional Assessment

Part 3: Basic FBA Process

- Identify a behavior of concern
- Identify predictors in the environment
- Identify the function
- Teach a replacement behavior
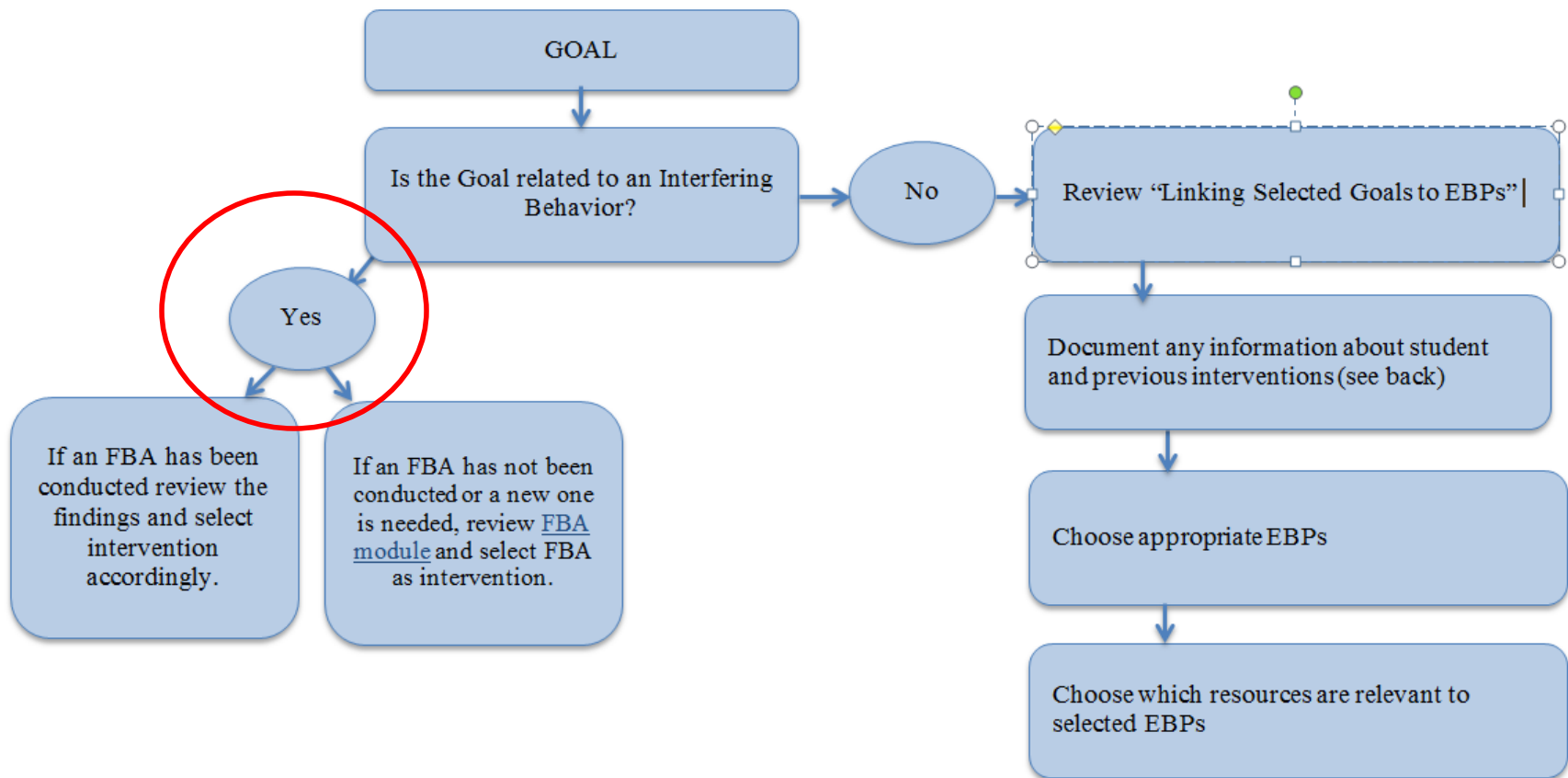- Change the environment to prevent behavior

PRISM PROCESS

Part 4: What's Next – Using the PRISM process

Identifying the Need for an FBA

Independence and Behavior Planning Flow Chart

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.

GOAL

Is the Goal related to an Interfering Behavior?

No → Review "Linking Selected Goals to EBPs"

Yes

If an FBA has been conducted review the findings and select intervention accordingly.

If an FBA has not been conducted or a new one is needed, review FBA module and select FBA as intervention.

Document any information about student and previous interventions (see back)

Choose appropriate EBPs

Choose which resources are relevant to selected EBPs

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Target Audience

The information presented in this module can be applied to any student exhibiting challenging behavior. It is intended to support the following groups of people:

✓Autism Team Members

✓Family Members

✓Special/General Education Teachers School Administrators

✓Coaches and Trainers

Why do we need to attend to interfering behaviors?

Interfering or challenging behavior…

- disrupts learning of the student engaging in the behavior
- disruptive to the learning of other students
- often communicates that there's a need that is not being met

If we replace the interfering behavior with a more effective behavior the student is more likely to be successful and ready to learn.

PART 1: WHY DO INTERFERING BEHAVIORS OCCUR?

Learning Objective 1

BIG IDEA

Behavior is COMMUNICATION

Our job is to <u>understand</u> what is being communicated and to <u>teach</u> new or pro-social ways to articulate that message.

Examples of Interfering Behavior

In the Classroom

- Asking off topic questions about throughout class period
- Head in shirt through~~~~ period
- ~~~~ ~~~~ period
- ~~~~lling out rather raising hand to ask question (i.e. not following class rules)
- Sleeping

Across Settings

- Running to w~~~~ at l~~~~
- ~~~~ ~~~~ unless prompted
- ~~~~nstantly dropping materials in the hallway
- Refusing to carry own materials
- Making disruptive noises
- "Backtalk" /Being rude
- Wandering

What is being communicated??

Question: Application

Using the examples provided write down what you think could be the function or reason of the interfering behavior.

1. Is the purpose to "get" something?
2. Is the purpose to "escape" or "avoid" something?
3. How do you know?

Mona puts her head on her desk throughout the entire math period, almost every day.

Dan engages in making disruptive noises in the hallway and when in the cafeteria.

Answer: Application

Using the examples provided write down what you think could be the function or reason of the interfering behavior.

1. Is the purpose to "get" something?
2. Is the purpose to "escape" or "avoid" something?
3. How do you know?

Mona puts her head on her desk throughout the entire math period, almost every day.

She has a medical condition and experiences a

Correct Response:

We don't have enough information to make our best guess.

All of these are possibilities, but we need to look at if there are any medical or other unique factors that may be happening first, then we will need to explore…

✓ what happened before the challenge behavior?
✓ what exactly does the target behavior look like?
✓ what happens after?

Continue on the next section to learn how do we systematically gather this type of information.

PART 2: BASIC AND COMPREHENSIVE FBA— WHAT'S THE DIFFERENCE?

Learning Objective 3

Basic FBA vs Comprehensive FBA

	Basic FBA	Comprehensive FBA
For:	Students with **mild to moderate** problem behaviors (behaviors that are **NOT dangerous** or occurring in many settings)	Students with **moderate to severe** behavioral problems; may be **dangerous and/or occurring in many settings**
What:	Relatively **simple** and **efficient** process to guide behavior support planning	**Time-intensive** and **thorough** process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school
Conducted by whom:	School-based personnel (e.g., **teachers, counselors, administrators**)	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., **school psychologists, behavior specialists**)

Adapted from Lollman, Brogmeier, Stickland-Cohen, & Horner, (2013)

We All Have a Role

	Student/ Family	Teachers/ Staff	School Specialist (autism specialist)	District Specialist (school psych., coach)	Behavior Analysts
BASIC FBA	X	X	X		
Level II: **Comprehensive FBA**	X	X	X	X	
Level III: **Functional Analysis**	X	X	X	X	X

Adapted from Horner & Anderson (2007), Wisconsin PBIS Network

PART 3 : THE BASIC FBA PROCESS

Learning Objectives 2 and 3

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?

PRISM PROCESS

Get the "FACTS"

Here are some tools you can use to gather and get the information you need:

- Functional Assessment Checklist for Teachers & Staff
- ABC (Antecedent/Behavior/Consequence) Observations
- Talk to teachers/staff/parents who see the same behavior in other settings to:

TIP: Have a plan and keep your information organized!

Functional assessment checklist

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: _____ Grade _____ Date: _____
Staff Interviewed: _____ Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.
Academic strengths - _____
Social/Recreational - _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low 1 2 3 4 5 6 High		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select *ONE* of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): *Rank Order* the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

Environmental Features (*Rank order strongest 2*)		Follow Up Questions – *Get as Specific as possible*
__a. task too hard	__g. large group instruction	If a,b,c,d or e - describe task/demand in detail _____
__b. task too easy	__h. small group work	
__c. bored w/ task	__i. independent work	If f - describe purpose of correction, voice tone, volume etc.
__d. task too long	__j. unstructured time	
__e. physical demand	__k. transitions	If g, h, I, j or k - describe setting/activity/content in detail
__f. correction/reprimand	__l. with peers	
__Other _____	__m. isolated/no attention	If l – what peers? _____
Describe		If m – describe -

CONSEQUENCE(s): *Rank Order* the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – *Get as Specific as possible*
__ a. get adult attention	If a or b -- Whose attention is obtained?
__ b. get peer attention	
__ c. get preferred activity	How is the (positive or negative) attention provided?
__ d. get object/things/money	
__ e. get sensation	
__ f. get other, describe _____	If c,d, e, or f -- What specific items, activities, or sensations are obtained?
_____	
__ g. avoid adult attention	
__ h. avoid peer attention	If g or h – Who is avoided? _____
__ i. avoid undesired activity/task	Why avoiding this person?
__ j. avoid sensation	If i, j, or k- Describe specific task/activity/sensation avoided?
__ k. avoid/escape other, describe	Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area?
_____	
	Can the student perform the task independently? Y N
	Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): *Rank* Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

__ hunger __ conflict at home __ conflict at school __ missed medication __ illness __ failure in previous class
__ lack of sleep __ change in routine __ homework not done __ not sure __ Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below...

Knowing your "A-B-C's"

- ## Antecedents
  - What happened prior to the occurrence of interfering behavior
  - What was the person doing?
  - Who else was there?

- ## Behavior
  - Describe what the behavior looks like
  - How long did it last?
  - How intense?

- ## Consequence/reaction
  - What happened after the behavior occurred?
  - Who responded?
  - What was said or done?

Name: **Observer:** **Date:**
Time:

General Context:

Trigger:

Does your district have specific ABC form?

Behavior Problem:

Maintaining Consequence:

POSSIBLE FUNCTION:

Fox & Duda (2008)

ABC SAMPLE #2: Recording Form, print 1 full page and complete each time interfering behavior is observed)

A – B – C Recording Form

Date: _____ Student: _____ Behavior being tracked: _____

Time Started: _____ Time Ended: _____

Antecedent	**B**ehavior	**C**onsequences
What specific activity or event happened before the behavior?	What specifically did the student do or say?	What happened after or as a result of the behavior?

- Example - Mona

A – B – C Recording Form

Date: __October 10__   Student: __Mona__ Behavior being tracked: __Not participating – head on desk__

Time Started: __9:15__   Time Ended: __9:45__

Antecedent What specific activity or event happened before the behavior?	**B**ehavior What specifically did the student do or say?	**C**onsequences What happened after or as a result of the behavior?
Bell rang. M came in from hall where a teacher was asking her about homework due	M came in. Put down bag. Opened computer and did not look up.	Teacher asked M to put away computer during discussion.
M put away computer. Discussion continued. Discussion moved to M's table.	M put her head on her desk.	Every student in M's group was asked discussion question but not M.
Students working on group assignment	M continued to keep her head on her desk the rest of the class period	Other students did not engage M.

DESCRIBE CHALLENGING BEHAVIOR:

WHAT HAPPENED BEFORE?

__Told or asked to do something
__Changed or ended activity
__Removed an object
__Object out of reach
__Not a preferred activity

__Playing alone
__Moved from one activity/location to another
__Told "No", "Don't", "Stop"
__Attention given to others
__Difficult task/activity
__Other (specify)

WHAT HAPPENED AFTER?

__Given social attention
__Given an object/activity/food
__Removed from activity or area
__Ignored
__Put in "time out"

__Punished or scolded
__Request or demand withdrawn
__Request or demand delayed
__Given assistance/help
__Other (specify)

PURPOSE OF BEHAVIOR:

To Get or Obtain:
__Activity   __Attention
__Object   __Food
__Person   __Place
__Help
__Other (specify)_____

To Get Out Of or Avoid:
__Activity   __Attention
__Object   __Food
__Person   __Place
__Demand/Request   __Transition
__Other (specify)_____

SETTING EVENTS/LIFESTYLE INFLUENCES

___ Hunger
___ Absence of fun activities, toys
___Absence of a person
___ Sick
___ Unexpected loss or change in
     activity/object
___ Other (specify)

___ Uncomfortable clothing
___ Too hot or too cold
___ Loud noise
___ Lack of sleep
___ Medication side effects
___ Extreme change in routine

LIST NOTES / COMMENTS / UNUSUAL EVENTS:

Fox & Duda (2008)

Let's TRY it!!

Now that we have information gathering plan in place, it's time to get started.

As we work through this case study…

think of a student you know who exhibits interfering behavior.

Student: _____

Behavior: _____

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable

2. Identify predictors in the environment
   - Things that happen before and after

3. Identify the function
   - Why does that happen?

4. Teach a replacement behavior
   - What is appropriate way to get same function?

5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?

PRISM PROCESS

CASE EXAMPLE: Meet Ben

- Ben is a sophomore in High School
- Ben enjoys video and computer games
- Ben has two school friends who he met through a peer group. He socializes with them in school
- Ben does well in his classes especially when grades are based on tests and quizzes
- Ben's parents are worried and teachers are frustrated with the number of questions (on topic and off topic) Ben asks during a class period.

Defining Behavior that is Concerning: Observable and Measurable

Be so clear in your definition that anyone could use it to act out the problem and it would look/sound just like it does in reality.

Non-Examples

- Hyperactive
- Aggressive
- Delinquent
- Psychotic
- Irresponsible
- Disrespectful

Examples of Observable and Measurable

✓Out of seat 55% of the time during independent work time

✓Hits with hands and kicks peers

✓Takes materials that belong to others

✓Arrives to class late 75% of the time

This step narrows down the behavior first noted into the priority setting. It is not redundant rather it is a revision and clarifying step.

Ben

Behavior – Ben asks too many questions during class

In conversation, two of Ben's teachers guessed that he asked 15-20 questions in a class period

Observable and Measurable:

When data was taken in 2 classes:

	Physical Sciences	English
On Topic Questions	31	27
Off Topic Questions	15	18

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?

PRISM PROCESS

Predictors

Think about:

- Make a best guess on what predicts the behavior.

  When is the behavior most likely to happen? (people, task, evironment)

  When is it least likely to happen?

- If you wanted to set the student off, what would you need to do?

- Factors that may predict behavior:
  - Setting events
  - Antecedents
  - Consequences

Setting Events

Setting events make triggers more likely to cause problem behavior. Sometimes known as a "slow trigger" setting events typically occur further away from the behavior of concern and may be more difficult to observe.

Setting Event

Example:

When Luke gets less than 5 hours of sleep the night before a test, he is more likely to cry and refuse to take the test when it is given to him English class.

Behavior

Trigger

Examples of Setting Events

Setting events can be thought of broader conditions that can impact behavior in more intense ways, or in ways that aren't "typical".

Environmental

(things that impact student behavior but may not be under control of school)

- Neighborhood
- Quality of Life
- Interactions/Reactions
- Home Environment
- Level of Curriculum
- Instructional Arrangements

Behavioral Learning Styles

- Preferred Activities
- Length of Task
- Modality
- Multiple Intelligence
- Choice Making
- Skill Level

Personal Factors

- Medications
- Sleep
- Chronic Illness
- Nutrition
- Arousal
- Sensory Sensitivity

Antecedents / Triggers

- Antecedents are likely to trigger the student's interfering behavior

- These are "events" that happen immediately before the challenging behavior occurs.

- May include environmental features, such as:
  - ❑Task too hard
  - ❑Task too boring
  - ❑Too much demand
  - ❑Large group instruction
  - ❑Small group instruction
  - ❑Unstructured time
  - ❑Transition
  - ❑Unexpected change

Consequence

- What **OTHERS** do after the behavior

- The ONE THING that happens **IMMEDIATELY AFTER** a behavior that makes the behavior more likely to happen again.

- Consequence is sometimes but not always "DISCIPLINE."

TIP: Many times the term consequence is that of negative, when thinking about looking for patterns of behavior, it may be helpful to think about this term to mean "what happened after"

How predictors work together…

- **Setting events set the stage for the behavior to occur**
  - Adam had 2 hours of sleep night before
  - Jill has an ear infection
  - Randy hates English class
  - Tom's mom and dad had a huge fight that morning
- **Antecedents trigger the behavior**
  - Adam was asked to do something hard for him
  - Jill doesn't understand the assignment
  - Randy is put on the spot by his small group
  - Tom has a test
- **Consequences increase/decrease likelihood behavior will occur again**
  - Teacher lets Adam not finish task
  - No one helps Jill understand assignment
  - Randy's group skips him
  - Tom suspended for not showing up for class

Functional assessment checklist

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: _____ Grade _____ Date: _____
Staff Interviewed: _____ Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.
Academic strengths - _____
Social/Recreational - _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low High 1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Identify the Target Routine: Select _ONE_ of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): _Rank Order_ the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a _detailed_ understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)		Follow Up Questions – _Get as Specific as possible_
__ a. task too hard	__ g. large group instruction	If a,b,c,d or e - describe task/demand in detail _____
__ b. task too easy	__ h. small group work	
__ c. bored w/ task	__ i. independent work	If f - describe purpose of correction, voice tone, volume etc.
__ d. task too long	__ j. unstructured time	
__ e. physical demand	__ k. transitions	If g, h, I, j or k - describe setting/activity/content in detail
__ f. correction/reprimand	__ l. with peers	
__ Other _____	__ m. isolated/no attention	If l – what peers? _____
Describe		If m – describe -

CONSEQUENCE(s): _Rank Order_ the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – _Get as Specific as possible_
__ a. get adult attention	If a or b -- Whose attention is obtained?
__ b. get peer attention	
__ c. get preferred activity	How is the (positive or negative) attention provided?
__ d. get object/things/money	
__ e. get sensation	
__ f. get other, describe _____	
_____	If c,d, e, or f -- What specific items, activities, or sensations are obtained?
__ g. avoid adult attention	
__ h. avoid peer attention	
__ i. avoid undesired activity/task	If g or h – Who is avoided? _____ Why avoiding this person?
__ j. avoid sensation	
__ k. avoid/escape other, describe	If i, j, or k- Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area?
_____	
	Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): _Rank Order_ any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

__ hunger __ conflict at home __ conflict at school __ missed medication __ illness __ failure in previous class
__ lack of sleep __ change in routine __ homework not done __ not sure __ Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below

ABC Form

ABC Recording Form

Observer: _____   Student: _____

Setting (e.g., class #, gym, playground): _____   Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes:		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ Other/Notes:
2		☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes:		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ Other/Notes:
3		☐ Large group instruction ☐ Small group work ☐ Independent work ☐ Unstructured time Specify:	☐ Given instruction ☐ Given correction ☐ Alone (no attention/no activities) ☐ With Peers ☐ Engaged in preferred activity ☐ Preferred activity removed ☐ Transition: Change in activity Other/Notes:		☐ Adult Attention Provided ☐ Peer Attention Provided ☐ Got Preferred Activity/Item ☐ Got Sensation _____ ☐ Adult Attention Avoided ☐ Peer Attention Avoided ☐ Task/Activity Avoided ☐ Sensation Avoided _____ Other/Notes:

A – B – C Recording Form

Date: September 23   Student: Dan   Time Started: 11:15   Time Ended: 11:45

Behavior being tracked: Disruptive Noises in Lunchroom (hooting, buzzing)

Antecedent — What specific activity or event happened before the behavior?	Behavior — What specifically did the student do or say?	Consequences — What happened after or as a result of the behavior?
Bell rings. D exits class and enters noisy hallway.	D starts noises – gets lunch from locker, puts away notebook. Goes to bathroom.	D enters bathroom and stops making noises.
D leaves bathroom and enters hallway.	D starts noises until he gets to cafeteria.	D eats alone.

Ben -

Setting Events

- Being in class which doesn't have a set and consistent structure
- Being in class which has a test or quiz coming up
- The weekend

Antecedents

- Teacher asks a question of the whole group
- Teacher asks a question of a student sitting close to Ben
- A transition to another activity (ex - from lecture to quiet reading)

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?

PRISM PROCESS

Functions of Behavior

- Potential Functions
  - **Get something (attention, tangible, event, etc.)**
  - **Avoid something (attention, event, person, etc.)**
  - **Self-stimulation (hair twirling, rocking, etc.)**

- Not Functions
  - **Power (not specific - all behavior is for power)**
  - **Control (not specific - all behavior is for control)**
  - **Didn't take meds (antecedent - not a function)**
  - **Parents (not a function)**

Some Common Functions

- To "get" something
  - Peer Attention
  - Adult Attention
  - Comfort
  - Food, drink
  - Stimulation/automatic reinforcement

- To "escape" or "avoid"
  - Attention
  - Discomfort
  - Transition
  - Difficult Task
  - Easy Task
  - Boring Task
  - Physical demands
  - Stimulation

Duda (2010)

Ben

Two of Ben's teachers do the Functional Assessment Checklist and along with his parents decide that the function of Ben's behavior is two-fold:

- To obtain clarification, information when he feels confused or uncertain
  - "What page are we on?"
  - "What do we do next?"
- To obtain comfort by getting others on a topic that is of interest to him (e.g. movies)
  - "What movie did you see this weekend?"
  - "Who is the star of The Godfather?"

Developing our Hypothesis Statements
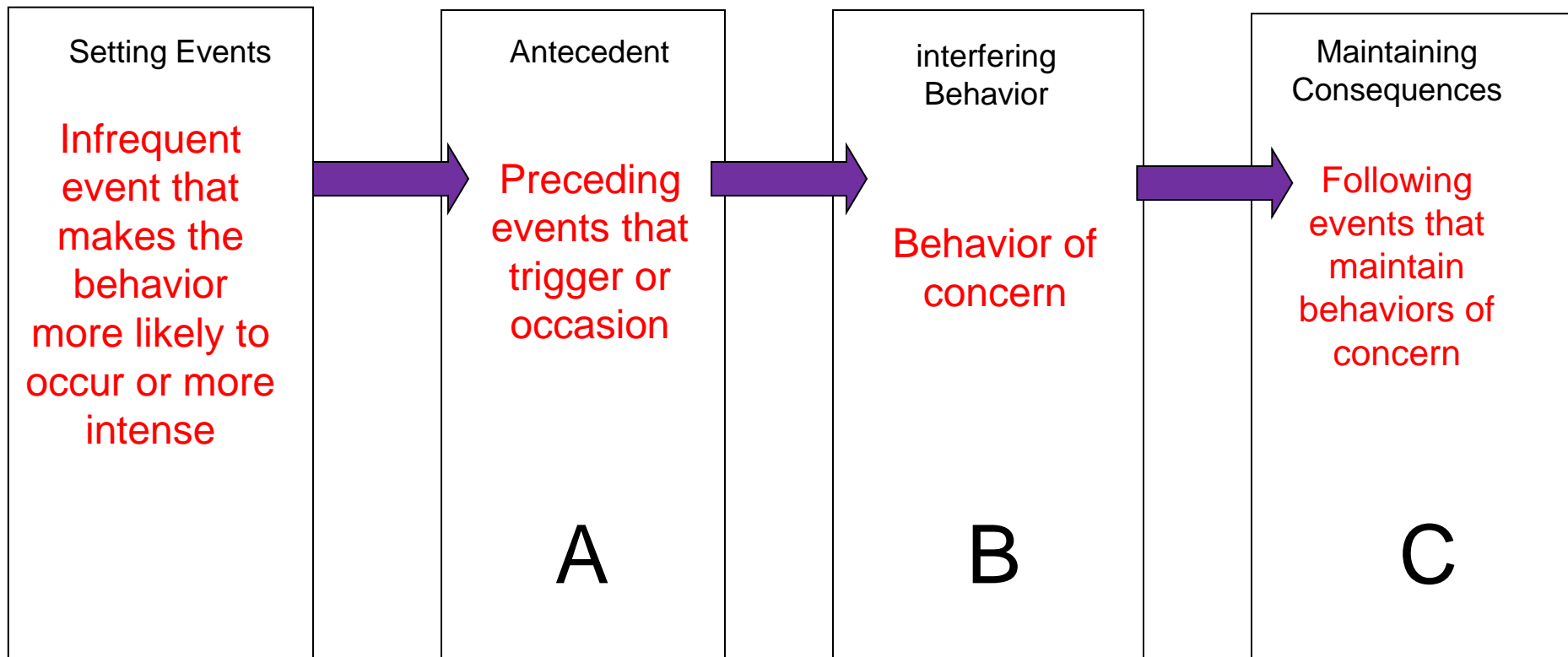
Now that we have:

- ✓ Defined what the behavior is that we are targeting **(what)**
- ✓ We have collected information in an objective way to determine **where/when/who** triggers the target behaviors
- ✓ Have reviewed the information for patterns
- ✓ We have good best guess for **why** (function) the behavior is occurring

We can start developing our hypothesis statement or summary statement

- TIP: It's helpful to work with your Team to formulate your hypothesis

Summary Statement Template

FUNCTION:_____

Setting Events	Antecedent	interfering Behavior	Maintaining Consequences
Infrequent event that makes the behavior more likely to occur or more intense	Preceding events that trigger or occasion	Behavior of concern	Following events that maintain behaviors of concern
	A	B	C

Summary Statement Example

FUNCTION: __**Clarification/Comfort**_____

Setting Events		Antecedent		interfering Behavior		Maintaining Consequences
When in a class without a specific structure or very specific routine	→	And when given a task without very clear parameters	→	Ben will ask on and off topic questions	→	In order to obtain clarification on the task or to move the dialogue to one he's comfortable with.

Check Your Assumptions

Test your hypothesis by observing it in action.

Questions to consider:

1. Are we able to observe and predict the triggers to increasing/decreasing interfering behavior?

2. Do we have a good understanding of why the target behavior happens?

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?

PRISM PROCESS
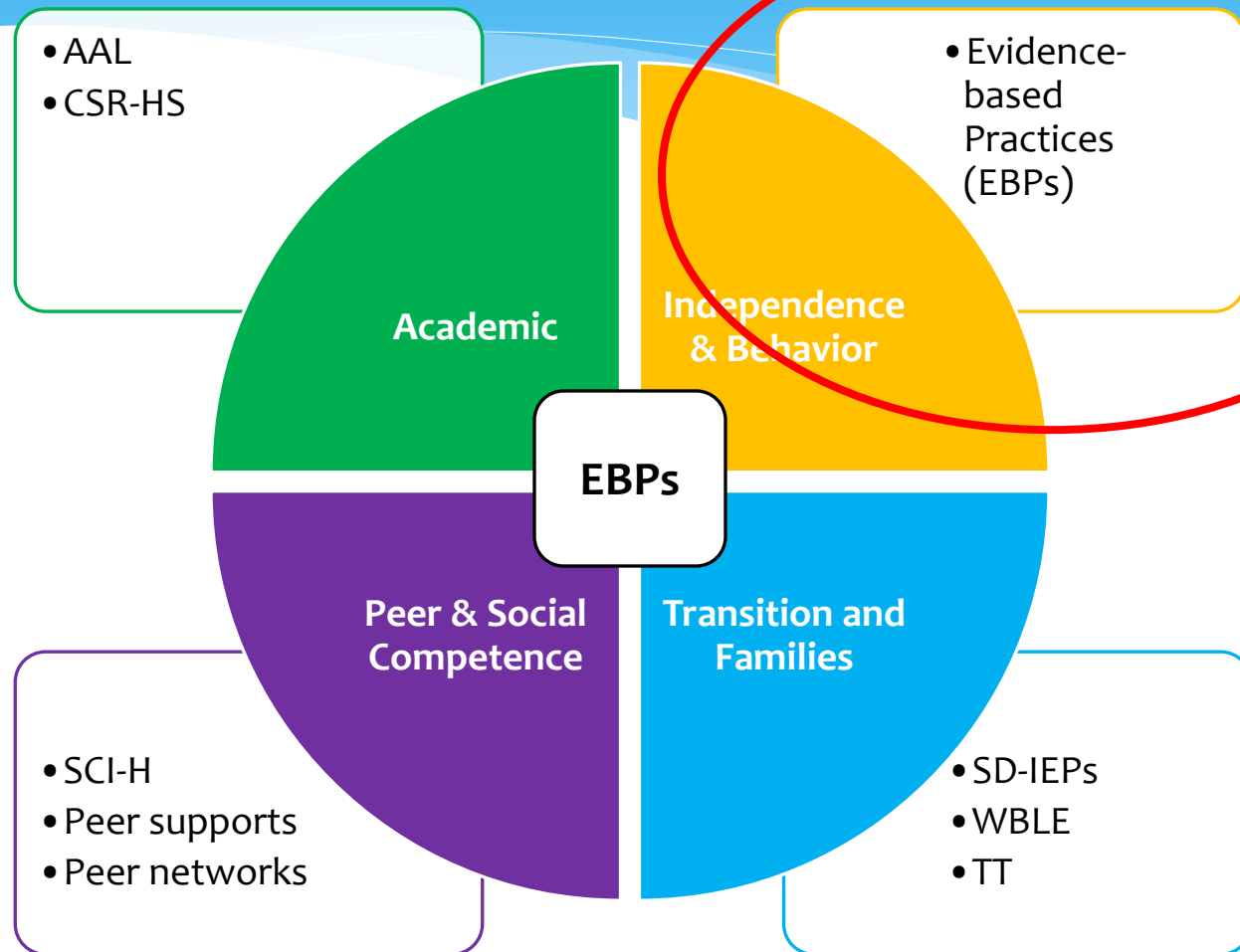
PART 4 : THE PRISM PROCESS

Learning Objective 3

PRISM

For schools and districts partnering with the CSESA, the Basic FBA Process described in this modules, aligns directly with the PRISM Process

* PRISM stands for *Promoting Responsibility, Independence, and Self-Management*- the behavioral outcomes we are all striving for when working with adolescents on the autism spectrum.

* PRISM is a **process** that supports school staff in selecting goals and interventions to support optimal outcomes for our students.

CSESA

CSESA Interventions

- AAL
- CSR-HS

- Evidence-based Practices (EBPs)

Academic

Independence & Behavior

EBPs

Peer & Social Competence

Transition and Families

- SCI-H
- Peer supports
- Peer networks

- SD-IEPs
- WBLE
- TT

CSESA

PRISM Interventions for Ben

Environmental Changes

- Visual support (post it note with number of questions he can ask in a period)
- Provide specific written instructions to Ben
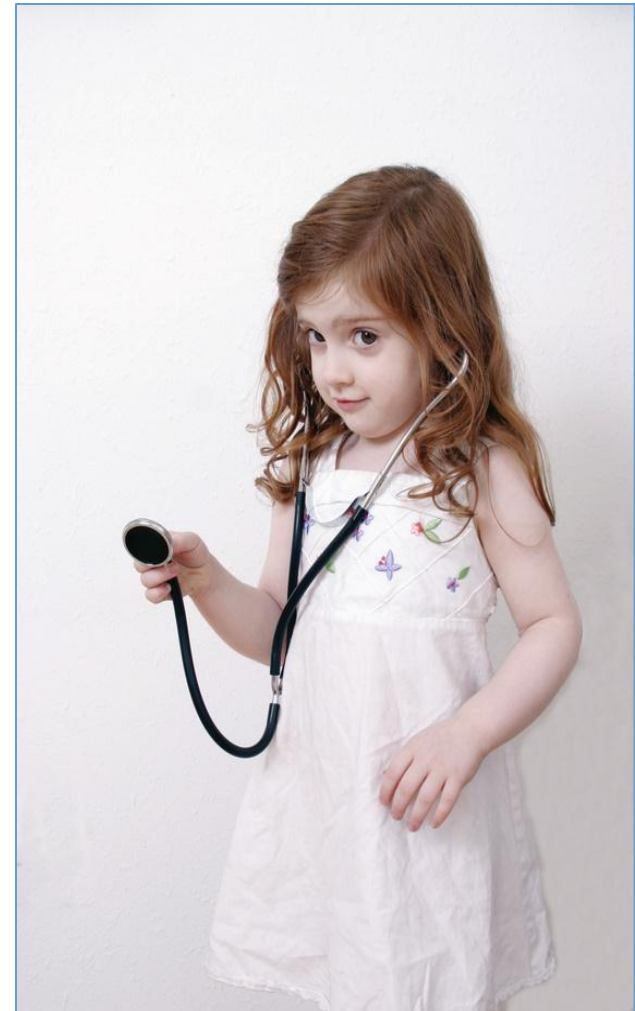- Highlight key instructions to help Ben focus on information

Replacement Behaviors

- Teacher works with Ben on coping process when he feels confused
(deep breaths, making list of questions, prioritizing questions, finding information on his own when possible, seeking information from other students)

Learning Objectives CHECK-IN

Are you able to:

1. Articulate reasons why challenging behavior occurs through use of specific strategies?
2. Describe a systematic approach to help understand challenging behaviors -A "Mini" or Basic Functional Behavior Assessment (B-FBA)?
3. Have access to tools to help use data from the B-FBA for intervention planning using the PRISM process

Take Away Tips
Remember that ***Behavior***…

- ✓ communicates

- ✓ follows a pattern

- ✓ is sustained because it works for the person

- ✓ serves a function or functions

- ✓ when interfering, may be more efficient in communicating than other methods

Objective observation and data collection is key

Summary

- FBA is a process to help look for patterns of where, when, why and how certain behaviors occur, and what are the conditions in which they do NOT occur.

- FBA process always includes
  - ✓ more than 1 observation and
  - ✓ more that 1 piece of information to help use create a best guess of why behavior is happening

- FBA is a team process

- An outcome of the FBA process is to help develop a behavior support plan that will teach new skills (this may include beginning the PRISM process)

Acknowledgements

Thank you for all of you hard work!

Content Based in Part on:

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- Fox, L. & Duda, M.A. (2008). Positive Behavior Support. The Complete Guide. Download from www.challengingbehavior.org

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- Loman, S., Strickland-Cohen, K., Borgmeier, C. & Horner, R. (2013). Basic FBA to BSP Trainer's Manual. Download from http://www.pbis.org/Common/Cms/files/Current%20Topics/TrainerManual.pdf

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