# 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

Functional Behavior Assessment  and Basic

Functional Assessment

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
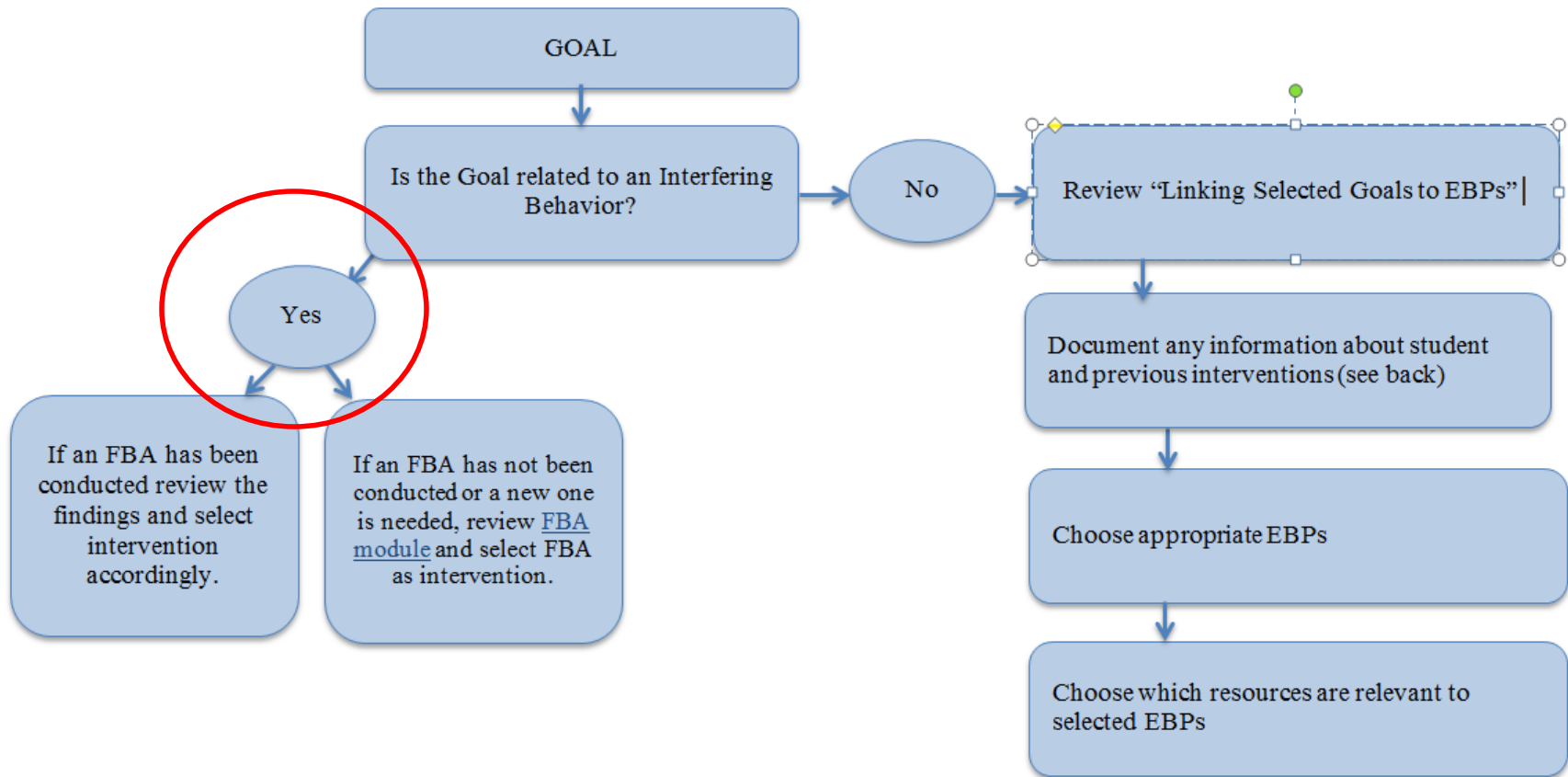
What's Next – Using the PRISM process

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

# BASIC AND COMPREHENSIVE FBA—WHAT'S THE DIFFERENCE?

# 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

# THE BASIC FBA PROCESS

# 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 | | |

**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?
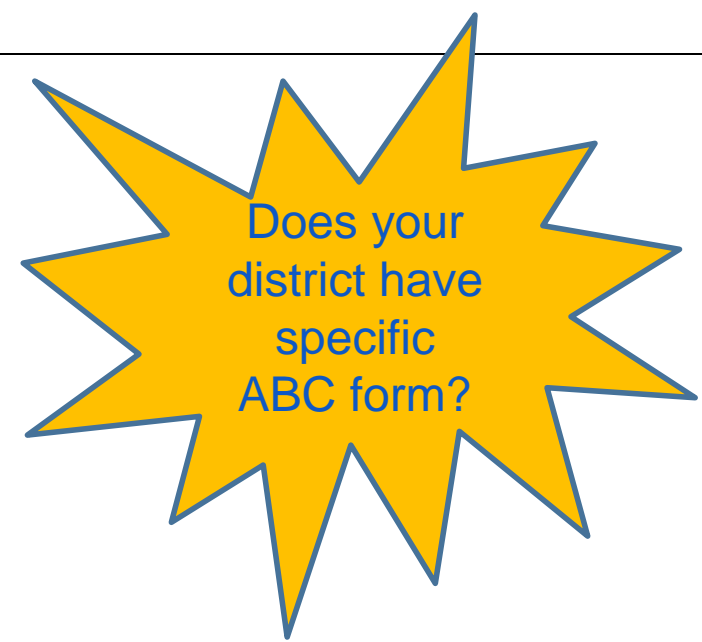
**Behavior Problem:**

**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 | Behavior | Consequences |
|---|---|---|
| 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__

| **A**ntecedent<br>What specific activity or event happened before the behavior? | **B**ehavior<br>What specifically did the student do or say? | **C**onsequences<br>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. But 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 exhibit interfering behavior.

Student: _____

Behavior: _____

# Steps of the Basic FBA

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

## Observable Examples

- 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

# 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
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   - Why does that happen?
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PRISM PROCESS

# Predictors

Think about:

- Make a best guess on what predicts the behavior.
  When is the behavior most likely to happen? (people, task, environment)
  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

# 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* - _____
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*Other* - _____

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

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**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) |
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| Routine # 1 | | |
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## 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.

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| | |

**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* |
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| __ a. task too hard | __ g. large group instruction | If a,b,c,d or e - describe task/demand in detail _____ |
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| __ c. bored w/ task | __ i. independent work | If f - describe purpose of correction, voice tone, volume etc. |
| __ d. task too long | __ j. unstructured time | |
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| __ f. correction/reprimand | __ l. with peers | |
| __ Other _____ | __ m. isolated/no attention | If l - what peers? _____ |
| Describe | | If m – describe - |

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| __ e. get sensation | |
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| | Can the student perform the task independently? Y N |
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**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<br>☐Small group work<br>☐ Independent work<br>☐Unstructured time<br>Specify: | ☐Given instruction<br>☐Given correction<br>☐ Alone (no attention/no activities)<br>☐With Peers<br>☐Engaged in preferred activity<br>☐Preferred activity removed<br>☐Transition: Change in activity<br>Other/Notes: | | ☐Adult Attention Provided<br>☐Peer Attention Provided<br>☐Got Preferred Activity/Item<br>☐Got Sensation _____<br>☐Adult Attention Avoided<br>☐Peer Attention Avoided<br>☐Task/Activity Avoided<br>☐Sensation Avoided _____<br>Other/Notes: |
| 2 | | ☐Large group instruction<br>☐Small group work<br>☐ Independent work<br>☐Unstructured time<br>Specify: | ☐Given instruction<br>☐Given correction<br>☐ Alone (no attention/no activities)<br>☐With Peers<br>☐Engaged in preferred activity<br>☐Preferred activity removed<br>☐Transition: Change in activity<br>Other/Notes: | | ☐Adult Attention Provided<br>☐Peer Attention Provided<br>☐Got Preferred Activity/Item<br>☐Got Sensation _____<br>☐Adult Attention Avoided<br>☐Peer Attention Avoided<br>☐Task/Activity Avoided<br>☐Sensation Avoided _____<br>Other/Notes: |
| 3 | | ☐Large group instruction<br>☐Small group work<br>☐ Independent work<br>☐Unstructured time<br>Specify: | ☐Given instruction<br>☐Given correction<br>☐ Alone (no attention/no activities)<br>☐With Peers<br>☐Engaged in preferred activity<br>☐Preferred activity removed<br>☐Transition: Change in activity<br>Other/Notes: | | ☐Adult Attention Provided<br>☐Peer Attention Provided<br>☐Got Preferred Activity/Item<br>☐Got Sensation _____<br>☐Adult Attention Avoided<br>☐Peer Attention Avoided<br>☐Task/Activity Avoided<br>☐Sensation Avoided _____<br>Other/Notes: |

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

## 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)

| **A**ntecedent<br>What specific activity or event happened before the behavior? | **B**ehavior<br>What specifically did the student do or say? | **C**onsequences<br>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
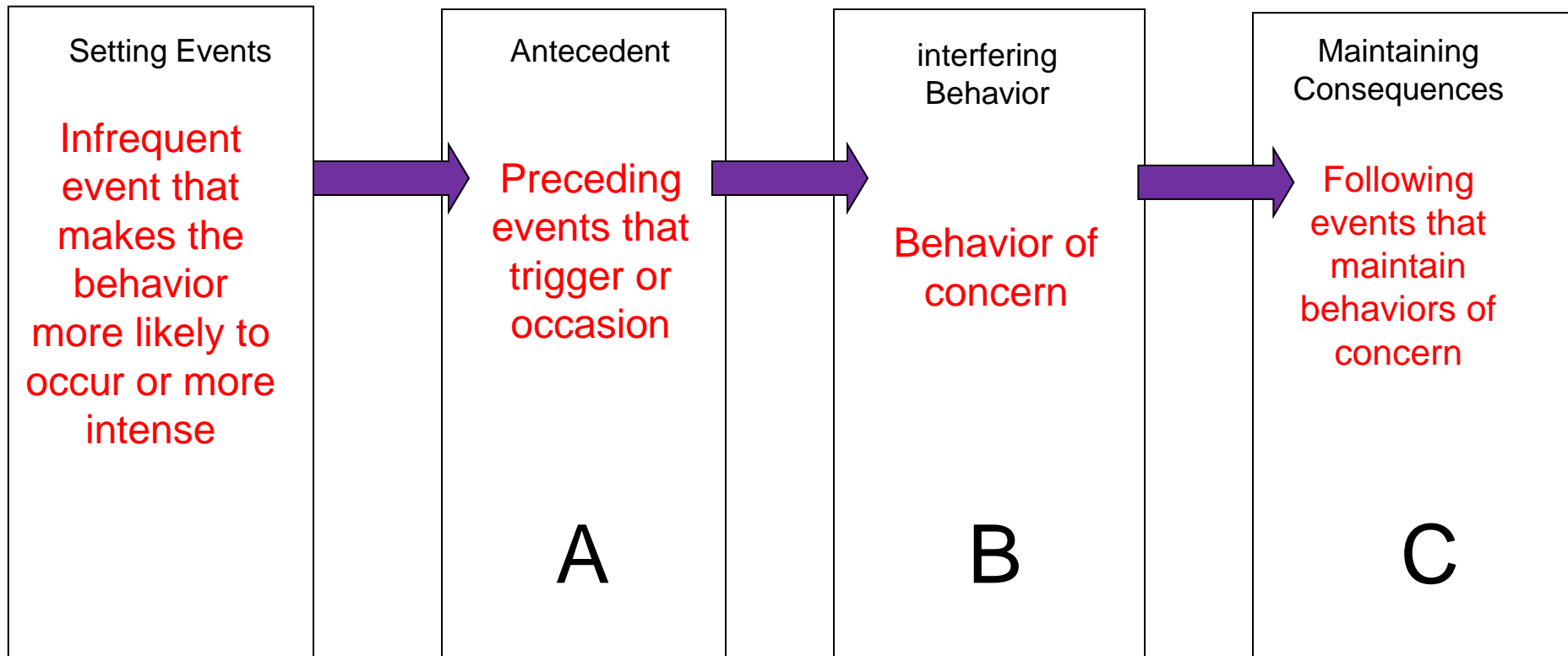
## Now that we have:

- ✓ 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. |
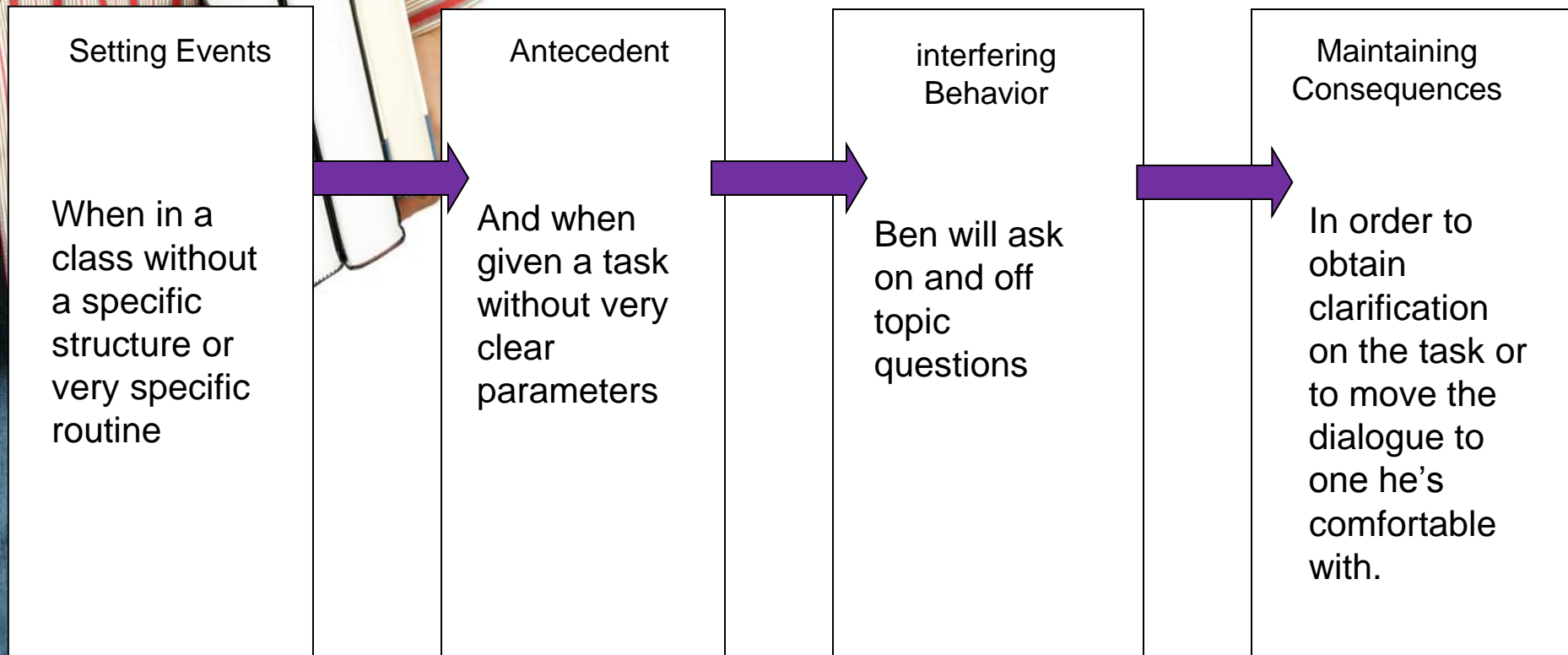
# Check Your Assumptions

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?
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PRISM PROCESS
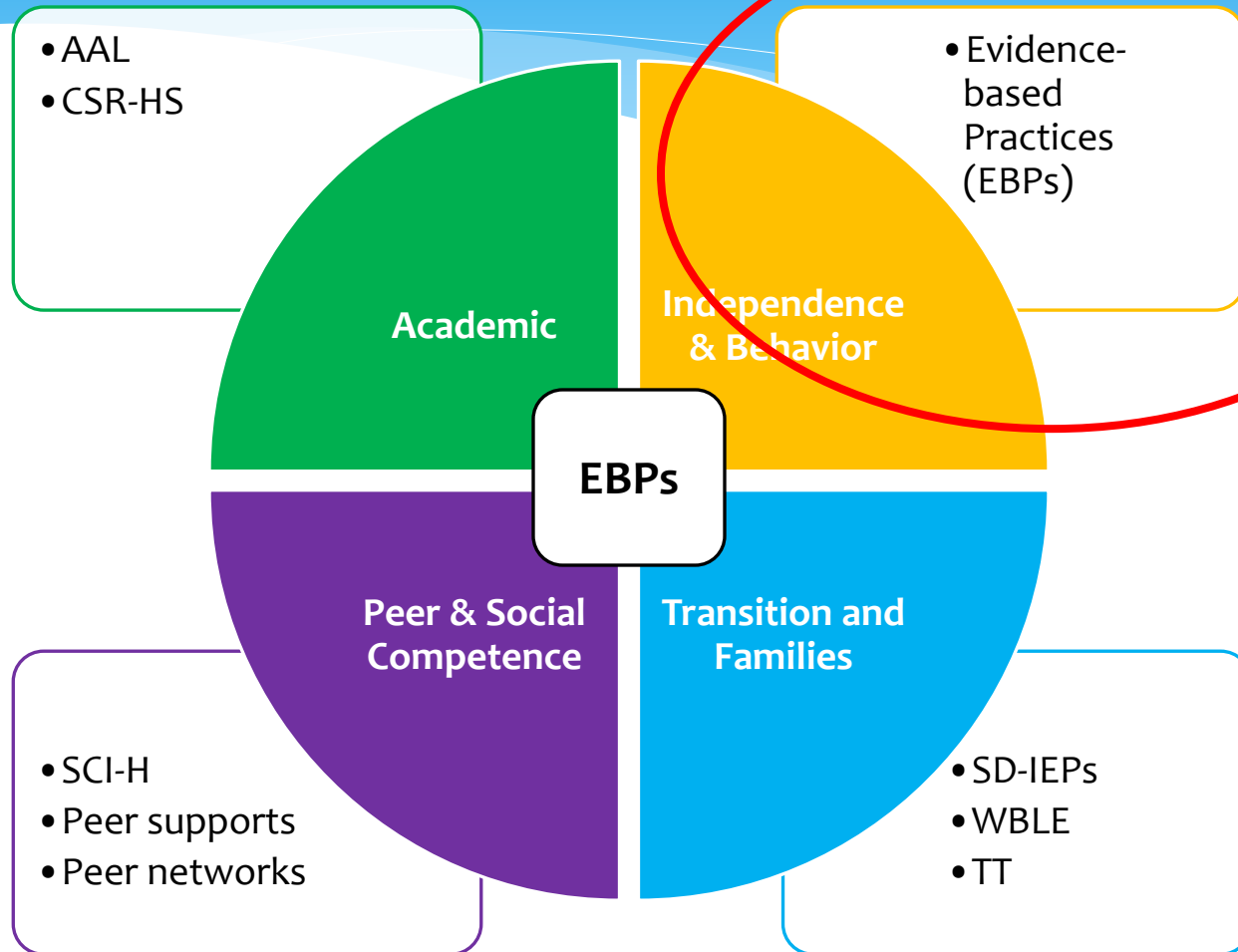
# PART 4 : THE PRISM PROCESS

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

**Academic**

- Evidence-based Practices (EBPs)

**Independence & Behavior**

**EBPs**

**Peer & Social Competence**

- SCI-H
- Peer supports
- Peer networks

**Transition and Families**

- 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

- Loman, S., Horner, R. H.  (2013). Examining the efficacy of a basic functional behavioral assessment training package for school personnel.  *Journal of Positive Behavior  Interventions, 16*(1), 18-30.

- 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

- Strickland-Cohen, M. K., & Horner, R. H.  (in press). Typical school personnel developing and implementing basic behavior support plans.  *Journal of Positive Behavior Interventions.*