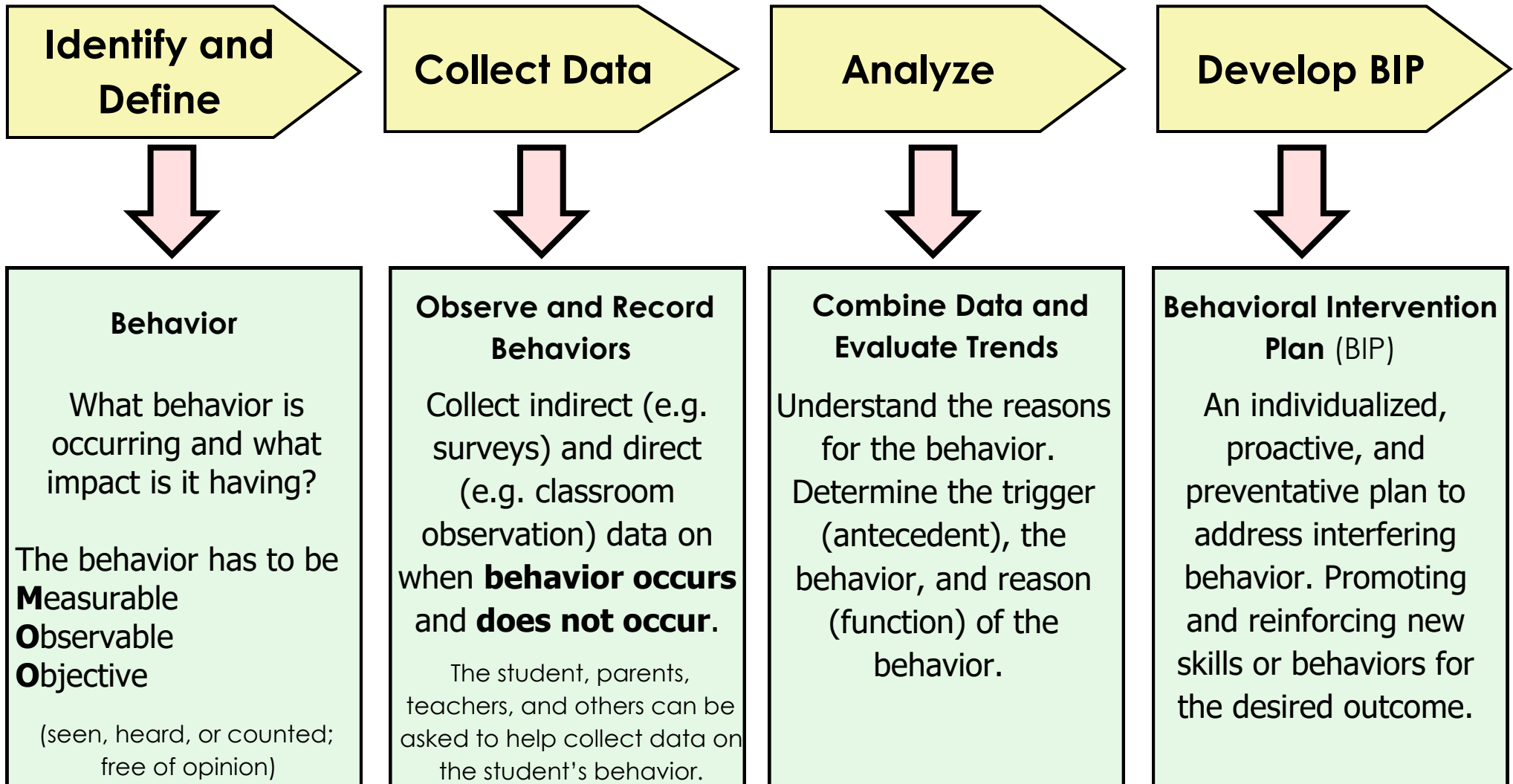# Functional Behavior Assessment (FBA)

KY-SPIN

The Functional Behavior Assessment is a method used by the IEP/ARC team to identify behaviors and the underlying causes that influence a child's success.

Identify and Define

Behavior

What behavior is occurring and what impact is it having?

The behavior has to be
Measurable
Observable
Objective

(seen, heard, or counted; free of opinion)

Collect Data

Observe and Record Behaviors

Collect indirect (e.g. surveys) and direct (e.g. classroom observation) data on when **behavior occurs** and **does not occur**.

The student, parents, teachers, and others can be asked to help collect data on the student's behavior.

Analyze

Combine Data and Evaluate Trends

Understand the reasons for the behavior. Determine the trigger (antecedent), the behavior, and reason (function) of the behavior.

Develop BIP

Behavioral Intervention Plan (BIP)

An individualized, proactive, and preventative plan to address interfering behavior. Promoting and reinforcing new skills or behaviors for the desired outcome.

Behavior Intervention Plan (BIP)

A formal, written plan developed by the IEP/ARC team to prevent or stop behaviors that interfere with school.

1 Student Information

Strengths, learning preferences, interests, dislikes

2 Behavior

What is/are the concerning behavior(s)?

3 Function of the Behavior

What need is the behavior serving?
- Access or Gains
- Escape or Avoidance

4 Antecedents

What events are happening PRIOR to the behavior occurring?

5 Consequences

What will happen when the behavior occurs?

6 Replacement Behaviors

What student should do instead of the current behavior
- Step away
- Calm down
- Walk away

7 Positive Proactive Teaching Strategies/ Reinforcements
- Modeling
- Giving choices
- Give expectations
- Praise

8 Strategies to Avoid

Things that are known to be unsuccessful and should not be used

9 Positive Behavior

What rewards/ tangibles will the student receive for appropriate behavior?

10 Supports for school personnel

What supports or training does staff need to implement the BIP?

11 Accommodations and Modifications

What accommodations and/or modifications does the student need to be successful with their BIP?
- Cues
- Chunking

12 Crisis/Safety Plan

May be needed if the student's behavior endangers themselves or others.
- Triggers
- Trauma
- Warning signs
- Plan for crisis behavior

13 Progress Monitoring
How will you gauge if the BIP is working?
- Daily checklist
- Point sheet
- Communication log

Sources: KDE Behavior Intervention Plan (BIP)

Vocabulary for Behavior Intervention Plan (BIP)

Behavior	Behavior is a reaction and can be positive or negative, physical or verbal.
Event	The event is what an occurrence of a behavior is called.
Indirect Data Direct Data	Indirect data is data collected from a secondary source: e.g. parent survey. Direct data is collected directly from the student: e.g. classroom observation
Preferred Activities	Classroom strategies use positive structured activities as rewards that are preferred or motivating to the student.
Sensory Stimulation	The activation of one or more of the senses including taste, smell, vision, hearing, and touch to generate a response.
Duration	The length of time a behavior occurs.
Reinforcement System	Methods of positive and negative reinforcement that can be used to increase a desired behavior.
Instructional Strategies	Materials and procedures that teachers use to help students learn effectively.
Replacement Behavior (bx)	The behavior that will meet the same need as a problem behavior but is more appropriate. The replacement must be as easy or easier to engage in than the behavior they're currently using.

Vocabulary for Behavior Intervention Plan (BIP)

Progress Monitoring	Process that regularly collects and analyzes data to evaluate changes in behavior.
Frequency/Occurrence	The is the number of times the behavior event occurs within the observed timeframe.
IEP **ARC**	IEP is Individualized Educational Program ARC is Admissions and Release Committee
Latency	The defined time between the prompt and a desired behavior.
Severity	An indicator of how serious a behavior is; it may be Mild, Moderate or Severe.
Consequence	This is the result immediately following a behavior.
Punishment	Methods of positive and negative punishment used to decrease any unwanted behavior.
Antecedent	An event that happens before a behavior, or a trigger for the behavior, is an antecedent.
Reactive Strategies	Reactive Strategies are used in response to a specific behavior.
Escape/Avoidance	The act of removing themselves from an event or not participating in an event.

YOUR TURN

Your input/data can assist in the Functional Behavior Assessment (FBA) process.

What **behavior** is occurring? Describe the behavior.

Example: Adam shuts down and refuses to do work in class. Adam will put his head down on the desk and not respond.

What is the **trigger (antecedent)** for the behavior?

Example: When Adam does not understand the math concepts.

When does the behavior **occur and not occur**?

Example: This occurs when Adam has to do math work independently and did not understand the assignment. If Adam understands the math concepts this does not happen.

What **function** is the behavior serving?

Example: The function of the behavior is to avoid doing the work Adam does not understand.

Behavior Intervention Plan (BIP)

In preparation for the IEP/ARC meeting complete the following with as much detail as possible to share with the team.

YOUR TURN

KY-SPIN

1 **Student Information**
Strengths, learning preferences, interests, dislikes

2 **Behavior**

3 **Function of the Behavior**

4 **Antecedents (Triggers)**

5 **Consequences**

6 **Replacement Behaviors**

7 **What Strategies/ Reinforcements work?**

8 **Strategies to Avoid**

9 **Positive Behavior Rewards**

10 **Supports for school personnel**

11 **Accommodations and Modifications**

12 **Crisis/Safety Plan**

13 **Progress Monitoring**