Evidence Based Practice Training:

Functional Behavioral Assessment (FBA)

Adapted from Sam, A., & AFIRM Team. (2015). Functional Behavioral Assessment. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/functional-behavior-assessment

What is CAPTAIN?

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism across the state of California

What is CAPTAIN?

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

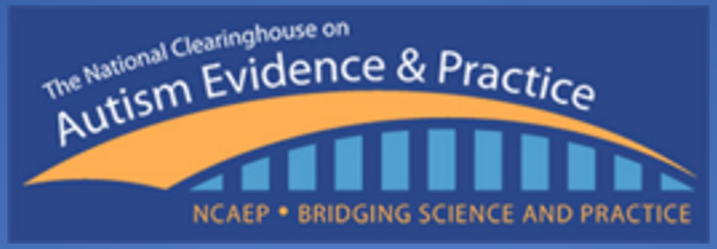
Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin…

Please complete the **Pre-Training Survey** sent to your email

What are Evidence Based Practices?



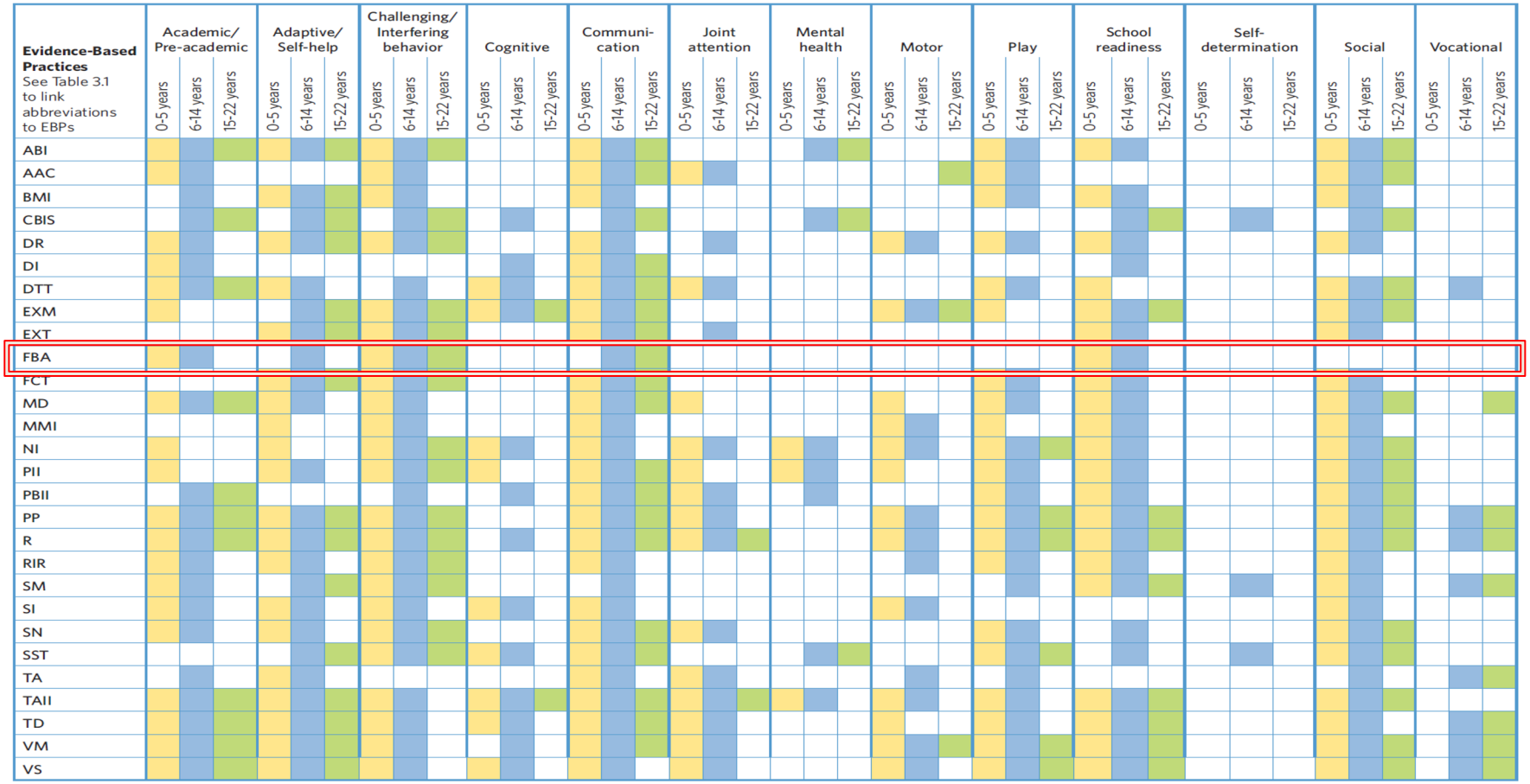
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories



Evidence-Based Practices (See Table 3.1 to link abbreviations to EBPs)	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
ABI																																						
AAC																																						
BMI																																						
CBIS																																						
DR																																						
DI																																						
DTT																																						
EXM																																						
EXT																																						
FBA																																						
FCT																																						
MD																																						
MMI																																						
NI																																						
PII																																						
PBII																																						
PP																																						
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RIR																																						
SM																																						
SI																																						
SN																																						
SST																																						
TA																																						
TAII																																						
TD																																						
VM																																						
VS																																						

AVAILABLE ON CAPTAIN WEBSITE

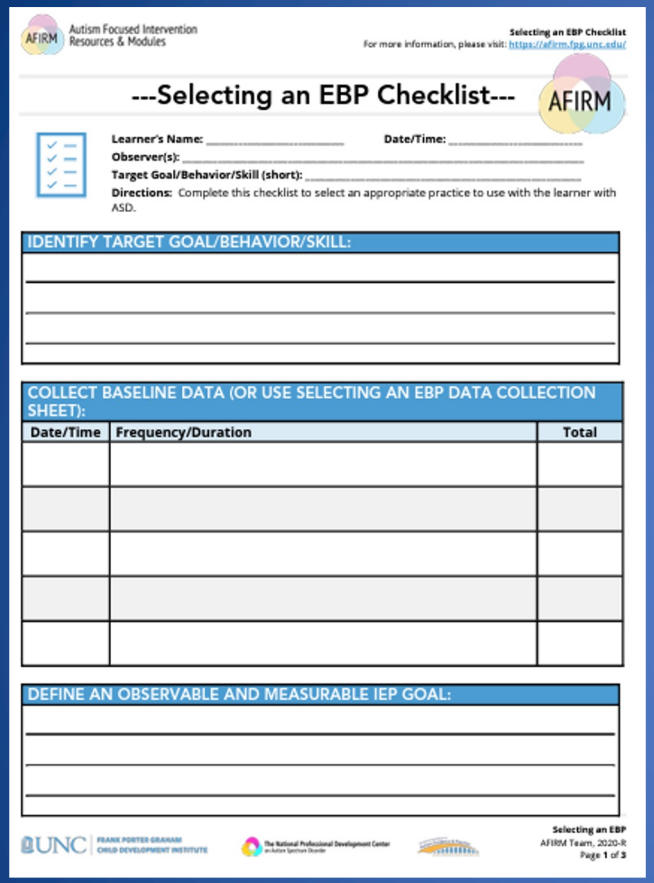
www.captain.ca.gov

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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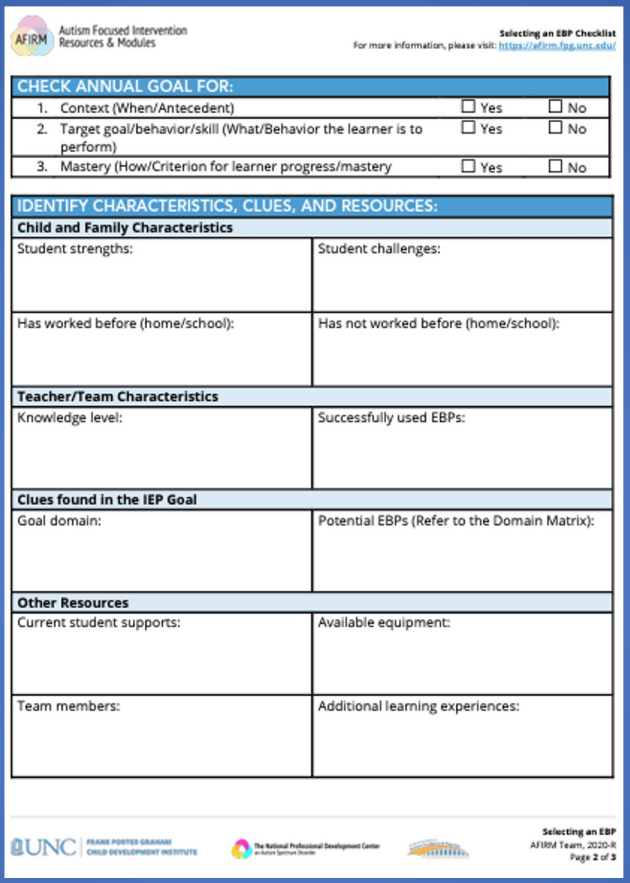
Selecting an EBP
AFIRM Team, 2020-R
Page 1 of 3



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Selecting an EBP Checklist
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CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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Selecting an EBP
AFIRM Team, 2020-R
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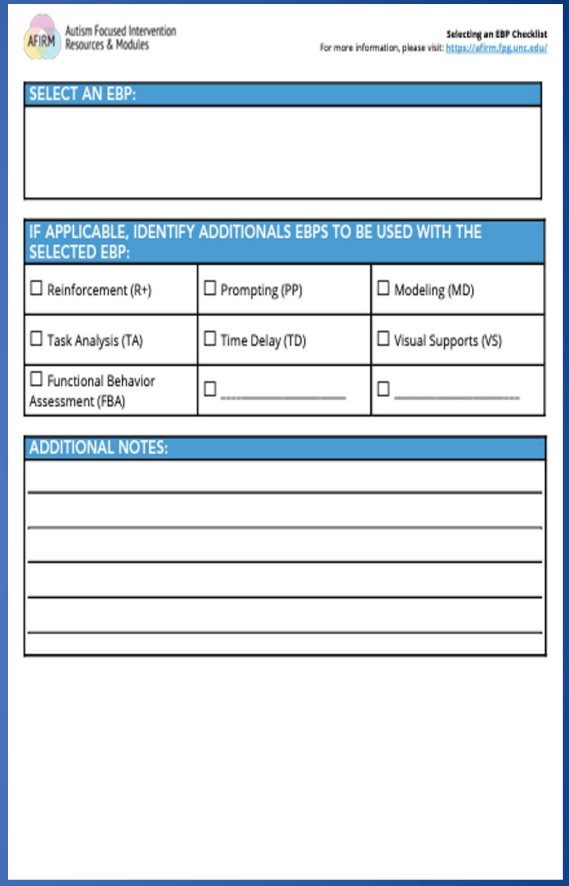

Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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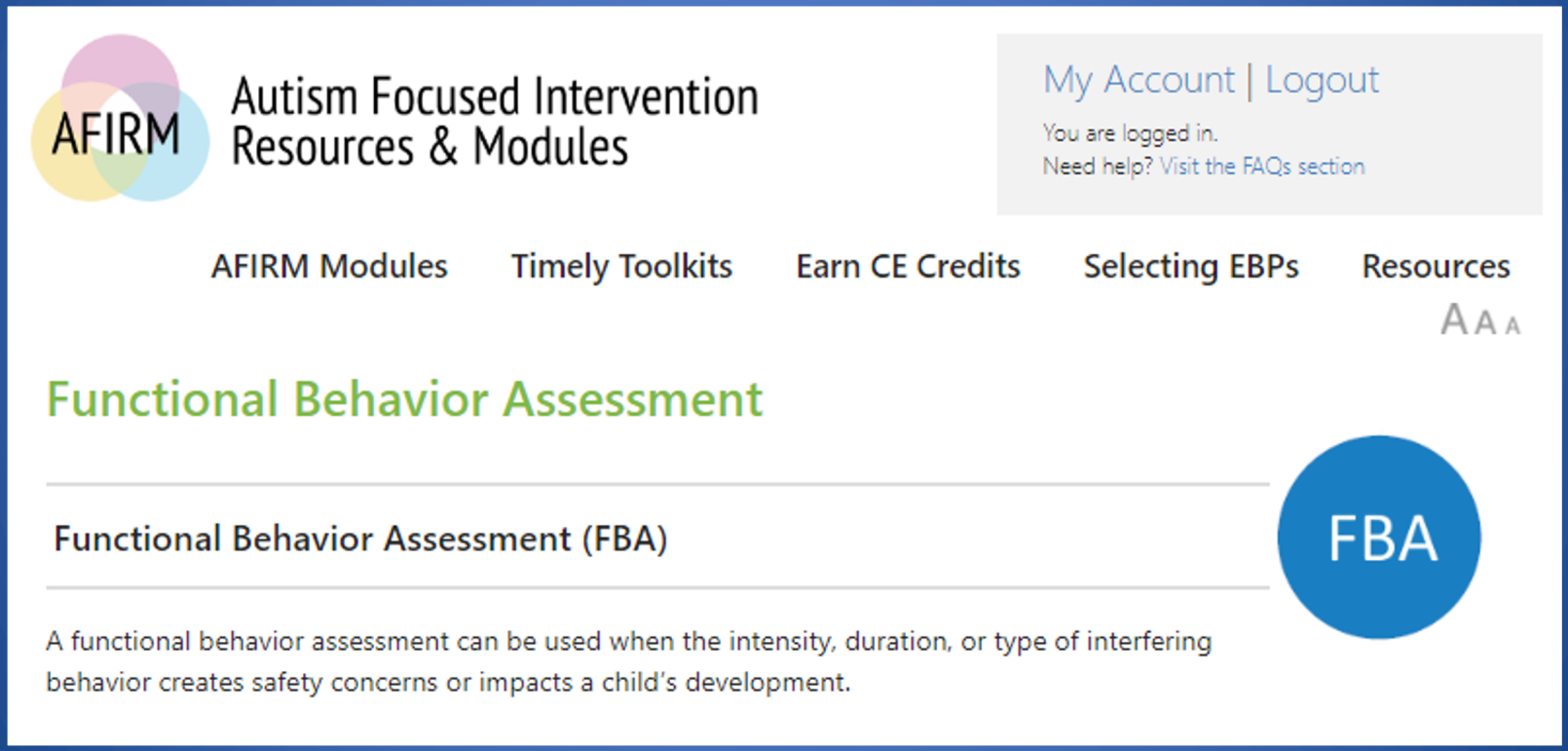
SELPA Content Lead
EVIDENCE Based Practices —Autism—
MARIN COUNTY

High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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SELPA Content Lead
EVIDENCE Based Practices
—Autism—

Core Components: Learning Objectives

- Learn basic knowledge about Functional Behavior Assessment (FBA)
- Apply FBA knowledge in activities to promote real world understanding
- Familiarize with assessments and data collection
- Generate hypotheses based on results of the analysis

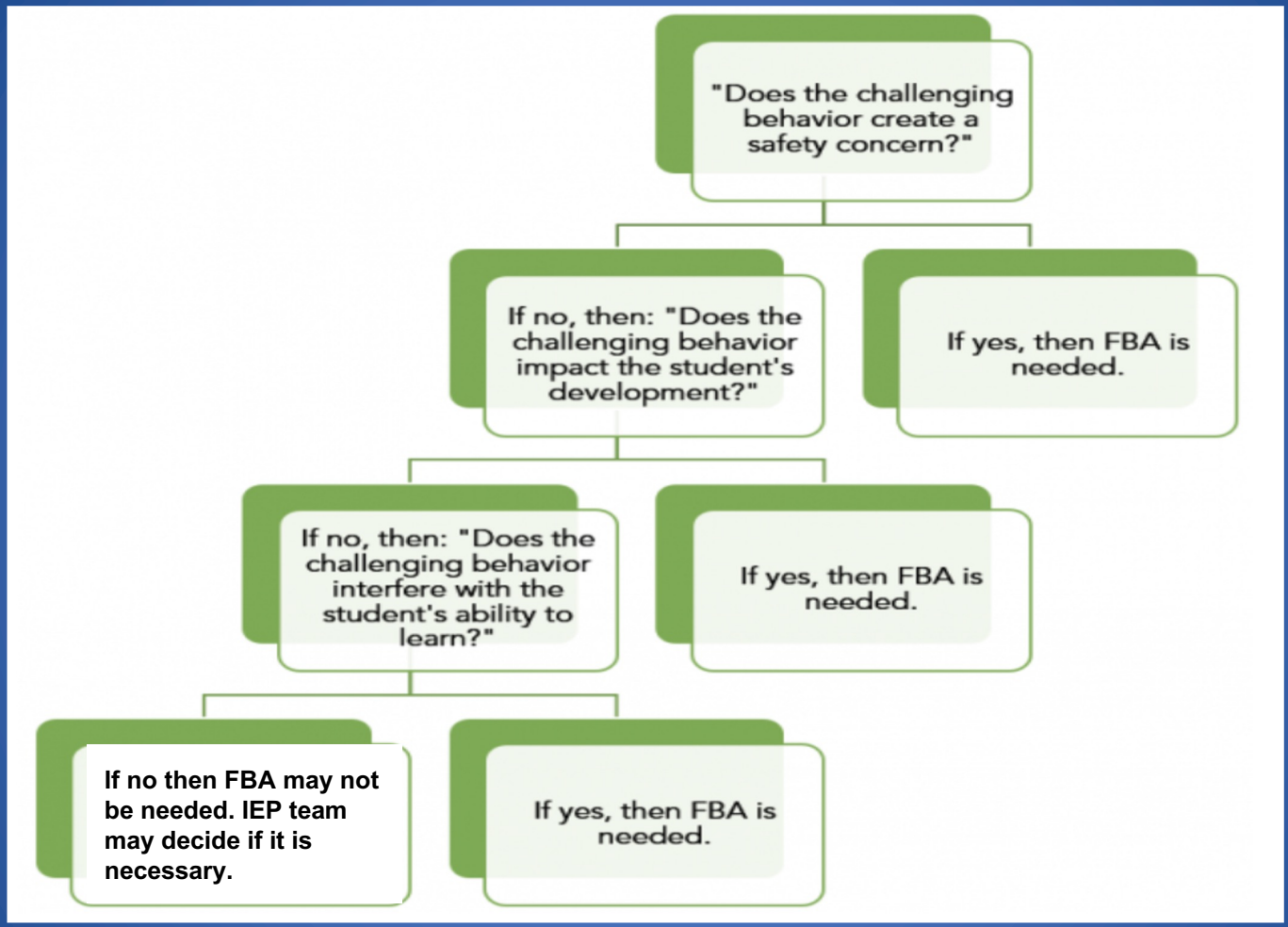
Name of EBP	Functional Behavioral Assessment (FBA)
Definition of EBP	Functional behavior assessment (FBA) is a systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed. FBA consists of describing the interfering or problem behavior, identifying antecedent and consequent events that control the behavior (sometimes systematically tested through a functional analysis), developing a hypothesis of the function of the behavior, and testing the hypothesis. Data collection is an important part of the FBA process. FBA is typically used to identify the causes of interfering behaviors such as self-injury, aggression towards others, or destructive behaviors and should be followed by the creation and implementation of a behavioral intervention to address the interfering behavior described

Outcome Areas	Age Ranges					
	0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
Communication			✓		✓	
Social						
Joint attention						
Play						
Cognitive						
School readiness		✓	✓	✓		
Academic/ Pre-academic		✓	✓			
Adaptive/ self-help			✓			
Challenging/ Interfering behavior	✓	✓	✓	✓	✓	✓
Vocational						
Motor						
Mental health						
Self-determination						

What is an FBA?

- An FBA is used to generate a hypothesis regarding the function of interfering behavior. The following set of strategies are utilized:
  - Describing the interfering behavior
  - Identifying antecedent and consequence events
  - Developing a hypothesis of the function of the behavior
  - Test the hypothesis through implementation of strategies
  - FBA is used to develop behavior plans which include selecting appropriate EBPs to prevent, teach and reinforce alternative behaviors

When Should FBA Be Considered?



Goals that can be addressed through FBA

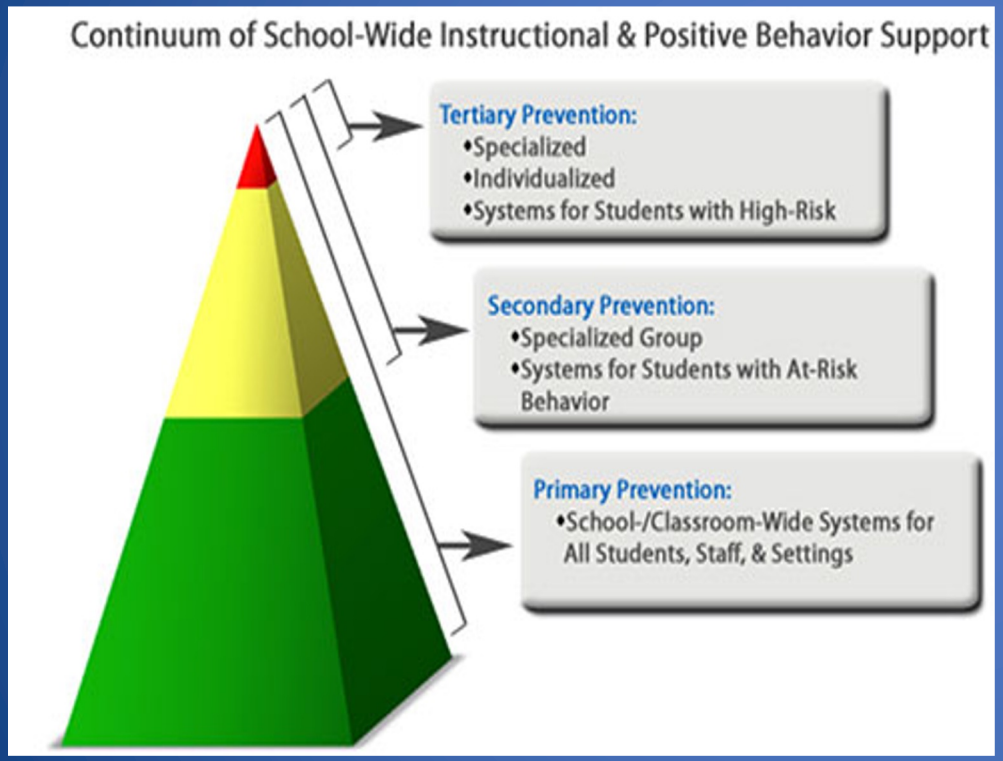
- Decrease interfering behaviors
- Increase appropriate behaviors
- Increase classroom engagement
- Decrease self-injurious behavior

How can FBA help?

Supports teachers and practitioners by:

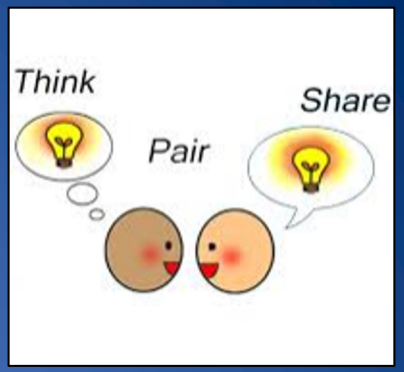
- Providing information about when, where, and why the interfering behavior occurs
- Developing a hypothesis concerning the reason/function
- Building effective positive behavioral supports and skills teaching plans

Where is FBA in the PBIS Continuum of Supports?



Because FBA is highly individualized and result in a student specific behavior support plan, it is typically conducted as part of Tier 3.

Think - Pair - Share



Checking In

Determine if the statement below is True or False.

A functional behavior assessment should be conducted on any challenging behavior.

- True
- False

How are FBA's being used?

Functional behavior assessments can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments

Real Life Scenarios

Steps for FBA: Planning

1.1 Establish a multidisciplinary team.
1.2 Identify and define interfering behavior.
1.3 Review records of learner.
1.4 Select assessment procedures.
1.5 Develop plan for collecting baseline data.

Establish a Multidisciplinary Team

The team should include the following:

- The learner's teachers (special education teacher and general education teacher if the learner spends part of the day in the general education classroom)
- Related service personnel (e.g. speech-language pathologist, occupational therapist, behavioral therapist) who have regular involvement with the learner
- Paraprofessionals who work directly with learner
- Learner's parents or family members
- Learner with ASD (if developmentally appropriate)

Designate an FBA coordinator that has training and experiencing conducting FBA's.

Identify and Define the Interfering Behavior

The team can consider the following questions to help select the interfering behavior:

- Is the behavior dangerous to the learner or others?
- Does the behavior interfere with learning (e.g., academic, social)?
- Does the behavior interfere with socialization or acceptance from peers?
- Is the behavior disruptive or intense on a frequent basis?

Operationally Define the Behavior

- Specific
- Observable
- Measurable

Example	Non Example
Juan yells “No” in a voice loud enough to be heard in the next room when music class is over	Juan gets angry when music class ends and acts inappropriately

Practice with Feedback

Turn these examples into operational definitions of behavior:

1. Jane throws a tantrum when asked to go to circle time
2. When recess is over, Matthew bites himself
3. Sam is mean to his peers during group work
4. Jonelle used bad language when she is told to stop doodling in class

Select Assessment Procedures

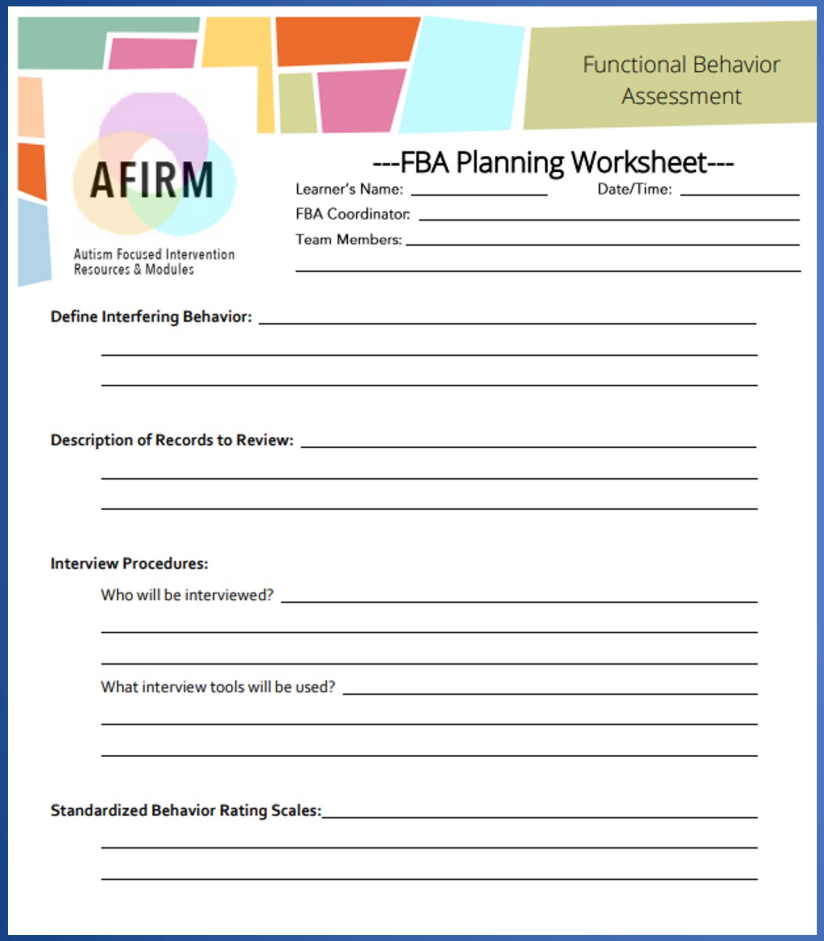
Formal and informal assessments should be used to gather information about the behavior:

- Behavior Assessment System for Children (BASC-III)
- Functional Assessment Screening Tool (FAST)
- Problem Behavior Questionnaire (PBQ)
- Motivation Assessment Scale (MAS)
- Functional Assessment Interview (FAI)
- Student Directed FAI

Develop a Plan for Collecting Data

- The team should collaborate to develop a plan to ensure data is collected on the interfering behavior
- Data should be collected across times, activities, locations, etc
- Select length of time data will be collected
- Determine who will collect the data

FBA Planning Worksheet



Functional Behavior Assessment

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---FBA Planning Worksheet---

Learner's Name: _____ Date/Time: _____

FBA Coordinator: _____

Team Members: _____

_____

Define Interfering Behavior: _____

_____

_____

Description of Records to Review: _____

_____

_____

Interview Procedures:

Who will be interviewed? _____

_____

_____

What interview tools will be used? _____

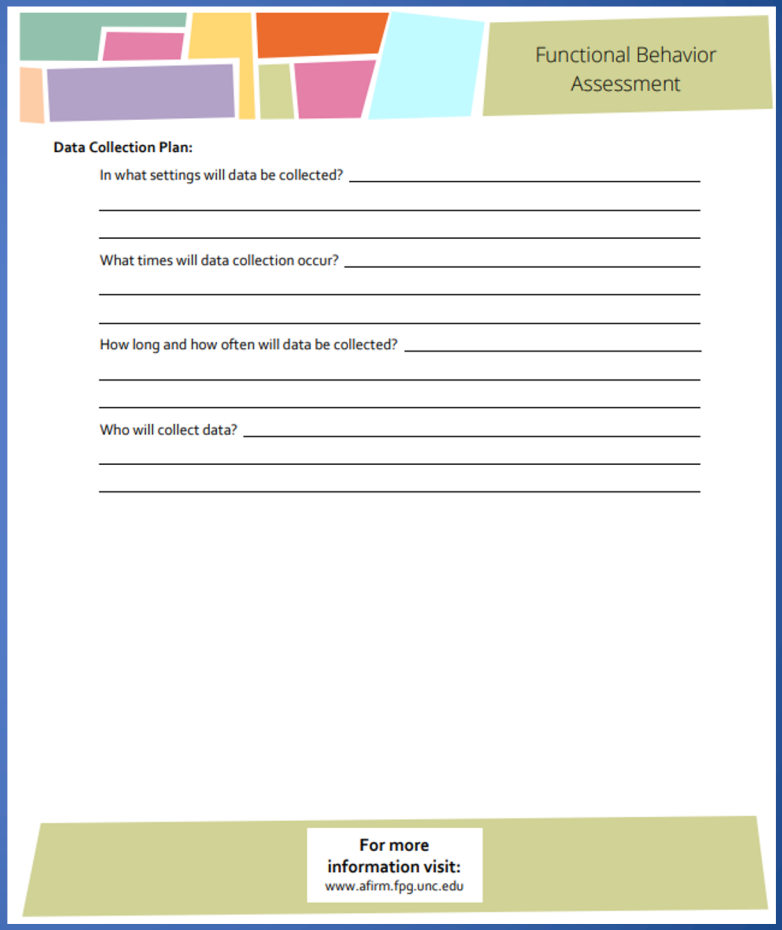
_____

_____

Standardized Behavior Rating Scales: _____

_____

_____



Functional Behavior Assessment

Data Collection Plan:

In what settings will data be collected? _____

_____

_____

What times will data collection occur? _____

_____

_____

How long and how often will data be collected? _____

_____

_____

Who will collect data? _____

_____

_____

For more information visit:
www.afirm.fpg.unc.edu

Steps for Using/Conducting FBA

2.1	Collect data using selected assessment procedures.
2.2	Collect data on the occurrence of the interfering behavior (A-B-C behavioral analysis).
2.3	Analyze collected data.
2.4	Develop a hypothesis statement.
2.5	Test hypothesis to ensure it is correct.
2.6	Identify appropriate EBPs to address interfering behavior.
2.7	Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities.

Data Collection for FBA

Types of Data to Collect

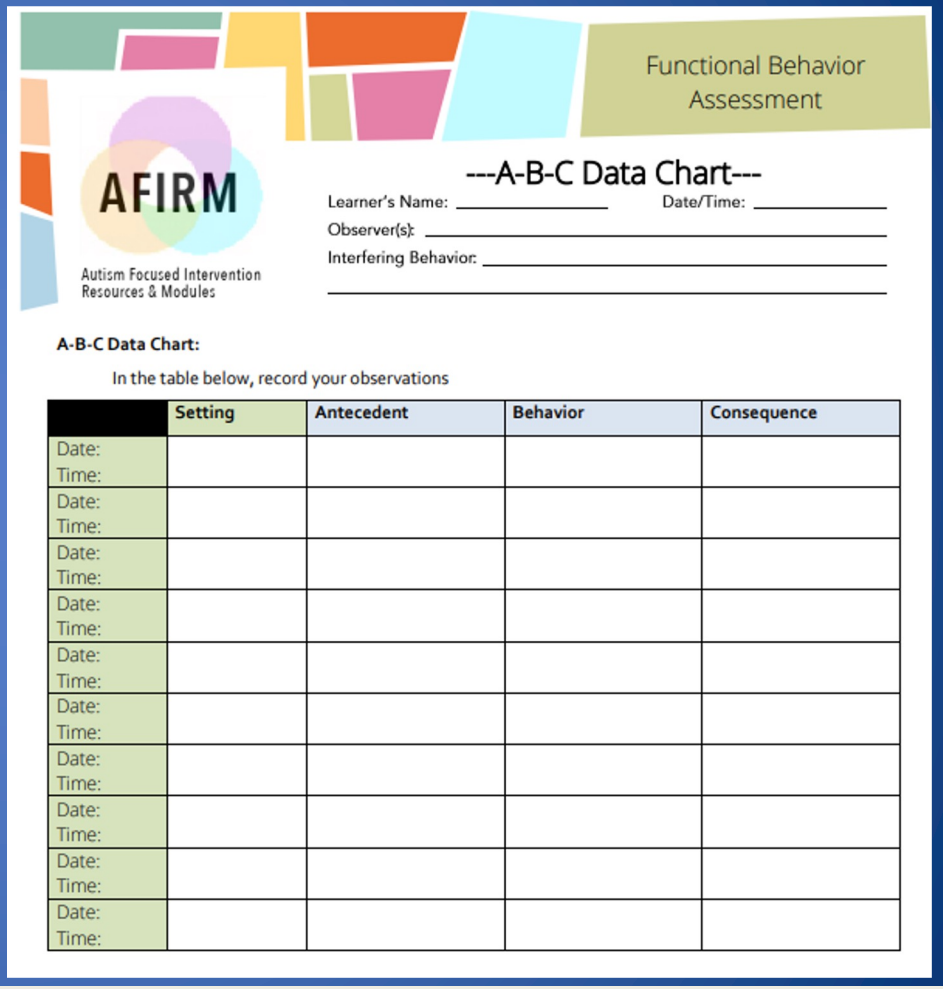
- A-B-C
- Frequency/Duration/Intensity
  - *Event Recording*
  - *Time Sampling*

ABC Data

- Will help team determine the probably cause(s) and function(s) of the behavior

Example: A-B-C Data Chart

A (Antecedent) describe the activities and specific events preceding the behavior	B (Behavior) describe exactly what the behavior looked like	C (Consequence) describe events that followed or results of the behavior
Leah was told to come inside from recess.	Leah ran away from the teacher and went to the far side of the playground.	Teacher held Leah's hand and walked with her into the building.



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---A-B-C Data Chart---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

_____

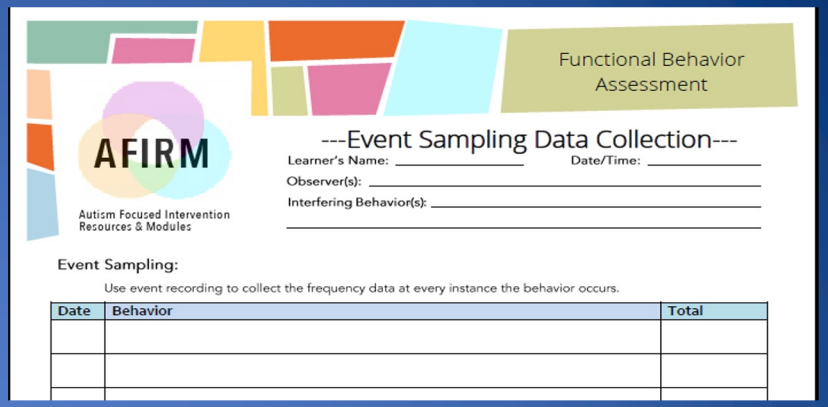
A-B-C Data Chart:

In the table below, record your observations

	Setting	Antecedent	Behavior	Consequence
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				
Date: Time:				

Data Collection

- Will help the team determine when the behavior is most likely to occur and not occur and "severity" of behavior
- Establishes baseline to set goals and measure improvement
- Frequency, duration and/or intensity



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---Event Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

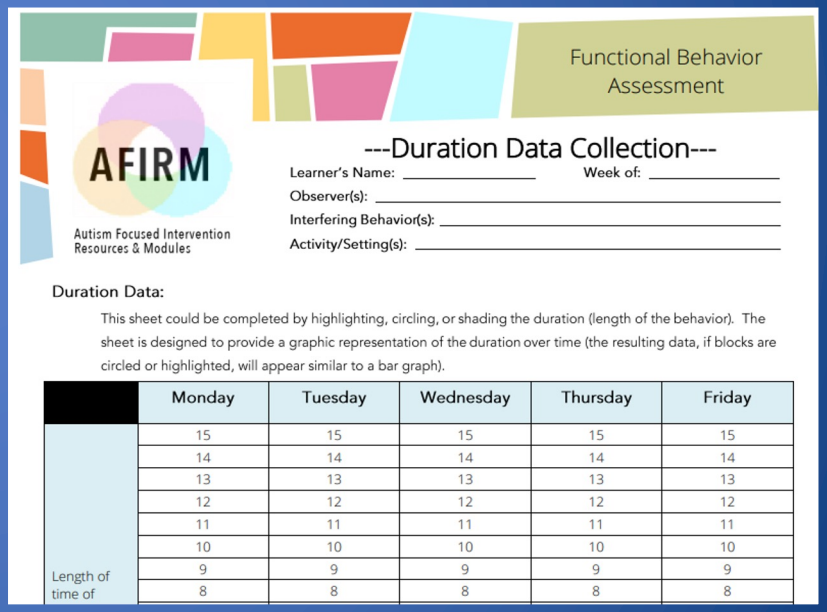
Interfering Behavior(s): _____

_____

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Behavior	Total



Functional Behavior Assessment

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---Duration Data Collection---

Learner's Name: _____ Week of: _____

Observer(s): _____

Interfering Behavior(s): _____

Activity/Setting(s): _____

Duration Data:

This sheet could be completed by highlighting, circling, or shading the duration (length of the behavior). The sheet is designed to provide a graphic representation of the duration over time (the resulting data, if blocks are circled or highlighted, will appear similar to a bar graph).

	Monday	Tuesday	Wednesday	Thursday	Friday
Length of time of	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8

Practice With Feedback

Checking In

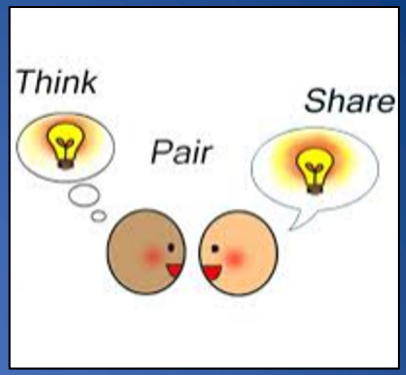
Examine the scatterplot to determine where the target behavior is occurring most often.

Interfering behavior: Pushing or hitting peers.

		Date						
Time	**Activity**	*12/2*	*12/3*	*12/4*	*12/5*	*12/8*	*12/9*	*12/10*
8:30	Breakfast					X		
9:00	Circle							X
9:30	Centers	X		X	X	X	X	
11:00	Outside play	X	X	X	X	X	X	X
12:00	Lunch							
1:00	Nap							
2:30	Snack						X	

Which activities does the learner regularly, exhibit the identified interfering behavior?

Think - Pair - Share



- Which data collection methods have you utilized in your practice
- Discuss how you identified which data collection method to use
- How have you planned for consistency of the data collection across the students day?

The information and data collected should be able to answer the following questions:

- How long has the behavior been interfering with the learner's development and learning?
- Does the behavior involve aggression or damage to property?
- Where is the behavior occurring?
- What activities is the learner participating in when the behavior occurs?
- What are others (teacher, peer, practitioner) doing when the behavior occurs?
- What is the proximity of others (e.g. teacher, peer, practitioner) when the behavior occurs?
- What is the noise level in the environment when the behavior occurs?
- How many peers and adults are present when the behavior occurs?
- What other environmental conditions (e.g. lighting) are present when the behavior occurs?

The information and data collected should be able to answer the following questions:

- Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g. talking with peer, completing a difficult math assignment)?
- Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?
- What happens immediately after the interfering behavior occurs (consequences)?
- What is the noise level in the environment when the behavior occurs?
- How many peers and adults are present when the behavior occurs?
- What other environmental conditions (e.g. lighting) are present when the behavior occurs?
- Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g. talking with peer, completing a difficult math assignment)?
- Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?
- What happens immediately after the interfering behavior occurs (consequences)?

Analyzing Collected Data

Behavior functions typically fall into two categories:

- To get or obtain
- To escape or avoid

Get/Obtain or Escape/Avoid
Attention/Interactions
Food/Drink
Tangible Items
Activities
Sensory or Physiological/Autonomic

Practice With Feedback: What is/are the Probable Function(s)

Get/Obtain or Escape/Avoid
Attention/Interactions
Food/Drink
Tangible Items
Activities
Sensory or Physiological/Autonomic

Behavior Scenarios

1. At the end of recess when asked to transition in, Marcus falls to the ground and refuses to go inside. Teachers try to prompt him verbally and do not allow him to continue playing, but the behavior continues to occur each day. The activity that follows recess is ELA, which is a non-preferred activity for him. He typically returns to class about 10 min into the activity.
2. Brad often says "Rude" things like "You are Stupid" to peers during group work whenever they want to do things in a different way than he does. When this occurs, teachers often temporarily remove him from the group, explain to him why his behavior is not okay, how it may influence peers feelings about him and they provide him strategies for how to be more flexible in the group.
3. Lacy often becomes aggressive towards peers when they have a toy she wants. She will grab it, hit them and push them away from the toy. Peers usually give up the toy and cry or move away. WHen staff see it, they move in to mediate the interaction, typically prompting sharing or asking for a turn.

Develop Hypothesis Statement

- Following the analysis of the data, the hypothesis statement can be developed
- The hypothesis statement should include the following:
  - The setting events, immediate antecedents, and immediate consequences that surround the interfering behavior.
  - A restatement and refinement of the description of the interfering behavior that is occurring.
  - The probable function the behavior serves (i.e., get/obtain, escape/avoid …)

Hypothesis Statement

Example:

"When asked to complete an assignment independently in the general education setting, Brad screams and says, 'no', because he in currently unable to complete the work as it is presented without assistance and accommodations. He is then allowed to sit in the identified 'safe place' in the classroom and use a fidget toy. The probable function of the behavior is to escape/avoid work."

Determine The Replacement Behavior(s) to Teach and Reinforce

Functionally Equivalent Replacement Behavior(s):

1. Result in the same outcome as the interfering behavior
2. Should be efficient and able to be reinforced in the current context

Other Skills to Teach:

1. Result in reinforcement in the context
2. Are more socially accepted/valid than the interfering behavior

Practice With Feedback: What are the Replacement Behavior(s)

For Each Behavior Scenario identify a FERB and an additional skill to teach that will replace the interfering behavior

Behavior Scenarios

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3. Lacy often becomes aggressive towards peers when they have a toy she wants. She will grab it, hit them and push them away from the toy. Peers usually give up the toy and cry or move away. WHen staff see it, they move in to mediate the interaction, typically prompting sharing or asking for a turn.

Testing the Hypothesis

- Test the developed hypothesis by modify the setting/activity to determine if the behavior occurs more or less.
- Testing can occur over several days or weeks to confirm the cause or function of the interfering behavior.
- If the behavior involves risk of injury or damage, skip this step and move into full implementation of your Behavior Intervention Plan (BIP).

Develop the Written Behavior Intervention Plan (BIP)

Components of The BIP

1. Behavior definition and perceived function
2. EBPs to use to **Prevent, Teach and Reinforce**
3. Response from staff when interfering behavior occurs
4. Goals, Objectives and Data collection plan

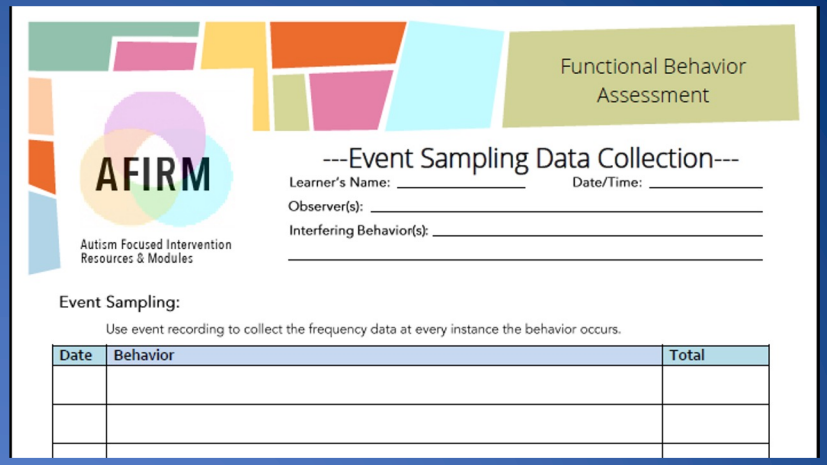
Monitoring Use and Effectiveness of BIP

3.1 Collect and analyze data on interfering behavior and replacement behavior(s) to determine if BIP is working.
3.2 Determine next steps based on learner progress

Ongoing Data Collection and Analysis

Data to focus on:

- Frequency of interfering behavior
- Duration of interfering behavior



Functional Behavior Assessment

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---Event Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

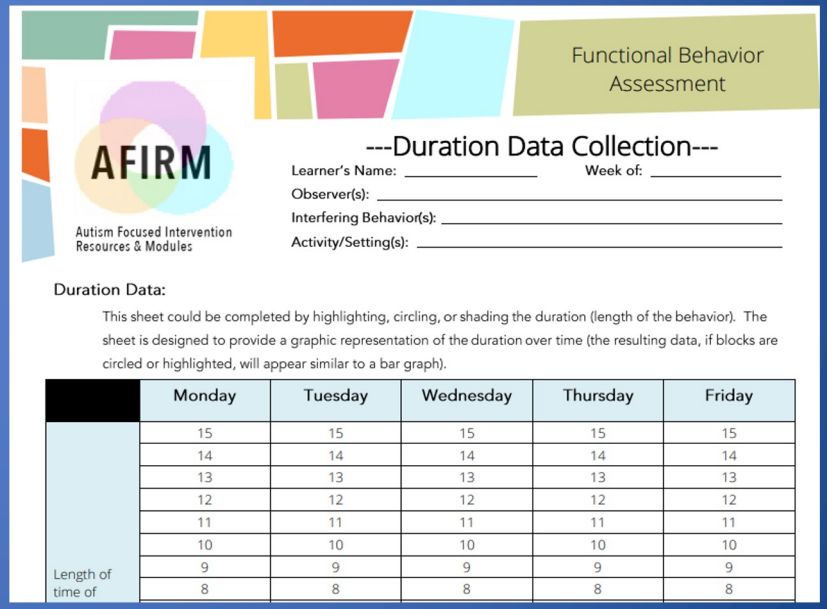
Interfering Behavior(s): _____

_____

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Behavior	Total



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---Duration Data Collection---

Learner's Name: _____ Week of: _____

Observer(s): _____

Interfering Behavior(s): _____

Activity/Setting(s): _____

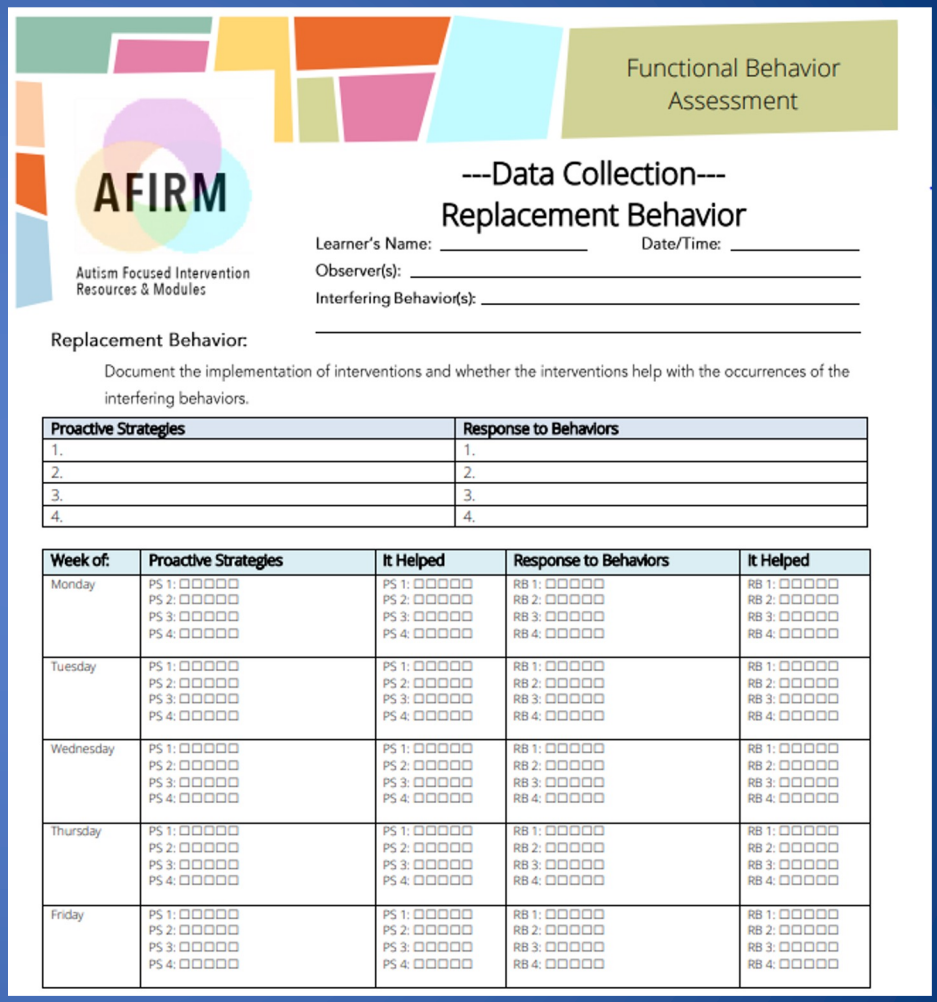
Duration Data:

This sheet could be completed by highlighting, circling, or shading the duration (length of the behavior). The sheet is designed to provide a graphic representation of the duration over time (the resulting data, if blocks are circled or highlighted, will appear similar to a bar graph).

	Monday	Tuesday	Wednesday	Thursday	Friday
Length of time of	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8

Data on the Replacement Behavior(s)

- Helps team measure the improvement or lack of
- Helps team know if plan is being implemented as intended
- May indicate that more FBA needs to be done



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---Data Collection---

Replacement Behavior

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Interfering Behavior(s): _____

_____

Replacement Behavior:

Document the implementation of interventions and whether the interventions help with the occurrences of the interfering behaviors.

Proactive Strategies	Response to Behaviors
1.	1.
2.	2.
3.	3.
4.	4.

Week of:	Proactive Strategies	It Helped	Response to Behaviors	It Helped
Monday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Tuesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Wednesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Thursday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Friday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐

Next Steps Based on Learner

Learner making progress?

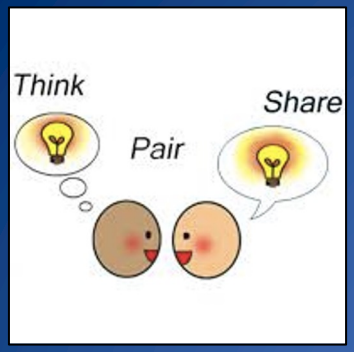
- Continue to use selected strategies
- Continue to monitor progress

Learner not making progress?

Questions to ask:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Are staff member implementing strategies/EBPs with fidelity?

Resources and Tools



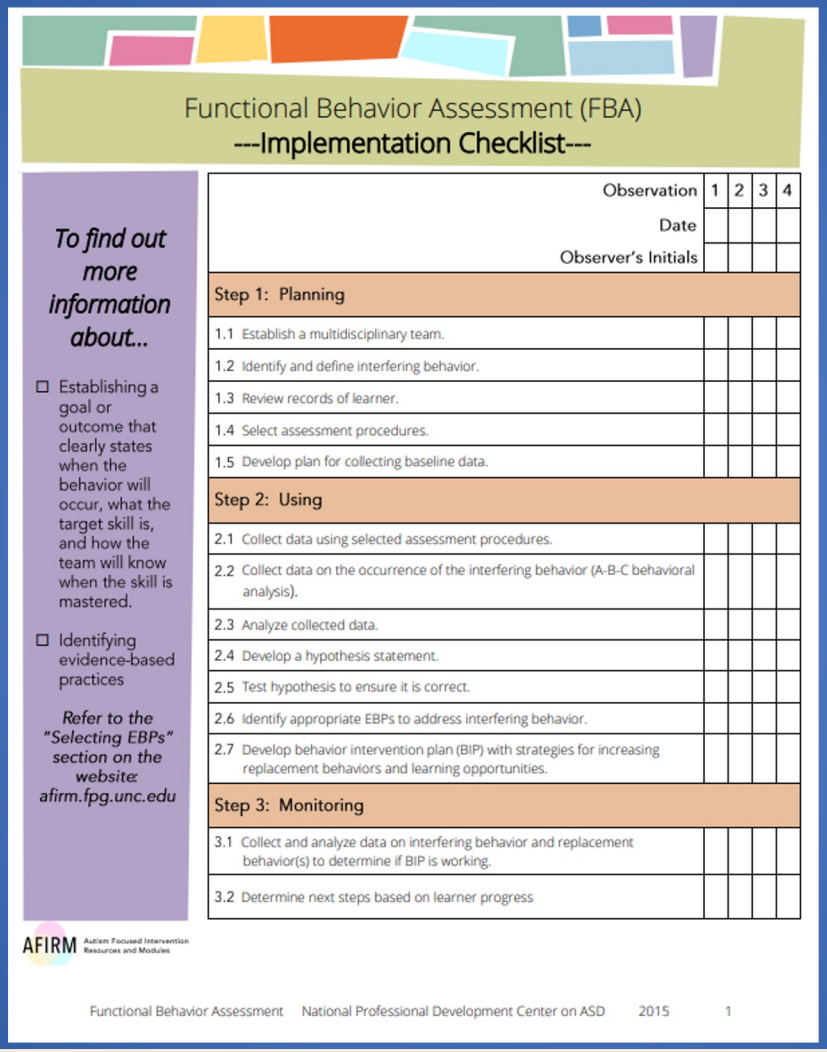
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

What's Next



Functional Behavior Assessment (FBA)
---Implementation Checklist---

To find out more information about...

- ☐ Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- ☐ Identifying evidence-based practices

Refer to the "Selecting EBPs" section on the website: afirm.fpg.unc.edu

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1	Establish a multidisciplinary team.				
1.2	Identify and define interfering behavior.				
1.3	Review records of learner.				
1.4	Select assessment procedures.				
1.5	Develop plan for collecting baseline data.				
Step 2: Using					
2.1	Collect data using selected assessment procedures.				
2.2	Collect data on the occurrence of the interfering behavior (A-B-C behavioral analysis).				
2.3	Analyze collected data.				
2.4	Develop a hypothesis statement.				
2.5	Test hypothesis to ensure it is correct.				
2.6	Identify appropriate EBPs to address interfering behavior.				
2.7	Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities.				
Step 3: Monitoring					
3.1	Collect and analyze data on interfering behavior and replacement behavior(s) to determine if BIP is working.				
3.2	Determine next steps based on learner progress				

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