AN EVALUATION OF THE EFFICACY OF A PRACTICAL FUNCTIONAL BEHAVIORAL ASSESSMENT TRAINING MODEL FOR PERSONNEL IN SCHOOLS

by

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The current study evaluated whether a manualized training in functional behavioral assessment (FBA) would result in typical school professionals being able to conduct a procedurally adequate FBA with a technically accurate summary statement for student behavior. Additionally, the study examined whether summary statements obtained by trained school staff were validated by formal functional analyses. The efficiency and social validity of the FBA training process was also investigated through use of an acceptability rating questionnaire and a log to document time expended by each participant.

Twelve school professionals participated in Practical FBA trainings that consisted of four 1-hour training sessions guided by a training manual. A post-test analysis of FBA knowledge content indicated that the trainees ended training with the knowledge and skill needed to conduct FBAs. Ten of the 12 professionals completed formal FBAs that were then submitted to validation via functional analysis. Results of the 10 functional analyses confirmed that all 10 school professionals accurately identified the antecedents and maintaining function of student behavior. All FBAs conducted by trained school professionals were considered procedurally adequate. The average time expended by participants in completing an FBA was under 2 hours. Participants also indicated high acceptability of the Practical FBA tools and procedures. This research study presented preliminary findings supporting the efficacy of an FBA training program for school personnel. Further implications, limitations, and directions for future research are presented.

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CHAPTER I

LITERATURE REVIEW

Introduction

Despite gallant efforts to apply the technology of functional behavioral assessment (FBA; Horner, 1994), schools continue to struggle to establish effective positive behavior supports for students exhibiting behavioral problems (Blood & Neel, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005; Van Acker, Boreson, Gable, & Potterton, 2005). Over a decade ago, federal legislation (IDEA 1997) mandated that schools conduct functional behavioral assessments (FBA) to guide the development of behavioral supports for students with disabilities that exhibit behavior that impedes their learning. Prior to this mandate, FBAs were almost exclusively conducted by trained clinicians in non-school settings (Watson, Gresham, & Skinner, 2001; Nelson, Roberts, Mathur, & Rutherford, 1999). Thus, many in the field voiced concerns that schools were ill-equipped to conduct technically adequate FBAs that would guide meaningful behavior change for students (Drasgow & Yell, 2001; Ervin et al., 2001;Gresham,Quinn, & Restori 1999; Gresham, 2003; Nelson, Roberts, Mathur, & Rutherford, 1999; Sasso, Conroy, Stichter, & Fox, 2001).

Since the federal mandate in 1997, many school professionals have received training to conduct collaborative, team-based FBAs to design positive behavioral supports for students (Crone et al., 2007; Scott, Nelson, & Zabala, 2003). Unfortunately, literature suggests that nearly half of school teams "extensively trained" to conduct FBA

and design positive behavior supports, continue to rely on punitive procedures for dealing with student problem behavior (Scott et al., 2005; Van Acker, Boreson, Gable, & Potterton, 2005). Additionally, behavior supports developed from FBAs by school teams have been shown to lack critical features such as operational definitions of problem behaviors and identification of a proposed function of the problem behaviors (Cook et al., 2007; Van Acker et al., 2005).

Scott and his colleagues found that the use of FBA in public school settings has been "logically flawed in three main areas" (2005, p.58). The first flaw they discussed was the idea that FBA, when used mainly as a reactionary approach, loses the opportunity to develop interventions that address minor behaviors that precede more serious problems. The second flaw they identified was that when FBA is restricted to a set of procedures that must be implemented by "experts" the rich supply of information by people with whom the student interacts most is lost. The third flaw they presented was that when FBA is restricted to a set of "rigorous procedures…it is unrealistic for public school settings and creates disincentives for using this assessment technology" (2005, p.58). Scott and his colleagues (2005) addressed these flaws by proposing that the use of FBA be conceptualized as an effective and proactive pre-referral routine that involves a number of school personnel and uses the most parsimonious procedures required to create an effective behavior support plan. Scott and Caron (2005) also presented how FBA can be conceptualized across the three levels (primary, secondary, and tertiary) of the SWPBS prevention model (Walker et al., 1996).

The current study applies the conceptualization by Scott and his colleagues to examine the efficacy of a practical FBA process and training manual for personnel with flexible roles (e.g., counselors, administrators) in public school settings. This study is framed around the idea that behavior support plans should be designed in a collaborative manner by a school-based team made up of both individuals that are familiar with the student and the school context; and individuals with extensive knowledge of behavioral principles (Benazzi, Horner, & Good, 2006). Given that the FBA process can be rather complex, time consuming, and require a number of resources (Schill, Kratochwill, & Elliott, 1998), schools must "work smarter" to develop their capacity to effectively support all of their students. Therefore, this study presents practical training methods for school personnel, focused on conducting FBAs with students that exhibit consistent problems that are not dangerous and have not been adequately addressed through previous assessment and intervention (Scott & Caron, 2005).

The logic behind the Practical FBA training resides with the idea that students exhibiting serious or chronic problem behaviors in school (about 5% of the school population; Sugai et al., 2000) require an extensive FBA process from an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist), while students who exhibit consistent minor problem behaviors (about 10-15% of the school population; Sugai et al., 2000) that affect their learning may require a less intensive FBA process that may be conducted by a school professional (e.g., counselor, administrator)

with less intensive FBA training. School professionals trained to conduct relatively simple FBAs may strengthen a school's capacity to support more students with the use of the empirically supported technology of FBA (Carr et al., 1999; Heckaman, Conroy, Fox, & Chait, 2000) in a proactive manner, thus limiting the number of cases for which a more time and resource intensive FBA must be conducted.

The primary goal of this present study is to determine if staff with flexible roles in schools can be trained to conduct valid functional behavior assessments (FBA) for students with mild behavior problems (i.e., students with recurring problems that do not involve physical aggression or violent behaviors). The study also examines the utility of the Functional Assessment Checklist for Teachers and Staff (FACTS; Borgmeier, 2005; March et al., 2000) interview tool through analysis of the consistency between summary statements generated from FACTS interviews conducted with staff and student-guided FACTS interviews. Additionally, this study examines the consistency between summary statements generated solely from FACTS interviews conducted with staff and functional analyses of student behavior. This study also analyzes the consistency between summary statements based upon direct observations of students during identified routines and functional analyses conducted with students exhibiting problem behaviors. Lastly, an evaluation is provided of the efficiency and social validity of practical FBA training in public schools.

Functional Behavioral Assessment

FBA has been established as a systematic, empirically supported, process for assessing the relationship between a behavior and the context in which behavior occurs (Blair, Umbreit, & Bos, 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999). A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic; Horner, 1994). Literature has demonstrated that positive interventions based on the function of behavior result in significant change in student behavior (Carr & Durand, 1985; Carr et al.., 1999; DuPaul, Eckert, & McGoey, 1997; Ingram, Lewis-Palmer, & Sugai, 2005; Keamey,Pursell, & Alvarez, 2001; Newcomer & Lewis, 2004; Steege, Wacker, Berg, Cigrand, & Cooper, 1989; Kennedy, Meyer, Knowles, & Shukla, 2000).Thus, the identification of the function of problem behaviors is "critical to the design and successful implementation of positive behavioral interventions" (Watson & Steege, 2003, p.20).

Functional behavioral assessment was developed within the field of applied behavior analysis (Bijou, Peterson, & Ault, 1968; Carr, 1977; Iwata, Dorsey, Slifer, Bauman, & Richman, 1982) and extended into the field of positive behavior support (PBS; Sugai et al., 2000) to address concerns over the use of aversive procedures for individuals with severe disabilities (Horner et al., 1990). PBS is an applied science (Carr et al., 2002) that outlines a team "process for designing an individualized behavior support plan based on a functional [behavioral] assessment [FBA] and focused on

promoting positive changes in behavior and overall quality of life in home, school, and community contexts" (Clark & Heineman, 1999, p.183). Literature continues to provide strong evidence indicating that students with problem behaviors require individualized, comprehensive, multi-component behavior interventions developed and implemented in a collaborative manner (e.g., Horner & Carr, 1997; Horner, Albin, Newton, Todd, & Sprague, 2006; Sugai et al., 2000). Bucshbacher and Fox (2003) in their review of PBS literature identified five key elements of a behavior support plan as: (a) behavioral hypotheses stating information regarding antecedents, the behavior, the maintaining function, and the function of the behavior; (b) long-term supports that include strategies and supports that impact the quality of life for the child and others in their life; (c) prevention strategies that include antecedent manipulations in the environment activities, and others interactions with the child; (d) replacement skills which require a systematic instructional plan to teach adapted skills replacing the challenging behavior; and (e) consequence strategies which outline how other people should respond to the replacement behaviors and the challenging behaviors.

The technology of functional behavioral assessment (FBA) is rooted in applied behavior analytic principles (Carr, 1994) and has been presented by the field of PBS as an empirically supported process (Carr et al., 1999) for gathering information to improve the "effectiveness, relevance, and efficacy of behavior support plans" (Sugai, Horner, Dunlap, Hieneman, Lewis et al., 2000, p.137). Functional behavioral assessment is an essential element of PBS (Carr et al., 2002) which utilizes a systematic process to identify a functional relationship between problem behaviors and events that (a) reliably predict

occurrence and nonoccurrence of those behaviors and (b) maintain the behaviors across time (Carr, 1994; Horner, 1994; Sugai, et al., 2000). The information obtained through a functional behavioral assessment guide the development of a behavior support plan (BSP) that targets the (a) setting events (events that occur outside of the immediate context of the behavior problem which alter the effectiveness of some event or an object as a reinforcer, Michael, 1982) influencing a student's problem behavior (e.g., missed medications, lack of sleep), (b) antecedent events that occur immediately before the behavior, and (c) the consequences and function of the behavior exhibited (i.e., escape task, obtain/escape attention, attain desired objects).

The literature describes multiple methods for conducting an FBA (e.g., Crone & Horner, 2003; O'Neill et al., 1997; Liaupsin, Ferro, & Umbreit, 2007; Steuart, 2003). Generally, an FBA is conducted through gathering information by indirect and direct assessment methods. Indirect assessment information may be gathered through use of interviews, rating scales, checklists, and reviews of records and files. These indirect methods help the team to operationally define the problem behavior and the daily routines where the problem behavior occurs. After this information is gathered, direct assessment methods such as direct observations and sometimes experimental functional analysis (Carr & Durand, 1985; Iwata, Dorsey, Slifer, Baumen, & Richman, 1994; Horner, 1994) assessments are conducted in the natural settings in which identified problem behaviors occur.

Direct assessments commonly conducted in schools involve an individual trained in behavior analytic principles, such as a school psychologist or a special educator, whom observes the student in settings identified through the indirect assessment. A number of observation tools have been designed for conducting an observation for a FBA such as the ABC observation format (Bijou, Peterson, & Ault, 1968), Functional Assessment Observation Form (FAOF, O'Neill et al., 1997), and scatterplots (Bambara, 2005). Experimental functional analysis (Horner, 1994) is a more intrusive direct assessment method usually conducted only when direct observations have been ineffective at identifying the function of a student's behavior. An experimental functional analysis systematically tests the hypotheses gathered from indirect assessments by manipulating the variables that are thought to be associated with the occurrence of problem behavior (i.e., escape, attention, tasks). All of these methods are not necessarily used in the development of every FBA. Forms of these methods are used to essentially outline a hypothesis statement that clearly identifies the setting events, antecedents to the problem behavior, and the functions that the problem behavior serves for the student (Horner et al., 2006).

The hypothesis statement outlined by the FBA guides the design of a positive comprehensive behavior support plan. A competing behavior analysis (CBA; Figure 1) is often used as a "conceptual bridge" for moving from an FBA to designing a support plan (Crone & Horner, 2003; Horner et al., 2006). The CBA provides a framework to logically link the multiple intervention procedures and support strategies of a

comprehensive BSP to information collected in the FBA. This framework works to ensure that all elements of the BSP are technically sound. A technically adequate BSP should include intervention strategies to neutralize or eliminate possible setting events and antecedents that set the stage for problem behavior. In addition, a technically sound BSP should include instructional strategies to teach replacement behaviors that will enable the student to achieve desired consequences in more socially acceptable ways. Finally, a BSP should outline strategies to provide the student with corrective feedback and reactive strategy procedures that directly address the function of the problem behavior when the problem behavior occurs.

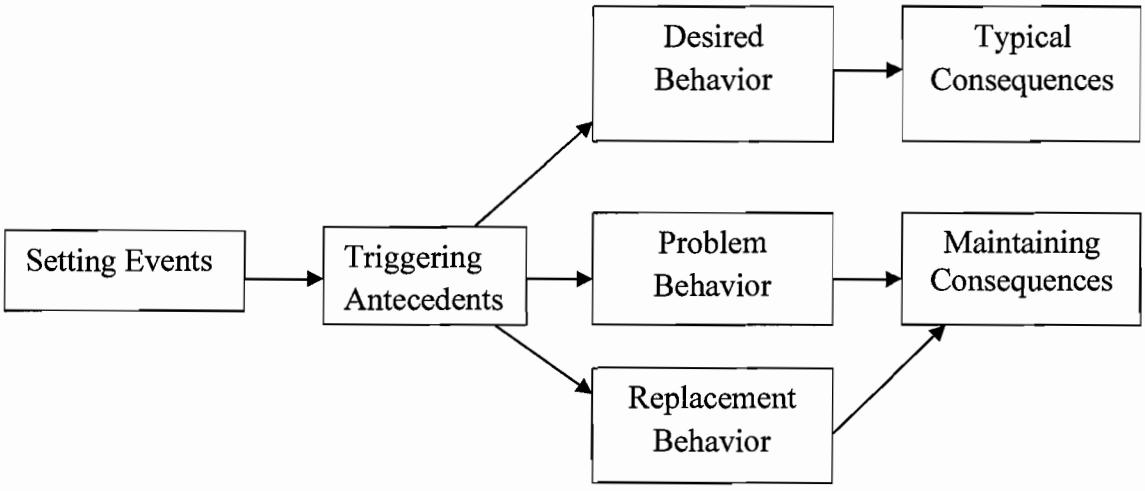


Figure 1. Competing Behavior Analysis

The field has also recognized that in order for behavior intervention strategies to be implemented with fidelity within school contexts, it is no longer sufficient that plans are technically sound in their application of behavioral principles, but that plans must fit well with the people and environments where implementation occurs (Benazzi, Horner, & Good, 2006). A plan that considers (a) the person for whom the plan is designed, (b) the variables related to the people who will implement the plan, and (c) the features of the environments and systems within which the plan will be implemented is defined as having good contextual fit (Albin, Lucyshyn, Horner, & Flannery, 1996). A support plan that considers contextual fit variables ensures that components of the plan are consistent with the values and skills of the student and plan implementers (i.e., family, school staff, and community support providers).

Validity and Reliability of Methods for Conducting FBA

The field of positive behavior support has continued to focus much of its attention towards improving the technical adequacy of the instruments and procedures used to conduct FBAs in schools (e.g., McIntosh et al., 2008; McIntosh, Brown, & Borgmeier, 2008; Murdock, O'Neill, & Cunningham, 2005; Shriver, Anderson, & Proctor, 2001; Stichter & Conroy, 2005). McIntosh, Brown, and Borgmeier (2008) presented evidence for the intervention validity of FBA in the design of behavioral supports. They outline three elements that "comprise the best practices" of FBA: (a) accurate FBAs are necessary; (b) FBA information must drive intervention selection; and (c) function-based support can be used in a response to intervention (RTI) model.

Concerning the selection of valid and reliable FBA methods, McIntosh and his colleagues emphasized the use of direct observations in natural environments as one of the core components in an FBA for assessing the predictors and consequences of behavior. In their review of the use of indirect measures in FBA, they also presented strong validity evidence for the use of Functional Assessment Checklist of Teachers and Staff (FACTS; March et al., 2000) as an interview measure. Concerning the use of FBA information to design behavior supports, they noted that when FBAs are conducted, their results are "often underused in designing support plans" (p.10).

McIntosh and his colleagues also reviewed literature concerning the concept of contextual fit (Albin, Lycyshyn, Horner, & Flannery, 1996; Benazzi, Horner, & Good, 2006). They highlighted that intervention validity of FBA relies upon information concerning the function of the behavior and accounts for the contextual features (e.g., skills of personnel, school culture, etc.) necessary for implementation in schools. Lastly, McIntosh and his colleagues discussed the use of function-based support within a three tiered RTI model where a school can utilize a function-based approach to prevent and address problems before they increase in severity.

Functional Behavioral Assessment in Schools

Within the last decade, school-wide positive behavior support (SW-PBS; Walker et al., 1996; Sugai et al., 2000) has been developed to provide a context and systems framework that supports the development and sustained use of empirically supported practices such as functional behavioral assessment (Crone, Hawken, & Bergstrom, 2007; Dunlap & Carr, 2007; Eber, Sugai, Smith, & Scott, 2002; Fairbanks et al., 2007).

School-wide positive behavior support (SW-PBS) is a systems approach to establish the social culture and individualized behavior supports needed to achieve social and academic success for all students (Sugai et al., 2005). SW-PBS is distinctive in the emphasis given to providing behavior support to all students through a preventive investment in the school-wide social culture, and in the focus on implementing organizational systems (data management, policies, and team-process) in tandem with specific behavioral interventions (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

The SWPBS approach has guided schools with methods to systematically design school-wide, classroom, and individual student behavior support systems that, when well structured, have been shown to make extensive interventions for students with behavioral challenges more effective (Scott & Eber, 2003). School-wide Positive Behavior Support (SW-PBS) is "comprised of a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students (Sugai et al., 2005, p.10)." The logic behind SW-PBS lies in the basic idea that when all people (i.e., staff, students, parents) in all environments of a school implement cohesive universal systems that promote positive behavior for all students, the school becomes a "host environment" (Zins & Ponti, 1990) that is more likely to successfully support students with intensive behavior problems. In line with this logic, SW-PBS emphasizes that individual interventions should be comprehensively designed to target the direct, micro-level variables (e.g., classroom environment, instructional strategies, functions of an individual's challenging behavior, social relationships, etc.) affecting the specific problem behaviors, while also addressing larger (macro-level)

systems variables (e.g., overall classroom management strategies, school-wide support strategies, funding sources, etc.) affecting the individual's behavior and lifestyle (Kincaid & Fox, 2002; Risley, 1996).

Walker and his colleagues (1996) presented a three-tiered prevention model of positive behavior support that integrates intensive behavior support for individual students with prevention efforts for all students. The *first tier* in this prevention model (sometimes called the primary or universal tier) focuses on prevention for all students in all school settings. It has been shown that approximately 80% of students are successful using school-wide supports (Sugai & Horner, 1994) which include: (a) clear school wide rules that are actively taught, (b) an acknowledgement system to reinforce students displaying desired behavior, and (c) a consistent consequence system for responding to severe behavioral infractions. The *second tier* in the prevention model (also known as the secondary or selected tier) focuses on students that are not responsive to the primary school wide interventions and are at risk of developing more pervasive behavioral problems unless they receive additional support. It is estimated that about 10-15% of students in a school will fall into this tier in the prevention model (Sugai & Horner, 1994). The students that typically require this level of support have histories of problem behavior associated with academic failure, limited family and community supports, disabilities, membership in deviant peer groups, health-related complications, poverty, and so forth (Mayer, 2005). The *third tier* in the prevention model (also known as the tertiary or targeted tier) represents the remaining 5% of students (Sugai & Horner, 1994) with intense chronic behavioral needs.

Schools fully implementing SW-PBS have two teams that are responsible for implementing all three levels of PBS, (a) a school wide PBS team (SW-PBST) and (b) an intensive positive behavior support team (IPBST). The first team, the SW-PBST, is led by the principal or another school administrator and is made up of representative members of the school, parents, and community. At the school-wide level, the SW-PBST utilizes data to make decisions as to the practices and systems needed to support student and staff behavior.

The SW-PBST is responsible to support all staff in reducing the number of new cases of problem behavior (the first tier in the prevention model) by: (a) determining areas of need, (b) assessing for and setting priorities that form the focus of comprehensive school plans, (c) identifying strategies and implementing programs that effectively address these school-wide priorities, and (d) overseeing the evaluation of the programs, sharing outcomes, and making modifications as necessary (Sugai et al., 2005).

At the school-wide level, systems are designed to teach students the behavioral expectations within all environments of the school (e.g., hallway, cafeteria, gym, classroom). School-wide systems are also organized to acknowledge students that exhibit positive behaviors, while having a clear consequence system for students displaying negative behaviors. School staffs teach and reinforce these expectations throughout the school day. The SW-PBS team reviews data, usually in the form of office discipline referrals (ODR) to determine time periods, locations, classrooms, or individual students that may need additional support than what the school-wide prevention system offers.

The second school team, the intensive positive behavior support team (IPBST) assists in outlining behavior supports for individual students, small groups, and specific classrooms for whom the school wide programs are not effective. Students that require the support from this team typically exhibit high-risk behaviors or emotional and behavioral problems (the second and third tier in the prevention model). The IPBST is smaller than the SW-PBST and should ideally consist of: (a) an individual with experience in applied behavior analysis and designing behavior supports for students (usually a school psychologist or behavior specialist); (b) individuals knowledgeable about the student and his or her problem behavior (e.g., teacher, parent, support staff); and (c) knowledge about the context, resources, and feasibility of implementation strategies (e.g., school administrator; Benazzi, Horner, & Good, 2006). This team meets consistently to outline secondary and tertiary level support systems through (a) conducting systematic, proactive student screenings to determine which students may need services; (b) conducting functional behavioral assessments and design behavioral supports for students; (c) coordinating and sharing information with the PBST; (d) problem solving with the school district to recruit resources, supports, professional development, etc.; (e) coordinating individualized school and community services to support students' mental health and academic growth as needed, (f) consulting with and providing ongoing support for school staff and parents who have a student with serious behavior problems, and (g) monitoring and evaluating progress and procedures in place for individual students to ensure fidelity of program implementation, continued support, and effectiveness (Mayer, 2005).

When an IPBS team has decided that a functional behavioral assessment is needed for an individual student, the team should decide whether to conduct an efficient (or simple; Crone & Horner, 2003) or formal (or full; Crone & Horner, 2003) FBA (Scott, Anderson, & Spaulding, 2008). Scott and his colleagues (2008) describe the two methods of FBA as consisting of same key elements (as presented earlier in the paper), but an efficient FBA requires less time and effort to conduct. At this time there do not seem to be specific rules for when to use either of these methods, however, Scott and his colleagues recommended that the more severe the behavior the more likely a team should use a formal FBA. They also recommended that if behaviors do not pose harm to the individual student and others it may be sufficient to start with an efficient FBA.

Crone and Horner (2003) described the goal of an efficient FBA as defining the challenging behavior and identifying the predictors and consequences of the behavior. Efficient FBAs are considered indirect methods as they usually rely on interviews conducted with the student's teacher (Scott, Anderson, & Spaulding, 2008). The time investment of simple FBA procedures has been estimated to be twenty to thirty minutes to collect data (Crone & Horner, 2003). An efficient FBA can usually be conducted in one meeting with a behavior specialist and individuals who know the student. During this meeting, the team uses the interview data to generate a hypothesis as to what variables are maintaining the problem behavior. Interview measures used during the efficient FBA process, such as the Functional Assessment Checklist for Teachers and Staff (FACTS; March et al., 2000) or the Functional Assessment Interview (FAI; O'Neill et al., 1997) , provides the team with information that allows them to develop a hypothesis statement.

The team then decides whether they are confident that the hypothesis statement they generated describes the behavior and conditions maintaining the behavior adequately. If so, the team can build behavioral supports for the student based on the summary statement. However, if the team does not feel confident that their hypothesis statement is accurate, the team should conduct a formal or full FBA (Crone & Horner, 2003).

Formal FBA methods consist of direct methods for assessing problem behavior to test the hypothesis developed from interviews conducted during the efficient FBA (Sugai, Lewis-Palmer, & Hagan, 1998). Additional interviews and direct observations of the student in identified routines are usually gathered by the behavior specialist or another trained IPBS team member. In conducting a formal FBA it may be useful to interview the parents or guardians of the student (e.g., Function-based support plan protocol, O'Neill et al., 1997) and the student themself (e.g., Functional Assessment Checklist for Students, Borgmeier, 2005) to further understand the problem behavior. Direct observation methods, as described earlier in the paper, involve recording student data during routines that are identified as where the problem behavior typically occurs. Many observation tools have been used to collect direct observation data such as ABC charts (Bijou, Peterson, & Ault, 1968), Scatterplot analysis (Touchette, MacDonald, & Langer, 1985; Doss Reichle, 1991), the Functional Assessment Observation form (O'Neill et al., 1997). After gathering the direct and indirect data, the team should meet to confirm or modify their original hypothesis (Crone & Horner, 2003). This hypothesis will form the basis for developing a positive behavior support plan that outlines antecedent and consequence strategies that match the function of the problem behavior.

Importance of Functional Hypothesis Statements

The hypothesis statement developed based upon the information obtained during an FBA is critical to the effectiveness of a behavioral support plan (Borgmeier & Horner, 2006; Crone & Horner, 2003; Kern, 2005). A functional hypothesis statement serves the purpose of summarizing and linking the important assessment data gathered from the FBA process and the BSP. There are a number of ways that a hypothesis summary statement can be written; however, there are three pieces information that essentially make up a summary statement: (a) a statement of events that occur before the target behavior, (b) an operational definition of the target behavior, and (c) identification of the hypothesized function of the behavior (Kern, 2005). A functional hypothesis statement commonly follows the following format: "When [a specific antecedent event occurs], the student engages in [operationally defined problem behavior] in order to [hypothesized function]." This hypothesis statement is crucial as it guides a student's behavior support team in designing interventions that seek to: avoid or neutralize identified antecedent conditions, teach and reinforce desired and alternative behaviors that match the function of the behavior, and ensure that negative behaviors do not result in achievement of their hypothesized function.

Given the amount of time, resources, and effort expended to conduct an FBA, an inaccurate hypothesis statement leading to an ineffective behavioral support plan can be very costly, impractical, and inefficient (Borgmeier & Horner, 2006). Consequently, it is vital that individuals conducting FBAs receive training in both reliably collecting FBA data and analyzing this data to formulate accurate hypothesis statements (Sasso et al.,

2001). Furthermore, the accuracy of summary statements generated from school-based professionals that have received training in FBA can provide a metric for the efficacy and practicality of training methods.

Confirming the Validity of FBA

A few studies (Borgmeier & Horner, 2006; Bergstrom, 2003; Yarbrough & Carr, 2000) have utilized experimental functional analysis to determine the accuracy of summary statements. Borgmeier and Horner (2006) adapted functional analysis procedures described by Iwata et al (1982/1994) for application in a school setting. One of the primary goals of their study was to determine the accuracy of summary statements developed from the use of the FACTS (March et al., 2000) interview tool. The specific functional analysis conditions used in their study were individually identified for each student based upon functional assessment hypotheses developed from FACTS interviews conducted with school staff. Borgmeier and Horner assessed three conditions (control, escape, and attention) in addition to other conditions identified from individual student results from FACTS interviews. A team of three experts in behavior analysis were used to rate the level of agreement between hypothesis statements generated based upon FACTS interviews and functional analysis results for reach student. This current study will utilize similar procedures to assess the efficacy of use of the Practical FBA training procedures to train school personnel to conduct FBA in schools.

Challenges of Implementing FBA in Schools

The efficiency of FBA methods in schools is critical to successful implementation of positive behavioral interventions, given the limited resources which schools have available to them (Borgmeier & Horner, 2006; Horner, 1994; Kratochwill & McGivern, 1996). However, the design and implementation of positive behavior supports based on functional behavioral assessments can be an extensive and time consuming process that requires that a school's Intensive Positive Behavior Support Team have: (a) complex skills in developing function-based behavior supports, (b) ability to engage key players (parents and community support service agencies) and translate family/student stories into data to guide plans, and (c) capacity to persistently work to effect change (Eber & Breen, 2008). Establishing the capacity to design systems (i.e., SWPBS and IPBS) to support the effective implementation of FBAs, the length of time required to conduct FBAs, and the lack of trained personnel within schools are difficult barriers for schools to overcome (Borgmeier & Horner, 2006). Furthermore, even when school personnel have received training in FBA, school teams typically did not select interventions that were linked to the assessed function of behavior (Fox & Davis, 2005; Scott et al., 2005; Van Acker et al., 2005).

The team-based approach to designing positive behavioral supports has been considered best practice (Benazzi, Horner, & Good, 2006; Crone et al., 2007). However, historically FBA has been conducted primarily by a single person, usually an expert skilled in behavioral analysis (Scott et al., 2005). Scott and his colleagues questioned FBA teams who received team-based FBA trainings and found that acquisition-level training in FBA procedures was not sufficient to facilitate a technically sound FBA

process. They also found that there is a great need for adequate behavioral support systems (e.g., primary and secondary implementation of SWPBS) to support the use of a FBA team process within a school. In a different study, Van Acker and his colleagues (2005) found that schools struggled to develop their capacity to implement FBAs. Furthermore, Hawken, Vincent, and Schumann (2008) reviewed literature that suggested that schools continue to experience difficulties in applying best practices in FBA technology to develop behavioral supports due to lack of trained personnel and lack of resources (e.g., time and funds) to provide effective supports for teachers to deal with challenging student behavior.

Functional Behavioral Assessment Training in Schools

The capacity of a school to implement effective and efficient FBA practices is highly dependent upon the ability of personnel within the school to implement valid FBA procedures (Crone & Horner, 1999; Doggett, Edwards, & Moore, 2001; Ervin et al., 2001). Since FBA was been mandated in 1997, many books and manuals have been published with the intent to teach the effective use of FBA (e.g., Chandler & Dahlquist, 2002; Cipani, 1998; Cipani & Schock, 2007; Crimmins, Farrell, Smith, & Bailey, 2007; Crone & Horner, 2003; Liaupsin, Scott, & Nelson, 2001; McConnell, Cox, Thomas, & Hilvitz, 2001; O'Neill et al., 1997; Umbreit et al., 2007; Watson & Steege, 2003). In addition, many school districts and states have outlined training models to train school-based personnel to conduct FBAs (e.g., Browning-Wright et al., 2007; Van Acker et al., 2005). Recently the research literature base on functional behavioral assessment training in schools has been increasing and will only continue to grow (Browning-Wright et al.,

2007;Crone, Hawken, & Bergstrom, 2007; Dukes et al., 2008; Erbas, Tekin-Iftar, & Yucesoy, 2006; Lane, Barton-Arwood, Spencer, & Kalberg, 2007; Maag & Larson, 2004; Renshaw, Christensen, Marchant & Anderson, 2008; Scott, Liaupsin, Nelson, & McIntyre, 2005; Scott & Nelson, 1999; Scott, Nelson, & Zabala, 2003; Van Acker, Boreson, Gable, & Potterton, 2005).

Shellady and Stichter (1999) identified five functional assessment training domains: (a) content knowledge; (b) attitudes and beliefs; (c) supports and barriers; (d) training needs and issues; and (e) maintenance and generalization. The "content knowledge" training domain entailed: the instruction of principles and procedures of applied behavior analysis; instruction on indirect and direct assessment methods (e.g., interviews, direct observations); data analysis strategies (e.g., competing behavior analysis); familiarity with repertoire of behavior management strategies; instruction on how to teach appropriate replacement behaviors that may serve the same function as the problem behavior. The "assessment and beliefs" domain sought to provide information on: how student behavior serves a communicative intent; team approaches to problem solving; need to address performance and motivational deficits; need to teach replacements for problem behavior in context. The "supports and barriers" domain identified the need to address such topics as the need for administrative support, access to technical support, time constraints, intrusiveness of the functional assessment process, and additional paperwork.

The other two functional assessment training domains identified by Shellady and Stichter (1999) were "training needs and issues" and "maintenance and generalization." Instructional format (e.g., workshop, lecture), access to mentors, availability of release time, and instructional material format (e.g., FBA manuals, interactive software) were identified as "training needs and issues" to be considered. Concerning the maintenance and generalization of functional assessment training, they identified the need for ongoing technical assistance, collaboration or consultation opportunities, interprofessional communication skills, efficiency and effectiveness of interventions based on FBA data.

A review of research literature where training in FBA was provided to school-based personnel was conducted to determine the positions held by participants trained, the goal of the training, training format, length of trainings, and training materials used. A total of seven studies within the last five years were identified as documenting FBA training for school-based personnel for use within the school context (Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Lane, Barton-Arwood, Spencer, & Kalberg, 2007; Maag & Larson, 2004; Renshaw, Christensen, Marchant, & Anderson, 2008; Van Acker, Boreson, Gable, & Potterton, 2005; Scott, Liaupsin, Nelson, & McIntyre, 2005). The participants that were trained in these studies included (a) school-based FBA teams that consisted of teachers and behavior specialists (Crone, Hawken, & Bergstrom, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005), (b) individual special educators (Dukes, Rosenberg, & Brady, 2007); (c) individual special educators, school psychologists, social workers, and administrators (Van Acker et al., 2005); and (c)

individual general education teachers (Maag & Larson, 2004; Renshaw et al., 2008). The goals of the trainings were similar in that all of the trainings set to train participants on the principles of FBA, procedures of FBA, defining behavior and behavioral functions, conducting direct observations, generating hypotheses statements of the behavior, and linking behavior supports to the FBA.

The training formats, lengths of trainings, and training materials used differed across the seven studies. Scott et al. (2005) provided a four-hour training with behavior specialists from four elementary schools that consisted of sample case scenarios of teacher-student interactions (from videos) and information from a variety of school personnel familiar with that student. The entire FBA and behavior intervention planning process was presented based upon an interactive training module (Scott, Liaupsin, & Nelson, 2001). In this same study, Scott and his colleagues also provided one-day training for teachers and support staff from across four schools. The training involved an overview of concepts of collaborative assessment, behavioral function, and function-based interventions. Additionally, the participants were presented with videos of two case study examples of the collaborative FBA process and student behavior in classroom settings.

Crone, Hawken, and Bergstrom (2007) trained eleven school teams from two different school districts. FBA training workshops were offered to two cohorts in this study. The training workshops for the first cohort was spread over an academic year where school teams from one district received their training once a month (from the fall

to spring) which consisted of six half-day workshops, while the second district in the first cohort received five half-day workshops.

Participants were provided instruction in an FBA topic and given time to practice the new skill at each workshop. School teams were expected to practice the new skill taught in the workshop at their school building between workshops. Due to feedback that it was difficult to implement the FBA process over an extended period of time, the second cohort of schools received a 2-day training (7 hours each day) prior to the school year. Additionally, on-site consultation was provided to teams. Topics covered during the training workshops included (a) setting events, antecedents, behaviors, and consequences; (b) operational definitions of behavior, (c) FBA interviews; (d) FBA observations; (e) competing behavior pathways; (f) designing BSPs; and (g) evaluating BSPs. The FBA training model used in this study was based on work by Sugai and Horner (1999).

Lane, Barton-Arwood, Spencer, and Kalberg (2007) provided training on functional assessment to four elementary school teams that consisted of four representatives (a principal, special educator, general educator, and a fourth member of choice). School teams attended three 6-hr training sessions (a total of 18 hours of instruction) across five months (October to January) where they received instruction on: (a) working as a team, (b) peer assisted learning strategies, (c) functional-assessment procedures; (d) designing function-based interventions; and (d) evaluating intervention outcomes. Similar to the Crone et al (2007) study, bimonthly consultation (about 10 to 12 hours of on-site support) and follow-up were provided for the school teams.

The functional assessment procedures taught by Lane and her colleagues during the trainings included (a) interviews, (b) rating scales, (c) direct observations, and (d) records review. Interviews used included the Preliminary Functional Assessment Survey (Dunlap et al., 1993) and Student-Assisted Functional Assessment Interview (Kern, Dunlap, Clarke, & Childs, 1994). Team members were taught to complete The Social Skills Rating System (SSRS; Gresham & Elliot, 1990) and the Motivation Assessment Scale (MAS; Durand & Crimmins, 1988) rating scales. ABC data collection (Bijou, Peterson, & Ault, 1968) was used for direct observations. Lastly, school records were reviewed using the School Archival Record System (SARS; Walker et al., 1991).

The four other studies reviewed provided FBA training to individuals rather than school teams (Dukes, Rosenberg, & Brady, 2007; Renshaw et al., 2008; Van Acker et al., 2005). The length of time of the training sessions in these studies were: four hour-long training sessions (total of four hours over a ten week period provided to 13 participants (Renshaw et al., 2008); five and a half total hours of training (across two training sessions for one participant, Maag & Larson, 2004); three one-day seminars (for 73 individuals, Dukes, Rosesnberg, & Brady, 2007; and over 1000 individuals, Van Acker et al., 2005). The training described in the Dukes et al. study was a district training that included case studies and role-play activities. The materials used in their study were developed by the school district and did not specify the types of tools participants received instruction on for gathering FBA data. Similarly, Van Acker and his colleagues did not specify the structure or FBA instruments for which participants received training.

Both studies from Renshaw et al (2008) and Maag and Larson (2004) trained general educators to conduct functional assessments. Training content and materials for the Renshaw et al training were based upon a published text on functional behavioral assessment (Umbreit et al., 2007). The Renshaw et al training consisted of a (a) group training (four 1-hr sessions), (b) independent reading and applied activities (from the Umbreit et al., 2007 text), and (c) individual consultation (two sessions 5 to 15 minutes in length). The four training sessions covered: (a) conducting FBA, (b) developing a BSP (two sessions), and (c) implementing and monitoring the BSP.

Maag and Larson (2004), in their study, individually trained one general education teacher who received two FBA training sessions. The first session provided the teacher with information on the principles and procedures of functional assessment that included: defining behaviors, identifying environmental factors that influence the behavior, conducting direct observations, and developing hypotheses about variables maintaining the behavior. The second session provided the teacher with feedback and problem solving for conducting FBA in her classroom. The materials used to train the teacher included an event recording tool (Maag, 1999) for recording direct observation data and the Functional Assessment Hypothesis Formulation Protocol (FAHP; Larson & Maag, 1998). The authors noted that the FAHP combines elements of checklists, interviews, and observation forms to direct implementers in generating behavioral hypothesis statements.

Training school personnel to conduct FBAs that will effectively guide positive behavior supports for individual students has been considered a complex, dynamic, and formative process (Scott, Nelson, & Zabala, 2003). Additionally, the FBA process provided to school-based personnel should be both valid and efficient to promote routine use (Horner, 1994). Results from research involving FBA training of school personnel suggests that effective FBA training should involve realistic examples and opportunities for guided practice (Cook et al., 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005). This current study examines the efficacy of a FBA training that is dynamic, formative, valid, and provides guided practice with realistic examples for school personnel. This study strives to build from the literature and experimentally test the accuracy of behavioral hypothesis statements from school personnel that have received training based on empirically supported tools and procedures.

Practical FBA:

Training for Effectiveness and Efficiency in Schools

The lack of consistency between methods used to train school personnel to conduct FBA based on the earlier literature review suggest that there is a need to standardize FBA training methodology (Renshaw et al., 2008; Scott et al., 2004). Scott and his colleagues (2004) identified the need for research to focus on the degree of training necessary for school-based personnel to adequately implement FBA procedures within the school context. They also suggest that research should focus on developing capacity for school personnel to collaborate and share tasks for completing FBA tasks. Scott and colleagues have suggested that empirical support be provided as to under what

conditions or decision rules should be used to guide practitioners to implement less intrusive, more efficient FBA methodologies. Furthermore, there exists a need to establish methods that allow for simple, yet effective implementation of the FBA process. Finally, research is needed to determine methods on providing FBA training in such a way that FBA is conducted in a reliable and valid manner.

Metz, Burkhauser, and Bowie (2009) provided a literature review of the growing body of research on effective training for school staff. They outlined five steps to effective staff training based on an analysis of research studies on staff training conducted in the field of human services. The five steps of effective training were: (a) presenting background information, theory, philosophy, and values of the new program or practice; (b) introducing and demonstrating important aspects of the new practice or skills; (c) providing staff with opportunities to practice new skills and receive feedback in a safe training environment; (d) providing staff with ongoing support and follow-up training; and (e) allowing sufficient time for training. Additionally, Kame'enui (1990) presented the principle of "teaching less more thoroughly" regarding reading instruction. This same principle can be applied to the design of effective training for school personnel. This current study applies this principle to a practical FBA training process that identifies instructional objectives that are essential to developing the skills of school personnel to conduct accurate FBAs to inform effective behavior supports for students.

The training focuses instruction on the most important concepts and empirically supported tools for conducting FBA. The practical FBA training model in this study is designed to be used by district-level trainers to enable school personnel to learn essential FBA procedures in the limited time available.

Statement of the Problem and Hypotheses

Functional behavioral assessment (FBA) is a process that has been required in schools since 1997 (Blood & Neel, 2007; Fox & Davis, 2005; Gresham et al., 2003; Scott, Liupsin, Nelson, & McIntyre, 2005). The literature is clear on the critical elements required to conduct a functional behavioral assessment and use the resulting information to develop a function-based behavior support plan (Crone & Horner, 2003; Drasgow, Yell, Bradley, & Shriner, 1999; Horner, Sugai, Todd, & Lewis-Palmer, 2000; Witt, Daly, & Noell, 2000). However, some researchers in the field have been concerned about the ability of school-based personnel to conduct accurate behavioral assessments that result in effective behavioral supports for students with problem behaviors (e.g., Smith, 2000; Gresham, 2003; Quinn et al., 2001; Sasso, Conroy, Stichter, & Fox, 2001). In line with these concerns, schools have struggled to effectively support students requiring function-based interventions.

Functional Behavioral Assessment is not a process intended to increase the already overwhelming paperwork educators must complete. Rather, FBA has been recommended as an effective proactive technology that should be used at the first signs of misbehavior (Scott et al., 2003; Sugai et al., 2000). Scott and Caron (2005) provided a conceptualization of functional behavior assessment as a preventative practice within schools implementing School wide Positive Behavior Support (SWPBS; Sugai et al.,

2000). They outlined how FBA can be conceptualized across the three levels of the prevention model for SWPBS (Walker et al., 1996) for all students. At the primary (or universal) prevention level they described FBA as a collaborative school-wide practice to predict common problems and to develop interventions at the school level. At the secondary (or targeted group) prevention level, they described FBA as involving simple and realistic team-driven assessment and intervention strategies aimed at students with mild behavior problems. Finally at the tertiary (or individualized/intensive) prevention level, Scott and Caron described FBA as a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary level interventions were unsuccessful.

Conducting an FBA for students with intensive chronic behavioral problems can be very complex and resource intensive process, therefore it is important that schools have the capacity to conduct these assessments. Schools that have implemented SWPBS for a number of years have a team of professionals (e.g., teachers, administrators, support personnel) focused on designing function-based supports. However, the brunt of the FBA process is usually conducted by the individual on the school team with the most behavioral knowledge (e.g., school psychologist or special educator). The overreliance on one individual to conduct FBAs within a school limits the scope of function-based support that can be offered within a school. Therefore, in accordance with the Response to Intervention (RTI; Sailor et al., 2009) logic and the three tiered SWPBS models being implemented in thousands of schools across the nation, functional behavior assessment

may be more practical if it is simplified to enable professionals within a school to conduct FBAs for those students that require relatively simple individualized supports.

Overview of the Study

The purpose of this study was to determine if staff with flexible roles in schools (e.g., counselors, administrators) can be trained to conduct functional behavior assessments (FBA) for students with mild behavior problems (i.e., students with recurring problems that do not involve physical aggression or violent behaviors). A training manual designed to teach practical FBA methods was delivered to school professionals to guide them in conducting functional behavior assessments for students needing individualized supports in their schools. The school professionals utilized practical tools to interview staff and students, observe students, and define a hypothesis of the function of student problem behavior. The FBA hypothesis statements delineated by the school professionals were validated or refuted by functional analyses conducted by a trained behavior specialist. The outcomes of this study may provide evidence that school professionals can be trained to conduct FBAs for students with less complicated behavior problems. Furthermore, it may provide a practical training that district-level behavior specialists can deliver to school staff in order to increase a school's capacity to provide effective function-based supports for all students.

The current study evaluated whether systematic training provided through use of a manual (Practical FBA manual) would result in school professionals being able to conduct a procedurally adequate FBA and construct an accurate summary statement of actual student behavior. A summary statement of student behavior provides a hypothesis of the: (a) operational definition of student problem behavior, (b) antecedent variables that trigger the problem behavior, and (c) functions maintaining the problem behavior

(e.g., social negative reinforcement, social positive reinforcement, and automatic reinforcement). Additionally, the study examined whether behavioral summary statements obtained through use of the functional assessment tool for interviewing school staff, a revised version of the *Functional Assessment Checklist for Teachers and Staff* (FACTS; Borgmeier, 2005; March et al., 2000), were related to functional analyses results. Finally, this study investigated the efficiency and social validity of the practical FBA training process utilized.

Table 1 (below) shows the three phases in which the study was conducted. In the first phase, systematic "Practical FBA" training on FBA interview and observation procedures was provided to 12 school professionals. The "Practical FBA" training taught school professionals to: (a) operationally define problem behavior; (b) gather interview data from interviews with staff and students; (c) observe and measure behavior; (d) identify events that predict behavior (setting events and antecedents); (e) identify the function of behavior (e.g., things obtained or escaped from); (f) summarize the behaviors in such a way as to identify the predictors and maintaining consequences for problem behavior; and (g) identify conditions for which a behavior specialist should be consulted to provide further assessment of student behavior. The training provided to the participants served as a guide for each school professional in conducting an FBA for one student within their respective schools. A demographic questionnaire was provided to each school professional participant to describe their job, experience in schools, and

Table 1

Methods by Phase

	Phase 1 Practical FBA Training	Phase 2 Practical FBA Conducted by School Personnel	Phase 3 Functional Analysis Conducted to Validate Summary Statements
Research Question(s)	Is there a change in school participant score on FBA Knowledge Pre & Post Instruction?	Is the practical training and FBA process used efficient & socially valid for use in schools? Are FBAs conducted by trained school personnel procedurally adequate?	Is there consistency between summary statements generated solely from FACTS interviews & Functional Analyses? Is there a relationship between summary statements generated using the Practical FBA process & Functional Analyses?
Settings	12 Elementary Schools	10 Elementary Schools	Student Classrooms/Settings Identified by FBA
Participants	12 School Professionals with flexible roles in the school	10 Professionals each conduct an FBA with one student (Total of 10 students).	Same 10 students
Procedures	4, One hour trainings based on Practical FBA Manual	Staff conduct interviews with staff and direct observations of students	Functional Analysis Conditions
Measures	1. Demographic Questionnaire 2. Pre/Post Test	1. FACTS interviews 2. ABC Recording Form 3. Summary of Behavior Table 4. FBA Procedural Checklist 5. Acceptability Rating Profile 6. Time Expended Log	1. Direct Observations of Functional Analysis Conditions 2. Functional Analysis Comparison Form

knowledge of FBA procedures. Results from tests provided to participants pre- and post-training were used to determine whether participants improved in their ability to conduct an FBA due to the practical FBA training. Phase two of the study was comprised of the assessment of students by the school professional participants.

In the second phase of the study, 10 of the 12 school professionals who received the FBA training conducted an FBA according to the procedures they were taught during the Practical FBA training. Each participant: (a) conducted a FACTS interview with at least one staff member associated with the student; (b) observed the student during routines that were determined to be problems for the student according to the staff FACTS; and (c) constructed a summary statement based upon their interviews and observations. The final summary statement of behavior (a) operationally defined the problem behavior; (b) provided a hypothesis of the antecedent variables that occasioned the problem behavior, and (c) hypothesized the perceived function maintaining the problem behavior. The school professionals were also asked to document the amount of time they spent scheduling, conducting, and completing the Practical FBA process for one student. Furthermore, a FBA procedural adequacy checklist was used to determine the level to which a plan met procedural guidelines for a completed FBA.

In the third phase of the study, each school professional's hypothesized consequences maintaining the function of behavior (obtained from their summary statement) were tested through functional analysis to determine the accuracy of their functional hypotheses. Visual inspection (utilizing criteria from a functional analysis comparison form) of the functional analysis results were compared to the hypotheses

generated by the school professionals' FBAs. The level of agreement or accuracy of the final hypothesized consequences from the school professional's summary statements served as the dependent variable to examine the efficacy of the Practical FBA training.

The preliminary behavioral summary statements resulting from staff FACTS interviews were compared with the results of direct observations from functional analyses conditions. Additionally, the level of agreement between the direct observations in the natural setting versus those from functional analyses conditions served as another dependent variable. Finally, at the conclusion of the study, the school professionals were given a questionnaire to identify the level of efficiency and acceptability of the Practical FBA training and process.

Independent Variable

The independent variable for this study was the delivery of the "Practical FBA" training (shown in Appendices T and U). School staff with flexible roles in an elementary (kindergarten to fifth grade) school within the state of Oregon that was currently implementing School wide Positive Behavior Support (Sugai et al., 2000) were considered eligible for participation in this study. Flexible roles of staff were defined as staff members that were employed by the school in a position that does not require them to be directly responsible for the instruction of students. Examples of individuals who met these criteria included administrators, counselors, and learning specialists (i.e., staff that provided academic interventions for students with special needs or at-risk for intensive academic supports).

The Practical FBA training consisted of four, 1-hour training sessions and a training manual for school professionals (see Table 2 below). The first session of the training provided an overview of the Practical FBA training series and introduced concepts, examples, and practice opportunities for participants to learn how to (a) operationally define behavior, (b) identify the function of behavior, and (c) construct functional behavioral summary statements. The second training session briefly reviewed content from the first session and provided instruction, modeling, and practice opportunities in conducting interviews using the FACTS with staff (modified from Borgmeier, 2005) and students (Borgmeier, 2005). During this training session, participants also practiced constructing behavioral summary statements from each interview. The third training session provided a brief overview of the previous training, instruction, and practice opportunities for participants to conduct direct observations (ABC [Antecedent, Behavior, and Consequence; Van Norman, 2007]) of students within routines identified as settings in which the problem behavior occurs most frequently (based upon the staff FACTS interviews). During this third session, participants practiced constructing summary statements based upon data from their observations to verify or modify summary statements derived from their FACTS interviews. The fourth and final training session comprised of: (a) an overview of all of the concepts and skills taught during the first three sessions; (b) opportunities for participants to practice the skills that they learned in conducting interviews, observations, and constructing behavioral summary statements; and (c) ideas for helping individual student support teams in designing function-based behavioral supports.

Research Questions and Hypotheses

This study focused on answering one primary research question, with five secondary questions. This primary research question with an explanation of how it will be addressed is presented below, followed by the presentation of secondary questions.

Primary Research Question. Is there a correlational relationship between summary statements produced via "Practical FBA" training of school professionals and summary statements produced via formal functional analyses? This question was answered by a calculation of the percentage of hypothesis statements from school professional FBAs that agree with the results from functional analyses results provided by an expert panel. The researcher hypothesized that there would be a high level of agreement (over 90%) between the hypotheses generated by the school professionals and the functional analyses.

Secondary Research Questions. Is there a change in school participant scores on FBA knowledge pre- and post-training assessment? This question was answered by calculating the difference between pre- and post-training assessment scores for each participant. Due to the limited sample size (N=12), statistical analyses were not used to determine the significance of these differences. These data were used to describe the difference between a school participant's FBA knowledge before and after the training. The researcher hypothesized that all of the participants would improve in their FBA knowledge by scoring at least 80% or higher on the post-assessment.

Is there consistency between summary statements generated solely from FACTS interviews conducted with staff and functional analyses of student behavior? This question was answered by calculating the percentage of agreement between summary statements from FACTs interviews conducted with staff and functional analyses results. The researcher hypothesized that there would be a high percentage of agreement (over 80%).

Are the functional behavioral assessments conducted by school professionals procedurally adequate? This question was answered by calculating the number of recommended components of an FBA that were completed by the school professionals' FBA (FBA Procedural Checklist; Appendix G). The researcher hypothesized that there would be a high percentage of the components (over 90%) completed for each assessment conducted.

Is there consistency between summary statements based upon direct observations of students during identified routines and functional analyses conducted on students exhibiting problem behaviors? This question was answered by calculating the percentage of agreement between the summary statements based upon direct observations of students during identified routines and functional analyses results. The researcher hypothesized a high percentage of agreement (over 80%).

Is the Practical FBA training and FBA process used by the school professionals efficient and socially valid for use in schools? This question was answered by results from a social validity questionnaire asking school participants to rate the level of

efficiency and acceptability of the Practical FBA training and procedures. The questionnaire consisted of a 6-point Likert scale indicating agreement with statements concerning the utility of the training, efficiency of the training and FBA procedures, and level of confidence the school professionals have with conducting FBA after the training and conducting an FBA on an actual student. This question was also answered with examination of a time log indicating the amount of time each participant took to conduct an FBA using the Practical FBA procedures. An average total time per participant was calculated for the entire FBA process, as well as the amount of time each individual task in the process took (e.g., conducting the staff interviews, student interviews, direct observations, constructing final summary statements).

CHAPTER II

METHODOLOGY

Settings

This study was conducted across 10 elementary schools (kindergarten through fifth grade) in a school district in the state of Oregon in the United States of America.

Participants

School Professionals. Twelve school professionals with a flexible role (i.e., not directly responsible for instruction of students) in an elementary school (K-5) were recruited to participate in the study (Table 2). The participants were provided the opportunity to participate in this study through notification by their school district administration. School professionals that agreed to participate signed up to attend one of three training cohorts that took place during the school year. Cohort 1 included 4 school professionals who attended trainings in the early fall (late September to mid October). Cohort 2 consisted of 3 participants who attended trainings in late fall (late October to early November). Cohort 3 was made up of 5 participants who attended trainings in the winter (mid January to early February).

Seven of the school professionals were school counselors (58%), two were principals (nearly 17%), two learning specialists (nearly 17%), and one vice principal (8%). Seven of the participants (58%) stated they had conducted an FBA before. Prior to the training, one of the participants stated they had completed more than 5 FBAs, while three participants had completed 1 FBA; two participants had completed 2 FBAs, and 1

participant had completed 3 FBAs prior to the training. Five participants (42%) indicated that they had not conducted an FBA before. Regarding behavioral interventions, all of the participants indicated that they had experience implementing more than 6 behavioral interventions for students prior to the training. Concerning perceived knowledge of behavioral theory, participants rated themselves on average 3.4 out of 4 (0= none to 4=extensive).

Table 2

School Professional Demographics

Cohort	Participant	Position	Years	FBAs conducted	Interventions Implemented	Behavior Theory
1	1	Counselor	10	5+	6+	4
1	2	Counselor	19	2	6+	4
1	3	Counselor	14	0	6+	3
1	4	Learning Specialist	9	2	6+	2
2	5	Counselor	17	3	6+	4
2	6	Principal	16	0	6+	2
2	7	Principal	4	0	6+	2
3	8	Counselor	6	0	6+	3
3	9	Learning Specialist	26	1	6+	3
3	10	Counselor	6	1	6+	4
3	11*	VP/Teacher	33	0	6+	3
3	12*	Counselor	9	1	6+	3

Note. Asterisks indicate participants that completed the training (Phase 1), but did not complete a Practical FBA for a student (Phase 2).

The 12 professionals received four 1-hour "Practical FBA" training sessions that taught them to: (a) operationally define behavior; (b) observe and measure behavior; (c) gather interview data from interviews with staff and students; (d) identify events that predict behavior (setting events and antecedents); (e) identify the function of behavior (e.g., things obtained or escaped from); (f) summarize the behaviors in such a way as to identify the predictors and maintaining consequences for problem behavior; and (g) identify conditions for which a behavior specialist should be consulted to provide further assessment of student behavior. The school professionals were given a test comprised of vignettes testing their knowledge of FBA concepts and skills before the initial training session and again after the final training session to document whether the training improved their FBA conceptual knowledge and skills (Appendix B). These professionals also conducted a "Practical FBA" on one identified student within their respective school. The "Practical FBA" consisted of: FACTS interviews with staff working with the student (Appendix C) , and direct observations of the student in identified routines (Appendix E). Based on the information that they gathered, each of the school professionals were prompted to construct a table outlining the final summary statement hypothesizing the antecedent variables that occasion the problem behavior and the perceived function maintaining the problem behavior of their target student (Appendix F). The 12 school professionals were instructed to use the FBA protocol as opportunities and needs arose in the regular process of their school activities. During the four month period following training 10 of the 12 school professional participants completed the entire Practical FBA process.

Students. Ten of the 12 school professionals conducted a "Practical FBA" with one student with behavior problems identified as requiring individualized support. Students were identified for the study based on typical school procedures involving staff nomination. Following staff nomination, the researcher conducted brief preliminary staff interviews and student observations to verify that the student fit the criterion for the study. Students were included in this study based on the criteria that they were exhibiting problem behaviors within the school setting that are impeding their school progress, but were not dangerous to other students or school staff. Additionally, the researcher ensured that student participants were selected based on ethical and practical considerations, which included the severity, frequency, and consistency of the target behavior. The researcher conducted a brief preliminary observation of each student to ensure that functional assessment and functional analysis was safe and practical. All of the students that the trained staff initially identified for participation were considered appropriate by the researcher and were included in the study.

A total of 10 students were observed for the completion of 10 FBAs by the school professionals. Each student will be observed by the school professional conducting the FBA and trained observers from the University of Oregon. A brief description and background information for each student is provided in Table 3. Functional analyses were conducted with each student to confirm the hypothesis statement developed by the trained school professional. The functional analysis conditions based on the hypothesis statement generated by the school professional is also included in Appendices J through S.

Table 3

Student Demographics

Student	Gender	Grade	Class Size	Routine
1	Female	2	24	Math
2	Male	3	22	Reading & Math
3	Male	4	21	Math
4	Male	2	16	Library
5	Male	2	23	Math
6	Male	K	17	Reading & Math
7	Male	2	20	Reading
8	Female	2	24	Math
9	Male	4	24	Reading
10	Male	1	24	Reading

Measures

School Professional Demographic Interview. A staff demographic questionnaire was used to collect information that differentiated school professionals receiving the training (Appendix A). The questionnaire sought demographic information pertaining to each school professionals: (a) position at the school ; (b) extent of their previous training and experience in functional assessment and behavioral interventions; and (c) knowledge of behavioral theory. The second part of the questionnaire was completed when participants had identified a student for whom they were going to conduct an FBA. These questions included: (a) the length of time they knew the student, (b) settings they had

contact with the student, (c) amount of contact they had with the student that school year, and (d) amount of contact they had with the student in the identified problem routine.

FBA Knowledge Pre- and Post-training Assessment. Each school professional was administered an assessment where they were provided short student case studies or mock scenarios where they were be required to: (a) operationally define behavior; (b) use data from interviews with staff and students; (c) identify events that predict behavior (setting events and antecedents); (e) identify the function of behavior (e.g., things obtained or escaped from); (f) summarize the behaviors in such a way as to identify the predictors and maintaining consequences for problem behavior; and (g) identify the difference between a practical and comprehensive FBA (Appendix B). The average participant score on the test vignettes pre- and post-training were calculated. Twenty-five percent (25%; 6) of the pre- and post-training tests were randomly selected and rated by a second rater. Based on an answer key indicating the answers for the tests, the two raters achieved 99.05% total agreement ([Agreement – Disagreement/ Agreement + Disagreement] x 100%).

Practical FBA Conducted by School Professionals

Staff Interviews. Each school professional that received the "Practical FBA" training conducted an interview with the teacher of a student identified as requiring behavior supports. The school professionals used the Functional Assessment Checklist for Staff (FACTS; Appendix C, revised by the author of this study). These data were used to develop a preliminary summary statement hypothesizing the (a) setting events, (b) antecedent events triggering the (c) problem behavior, and (d) maintaining function of the

student's problem behavior. These data were also used to guide the direct observations that professionals were to conduct to further identify the variables affecting student problem behavior.

Direct Observations. School professionals that received the "Practical FBA" training observed students in routines identified based on the FACTS interviews conducted with staff. These data were used to confirm or disconfirm the hypothesis statement developed from the FACTS interview conducted with staff. A modified version of the ABC recording form (Van Norman, 2007; Appendix E) was be used by participants to gather direct observation data.

Acceptability Rating Questionnaire. At the conclusion of the study, the school professionals were given a questionnaire to identify the level of acceptability of the FBA training and process (Appendix H). The Acceptability Rating Questionnaire consisted of 10 questions concerning the acceptability of the training, materials, and procedures used by the school professionals to complete the Practical FBA process. Each question included a likert scale response ranging from 1 (strongly disagree) to 6 (strongly agree). Participants were asked to circle the number on the scale that best described their agreement or disagreement with each statement.

Record of Time Expended in Conducting FBA. The school professionals were asked to document the amount of time they spent in scheduling, conducting, and completing the FBA process. This was completed using a time log they used in addition to documenting the dates, start, and end times for completing each task of the Practical FBA process (e.g., interviews, observations, summarizing results; Appendix I).

Direct Observations During Functional Analysis. During functional analyses, trained graduate students from the University of Oregon collected observation data on the occurrence or non-occurrence of target behaviors using a partial-interval recording system. The specific functional analysis conditions varied slightly between students based on the specific hypotheses generated from the Practical FBA conducted by each school professional. Before observing a student within functional analysis conditions, observers were provided with the procedures and specific conditions that were to be used in the functional analysis. All observers were blind to the hypotheses being tested. Nearly 44 percent (43.64%) of all observations were observed by two observers. The total inter-observer agreement (IOA; Agreement-disagreement/Agreement + disagreement multiplied by 100%) across all of the observations was 99.11%. Individual IOA scores per student participant are illustrated on the graph for each student (Appendices J to S). The level of agreement between observers within an individual observation session ranged from 93.3% to 100%.

Design and Procedure

Practical FBA Training. Twelve school professional participants participated in the Practical FBA training which consisted of four 1-hour training sessions guided by a training manual (Appendix T). A summary of the objectives, practice opportunities, tools, and tasks of each of the four training sessions is presented in Table 2 (below). The first session of the training provided an overview of the Practical FBA training series and introduced concepts, examples, and practice opportunities for participants to learn how to (a) operationally define behavior, (b) identify the function of behavior, and (c) construct functional behavioral summary statements. The second training session briefly reviewed content from the first session and provide instruction, modeling, and practice opportunities in conducting FACTS interviews with staff (Borgmeier, 2005) and students (Borgmeier, 2005). During this training, participants also practiced constructing behavioral summary statements from each interview. The third training session provided a brief overview of the previous trainings and provided instruction and practice opportunities for participants to conduct (a) ABC (Antecedent, Behavior, and Consequence; Bijou, Peterson, & Ault, 1968) observations (i.e., direct observations of students within routines identified as settings in which the problem behavior occurs most frequently based upon the staff FACTS interviews). During this third session, participants also practiced constructing summary statements based upon data from their observations to verify or modify summary statements derived from their FACTS interviews. The fourth and final training session included: (a) an overview of all of the concepts and skills taught during the first three sessions; (b) opportunities for participants

to practice the skills that they have learned in conducting interviews, observations, and constructing behavioral summary statements; (c) introduction to the competing behavior pathway (Crone & Horner, 2003), and (d) ideas for helping individual student support teams in designing function-based behavioral supports. The Practical FBA trainings were administered by the author of this study and the Practical FBA training manual. He held a master's degree in special education and trained a number of schools and districts in procedures for conducting functional behavioral assessments. The trainer followed procedures from a n instructor's guide to the Practical FBA trainings. Fidelity checklists were completed for each session. For 33% of the training sessions, inter-rater reliability on the fidelity of training components was calculated. There was 100% agreement between the raters as to the fidelity of training components administered per session.

Prior to receiving the Practical FBA training, each participant completed an assessment of FBA knowledge and skills (Appendix B). The test consisted of multiple-choice and open-ended answer options to vignettes of situations and student case examples. After each participant completed all four sessions of the training, he or she completed a post-training test of FBA knowledge and skills with the same vignettes and questions from the pre-test. The assessment on average took participants 20 minutes to complete, however, participants were provided as much time as they needed to complete the assessment.

Functional Analysis. Functional analysis procedures described by Borgmeier (2003) were adapted for use in this study. As in the Borgmeier study, a multi-element design across maintaining conditions was adapted to the specific characteristics of the identified routine and context in which the target behavior is most likely to occur. The functional analysis conditions were designed specifically to test the functional hypotheses developed from FBAs conducted by the school professional participants.

Table 4

Practical FBA Training Objectives, Tools, and Activities by Session

	Session 1	Session 2	Session 3	Session 4
Objectives and practice opportunities	Define observable behaviors (the ***What*** of an FBA) Identify events that predict ***when and where*** the specific behavior occurs Identify ***why*** a student engages in the specific behavior (the function of behavior). Construct hypothesis statements that summarize the WHAT, WHEN, WHERE, & WHY of a student's behavior.	Use the FACTS interview forms with staff and students to specify: Problem behaviors Routines in which problem behaviors occur Triggers or predictors of the problem behavior Pay-off (Function) the behaviors serve for the student. Possible setting events. Summary of behavior.	Utilize information obtained from FACTS interviews to plan for observations. Observe students within routines identified by the FACTS. Observe to test the Summary of Behavior obtained from FACTS interviews. Practice using ABC Recording Form.	Review of the first 3 training sessions Instruction for participants to help individual student support teams in designing function-based positive behavior supports
Tools	None presented	FACTS interview with Staff (Appendix C) FACS interview for students (Appendix D)	ABC Recording Form (Appendix E) Summary of Behavior Table (Appendix F)	Competing Behavior Pathway Behavior Support Planning Forms
Task	Identify a student who may require individual behavior supports and prepare to interview the student's teacher the following week (after session #2) .	Conduct a practice FACTS for a student at their school.	Complete an ABC Recording Form for a student at their school	Complete an FBA using the Practical FBA forms and procedures

Note. Each session lasted for one hour.

Design of Functional Analysis Conditions. A functional analysis involves the experimental manipulation of variables to assist in identifying the function of a student's problem behavior by comparing the rate of student behavioral responses across conditions (Cooper, Heron, & Heward, 2007). Each student's functional analysis conditions were individualized according to the functional hypotheses developed by the school professionals. These functional analyses may be viewed as "verifying functional analyses" as they were constructed to test the accuracy of motivating variables and maintaining reinforcers for student behavior identified in each school professional's functional hypothesis. The functional analyses for all students consisted of three conditions: control, attention, and escape.

The control condition was designed to establish a condition in which the student had consistently exhibited little to no problem behavior. The control condition provided a baseline condition to help in isolating variables that influenced the occurrence of behavior. Once a control condition was established, variables hypothesized as the motivating operations and reinforcers maintaining a student's problem behavior were manipulated to examine their influence on the occurrence of problem behavior.

The attention condition involved the contingent provision of attention following occurrence of the problem behavior. In the cases where peer attention was hypothesized as the function of student problem behavior, peers were present in the condition to allow for peer response to the target student's problem behavior. Peers were not instructed to contingently respond to problem behavior in the attention condition. Rather, the

researcher ensured that contingent attention was provided to the student within the context of peers (if peers did not naturally provide attention contingently).

The escape condition examined the function of student behavior through the contingent removal of aversive tasks following the occurrence of the problem behavior. For example, tasks that were considered by the student as too difficult, too long, or physically taxing may be considered aversive to a student. The tasks for each individual student varied depending upon the aspects of tasks a student perceives as aversive. The tasks used within the escape condition were identified through teacher and student interviews.

The following safeguards were used to maintain experimental control and reduce error and bias:

1. The researcher conducted the functional analysis with each student while trained observers collected direct observation functional analysis data.
2. Across days the experimental conditions were presented in random order to reduce the risk of order effects.
3. Each condition was presented to the student a minimum of four times across separate days.

Each functional analysis condition consisted of 10 trials and lasted a maximum of 5 minutes (total of 15 minutes per observation session). Before starting a new condition, the student was provided with a verbal description of the procedures that were to be used in that condition. Following occurrences of problem behavior during each condition, the researcher systematically followed through with the prescribed response (i.e., removal of task, providing attention, etc.).

Functional Analysis Comparison. Once all data were collected from the school professional participants the level of agreement between hypotheses statements and functional analysis results were evaluated by the researcher. The description of functional analysis conditions along with visual analysis of the multi-element design (Kennedy, 2005) was used to determine the agreement between each participant's hypothesis statement and the functional analysis.

CHAPTER III

RESULTS

The primary goal of this study was to determine if staff with flexible roles in schools can be trained to conduct functional behavioral assessments (FBA) for students with mild to moderate behavior problems. The primary research question examined if there was a correlational relationship between summary statements generated via Practical FBA procedures conducted by trained school professionals and experimental functional analyses. Secondary research questions examined if: (a) there was a change in school participant scores on FBA knowledge pre- and post-training assessment; (b) the FBAs conducted by school professionals procedurally adequate; (c) was the Practical FBA training and FBA process used efficient and socially valid for use in schools; and (d) there was consistency between summary statements generated solely from FACTS interviews conducted with staff and functional analyses of student behavior. The results of the secondary questions will be discussed first in the order presented above, as they provide background for the results of the primary research question.

FBA Knowledge and Skills Assessment

Table 5 below shows the results of the FBA knowledge and skills assessments provided to each of the 12 school professionals before and after participating in all of the Practical FBA training sessions. Overall the average percent change for participants from pre- to post-training assessment was an increase in nearly 54% (M=53.77%, SD=15.71). The average participant pre-training score was nearly 40% (M=39.50%, SD=18.82),

ranging from 11.40% to 68.50%. The average post-training assessment score for participants was nearly 93% (M=92.55%, SD=7.22), ranging from 77% to 100%. While there was variability between participants in their pre-training scores, none of the participants displayed adequate FBA knowledge and skills before the training (i.e., none of the participants scored at least 80% on the pre-training assessment). After the training, all of the participants except one (Participant 12; M=77%; +51.29% increase from pre- to post-assessment) scored at least 80% on the post-assessment.

Table 5

Overall Pre/Post-Training Results for FBA Knowledge & Skills

Cohort	Participant	Pre Test	Post Test	Percent Change
1	1	65.7%	97.10%	+40.40%
1	2	34.2%	92.90%	+58.70%
1	3	51.4%	100.00%	+48.605
1	4	68.5%	97.10%	+28.60%
2	5	42.90%	94.30%	+51.40%
2	6	37.10%	97.10%	+60.00%
2	7	11.40%	97.10%	+85.70%
3	8	37.14%	89.00%	+51.86%
3	9	22.86%	92.00%	+69.14%
3	10	60.00%	97.00%	+37.00%
3	11*	17.14%	80.00%	+62.60%
3	12*	25.71%	77.00%	+51.29%
	Overall Mean (SD)	39.50% (18.82)	92.55% (7.22)	+53.77% (15.71)

Note. Asterisks indicate participants who completed the training, but did not complete an FBA for a student participant.

Table 6 shows the results for all participants on the FBA knowledge and skills assessments by skill area before and after the training. The first area of the FBA assessment was knowledge of the FBA process that consisted of identifying the steps in conducting an FBA and a comparison of a practical vs. a comprehensive FBA. Before the training none of the responses by participants (0%) correctly answered these items, while 33% of the responses partially answered these items correctly. After the training, 92% of the responses to these items were correct and 8% of the responses to these items were partially correct. Participants were asked to summarize behavior based on scenarios and identify the 4-terms in the 4-term contingency (setting events, antecedents, behavior, consequences, and function). Before the training, 17% (25% partially correct) of the responses for these items were correct. After the training, 94% (6% partially correct) of the responses to these items were correct. In the knowledge area of defining behavior, participants were asked to define behavior in an observable and measurable manner. Prior to the training 53% of the participant responses for these items were correct. After the training, 96% of the participant responses in this area were correct. In the area of identifying antecedents, 33% of the responses were correct before the training and 92% of the responses were correct after the training. In the area of identifying consequences, before the training 42% of the responses were correct and 92% of the responses were correct after the training. In identifying functions, before the training 46% of the responses were correct, while 96% of the responses were correct after the training. Before the training 42% of the responses were correct in identifying setting events, while after the training 100% of the responses were correct. Participants were asked to use partially

completed forms to identify the routine that problem behavior occurred and summarize the student's behavior. Before the training 83% of the participant responses correctly identified the routine and after the training 100% of the responses were correct. None (0%; 33% were partially correct) of the participant responses correctly summarized the behavior before the training. After the training, 67% of the participant responses correctly summarized behavior based on the interview form (25% were partially correct).

Table 6

Pre/Post-Training Results by FBA Skill Area

FBA Skill Area	Pre-Training	Post-Training
FBA process	0% (33% partial)	92% (8% partial)
Summary of behavior	17% (25% partial)	94% (6% partial)
Define behavior	53%	96%
Identify antecedents	33%	92%
Identify consequences	42%	92%
Identify functions	46%	96%
Identify setting events	42%	100%
Identify routine based on interview form	83%	100%
Summarize behavior based on interview form	0% (33% partial)	67% (25% partial)

Note. Percentages are percent correct responses within each skill area.

FBA Procedural Adequacy

Each of the FBAs completed by the 10 school professionals was rated for procedural adequacy. The FBA Procedural Adequacy Checklist (Appendix G) was used to rate each FBA based on the following criteria: (a) interviews were conducted with a staff member who worked with the student during routines where problem behavior occurred; (b) problem behavior was defined in observable and measurable terms; (c) a routine was prioritized for direct observation; (d) an antecedent event was defined as triggering the problem behavior, and (e) only one maintaining function of the problem behavior was identified. All of the FBAs conducted by the school professionals met all of these criteria. Six of the ten FBAs (60%) were rated with a second rater to determine the reliability of the scoring of the procedural adequacy. There was 100% agreement between the two raters on the procedural adequacy of these FBAs.

Efficiency and Social Validity of Practical FBA Process

School professional participants were asked to keep a log of how much time they spent in completing the different tasks required in the Practical FBA process. The results of their time expended logs are shown in Table 7. Overall, the average time it took a participant to complete all of the tasks involved in the Practical FBA process was just under two hours (M=119.40 minutes; SD=96.00). The shortest time it took a participant to complete all of the tasks was 65 minutes, while the longest it took a participant to complete the process was 275 minutes (4.58 hours).

Table 7

Time Expended Log

Task	*M*	*SD*	Min	Max
Scheduling Interview	14.80	26.84	2.00	90.00
Conducting Interview	39.50	19.78	15.00	90.00
Conducting Observation	46.80	34.66	10.00	108.00
Developing Summary Statement	16.30	8.71	5.00	30.00
Other Related Tasks	2.00	4.83	0.00	15.00
Total (All Tasks)	119.40	96.00	65.00	275.00
Total School Days*	12.70	9.98	2.00	39.00

Note. N=10. Values are in minutes except for Total School Days*. Participants were asked to keep a time expended log for each activity involved in the Practical FBA.

Scheduling the interviews took an average of 14.80 minutes (SD=26.84). Conducting a FACTS interview with a teacher took an average of 39.50 minutes (*SD*=19.78). Observations using the ABC recording form on average took participants 46.80 minutes (*SD*=34.66), while analyzing the data from their interview and observations to develop a summary statement took participants on average 16.30 minutes (SD=8.71). Some participants identified other tasks (e.g., talking to parents, meeting with grade level team), on average these tasks took 2.00 minutes (*SD*=4.83). On average, nearly 13 school days (*M*=12.70, *SD*=9.98) elapsed between the identification of a student and completion of a final summary statement. The quickest a participant was able

to complete the Practical FBA process was 2 school days, as compared to one participant who took 39 school days to complete the process.

Upon completion of an FBA for a student at their school, school professionals were asked to complete a questionnaire rating the acceptability of the Practical FBA training and procedures. Participants were asked to rate the items using a 6-point Likert scale (1= strongly disagree, 2= disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree). The results of responses to these questionnaires are presented in Table 8.

Participants, on average, indicated that they agreed (average score of 5 or above) with all of the 10 statements in the acceptability rating profile. Participants most "strongly" agreed with the statements that stated they would suggest the training to other school professionals (item 3; M=5.70, SD=.48) and that overall the experience was beneficial (item 10; M=5.70, SD=.48). The item that participants rated lowest on average was the statement that they would use the student-guided FACTS interview with students when conducting their next FBA (M=5.00, SD=1.05).

Table 8

Acceptability Ratings

Item	*Mean*	*SD*	Min	Max
1. The "Practical FBA" training you received equipped you for conducting an FBA in your school.	5.60	.52	5.00	6.00
2. I will use these FBA procedures again with another student for whom an FBA would be appropriate.	5.50	.53	5.00	6.00
3. I would suggest this training to other school professionals needing to learn to conduct FBA.	5.70	.48	5.00	6.00
4. The tools used within this FBA process were relatively easy to use.	5.50	.71	4.00	6.00
5. I will use the FACTS interview with teachers when conducting my next FBA	5.60	.70	4.00	6.00
6. I will use the student-guided FACTS with students when conducting my next FBA.	5.00	1.05	3.00	6.00
7. I will use the ABC observation form when conducting my next FBA.	5.30	1.06	3.00	6.00
8. I feel confident that I can conduct an FBA that will inform interventions for a student.	5.50	.71	4.00	6.00
9. The time spent in completing the FBA was reasonable.	5.40	.84	4.00	6.00
10. Overall, the experience in using "Practical FBA" was beneficial for me.	5.70	.48	4.00	6.00

Note. N=10. Likert Scale for participant responses ranged from 1=Strongly Disagree to 6=Strongly Agree.

Comparison of Summary Statements Generated from Interviews and Functional Analyses

Table 9 presents the summary statements generated from each of the interviews, observations, and overall from each school professional participant. Additionally, the outcome of the experimental functional analyses for each student is presented in the last column. Nine out of the 10 (90%) of the summary statements hypothesized by the FACTS interviews with teachers were verified by results of experimental functional analysis. The only summary statement generated from a teacher interview that was not verified (participant 9) actually resulted in a further clarification from the direct observation that the student engaged in behavior that appeared to be attention maintained (as hypothesized by the teacher interview) with the overall function to escape from "boring" classroom reading tasks.

Table 9

Summary Statements Constructed From Interviews, Observations, and Overall

Participant	Summary Component	FACTS Interview	Observation	Overall	Functional Analysis Results
1	Antecedent(s)	Large group math	Large group math	Large group activity	
	Behavior(s)	Plays with materials, talks with peers, ignores directions	Looks around room, talks with peers, ignores directions	Talks to peers, ignores directions, work not completed	
	Function	Escape math work*	Access peer attn	Escape math work	Escape math work*
2	Antecedent(s)	Independent work	Independent work	Independent work	
	Behavior(s)	Refuses to do work, complains to teacher	Talks to peers	Refuses to do work, complains to teacher	
	Function	Access adult attn*	Access adult attn	Access adult attn*	Access adult attn*
3	Antecedent(s)	Large group math	Large group math	Large group math	
	Behavior(s)	Yells out answers, corrects peers	Yells out answers, corrects peers	Yells out answers, corrects peers	
	Function	Access adult attn*	Access adult attn	Access adult attn	Access adult attn*
4	Antecedent(s)	Unstructured activity	Unstructured activity	Unstructured activity	
	Behavior(s)	Makes noises, touches peers	Makes noises, touches peers	Makes noises, touches peers	
	Function	Access peer attn*	Access peer attn	Access peer attn	Access peer attn*
5	Antecedent(s)	Large group activity	Large group activity	Large group activity	
	Behavior(s)	Makes faces, talks to peers	Makes faces, talks to peers	Makes faces, talks to peers	
	Function	Access peer attn*	Access peer attn	Access peer attn	Access peer attn*

Table 9 (continued)

Participant	Summary Component	FACTS Interview	Observation	Overall	Functional Analysis Results
6	Antecedent(s)	Small group	Small group	Small group	
	Behavior(s)	Yells, touches & talks to peers	Yells, touches & talks to peers	Yells, touches & talks to peers	
	Function	Access adult attn*	Access adult attn	Access adult attn	Access adult attn*
7	Antecedent(s)	Working w peers	Working with peers	Working with peers	
	Behavior(s)	Refuses to do work, talks to peers, argues with teacher	Refuses to do work, talks to peers, argues with teacher	Refuses to do work, talks peers, argues with teacher	
	Function	Access peer & adult attn*	Access peer & adult attn	Access peer & adult attn (peer preferred)	Access peer attn*
8	Antecedent(s)	Not math "helper"	Teacher gives task	Teacher gives task	
	Behavior(s)	Walks up to teacher, yells answer	Walks up to teacher, yells answer	Walks up to teacher, yells answer	
	Function	Access adult attn*	Access adult attn*	Access adult attn	Access adult attn*
9	Antecedent(s)	"Boring" reading tasks	"Boring" reading tasks	"Boring" reading tasks	
	Behavior(s)	Remarks to teacher	Interrupts teacher	Interrupts teacher, talks to peers	
	Function	Access peer attn	Escape from task	Escape from task	Escape from task
10	Antecedent(s)	Whole class & corrected by teacher	Whole class instruction	Whole class instruction	
	Behavior(s)	Plays with materials, walks around	Plays with materials, talks to peers	Plays with materials, talks with peers	
	Function	Access adult attn*	Access adult attn	Access adult attn	Access adult attn*

Note. Asterisks indicate a match between FACTS Interview with Staff and Functional Analysis Results.

Functional Analyses to Validate Practical FBA Summary Statements

The final overall summary statement generated by each school professional was tested using experimental functional analyses. The functional analysis conditions, observation protocol, and graphed results are presented for each student in Appendices J to S. The graphs of the functional analysis results for each participant show the percentage of intervals with occurrence of problem behavior for each condition (control, escape, attention) by session. As displayed in Table 8, 80% of the final summary statements (displayed in the column titled "overall") generated by the school professionals hypothesized that the maintaining function of student behavior was to access attention (from peers [n=3]; from adults [n=5]). Twenty percent (n=2) of the final summary statements generated by the school professionals hypothesized that the maintaining function of student problem behavior was escape from class work. Upon examination of the functional analysis conditions and visual analysis of the functional analysis results, all of the summary statements were sufficiently supported and deemed accurate.

The summary statements for 2 of the 10 student participants (Participant 1 [Appendix J] and Participant 9 [Appendix R]) suggested that these students were engaging in problem behavior to escape class activities. The clear differentiations between 4 out of 5 of the data points between conditions and lack of contra-indication in the data for these participants verify that the maintaining consequence for their behaviors was to escape classroom tasks. The summary statements for the remaining participants hypothesized that the function of their problem behaviors were attention-maintained by

adults (Participant 2, 3, 8, and 10) or peers (Participant 4, 5, 6, 7). The functional analysis results for Participants 2, 3, 4, 6, 7, 8, and 9 show clear differentiation of data points between conditions with no contra-indication of data between conditions verifying the hypothesized function s of the summary statements generated the school professionals. The functional analysis results for Participants 5 and 9 does show data points where contraindication from the hypothesized function occurred. For Participant 5, session 4 shows that the occurrence of problem behaviors was highest in the control condition (20%) compared to the attention condition (10%) and escape condition (0%). For participant 10, during session 3, the occurrence of problem behavior was highest in the escape condition (20%) as compared to the attention and control conditions (0% for both).

CHAPTER IV

DISCUSSION

The logic behind the Practical FBA training program and manual resides with the idea that in order to expand the scope of FBA technology for use by school personnel, the conditions for use of efficient versus comprehensive procedures must be identified. Additionally, in order for schools to develop the capacity to support all students using the evidence-based FBA procedures, there is a need for effective and efficient training in FBA in schools. This study sought to document the efficacy of a practical training model that school based personnel could use for students that engaged in mild to moderate problem behaviors. The logic for this study was built on the idea that school personnel should also be able to request assistance for students with severe problem behaviors. Another underlying principle that guided this study was that school personnel would need a team of individuals to help design behavior supports once they were able to identify the variables influencing student behavior (Benazzi, Horner, & Good, 2006). This chapter provides conclusions and limitations to the current study, as well as implications for the field and directions for future research.

FBA Knowledge & Skills Assessment

Analysis of the results of the FBA knowledge and skills assessments that each of the school professional participants took before and after the Practical FBA training suggests that all of the participants learned from the training sessions. The pre-training assessment results suggest that despite having some background in conducting FBA (58% stated they had conducted at least one FBA before the training) and self-reported knowledge of behavioral theory (average of 3.4 on a scale of 4), none of the participants had a strong grasp of the knowledge and skills necessary to conduct an FBA. The overall average gain from each participant suggests that participants gained these FBA knowledge and skills from the Practical FBA training sessions. It is important to note, however, that the two participants that scored the lowest on the post-training assessment (80% and 77% respectively) did not complete a Practical FBA for a student at their school. Unfortunately, due to their lack of participation in conducting a Practical FBA, it was not possible to analyze the remaining results for these two participants making it difficult to conclude how efficacious the training was for them.

FBA Procedural Adequacy

The results from the FBA Procedural Adequacy ratings for each of the completed FBAs suggest that participants were able to translate the skills they received from the Practical FBA training sessions to conduct FBAs that were procedurally adequate. Based on the analysis of the procedural adequacy of the FBAs, each of the participants showed that once they returned to their school setting and worked with an actual student, they

were able to: (a) conduct interviews with appropriate staff; (b) define problem behavior in observable and measurable terms; (c) prioritize a routine to conduct direct observations; (d) identify an antecedent event that triggered problem behavior; and (e) prioritize only one maintaining function of the problem behavior for the identified routine. It is also important to note that each school professional was able to correctly identify a student that fit the criteria for needing a Practical FBA, rather than a more comprehensive FBA. None of the participants identified a student that exhibited dangerous behaviors or behaviors that were pervasive throughout the school day.

Efficiency & Social Validity of Practical FBA Training Process

Analysis of the amount of time that each participant took to complete the Practical FBA process for a student at their school suggested that the process took a reasonable amount of time. There was a wide range between the overall time it took for some participants to complete the process as compared to others (65 minutes to 275 minutes). This variability between participants may be explained by an explicit emphasis within the Practical FBA training sessions that participants complete the tasks as efficiently as possible (i.e., no stipulation was given in the training sessions on how long participants were to interview staff or observe a student) with the caveat that they need to be "strongly convinced" of their results. The variability of time expended may also be explained by a number of factors such as the complexity of the identified student's problem behavior as well as the context in which these problem behaviors occurred (e.g., the individual teacher's ability to identify variables affecting student behavior, the presence of the problem behaviors when the student was being observed). Furthermore, the participant

for whom it took the most time to complete the FBA process noted that obtaining parent permission and scheduling the interview with staff took a substantial amount of time (90 minutes). Additionally, there was a broad range (2 to 39) between the number of school days it took for participants to complete the Practical FBA process. This range may also be attributed to: (a) the issues discussed above and (b) the capacity individual professionals had to conduct the Practical FBA within their normal job duties.

The results of the acceptability ratings suggest that the Practical FBA training, procedures, and tools (i.e., interview and observation forms) were considered socially valid for use by school professionals within their schools. The participants overall agreed (an average score of 5 or above) with all of the statements within the acceptability rating questionnaire. Participants indicated that they: (a)"were equipped to conduct FBA in their school"; (b) "would use the Practical FBA procedures again with another student"; (c) "would suggest the training to others in their school", (d) considered "the tools within the FBA process relatively easy to use"; (e) would "use the FACTS interview with teachers" again; (f) would "use the student-guided FACTS [interview] with students"; (g) would "use the ABC observation form" again; (h) felt confident that they could "conduct an FBA that will inform interventions for a student; (i) considered "the time spent in completing the FBA was reasonable", and (j) "overall the experience in using 'Practical FBA' was beneficial" for them.

The item within the acceptability rating questionnaire that received the lowest average score was:"I will use the student-guided FACTS with students when conducting my next FBA". This may suggest: (a) that participants were not very comfortable using

the form presented in the training with students and/or (b) that participants did not feel comfortable interviewing students concerning their behavior. This may have been due to the lack of emphasis of the student interview in the Practical FBA training, as for efficiency's sake it was considered an important, but not an essential task within the Practical FBA process. Thus it may be also important to note that none of the participants took it upon themselves to conduct the student-guided interview while conducting their FBA within their schools.

Comparison of Summary Statements Generated from Staff Interviews and Functional Analyses

All but one of the 10 summary statements generated initially from staff interviews (using the FACTS form) conducted by the school professional participants were verified by experimental functional analyses. This result may suggest that after systematic training on the use of the modified FACTS interview form, the summary statements obtained from FACTS interviews with teachers are likely to accurately identify the variables influencing student problem behavior in schools. However, it is important to note that using direct observation to verify these results is strongly recommended, although 9 of the 10 summary statements from interviews were verified by functional analyses, the one that was not accurately identified was actually corrected for by direct observation. Therefore, these results support the utility of the modified FACTS interview for use in the Practical FBA process (March et al., 2000) , while also emphasizing the need to conduct direct observations to verify the summary statements resulting from staff interviews using the FACTS.

Functional Analyses to Validate Summary Statements

Based on the student descriptions, functional analysis conditions, and visual analysis of graphed data, all of the summary statements generated by the school professionals were validated. The results of the functional analyses suggests that all of the trained school professionals were able to correctly identify the motivating operations and maintaining function of the student's problem behavior (Iwata, Kahng, Wallace, & Lindberg, 2000; Mace, Lalli, & Lalli, 1991).

Implications of Research

This research study presented preliminary findings supporting the efficacy of an FBA training program for school personnel. The results of the FBA skills assessment suggested that school personnel did learn from the training how to: operationally define behavior; identify the antecedents and functions of problem behavior; and under what conditions a more comprehensive FBA is required for an individual student. The procedurally adequacy results for the FBAs conducted by the school personnel suggest that they could develop FBAs that were technically adequate within 4 hours of training. Additionally, the social validity measures suggest that the procedures in the training were beneficial, practical, and efficient for use within schools. Finally, the validation of all of the summary statements generated by the school personnel was the most convincing evidence supporting the efficacy of the Practical FBA training procedures within schools.

This research study provided an example of how the complex technology of FBA, which has been typically conducted by individuals with extensive background in behavior analysis (e.g., school psychologists), could be adapted for use by school personnel. This study utilized a framework that expanded the use of FBA in a proactive manner for use within schools that are implementing all three tiers of the SWPBS (Sugai et al., 2005) model. Through use of the tools and procedures presented in the Practical FBA training model, schools may be able to conduct relatively efficient FBAs for students that have not yet been identified as needing intensive individualized supports. Schools can utilize the Practical FBA training to develop their capacity to support more students with function-based supports. School psychologists (or other individuals) well-versed in FBA can use the training procedures to train personnel within their schools to reduce the number of FBAs they must conduct. This will allow school psychologists and behavior specialists more time to develop behavior interventions and supports for those individuals that need more intensive supports, while also supporting teams in the development of support plans for students that have received the more efficient, Practical FBA. Furthermore, the concepts and methods used within the Practical FBA training process may actually stimulate effective professional development to train teachers to think functionally about behavior.

Limitations of the Current Study

A major limitation of this current study was the limited sample size. A larger sample size would have allowed for the use of statistical techniques to understand the relationship between the Practical FBA training and the accuracy of summary statements generated by school professional participants. Additionally, the selection of the sample or participants was not random. School professional participants were all from the same school district and met the criteria of having a flexible role within their school (e.g., not directly responsible for instruction). Furthermore, the professional participants within this study were all employed within schools that had been implementing SWPBS (Sugai et al., 2005) for a number of years. This may have affected their ability to use the information from the trainings more readily at their school site. Also, 58% of the participants stated that they had conducted at least one FBA prior to the training. Due to the nature of the background questions it was not clear as to how much training on FBA participant's had received prior to attending the training. Additionally, participants were not directly asked if they had prior experience using the similar tools presented in the Practical FBA. Therefore, their ability to conduct an FBA may have been influenced by previous experience and exposure to the tools in the training.

Another limitation of this study was that all of the Practical FBA training sessions were provided by the author of this study who has had extensive training in FBA and has provided a number of trainings to schools around the use of FBA to develop behavioral supports for students. Future research should be conducted as to the generalizability of

the training materials by evaluating how other individuals well-versed in FBA can provide the training to school participants.

The measurement of the skills and knowledge of FBA of the participants is another limitation to the current study. The content of the assessment was designed by the author to determine whether participant's had knowledge and skills to conduct FBA (a) before the training and (b) if their knowledge and skills improved after participating in the trainings. The psychometric properties of this assessment have not been assessed. Additionally, the provision of the same assessment form to participants before and after the training to assess FBA knowledge and skill is another limitation to the findings. The improvement in participant score may not have due been solely to the participation in the trainings, but may also be attributed to previous exposure to the assessment. In the future alternative forms of the assessment should be used to determine the FBA knowledge and skills of participant's before and after the training sessions.

Although the rigor of the experimental functional analyses provided convincing results, further replication of this study with a larger sample will provide more convincing results. At the outset of the study it was established that results with 12 participants would be convincing, however, due to circumstances outside of the control of the researcher, only 10 participants completed an FBA. Additionally, some of the methods of the experimental functional analyses were contrived making the assessments artificial and less generalizable. Furthermore, all of the functional analysis sessions were conducted by the author of this study. Although the occurrence of problem behavior was recorded by data collectors with high reliability, the results may still have been biased by

the author's behaviors during the functional analysis conditions. Future studies might have more than one person conducting the functional analyses conditions or use other more natural methods of assessing student behavior such as structured descriptive assessment (SDA; Anderson & Long, 2002).

Future Research

The research on the Practical FBA training and procedures is still young. Replications of this study using school district personnel as trainers of school professionals could yield more convincing results of the practicality and efficacy of these procedures. It would be of interest to identify the necessary skills of individuals providing Practical FBA training to school personnel. Additionally, a study of the range of school personnel for whom this training would not be sufficient for, as it it is important to identify the pre-requisite skills needed for participants to benefit from the training procedures. Further studies may also look to identify a form of assessment built into the training that determines when participants have mastered material to the extent that they are able to conduct "accurate" FBAs.

A logical next step from this study would be to study how the summary statements generated by school personnel can translate to effective behavior supports. An important follow up study would analyze how individual student planning teams are able to use the information from a Practical FBA to design technically adequate behavior supports for students that addressed the function of behavior. It was assumed in this study that school professional participants would take the Practical FBA information to a school team that consisted of : (a) the student's teacher, (b) an individual skilled in

designing and implementing functional behavior supports (e.g., school psychologist or behavior specialist), and (c) others important to the design and implementation of behavior supports (e.g., administrator, parents, other school personnel).

Along with the evaluation of the technical adequacy of the design of behavior supports for students based upon Practical FBA procedures, the evaluation of the contextual fit (Albin et al., 1996) , implementation, and student outcomes because of these behavior support plans will be important. Further study could focus on how Practical FBA can inform decisions by staff to design plans and supports for students that: (a) match the skills and needs of the individuals implementing the plan, (b) are implemented with high fidelity, and (c) improve student outcomes (e.g., decrease problem behavior and/or increase desired behaviors.

APPENDIX A

STAFF DEMOGRAPHIC QUESTIONNAIRE

School Staff Participant: _____

1. What is your position in the school?

2. How long have you been a teacher/ working in schools?

3. Have you ever conducted a functional behavioral assessment? Y N

How many times have you conducted a functional behavioral assessment?

4. How many times have you implemented behavioral interventions for students?

0 1-3 4-6 6+

5. How would you rate your knowledge of behavioral theory?

None	Very Limited	Limited	Some	Extensive
0	1	2	3	4

School Staff Participant: _____

*****To complete when preparing to conduct FBA *****

6. How long have you known (name of identified student) _____

7. In what settings/contexts do you have contact with the student?

General Ed Class | Special Education Class | Hall | Cafeteria | Recess | Computer Lab | Music Rm | PE | Office

8. How much contact have you had with the student this year? (Circle only 1 below)

Weekly Contact			Daily Contact		
Less than 1 hr/wk	1-2 hrs/wk	3-4 hrs/wk	1 hr/day	2-3 hrs/ day	More than 3 hrs/day

9. How much contact have you had with the student (in identified problem routine)?

Weekly Contact			Daily Contact		
Less than 1 hr/wk	1-2 hrs/wk	3-4 hrs/wk	1 hr/day	2-3 hrs/ day	More than 3 hrs/day

Modified from Borgmeier, C. (2003).

APPENDIX B

FBA PRE & POST-ASSESSMENT

Name or other identification:

_____

1. **What are the steps in the Functional Behavioral Assessment (FBA) process?**

2. **When completing an FBA, behaviors must be defined in such a way as they are…**

   a.) Discrete and functional.

   b.) Observable and measurable.

   c.) Functional and observable.

3. Hailey is three years old and hits other children during snack. Mrs. Gillespie wants Hailey to share, wait her turn, and eat slowly during snack. Mrs. Gillespie keeps telling Hailey to "be nice." Hailey smiles at Mrs. Gillespie, but keeps on hitting others and grabbing food.

   What are the behaviors that Mrs. Gillespie wants from Hailey?

4. **In the boxes below:**

   A) Label the 4 terms that are included in a "Summary of Behavior" or hypothesis statement developed from an FBA?

   B) Briefly define each of the 4 terms.

5. Briefly compare and contrast a "Practical FBA" and a "Comprehensive FBA".

6. Read the following scenario and answer the questions regarding Barry.

Barry walks into the room – Joe and Mary begin giggling and pointing at him. Barry shouts "shut up butt holes!" Joe and Mary immediately turn around. As Barry approaches his desk, Sarah is sitting in his seat talking to a neighbor. Barry threatens "get out of my seat now or I'll jam this pencil in your ear!" Sarah immediately leaves the seat and moves away. This is more likely to occur when Barry has stayed at his grandparent's house for the weekend.

A. Define Barry's problem behavior.

_____

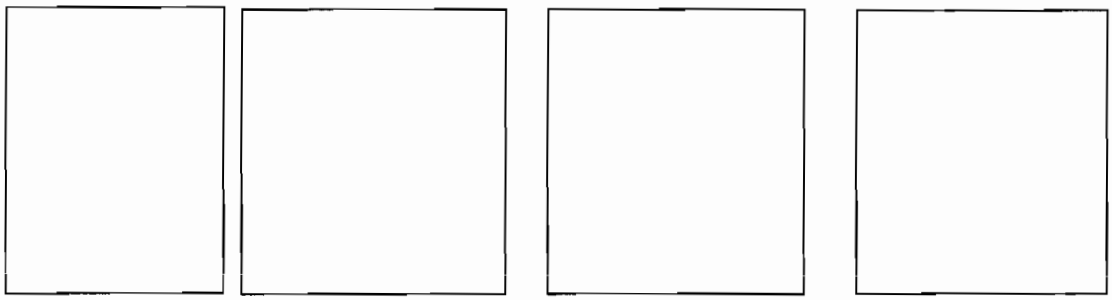
B. Identify an antecedent for Barry's behavior

C. Describe the typical consequence of Barry's behavior

D. Based on the scenario above: What do you "hypothesize" is the function of Barry's behavior?

_____

E. Complete a behavioral summary/hypothesis statement of Barry's behavioral function



7. Marilyn is nine years old and has a long history of whining. Whining is most likely to occur when Marilyn is asked to do difficult tasks, and appears to be maintained by escape from those difficult tasks. The overall likelihood of whining increases if Marilyn is fatigued or has had a poor night's sleep. Given this description with "whining" as the behavior of concern, identify the following behavioral elements:

   A. Define Marilyn's behavior (in such a way that others can record her behavior):

   B. Identify the function of her behavior:

   C. Identify the setting events for her behavior:

8. Use the example form below to determine: What is the targeted routine in which Jason's problem behaviors occur?

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

Student: Jason Grade 3 Date: _____
Staff Interviewed: _____ Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school
Academic strengths - Excellent Language and Math Skills
Social/Recreational - Wants to have friends

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.
BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
	Morning Check in/ Ms. Jones	Low (1) 2 3 4 5 6 High	Sometimes talking to peers	Redirection
	Reading/ Ms. Jones	(1) 2 3 4 5 6		
	Transition/ Mr. Abram	1 2 (3) 4 5 6	Swears, teases other students	Given detention
	Gym/or Art/ Ms. Williams	1 (2) 3 4 5 6		
	Lunch/ Lunch supervisors	1 2 3 4 5 (6)	Swears, teases students	Given warning, lunch detention
	Recess/ Recess Supervisors	1 2 3 4 5 (6)	Swears, teases students	Detention, call home
	Math/ Ms. Jones	(1) 2 3 4 5 6		
	Social Studies/ Ms. Jones	(1) 2 3 4 5 6		
	Mixed Lang Arts/ Mr. Abram	1 (2) 3 4 5 6		
	Recess/ Recess Supervisors	1 2 3 4 5 (6)	Swears, teases students	Detention, call home
		1 2 3 4 5 6		

9. Complete the Summary of Behavior Statement (in the dashed box) within the form below:

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
Math & Science with Mr. Burns	Verbal Outbursts- loudly swearing

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 3*)		Follow Up Questions – *Get as Specific as possible*
__1_ a. task too hard	__g. large group instruction	If a,b,c,d or e - describe task/demand in detail: __Problems that require him to do multiple steps or repetitive tasks, long assignments
___ b. task too easy	__h. small group work	If f - describe purpose of correction, voice tone, volume etc.
_2__ c. bored w/ task	__i. independent work	_____
___ d. task too long	__j. unstructured time	If g, h, I, j or k - describe setting/activity/content in detail
___ e. physical demand	__k. transitions	_____
___ f. correction/reprimand	__l. with peers	If l – what peers? _____
___ Other _____	_m. isolated/ no attn	If m – describe -
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 ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ _____ ___ g. avoid adult attention ___ h. avoid peer attention _1__ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? If c,d, e, or f -- What specific items, activities, or sensations are obtained? If g or h – Who is avoided? _____ Why avoiding this person? If i, j, or k- Describe specific task/activity/sensation avoided? **Long tasks** Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? **Tasks with multiple steps, application questions that requires problem solving** 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 _X_ not sure __ Other_____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure 1 2 3 4 5 100% Sure/No Doubt 6

APPENDIX C

FACTS INTERVIEW FOR TEACHERS & STAFF

For Teachers/Staff: 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		

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		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

___ Tardy ___ Fight/physical Aggression ___ Disruptive ___ Theft
___ Unresponsive ___ Inappropriate Language ___ Insubordination ___ Vandalism
___ Self-injury ___ Verbal Harassment ___ Work not done ___ Other _____

Describe prioritized problem behavior(s) in observable terms: _____
_____

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others?	**Y N** **If Yes, refer case to behavior specialist**

Adapted by S.Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

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 3*)		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 attn	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 ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided?
___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 ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If g or h – Who is avoided? _____ Why avoiding this person? 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 using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure					100% Sure/No Doubt
1	2	3	4	5	6

Adapted by S.Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

APPENDIX D

FUNCTIONAL ASSESSMENT CHECKLIST FOR STUDENTS

For Students: Functional Assessment ChecklisT for Students (FACTS-Part A)

Student: _____ Grade _____ Date: _____
Interviewer: _____

Strengths: Identify some things that you like to do, that you are interested in, or that you are good at
In Class/at School - _____
Out of school- _____
Other - _____

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

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	What happens when you do this 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		

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 more than 2 routines where problem behaviors occur, refer case to behavior specialist.****

BEHAVIOR(s): What are some things you do in <identify routine above> that get you in trouble? Rank:

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Self-injury	___ Verbal Harassment	___ Work not done	___ Other _____

Describe what the problem behavior(s) look like: _____

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?			
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?			
Behavior is immediate danger to self and others?	**Y**	**N**	**If Yes, refer case to behavior specialist ****

Adapted by S. Loman (2009) from C. Borgmeier (2005): March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Functional Assessment ChecklisT for Students (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 stronges 3t*)	Follow Up Questions – *Get as Specific as possible*
___ a. when I'm not sure what to do or there is nothing to do ___ b. my classmates are bugging me ___ c. I sit by a certain classmate ___ d. when I work alone ___ e. teacher tells me what to do or not do ___ f. teacher gives me work that's too hard ___ g. work is too boring or too long ___ h. when work is too easy ___ i. when I need to talk to teacher or need help ___ j. Other. describe _____	**If b or c** -- what classmates? _____ **If d** – what work do you do alone that leads to problem? **If e** –what don't you like about how the teacher tells you **If f, g, h** – describe what is too hard/easy/long/boring? What assignments or activities? **If i** –why do you need to talk to the teacher?

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/ to talk to me ___ b. get peer attention/get peers to look /talk/laugh at me ___ c. get preferred activity/ something I like to do ___ d. get money/things ___ e. get other. describe _____ ___ f. avoid work that's too hard ___ g. avoid activities I don't like ___ h. avoid boring or easy work ___ i. avoid peers I don't like ___ j. avoid adults I don't want to talk to ___ k. avoid adults telling me what to do ___ l. avoid other, describe _____	**If a or b** -- Whose attention is obtained? _____ How is the attention provided? _____ **If c or d** -- What specific items or activities are obtained? **If f, g or h** – Describe specific task/ activity avoided? _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N **If i, j or k** -- Who is avoided? _____ Why avoiding this person?

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 using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

Adapted by S. Loman (2009) from C. Borgmeier (2005); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

APPENDIX E

ABC RECORDING 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:
4		☐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:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		☐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:
6		☐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:
7		☐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:
8		☐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:
9		☐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:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		☐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:
11		☐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:
Summary Statement		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure					100% Sure/No Doubt
1		2	3	4	5 6

Modified by S.Loman from R. Van Norman (2007).

APPENDIX F

SUMMARY OF BEHAVIOR TABLE

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
Setting Event:	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

APPENDIX G

FBA PROCEDURAL ADEQUACY CHECKLIST

Participant #: _____

1. FACTS parts A & B completed with a staff member who works with the student during routines where problem behavior occurs? Yes OR No

2. Problem behavior was defined in observable and measurable terms? Yes OR No

   Operational definition of the problem behavior?

   _____

3. Was a routine prioritized for direct observations? Yes OR NO

   Routine where observations conducted? _____

4. An antecedent event was defined as triggering the problem behavior? Yes OR No

   Antecedent event identified: _____

5. Only ONE prioritized maintaining function of the problem behavior was identified? Yes Or No

   Maintaining function of the problem behavior identified:

APPENDIX H

ACCEPTABILITY RATING QUESTIONNAIRE

Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. The "Practical FBA" training you received equipped you for conducting an FBA in your school.	1	2	3	4	5	6
2.I will use these FBA procedures again with another student for whom an FBA would be appropriate.	1	2	3	4	5	6
3.I would suggest this training to other school professionals needing to learn to conduct FBA.	1	2	3	4	5	6
4.The tools used within this FBA process were relatively easy to use.	1	2	3	4	5	6
5.I will use the FACTS interview with teachers when conducting my next FBA.	1	2	3	4	5	6
6.I will use the student-guided FACTS with students when conducting my next FBA.	1	2	3	4	5	6
7.I will use the ABC observation form when conducting my next FBA.	1	2	3	4	5	6
8.I feel confident that I can conduct an FBA that will inform interventions for a student.	1	2	3	4	5	6
9.The time spent in completing the FBA was reasonable.	1	2	3	4	5	6
10.Overall, the experience in using "Practical FBA" was beneficial for me.	1	2	3	4	5	6

APPENDIX I

FBA TASK TIME LOG

Task	Date(s)	Start Time(s)	End Time(s)	Total Time
Scheduling FACTS with teacher(s)				
Conducting FACTS with teacher(s)				
Conducting student-guided FACTS				
Observing Student Behavior using ABC form(s)				
Completing Summary Statements				
Other related tasks: _____				

APPENDIX J

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 1

This form was completed to determine whether the functional hypothesis statements generated by school professionals trained by the Practical FBA training match results from functional analysis conditions.

1. Background Information:

   Student grade level: 2nd # of students in setting/class: 24

   Other information:

   She receives occupational therapy services under a 504 plan, but is at grade level in all academic areas.

   Her strengths are: Reading and cheerful personality

2. The Final Summary of Behavior based on the Practical FBA was:

Routine: Math (9:00-9:50)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Unknown	During large, small group, or independent classroom activity.	Looks around, Ignores instructions, does not complete work (or works very slowly), fiddles with objects and talks with peers.	She gets ignored and doesn't complete the work. **Function:** Escape completing the (math) work.

3. Summary of functional analysis conditions:

Based on the interviews and observations conducted, the target routine was identified as independent work during math (9:00 to 9:30 a.m.).

The conditions were conducted in the classroom setting with the classroom teacher providing instruction from 9:00 to 9:30 a.m.

Activities for Control Condition (Preferred activities)	Activities for Attention Condition (Typical class activity)	Activities for Escape Condition (Typical class activity)
Connect the dots activities, Word searches	Double-digit addition & subtraction problems with regrouping (practice and word problems)	Double-digit addition & subtraction problems with regrouping (practice and word problems)

The student was provided with a choice of several activities to choose from for the control condition:

Student chose connect the dots and word searches as the most preferred activities.

Student chose drawing as the least preferred activity.

Operational Definition of Target Behavior for Functional Analysis Observations:

1. Looks around: Student looks away from the work for more than 5 seconds.

2. Fiddles with objects- plays with pencils and papers and not working on assignment for more than 5 seconds.

3. Talks to other students

Functional Analysis Conditions for Student #1

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you do this worksheet (that she selected before the condition)." 2. Student presented with the worksheet. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
Procedures for condition explained to the student	Typical math class activity at seat with peers	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 1. Introduction: "I want you to do the class activity at your seat." 2. Researcher will then move 10 ft away from student 3. If student engages in target behavior, the researcher will approach the student and provide the student with 5 seconds of adult attention 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Procedures for condition explained to the student	Typical math class activity at seat with peers	Ignore problem behavior. Allow her to escape the task.
Procedure: 1. Introduction: "I want you to work on your class activity at your seat." 2. The researcher will move at least 10 feet away and provide no attention with no prompts related to completion of the assignment throughout the condition. 3. Any time the student engages in the target behavior, the researcher will ignore problem behavior. 4. The next trial will start following the recording of problem behavior.		

Functional Analysis Observation Form

Participant: 1 **Observation #1**

Target Behavior(s): Operational Definitions for Observations:

1. Looks around: Student looks away from the work for more than 5 seconds.
2. Fiddles with objects- plays with pencils and papers and not working on assignment for more than 5 seconds.
3. Talks to other students

Partial Interval Recording

Mark each square with an "X" for engaging in the target behavior during that trial/interval, or an "O" if the target behavior does not occur during that trial/interval.

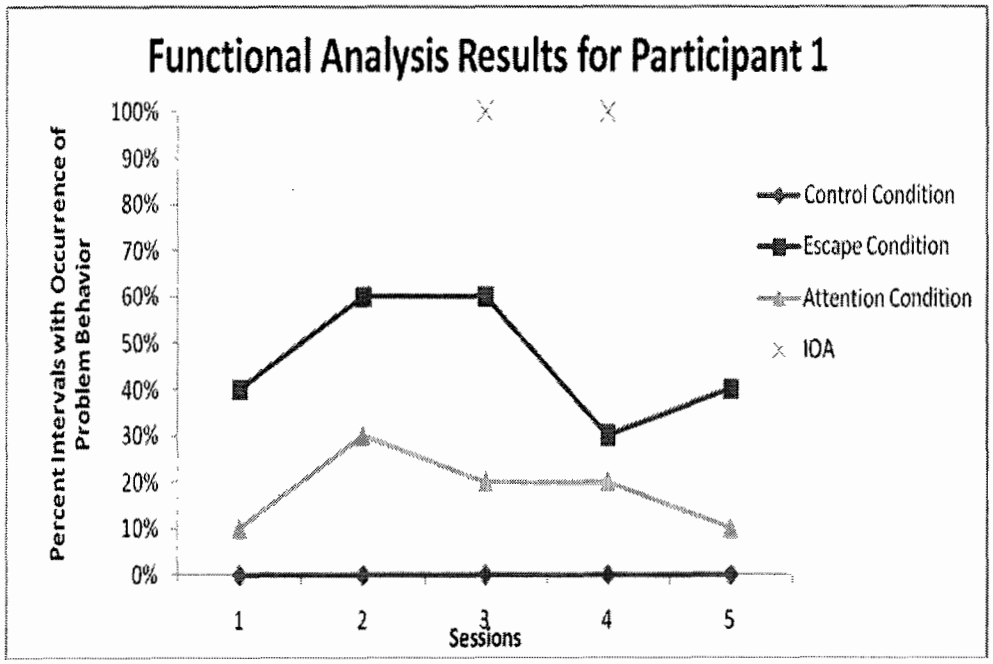
Observer: _____ Date: _____ Time: _____

		Trial										
	Condition	1	2	3	4	5	6	7	8	9	10	**Total**
1	**Control**											
2	**Attention**											
3	**Escape**											

Each trial will last 30 seconds, or until the identified student engages in the target behavior—when the student engages in the target behavior, the researcher will respond immediately as required within each condition.

Following the occurrence of a problem behavior, each new trial will start 3 seconds after the researcher has finished providing the required response to the target behavior and directed the student to continue the activity.

4. Graph of functional analysis results:



5. Based on the information presented, the function of the behavior for Participant 1 is:

Escape Math work (Practical FBA hypothesis verified)

APPENDIX K

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 2

This form was completed to determine whether the functional hypothesis statements generated by school professionals trained by the Practical FBA training match results from functional analysis conditions.

1. **Background Information:**

   Student grade level: 3rd # of students in setting/class: 22

   Other information:

   He does not currently have an IEP. He is at or above grade level in all academic areas.

   His strengths are reading, math, and art.

2. The Final Summary of Behavior based on the Practical FBA was:

Routine: Reading (10:00-10:30) OR Math (1:15-1:55)

Setting Event	Antecedent	Behavior	Outcome/Consequence
The student comes to school with illness or lack of sleep or break in routine	When he is assigned independent seat work during large group reading/math	Does not complete work, refuses to complete work by calling out and whining	Teacher redirects and/or he must stay in for recess with the teacher. **Function:** Access attention from the teacher (1 on 1)

3. Summary of functional analysis conditions:

Based on the interviews and observations conducted, the target routine was identified as independent seat work during reading (9:00 to 10:30) and/or math (1:15 to 1:55). Per teacher request, functional analysis conditions were conducted in a small room where the researcher worked 1 on 1 with the student (under observation of data collectors) .

Activities for Control Condition (Preferred activities)	Activities for Attention Condition (Easy Math Activity)	Activities for Escape Condition (Difficult or less preferred math activity)
Math games using dice and base 10 blocks	Basic math facts (addition, subtraction)	Math story problems, subtraction with regrouping

The student was provided with a choice of several activities to choose from for the control condition:

Student chose math games as the most preferred activities.

Student chose drawing as the least preferred activity.

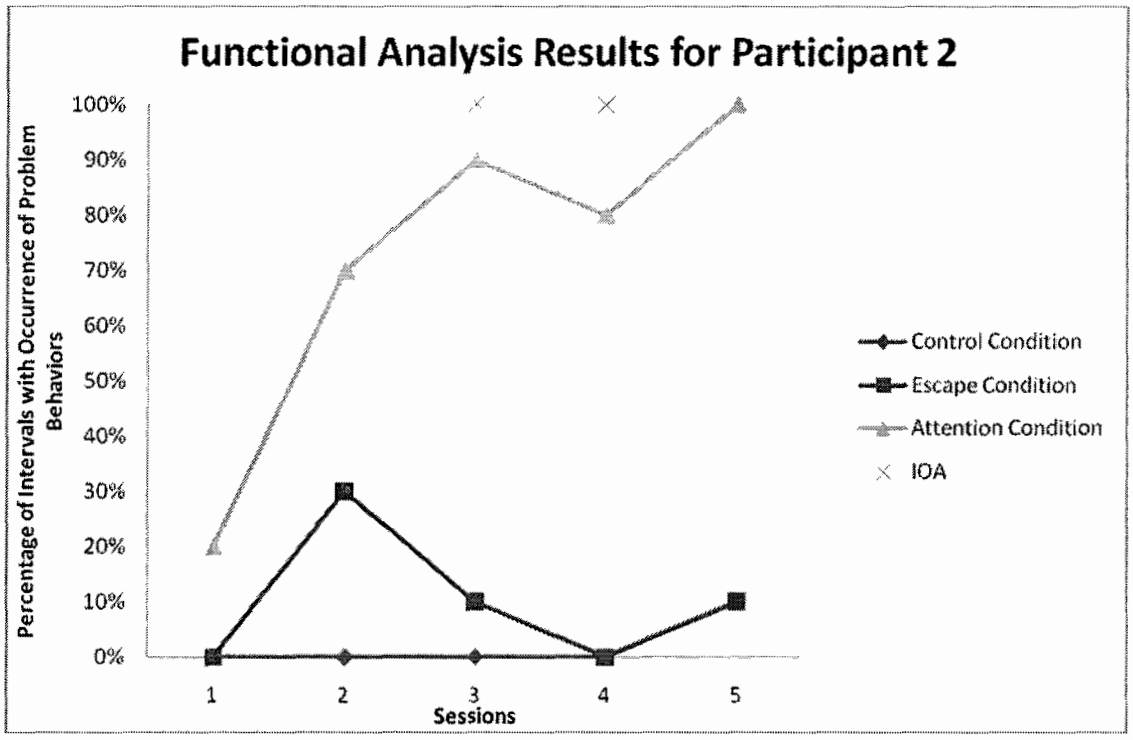
Operational Definition of Target Behavior for Functional Analysis Observations:

1. Talking out – talking to complain about task OR demand help
2. Out of seat- standing/walking away from task OR laying on the ground.
3. Work not completed- Head down and not working on the activity

Functional Analysis Conditions For Participant #2

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (e.g. worksheet that student can complete with over 90% accuracy)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you do _____ task" 2. Student presented with the _____task. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break	Easy worksheet (over 90% accuracy)—no attention—adult 10 feet away	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 1. Introduction: "I want you to do this worksheet." 2. Researcher will present the activity and then move 10 ft away from student 3. If student engages in target behavior, the researcher will approach the student and provide the student with 5 seconds of adult attention 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Desired activity on break	Difficult worksheet (less than 60% accurate) with 1:1 attention	Remove task for 10 seconds with no attention
Procedure: 1. Introduction: "I want you to work on this worksheet, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds. 2. The researcher will provide 1:1 attention with ongoing prompts related to completion of the assignment every 3-5 seconds throughout the condition. 3. Any time the student engages in the target behavior , the researcher will say, "Let's have a 10 second break" and remove the worksheet for 10 seconds without providing the student any further attention. 4. The next trial will start following the 10-second break after the student is redirected.		

Graph of functional analysis results:



5. Based on the information presented, the function of the behavior for Participant 2 is:

   Access Adult Attention (Practical FBA hypothesis verified)

APPENDIX L

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 3

The student is a Fourth grade student in a general education classroom with 21 students. He is at grade level in all academic activities.

His strengths are : Math, likes to help the teacher

The Final Summary of Behavior based on the FBA was:

Routine: Math (12:30-1:30)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Bus Stop Conflicts	During large group and independent math instruction	Talks out, blurts out, corrects other students	Reminded by teacher to get on task **Function:** Access Adult Attention

Functional Analysis Conditions:

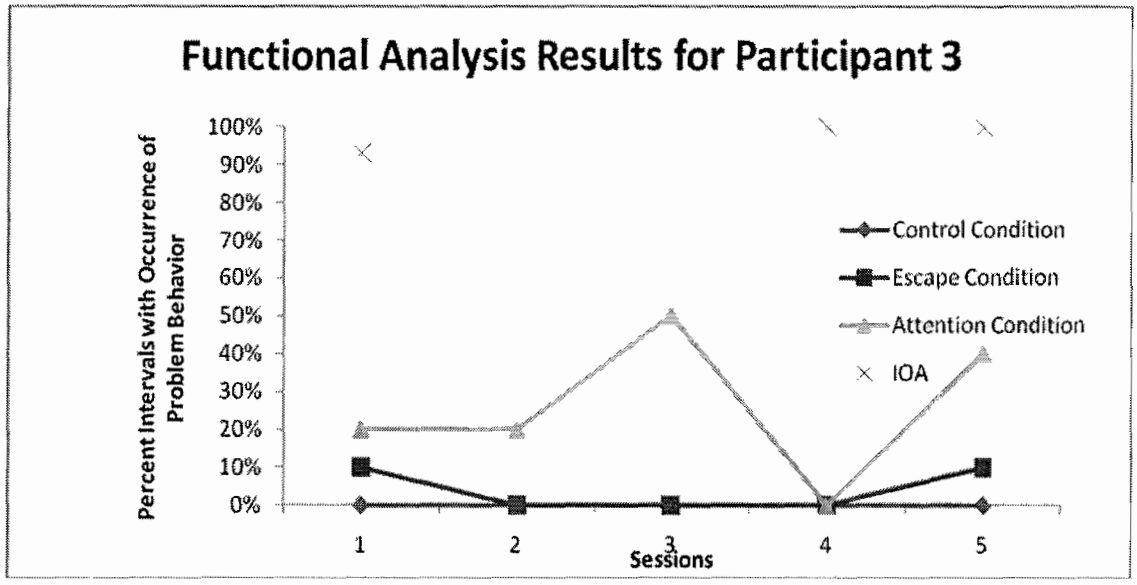
Based on the interviews and observations conducted, the target routine was identified as independent work during math (12:30- 1:00).

Activities for Control Condition (Preferred activities)	Activities for Attention Condition (Class Math Activities)	Activities for Escape Condition (Class Math Activities)
Word searches	1-and 2-digit multiplication, decimals, fractions, rounding decimals into percentages	1 and 2-digit multiplication, decimals, fractions, rounding decimals into percentages

Functional Analysis Conditions For Participant #3

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you do this worksheet" 2. Student presented with the worksheet. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break	Class math activity during large group independent work time.	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 1. Introduction: "I want you to work on your class activity. If you want to show me something or have a question just let me know." 2. Researcher will present the activity and then move 10 ft away from student. 3. If student engages in target behavior, the researcher will approach the student and provide the student with 5 seconds of adult attention 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Desired activity on break	Class math activity during large group independent work time	Remove task for 10 seconds with no attention
Procedure: 1. Introduction: "I want you to work on this activity, I will right here next to you. If I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds. 2. The researcher will provide 1:1 attention with ongoing prompts related to completion of the assignment every 3-5 seconds throughout the condition. 3. Any time the student engages in the target behavior , the researcher will say, "Let's have a 10 second break" and remove the worksheet for 10 seconds without providing the student any further attention. 4. The next trial will start following the 10-second break after the student is directed to get back to work.		

Graph of Functional Analysis Results:



Based on the information presented, the function of the behavior for Participant 3 is:

Access Adult Attention(Practical FBA hypothesis verified)

APPENDIX M

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 4

The student is a 2nd grade student in a general education classroom with 16 students. He does not currently have an IEP. His strengths are reading, math, and helpful in classroom setting

The Final Summary of Behavior based on the FBA was:

Routine: Library Time (outside of regular classroom; 1:45 to 2:10)

Setting Event	Antecedent	Behavior	Outcome/Consequence
None noted	Unstructured activities outside of the regular classroom structure	Makes noises, yells, and puts hands and feet on other students.	Peers tell him to stop **Function:** Access attention from peers

Functional Analysis Conditions: Based on the interviews and observations conducted, the target routine was identified as unstructured time during music and library time. The functional analysis conditions will be conducted during music or library time within those environments.

Activities for Control Condition (Preferred Activity)	Activities for Attention Condition (Typical library activity)	Activities for Escape Condition (Typical library activity)
Drawing, Board game	Allow student to do library/music activities unassisted by researcher with attention by the researcher only provided when target student engages in problem behavior.	Allow student to do library/music activities with some assistance from the researcher. When he engages in problem behavior he is asked to "take a break" (i.e., have a seat for about 10 seconds with no attention from researcher o r peers).

Functional Analysis Conditions For Participant #4

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity	Ignore problem behavior

Procedure:

5. Introduction: "I'll help you while you do this activity."
6. Student presented with the preferred activity.
7. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds.
8. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.

Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break. Procedures explained	Library Activity	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)

Procedure:

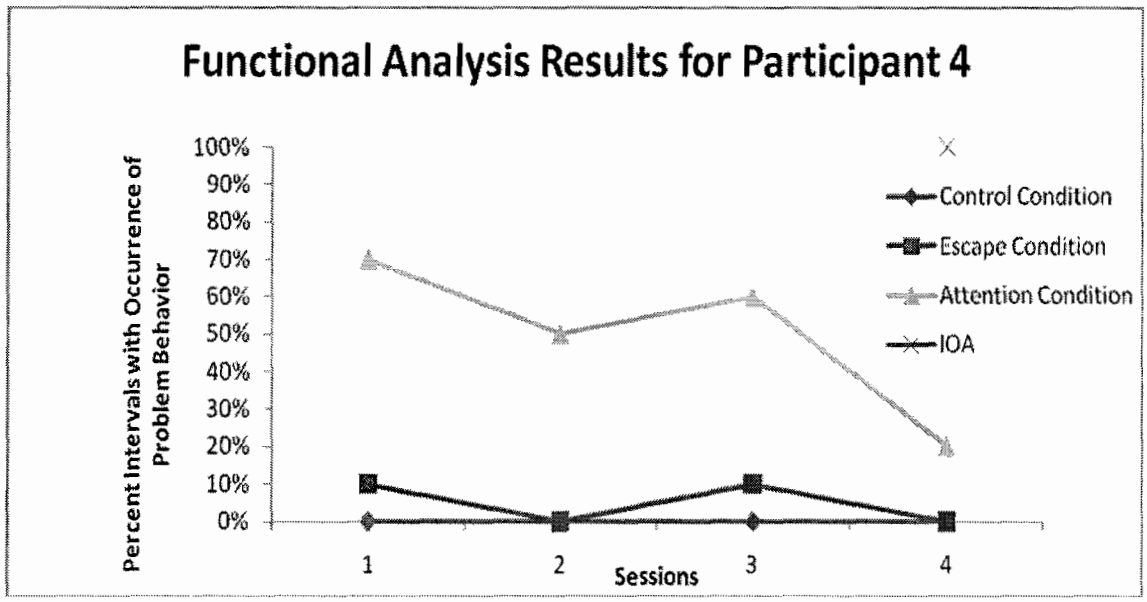
9. Introduction: "I want you to join the rest of the class and do what you are supposed to be doing."
10. Researcher will then move 10 ft away from student
11. If student engages in target behavior and/or bothers other peers, the researcher will approach the student and provide the student with 5 seconds of adult attention of why it is important to do what the class is doing.
12. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.

Escape Condition		
Setting Event	Antecedent	Consequence
1 minutes break. Procedures explained.	Library Activity	Student is asked to take a break and sit at a desk away from peers and with no attention from researcher for 10 seconds

Procedure:

13. Introduction: "I want you to work on this worksheet, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds".
14. The researcher will sit in close proximity to the student and provide attention to the student every 10 seconds throughout the condition.
15. Any time the student engages in the target behavior, the researcher will say, "Let's have a 10 second break" and ask the student to sit away from peers for 10 seconds without providing the student any further attention.
16. The next trial will start following the 10-second break after the student is directed to get back to work.

Functional analysis graph:



Based on the information presented, the function of the behavior for Participant 4 is:

Access Peer Attention (Practical FBA hypothesis verified)

APPENDIX N

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 5

The student is a 2nd grade student in a general education classroom with 23 students. He does not currently have an IEP. His strengths are reading, writing, and math; great sense of humor.

The Final Summary of Behavior based on the FBA was:

Routine: Activities that involve whole group instruction with peers (teacher is teaching in front of the class). Math

Setting Event	Antecedent	Behavior	Outcome/Consequence
None noted	Large group activities with other students in close proximity.	Makes faces (opens his mouth, rolls tongue, spits pencils, fingers in his nose), Talks to other students	Peers look at him, talk to him and laugh **Function:** Access attention from peers

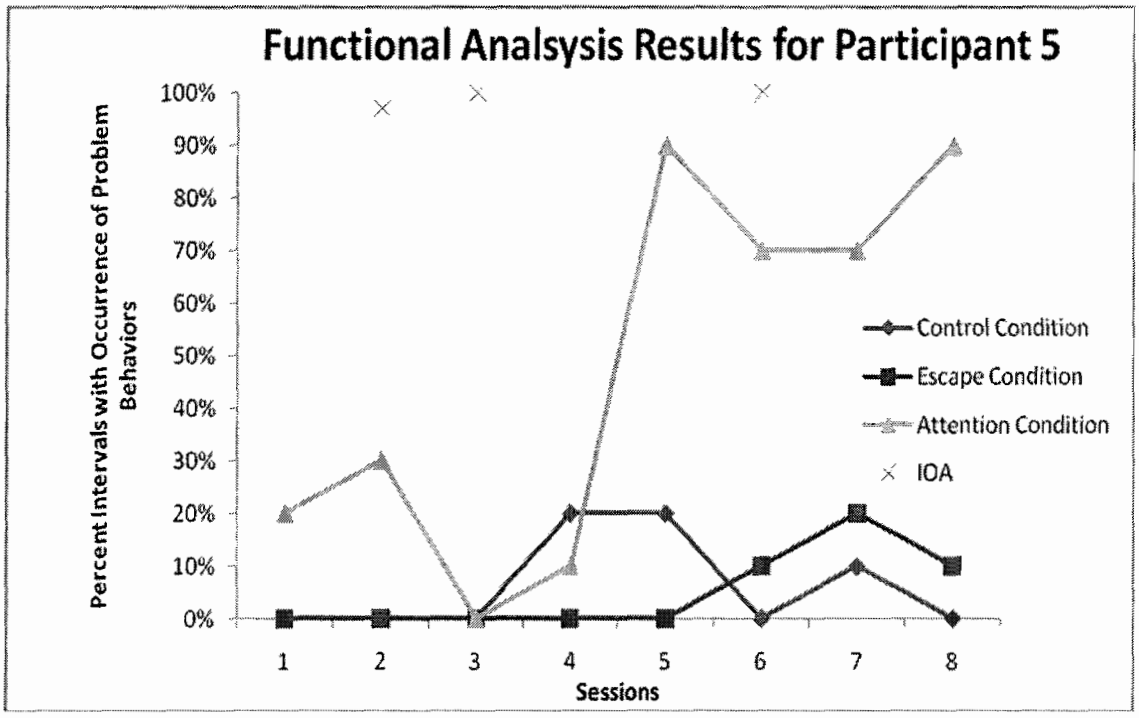
Functional Analysis Conditions: Based on the interviews and observations conducted, the target routine was identified as small group time during small group time (10:15-10:30). Per teacher request the conditions were conducted out of class with two peers that he liked.

Activities for Control Condition (Easy activities working with peer partners)	Activities for Attention Condition (Easy activity working independently)	Activities for Escape Condition (Same type of activity as Attention with the researcher only)
Student completes word searches with peers within a small group guided by the researcher.	Have student working by himself on an easy activity. Researcher works with 2 peers together at a separate table.(Adding w/ regrouping)	Have student working on same type of activity with the researcher only. (Adding with regrouping)

Functional Analysis Conditions For Participant #5

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Working with peers and researcher on an easy activity (e.g., word search)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you do the word search" 2. Student presented with the task. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break…limited attention on break. Procedures explained.	Researcher works with 2 peers on an easy activity. Target student works by himself on same activity	Contingent attention. If exhibits target behavior(s) researcher will provide him with attention for 5 seconds.
Procedure: 1. Introduction: "I want you to work on this activity while I work with the rest of the group on that table." 2. Researcher will then move 10 ft away from student and work with 2 other peers. 3. If student engages in target behavior, the researcher will approach the student to provide the student with 5 seconds of adult attention. 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Procedures explained.	Student works with researcher and is asked to do a similar task as attention condition.	The work is taken away from the student and the student is to take a 10-second break.
Procedure: 1. Introduction: "I want you to work on this worksheet, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds". 2. The researcher will provide prompting and attention to the student every 10 seconds throughout the condition. 3. Any time the student engages in the target behavior , the researcher will say, "Let's have a 10 second break" and ask the student to sit away from peers for 10 seconds without providing the student any further attention. 4. The next trial will start following the 10-second break after the student is directed to get back to work.		

Functional Analysis graph:



Based on the results: Access Attention (Practical FBA hypothesis statement confirmed)

APPENDIX O

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 6

The student is a Kindergarten student in a general education classroom with 17 students. He receives speech and language services, but is at grade level in all academic activities.

His strengths are : Knows initial sounds & likes reading

The Final Summary of Behavior based on the FBA was:

Routine: Reading (9:00) OR Math (10:30-11:00)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Unknown	During large or small group time when student is sitting with other students or an adult.	Makes loud noises, touches others, plays with items, looks around (off-task)	Peers or adults will respond to his behavior and give him attention **Function:** Access attention from the adult (and peers to ultimately get the attention of the adult)

Functional Analysis Conditions:

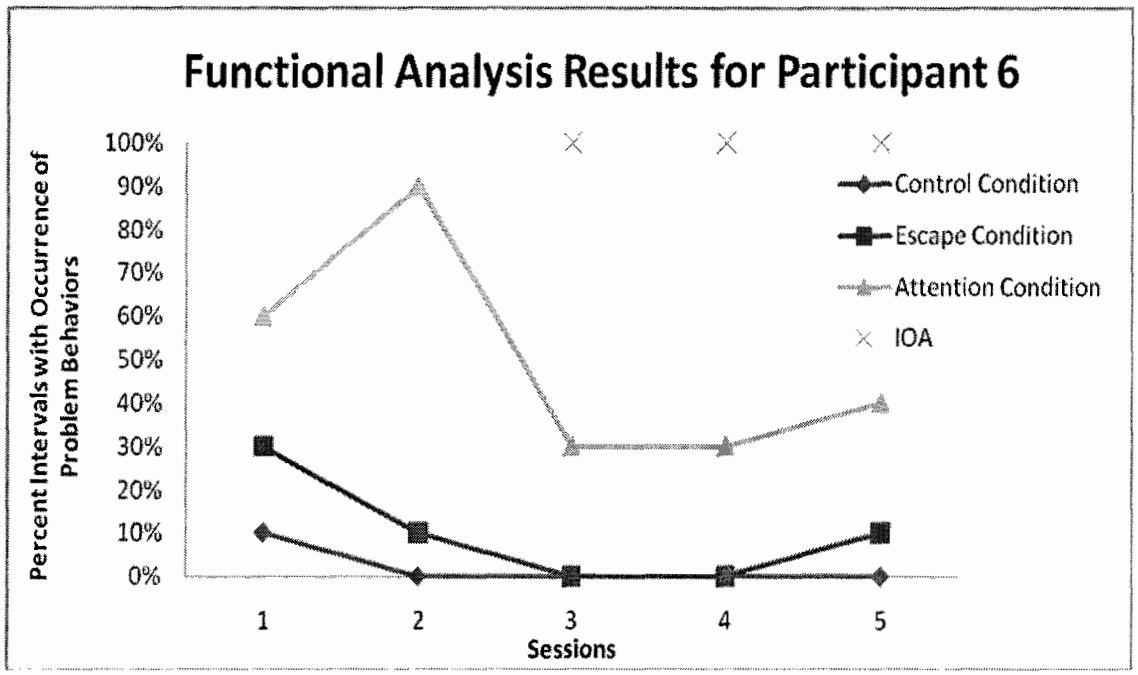
Based on the interviews and observations conducted, the target routine was identified as large or small group work during reading (9:00 to 10:00) and/or math (10:30 to 11:00). Per teacher request the functional analysis conditions will be conducted with the researcher during math (10:30 to 11:00) in a small desk in the back of the room or in a room connected to the classroom (with a partition).

Activities for Control Condition(Preferred activities)	Activities for Attention Condition(Easy activities >90% accuracy)	Activities for Escape Condition(Less preferred/difficult activities <60% accurate)
1. Building with Blocks 2. Working with unifix cubes 3. Drawing	1. Phonics activities 2. Worksheets on phonics and reading	1. Reading CVC words from a list 2. Writing/handwriting activities 3. Math worksheets

Functional Analysis Conditions For Participant #6

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you do _____ task" 2. Student presented with the _____task. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break	Easy worksheet (from table above) no attention—adult 10 feet away	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 1. Introduction: "I want you to do this activity." 2. Researcher will present the activity and then move 10 ft away from student 3. If student engages in target behavior, the researcher will approach the student and provide the student with 5 seconds of adult attention 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Desired activity on break	Difficult activity (less than 60% accurate from table above) with 1:1 attention	Remove task for 10 seconds with no attention
Procedure: 1. Introduction: "I want you to work on this activity, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds. 2. The researcher will provide 1:1 attention with ongoing prompts related to completion of the assignment every 3-5 seconds throughout the condition. 3. Any time the student engages in the target behavior , the researcher will say, "Let's have a 10 second break" and remove the worksheet for 10 seconds without providing the student any further attention. 4. The next trial will start following the 10-second break after the student is directed to get back to work.		

Functional Analysis Graph:



Based on the results: Function Access Attention (from peers) (Practical FBA hypothesis confirmed)

APPENDIX P

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 7

The student is a 2nd grade student in a general education classroom with 20 students. He does not currently have an IEP. His strengths are reading, vocabulary, and math.

The Final Summary of Behavior based on the FBA was:

Routine: Activities that involves small or large group instruction working with other students (when adult is not in close proximity)

Setting Event	Antecedent	Behavior	Outcome/Consequence
None noted	Large and small group activities with other students in close proximity.	Talks out. Argues or does not follow directions.	**Function:** Access attention from peers (and adult; peer preferred)

Functional Analysis Conditions: Based on the interviews and observations conducted, the target routine was identified as small group time during small group time (8:20 to 8:45).

Activities for Control Condition (Easy activities working with peer partners)	Activities for Attention Condition (Easy activity working independently)	Activities for Escape Condition (Activity with the researcher only)
Student works with peers within a small group guided by the researcher.	Have student working by himself on an easy activity. Researcher works with 2 peers together at a separate table.	Have student working on activity (difficult for the student) with the researcher and peers. DOL activities, Writing (Journal activities)

Functional Analysis Conditions For Participant #7

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Working with peers and researcher on an easy activity (e.g., short game)	Ignore problem behavior

Procedure:

1. Introduction: "I'll help you while you do _____ task"
2. Student presented with the _____task.
3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds.
4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.

Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break	Researcher works with 2 peers on an easy activity. Target student works by himself on same activity (at least 5 feet away)	Contingent attention. If exhibits target behavior(s) researcher will tell all of the students to look at him and researcher will provide him with attention for 5 seconds.

Procedure:

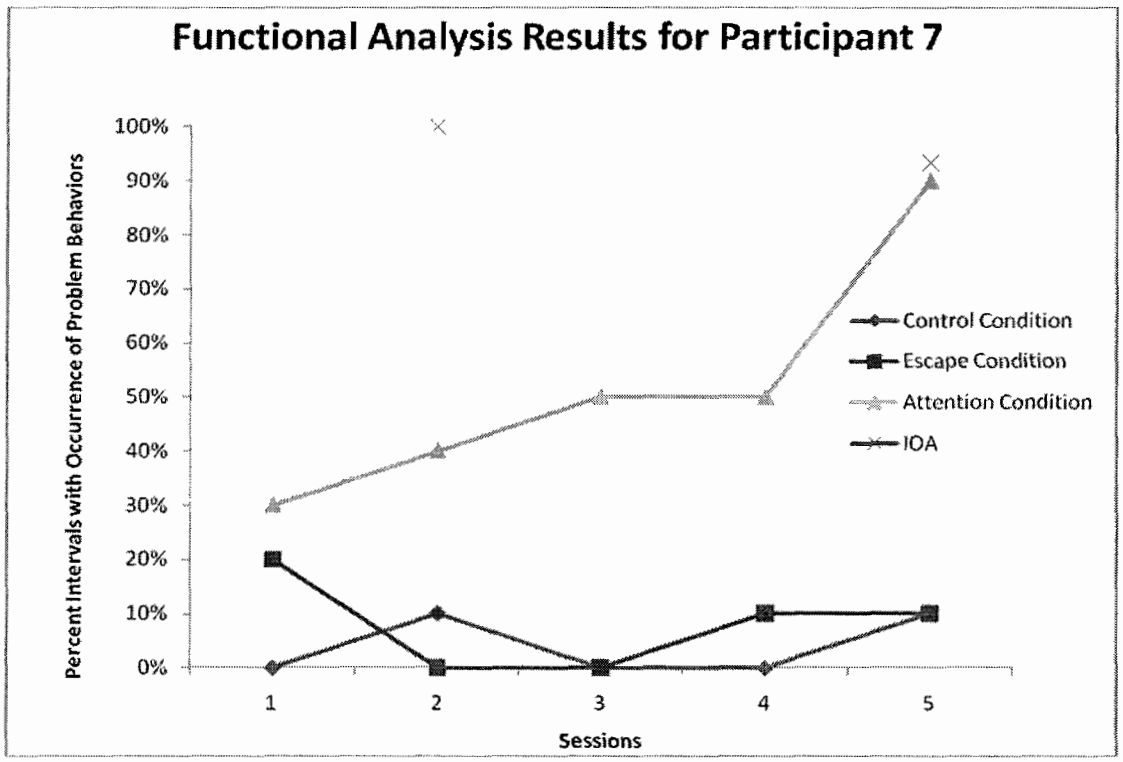
1. Introduction: "I want you to work on this activity while I work with the rest of the group on that table."
2. Researcher will then move 5 ft away from student and work with 2 other peers.
3. If student engages in target behavior, the researcher will approach the student to provide the student with 5 seconds of adult attention.
4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.

Escape Condition		
Setting Event	Antecedent	Consequence
Desired activity on break	Student works with researcher only and is asked to perform similar activity as attention condition.	The work is taken away from the student and the student is to take a 10-second break.

Procedure:

1. Introduction: "I want you to work on this worksheet, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds.
2. The researcher will provide attention for the student every 10 seconds throughout the condition.
3. Any time the student engages in the target behavior , the researcher will say, "Let's have a 10 second break" and ask the student to sit away from peers for 10 seconds without providing the student any further attention.
4. The next trial will start following the 10-second break after the student is directed to get back to work.

Functional Analysis Graph:



Based on these results: Function of student behavior is Access Attention (from peers) (Practical FBA hypothesis confirmed)

APPENDIX Q

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 8

The student is a 2nd grade student in a general education classroom with 24 students. She does not receive special services (IEP or 504).

Her strengths are: Math & spelling

The Final Summary of Behavior based on the FBA was:

Routine: Math (1:50 to 2:10)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Unknown	Teacher gives directions/asks questions	Walk up to teacher to ask questions. Blurts out answer.	Teacher engages with the student **Function:** Access Adult Attention

Functional Analysis Conditions:

Based on the interviews and observations conducted, the target routine was identified as math. The conditions will be conducted out of class (per teacher request).

Activities for Control Condition (Preferred activities with 1:1 researcher attention)	Activities for Attention Condition (Class activity alone/away from researcher)	Activities for Escape Condition (Class activity with 1:1 attn from researcher)
Math game/worksheet	Addition and subtraction with regrouping	Addition and subtraction with regrouping

Functional Analysis Conditions For Participant #8

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior

Procedure:

1. Introduction: "I'll help you while you do _____ task"
2. Student presented with the _____task.
3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds.
4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.

Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break—walk around…limited attention on break. Procedures explained.	Class Activity (from table above) no attention—adult 10 feet away	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)

Procedure:

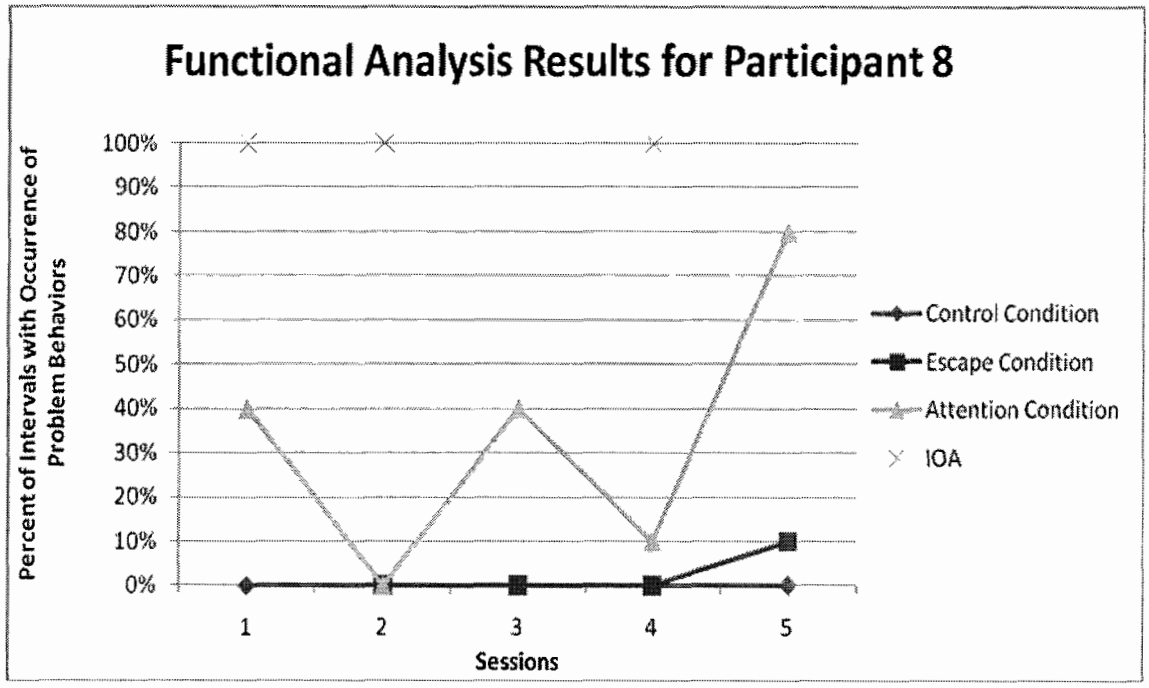
1. Introduction: "I want you to do this activity.."
2. Researcher will leave the room.
3. If student engages in target behavior, the teacher will approach the student and provide the student with 5 seconds of adult attention
4. Following the 5-second interval the student will be directed to return to the activity, the teacher will walk away, and the next trial will begin.

Escape Condition		
Setting Event	Antecedent	Consequence
Procedures explained.	Class activity (task she is asked to do in class) with attention from adult.	Remove task for 10 seconds with no attention

Procedure:

1. Introduction: "I want you to work on this activity, if I think you are having trouble, we'll take a 10-second break. During that break you need to sit quietly and count to 10 seconds.
2. The researcher will provide attention with prompts related to completion of the assignment every 3-5 sec. throughout the condition.
3. Any time the student engages in the target behavior, the researcher will say, "Let's have a 10 second break" and remove the worksheet for 10 seconds without providing the student any further attention.
4. The next trial will start following the 10-second break after the student is directed to get back to work.

Functional Analysis Graph:



Based on the results: The function of the problem behavior was: Access Attention (from adult) (Practical FBA hypothesis statement confirmed)

APPENDIX R

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 9

The student is a 4th grade student in a general education classroom with 24 students. He does not receive special services (IEP or 504)

His strengths are : Reading, math, art, writing, has friends

The Final Summary of Behavior based on the FBA was:

Routine: Reading (12:10 to 12:40)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Unknown	Presented with Reading Task (boring, too easy)	Disrupts the teacher by talking to peers, making disrespectful comments to other students and/or teacher	Peers laugh at him. Removed from group. **Function:** Avoid tasks the he finds less interesting (boring or too easy)

Functional Analysis Conditions:

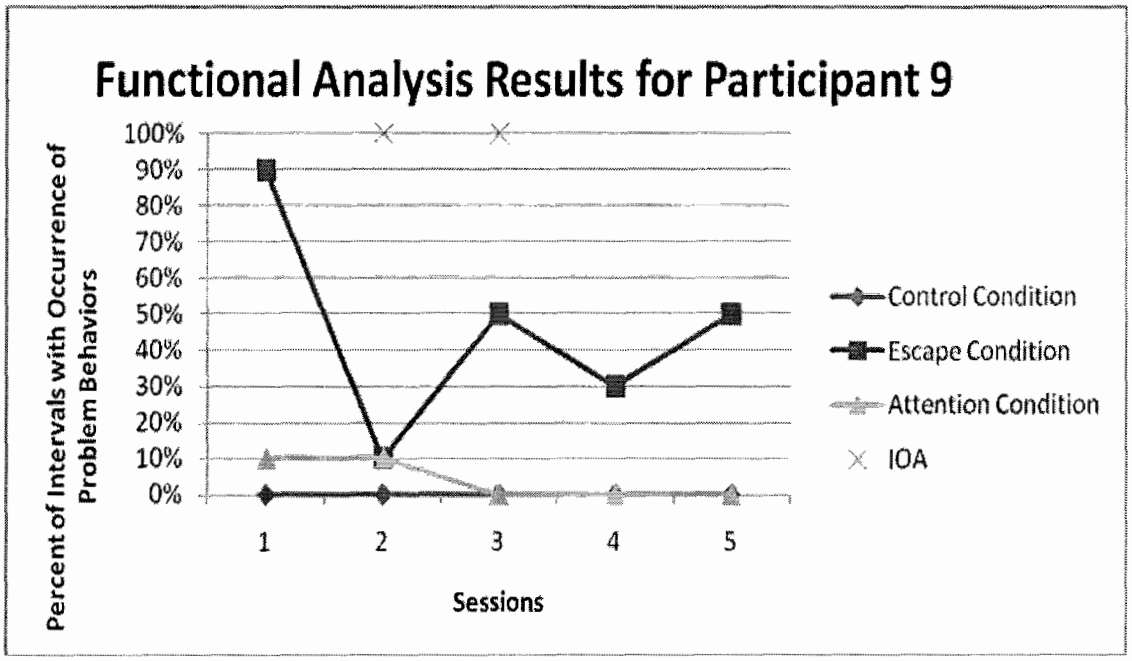
Based on the interviews and observations conducted, the target routine was identified as reading The conditions will be conducted in the classroom setting .

Activities for Control Condition (Preferred activities with researcher near him)	Activities for Attention Condition (Interesting, challenging work/reading away from researcher)	Activities for Escape Condition (Less preferred/regular classroom tasks [textbook assigned readings])
Interesting reading assignment (topics selected by student included architecture, engineering, robotics, and fantasy stories)	Interesting reading assignment (similar to control activities)	Current reading tasks in class

Functional Analysis Conditions For Participant #9

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior
Procedure: 1. Introduction: "I'll help you while you read this article/story." 2. Student presented with the article/story. 3. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 4. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break. Procedures explained.	Interesting article/ worksheet (from table above) no attention—adult 10 feet away	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 1. Introduction: "I want you to do this activity. I will be away doing some work." 2. Researcher will present the activity and then move 10 ft away from student 3. If student engages in target behavior, the researcher will approach the student and provide the student with 5 seconds of adult attention 4. Following the 5-second interval the student will be directed to return to the activity, the researcher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
1 minute break. Procedures explained.	Regular class activity (task he is asked to do in class) with no attention from researcher---10 feet away.	Ignore problem behavior. Allow him to escape the task.
Procedure: 1. Introduction: "I want you to work on your classroom activity, I will be away doing some work". 2. The researcher will provide no attention with no prompts related to completion of the assignment throughout the condition. 3. Any time the student engages in the target behavior, the researcher will ignore the problem behavior. 4. The next trial will start following the recording of the problem behavior.		

Functional Analysis Graph:



Based on these results: The function of the problem behavior is to escape regular class reading activities. (Practical FBA hypothesis confirmed)

APPENDIX S

FUNCTIONAL ANALYSIS COMPARISON FORM FOR STUDENT 10

The student is a first grade student in a general education classroom with 24 students. He does not have an IEP or receive services for academic or social concerns

Her strengths are : Reading, math, very clever and funny

The Final Summary of Behavior based on the FBA was:

Routine: Whole Group Reading (9:30-11:00)

Setting Event	Antecedent	Behavior	Outcome/Consequence
Unknown	When teacher gives class-wide instruction(s)	Talks out, is not following along (e.g., not on same page), plays with clothes/hair, etc.	Teacher corrects him **Function:** Access Adult Attention

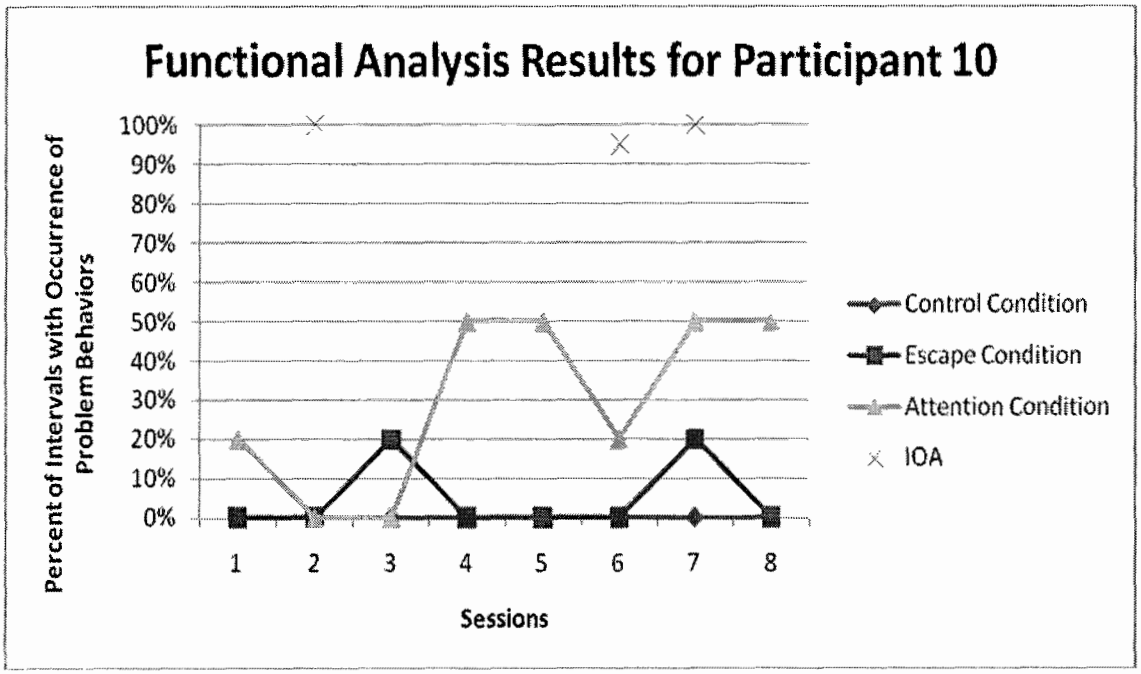
Functional Analysis Conditions:

Based on the interviews and observations conducted, the target routine was identified as whole group instruction during reading (9:30-11:00). The conditions were conducted in the classroom setting.

Activities for Control Condition	Activities for Attention Condition	Activities for Escape Condition
(Preferred activities) Connect the dots, drawing with high attention from researcher	(Typical class activity with group. Researcher away from student)	(Typical class activity with group. Researcher in close proximity providing prompts every 3-5 seconds)

Functional Analysis Conditions For Participant #10

Control Condition		
Setting Event	Antecedent	Consequence
Give attention for 1 minute	Preferred activity (from list in table above)	Ignore problem behavior
Procedure: 5. Introduction: "I'll help you while you do _____ task" 6. Student presented with the _____task. 7. The researcher provides 1:1 attention with ongoing prompts every 3-5 seconds. 8. Any occurrences of the problem behavior will be ignored and the student will continue to receive attention every 3-5 seconds.		
Attention Condition		
Setting Event	Antecedent	Consequence
1 minute break …limited attention on break. Procedures explained.	Typical class activity no attention—adult 10 feet away	Contingent attention. If exhibits target behavior(s) (5 seconds of adult attention)
Procedure: 9. Introduction: "I want you to work with the rest of your class." 10. Researcher will present the activity and then leave the room. 11. If student engages in target behavior, the teacher will approach the student and provide the student with 5 seconds of adult attention, 12. Following the 5-second interval the student will be directed to return to the activity, the teacher will walk away, and the next trial will begin.		
Escape Condition		
Setting Event	Antecedent	Consequence
Procedures explained.	Typical class activity with attention from researcher..adult in close proximity	Ignore problem behavior. Allow him to escape the task.
Procedure: 13. Introduction: "I want you to work on this activity with your class." 14. The researcher will sit in close proximity and provide attention and prompts related to completion of the assignment every 3-5 seconds throughout the condition. 15. Any time the student engages in the target behavior, the researcher will ignore the problem behavior and allow the student to escape the activity.		



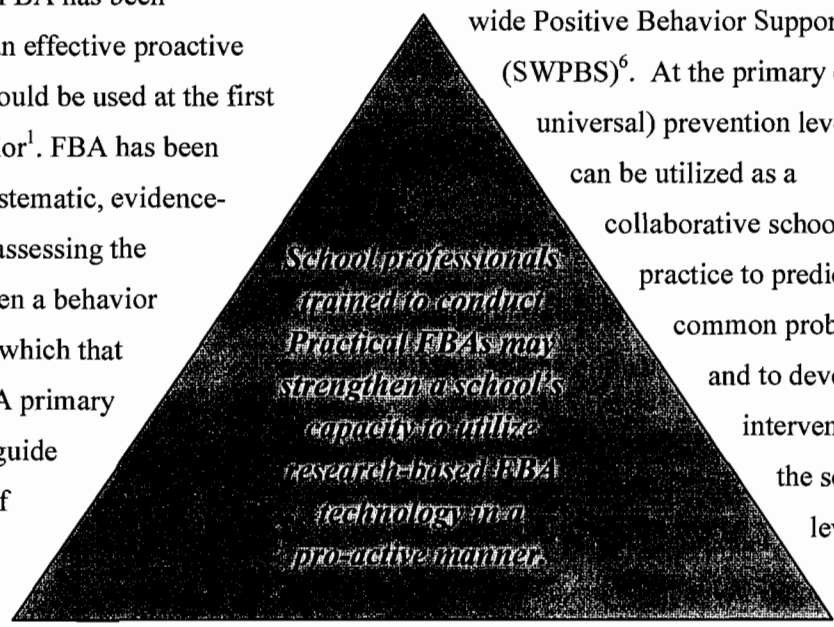
Based on the results: **The function of the problem behavior is to Access Attention (from adult) (Practical FBA hypothesis confirmed)**

APPENDIX T

PRACTICAL FBA MANUAL FOR PARTICIPANTS

Functional Behavioral Assessment and Positive Behavior Support

Functional Behavioral Assessment is not a process intended to increase the already overwhelming paperwork educators must complete. Rather, FBA has been recommended as an effective proactive technology that should be used at the first signs of misbehavior[1]. FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs[2]. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic)[3]. Interventions based on an FBA result in significant change in student behavior.[4]Thus, an FBA is "critical to the design and successful implementation of positive behavioral interventions"[5].



FBA has been described as a preventative practice within schools across the three levels of the prevention model for School wide Positive Behavior Support (SWPBS)[6]. At the primary (or universal) prevention level, FBA can be utilized as a collaborative school-wide practice to predict common problems and to develop interventions at the school level. At the secondary (or targeted group) prevention level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavior problems. Finally at the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary

[1] Scott et al., 2003; Sugai et al., 2000.

[2] Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999.

[3] Horner, 1994

[4] Carr et al.., 1999; Ingram, Lewis-Palmer, & Sugai, 2005

[5] Watson & Steege, 2003, p.20

[6] Scott & Caron, 2005

level interventions were unsuccessful. Students that exhibit serious problem behaviors in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist).

The logic behind the Practical FBA training resides with the idea that students that exhibit consistent minor problem behaviors (10-15% of the school population) benefit from basic and less intrusive FBA procedures that may be conducted by a school professional (e.g., counselor, administrator). Practical FBA presents and applies the FBA technology for use by school personnel in a proactive manner.

Purpose of the Participant's Guide

This participant's guide presents specific procedures for school-based personnel to conduct practical functional behavioral assessments (FBA). Practical FBA training methods presented in this workbook are designed to train school-based personnel with flexible roles in a school (i.e. personnel not directly responsible for providing regular instruction for students). The Practical FBA training methods are specifically designed for use with students that exhibit consistent problems that are **not dangerous and have not been adequately addressed through previous assessment and intervention**.

When used early for students identified at-risk for serious behavioral problems, Practical FBA methods may prevent the escalation of student behaviors that, if left untreated, may require more intrusive methods.

For example, Practical FBA methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the Practical FBA methods would not be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day.

For students that exhibit complex or dangerous behavioral problems school personnel should contact a behavior specialist in your school or district who is trained to conduct FBA's for students with more challenging behaviors.

Practical FBA Methods may be used with students who:	Practical FBA Methods are **NOT** sufficient for use with students who:
Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work) Have received interventions that did not improve behavior. Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)	Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction) Exhibits behaviors in 3 or more school routines.

Intended Use of the Participant's Guide

The activities within this workbook are designed to be used by school-based professionals (e.g., counselors, administrators) as they are guided through the Practical FBA Training procedures provided by an individual well-versed in functional behavioral assessment and behavioral analytic principles (e.g., school psychologists, behavior specialists).

This participant's guide is ***NOT*** meant to be used as a self-instructional handbook. This guide is designed to match with key points from the presentation activities of the Practical FBA Training. The tools and procedures in the appendices of this workbook can be used after the training to guide trained school-based professionals.

Format of the Participant's Guide

Each of the 4 training sessions will include the following elements:


Objectives: Content and skills participants will learn during the session.

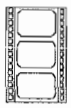

Review: Review content from the previous session.

Activities: Practice opportunities to better understand content and develop skills.


Checks for Understanding & Comments/Questions 
After new content has been taught and practiced, activities to check for understanding or identify points that need to be discussed and practiced further. (Please submit to the trainer at end of each session)

Tasks: Real life practice opportunities in your school with actual cases in your school.


Key Points from each session.


Presentation Slides: Slides presented in each session can be inserted behind this page.

Focus of this training series

Practical FBA vs Comprehensive FBA

	Practical 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 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)

Practical FBA process
D.A.S.H.

Today's Training

Define behavior in observable & measurable terms

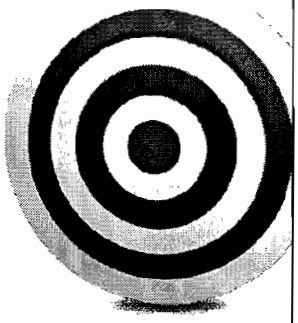
Session #2

Ask about behavior by interviewing staff & student
- -specify routines where & when behaviors occur
- -summarize where, when, & why behaviors occur

See the behavior — Session #3
- -observe the behavior during routines specified
- -observe to verify summary from interviews

Hypothesize: a final summary of where, when & why behaviors occur — Session #4

Session #1:
Defining & Understanding Behavior

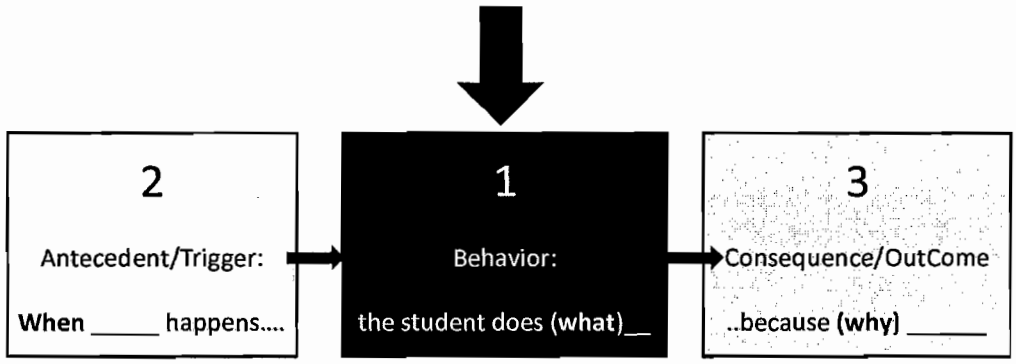


By the end of this training session you will be able to:

1. Define observable behaviors (the WHAT).
2. Identify events that predict WHEN & WHERE the specific behavior occurs.
3. Identify WHY a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the WHAT, WHEN, WHERE, & WHY of a student's behavior.

Practical FBA
Always start with the behavior

- Despite the ABC concept, the behavior (B) is our starting point!



Defining Observable Problem Behaviors

- Definitions of behaviors need to be:
  - Observable: The behavior is an action that can be **seen**.
  - Measurable: The behavior can be **counted** or **timed**.
  - **Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**

Activity 1

List 5 problem behaviors that occur in your school:

1.
2.
3.
4.
5.

Are the behaviors listed above: (a) observable, (b) measurable, and (c) defined so clearly that a person unfamiliar with the student could recognize the

Activity 2

Write out the behavior and provide an observable & measurable definition for one (1) of the behaviors below:

1. Jeff is always disruptive in class.
   Disruptive: _____

2. Hailey is constantly off-task during math.
   Off-task: _____

3. Chris is defiant.
   Defiant:

4. Brandon is angry and hostile.
   Angry/Hostile:

5. Alexis uses inappropriate language.
   Inappropriate language:

Activity 3

Identify the behavior, antecedent, & routines in the following scenarios:

When he goes to math class and peers tease him about his walk, A.J. calls them names and hits them.

Routine: During _____

Antecedent/Trigger	Behavior
When:	Student does:

Bea stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem.

Routine: During

Antecedent/Trigger	Behavior
When:	Student does:

Activity 4

Identify the routine, antecedent, behavior, and consequences/outcomes for the following scenarios:

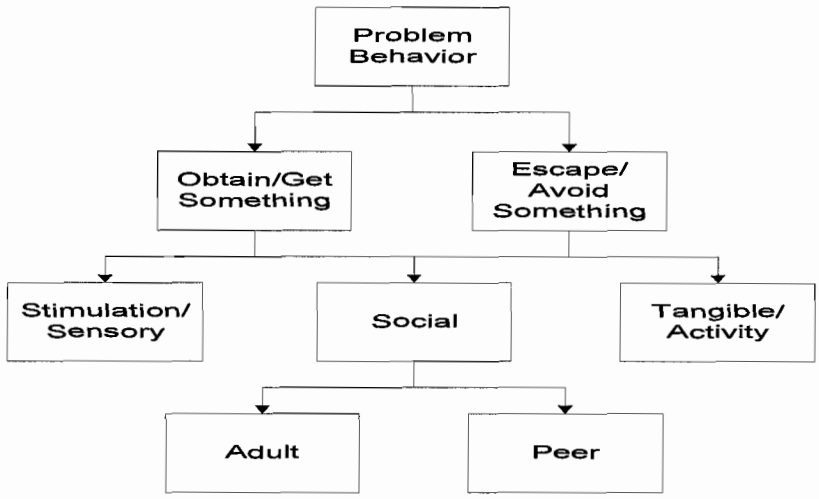
Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because:

Nancy cries during reading time whenever she has to work by herself. This results in the teacher sitting and reading with her.

Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because:

Functions that behaviors serve



Most Common Functions of Behavior

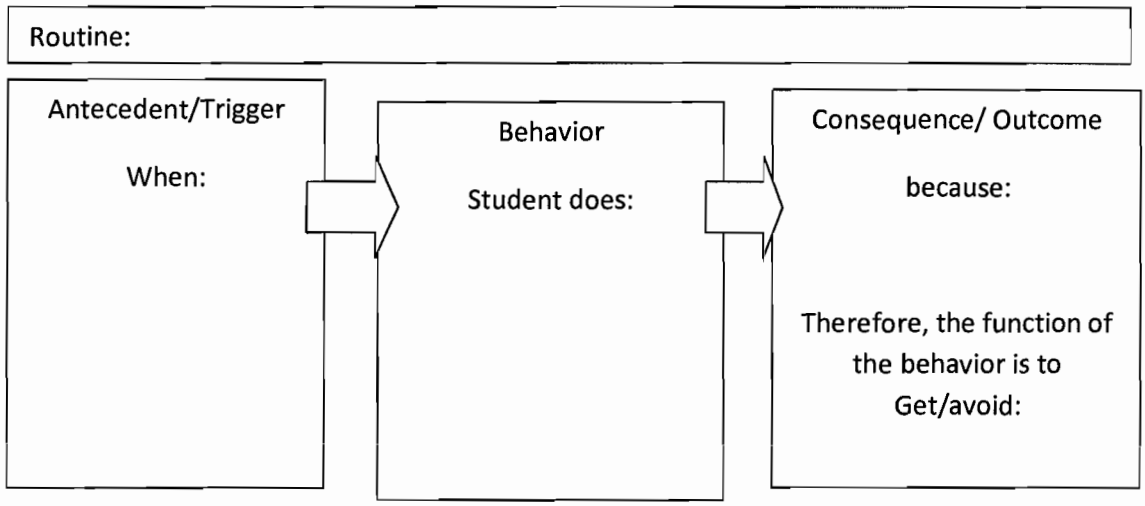
To Obtain/ Get :

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items
- Sensory stimulation: auditory, tactile, etc.

To Escape/Avoid:

- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

Hypothesis Statement:
Summarizes the Routine, ABC's, & Hypothesizes a Function of the Behavior



The Hypothesis/Summary Statement: Critical to Designing Behavioral Supports

- The summary statement informs a student's individual support team in developing a behavior support plan.

- The results of the summary statement are important because strategies based on this statement will be used to:

  - prevent the predictors (antecedents) of the problem behavior,

  -teach alternative behaviors to the problem behavior, &

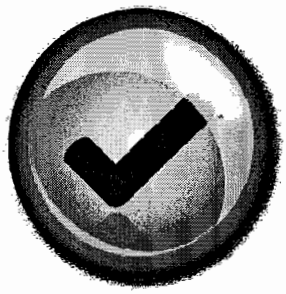
  -increase alternative and desired behavioral outcomes, while decreasing problem behaviors based on the function/pay-off

Checks for Understanding for Session #1

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification:

_____



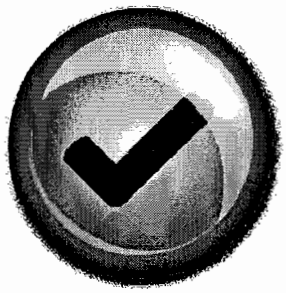
Check #1

Provide a Summary Statement for the following scenario:

During story time when the teacher asks students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens the teacher moves in closely and talks privately with Michelle in an effort to calm her.

Write your answer in Summary Statement format below:

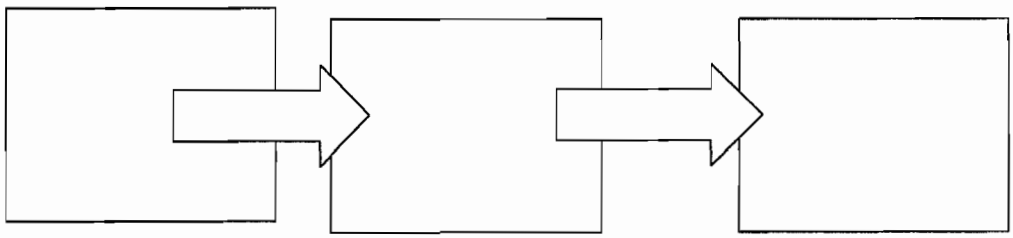
Routine:		
Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because: Therefore the function of the behavior is to Get/avoid:



Check #2:

Define the 4-steps in the Practical FBA Process

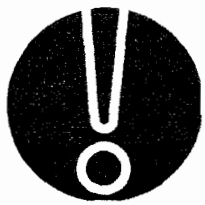
Define the ABC's of understanding the function of behavior:



Which one of the three terms (A, B, or C) should you always start with (i.e., the focal point of an FBA)?

Check #3:

Identify an observable & measurable behavior of a student you know



Comments/Questions about Session #1:

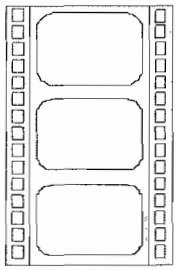
Task for Session #1

Over the next week:

1. Work with someone at your school to identify a student that may require individual behavior supports.
   - SELECT A STUDENT WHO HAS A CHRONIC BEHAVIOR, BUT IS NOT THE MOST DIFFICULT CASE
   - Make sure student does not exhibit dangerous behavior
2. Be prepared to interview the student's teacher the following week.

Key Points from Session #1

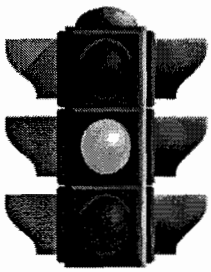
- The Practical FBA process is for use with students who engage in problem behaviors that are not dangerous behaviors
- The Practical FBA Process has 4 steps (DASH): Define, Ask, See, & Hypothesize
- In understanding the ABC's of behavior, the starting point is the behavior (B), then what happens before the behavior (A) and after the behavior (C).
- Behaviors need to be explained in such a way that they are observable & measurable so that anyone who does not know that student could point out the behaviors.
- A student's behavior serves a function (or pay-off): either to get or avoid something (attention, activities, or tangible items
- The result of a Practical FBA is a Hypothesis Statement that summarizes the ABC's of behavior and hypothesizes the function of a student's behavior



Presentation Slides for Session #1

Insert slides provided by the trainer behind this page.

Session #2: Investigating Behavior



Review #1

Defining Observable Problem Behaviors

Definitions of behaviors should to be:

-Observable

-Measurable

-Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts

Unresponsive

Definition: _____

Examples:

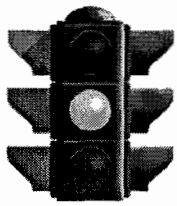
Non-examples:

Inappropriate Language

Definition: _____

Examples:

Non-examples:



Review #2

Create a hypothesis statement for the following

Scenario #1: Jordan---*At lunch, after being approached by a specific peer, Crystal, Jordan yells profanities. Crystal moves away and leaves Jordan alone.*

Routine:

Antecedent/Trigger	Behavior	Consequence/ Outcome
When:	Student does:	because: Therefore the function of the behavior is to Get/avoid:

Scenario #2: Jarrett---*When his teacher asks him questions about capitol cities in geography, Jarrett tells the teacher, "why don't you tell me...you're the teacher". His teacher moves him to the back of the room and ignores him for the rest of the class period.*

Routine:

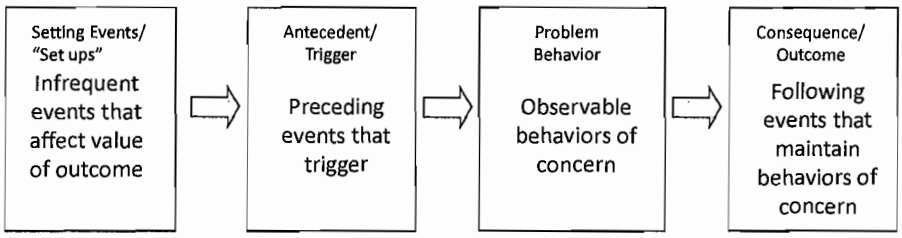
Antecedent/Trigger	Behavior	Consequence/ Outcome
When:	Student does:	because: Therefore the function of the behavior is to Get/avoid:

By the end of Session 2 you will be able to:

Use the FACTS interviews with staff and students to specify:

1. The problem behaviors
2. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (Function) the behaviors have for student
5. Possible setting events
6. Summary of behavior

Adding 4th term to Hypothesis/Summary Statement



Examples of Setting Events OR "Set Ups"

- Lack of sleep
- Missing breakfast / hunger
- Forgetting to take medication
- Having a fight on the way to school
- Bad grade on a test
- Substitute teacher

How do we obtain the information to make a summary statement

Ask & See

1. Ask– **Today's Session**
   - -Interview Teacher & Staff
   - -Interview Student

2. See **Next Session**
   - -Observe the student's behavior in routines identified by the interview
   - -Use the interview to guide observations.

(FACTS)

Purpose of the FACTS interview: ASK staff who work with the student to identify & focus in on a specific problem behavior routine, so you can go and **SEE** the behavior.

Frequently Asked Questions (FAQs) about the FACTS interview

How long does it take to conduct a FACTS interview?

Depending on teacher responses, 30-45 minutes is typical.

Whom should I interview?

Interview the "referring teacher" or teacher that has been identified to receive support, then based on the interview other staff may be identified.

What materials do I need?

Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).

Can I just drop it in the teacher's box to have them complete the FACTS?

No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

During the FACTS interview, you are the investigator

- Ask follow-up questions to get **specific** information you can use to inform interventions
- Understand from the student perspective…
- You need to be convinced…
- You need to be confident in the results of the interview…

Completing FACTS Part-A: Routines Analysis

Start FACTS off with Strengths & Identify Student Daily Routines

Step #1: Start with the student's strengths.

When conducting a FACTS interview always start with the student's strengths.

-Begin with focus on positive skills and attributes of student.

Step #2: Ask: Where, when, with whom, problem behaviors that are most likely

Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.

Activity & Staff: Identify the activity or routine (e.g. small group instruction, math,
independent art, transition) during each time identified and the staff involved.

Likelihood of Problem Behavior: Rate the likelihood of problem behavior during
each time/activity/routine on the 1 to 6 scale provided.

Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.

Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.

Activity 1

With a partner and using the FACTS Part-A form (pg. 26) for Tracy, complete the:

(a) Strengths

(b) Routines Analysis (The Time, Activities, & Staff involved are completed for you)

Script for Tracy's FACTS

FACTS-Part A: Tracy's Teacher, Ms. B.

Strengths: Tracy likes science & art, she is great at basketball.

Routines Analysis

"Tracy has a low likelihood of problem behavior in reading, but the first break is where the likelihood of her problem behavior is about a "4". During this break she will call students names and sometimes threaten then. Currently I give her detention when I find out about those problems."

"She has no problems in writing, math, or social studies. But during the lunch break period the likelihood of her problem behavior is very high, about a "6". She calls students names and threatens them. She usually gets detention for this."

"She has no problems in PE, Art, or Science. But dismissal she has some problems in the hallways. I would say the likelihood of a problem behavior during dismissal is about a "3". She engages in the same problems…name calling, threatening and she will get detention for this. "

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

Student: Tracy Grade 8 Date: _____
Staff Interviewed: Ms. B 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
8:05	Reading/Ms. B	Low High 1 2 3 4 5 6		
9:05	Break	1 2 3 4 5 6		
9:20	Writing/Ms. B	1 2 3 4 5 6		
10:20	Math/Ms. Z	1 2 3 4 5 6		
11:20	Social Studies/Mr. T	1 2 3 4 5 6		
12:20	Lunch/Break	1 2 3 4 5 6		
1:10	PE/Mr. K OR Art/ Ms. J	1 2 3 4 5 6		
2:10	Science/ Ms. N	1 2 3 4 5 6		
3:15	Dismissal	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		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

___ Tardy ___ Fight/physical Aggression ___ Disruptive ___ Theft
___ Unresponsive ___ Inappropriate Language ___ Insubordination ___ Vandalism
___ Self-injury ___ Verbal Harassment ___ Work not done ___ Other _____

Describe prioritized problem behavior(s) in observable terms: __Calls students names, teases and threatens them

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?		
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?		
Is Behavior Immediate Danger to self/others	**Y N**	**If Yes, refer case to behavior specialist**

Step #3: List the Routines in Priority of Behavior Support
& Select the single most prioritized routine to focus on for FACTS Part-B

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

1. First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis).

2. Select between 1 to 2 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1.

3. Do the same for Routine #2.

In some cases, it may be possible to combine multiple routines, but only when the structure and demands within the routine are very similar.

Examples of combined/multiple routines:

- consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers

- if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.

Select the single most prioritized routine to focus on for FACTS-Part B.

Step #4: Identify Problem Behaviors for the identified routine

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine.

Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors.

This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Step #5. Ask about the Frequency, Duration

Ask the interviewee to estimate the DURATION & FREQUENCY of occurrence s of the problem behavior in the target routine.

Step #6. Ask if the behavior is an immediate danger to self/others

Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others.

Dangerous behaviors are: behaviors that directly injure others (e.g., hitting, throwing dangerous objects, etc.)

If it is determined that behaviors are dangerous, refer the case to a behavior specialist.

Activity 2: Top Priority, Frequency, Duration, & Dangerous Behavior

With a partner role-play using the FACTS Part-A form on pg.26 & the script below.

A. List the Routines in Order of Priority
B. Then, have the interviewee rank the top priority of the problem behaviors occurring in the targeted routine.
C. Ask them to provide you with an estimate of how frequent the behavior occurs in the targeted routine.
D. Ask the duration (how long) of the problem behavior in the targeted routine.
E. Ask if the behaviors are dangerous

Script for Ms. B, Tracy's Teacher

Behaviors: Rank order the top priority

"Based on the list you are showing me for those routines, I would say that she engages in verbal harassment (Number 1 priority) and inappropriate language (Number 2 priority)."

Frequency & Duration

"The frequency of her problem behavior during Lunch/Break is about two times per day. The name calling and threatening usually last about 1 minute per episode. "

Danger to self or others

"The behaviors do not seem to cause immediate danger to her or others. But they do make other students very angry!"

Completing FACTS Part-B: Identify a Routine & Stick to it

Step #1. Identify the Target Routine

List the prioritized target routine and problem behavior as selected from List the Routines in Priority

for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine.

If multiple routines are identified, use a separate FACTS-Part B form for each routine.

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

Step #2. Ask about the ANTECEDENT(s)

When asking about antecedents remember to do the following:

a. remind the respondent that you are only talking about the target routine

b. have the person initially check all antecedents in the list that apply

c. then, have the person rank order the 2 strongest predictors from those selected

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. [illegible] instruction	If a, b, c, [illegible] 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. [illegible]	If g, h, I, j or k - describe setting/activity/context in detail
___ f. correction/reprimand	l. with peers	_____
___ Other _____	m. isolated/ no attn	If l – what peers? _____
describe_____		If m – describe -

ANTECEDENT(S): Follow-up Questions

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior.

Example: Identifying task too hard and answering "reading" to the follow-up questions is probably not sufficient to inform intervention development.

It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task would be "reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level."

You as the interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers and make the student need for the problem behavior irrelevant.

Example of using Follow-up Questions

Step #3. Before moving on with the interview, ask yourself the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?

2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

Activity 3

With a partner and using the script provided below, complete the ANTECEDENTS section in the FACTS Part-B (pg. 32) for TRACY.

Remember to ask the follow-up questions that correspond with the letter of the ANTECEDENT

Teacher's Script for Part-B
Lunch/ Hall Supervising Staff (Just so happens to be Ms. B)

Antecedents Section

"The behaviors seem to occur when peers are around; specifically, when Johnny and Karen are around. They are the popular students and Tracy never teases them, but when they are around she will tend to tease other "weaker" or less popular students."

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 3*)		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 attn	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 using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure					100% Sure/No Doubt
1	2	3	4	5	6

Step #4. Ask about the CONSEQUENCES

When asking about consequences remember to do the following:

a. remind the respondent that you are only talking about the target routine

b. have the person initially check all consequences in the list that apply

c. then, have the person rank order the 2 strongest consequences from those selected

Follow-up Questions

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list.

It is the job of the interviewer to ask additional follow-up questions necessary to obtain the clearest understanding of the consequences maintaining the problem behavior.

You as the interviewer should feel that you understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Step #5. Before moving on ask yourself the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?

2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?

3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

Step #6. Ask about the SETTING EVENTS

When asking about setting events remember to do the following:

a. remind the respondent that you are only talking about the target routine

b. have the person initially check all setting events in the list that apply

c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment.

Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events.

You may want to follow-up with the student interview (Appendix B) for more information on setting events.

Activity 4

With a partner and using the script provided, role-play & complete the CONSEQUENCE and SETTING EVENTS sections of FACTS Part-B (pg. 32) for TRACY.

Remember to ask the follow-up questions

Teacher's Script for Consequence Section

"I really think that she engages in these behaviors to get peer attention; especially from Johnny and Karen who tend to laugh at some of the mean things she says."

Setting Events Section

"I am not sure if there is anything outside of Lunch/Break that makes her behavior more likely."

Teacher's Script for Setting Events Section

"I really don't know anything outside of class that may be affecting her behavior.

Step #7. Summarize the interview using the SUMMARY OF BEHAVIOR

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from above in the FACTS-B form.

ANTECEDENTS – write the **highest ranked item** from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page.

CONSEQUENCES – write the **highest ranked item** from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the **highest ranked item** from the Setting Events category from above and provide additional details from the follow-up questions.

Step #8. After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

"During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>."

Ask the person interviewed "Do you agree with this Summary of Behavior or is there anything you would like to add or change?"

Step #9. Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.

Activity 5

Using the FACTS for TRACY and the information already completed from the previous activity complete the Summary of Behavior (pg. 32).

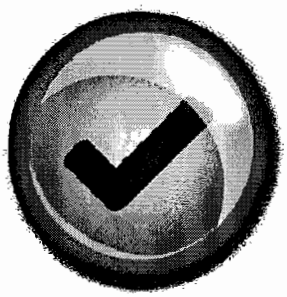
Work with a partner and have them rate how likely this summary of behavior accurately explains the identified behavior?

Checks for Understanding for Session 2

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification:

_____



Check #1

A. Complete the missing parts of the FACTS (both parts A & B on pgs. 38-39) by interviewing a partner playing the role of Shane's teacher from the script below. All of Part-A & Most of Part- B is done for you.

B. Make sure you ask the follow-up questions for part-B.

Script for Mr. J

For Part-B

Math/Science with Mr. J

Antecedents Section

"The behaviors seem to occur when he is asked questions (1) or when he is bored with the tasks (2). When he is not working I ask him to do a question at the board or ask for a response from him in front of the class. He tends to be bored during activities that we have been doing for a couple of days, where we are trying to develop fluency with the new math skills."

Consequence Section

"I really think that he engages in these behaviors to avoid my attention (#1) and avoid undesired activity (#2). He avoids my attention because I badger him to do his work. The activities he avoids are most fluency tasks with multiple steps. He can do the work independently and no academic assessment is necessary.

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

Student: Shane Grade 8 Date: _____
Staff Interviewed: Mr. J Interviewer _____

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

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

Time	Activity & Staff Involved	Likelihood of Problem Behavior (Low 1 2 3 4 5 6 High)	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:00	Reading/ Ms. A	(1) 2 3 4 5 6		
10:00	Recess	(1) 2 3 4 5 6		
10:15	Writing/Ms. B	(1) 2 3 4 5 6		
11:00	Math	1 2 3 4 5 (6)	Work not done, Talks back to teacher	Move him to back of the room, send him to office
12:00	Social Studies/	(1) 2 3 4 5 6		
12:50	Lunch/Recess	(1) 2 3 4 5 6		
1 40	PE/Art	1 2 3 4 5 6		
2:20	Science	1 2 3 4 5 (6)	Work not done, Talks back to teacher	Move him to back of the room, send to office
3:00	Dismissal	(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	Math & Science	Work not done, Talks back to teacher
Routine # 2		
Routine # 3		

BEHAVIOR(s): Rank order the top priority problem behaviors occurring in the targeted routine above:

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	__2_ Insubordination	___ Vandalism
___ Self-injury	___ Verbal Harassment	__1_ Work not done	___ Other _____

Describe prioritized problem behavior(s) in observable terms: ____Doodles at desk, ignores teacher directions, talks back to teacher when asked to participate

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	2x/day
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	5 min
Behavior is immediate danger to self/others? Y (N)	**If Yes, refer case to behavior specialist**

Adapted by S Loman (2009) from C. Borgmeier (2005), March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

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
Math & Science WHO INTERVIEW?	

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 3*)	Follow Up Questions – *Get as Specific as possible*
___ a. task too hard ___ g. large group instruction ___ b. task too easy ___ h. small group work 2 c. bored w/ task ___ i. independent work ___ d. task too long ___ j. unstructured time ___ e. physical demand ___ k. transitions ___ f. correction/reprimand ___ l. with peers 1 Other Asked Questions describe	If a,b,c,d or e - describe task/demand in detail If f - describe response of correction, voice tone, volume etc. If g, h, I, j or k - describe setting/activity/content in detail If l – what peers? 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 ___ b. get peer attention ___ c. get preferred activity d. get object/things/money ___ e. get other, describe	If a or b -- Whose attention is obtained? How is the attention provided? If c or d -- What specific items or activities are obtained?
___ f. avoid hard tasks/failure 2 g. avoid undesired task/activity ___ h. avoid physical effort ___ i. avoid peer negatives 1 j. avoid adult attention ___ k. avoid reprimands ___ l. avoid/escape other, describe	If f, g or h – Describe specific task activity avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N If i, j or k -- Who is avoided?

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 X failure in previous class
___ lack of sleep ___ change in routine ___ homework not done ___ not sure ___ Other

SUMMARY OF BEHAVIOR

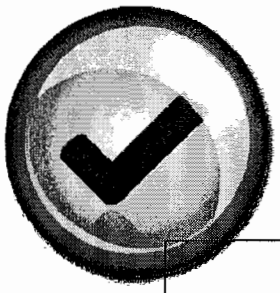
Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENTS		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure 1 2 3 4 5 100% Sure/No Doubt 6

Adapted by S Loman (2009) from C. Borgmeier (2005); March, Horner, Lewis Palmer, Brown, Crone & Todd (1999)



Check #2

Circle the student cases in which a Practical FBA is not sufficient and should be referred to a behavioral specialist:

Student argues with the teacher.

Student pulls the teacher's hair.

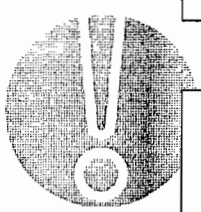
Student punches another student.

Student slams book on the desk.

Student slams head on the desk.

Student runs around in the classroom.

Student jumps out of the classroom window.



Comments/Questions about Session #2:

Session #2 Task

This week:

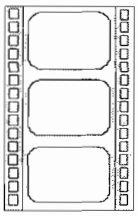
1. Conduct a FACTS interview with a staff member that is very familiar with a student that requires individual behavioral support.
   - Most likely you identified someone last week.
   - SELECT A STUDENT WHO HAS A CHRONIC BEHAVIOR, BUT IS NOT THE MOST DIFFICULT CASE
   - Make sure student does not exhibit dangerous behavior
   - -Give yourself 30-45 minutes to complete the interview
2. **Please bring to next session.**

Key Points for Session #2

- To obtain information to make a summary statement you need to ask & see
- The FACTS is a tool used to interview teachers & staff to narrow the focus of a student's problem behavior
- FACTS Part-A: Start with the strengths & identify routines where problem behavior occurs
- FACTS Part-B: Interview based on prioritized routines & stick to it
- Summarize interview with respondent and have them rate the confidence of the statement

Tools Presented in Session #2

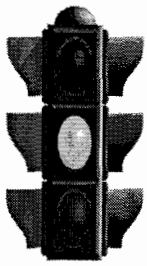
1. FACTS for STAFF (Appendix A on pages 84-85)
2. FACTS for Students (Appendix B on pages 87-88)



Presentation Slides for Session #2

Insert slides provided by trainer behind this page.

Session #3: Observing & Summarizing Behavior



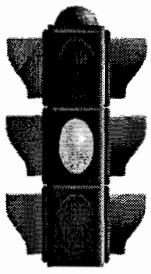
Review #1

With a partner share your FACTS interview

-For confidentiality, do not use names

Review the results from your FACTS interview and answer the following questions:

1. Is the behavior observable & measurable (can you go in the room and collect data on the behavior)?
2. Does the Summary Statement match the antecedents and outcomes from the interview?



Review #2

The steps in the Practical FBA process are:

1.

2.

3.

4.

By the end of this training session you will be able to:

1. Utilize information obtained from FACTS interviews to plan for observations.
2. Observe students within routines identified by the FACTS.
3. Observe to test the Summary of Behavior obtained from FACTS interviews.
4. Practice using ABC Recording Form.

ABC Observation

Observe the student during routines identified by FACTs summary statement

Purpose:

1. Confirm the accuracy of the teacher interview summary of behavior
2. Identify antecedents and consequences/outcomes that the teacher may have overlooked
3. Verify the function of the student's behavior
4. Develop the most accurate Summary Statement for intervention development

Frequently Asked Questions (FAQ's) About ABC Observations

Q: What if the behavior doesn't occur while I'm there?

A: Schedule another time to observe during the identified routine.

- If there is still no behavior occurring, may want to interview staff again to obtain more information

Q: Where do I sit when I enter the room?

A: Enter the room quietly, not interacting with students

- Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.

Q: What if the student or students ask why I am there?

A: You can tell them you are there to watch their class.

Q: How many times should I observe the student in the routine?

A: Observe until you are convinced (about 5 to10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary).

-You may have to go in on more than one day or period....but make sure you are going during identified routine.

Q: How long should I observe for?

A: This should be based on the FACTS interview results

- About 15-20 minutes per routine is acceptable.

- You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern)

ABC Recording Form (Appendix C)

- Designed to be individualized for the student you will be observing based on FACTS results
- Complete all of the information at top of the form before the observation.

Before the Observation:

1. Complete the shaded portion based on the FACTS summary.
2. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
3. Record the date/setting/time of observation

ABC Recording Form

Insert information from FACTS Summary

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:

Activity 1

1. **Using the completed FACTS form for TRACY (pg. 45) complete the shaded top portion of the ABC Recording Form (pg. 46) for TRACY & answer the following questions:**
    a. **When/Where will you observe her?**
    b. **What behaviors will you be looking at?**
    c. **What Antecedents (triggers) will you be looking for?**
    d. **What Consequences/outcomes will you be looking for?**

During the Observation:

1. **Always start with recording the behavior first—be as specific as possible.**
2. **Write the activity/task occurring in class.**
3. **Write the Antecedent that occurs before the behavior.**
4. **Write what happened right after the behavior occurred in the CONSEQUENCE box.**
5. **During or immediately after the observation, check the boxes that correspond with the activities, antecedents, & consequences you recorded.**

Observer: ___Your Name_____ Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peer Function= Gains from popular 5
1	12:05	☐Large group instruction ☐Small group work ☐ Independent work ☐Unstructured time Specify: Sitting at Lunch Table. Eating Lunch 2	☐Given instruction ☐Given correction ☐ Alone (no attention/no activities) ☒With Peers ☐Engaged in preferred activity ☐Preferred activity removed ☐Transition: Change in activity Other/Notes: "Un-popular" girl joins tab 3	Calls another student a Cow 1	☐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: "Popular" [illegible] her "Un-pop [illegible] at her 4

Definitions of Check Boxes on the ABC Form

Activity/Task

- ***Large Group Instruction- All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)***
- ***Small Group Work- Students are working in smaller groups.***
- ***Independent Work: Students are working by themselves (e.g. worksheet, individual tasks)***
- ***Unstructured Time: No specific instruction is given by teacher (e.g., transition)***

Antecedents

- ***Given instruction: Teacher gives a task or assignment has been given.***
- ***Given correction: Teacher corrects the student's incorrect response or behavior.***
- ***Alone (no attention/no activities): Student is alone with no activities or attention provided.***
- ***With Peers: Peers are in proximity to the student.***
- ***Engaged in preferred activity: Student is doing something they enjoy.***
- ***Preferred activity removed: Activity is removed.***
- ***Transition/change in activity: Current activity is changed.***

Consequences

- ***Adult Attention: Teacher talks to student in a neutral (e.g., states student's name), positive (e.g., praise), or negative (e.g., correction) way***
- ***Peer Attention: students talk to or respond to student's behavior in some way (e.g. laugh, talk back)***
- ***Correction: teacher corrects the student by stating "not" to do the behavior***
- ***Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they like (e.g. coloring, listen to music)***
- ***Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)***
- ***Adult Attention Avoided: student avoids attention from teacher***

- ***Peer Attention Avoided: student avoids attention from peers***
- ***Task avoided: the task is removed***
- ***Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)***

After the Observation: Summarize Results from ABC Observation

1. **Complete the shaded box in the bottom of the ABC recording form based on the most frequently observed ABC's.**
2. **Compare summary statement from ABC observation with that from the FACTS interview with staff.**
3. **Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)?**

Summary Statement	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure				100% Sure/No Doubt
1	2	3	4	5 6

Activity 2

1. **Using your completed FACTS form for Shane (below) answer the following questions:**
   a. **When/Where will you observe him?**
   b. **What behaviors will you be looking at?**
   c. **What Antecedents (triggers) will you be looking for?**
   d. **What Outcomes/Consequences will you be looking for?**

Guidelines for Observations

- **You want to be convinced there is a pattern of student behavior.**
- **If you have observed at least 5 instances that verify the FACTS summary you can feel strongly that the FACTS summary is correct.**
  - **Or 3 to 1 ratio of verifying vs non-verifying observations**
- **Once you are convinced that your observations represent the behavioral pattern you can summarize the data.**
- **If data from observations do not match FACTS behavior summary or you are not convinced…**

  -Do another ABC observation

  -Interview other staff that interact with student during target routine

  -Interview the student

Activity #4

-Complete the Summary of Behavior provided below for TRACY.

-Use the results from the FACTS (pg. 46) and the ABC observation (pg.56) to make a Final Summary Statement using the Summary of Behavior Table below.

-What was your Final Summary of her behavior?

Summary of Behavior

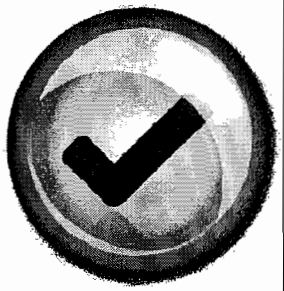
Setting Event	**Antecedent**	**Behavior**	**Outcome/Consequence**
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Checks for Understanding for Session 3

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

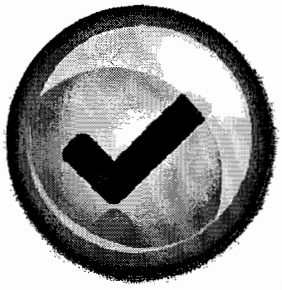
Name or Identification:

_____



Check #1

1. Using the completed FACTS interview for Raynetta, complete the summary statement for the FACTS interview for Raynetta (pg. 64-65).
2. Prepare the top portion of the ABC recording form to prepare for an ABC observation (pg. 66).
    a. Where and when will you observe Raynetta?
    b. What behaviors will you be looking for?
    c. What antecedents and outcomes?



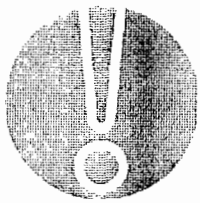
Check #2

Using the ABC recording form you prepared for Raynetta:

1. Record her behavior from the video.
2. Complete the Summary Statement on the ABC recording form for Raynetta.
3. How would you decide whether the FACTS and ABC observation match?
4. Complete the Summary of Behavior Table to identify the Final Summary of Behavior for Raynetta.
5. What will be your next step(s)?

Summary of Behavior

Setting Event	**Antecedent**	**Behavior**	**Outcome/Consequence**
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:



Comments/Questions about Session #3:

Task for Session #3

This week:

Observe the target student during the targeted routine for whom you conducted the FACTS interview (observe for at least 20 minutes OR at least 5 occurrences of problem behaviors).

Complete:

1. The ABC recording form (Appendix D).
2. The Summary of Behavior Table (based on the FACTS and ABC Recording Form data) Found in Appendix E
3. **Please bring next session!**

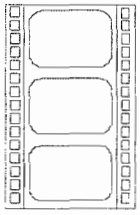
Key Points from Session #3

- ABC Observations are used to confirm the accuracy of the FACTS/ teacher interview
- Use the FACTS summary statement to guide when and where to conduct ABC observation
- Start by recording the behavior, then write what happened directly before (Antecedent) and after (Consequence) the

Tools Presented in Session #3

ABC Recording Form (Appendix C pages 90-92)

Summary of Behavior Table (Appendix D page 93)



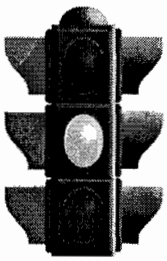
Presentation Slides for Session #3

Insert slides provided by trainer behind this page.

Session #4: Function-Based Behavior Support Planning

During this session you will:

1. Review Sessions 1-3
2. Problem Solve
3. Know how to help individual student support teams in designing function-based positive behavior supports



Review #1

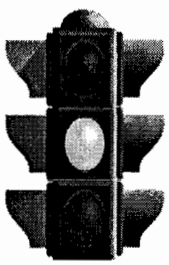
Steps in Practical FBA?

1.

2.

3.

4.

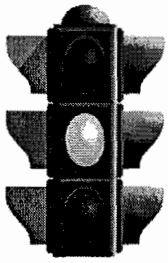


Review #2

Disruptive Student

A teacher in your school has come to you and said that she has a student in her class that is disruptive all of the time.

What would you ask her in order to better define the behavior?

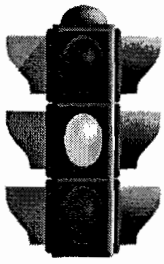


Help her define "disruptive"

Disruptive:

Examples:

Non-examples:



FBA for "disruptive" student

The same teacher has referred the student for a Practical FBA.

What would you tell her that this would entail?

Your answer:

The teacher asks, *"What is the purpose of the FACTS interview?"*

Your answer:

She also asks, *"How long should we schedule the interview for?"*

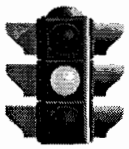
Your answer:

After completing the FACTS interview, the teacher also asks, *"Why do you need to observe after you have the information from the interview?"*

Your answer:

After you have completed the FACTS interview and ABC observations the teacher asks, *"What will you do with this information?"*

Your answer:



Review #3: Jane

Jane is a 2nd grade student who was referred by her teacher for being "disruptive" (refusing to do work and throwing tantrums; whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are more likely to occur when she has missed recess for that day.

Complete the Hypothesis/Summary Statement to answer the following questions below:

For Jane, what routine would you focus on for the FACTS and ABC observation?

What are the antecedents will you be observing for?

What outcomes will you be observing for?

What is the setting event?

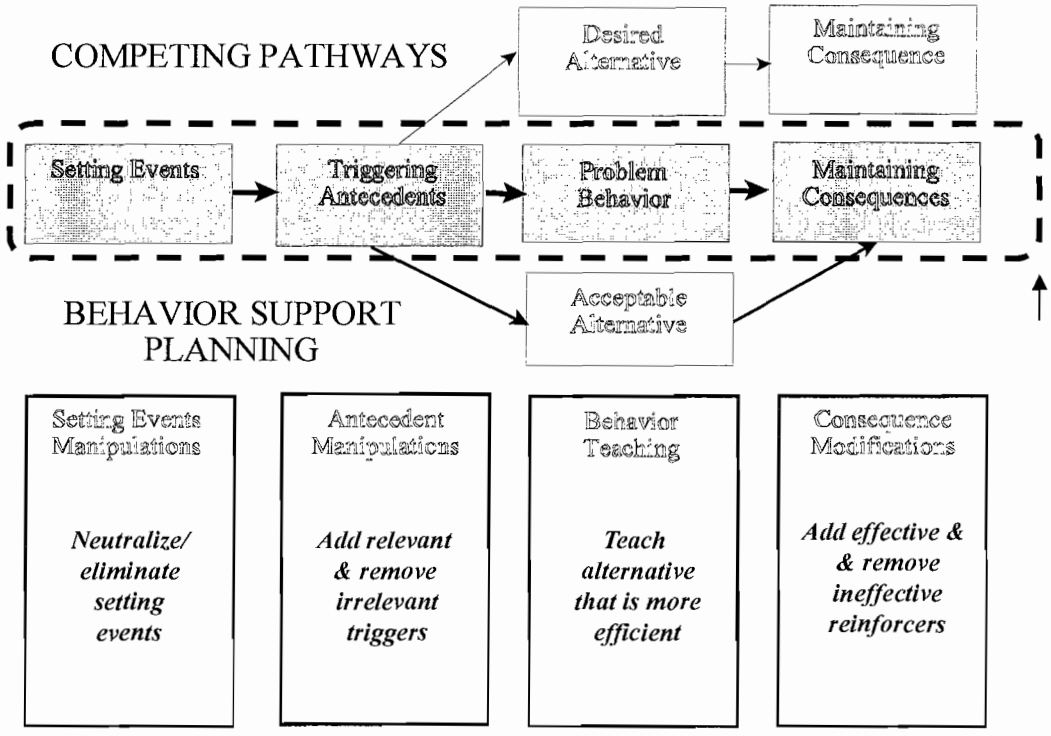
Completed FBA=

An FBA is completed when you have completed a(n):

1. **FACTS interview** with the teacher (or other staff)
2. **ABC observation** to verify the information from the FACTS.
3. Summary of Behavior Table with a **Final Hypothesis/Summary of Behavior** that you are convinced is accurate.

Team Development of Behavior Support Plan

- A behavior support plan is developed based on a completed FBA summary (which you have learned to do!!)
- A team of people closely involved with the student come together to complete the competing behavior pathway
  - Teacher, parent, other staff, and behavior specialist


COMPETING PATHWAYS
Desired Alternative
Maintaining Consequence
Setting Events
Triggering Antecedents
Problem Behavior
Maintaining Consequences
Acceptable Alternative
BEHAVIOR SUPPORT PLANNING
Setting Events Manipulations
Neutralize/ eliminate setting events
Antecedent Manipulations
Add relevant & remove irrelevant triggers
Behavior Teaching
Teach alternative that is more efficient
Consequence Modifications
Add effective & & remove ineffective reinforcers

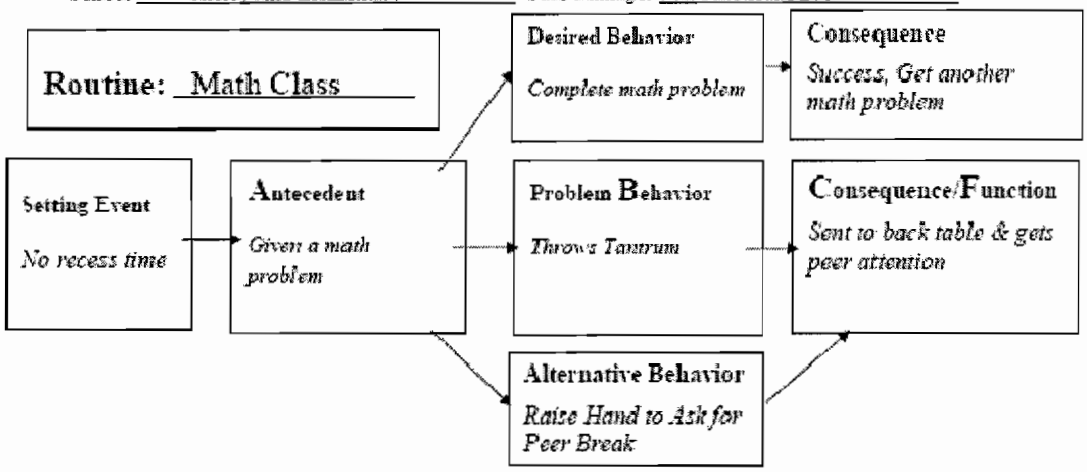
Remember Jane

Jane is a 2nd grade student who was referred by her teacher for refusing to do work and throwing tantrums (whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are more likely after she has missed recess for that day.

Behavior Support Plan
Developed from a Functional Behavioral Assessment

Student Jane Grade 2 Date 9/25/09

School Shelbyville Elementary Case Manager Ms. Practical FBA



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior
-Arrange for peer interaction before math class. *-Provide positive adult contact* *-Sit with preferred peer*	*-Introduce review type problem before difficult tasks* *-Remind of alternative behaviors* *-Do first problem together*	*-Teach options to problem behavior:* *1. Ask for break* *2. Ask for help* *3. Turn in assignment as is.* *-Teach missing math skills*	*-Immediately reinforce entering class.* *-Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)* *-Give break & help* *-Sit with preferred peer when done*

Recommended Guidelines for Behavior Support Plan (BSP) Development

Supports should:

1. Match the function or purpose the behavior serves

2. Designed to neutralize or eliminate the effect of setting events **(Setting Event Strategies)**

3. Designed to prevent the problem behavior from occurring **(Antecedent Strategies)**

4. Designed to teach alternative (based on function) and desired behaviors **(Behavior Teaching Strategies)**
5. Designed to increase alternative and desired behaviors AND decrease problem behaviors **(Consequence Strategies)**

Setting Event Strategies

Building in Separating Events to diminish effects of Setting Events & decrease the likelihood that problem behavior will occur.

Example of a Setting Event Strategy:

If Setting Event is Conflict at Home & student comes to school after conflict, we could:

-Build in a morning check-in to meet with an adult with a positive relationship

- *may be a counselor to talk things through*

Do a fun activity with the student to turn day around before entering the daily routine

- ***Antecedent Strategies***
  - **Preventing Problem Behavior & Supporting Desired Behavior**

- **Preventing**- Change predictors that set off the problem behavior to make the problem behavior Irrelevant.

- **Support** - Provide prompts & supports to set up and support Alternate/Desired Behavior.

  - **Example of an Antecedent Strategy:**
    - Instead of giving Joe his usual math assignment, let's give him an assignment he can be more successful with (single digit addition) or provide him prompts/ supports that allow him to be more successful.
    - *By changing A, we can make Joe's need to throw a tantrum **Irrelevant**
    - **Supporting Alternative Behavior:** Provide precorrections and prompts to remind and cue Joe to use desired responses for the Alternate Behavior, instead of Problem Behavior.

Behavior Teaching Strategies

Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior **Inefficient**.

Example of a Behavior Teaching Strategy:

Let's teach Joe to raise his hand & ask for a break, instead of throwing a tantrum to get a break.

*By teaching Joe an easier alternate behavior to get what he wants, we're making the problem behavior **Inefficient.**

Joe will need frequent practice, precorrections, and prompts to help him get in the habit of using the alternate behavior

Consequence Strategies

Change consequences that have supported rather than eliminated the problem behavior.

- Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction
- Reward appropriate behavior to make the problem behavior **Ineffective.**

Example of a Consequence Strategy:

We must **refuse** to **(C)** let Joe avoid math tasks for (B) throwing a tantrum &

Instead prompt him to raise his hand and (C) reward him for (**B**) raising his hand & asking for a break

Possible ABC Strategies by Function

*Strategies should be individualized for each student

Function of Behavior	*Antecedent Strategies*	*Behavior Teaching Strategies*	*Consequence Strategies*
	Prevent Problem Behavior & Support Desired Behavior *Make Problem Behaviors Irrelevant*	*Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior Inefficient.*	*Change consequences that have supported rather than eliminated the problem behavior.* *Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction* *Reward appropriate behavior to make the problem behavior Ineffective.*
Attention Seeking	*Prevention (give attention early for positive behaviors)* *Check-in – provide adult attention immediately upon student arrival* *Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff* *Place student in desk where they are easily accessible for frequent staff attention* *Give student frequent intermittent attention for positive or neutral behavior* *Pre-correct - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attentio*	*Teach student more appropriate ways to ask for adult attention* *Identify and teach specific examples of ways to ask for attention* *-Raise hand and wait patiently for teacher to call on you* *-likely need to differentiate (large group, small group, work time, etc.)*	*Respond quickly if student asks appropriate for adult attention* *Give the student frequent adult attention for positive behavior* *Student earns 'lunch w/ teacher' when student earns points for paying attn in class & asking appropriately for attention* *Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior* *--Limit verbal interaction – create a signal to prompt the student to stop the problem behavior* *--Avoid power struggles*

Possible ABC Strategies by Function

*Strategies should be individualized for each student

Function of Behavior	*Antecedent Strategies*	*Behavior Teaching Strategies*	*Consequence Strategies*
Avoid Task	*Prevention (modify task or provide support)* *Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)* *Assign student to work with a peer* *Provide additional instruction/support* *Provide visual prompt to cue steps for completing tasks student struggles with* *Provide additional support focused on instructional skills (Homework Club, study hall, etc.)* *PreTeaching content* *PreCorrect - Frequently & deliberately remind student to ask for help*	*Teach student more appropriate ways to ask for help from teacher or peers* *Provide additional instruction on skill deficits* *<u>Identify and teach specific examples of ways to ask for help</u>* *-Raise hand and wait patiently for teacher to call on you* *-teach student to use a break card* *-likely need to differentiate (large group, small group, work time, etc.)* *Provide academic instruction/support to address student skill deficits* *-More focused instruction in class* *- Additional instructional group* *- Special Education support for academic deficit* *- additional support and practice at home* *-additional assessment to identify specific skill deficits*	*Respond quickly if student asks for help or for a break* *Reward students for on task, trying hard, work completion & for asking for a break or help appropriately* *Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior* *--However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work*

Next Steps

With the skills you have gained from the Practical FBA training you can be a contributing member to an Individual Student Behavior Support Team by:

- Conducting interviews and observations for students with problem behaviors that are not dangerous to themselves or others.
- Providing Summary Statements of a student's problem behavior
- Providing possible behavior support strategies that are related to the function of the student's behavior.

Key Points from Session #4

-An FBA is completed when you have completed a(n):

- **FACTS interview** with the teacher (or other staff)
- **ABC observation** to verify the information from the FACTS.
- **Summary of Behavior Table** with a **Final Hypothesis/Summary of Behavior** that you are convinced is accurate.

-An FBA Summary Guides a behavior support plan

-A Competing Behavior Pathway can be used to identify alternative & desired behaviors based on function

Tools presented in Session #4

Behavior Support Planning Forms (Appendix E, pages 95-96)

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