

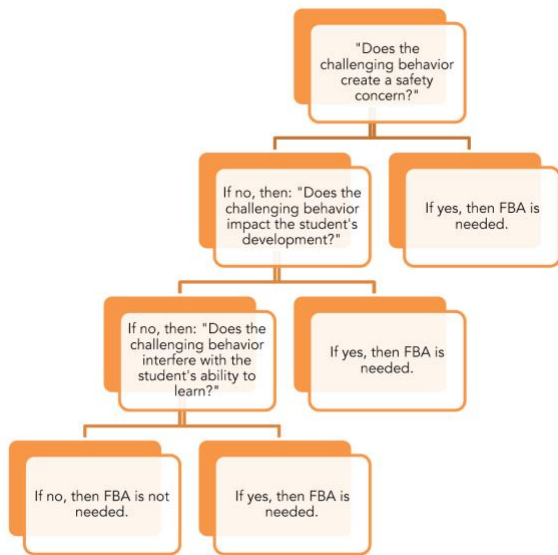
Functional Behavior Assessment (FBA)

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

FBA...

- Is an evidence-based strategy that is used if a challenging behavior interferes with the student’s ability to learn.
- Can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a student’s development.
- Assists the IEP team in understanding the purpose of a specific interfering behavior, as well as the conditions (the antecedents and consequences) influencing the behavior. Data collection is an essential component of FBA and is used to develop a Behavior Intervention Plan (BIP).
- **FBA requires a multidisciplinary team. General education teachers may be involved in the FBA and IEP process, but will not typically conduct an FBA alone.**

FBA Decision Tree and Implementation Steps



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

Learn more about FBA here:

- National Professional Development Center on Autism Spectrum Disorders. (2015). Evidence-Based Practices. <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Hart, S., Kercood, S., & Banda, D. (2012). Decreasing disruptive vocalizations of a student with high-functioning Autism across three general education classrooms. *Preventing School Failure: Alternative Education for Children and Youth*, 56(2), 104. doi:10.1080/1045988X.2011.592167