

FBA Data Collection to BIP Translation

Cheryl Light Shriner, Ph.D., BCBA-D
& Cassie McConkey, Ed.M., BCBA

Agenda

- Brief introductions
 - Timeline of the FBA process in School Settings
 - FBA Components
 - Data Sources for FBAs
 - Analysis and Determination of Hypothesis of Function
 - Link between FBAs and BIPs and Student Outcomes
 - Competing Behavior Model
 - Questions
- 

Session Overview

During this session, The components of the FBA and the data sources that inform and strengthen each section of the FBA will be provided. How the data is used to confirm and provide confidence in the hypothesis of function statement will explained. Finally, the presenter will introduce the Competing Behavior Model to generate discussion with teams on relevant and acceptable function-based interventions to be included in the behavior intervention plan.



Brief Introductions

- Cheryl Light Shriner, Ph.D., BCBA-D, Department of Special Education, University of Illinois
 - Cassie McConkey, Ed.M, BCBA, LBS-1 Licensure (Former teacher serving students with social/emotional/behavioral disabilities, young elementary; currently school BCBA in Rantoul City Schools)
 - Audience
- 

PROCESS of a Functional Behavioral Assessment in a School Setting

Prior to FBA Request
(Google Form)

Engaging in and reporting Tier 1 and 2 interventions and taking baseline data the shows either frequency, duration, intensity or other.

Defining Data
(meeting)

FBA Consent and Planning Meeting (with guardians)

Define behavior(s), determine type and frequency of data to be collected, assign duties.

Taking Data

- [Interview](#)
- [Scatter Plot](#) Data
- [ABC Data](#)
- FA Observation ([FAO](#)) Data

Analyzing Data and Hypothesis
(meeting)

From all data sources, team will analyze and identify the most predictable

- 1)times, activities, people when problem behavior occurs
- 2)antecedents that are present immediately before the problem behavior occurs
- 3)consequences that follow the occurrence of problem behavior
- 4)environmental variables or setting events that make the problem behavior more likely.

Create hypothesis statement that describes how the student obtains or escapes attention

Writing the FBA
(meeting)

Summarize the data that was analyzed and add to the FBA page of the IEP.

Only include the relevant information.

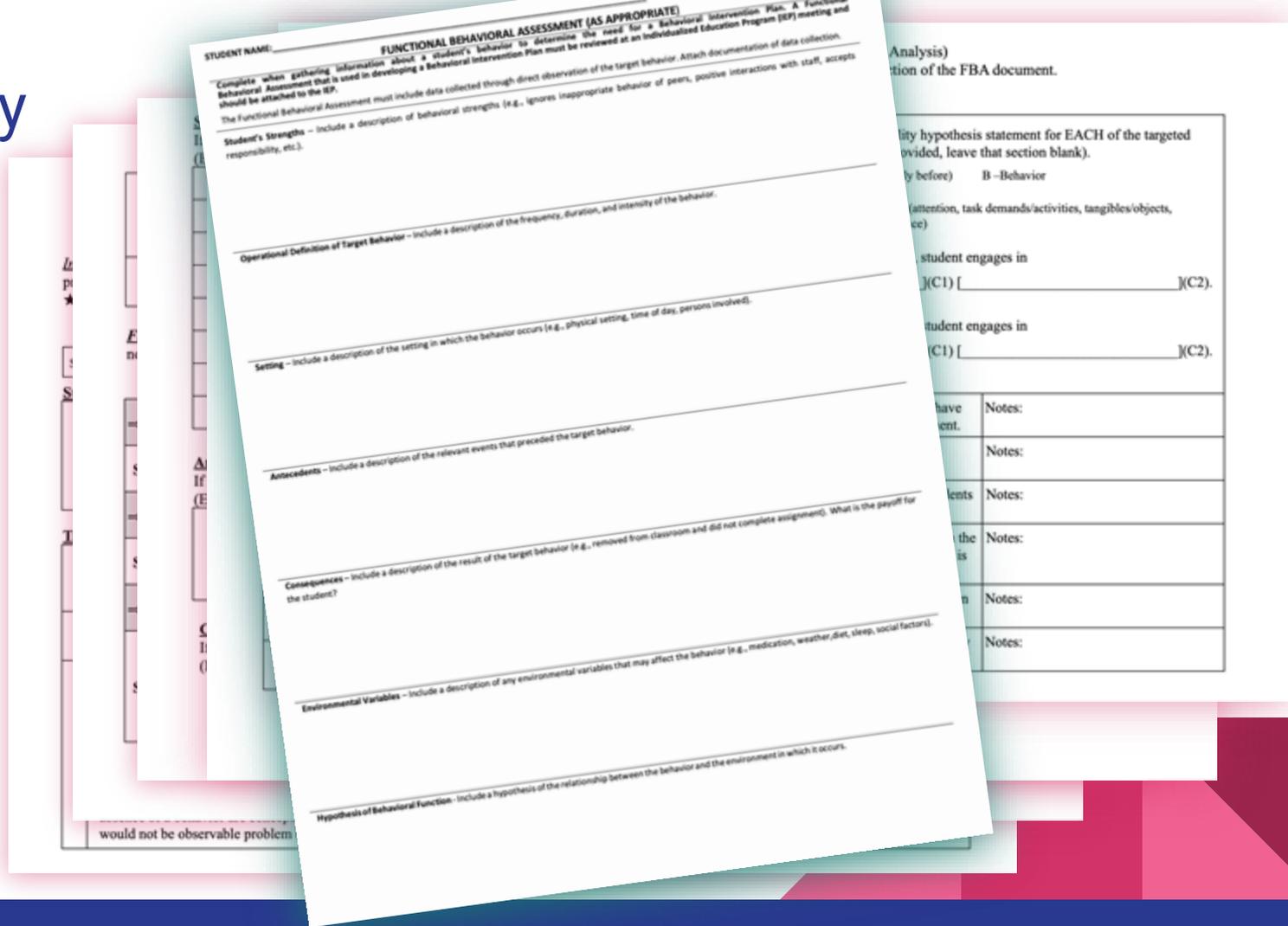
Refer to the data that was collected and attach analyzed data/graphs/ charts to the IEP.

FBA Components, Quality Checklist, and Examples

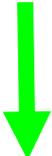
- Must be completed (process and written page in the IEP) prior to developing a Behavior Intervention Plan (BIP).
 - Completing the FBA process may take several weeks prior to writing it and will involve multiple team members.
 - Each component requires evidence obtained from the Functional Behavioral Assessment process.
 - Indirect assessment (e.g., interviews) can also be used to supplement the direct observation data but must not be the only type of information or evidence.
 - The state requires observational data.
- 

FBA Quality Checklist

FBA Form for State of Illinois



Student Strengths



Poor	 Good	 Best
<p>Sports are a huge motivator for Martin. He wants people he cares about to be proud of him, especially his mother. Martin complies to teachers' requests.</p>	<p>Martin verbally expresses himself in full sentences and can tell others about things he likes and dislikes. He also will hold longer conversations about preferred activities (e.g, sports) with peers and adults. He is able to work alone or with small groups of students depending on the groupings. Martin is able to read fourth grade reading materials.</p>	<p>Martin verbally expresses a desire to change his behavior ("I think I can do better in math, if I get a little help.") frequently with teachers. He also engages peers and adults in conversations about things he enjoys (sports, eating, playing video games), daily. Teachers report that he asks them to send his mom messages about his performance in school when he is doing well at least weekly. Martin frequently (at least weekly) shows empathy and concern for peers who are upset. Teachers report that he can work independently for 15 minutes and/or with peers who he has a neutral (Not best friends or worst enemies) relationship to in order to achieve a desired outcome. Martin is able to read most fourth grade level reading materials consistently and is able to write short paragraphs.</p>

Student Strengths Data Sources

- Teacher Observational Data
- Teacher Report
- Interview

Teacher: Ms. J.

Strengths Observation Data for Functional Behavior Assessment

Dates of Observation and Assessment: Data collected from 8/29/22 to 9/2/22 - Summarized on 9/5/22

Date:	Communication Strengths:	Social Strengths	Academic or Preacademic Strengths	Other Desired Behavior Strengths
8/29/22:	Greeting, says goodbye, verbally directing other children in play centers	Picks "R" to play with.	Assessed today and can identify 8 colors <u>correctly</u> out of 12 presented.	Leadership qualities of directing play of others. Required no assistance with snack materials.
8/30/22:	Greeting and goodbye, Told friends about her cat (<u>white, girl, soft, snuggles</u>)	Planned the play activity and <u>gave other child a role.</u>	Selected name from list of names.	Offered to help the assistant pick up the blocks so "I won't trip <u>ove</u> them." Required minimal verbal prompts when using the restroom.
8/31/22:	Greeting and goodbye, Asked me if she looked pretty <u>for</u> the picture.	Quizzed a friend while playing teacher on letters.	Assessed knowledge of <u>alphabet</u> . When shown letters individually, CN identified 10 letters (including letters of her first name) out of 26 correctly.	Identified letters of name. Show empathy toward other children.
9/1/22:	Said, "I want to be line leader." Said to another child, "You can be <u>my best friend.</u> "	Pats "J" on back and says "Don't be sad, you can play too."	Identified letters of name.	Zipper pants and jacket with no assistance. Put paint smock on and <u>took</u> it off when finished without assistance.
9/2/22:	Greeting and goodbye, Told me she was going to Curtis Orchard tomorrow and was going down the tunnel slide.	Groups with at least one other child on the playground or in the gym.	Selected name from list of names. Identified eye and shirt colors of peers.	

Operational Definition

*Information for operational definition is obtained from multiple sources and people who describe what the behavior looks like. The descriptions are combined and agreed upon and it is determined that two people can observe and record data consistently and reliably. (Two independent observers will agree that the behavior occurred or did not occur.)

Operational Definition



Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Poor	 Good	 Best
<p>Off Task - includes behaviors like being on his phone excessively, walking around the room or shutting down. Office referral records indicate that off-task behavior has occurred for several consecutive years.</p>	<p>Off Task: includes behaviors like being on his phone during large group instruction and during small group work time. Also includes walking around the room during seatwork times. Martin was off-task an average of 60% of intervals observed during two 50-minute academic classes across four consecutive days. See attached data.</p>	<p>Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic. Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached.</p>



Baseline of Behavior



Poor	✓ Good	✓✓ Best
<p>Off Task - includes behaviors like being on his phone excessively, walking around the room or shutting down. Office referral records indicate that off-task behavior has occurred for several consecutive years.</p>	<p>Off Task: includes behaviors like being on his phone during large group instruction and during small group work time. Also includes walking around the room during seatwork times. Martin was off-task an average of 60% of intervals observed during two 50-minute academic classes across four consecutive days. See attached data.</p>	<p>Off Task: includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, internet searches, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic. Baseline of off-task behavior was gathered using a momentary time sampling for two 50 minute academic class periods (Math, History) for four days. Off-task behavior occurred an average of 60% of intervals observed. Data and graph have been attached.</p>

Discontinuous Data Collection

General Instructions: (For behaviors that do not have discrete beginnings and endings, use the time required to make counting not feasible for someone with other responsibilities while observing.)

Student: Martin Week of Dates: 9/13/21, 9/14/21, 9/15/21, 9/16/21

Behavior Label: Off Task

Definition of Behavior: Off Task includes behaviors like being on his phone (listening to music, texting, watching videos, playing games, etc.) during large group instruction and during small group work time with peers. Also includes walking around the room without permission or without a clear purpose during seatwork times. Use of phone for calculator, search internet for academic purpose, or check for medical messages would not be considered problem behavior. Leaving the seat with permission or with a clear purpose would also not be counted as problematic.

Observation Period: 15 m 30 m 45 m 60 m 75 m 90 m 105 m 120 m 135 m 150 m 165 m 180 m 195 m 210 m 225 m 240 m 255 m 270 m 285 m 300 m

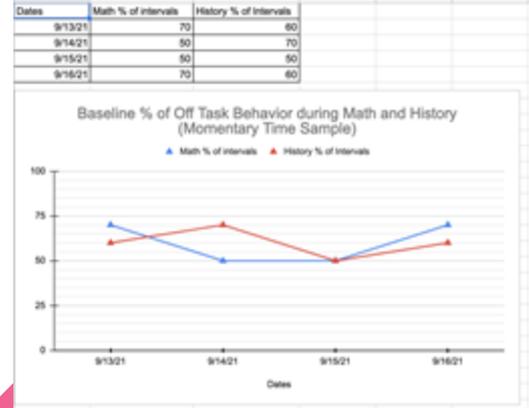
Interval Length: 30 s 1 m 2 m 3 m 4 m 5 m 6 m 7 m 8 m 9 m 10 m 11 m 12 m 13 m 14 m 15 m 16 m 17 m 18 m 19 m 20 m 21 m 22 m 23 m 24 m 25 m 26 m 27 m 28 m 29 m 30 m

Interval Type: Whole Interval Partial Interval All or None Interval End of Interval

Anchor: Start of Interval End of Interval Start of Interval

Anchor: Start of Interval End of Interval Start of Interval

Date	1	2	3	4	5	6	7	8	9	10	% of intervals	Observation Interval
9/13/21	-	-	-	-	-	-	-	-	-	-	60%	0.5
9/14/21	-	-	-	-	-	-	-	-	-	-	60%	0.5
9/15/21	-	-	-	-	-	-	-	-	-	-	60%	0.5
9/16/21	-	-	-	-	-	-	-	-	-	-	60%	0.5



Types of Baseline Data

*Current Levels of Problem Behavior

Continuous Data (Baseline)

- Frequency/Event
- Duration/Latency
- Intensity

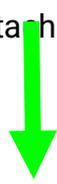
Discontinuous Data

- Interval Recording/Percentage of Intervals
- Momentary Time Sampling/Percentage of intervals

FBA Data Collection Methods

*Data Collection Methods include “indirect” sources (records or reports or information provided about the student by school personnel or self-report from the student or parents) and “direct” sources (direct observation of the student and the student’s behavior in real time.)

○ Click to see example of attached data.



Data Collection Methods

Functional Behavior Assessment Data - this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: S = Summarized A = Attached

⇒ Indirect FBA Data												
S	A	Parent/School Interview	S	A	Student Interview	S	A	MAS and/or Rating Scale	S	A	Record Review	Other/Notes:
⇒ Direct Observation FBA Data												
S	A	A-B-C Data	S	A	Scatter Plot Data	S	A	FBA Observation (FAO)	S	A	Other/Notes:	
⇒ Functional Analysis												
S	A	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) <i>This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.</i>									Other/Notes:	

Notes about Best

Indirect data was gathered and is summarized. Additionally, direct data was gathered, analyzed, and attached to the IEP.

Data Collection Methods

Functional Behavior Assessment Data - this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: S = Summarized A = Attached

⇒ Indirect FBA Data												
S	A	Parent/School Interview	S	A	Student Interview	S	A	MAS and/or Rating Scale	S	A	Record Review	Other/Notes:
⇒ Direct Observation FBA Data												
S	A	A-B-C Data	S	A	Scatter Plot Data	S	A	FBA Observation (FAO)	S	A	Other/Notes:	
⇒ Functional Analysis												
S	A	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) <i>This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.</i>									Other/Notes:	

Notes about Good

Note: This example has indicated that there three key types of FBA data have been summarized and attached. This will strengthen the FBA considerably.

The more sources of information to provide evidence and analysis of that evidence, the more confident a teacher/team can be in the hypothesis of function statement.

Data Collection Methods

Functional Behavior Assessment Data - this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: S = Summarized A = Attached

⇒ Indirect FBA Data												
S	A	Parent/School Interview	S	A	Student Interview	S	A	MAS and/or Rating Scale	S	A	Record Review	Other/Notes:
⇒ Direct Observation FBA Data												
S	A	A-B-C Data	S	A	Scatter Plot Data	S	A	FBA Observation (FAO)	S	A	Other/Notes:	
⇒ Functional Analysis												
S	A	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) <i>This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.</i>								Other/Notes:		

Poor

“Office referral records indicate that off-task behavior has occurred for several consecutive years.”

Note: If there is no summarized data or attached direct observational data, the FBA may be invalid. Some type of record should be attached or specific data embedded in the summary.

Data Collection Methods

Functional Behavior Assessment Data - this section creates an inventory of the FBA data that was collected and analyzed, although it is not explicitly listed in the Illinois FBA document.

Circle: S = Summarized A = Attached

⇒ Indirect FBA Data												
S	A	Parent/School Interview	S	A	Student Interview	S	A	MAS and/or Rating Scale	S	A	Record Review	Other/Notes:
⇒ Direct Observation FBA Data												
S	A	A-B-C Data	S	A	Scatter Plot Data	S	A	FBA Observation (FAO)	S	A	Other/Notes:	
⇒ Functional Analysis												
S	A	Functional Analysis/Analog/Analogue/Manipulations/Structural Analysis (There are many terms that might be used.) <i>This type of analysis is usually done by a highly skilled behavior specialist such as a BCBA.</i>								Other/Notes:		

Notes about Poor

Note: Summarized data is a step in the right direction. If the data has been summarized within the FBA then the data can be attached.

Key pieces of FBA data have not been collected yet. The FBA will not have sufficient information to develop a hypothesis.

FBA Data Collection Methods

Indirect Assessment FBA

- Interview - School
- Interview - Student
- Rating Scales (MAS)

Direct Observation FBA

- Scatter Plot
- A-B-C Data
- Functional Assessment Observation (FAO)



Setting

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA

(Example) **Setting** – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

	⇒
	⇒
	⇒ The times of day when the behavior is demonstrated most frequently are given.
	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - setting 2. Yelling - setting)

✓	⇒ The locations where the behavior occurs most frequently are given.
✓	⇒ The locations where the behavior occurs least frequently are given.
✓	⇒ The times of day when the behavior is demonstrated most frequently are given.
✓	⇒ The times of day when the behavior is demonstrated least frequently are given.
✓	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Best

The behavior occurs most frequently in classroom settings within core academic classes (Math, Science, History), and occurs least frequently in his other class periods (breakfast, lunch, PE, Home Economics) or other school settings (e.g., lunch room, hallway, gym). Off task behavior occurs most often at the very beginning (which coincides with math) and end of the day (which coincides with history), as well as more frequently on Mondays and Fridays. Behavior is less frequent in the middle of the school day though sometimes occurs during science. Behavior typically occurs when the student is expected to work on something with a peer but when teachers are in the room. (Data shown on attached scatterplot, FAO, & FAI teacher interview)

Scatterplot

FAI - Teacher

FAO



Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - setting 2. Yelling - setting)

✓	⇒ The locations where the behavior occurs most frequently are given.
	⇒ The locations where the behavior occurs least frequently are given.
✓	⇒ The times of day when the behavior is demonstrated most frequently are given.
✓	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Good

The behavior occurs most frequently in classroom settings within core academic classes (Math, Science, History), and occurs least frequently in his other class periods (breakfast, lunch, PE, Home Economics). It occurs most often at the very beginning and end of the day, as well as more frequently on Mondays and Fridays. Behavior is less frequent in the middle of the school day. Behavior typically occurs when the student is expected to work on something with a peer. (Data shown on attached scatterplot, FAO, & FAI teacher interview)

Setting

Setting (Data sources: Interview, Scatter Plot information, A-B-C, FAO)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - setting 2. Yelling - setting)

	⇒ The locations where the behavior occurs most frequently are given.
	⇒ The locations where the behavior occurs least frequently are given.
	⇒ The times of day when the behavior is demonstrated most frequently are given.
	⇒ The times of day when the behavior is demonstrated least frequently are given.
	⇒ The persons with whom the behavior occurs most frequently are given.
	⇒ The persons with whom the behavior occurs least frequently are given.
✓	⇒ The activities that are occurring when the behavior is demonstrated most frequently are given.
	⇒ The activities that are occurring when the behavior is demonstrated least frequently are given.

Poor

The behavior occurs in core academic classes.



Antecedents

Antecedents

Antecedents (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)

If more than one behavior, **each behavior is addressed** and numbered throughout each section of the FBA document.

(Example: 1. Hitting - antecedent 2. Yelling - antecedent)

⇒ One or more **antecedents** that predictably occur immediately before **each of the defined targeted “problem” behaviors** have been provided. Note: **Predictable** is the most common antecedent (or two) that resulted from the data gathered.

Notes:

Antecedents – Include a description of the relevant events that preceded the target behavior.

Antecedents



Poor	 Good	 Best
<p>Off Task - Occurs during class time.</p>	<p>The predictable antecedents for off task behavior that the ABC data and FAO data support include being asked to complete an assignment with a peer or with a small group of peers, during large group instruction during Math, History. ABC is attached.</p> <p><u>ABC data</u></p>	<p>The predictable antecedents for off task behavior that the ABC data and FAO data support include being asked to complete an assignment with a peer or with a small group of peers, during large group instruction when the teacher is not specifically attending to or interacting with the student during Math, History, and sometimes science. Occasionally the behavior will occur when the student is asked to work independently and write out answers. Evidence also shows that when the student's phone is visible and available, there is a higher likelihood of "off-task" behavior occurring. ABC and FAO data are attached.</p> <p><u>ABC data</u></p> <p><u>FAO data</u></p>

Antecedents (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)
 If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.
 (Example: 1. Hitting - antecedent 2. Yelling - antecedent)

<p>⇒ One or more <i>antecedents</i> that predictably occur immediately before <i>each of the defined targeted "problem" behaviors</i> have been provided. Note: Predictable is the most common antecedent (or two) that resulted from the data gathered.</p>	<p>Notes:</p>
---	---------------



Consequences

Consequences

Consequences (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)

If more than one behavior is observed:

(Example: 1. Hitting)

Avoid/Delay (you don't want)

Obtain (you don't want)

Maintain (you don't want)

Escape (something you don't want)

Consequences – Include a description of the result of the target behavior (e.g., removed from classroom and did not complete assignment). What is the payoff for the student?

Use this Function Categorizing Form to categorize and “translate” the consequence(s) into a function and descriptor. Use later in the hypothesis statement.

	Four Function Categories (C1 in the hypothesis statement)			
	Escape (or Avoid/Delay)		Obtain (or Maintain)	
Consequence Descriptors	Attention		Attention	
(C2 in the hypothesis statement)	Tasks/Activities		Tasks/Activities	
	Tangible		Tangible	
	Automatic/Sensory		Automatic/Sensory	

⇒ One or more <i>consequences</i> that predictably occur after <i>each of the defined targeted “problem” behaviors</i> have been provided. Note: Predictable is the most common consequence (or two) that resulted from the data gathered.	Notes about why an item in this section did not meet expectations:
⇒ The consequence(s) were “translated” into one of the four function categories and descriptors.	Notes:

Consequences



? Poor	✓ Good	✓✓ Best
<p>Loss of instruction, not completing work, loss of privileges, loss of hallway/cafeteria privileges, loss of peer interaction, escape and avoidance of work, in and out of school suspension, call home, referral to the office, damaged peer relationships, loss of social interaction, gaining peer and adult attention, raise in social status among peers, feeling like he fought for himself.</p>	<p>Not completing the assignment or delaying the assignment, spending time on phone (known to be a preferred activity), and occasional attention from the teacher when Martin is told to get back to work are the predictable consequences for off-task behavior. Data for ABC and FAO are attached.</p> <p>ABC data</p> <p>FAO data</p>	<p>The main consequences of the behavior found are: Not completing the assignment or delaying the assignment, spending time on phone (known to be a preferred activity), and occasional attention from the teacher when Martin is told to get back to work. The ABC data and the FAO both show these as frequent consequences for the behavior. These consequences and data from the Motivation Assessment Scale provide evidence that escape/delay of completing tasks or working with small group are the most predictable events AND continuing his use of the phone are the most predictable consequences of the behavior. Data for ABC, FAO, and MAS are attached.</p> <p>ABC data</p> <p>FAO data</p> <p>MAS</p>



Example 1 - Consequences

Consequences (Data sources: Interview, although strongest evidence would come from A-B-C, FAO)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - consequence 2. Yelling - consequence)

Avoid/Delay (you haven't started and you are delaying the start, but you will eventually get to it)

Obtain (you don't have something and you want it)

Maintain (you already have something and you want to keep it)

Escape (something has started and you don't want to continue, so you stop)

Use this Function Categorizing Form to categorize and “translate” the consequence(s) into a function and descriptor. Use later in the hypothesis statement.

	Function Categories (C1 in the hypothesis statement)			
	Escape (or Avoid/Delay)		Obtain (or Maintain)	
Consequence Descriptors (C2 in the hypothesis statement)	Attention		Attention	Some redirection attention from teacher.
	Tasks/Activities	Math, History, sometimes Science when working with peers in small group, large group instruction	Tasks/Activities	
	Tangible		Tangible	Phone (entertainment)
	Automatic/Sensory		Automatic/Sensory	

Environmental Variables

Environmental Variables

Environmental Variables (This includes setting events and “slow triggers”) (Data sources: Interview, Parent Communication)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - environmental variables 2. Yelling - environmental variables)

	⇒ One or more <i>environmental variables (setting events)</i> that occur prior to the instructional session and predictably have an impact on <i>each of the defined targeted “problem” behaviors</i> have been provided. (e.g, illness, fatigue, hunger, trauma, change in the schedule, unexpected event, conflict with a friend, etc.)	Notes:
	⇒ There is a statement that environmental variables were investigated but none were identified or found.	

Environmental Variables – Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors).

Environmental Variables



Poor	✓ Good	✓✓ Best
<p>Martin's relationship with the adult is extremely important when participating in class activities.</p>	<p>Environmental Variables that may affect Martin's behavior are Mondays and Fridays, at times when he reports he is hungry (typically in the morning and late afternoon), and on days he reports missing his medication. Evidence can be seen in the FAI - Teacher and Scatter plot which are attached.</p> <p>Scatterplot FAI - Teacher</p>	<p>Environmental Variables that are predictable for off task behavior or associated with being off-task include increased off task behavior on days when medication has not been taken, on Mondays and Fridays, and when he reports being hungry. Martin frequently says he is hungry at the beginning of the day and at the end of the day. Information from the FAI - Teacher, FAI student, and scatterplot provide evidence. This data is attached.</p> <p>FAI - Teacher</p> <p>FAI - Student</p> <p>Scatterplot</p>

Environmental Variables (This includes setting events and "slow triggers") (Data sources: Interview, Parent Communication)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - environmental variables 2. Yelling - environmental variables)

<p>⇒ One or more <i>environmental variables (setting events)</i> that occur prior to the instructional session and predictably have an impact on <i>each of the defined targeted "problem" behaviors</i> have been provided. (e.g, illness, fatigue, hunger, trauma, change in the schedule, unexpected event, conflict with a friend, etc.)</p>	Notes:
<p>⇒ There is a statement that environmental variables were investigated but none were identified or found.</p>	





Hypothesis of Behavioral Function

Hypothesis of Behavioral Function

Hypothesis of Behavioral Function Statement (Data sources: A-B-C, FAO, Functional Analysis)

If more than one behavior, *each behavior is addressed* and numbered throughout each section of the FBA document.

(Example: 1. Hitting - hypothesis statement 2. Yelling - hypothesis statement)

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	Notes:
⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	Notes:
⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedents listed in the antecedents section of the FBA.	Notes:
⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	Notes:
⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	Notes:
⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	Notes:

Hypothesis of Behavioral Function

Use this Hypothesis of Behavioral Function Statement Form to create and/or evaluate a high quality hypothesis statement for EACH of the targeted problem behaviors with the information from the previous sections (if the information was not provided, leave that section blank).

When [_____](E)
and [_____](A),
student engages in [_____](B)
which results in [_____](C1)
[_____](C2).

Components of a Hypothesis Statement

E –Environmental Variable (if information is available and predictable)

A –Antecedent (immediately before)

B –Behavior

C1 – Consequences (immediately after) (delay/escape/avoid) OR (obtain/maintain)

C2 - Descriptor (attention, task demands/activities, tangibles/objects, sensory experience)

Poor

Hypothesis of Behavioral Function

⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	★
⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	★
⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.	★ ★
⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	★
✓ ⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	★
✓ ⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	★

Martin knows when he is struggling behaviorally but is not currently able to change his behavior. He **gains peer attention** in the classroom and doesn't want to look different. He finds his behavior funny and sees it as a joke. He doesn't realize his behavior is serious. He also does not want to be singled out from his peers.

When [_____](E) and [_____](A), student engages in [_____](B) which results in [**obtaining** _](C1) [**attention from peers**](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	★
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	★
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.	★ ★
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	★

Good

When hungry and/or when given a task to complete with a peer or small group or during large group instructions, Martin will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When [hungry](E) and [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__escape__](C1) [__expected tasks_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	★
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	★
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.	★ ★
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	★

Best -1

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__escape__](C1) [__expected tasks_](C2).

Hypothesis of Behavioral Function

✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	★
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	★
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.	★
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	★

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks.

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction](A), student engages in [off-task behavior as defined](B) which results in [__obtain/maintain access__](C1) [__to the phone (a preferred activity)__](C2).

Hypothesis of Behavioral Function

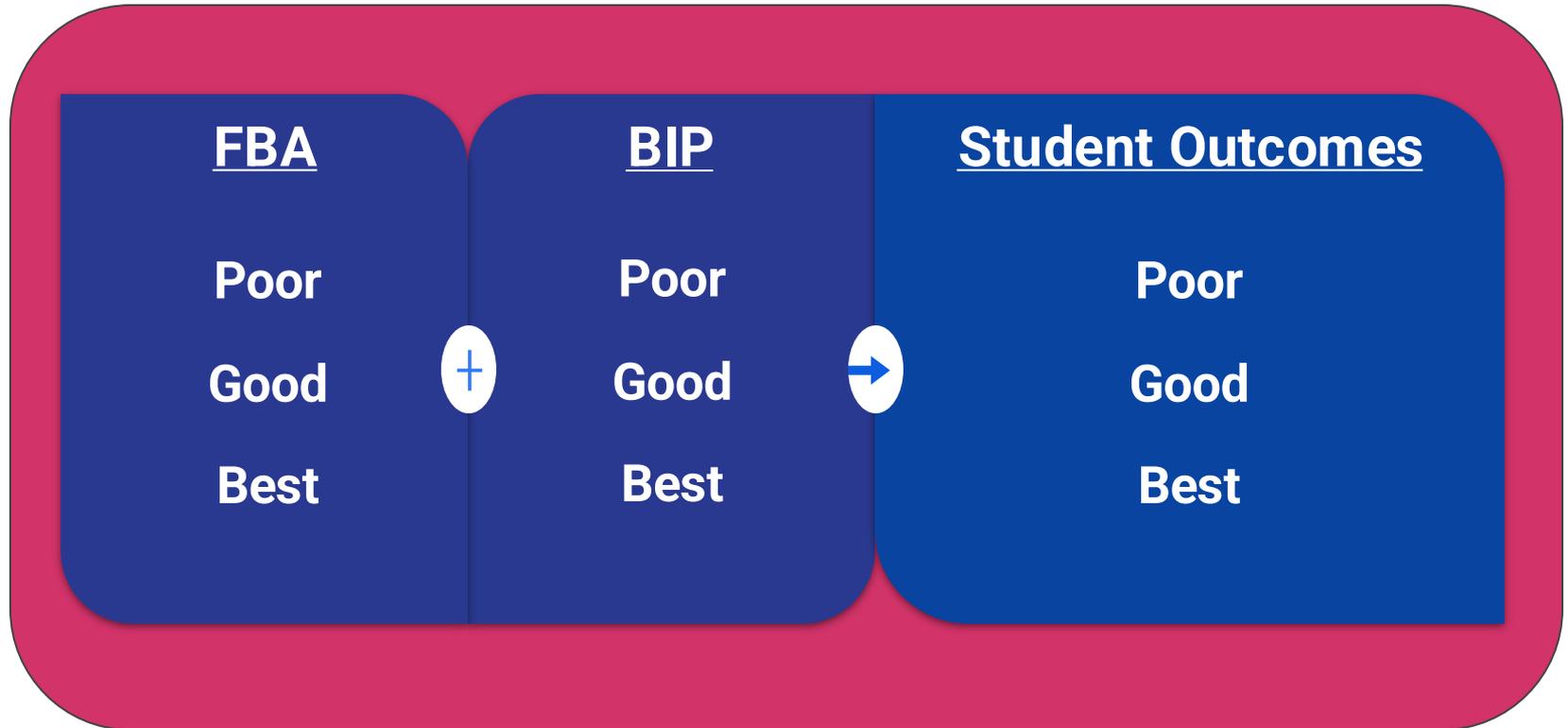
✓	⇒ There is a hypothesis of behavioral function statement for EACH of the targeted behaviors that have been identified and operationally defined in the operational definition section of the FBA document.	★
✓	⇒ The more distanced, environmental variables that are written within each of the hypothesis statement(s) match the variables listed in the environmental variable section of the FBA.	★
✓	⇒ The immediate antecedent(s) written within each of the hypothesis statement(s) match the antecedent listed in the antecedents section of the FBA.	★
✓	⇒ The behavior(s) written in the hypothesis statement is/are the same targeted problem behavior as in the operational definition section for each of the targeted problem behaviors identified. [The definition is not in the statement, just the identified target behavior.]	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a function category (C1) and were the same as listed in the consequence section of the FBA.	★
✓	⇒ The consequence(s) written within each of the hypothesis statement(s) were translated into a category descriptor (C2) and were the same as listed in the consequence section of the FBA.	★

When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions, student will demonstrate off-task behavior as defined which results in escape/delay from the expected tasks

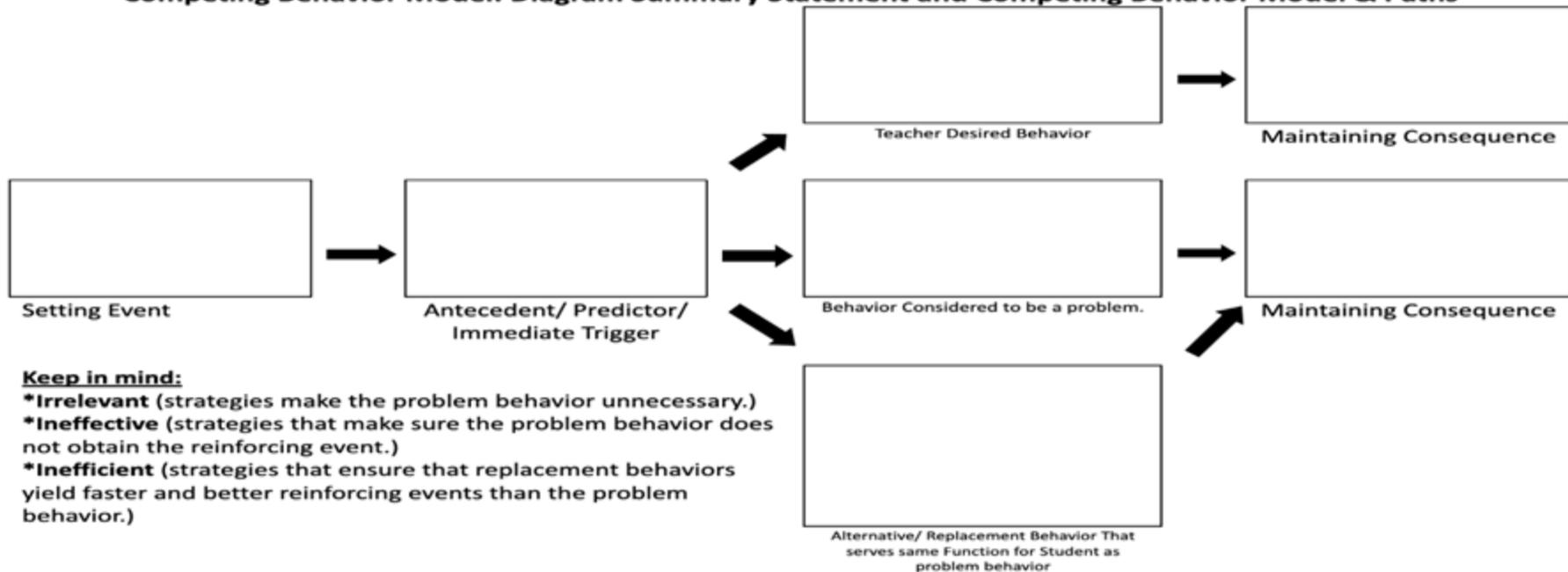
When hungry or when medication has been missed and/or when given a task to complete with a peer or small group or during large group instructions and when phone is visible/accessible, student will demonstrate off-task behavior to maintain access to phone (a preferred activity).

When [hungry or when medication dose has been missed](E) and/or when [given a task to complete with a peer or small group/during large group instruction and when phone is visible/accessible](A), student engages in [off-task behavior as defined](B) which results in [__obtaining/maintaining access__](C1) [__to the phone (a more preferred activity)__](C2).

Link between Quality of FBA, BIP, and Student Outcomes



Competing Behavior Model: Diagram Summary Statement and Competing Behavior Model & Paths

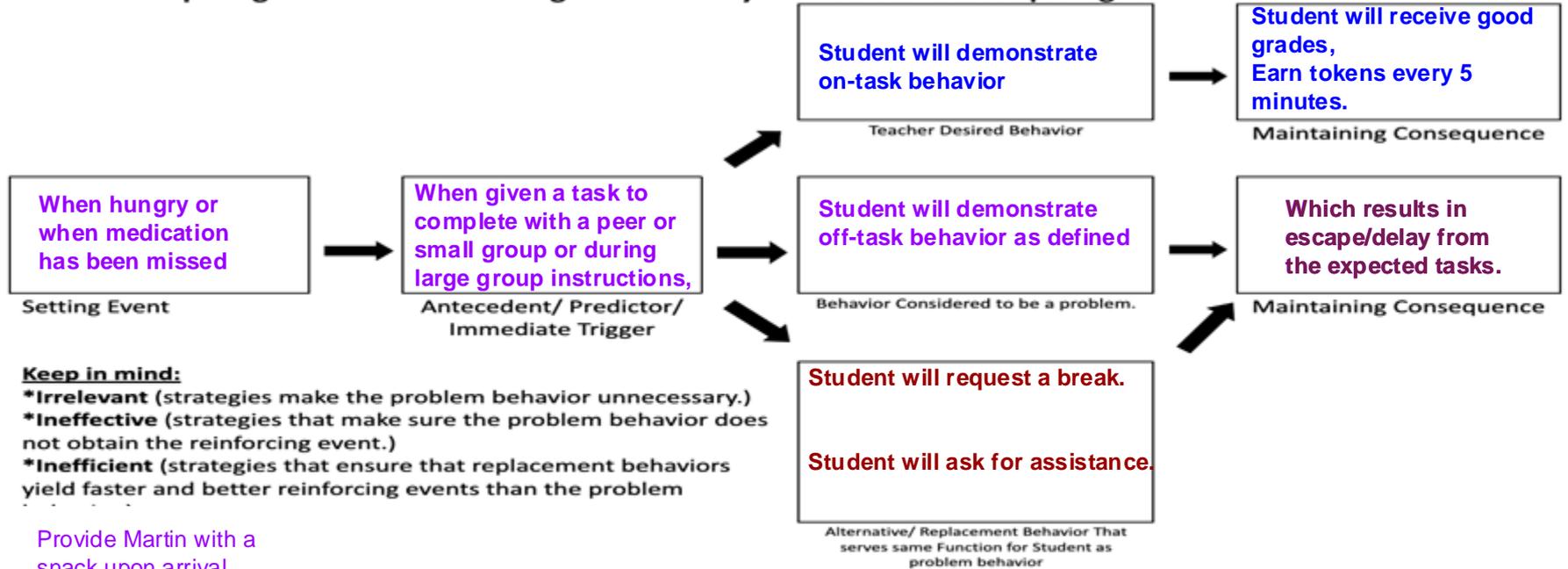


List Strategies that Make the Problem Behavior * Irrelevant, Ineffective, & Inefficient

List Strategies that Make the Problem Behavior * Irrelevant, Ineffective, & Inefficient			
Setting Event Strategies	Predictor Strategies	Teaching Replacement Behavior	Consequence Strategies

Competing Behavior Model

Competing Behavior Model: Diagram Summary Statement and Competing Behavior Model & Paths



Keep in mind:

- *Irrelevant (strategies make the problem behavior unnecessary.)
- *Ineffective (strategies that make sure the problem behavior does not obtain the reinforcing event.)
- *Inefficient (strategies that ensure that replacement behaviors yield faster and better reinforcing events than the problem)

Provide Martin with a snack upon arrival into the classroom.

Develop system of communication with parents about medication.
Review strategies for behavior regulation.

List Strategies that Make the Problem Behavior * Irrelevant, Ineffective, & Inefficient

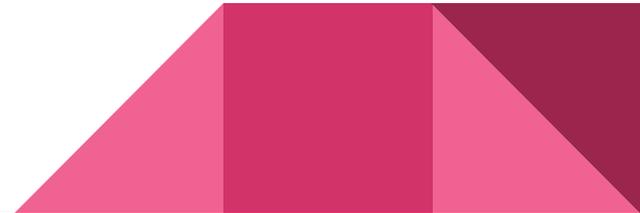
Provide clear instructions.
Teacher monitors in close proximity.
Provide choice of tasks and partners.

Predictor Strategies

Teach student to request a break.
Teach student to ask for help.
Teach tolerance of Delay of Reinforcement.

Create a schedule of reinforcement for on-task behavior.
Provide a 5 minute break when asked.
Provide assistance when the student request it.

Questions



Sources of Information

Behavior intervention plan. (Updated January 2022). Retrieved from

<https://www.isbe.net/Documents/34-54K-and-L-BIP.pdf>

Borgmeier, C., Loman, S. L., & Strickland-Cohen, M. K. (2017). ABC tracker: Increasing teacher capacity for assessing student behavior. *Beyond Behavior*, 26(3), 113-123.

Bruhn, A. L., Balint-Langel, K., Troughton, L., Langan, S., Lodge, K., & Kortemeyer, S. (2015). Assessing and treating stereotypical behaviors in classrooms using a functional approach. *Behavior Disorders*, 41(1), 21-37.

Functional behavior assessment. (Updated January 2022). Retrieved from

<https://www.isbe.net/Documents/34-54J-FBA.pdf>

Hirsch, S. E., Bruhn, A. L., Lloyd, J. W., & Katsiyannis, A. (2017). FBAs and BIPs: Avoiding and addressing four common challenges related to fidelity. *Teaching Exceptional Children*, 49(6), 369-379.

Sources of Information

- Illinois State Board of Education. (2022). Positive behavioral interventions and supports. Retrieved on March 7, 2022 from <https://www.isbe.net/Pages/Positive-Behavioral-Intervention.aspx>
- Smith, J. (July 1, 2015). The four principles of human behavior. Retrieved from <https://mylearning.stedi.org/the-four-principles-of-human-behavior/>
- Sprick, R., Coughlin, C., Garrison, M., & Sprick, J. (2019). *Interventions: Support for individual students with behavior challenges*. Ancora Publishing.
- Tatom, C. (June 14, 2021). What are the principles of applied behavior analysis (ABA)? *Autism Parenting Magazine*. Retrieved from <https://www.autismparentingmagazine.com/aba-principles/>
- Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 18, 343-351.