



Functional Behavioral Assessment/Behavior Intervention Plan

Webinar 4 Training Packet

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 for questions about this packet

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Functional Behavior Assessment (FBA) Form

Student's Name: S. Cakes
Student's DOB: 1-1-11
Student's ID: XXXXXXXXXX

School Name: Cool School
School District: District
Date of FBA: 2-9-15

Data Sources (circle all that apply):

Direct Observations

Student Interview

Teacher Interview

Parent Interview

Rating Scales

Brief Student Background

S. Cakes is a 3rd grade student who began engaging in verbal outbursts during the Fall 2015 school year. She struggles to remember peer names and is unsure about appropriate ways to get attention from others

Strengths:

S. Cakes is an outgoing and jovial student who loves dancing and music. She loves to be around a lot of people, and has 5 siblings she lives with at home, along with her mother and stepfather.

Educational History: S. Cakes is being served in a GNETS classroom after transitioning out of her home school for intensive behavior support services on 1-20-15.

- 1) Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):**

Verbal Outbursts- Anytime Sadie screams or curses at a volume level that could be heard outside of the classroom. Verbal outburst begins upon the first instances of cursing and/or screaming and ends after 10 seconds without and cursing or screaming.

- 2) Frequency (how often does behavior occur according to data collected):**

- 3) Duration (length of time each episode lasts according to data collected):**

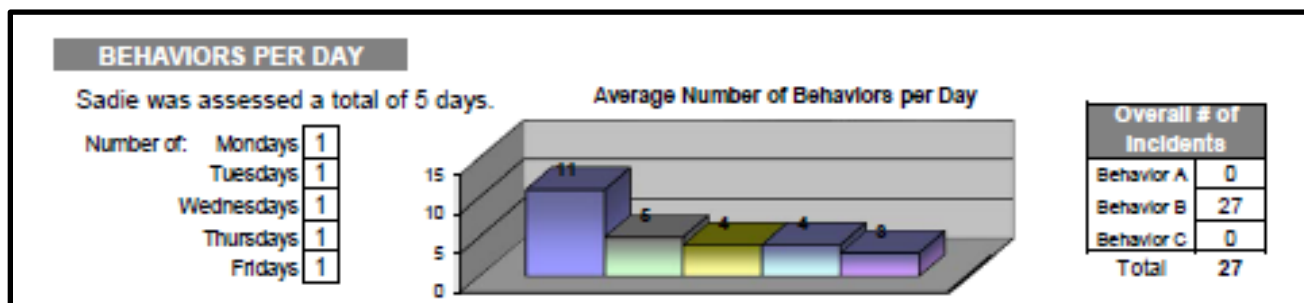
- 4) Intensity (Consequences of problem behavior on student, peers, instructional environment; rate the intensity of the behavior on a three point scale – low intensity, medium intensity, high intensity):**

<p>5) Setting Events (i.e., slow triggers; antecedent events that set the stage for a higher likelihood of target behavior):</p>
<p>6) Antecedent Events (Immediate triggers) Identify what happens immediately before the target behavior occurs:</p>
<p>7) Identify events or times and/or situations when the target behavior does not usually occur:</p>
<p>8) Consequences (i.e., how others respond immediately after the problem behavior occurs):</p>
<p>9) Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):</p>
<p>10) Function of Behavior: <input type="checkbox"/> Attention <input type="checkbox"/> Tangible <input type="checkbox"/> Escape <input type="checkbox"/> Sensory</p>
<p>Additional Notes (if needed):</p>

Webinar 4 – FBA Data in Graphs: Slow Triggers

Please have your blank FBA form (pages 2-3 in this packet) available in order to complete the following tasks. All responses should be recorded within your Blank FBA Form for S. Cakes.

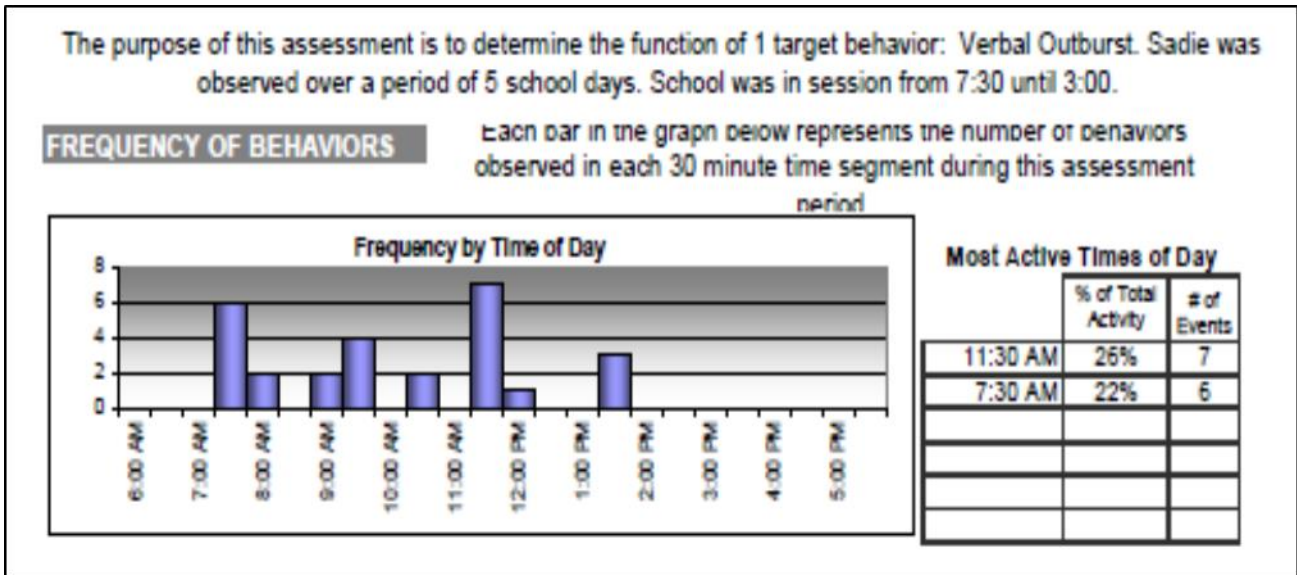
“Day of the Week”



“Please identify the overall number of behavioral incidents that occurred during the FBA data collection process. Record this response in Item #2 of your FBA Form (Frequency).”

“Please locate the day of the week (e.g, a slow trigger) when Sadie’s verbal outbursts were most frequent. Record this response as the first part of Item #5 of your FBA Form (Setting Events).”

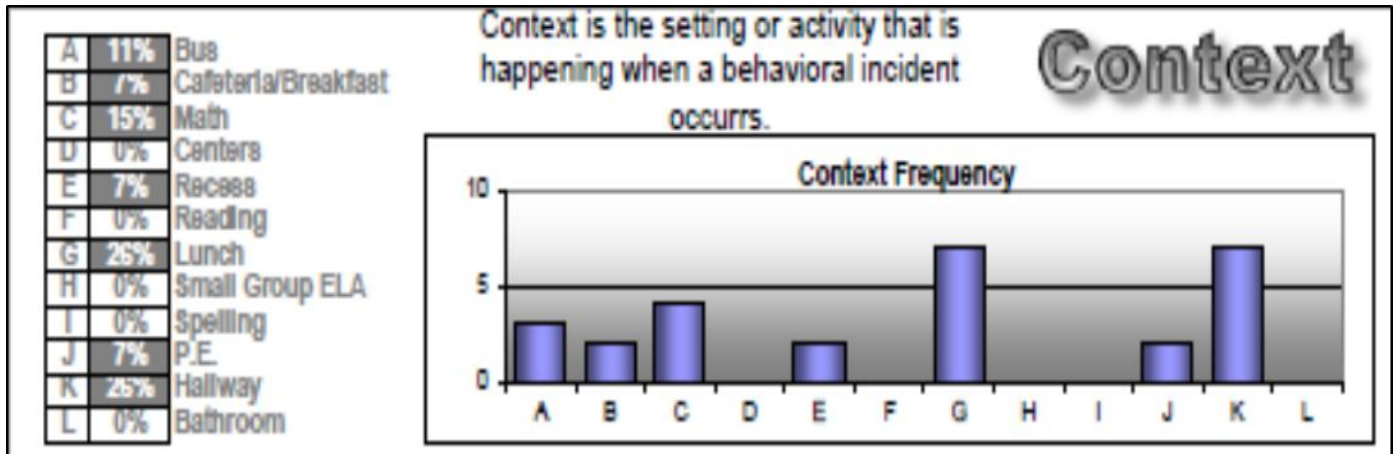
“Time of Day”



"Please identify the two windows of time when was Sadie’s target behavior the most frequent. Record this response as an addition in Item #5 of your FBA Form (Setting Events)."

"Please list 2-3 windows of time between 7:30-3:00pm when Sadie did not engage in any verbal outbursts. Record this response as one part of your report within Item #7 of your FBA Form (Identify events or times and/or situations when the target behavior does not usually occur)."

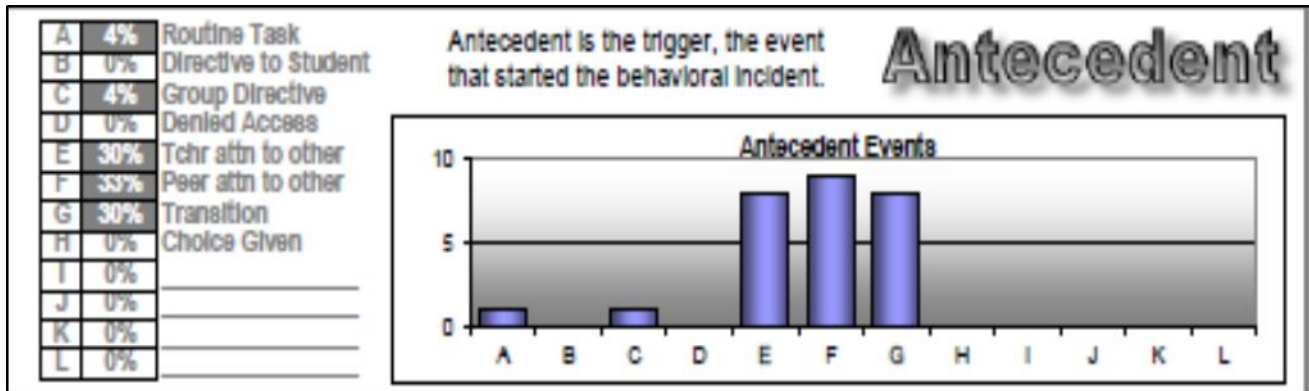
“Context/Setting Events”



“Please identify the two contexts where verbal outbursts occurred most often. Record this response as another addition in Item #5 of your FBA Form (Setting Events).”

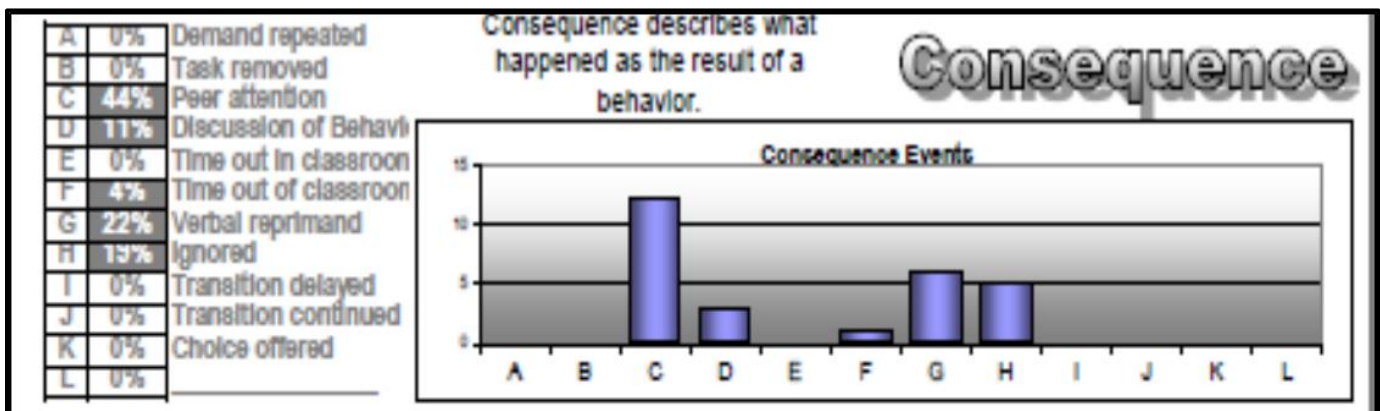
“Please list 2-3 contexts where Sadie did not engage in any verbal outbursts. Record this response as an addition to Item #7 of your FBA Form (Identify events or times and/or situations when the target behavior does not usually occur).”

“Fast Triggers/Antecedent Events”



“Please list the top 2-3 most common triggers or antecedent events that led to the occurrence of the target behavior and record this response in Item #6 of your FBA form (Antecedent Events).”

“ Consequences/Responses”



“Please list the two most frequently delivered consequences in response to Sadie’s target behavior, and record this information in Item #8 of your FBA Form (Consequences).”

Webinar 4 – Hypothesis Statement Step-by-Step Practice

Please begin inserting your responses to the next 4 items within the boxes provided above each item. We will return to our FBA Form once we reach page [12] of this process packet.

“Hypothesis Statement Step 1: Fast Triggers and Context”

Part One <i>“When (fast trigger) occurs in (context)...”</i>

“Use the information you recorded in Items #5 and #6, (‘Setting Events’ and ‘Antecedent Events’) of your FBA form to complete Part One of your hypothesis statement. Insert Part One of your hypothesis statement in the box above.”

NOTE: A hypothesis statement is meant to be concise, so focus first on including information related to fast triggers and locations where behaviors occurred for this portion. Only include specific windows of time or days of the week if you feel it is particularly relevant for your student.

“Hypothesis Statement Step 3: Consequences”

Part Three

“Others (staff/peers) typically respond by doing (consequence).”

“Please complete Part Three of your hypothesis statement using the Item #8 in your FBA Form to describe the two most frequently delivered consequences that follow Sadie’s verbal outbursts. Write Part Three of your hypothesis statement in the box above.”

“Hypothesis Statement Step 4: Function”

Part Four

“Sadie is trying to communicate (function).”

“Please complete Part Four of your hypothesis statement, hypothesizing function by using the FBA data derived from our FBA data collection process. Please write Part Four of your hypothesis statement in the box above.”

Webinar 4 – Hypothesis Statement (Full Framework)

Step 1: <i>“When (fast trigger) occurs in (context),</i>	Step 2: <i>the student does (behavior).</i>	Step 3: <i>Others respond by doing (consequence).</i>	Step 4: <i>The student is communicating (function).”</i>

“Please combine Steps 1-4 to draft your hypothesis statement in its entirety. Write this hypothesis statement in Item #9 of your FBA Form. You may use the framework above as a guide as you place this statement in your FBA Form”

“In Item #10 of your FBA form, check the appropriate function.”

Functional Behavior Assessment

School: School Elementary

Student:

Stella Dolores

Grade: 6 School year: 2014 through 2015

Teacher: Mrs. Teacher

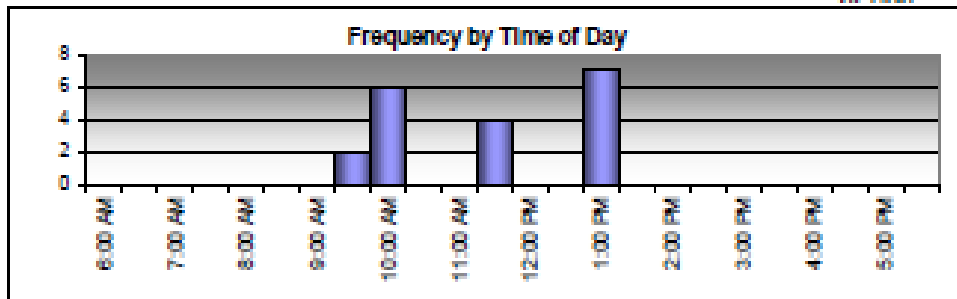
Assessment period: Monday, February 09, 2015

Report prepared by: Allison O.

The purpose of this assessment is to determine the function of 1 target behavior: Out of Seat. Stella was observed over a period of 5 school days. School was in session from 7:30 until 3:00.

FREQUENCY OF BEHAVIORS

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment period



Most Active Times of Day

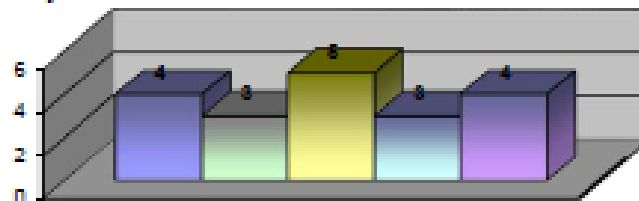
Time	% of Total Activity	# of Events
1:00 PM	37%	7
10:00 AM	32%	6

BEHAVIORS PER DAY

Stella was assessed a total of 5 days.

Number of:	Days	Count
	Mondays	1
	Tuesdays	1
	Wednesdays	1
	Thursdays	1
	Fridays	1

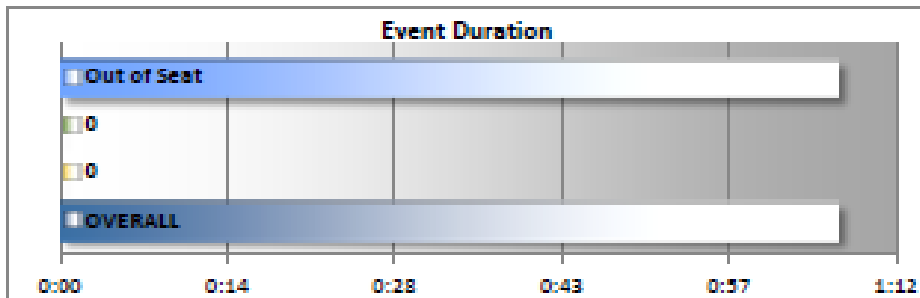
Average Number of Behaviors per Day



Overall # of Incidents	
Behavior A	19
Behavior B	0
Behavior C	0
Total	19

EVENT DURATION

The assessment period covered a total of 37:30 hours:min. Behaviors were charted 1:7 hr/min. This was 3% of the assessment period.

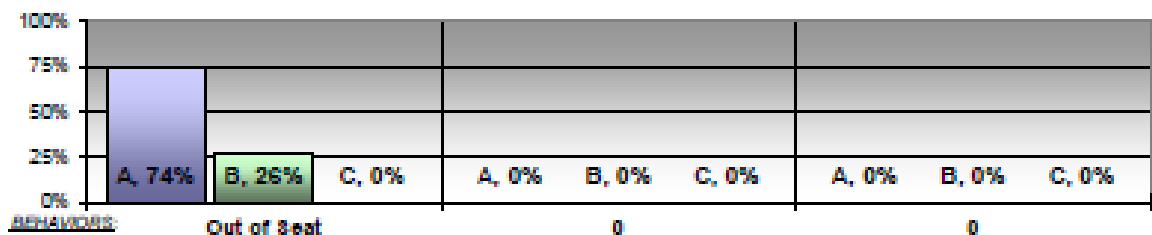


	hr:min	%
Behavior A	1:07	100%
Out of Seat		
Behavior B	0:00	0%
0		
Behavior C	0:00	0%
0		
OVERALL:	1:07	
	hr:min	

STUDENT REACTION

(How student reacted to staff intervention/consequences)

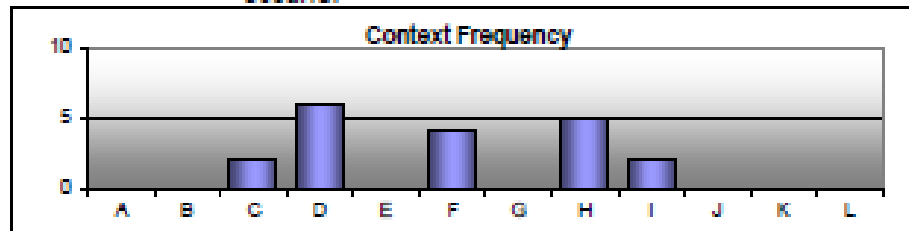
- A = Stopped.
- B = Continued
- C = Intensified.



A	0%	Bus
B	0%	Cafeteria/Breakfast
C	11%	Math
D	32%	Centers
E	0%	Recess
F	21%	Reading
G	0%	Lunch
H	25%	Small Group ELA
I	11%	Spelling
J	0%	P.E.
K	0%	Hallway
L	0%	Bathroom

Context is the setting or activity that is happening when a behavioral incident occurs.

Context



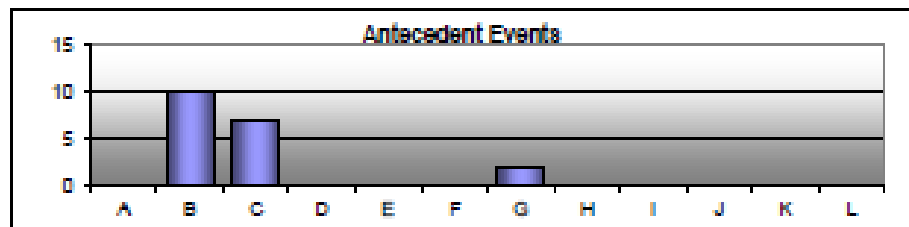
Context (Setting)/Behavior Interaction:



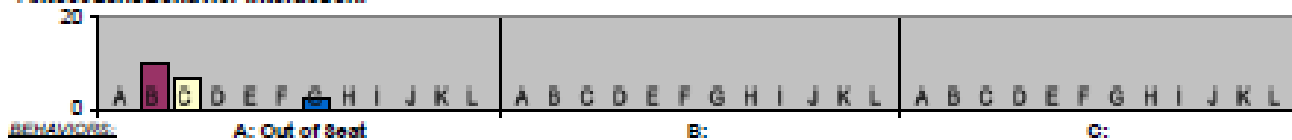
A	0%	Routine Task
B	25%	Directive to Student
C	37%	Group Directive
D	0%	Denied Access
E	0%	Tchr attn to other
F	0%	Peer attn to other
G	11%	Transition
H	0%	Choice Given
I	0%	
J	0%	
K	0%	
L	0%	

Antecedent is the trigger, the event that started the behavioral incident.

Antecedent



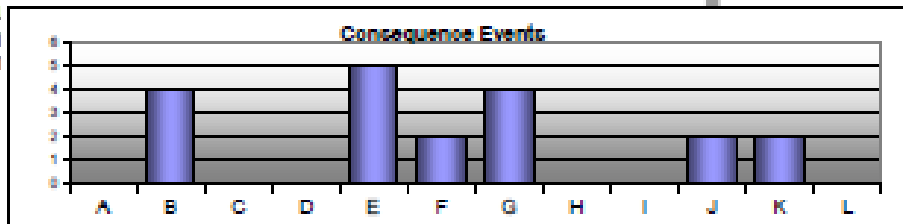
Antecedent/Behavior Interaction:



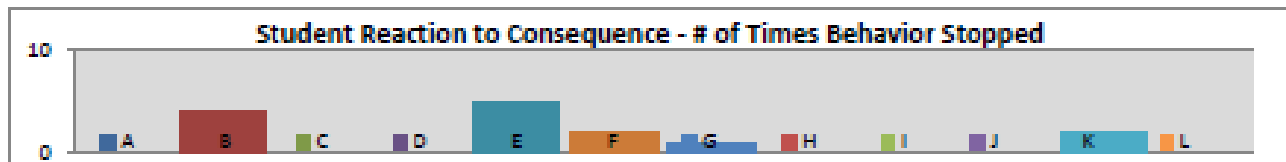
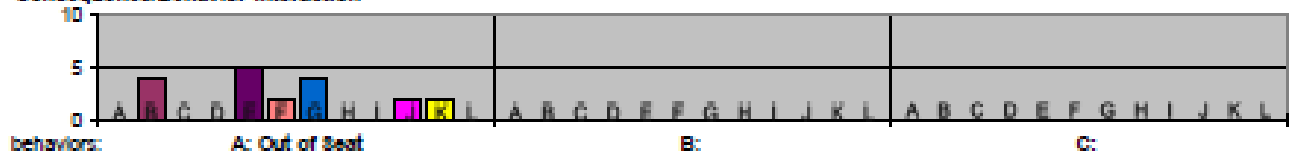
A	0%	Demand repeated
B	21%	Task removed
C	0%	Peer attention
D	0%	Student-teacher disc.
E	25%	Time out in classroom
F	11%	Time out of classroom
G	21%	Verbal reprimand
H	0%	Ignored
I	0%	Transition delayed
J	11%	Transition continued
K	11%	Choice offered
L	0%	

Consequence describes what happened as the result of a behavior.

Consequence



Consequences/Behavior Interaction:



Functional Behavioral Assessment (FBA) Form

Student's Name: [Click here to enter text.](#)
Student's DOB: _____
Student's ID: _____

School Name: _____
School District: _____
Date of FBA: _____

Data Sources (circle all that apply): Direct Observations Student Interview Teacher Interview Parent Interview Rating Scales

Brief Student Background:

Strengths:

Educational History:

<p>1) Description of Target Behavior, Choose 1 or 2 (operationally defined, easily observable and measurable, include examples and nonexamples):</p>
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<p>9) Hypothesis (includes antecedent events, behavior, consequence, function, and what the student is trying to communicate through the behavior):</p>								
<p>10) Function of Behavior:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td>Attention</td> <td>Tangible</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td>Escape</td> <td>Sensory</td> </tr> </table>	_____	_____	Attention	Tangible	_____	_____	Escape	Sensory
_____	_____							
Attention	Tangible							
_____	_____							
Escape	Sensory							
<p>Additional Notes (if needed):</p>								

Hypothesis Statement (Full Framework)

Step 1: <i>“When (fast trigger) occurs in (context),</i>	Step 2: <i>the student does (behavior).</i>	Step 3: <i>Others respond by doing (consequence).</i>	Step 4: <i>The student is communicating (function).”</i>