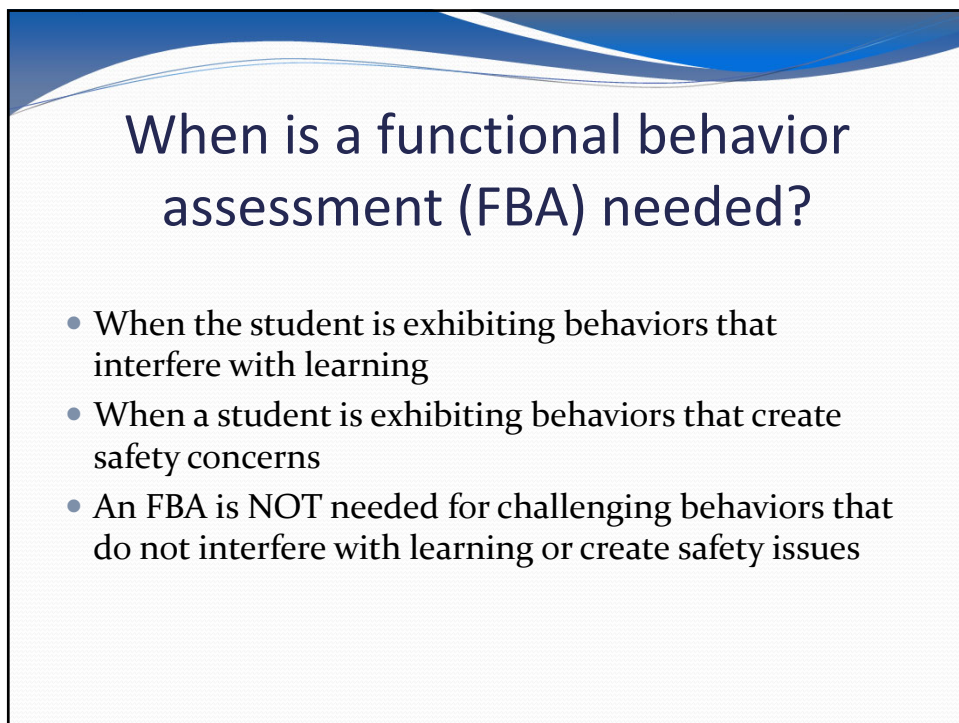


1



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## Why do an FBA?

- To decrease self injurious behaviors
- To increase engagement/learning
- To decrease behavior which interfere with engagement/learning
- To increase appropriate behaviors
- \*\*It is evidence based

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## What does an FBA accomplish?

- Information is gathered about when, where, and why an interfering behavior is occurring
- It helps to develop a hypothesis of why/the reason or function for the behavior
- Reinforcers / motivators are identified
- Behavioral supports/strategies for increasing appropriate behaviors and decreasing inappropriate behaviors are identified

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## Interfering Behavior is Defined

- The behavior should be defined in a clear, concise and objective manner
- Anyone should be able to read the definition of the behavior and know exactly what it looks like
- Example of not clearly defined:
  - Child tantrums
- Example of clearly defined:
  - Child drops to floor, bangs fists, screams

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## Data is Taken

There are different types of data

- Continuous Data Collection: measures every occurrence of behavior
  - Frequency data: simple count/number of times the behavior occurs

Frequency of Student Behavior

Students: \_\_\_\_\_  
 Behavior: \_\_\_\_\_  
 Dates/Week: \_\_\_\_\_

Tally the number of occurrences per hour each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30					
8:30-9:30					
9:30-10:30					
10:30-11:30					
11:30-12:30					
12:30-1:30					
1:30-2:30					
2:30-3:30					
Daily Total					

Total for week: \_\_\_\_\_

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- **Duration data:** this measures how long a behavior lasts; must be sure to define what starts and ends the behavior

Observation Day _____		Total Observation Time: _____		
Class/Activity	Behavior Begin Time	Behavior End Time	Total Time/Duration	Comments
Total Amount of Time Behavior Occurred:				

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- **Rate data:** measures the frequency of behavior that occurs over a period of time

**DAILY FREQUENCY/RATE DATA SHEET**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Observer(s): \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Write the definition for each behavior in the box below. Each day, use tally marks to record the frequency of each behavior exhibited during the relevant time period. Only use this form if data is being collected for the same amount of time each day. Calculate the frequency or rate (frequency divided by time) at the bottom of the data sheet.

		Target Student		Comparison Peer	
		Behavior 1	Behavior 2	Behavior 1	Behavior 2
From	To				
7:00	7:30				
7:30	8:00				
8:00	8:30				
8:30	9:00				
9:00	9:30				
9:30	10:00				
10:00	10:30				
10:30	11:00				
11:00	11:30				
11:30	12:00				
12:00	12:30				
12:30	1:00				
1:00	1:30				
1:30	2:00				
2:00	2:30				
2:30	3:00				
3:00	3:30				
3:30	4:00				
4:00	4:30				
4:30	5:00				
FREQUENCY					
RATE					

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- **Discontinuous Data Collection:** measures a sample of behavior that occurs
  - **Partial interval:** breaks the data collection session into equal parts and note if behavior occurred during the interval
  - **Whole interval:** take the entire interval of time you were to collect data and note if behavior occurred during the entire interval of time
  - **Time Sampling:** break data collection session into intervals and only note if behavior is occurring when interval ends (so no note of behavior if it occurs during the interval)

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- **Other Types of Data Collection**
  - **A-B-C chart:** this will help in understanding the relationship between the antecedent-behavior-consequences

**ABC Analysis**

Date: \_\_\_/\_\_\_/\_\_\_ Name of Person Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Behavior(s): \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Possible Function

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- Scatterplot: this can be used to understand when/where behavior is occurring, the possible function, patterns , and to determine when/where an intervention might be used

**ACTIVITY SCATTERPLOT DATA SHEET**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Observer(s): \_\_\_\_\_ Month: \_\_\_\_\_

Student: \_\_\_\_\_

**Describe Behavior:**  
(Be specific, use full sentences, such as hitting, kicking, spilling, NOT Aggression)

**Instructions:** Fill in the date at the top of the chart. List the activities that occur, including environmental events, at the top of the chart.  
For each activity, fill in the box according to the key provided.  
If you were unable to collect data, mark the box blank.

**Key:**  
 Behavior Occurred  
 Not Occurred  
 Not Data

Activity	Date													
	M	T	W	T	F	S	S	M	T	W	T	F	S	S

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## Data is Analyzed

- Ask the following questions:
  - Where is behavior occurring and not occurring
  - When is behavior occurring and not occurring
  - What activities is behavior occurring during
  - What are others doing when the behavior is occurring
  - What is the proximity to others during behavior
  - What does the environment look, sound, feel like?  
Lighting/noise level/ temperature
  - Is student being asked to do something which is difficult/repetitive
  - What is student doing right before and after the behavior
  - What happens immediately following the behavior

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## Take a Look at the Function

- From the data, determine what the reason behind the behavior is/ the function/ the why?
- There are 2 main categories of function:
  - To get or obtain something
    - I want that right now. Where did you go? Why are you playing attention to her and not me? I am bored. I don't know what to do right now. I want to do this right now because it makes me feel good (sensory/ self stimulation)
  - To escape or avoid something
    - I don't like it here. I don't want to do what you are asking. This is too hard. This is too easy. I'm scared. I'm tired. I'm hot. I'm cold.
  - Note: Some may place sensory into a third category, but it is usually to obtain or avoid a situation/demand/environmental factor, physical factor

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- Felicity video
  - Behavior Escape Follow Through

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## Develop a Hypothesis Statement

- This includes: the setting events, immediate antecedents, immediate consequences, the restatement of the description of the interfering behavior, and the function the behavior is serving
- Example: When asked to work in a small group setting in the classroom, Alice screams and says, “NO”, because she doesn’t like waiting, and then she is allowed to sit at her desk and complete the work with help from an assistant as needed

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## Decide on the Replacement Behavior (s)

- This is the socially appropriate behavior you want to use to replace the inappropriate behavior
- It must be functionally equivalent to the challenging behavior
- It must be just as easy if not easier to use
- It must receive just as much or more of a payoff than the inappropriate behavior
- Story time....

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## Identify the Strategies Which will be Used to Address this Behavior

- Examples of strategies:
  - Redirection, differential reinforcement, extinction, antecedent based interventions, social narratives, self regulation skill development, functional communication

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## Develop the Behavior Plan

- Must include:
  - The definition of the interfering behavior
  - The strategy(s) that will be used to decrease the negative behavior (modify the antecedents-setting events and triggering events), include prompting/visual cues
  - The strategy (s) that will be used to increase the positive/desired behavior (what is the replacement behavior, what strategies are we using to teach this, does the replacement behavior serve same function), include prompting/visual cues
  - Objectives which are observable and measureable to monitor effectiveness of the intervention strategies
  - Materials needed
  - Environmental Accommodations
  - Responses from others/Consequences
  - Use of motivation/reinforcement
  - Data collection plan and plan for monitoring and making adjustments

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## In summary .....

- If a challenging behavior interferes with a student's ability to learn or if the intensity, duration, or type of challenging behavior impacts a student's development or causes a concern for safety for the student or others then an FBA is needed.

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## Get Your Certificate

Congratulations !!!!!

You have completed Part 2 of the ABA training !!

Please go to the WOCCE website  
([www.wocce.hbuhsd.edu](http://www.wocce.hbuhsd.edu)), click on the tab for staff and follow the links which take you to ABA Part 2 Quiz.

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