



# **FBA/BIP/Progress Monitoring Review**

**DAY 1 –SEPTEMBER 28, 2022**

# Today's Agenda

- Operationally defining behaviors
- Using the ABC data sheet
- Completing observations (do not waste your time observing unnecessary periods or subjects)
- Reviewing the essential components of measurement (frequency, duration, intensity, and/or latency)
- Using the ABC data sheet for the **required** 2 -week data collection period
- Getting feedback and clarification from teachers
- Analyzing all data collected
- Distinguishing FBAs (initial) from Progress Monitoring (ongoing)
- How to elicit support from administrators to get the data you need

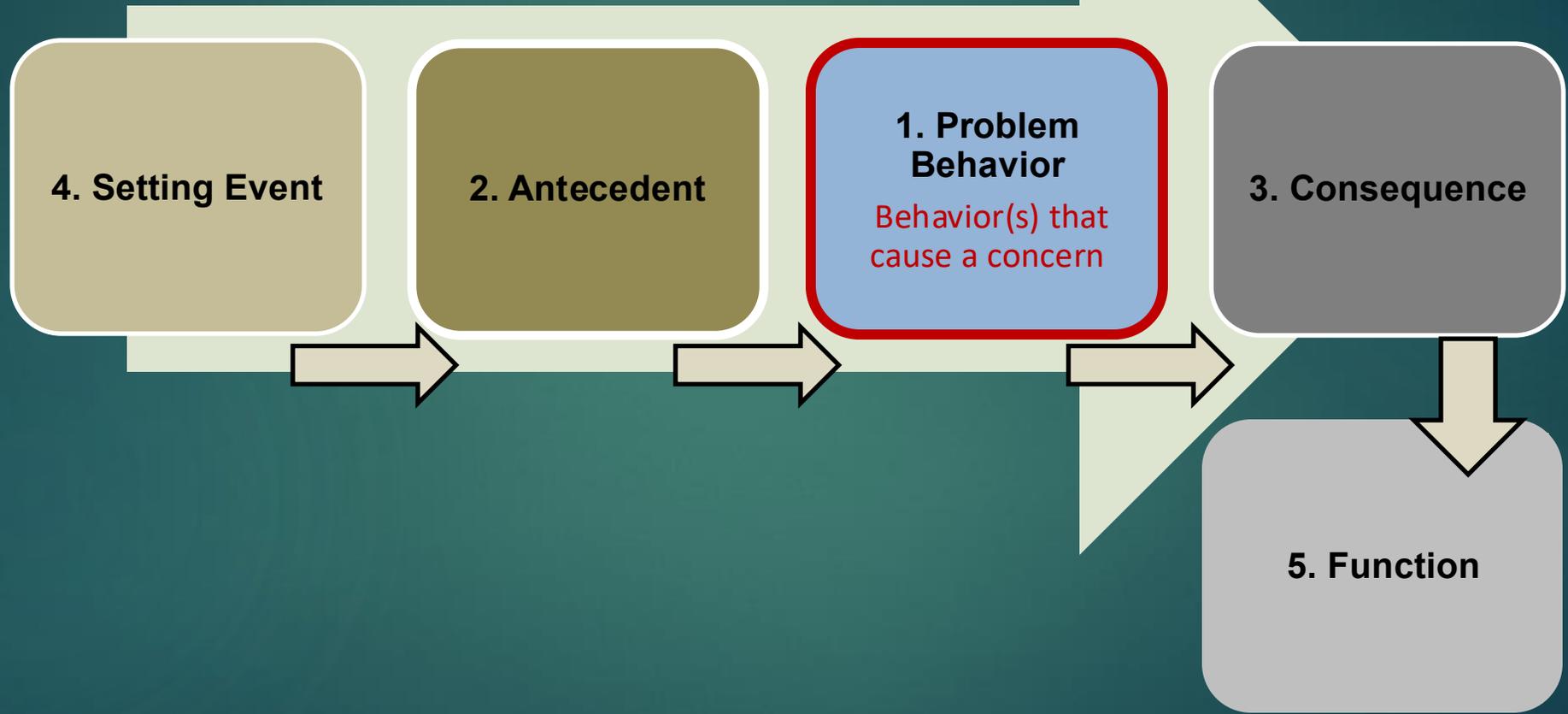
# NYS FBA Regulations

○	NYS Regulations	Standard	Student ID:	
			Yes	No
FBA shall include, but no be limited to:	200.4	FBA was completed by the FBA evaluation team (e.g., teacher, parent, school psychologist, behavior specialist, etc.) after PWN and parental consent	Yes	No
	200.4(b)(v) 201.3(a)	Reasons for Referral (e.g., behavior impedes his/her learning or those of others) including the identification of the problem behavior	Yes	No
	200.1(r)	Definition of the behavior in concrete terms	Yes	No
FBA will be based on multiple sources of data.	200.22 (a)(2) 200.22 (a)(3)	Information from the teacher(s) and/or related service providers of the student in relation to the target behaviors	Yes	No
	200.22(a)(2)	Relevant information provided by the parent	Yes	No
	200.22(a)(2)	Information from the student (f appropriate)	Yes	No
	200.22 (a)(3)	Student preference assessment	Yes	No
	200.22 (a)(2) <u>200.1(r)</u>	Archival Review of data and information available in the student's record (e.g., standardized test, medical, social history, present and past performance, evaluations - developmental, educational, psychological) as related to the target behavior. This should include Skill or Performance Deficits Related to Problem Behavior. Identification of the contextual factors (including cognitive and affective factors).	Yes	No

	200.22 (a)(2)	Global Hypothesis is developed based on archival review and relevant information provided by teacher, related service provider, and parent	Yes	No
	200.22(a) (3)	Direct observation of the student in environments where target behavior occurs	Yes	No
FBA should include sufficient detail to form the basis for a BIP	200.1(r) 200.22(a)(3)	Information about what happens in the immediate environment prior to the target behavior (antecedent) and environmental factors that increases the likelihood that the target behavior will happen again in same or similar circumstances (reinforcing consequence)	Yes	No
	FBA will include a baseline of student's problem behaviors	200.22(a)(3)	Frequency	Yes
		Duration	Yes	No
		Intensity and/or latency	Yes	No
		Across settings	Yes	No
		Across people	Yes	No
	Across times of day	Yes	No	
	200.1(r)	Specific hypothesis (i.e., statement regarding functional intent of the behavior) regarding the general condition under which the behavior usually occurs and probably consequences that serve to maintain it.	Yes	No

	200.22(a)(3)	Setting Events (this may <u>not</u> be applicable for all students). If not applicable, a statement indicating no setting event was identified	Yes	No
	200.22(a)(2)	Includes supports/services (e.g., related services, accommodations, and modifications) as deemed necessary by the CSE/CPSE after review of the FBA	Yes	No
	200.1(r)	Recommendation of alternative behavior or desired behaviors	Yes	No

# The Behavior Pathway



# Problem Behaviors

When conducting an FBA, identified problem behaviors must be:

- Observable: The problem behavior must be an overt action that can be **seen**.
- Measurable: The problem behavior can be counted, timed or otherwise **quantified**.
- Defined: The problem behavior must be stated so clearly that it passes the “stranger test” – that is, it can be **accurately documented** by a person who is unfamiliar with the student

When descriptions of problem behavior meet these criteria, we say that the problem behavior has been operationally defined.

# *Extending general terms....*

- ← Aggressive -- hits with his fist, kicks knees with foot, slaps with open hand
- ← Irresponsible – arrives 10 minutes late 3 out of 5 days a week, comes to class without materials,
- ← Disruptive Behavior – out of seat wandering around classroom, tapping pencil, blurting out during instructional times
- ← Inappropriate language - using curses such as
- ← Off task - draws in notebook during independent reading, looking out the window, playing on phone when should be completing an assignment
- Non-Compliance – yells no and put head down on desk when given an assignment to complete, screams loudly and pushes paper off the desk when given an assignment to complete

# Example: Defining the Behavior

**Talking Out:** Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

**Examples:** Answering a question directed to another student by the teacher; saying a swear word; talking when the teacher is giving directions

**Non-examples:** Answering a question that the teacher directed to the child; yelling to another student during recess; talking with a peer during group work

# FBA Document Connection Target Behavior Definitions

### III. Identify and Define Target Behavior [NYS Regulation 200.1(r)]

Define the Target Behavior(s) in observable, measurable terms:

1.

2.

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Define the Target Behavior(s) in observable, measurable terms:

1,  
2

**Inappropriate language** defined as curse words, engages in immature discussion, and makes negative comments to refuse academic task using a rude and impolite tone of voice and without responding to redirection. For example, he will talk back and resist by saying "I'm not going to do this" to the teacher, call out names to other students by saying "you're a loser". ■■■■■ uses sensitive words in an insulting manner like "nigga" to the teacher.

**Non-example:** ■■■■■ makes comments or asks questions regarding the requested task but complies with the demand,

### III. Identify and Define Target Behavior [NYS Regulation 200.1(r)]

Define the Target Behavior(s) in observable, measurable terms:

1,2

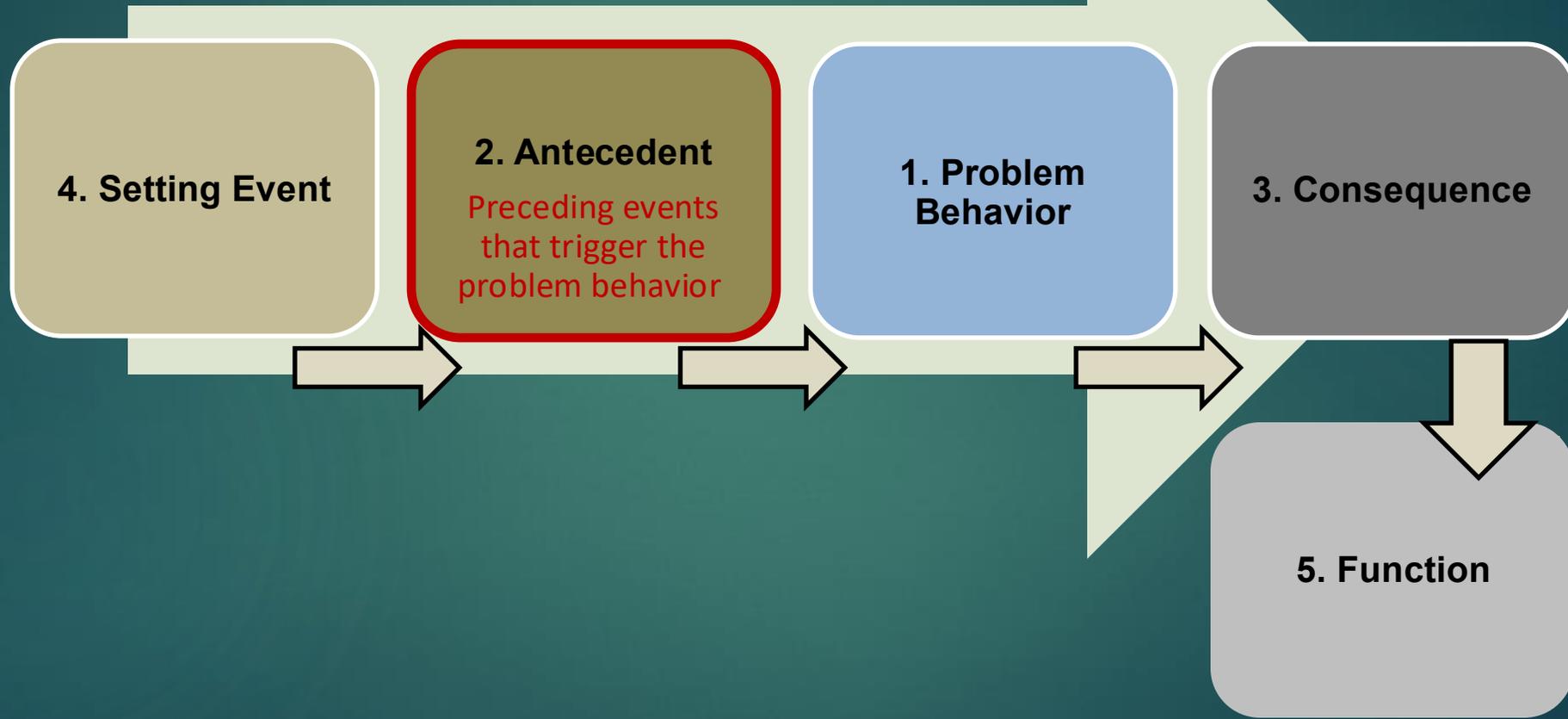
**Noncompliance** as defined as any response that does not match delivered instruction within 60 seconds. Example: When ■■■■■ says no, shakes her head no, says "I am not doing this", turns the screen off and does not respond to her name being called.

**Non-example:** When ■■■■■ may not answer to her name being called but shows her work when called on.

# Antecedents



# The Behavior Pathway



# Antecedents: Essential Characteristics

- Antecedents trigger or prompt behaviors
- They are observable and measurable characteristics of the environment
- They are present in the environment prior to the occurrence of the behavior
- They have a directly functional cause/effect (if this, then that) relationship to the occurrence of a targeted behavior

# Antecedents: Examples

- **Location**- density of people, type of lighting, noise level, size of room, unfamiliarity
- **Activity**- non-preferred, boring, lengthy, passive
- **Task**- difficult, new, number of errors made, length (trials), physical effort required

# Antecedents: Examples

- **Instruction-** pace, number and types of prompts, response opportunities, teacher proximity, availability of teacher attention or schedules for other forms of reinforcement
- **People-** teacher directives, verbal/non-verbal prompts, tone of voice, past experience, unfamiliarity

# Antecedents

Examples	Non Examples
Teacher directive	Uninvolved parent
Independent work longer than 10 minutes	Unmotivated student
Noise volume	Auditory sensitivity
Physical proximity of Mrs. Jones	Angry, sad, frustrated (emotions)

# Example...

**When given a teacher directive to  
begin independent work (*antecedent*)**

Travis will remain off-task, leave his  
space and engage his peers  
(*problem behavior*).

# FBA Document Connection

## Antecedent

**a. Antecedent Analysis:**  
Summarize what occurs PRIOR to the behavior (i.e., where, when, who, and what)

<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input checked="" type="checkbox"/> Art room
<input type="checkbox"/> Hallway	<input type="checkbox"/> Music	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Playground	<input type="checkbox"/> Computer	<input type="checkbox"/> Bus
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Library	<input type="checkbox"/> Other:

Location(s) in which the behavior **most** often occurs: (check all that apply)

If relevant, describe the environment based on any observable characteristics (e.g., density of people, noise level, size of room, unfamiliarity):

When does the behavior **most** often occur (check all that apply):

<input type="checkbox"/> Arrival in the morning	<input type="checkbox"/> During a particular subject:
<input checked="" type="checkbox"/> Lunch time	<input type="checkbox"/> During a particular activity (e.g., lengthy, passive):
<input type="checkbox"/> Independent work	<input type="checkbox"/> Transition in the hallway ( to )
<input type="checkbox"/> Other	<input type="checkbox"/> Transition in the classroom ( to )
Day of week:	Time of day:

Person(s) involved prior to when the behavior **most** often occurs:

Teacher:	Peer:
Teacher aide/assistant:	Related Service Provider (e.g., OT, Speech):
Other:	

If relevant, describe specifics characteristics (e.g., past experience, unfamiliarity):

Specific type of directive/instruction (note: pace, type of prompt, tone of voice):	
Specific type of task (e.g., difficulty, new, number of errors made, length):	
Availability of teacher's attention:	
Other:	

Changes in the environment prior to when the behavior **most** often occur:

**Antecedent analysis summary:**

**a. Antecedent Analysis:**  
Summarize what occurs PRIOR to the behavior (i.e., where, when, who, and what)

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<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Art room
<input type="checkbox"/> Hallway	<input type="checkbox"/> Music	<input checked="" type="checkbox"/> Physical Education
<input type="checkbox"/> Playground	<input type="checkbox"/> Computer	<input type="checkbox"/> Bus
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Library	<input type="checkbox"/> Other:

Location(s) in which the behavior **most** often occurs: (check all that apply)

If relevant, describe the environment based on any observable characteristics (e.g., density of people, noise level, size of room, unfamiliarity):  
Class is of a regular size. There are 10 to 15 students in the classroom. Students are sitting an appropriate distance from one another. The classroom is relatively noisy and students are conversing with one another.

When does the behavior **most** often occur (check all that apply):

<input checked="" type="checkbox"/> Arrival in the morning	<input type="checkbox"/> During a particular subject:
<input type="checkbox"/> Lunch time	<input type="checkbox"/> During a particular activity (e.g., lengthy, passive):
<input checked="" type="checkbox"/> Independent work	<input type="checkbox"/> Transition in the hallway ( to )
<input type="checkbox"/> Other	<input type="checkbox"/> Transition in the classroom ( to )
Day of week:	Time of day:

Person(s) involved prior to when the behavior **most** often occurs:

Teacher: Ms. [REDACTED]	Peer:
Teacher aide/assistant:	Related Service Provider (e.g., OT, Speech):
Other:	

If relevant, describe specifics characteristics (e.g., past experience, unfamiliarity):

Specific type of directive/instruction (note: pace, type of prompt, tone of voice):	
Specific type of task (e.g., difficulty, new, number of errors made, length):	Michael is easily triggered when asked to complete his assignments particularly, reading, writing, and math.
Availability of teacher's attention:	
Other:	

Changes in the environment prior to when the behavior **most** often occur:

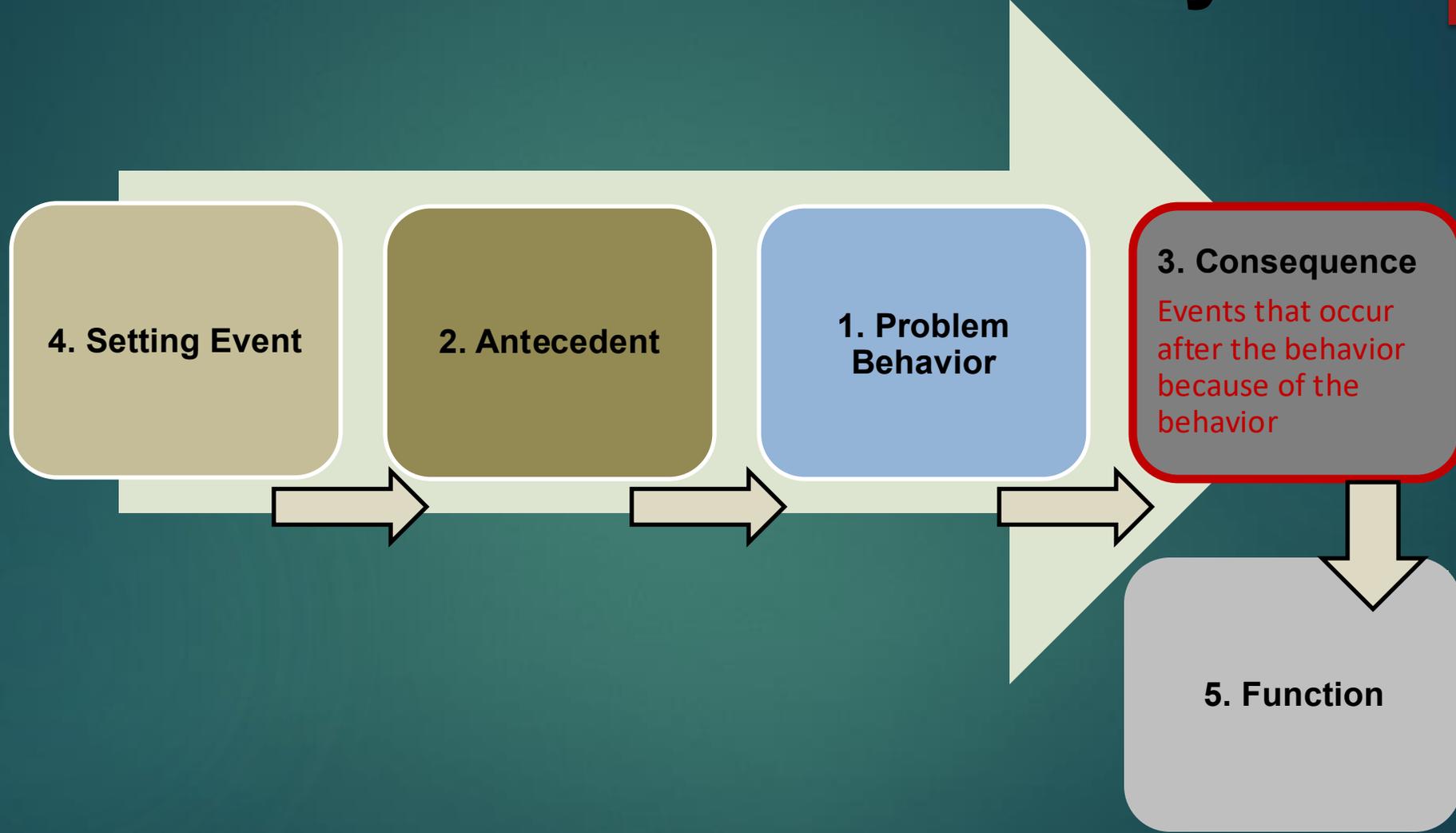
**Antecedent analysis summary:**  
When [REDACTED] is given instructions to complete assignments, he uses inappropriate language to teachers.

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# Consequences



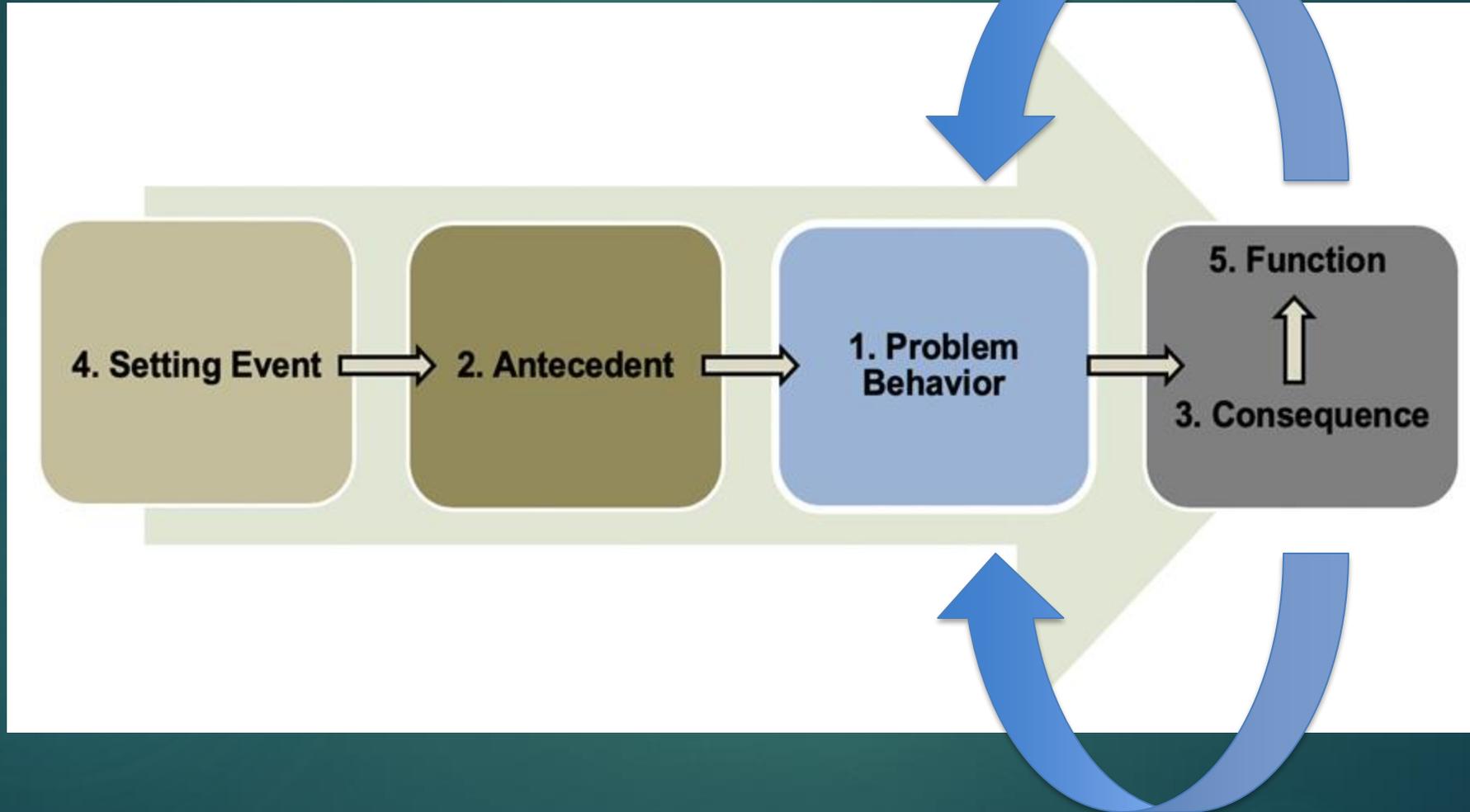
# The Behavior Pathway



# Consequences: Essential Characteristics

- ← They occur following behavior
- ← They either:
  - Are **observable and measurable reactions** in the environment, or
  - Create an internal state of pleasure or remove an internal state of discomfort
- ← They are functionally related to behavior in that a behavior is said to cause the consequence to occur
- ← Consequences have a functional relationship to the behavior.
  - Consequences may sustain or strengthen that behavior (reinforce) - increases the likelihood behaviors will be maintained and occur in the future.
  - Consequences may weaken or suppress that behavior (punish) - decreases the likelihood behaviors will be maintained and will NOT occur in the future.

# Consequences Shape Behavior



# Consequences: Examples

- ← teacher attention (smiles, prompts, scolds)
- ← peer attention
- ← being ignored or left alone
- ← being sent away
- ← getting a toy, or a good grade
- ← a satisfying level of physical activity

# YOUR TURN - Consequences

- During recess, when peers tease him, Ben hits his peers and they leave him alone.
- During reading, when asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office.
- During circle time, when praised Jessie starts crying, the teacher stops circle time and comforts her.

<b>Consequences Analysis:</b> What typically happens AFTER the behavior occurs? (i.e. reaction from peers, reprimand, ignoring, removal, etc.)	
Who usually intervenes (reacts/respond) after the behavior occurs:	
Teacher:	Peer:
Teacher aide/assistant:	Related Service Provider (e.g., OT, Speech):
Other:	
What environmental changes occur after the <u>behavior</u> :	
<input type="checkbox"/> Adult attention (e.g., redirect, prompt, corrective feedback, reprimand):	<input type="checkbox"/> Demand to complete task is removed or reduced:
<input type="checkbox"/> Peer attention (e.g., smile, laugh, cry):	<input type="checkbox"/> Adult attention is removed (e.g., teacher walks away, teacher stops talking):
<input type="checkbox"/> Desired activity: _____	<input type="checkbox"/> Student is sent out of the classroom
<input type="checkbox"/> Desired object/item: _____	<input type="checkbox"/> Other
Consequence analysis summary:	

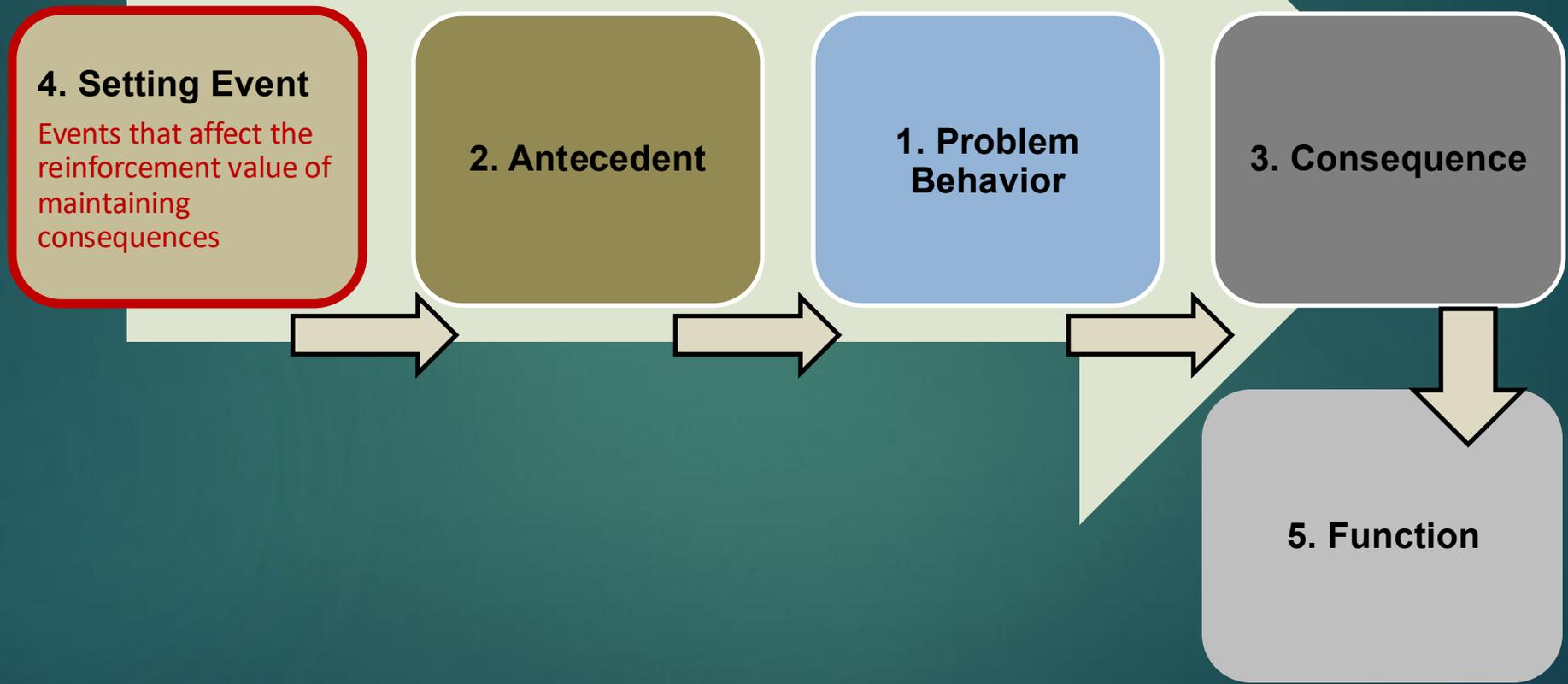
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Who usually intervenes (reacts/respond) after the behavior occurs:	
Teacher:	Peer:
Teacher aide/assistant:	Related Service Provider (e.g., OT, Speech):
Other:	
What environmental changes occur after the <u>behavior</u> :	
<input checked="" type="checkbox"/> <u>Adult</u> attention (e.g., redirect, prompt, corrective feedback, reprimand): <u>XXXXXX reprimanded to complete his classwork assignments.</u>	<input checked="" type="checkbox"/> <u>Demand</u> to complete task is removed or reduced: <u>XXXXX reported that she would take XXXXX's phone away or he would be removed from activities when he does not comply.</u>
<input type="checkbox"/> Peer attention (e.g., smile, laugh, cry):	<input type="checkbox"/> Adult attention is removed (e.g., teacher walks away, teacher stops talking):
<input type="checkbox"/> Desired activity:	<input checked="" type="checkbox"/> <u>Student</u> is sent out of the classroom
<input type="checkbox"/> Desired object/item:	<input type="checkbox"/> <u>Other</u>
Consequence analysis summary:	
The teacher and staff respond to <u>XXXXXX</u> by verbally reprimanding, confiscating his phone, or removing him from the class. XXXXXX obtains the teacher's attention and avoid/escape tasks.	

# FBA Document Connection Consequence

# Setting Events

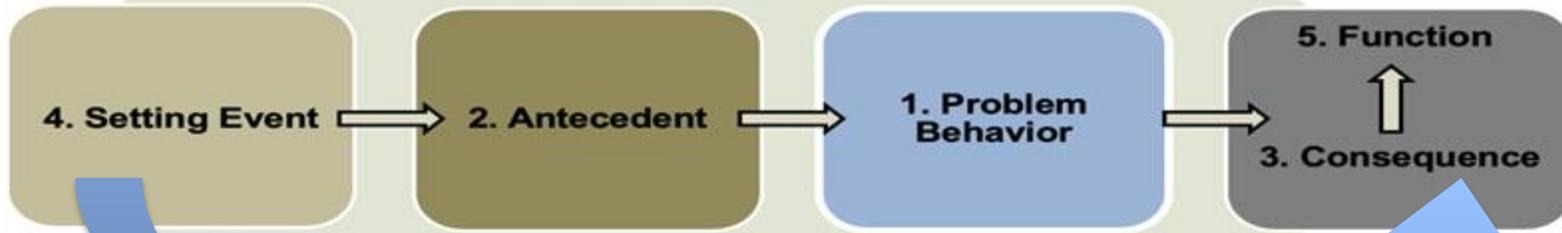


# The Behavior Pathway



# Setting Events: Essential Characteristics

- They can be environmental, social, or biological in nature
- They are present prior to the occurrence of the problem behavior
- They increase the probability the antecedent will trigger the behavior by increasing the anticipated value of the reinforcing consequence



Setting events temporarily affect the expected reinforcement value of the consequence.

Setting events may either *increase reinforcement value* or *decrease reinforcement value*

- Steven spends the weekend at home with his parents who do not give him much attention, therefore on Monday he engages in attention seeking behavior because the teacher's attention is more reinforcing due to lack of attention throughout the weekend.
- Steven spends the weekend with his grandparents who give him lots of attention, therefore on Monday he does not engage in attention seeking behavior because teacher attention is not as valuable to Steven.

# Setting Events: Examples

- Fatigue (lack of sleep)
- Hunger (lack of food)
- Illness
- Medications
- Menses
- Allergies
- Subject area  
(Math or Reading?)
- Staffing pattern
- Previous conflict
- Transitions
- Time of day
- Changes in other environments (parental relationships, moves, deaths)

## Examples:

- ← Previous arguments with staff
- ← Bullied *on bus ride*
- ← *Arriving at school with incomplete homework*
- ← *Headache*
- ← *Morning conflict at home*

## Non-Examples:

- ← Birth order
- ← Autism Spectrum Disorder
- ← Emotion dysregulation
- ← Poor social skills
- ← Low academic ability
- ← Race/Ethnicity

# Setting Events: Examples



Kevin is more likely to put his head down and close his book during afternoon classes.

Kyrie is more likely to refuse directions and use profanities when Steph, LeBron and Kawhi are present.

When Carla has spent the weekend at her father's house, she is more likely to argue with Mr. Jefferson and refuse to follow his directions.

# FBA Document Connection Setting Events

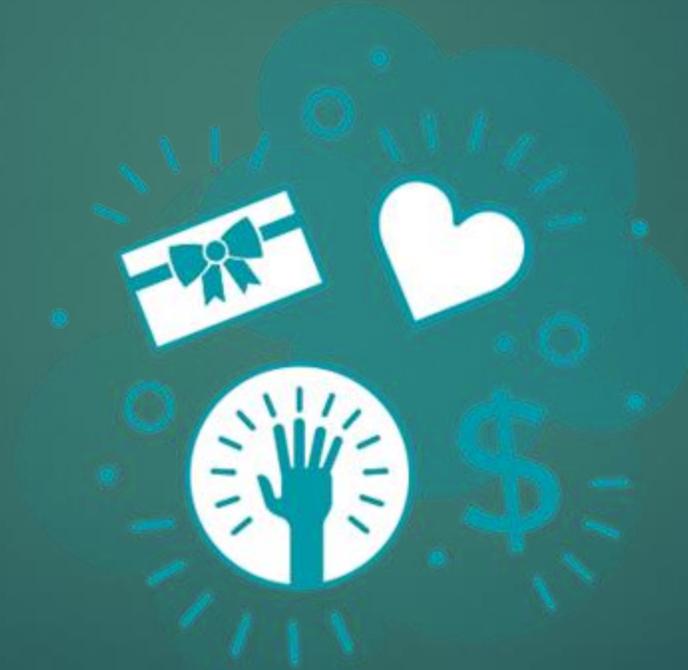
**Setting Event:** List or summarize any influencing factors that may relate to target behavior(s). Influences can be student's skills, health/medical, daily routines, relationships, recent or ongoing events in the student's life, etc. {NYS Regulation: [200.1(r), 200.22(a) (3)]}

**Setting Event:** List or summarize any influencing factors that may relate to target behavior(s). Influences can be a student's skills, health/medical, daily routines, relationships, recent or ongoing events in the student's life, etc. {NYS Regulation: [200.1(r), 200.22(a) (3)]}

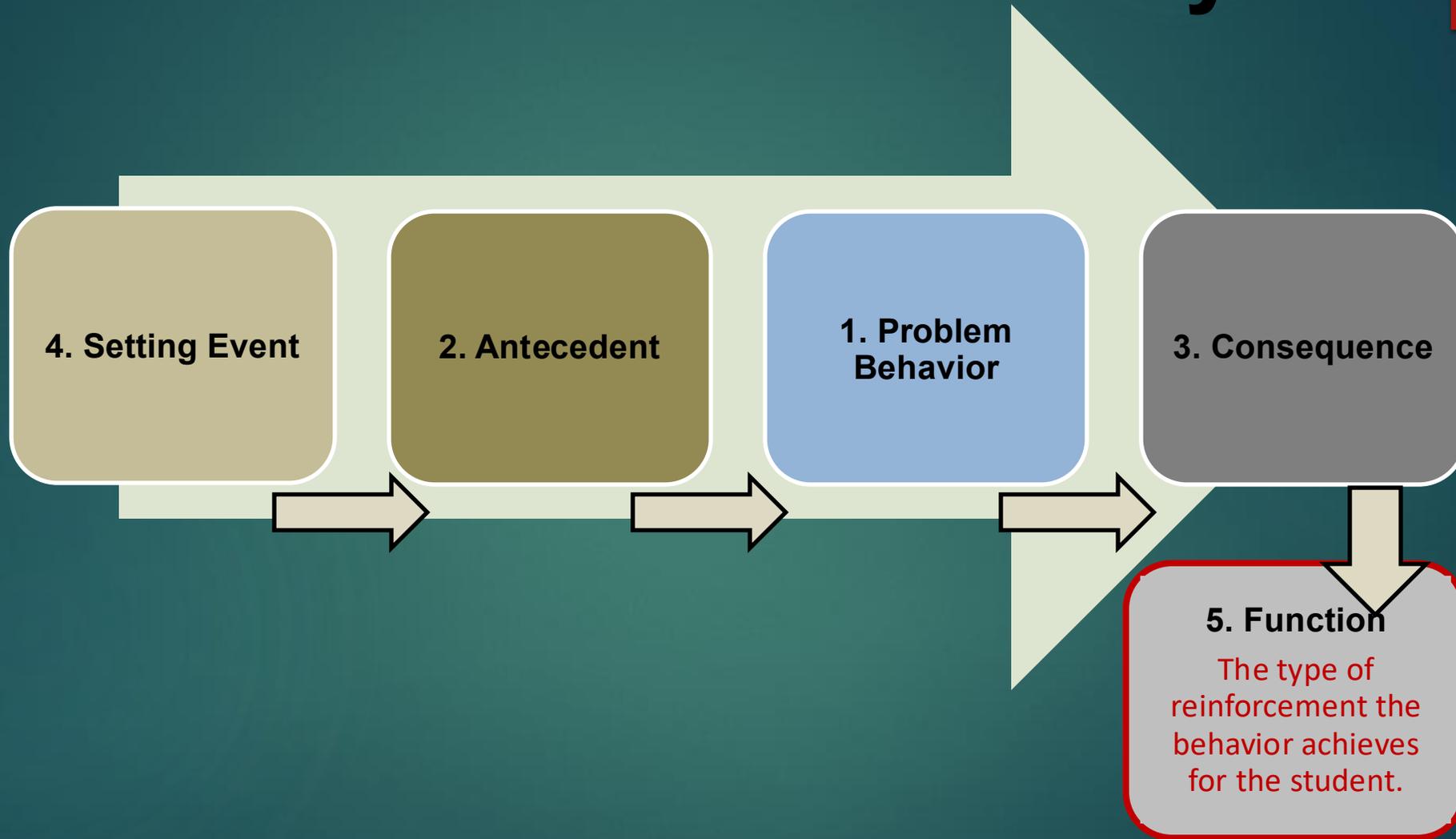
Xxxxx's target behavior is more likely to occur during math and reading and writing tasks. The behavior may be subject to poor sleep patterns, unstable relationship with his family members, and low perception of himself.

Global Hypothesis

# Function

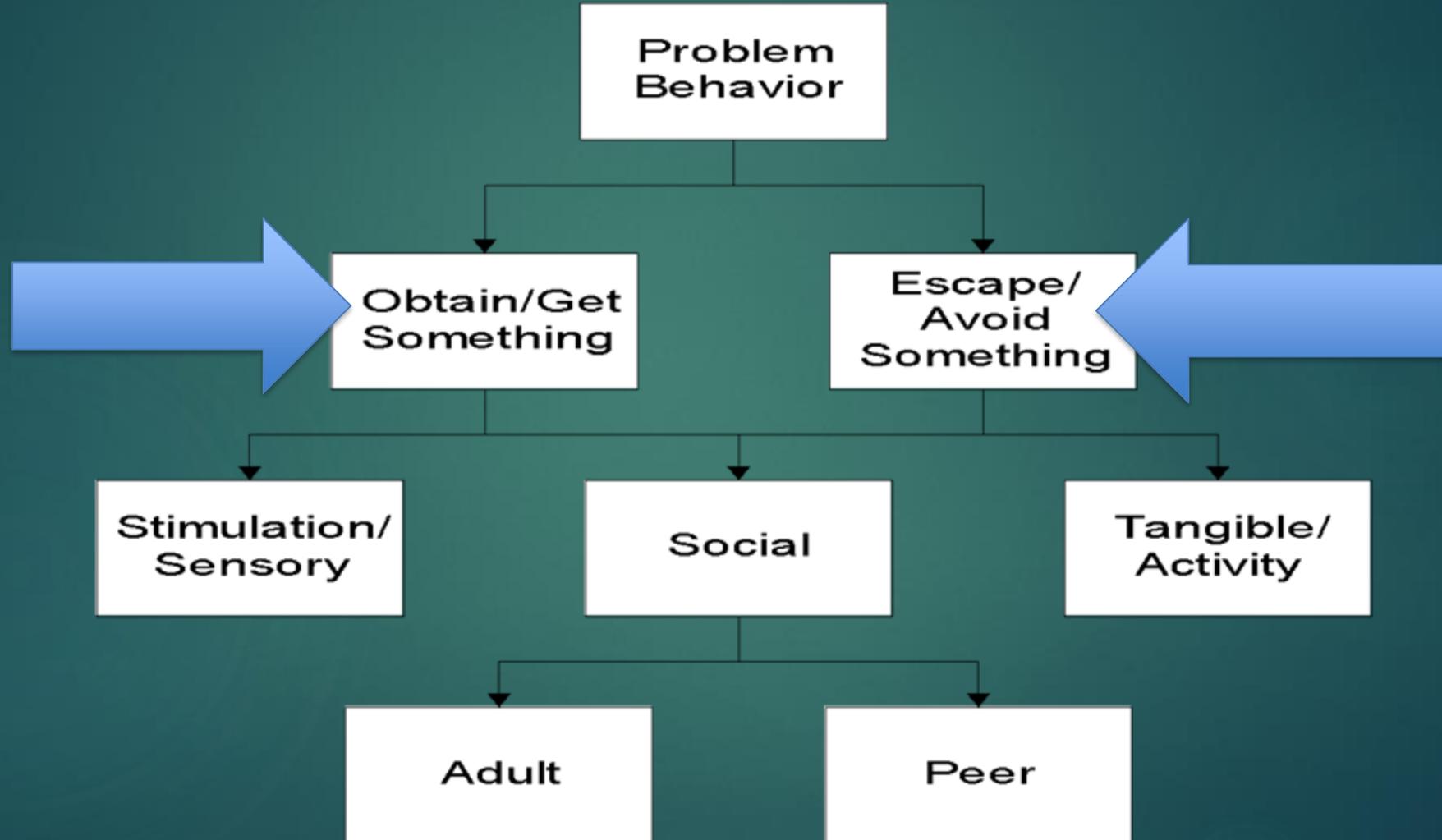


# The Behavior Pathway



# Possible Functions of Behavior

(Or, the various ways reinforcement can grow and sustain a behavior)



# Common Functions of Behavior

## To Obtain/Get :

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

## To Avoid/Escape:

- Peer attention
- Adult attention
- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Reprimands
- Sensory stimulation

# Data Collection - Specific Hypothesis

## Direct Observation

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

← Direct observation of the student in their natural learning environment



# Types of Observations

- ← Student - ABC Observation
  - Determine hypothesized Function of Behavior - Specific Hypothesis
- ← Baseline/progress monitoring measurement
  - Frequency, duration, intensity, latency

# Data Collection Methods

- ▶ Frequency/Rate – count per unit time  
(x times in Y seconds minutes – hour)
- ▶ Duration – The amount of time a person engages in a target behavior
- ▶ Intensity – measures the magnitude or force of a student's behavior
- ▶ Latency - The amount of time that lapses between an antecedent and when the student performs the target behavior.

# Direct Observation – ABC Recording Form

A-B-C Checklist/Duration/Intensity Data for: **XXXXXXXX**

Date:	Start Time:	Location/Subject:	Staff Initials:	Intensity
<b>Setting</b>				<b>Mild:</b> Behavior does not significantly interfere with the student's learning  Behavior distracts other students in <u>close proximity</u>
<input type="checkbox"/> Whole Group Instruction <input type="checkbox"/> Whole Group Instruction <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Free Play	<input type="checkbox"/> Individual Instruction <input type="checkbox"/> High Noise Level <input type="checkbox"/> Video <input type="checkbox"/> Transition between locations/activities	<input type="checkbox"/> Teacher Absent <input type="checkbox"/> Downtime (No activity)		
<b>Notes for Setting:</b>				<b>Moderate:</b> Behavior interferes with the student's learning  Behavior disrupts students in the classroom  Student responds after 3-4 redirection
<b>Antecedent (What was happening before the behavior occurred?)</b>				<b>Severe:</b> Behavior significantly interferes with the student's learning and learning of others  Behavior causes destruction in the <u>classroom</u> or causes disruption in common areas of the school  Student does not respond to redirection and behaviors escalate
<input type="checkbox"/> Given Direction (please describe below) <input type="checkbox"/> Asked to wait (please describe below) <input type="checkbox"/> Preferred activity interrupted (please describe below) <input type="checkbox"/> Activity/Item denied ( <u>told</u> "no") (please describe below)	<input type="checkbox"/> Given assistance/correction (please describe below) <input type="checkbox"/> Given a task (please describe below) <input type="checkbox"/> Attention Given to Others	<input type="checkbox"/> Presence of a specific person <input type="checkbox"/> Verbal redirection <input type="checkbox"/> Other (please describe below)		
<b>Notes for Antecedent:</b>				
<b>Behavior</b>		<b>Duration</b>	<b>Intensity</b>	
		___ Min.	1	
		___ Sec.	2	
			3	

**Notes for Behavior:**

<b>Consequence (What happened after?)</b>		
<input type="checkbox"/> Verbal redirection (please describe below) <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior	<input type="checkbox"/> Removed from activity/location (please describe below) <input type="checkbox"/> Given another task/activity (please describe below) <input type="checkbox"/> Interrupted/blocked and redirected	<input type="checkbox"/> Calming/soothing: verbal/physical/both (Please describe below) <input type="checkbox"/> Peer remarks/laughter (Please describe below) <input type="checkbox"/> Other (Please describe below)
<b>Notes for Consequence:</b>		
<b>Response to Consequence</b>		
<input type="checkbox"/> Stopped <input type="checkbox"/> Continued <input type="checkbox"/> Escalated		
<b>Notes for Response to Consequence:</b>		

# Direct Observation – ABC Recording Form

## A-B-C Checklist

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

Class: \_\_\_\_\_

School: \_\_\_\_\_

Behavior of Concern: \_\_\_\_\_

Date:	Time:	Location/Setting:
<b>Antecedent (before behavior)</b>	<b>Behavior</b>	<b>Consequences (after behavior)</b>
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____	<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____
<b>Duration:</b> <input type="checkbox"/> <1 min <input type="checkbox"/> 1/2 – 1 hr <input type="checkbox"/> 1-5 min <input type="checkbox"/> 1-2 hr <input type="checkbox"/> 5-10 min <input type="checkbox"/> 2-3 hr <input type="checkbox"/> 10-30 min <input type="checkbox"/> 3+ hr	<b>Intensity:</b> <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<b>Observer:</b> _____ <b>Notes/Hypothesized Function:</b> _____

Date:	Time:	Location/Setting:
<b>Antecedent (before behavior)</b>	<b>Behavior</b>	<b>Consequences (after behavior)</b>
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____	<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____
<b>Duration:</b> <input type="checkbox"/> <1 min <input type="checkbox"/> 1/2 – 1 hr <input type="checkbox"/> 1-5 min <input type="checkbox"/> 1-2 hr <input type="checkbox"/> 5-10 min <input type="checkbox"/> 2-3 hr <input type="checkbox"/> 10-30 min <input type="checkbox"/> 3+ hr	<b>Intensity:</b> <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<b>Observer:</b> _____ <b>Notes/Hypothesized Function:</b> _____

**Specific Hypothesis Summary. Statement Regarding Functional Intent of the Behavior:**

Complete the chart below for target behavior and fill in the hypothesis statement for target behavior. {NYS Regulation: [200.1(r)]}

**Target Behavior #1**

During [ ], when (antecedent), (student's name) will engage in (target behavior), in order to (function). The behavior is most likely to occur when setting event.

**Target Behavior #2**

During [ ], when (antecedent), (student's name) will engage in (target behavior), in order to (function). The behavior is most likely to occur when setting event.

# FBA Document Connection Specific Hypothesis

**Specific Hypothesis Summary. Statement Regarding Functional Intent of the Behavior:**

Complete the chart below for target behavior and fill in the hypothesis statement for target behavior. {NYS Regulation: [200.1(r)]}

When XXXXXXX is given instructions to complete assignments, XXXXX will engage in using inappropriate language, in order to escape, and receive attention. The target behaviors are most likely to occur when instructed to complete an assignment for reading, writing, and math and when he indicates a poor night sleep

Indicate one or more possible functions of the behavior:

Escape X    Attention X    Tangible    Sensory

# FBA Document Connection – Baseline Data

**α. Baseline Data** [NYS Regulation: 200.22(a) (3)]  
Include any baseline graphs for target behavior

	<b>Frequency</b> (How often the behavior occurs)	<b>Duration</b> (How long the behavior lasts)	<b>Intensity</b> (How long it takes behavior to begin after trigger) If latency is not part of the observation of behavior include statement here:
Target Behavior 1			
Target Behavior 2			

1 Mild	2 Moderate	3 Severe
<input type="checkbox"/> Behavior does not significantly interfere with the student's learning  <input type="checkbox"/> Behavior impacts/distracts other students in close proximity  <input type="checkbox"/> Student responds to	<input type="checkbox"/> Behavior interferes with the student's learning  <input type="checkbox"/> Behavior impacts/disrupts students in the classroom  <input type="checkbox"/> Student responds after 3-4 redirection	<input type="checkbox"/> Behavior significantly interferes with the student's learning and learning of others  <input type="checkbox"/> Behavior causes destruction in the class-room or causes disruption in

**α. Baseline Data** [NYS Regulation: 200.22(a) (3)]  
Include any baseline graphs for target behavior  
**A two-week sampling of data revealed**

Frequency of the behavior (how often the behavior occurs):

<input type="checkbox"/>	<b>3 times per period</b>	<input type="checkbox"/>	<b>5 days a week</b>
<input type="checkbox"/>	<b>9 periods a day</b>	<input type="checkbox"/>	<b>45 times a month</b>

Duration of the behavior (how long the behavior lasts):

<input type="checkbox"/>	minutes: <b>Approximately 40 minutes per period</b>	<b>N/A</b>	hours
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If applicable, latency of behavior (how long it takes behavior to begin after trigger):  
Latency data was not included because the duration of target behavior can last approximately 40 minutes per period in which the student doesn't engage in the required activity/task

Define intensity of target behavior and select intensity based on level of disruption, interference and/or danger to self or others

1 Mild	2 Moderate	3 Severe
<input type="checkbox"/> Behavior does not significantly interfere with the student's learning  <input type="checkbox"/> Behavior impacts/distracts other students in <u>close proximity</u>  <input type="checkbox"/> Student responds to redirection 1-2	<input checked="" type="checkbox"/> <b>Behavior interferes with the student's learning</b>  <input checked="" type="checkbox"/> <b>Behavior impacts/disrupts students in the classroom</b>  <input checked="" type="checkbox"/> <b>Student responds after 3-4 redirection</b>	<input type="checkbox"/> Behavior significantly interferes with the student's learning and learning of others  <input type="checkbox"/> Behavior causes destruction in the <u>class-room</u> or causes disruption in common areas of the school  <input type="checkbox"/> Student does not respond to redirection and behaviors escalate

# Archival Data Sources to Inform Global Hypothesis Statements

- ← Academic Assessments & Supports
- ← Behavior Checklists & Supports
- ← Strengths Inventory
- ← Social Histories
- ← Office Discipline Referrals
- ← Health Records
- ← Rapport with Staff
- ← Ways Culture May Mediate Teacher/Student Interactions
- ← Home/School Relationship and the Ways Culture May Mediate It



## Global Hypothesis: Curtis (from Knoster & McCurdy, 2002)

Curtis is 7 years old and has been identified as having a specific learning disability in reading coupled with records indicating increasingly problematic behavior. He receives most of his IEP services in the general education classroom with itinerant services for reading. Curtis enjoys physical activities (particularly soccer and baseball) as well as video games (e.g., Nintendo). Curtis performs best in a structured classroom environment. He seems to have the most difficulty in environments with less structure (e.g., cafeteria, playground). Curtis has had difficulties in establishing relationships with his peers since his arrival at King Elementary School 7 months ago. He lives with his mother and younger brother David. Curtis does have contact with his father (who lives nearby) on weekends and occasionally during the week, based on his father's work schedule. His mother and father are in the process of a divorce. Curtis' problem behaviors generally appear related to his difficulty in gaining attention and/or resolving or escaping difficult situations, disputes, or conflicts in a socially acceptable manner.

## Global Hypothesis: Joe

Joe is 8 years old and has a reputation for displaying challenging behavior as a response to academic demand. He has a learning disability in the area of reading and attention deficit hyperactivity disorder. Joe is currently repeating the second grade. He was retained due to academic failure. Joe has not responded to the Tier 2 academic and behavioral supports. Joe receives classroom accommodations of preferential seating (up front and near the teacher), and break passes. Joe also attends group counseling facilitated by the school social worker. He has some mild behavioral concerns during ELA instruction related to difficulty paying attention for periods of 10 minutes or more, but these behaviors are reasonably managed via the Tier 1 classroom management plan. His most extreme challenging behaviors occur during Math. Joe reports enjoying and experiencing success in all special area classes (gym, music, etc.). Joe enjoys many activities including riding his bike, playing with friends and is popular with his peers. Joe lives with his parents and four older sisters. As a result of this retention, Joe's family is open to a Functional Behavioral Assessment and an Individualized Education Program. His youngest sister is in 4<sup>th</sup> grade and ensures Joe does well on the bus ride, personally takes him to class each morning and ensures he enters the classroom prepared. He reports to having positive relationships with his immediate family.

# FBA Document Connection Global Hypothesis

## Global Hypothesis

Complete the Global Hypothesis statement by considering the broad influences such as student skills, health, preferences, daily routines, relationships, and general quality of life. This statement "tells the story" about the student and the general context based on the social history, list of strengths, circumstances, and family history.

- Include Skill or Performance Deficits Related to Problem Behavior: NYS Reg: [200.1(r) and 200.22(a)(2)]

## Global Hypothesis

Complete the Global Hypothesis statement by considering the broad influences such as student skills, health, preferences, daily routines, relationships, and general quality of life. This statement "tells the story" about the student and the general context based on the social history, list of strengths, circumstances, and family history.

- Include Skill or Performance Deficits Related to Problem Behavior: NYS Reg: [200.1(r) and 200.22(a)(2)]

3 XXXXXX performance deficit is impacting his ability to focus and learn in the classroom setting. In addition, he is academically functioning far below grade level in reading and math. This may be due to a medical diagnosis of adjustment disorder, and lead poisoning.

# Data Collection – Specific Hypothesis

## Reinforcement Inventories

200.22 (a)(3) The FBA shall provide...an assessment of student preferences for reinforcement.

Student reinforcement assessments:

- ← Forced-Choice Reinforcement Menu
- ← Reinforcement Inventory
- ← Student Reinforcement Survey



# Reinforcement Preferences Assessment

- ← Who conducts the reinforcement assessment?
  - A member of the student's FBA team who has a positive relationship with the student.
- ← What if what the student finds reinforcing is something that cannot be offered?
  - Be clear with the student at the onset of the assessment that you may not be able to accommodate all preferences
  - Only offer reinforcements you can provide if you offer a menu of options
- ← Which assessment should I use?
  - Consider the developmental level of the student and if the student's home can play a role in the reinforcement plan

# FBA Document Connection Preference Assessment

VII. Student Preference Assessment [NYS Regulation 200.22 (a)(3)]:

VII. Student Preference Assessment [NYS Regulation 200.22 (a)(3)]:

Michael reported that he would be motivated by being on his phone, receiving a deck of UNO cards, playing UNO cards and eating chips.

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**Questions?**

