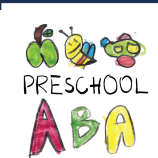


# Functional Behavior Assessment

*Unlocking the Key to Personalized Behavior Support*

**For Primary and Preschool Teachers**



# By the end of this module, learners will:

- Know the difference between and main characteristics of indirect and direct functional assessment methods.
- Understand the importance of skills assessments and discover tools to assess functional skills

# Introduction

## *What is FBA?*

- **Definition:**

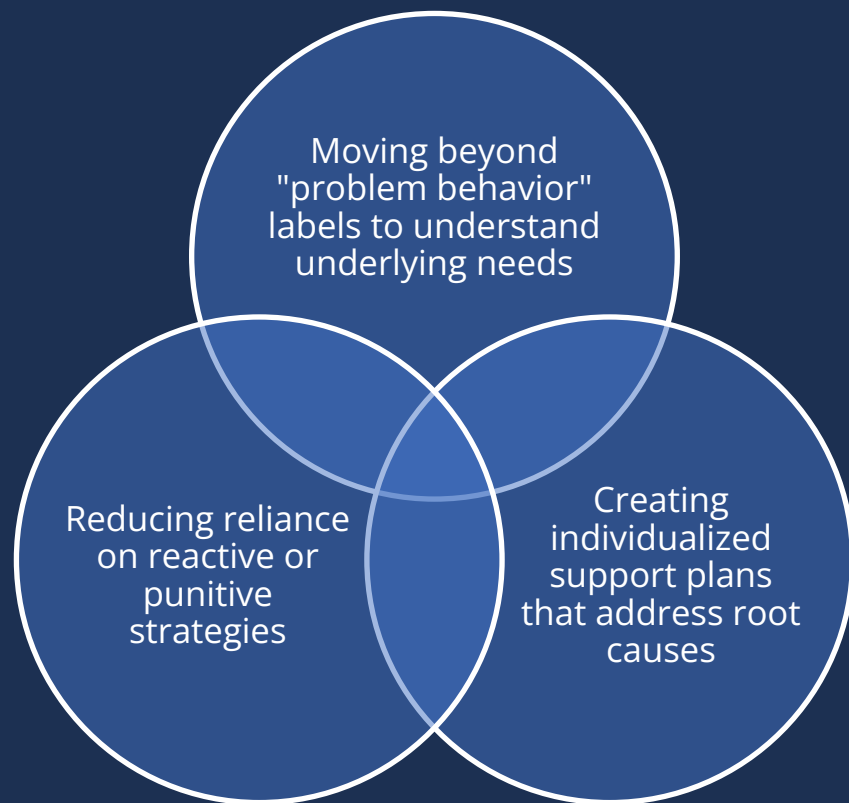
A systematic process to understand *why* problem behaviors occur

**Goal:**

To develop effective interventions based on function, not just form

# The importance of FBA

## *Why FBA Matters?*



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# The importance of FBA

## *Legal and Ethical Considerations*

Individuals with  
Disabilities Education  
Act (IDEA)  
requirements for FBA

Focus on positive  
behavior support  
(PBS)

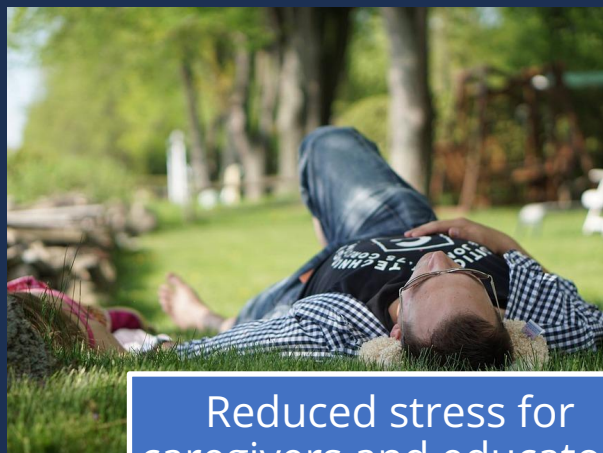


# The importance of FBA

## *Benefits for Everyone*



Improved quality of life  
for the individual



Reduced stress for  
caregivers and educators



Increased positive  
interactions

# Key Components of FBA

*Identify the Target Behavior(s)*

Clear, observable definitions

- e.g., "hits others with an open hand"

Operational definitions

- measurable and specific

# Key Components of FBA

## *Gather Information*



Interviews with  
key stakeholders:  
parents,  
teachers,  
the individual.



Review of  
records:  
medical,  
educational,  
Behavioral.



Direct  
observation:  
using tools like  
ABC data  
collection.



# Key Components of FBA

## *Develop Hypotheses*

### Possible functions of the behavior

- TEAMS:
  - Sensory,
  - Escape,
  - Attention,
  - Medical,
  - Tangible.

Consider multiple functions and how they interact

# Key Components of FBA

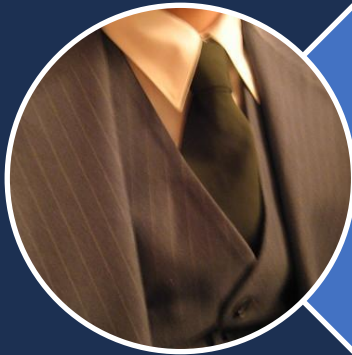
## *Test Hypotheses*

Manipulate environmental factors to see if behavior changes.

Functional Analysis (FA) in controlled settings.

# Key Components of FBA

## *Develop a Behavior Intervention Plan (BIP)*



Tailored to the individual's needs and the function of the behavior



Includes positive strategies for teaching replacement skills

# Direct vs. Indirect Assessment Methods

## *Overview*

Direct:

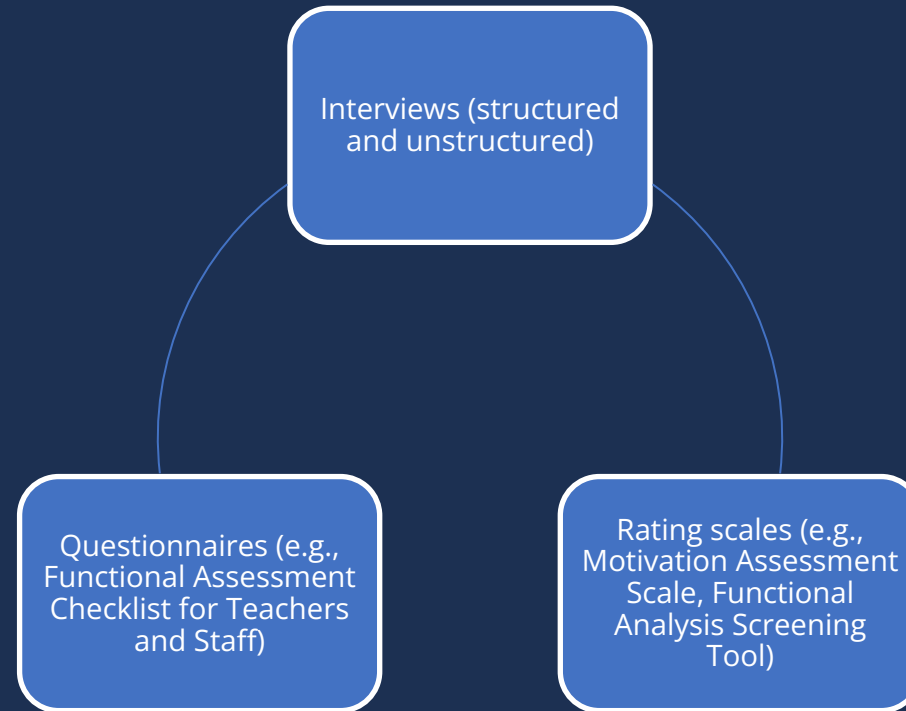
Observing behavior in  
real-time

Indirect:

Gathering information  
from others

# Direct vs. Indirect Assessment Methods

## *Indirect Methods*





# Direct vs. Indirect Assessment Methods

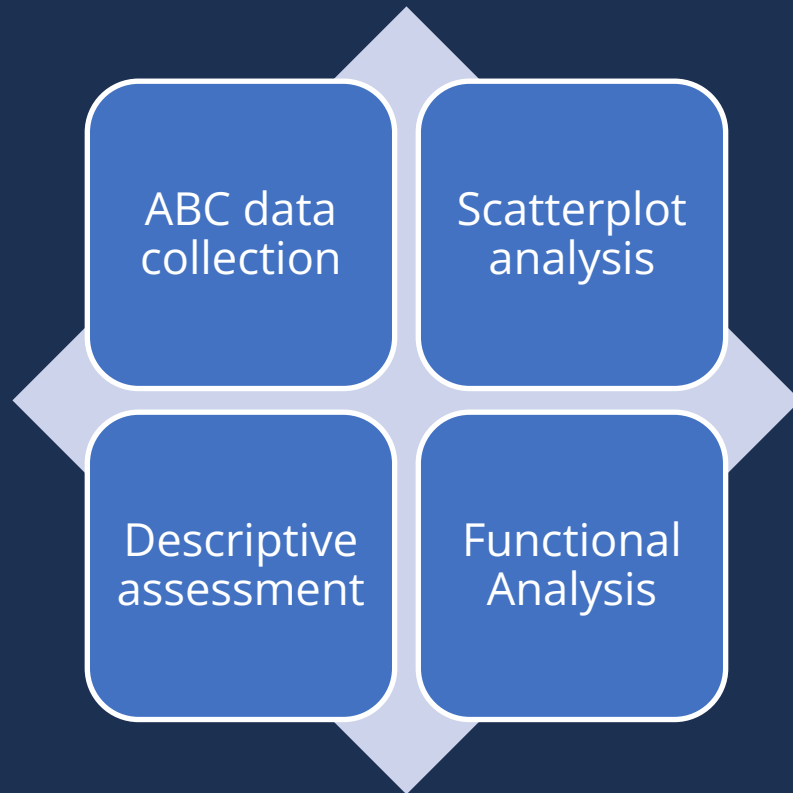
## *Indirect Methods – Strengths and Weaknesses*

- easy to use,
- involve interviews, checklists, and rating scales, making them less intrusive than direct assessments,
- cost-effective,
- can provide valuable information about the individual's behavior in various settings.

- accuracy and reliability (they rely on the perceptions and reports of others),
- lack the specificity and detail that direct observations can provide,
- may not capture the full context of the behavior.

# Direct vs. Indirect Assessment Methods

## *Direct Methods*



Strenghts  
and  
limitations?

# Direct vs. Indirect Assessment Methods

## *Direct Methods – Strengths and Weaknesses*

- ability to gather specific, observable data on the antecedents and consequences of behavior, leading to a more accurate understanding of the function of the behavior
- direct methods allow for the assessment to be tailored to the individual, providing a customized approach to behavior intervention.

- the potential for observer bias or reactivity when individuals know they are being observed,
- the time and effort required to conduct direct observations
- may not always be feasible in all settings or with all individuals,
- may not capture underlying cognitive or emotional factors influencing behavior.

# Functional Skills Assessment

## *Why Assess Skills?*



To understand the individual's strengths and needs.



To identify skills to teach that can replace challenging behaviors

# Functional Skills Assessment

## *Assessment Tools*

Vineland Adaptive  
Behavior Scales

Assessment of  
Functional Living  
Skills (AFLS)

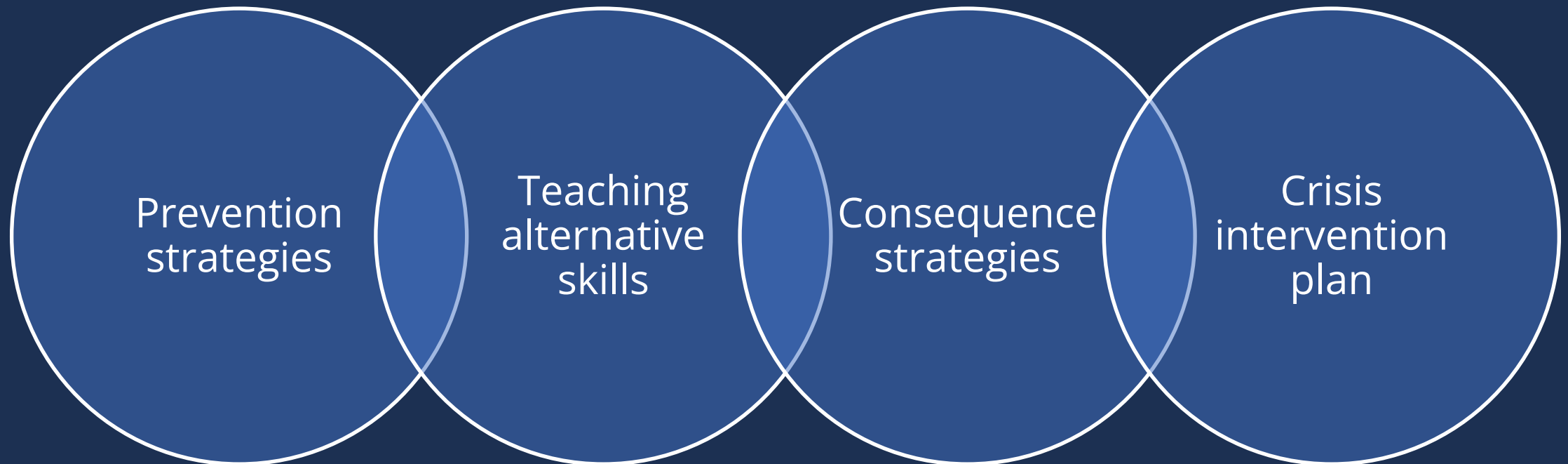
Functional  
Communication  
Profile

Other tools  
tailored to specific  
areas (e.g.,  
vocational skills)



# Developing and Implementing BIPs

## *BIP Components*



# Developing and Implementing BIPs

## *Monitoring and Evaluation*

Ongoing data  
collection to assess  
effectiveness

Adjustments as  
needed

# Conclusion and Q&A

## *Key Takeaways*

- 1. Start by identifying the function of the behavior, which involves understanding the purpose or reason behind why the behavior is occurring.*
- 2. Utilize systematic observation and data collection methods to gather information about the behavior, such as frequency, duration, and intensity.*
- 3. Analyze both the antecedents (what happens before the behavior) and consequences (what happens after the behavior) to gain insight into the triggers and maintaining factors of the behavior.*
- 4. Based on the assessment results, develop behavior intervention strategies that are tailored to address the specific behavior and its underlying causes.*
- 5. Collaborate with relevant stakeholders, such as parents, teachers, and other professionals, to ensure a comprehensive assessment and to gather diverse perspectives on the behavior.*

# Conclusion and Q&A

## *Questions?*





# THANK YOU