

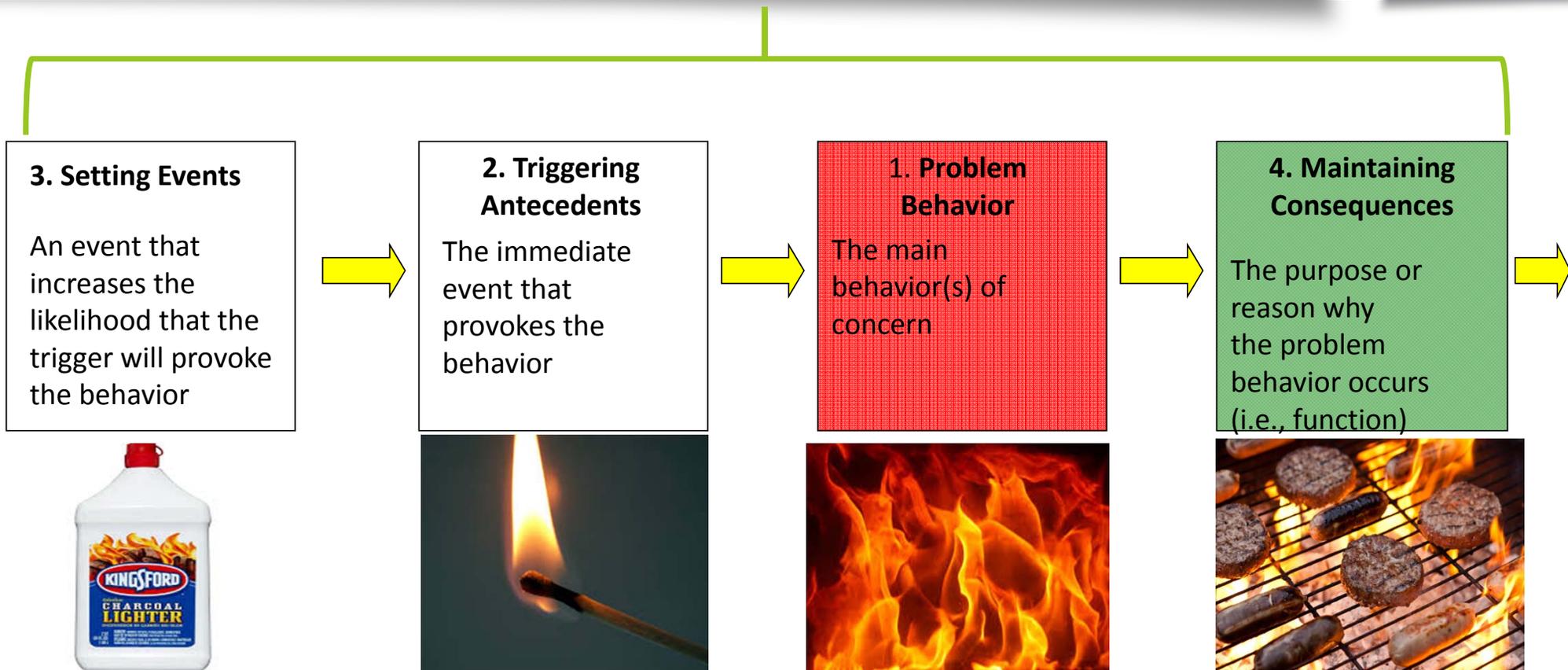
# Using FBA Data to Inform Treatment Planning for Students with Social, Emotional and Behavioral Needs

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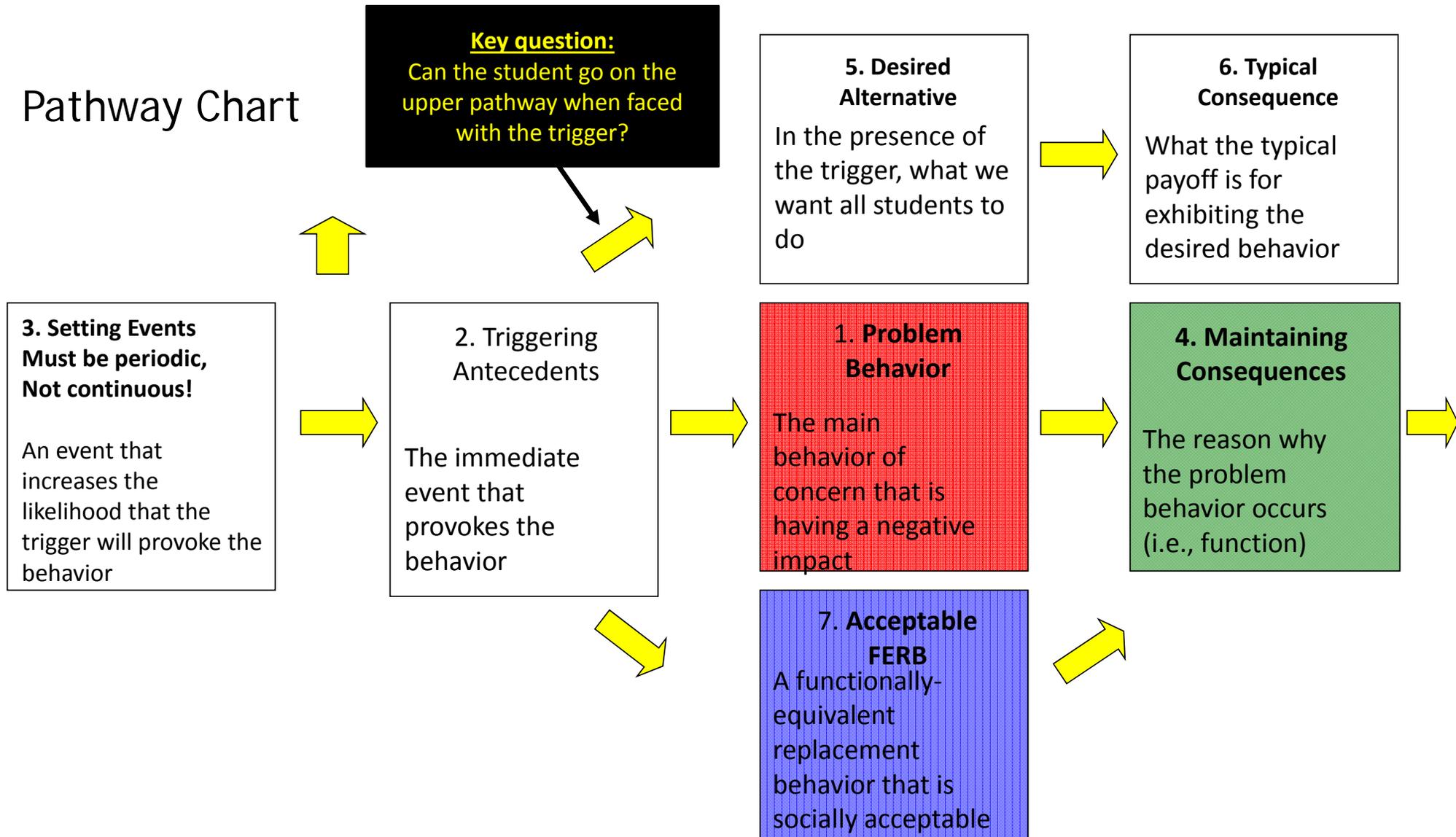
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# Defensible Hypothesis Statement Summarizing the Results of the FBA



# Pathway Chart



Student will not go on the upper pathway under one of two conditions:

- (1) student lacks the pre-requisite skills necessary to regulate behavior in the face of the trigger

**(ACQUISITION DEFICIT)**

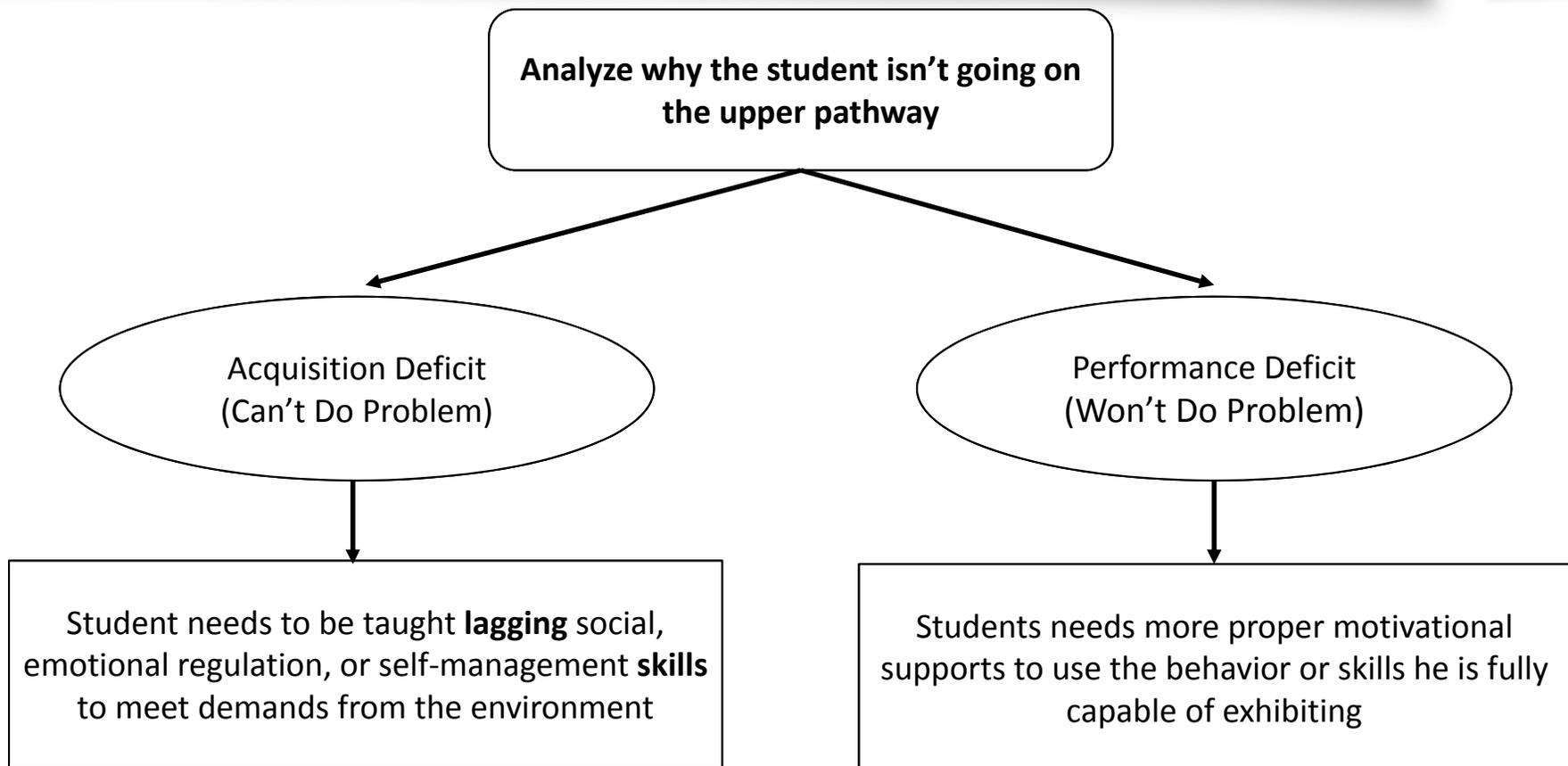
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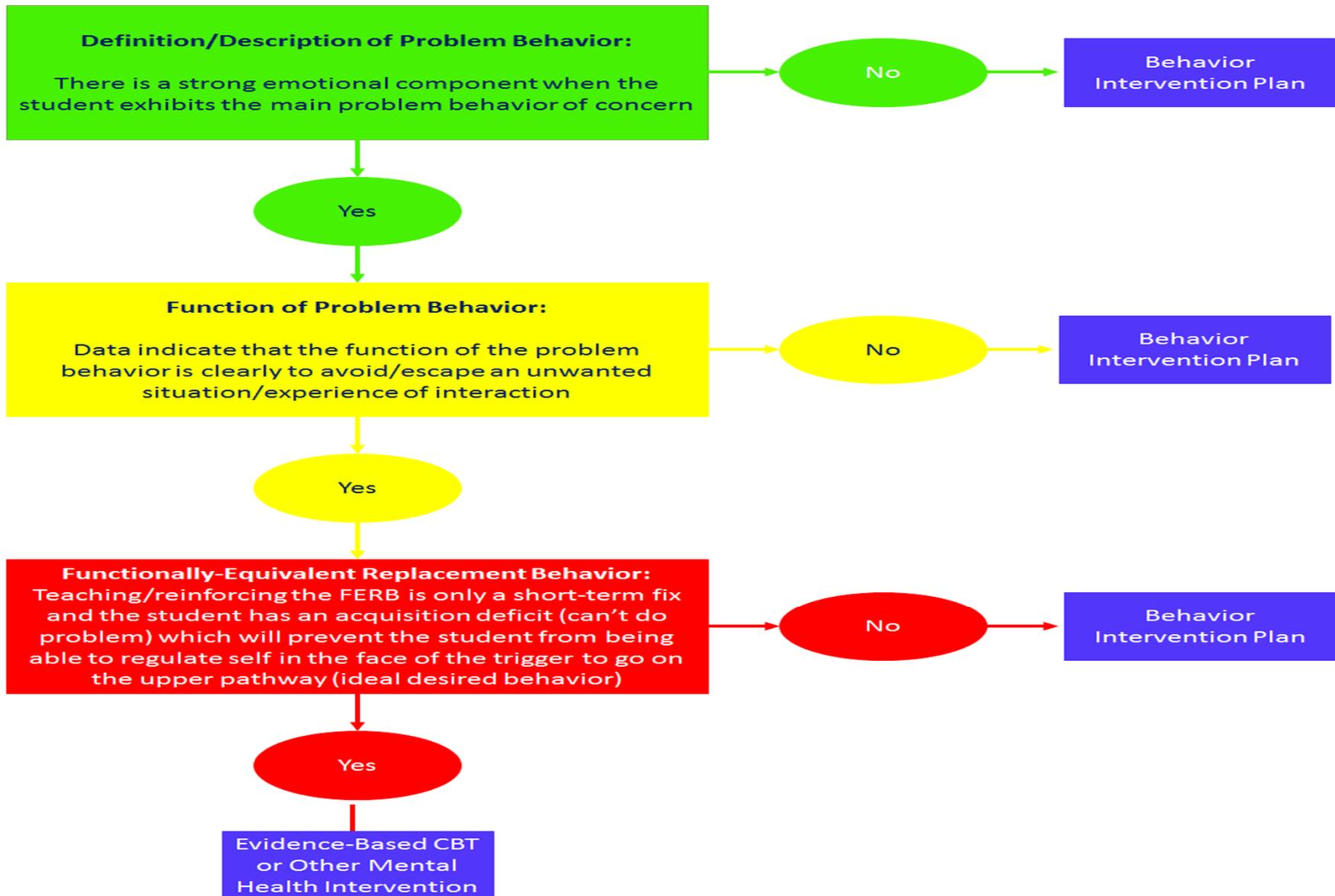
- (2) student is not properly motivated to exhibit the desired behavior when confronted with the trigger

**(PERFORMANCE/MOTIVATIONAL DEFICIT)**



# What's preventing the student from going on the upper pathway?





# “How to” of Writing Effective Behavior Intervention Plans

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FBA, PATHWAY CHARTING, AND WRITING THE BIP

# Steps to an Effective Behavior Intervention Plan

1. Conduct the functional behavior assessment
2. Pathway chart the information gleaned from the FBA
3. Using the pathway chart, construct a multi-component, evidence-based behavior intervention plan **and consider alternative supports need to address student skill deficits**
4. Implement the behavior intervention plan with fidelity
5. Track student progress in response to the plan

# Conducting the FBA

# Functional Behavioral Assessment: Defined/Purpose

- Is a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs to uncover the underlying function of the behavior (i.e., tangible, escape, attention, automatic)
- Goal is to develop a **defensible hypothesis statement** that summarizes the link between the target problem behavior to antecedent events and the maintaining consequence in order to inform the ***development of a multi-pronged behavior intervention plan***

# Functional Behavioral Assessment: Defined/Purpose

- FBA is a **fact finding process** that consists of collecting data to identify:
  - (a) observable, measurable problem behaviors,
  - (b) the precursor events, contexts or routines associated with increasing the probability that a problem behavior will occur (setting events),
  - (c) the specific immediate antecedent events within a context or routine that reliably provoke or trigger the occurrence of problem behaviors, and
  - (d) the consequences that maintain the problem behavior

# Functional Behavioral Assessment: Summary Statement(s)

- Functional behavioral assessments should result in one or more summary statements that define:
  - The problem behavior (or functional behavior class)
  - The most likely context or routine
  - The controlling antecedents (setting events/ routines)
  - The maintaining consequence (reinforcer)
- Given a context/routine:  
**Setting → Antecedent → Problem → Maintaining**  
**Events      Stimulus      Behavior      Consequence**

# Functional Behavioral Assessment: Summary Statement(s)

- Given a context/routine:

**Setting → Antecedent → Problem → Maintaining  
Events      Stimulus      Behavior      Consequence**

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**Hard Task → Instruction → Whine → Escape task**

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**Alone → Peers playing → Push/Swear → Attention**

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# Types of FBA

## ■ Simple FBA

- Function of behavior is obvious; therefore, no need for elaborate assessment
  - Indirect methods alone will suffice
  - Still a good idea to observe the student

## ■ Full FBA

- Function of behavior is less obvious; therefore, need for more in-depth assessment
  - Combination of indirect and direct methods

## ■ Functional analysis

- Function of behavior is elusive and greater need to get function right to prevent harmful outcomes
  - Experimental analysis is necessary to uncover function and identify functionally-equivalent replacement behavior (FERB)

# Functional Behavioral Assessment: The Methods

## FBA Assessment Methods:

- **Indirect Methods** – removed from time and place of the occurrence of the behavior (higher inference)
  - Interviews, records, ratings, checklists
  - Greater inference
- **Direct Methods** - performed during the time and place when the behavior occurred (low inference)
  - Descriptive direct observations in natural settings
  - Less inference
- **Experimental Methods** - manipulate variables and assess their impact on behavior (causal relationship assessed)
  - Functional analysis in contrived analogue situations

# Steps to Conducting an FBA

1. Conduct FBA interviews with people who are most familiar with the main problem behavior and can define it in behavioral terms
2. Administer questionnaire to cross validate findings from interviews
  - Develop initial hypothesis statement
3. Conduct confirmatory direct observations
4. Develop hypothesis statement linking antecedents, behavior, and maintaining consequences
5. If necessary, conduct experimental analysis of behavior

# FBA Data Analysis – Global Measures

Global measures of impairment that include emotional functioning

- Children's Global Assessment Scale (CGAS)
- Child Adolescent Functioning Assessment Scale (CAFAS)
- Child and Adolescent Needs and Strengths (CANS)

# FBA Data Analysis – Broadband and Narrowband Tools

- Behavior Assessment System for Children (BASC-3)
- Behavioral and Emotional Rating Scale (BERS-2)
- School Social Behaviors Scale (SSBS-2)
- Social Skills Improvement System (SSIS)
- Social Emotional Assets and Resiliency Scale (SEARS)

# FBA Data Analysis – Self Anchored Data

- Measure intensity of current problem, confidence, motivation developed collaboratively by clinician and student

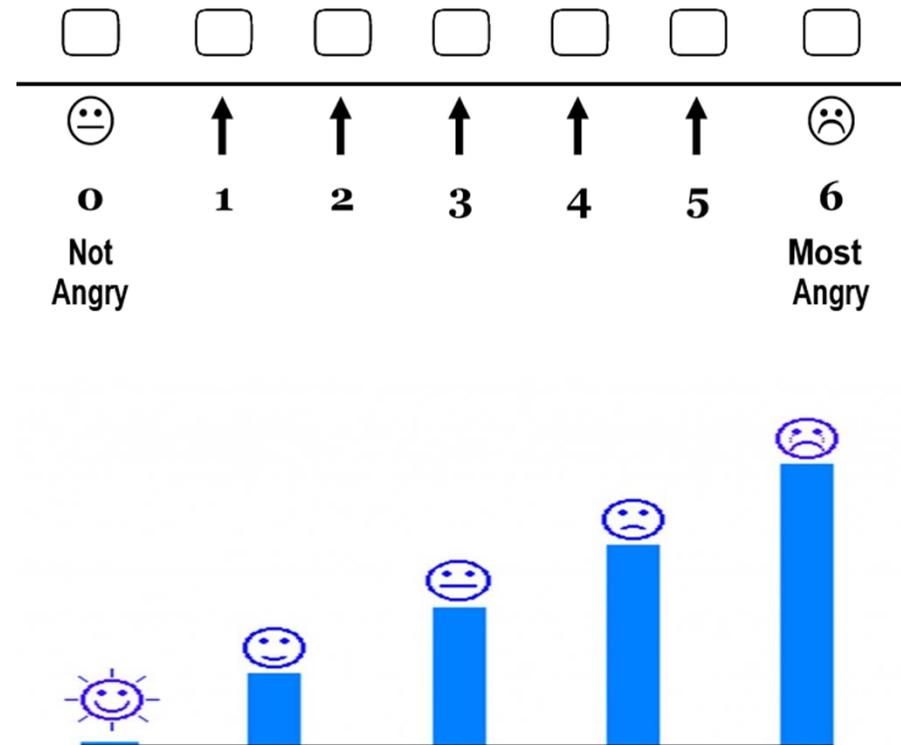
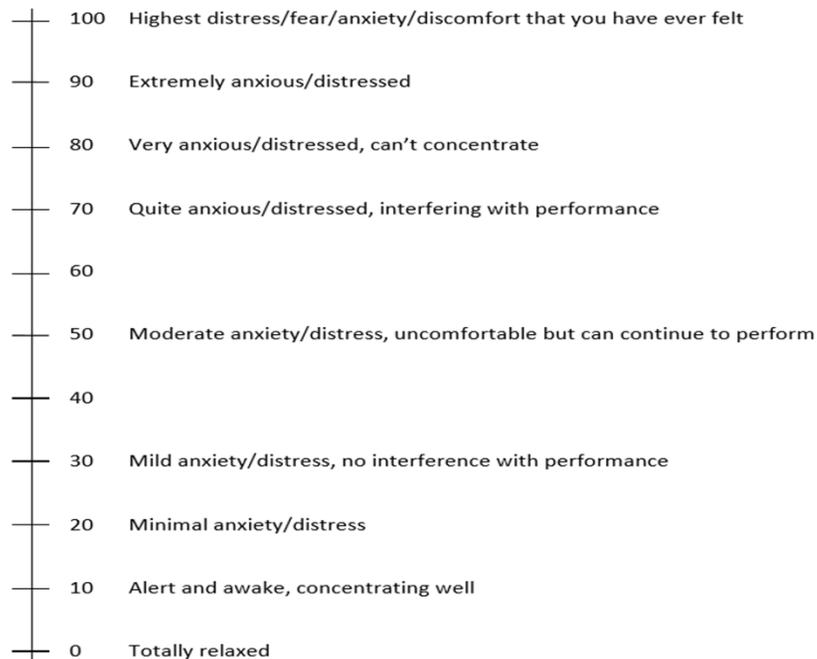
Example: Rate how much you worry on a scale from 1 to 5:

- 1 I worry so often that I can't concentrate on anything else. I get stomach aches and headaches. I start to shake
- 3 I worry but I can manage
- 5 I don't worry at all. I am not worried about a thing

# FBA Data Analysis – Self Anchored Data

## The distress thermometer – Subjective Units of Distress Scale (SUDS)

Try to get used to rating your distress, fear, anxiety or discomfort on a scale of 0-100. Imagine you have a 'distress thermometer' to measure your feelings according to the following scale. Notice how your level of distress and fear changes over time and in different situations.



# FBA Data Analysis – Abbreviated Rating Scales

## Aggressive/Disruptive Behaviors Brief Behavior Rating Progress Monitoring Scale

Student Name: \_\_\_\_\_ Rater Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

### DIRECTIONS:

- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the *absence* of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not to let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Threatened other students	0	1	2	3	4
Was physically aggressive toward peers	0	1	2	3	4
Bullied other students	0	1	2	3	4
Instigated peers by teasing or saying put downs	0	1	2	3	4
Challenged your or other teachers' authority	0	1	2	3	4
Was reprimanded for bad classroom behavior	0	1	2	3	4
Argued with classmates	0	1	2	3	4
When corrected, argued or became upset	0	1	2	3	4
TOTALS					

# FBA Data Analysis – Goal Attainment Scales

**Goal Attainment Scaling (GAS)** is a therapeutic method that refers to the development of a written follow-up guide between the client and the counselor used for monitoring client progress.

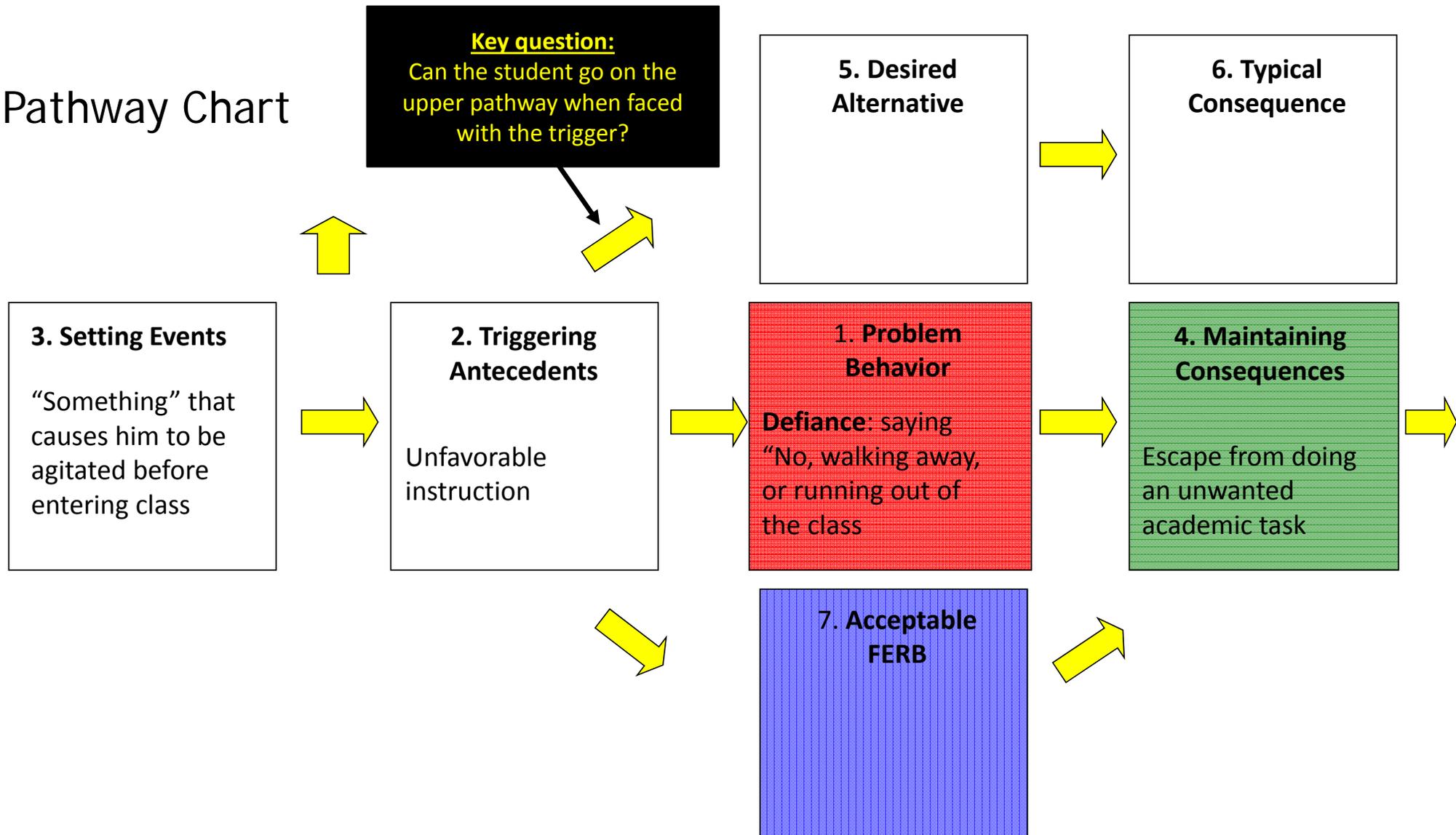
GAS 5-Point Rating Scale	
Score	Predicted Attainment
-2	Much less than expected outcome
-1	Less than expected outcome
0	Expected outcome after intervention
+1	Greater than expected outcome
+2	Much greater than expected outcome

<http://www.captain.ca.gov/documents/goal-attainment-scaling-procedures.pdf>

# Develop an Initial Hypothesis Statement

When Aaron is given an **unfavorable academic instruction (A)** he becomes **defiant** by saying “no,” walking away, or running out of the class **(B)** in order to **escape or avoid** engaging in an unwanted activity **(C)**, and this is more likely to occur when he is **agitated by a conflict** in the morning **(SE)**.

# Pathway Chart



# Develop an Initial Hypothesis Statement

When it comes to **leaving for school in the morning (A)**, Betty **tantrums** by flailing on the ground, kicking and hitting at mom, and saying that she wants to die **(B)** to **avoid going to school (C)**, and this is more likely to happen when she has **poor sleep** and is in a “**bad mood**” the night before **(SE)**.

# Pathway Chart

