A PARENT QUICK GUIDE TO

Functional Behavior Assessment

This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) is a process for identifying observable problem behaviors, including the contexts or routines where the problem behavior occurs, the specific events that happen prior to and prompt the behavior, and the consequences (positive or negative) that follow and reinforce the behavior in order to gather information that will lead to the development of a behavior intervention plan (BIP)

An FBA is required when a student with a disability is to be removed from his or her educational program beyond 10 days.

TERMS TO KNOW

BEHAVIOR INTERVENTION PLAN (BIP) – defines how an educational setting will be changed to improve the behavioral success of one or more students; includes strategies of prevention, teaching, consequences, safety, and monitoring

INFORMAL ASSESSMENT - review previous and current information about student; problem-solve with team members

INDIRECT ASSESSMENT - rely on reports about a student's behavior: interviews, rating scales, checklists

DIRECT ASSESSMENT - student is observed in the context / routine where the problem behavior is most likely to occur; validates information provided by others; focuses on identifying specific events that precede the behavior and consequences that appear to control the problem behavior

PARENT PREPARATION

- Keep documentation of all correspondence, phone calls, conversations regarding your child.
- If you suspect your child has problem behaviors interfering with school progress, put a request in writing to meet with an educational team.
- Gather and provide existing information for the team: medical, hearing / vision screenings, family and educational history, private therapy progress, social-behavioral, successful home / community interventions, community services your child receives, independent evaluations, your view of your child's strengths and needs.
- Document any problem behaviors you observe at home that teachers report they also observe, when does the behavior occur (time, setting), what does it look like (describe what your child does), what happens after the behavior stops (how do you react? Other family members? Your child?)
- Review your child's school records / work samples to note academic / behavior progress and needs.
- If assessment results are not explained and to you in a way that you understand, ask for re-explanation, clarification, or examples.

QUESTIONS TO CONSIDER WITH THE TEAM

- What are my child's current strengths and skills in (reading, writing, math, social-behavioral, communication, independent skills, etc….)?

- What interventions have been done with my child and what are the results of those interventions?

- What assessment methods and activities will be used to gather information (e.g., observation, standardized test, criterion-referenced scale, interviews, work samples)

- What is my child's "problem behavior"?
    - How often does the behavior occur? How long does it last? How intense is the behavior?
    - What is happening when the behavior occurs?
    - What precipitates ("sets-off") the behavior?
    - What usually happens after the behavior?
    - With whom is the behavior most / least likely to occur?
    - Is that behavior the result of a skill problem (my child does not know how) or performance (my child has the skill but does not show that in class) problem?
    - Is my child trying to get or avoid something?

- To what type of reinforcers does my child better respond? (stimulation / sensory, social, or tangible/activity)

- When does the problem behavior NOT happen?

- What is the intent of the behavior? (Why is my child acting this way?)

- What do you want him/her to do instead?

- How can we teach him/her a better way to get the same thing?

- What other supports are needed to help my child be successful?

- How will we evaluate to know if it works? Who will be responsible for collecting data?

- Who will be working with my child and when?

- What are the needs of my child academically? Functionally?

- How will the following strategies be implemented: setting / event, antecedent, teaching, reinforcement, crisis intervention?

- When will we meet again to review?

- Who will communicate revisions and updates to team members, including parent / guardian?

RESOURCES

Contact your local school district

State Support Team Region 6 _____800.686.2945 _____ www.sst6.org

Ohio Department of Education_____ **education.ohio.gov**