AFIRM

Autism Focused Intervention
Resources & Modules

FBA

EBP Brief Packet:
Functional Behavior Assessment

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules
Sam, A., & AFIRM Team, Updated 2024

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

UNC | **FRANK PORTER GRAHAM**
CHILD DEVELOPMENT INSTITUTE

OVERVIEW OF CONTENT

1. **Table of FBA Contents:** This list details the specific FBA resources that apply to Functional Behavior Assessment.
2. **What is FBA:** A quick summary of salient features of Functional Behavior Assessment, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Functional Behavior Assessment.
4. **Planning Checklist:** This checklist details the steps for planning for Functional Behavior Assessment, including what prerequisite learning of practices are needed, collecting baseline data of the target goal/behavior/skill if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Functional Behavior Assessment.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Functional Behavior Assessment. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Functional Behavior Assessment are being implemented as intended.
8. **Data Collection Form(s):** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the target goal/behavior/skill.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Functional Behavior Assessment.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Functional Behavior Assessment and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Functional Behavior Assessment as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Functional Behavior Assessment.
13. **Glossary:** This glossary contains key terms that apply specifically to Functional Behavior Assessment.
14. **References:** This list details the specific references used for developing this FBA module in numerical order.

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **2** of 43

TABLE OF CONTENTS

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **3** of **43**

FUNCTIONAL BEHAVIOR ASSESSMENT

WHAT IS FBA?

At times, all children and youth can struggle with challenging behavior. If a challenging behavior interferes with the learner's ability to learn, then a functional behavior assessment (FBA) is needed. FBA can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development. An FBA assists the IEP team in understanding the function or purpose of a specific interfering behavior. Data collection is an essential component of FBA.

EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), this practice is an assessment practice that meets the evidence-based practice criteria with 21 single case design studies. This practice has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how this practice can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, and school readiness.

HOW IS FBA BEING USED?

Functional Behavior Assessment can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Functional Behavior Assessment in the home.

> **SUGGESTED CITATION:**
>
> Sam, A., & AFIRM Team. (2024). *Functional Behavior Assessment, Updated*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Autism Focused Intervention Resources and Modules. https://afirm.fpg.unc.edu

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **4** of **43**

EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), this practice is an assessment practice that meets the evidence-based practice criteria with 21 single case design studies. This practice has been effective for early intervention (0-2 years), preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how this practice can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, cognitive, communication, and school readiness.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic	Adaptive	Behavior	Cognitive	Comm-unication	School-readiness
0-2			Yes			
3-5	Yes		Yes		Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes		Yes	
15-18			Yes	Yes		
19-22			Yes			

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **5** of 43

EARLY INTERVENTION (0-2 YEARS):

*Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, *1*(2), 77-87. https://doi.org/10.1177/109830079900100202

*Robertson, R. E., Wehby, J. H., & King, S. M. (2013). Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: effects on problem behavior. *Research in Developmental Disabilities, 34*(3), 1069-82. https://doi.org/10.1016/j.ridd.2012.12.011

PRESCHOOL (3-5 YEARS):

Blair, K. C., Lee, I., Cho, S., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education*, *31*(1), 22-36. https://doi.org/10.1177/0271121410377510

*Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, *1*(2), 77-87. https://doi.org/10.1177/109830079900100202

*Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, *5*(3), 1059-1077. https://doi.org/10.1016/j.rautism.2010.11.012

*Leon, Y., Lazarchick, W. N., Rooker, G. W., & DeLeon, I. G. (2013). Assessment of problem behavior evoked by disruption of ritualistic toy arrangements in a child with autism. *Journal of Applied Behavior Analysis, 46*(2), 507-11. https://doi.org/10.1002/jaba.41

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, *9*(3), 131-150. https://doi.org/10.1177/10983007070090030201

*Robertson, R. E., Wehby, J. H., & King, S. M. (2013). Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: effects on problem behavior. *Research in Developmental Disabilities, 34*(3), 1069-82. https://doi.org/10.1016/j.ridd.2012.12.011

*Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders*, *36*(3), 160-171. https://doi.org/10.1177/019874291003600302

ELEMENTARY SCHOOL (6-11 YEARS):

Blair, K. S. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education*, *27*(3), 134-147. https://doi.org/10.1177/02711214070270030401

Camacho, R., Anderson, A., Moore, D. W., & Furlonger, B. (2014). Conducting a function-based intervention in a school setting to reduce inappropriate behaviour of a child with autism. *Behaviour Change, 31*(1), 65-77. https://doi.org/10.1017/bec.2013.33

Devlin, S., Leader, G., & Healy, O. (2009). Comparison of behavioral intervention and sensory-integration therapy in the treatment of self-injurious behavior. *Research in Autism Spectrum Disorders*, *3*(1), 223-231. https://doi.org/10.1016/j.rautism.2008.06.004

Gann, C. J., Ferro, J. B., Umbreit, J., & Liaupsin, C. J. (2014). Effects of a comprehensive function-based intervention applied across multiple educational settings. *Remedial and Special Education, 35*(1), 50-60. https://doi.org/10.1177/0741932513501088

*Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, *5*(3), 1059-1077. https://doi.org/10.1016/j.rautism.2010.11.012

*Leon, Y., Lazarchick, W. N., Rooker, G. W., & DeLeon, I. G. (2013). Assessment of problem behavior evoked by disruption of ritualistic toy arrangements in a child with autism. *Journal of Applied Behavior Analysis, 46*(2), 507-11. https://doi.org/10.1002/jaba.41

Majdalany, L. M., Wilder, D. A., Allgood, J., & Sturkie, L. (2017). Evaluation of a preliminary method to examine antecedent and consequent contributions to noncompliance. *Journal of Applied Behavior Analysis, 50*(1), 146-158. https://doi.org/10.1002/jaba.353

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE   The National Professional Development Center on Autism   Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **6** of **43**

McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, *33*(4), 479-493. https://doi.org/10.1901/jaba.2000.33-479

Roberts-Gwinn, M. M., Luiten, L., Derby, K. M., Johnson, T. A., & Weber, K. (2001). Identification of competing reinforcers for behavior maintained by automatic reinforcement. *Journal of Positive Behavior Interventions*, *3*(2), 83-87. https://doi.org/10.1177/109830070100300204

*Schmidt, J. D., Drasgow, E., Halle, J. W., Martin, C. A., & Bliss, S. A. (2014). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions, 16*(1), 44-55. https://doi.org/10.1177/1098300712470519

*Slaton, J. D., Hanley, G. P., & Raftery, K. J. (2017). Interview informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, *50*(2), 252-277. https://doi.org/10.1002/jaba.384

*Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders*, *36*(3), 160-171. https://doi.org/10.1177/019874291003600302

MIDDLE SCHOOL (12-14 YEARS):

Clarke, S., Worcester, J., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions*, *4*(3), 131-145. https://doi.org/10.1177/10983007020040030201

Clay, C. J., Clohisy, A. M., Ball, A. M., Haider, A. F., Schmitz, B. A., & Kahng, S. (2017). Further evaluation of presentation format of competing stimuli for treatment of automatically maintained challenging behavior. *Behavior Modification, 42*(3), 382-397. https://doi.org/10.1177/0145445517740322

*Slaton, J. D., Hanley, G. P., & Raftery, K. J. (2017). Interview informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, *50*(2), 252-277. https://doi.org/10.1002/jaba.384

HIGH SCHOOL (15-18 YEARS):

Bruhn, A. L., Balint-Langel, K., Troughton, L., Langan, S., Lodge, K., & Kortemeyer, S. (2015). Assessing and treating stereotypical behaviors in classrooms using a functional approach. *Behavioral Disorders, 41*(1), 21-37. https://doi.org/10.17988/0198-7429-41.1.21

Rodriguez, N. M., Thompson, R. H., Schlichenmeyer, K., & Stocco, C. S. (2012). Functional analysis and treatment of arranging and ordering by individuals with an autism spectrum disorder. *Journal of Applied Behavior Analysis, 45*(1), 43852. https://doi.org/10.1901/jaba.2012.45-1

*Schmidt, J. D., Drasgow, E., Halle, J. W., Martin, C. A., & Bliss, S. A. (2014). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions, 16*(1), 44-55. https://doi.org/10.1177/1098300712470519

*Slaton, J. D., Hanley, G. P., & Raftery, K. J. (2017). Interview informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, *50*(2), 252-277. https://doi.org/10.1002/jaba.384

YOUNG ADULT (19-22 YEARS):

O'Reilly, M. F., Edrisinha, C., Sigafoos, J., Lancioni, G., & Andrews, A. (2006). Isolating the evocative and abative effects of an establishing operation on challenging behavior. *Behavioral Interventions*, *21*(3), 195-204. https://doi.org/10.1002/bin.215

Notes: * denotes the study has participants in at least two age ranges
Bold denotes new studies since 2011 (2012 till 2017)

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **7** of **43**
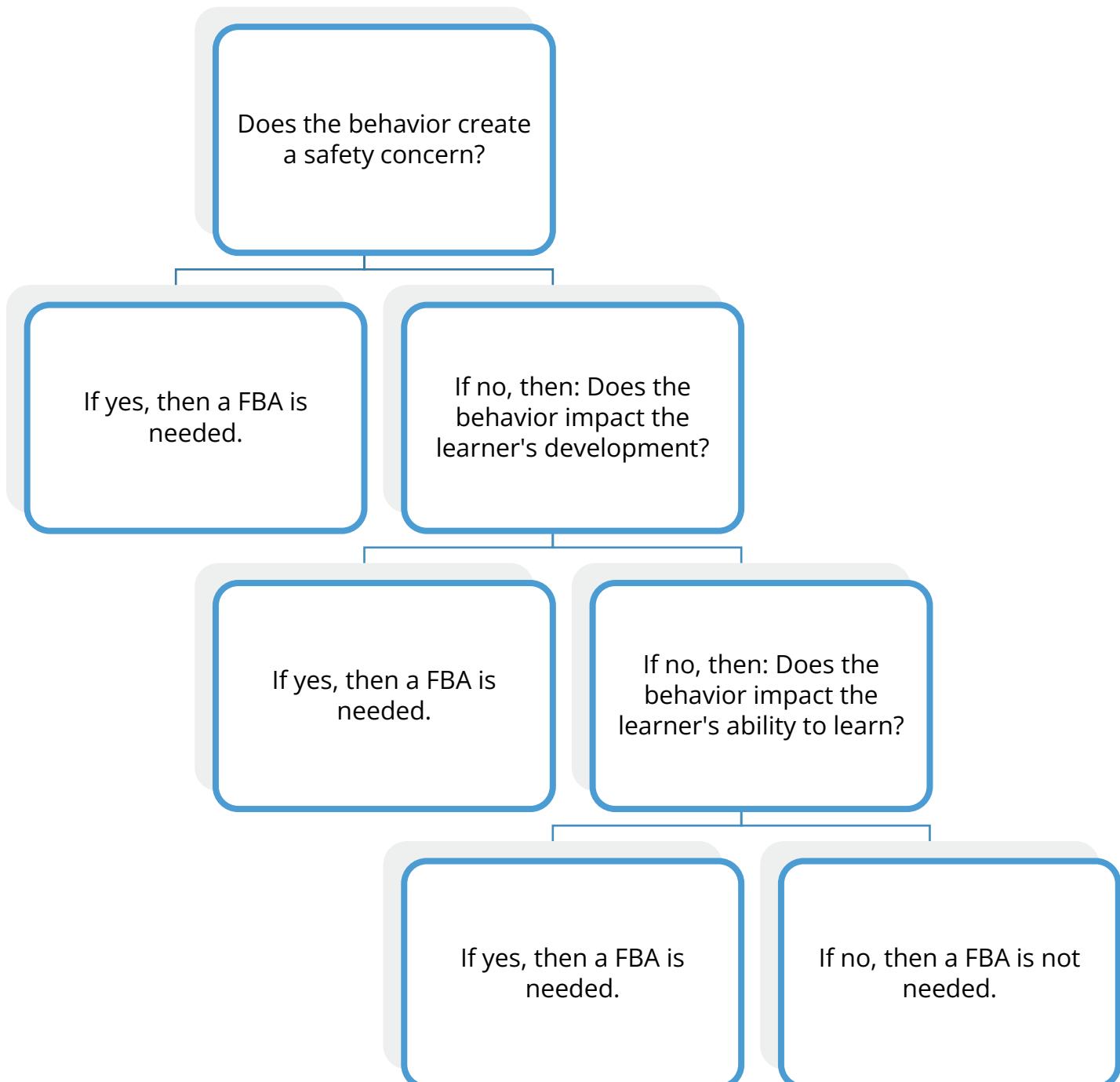
DECISION TREE

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Use decision tree to determine if a FBA is needed for the learner on the spectrum

Does the behavior create a safety concern?

If yes, then a FBA is needed.

If no, then: Does the behavior impact the learner's development?

If yes, then a FBA is needed.

If no, then: Does the behavior impact the learner's ability to learn?

If yes, then a FBA is needed.

If no, then a FBA is not needed.

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **8** of **43**

ASSESSMENT PROCEDURES

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Consider selecting one of the following assessment tools to observe the learner on the spectrum.

Behavior Assessment System for Children (BASC-III)[23]

Assesses for behavior functioning and identification of behavior problems (aggression, hyperactivity, conduct problems). The items are rated on 4-point scale of frequency ranging from "never" to "almost always". ~15 minutes to complete

Functional Assessment Screening Tool (FAST)[24]

Determine potential causes of the behavior. Raters answer 18 yes/no questions. Scores are placed into four categories of function ranging from social reinforcement (attention) to automatic reinforcement (pain attenuation). ~15-30 minutes to complete

Problem Behavior Questionnaire (PBQ)[25]

Determine the potential function of the behavior (e.g., access to peer attention, access to teacher attention, setting events). Raters answer 15 items and indicate frequency with which behavior occurs. ~15-30 minutes to complete

Motivation Assessment Scale (MAS)[26]

Identify what motivates individual learner to engage in a particular behavior. Raters are asked 16 questions about the interfering behavior and scores are added up and ranked by category of function (sensory, escape, attention, tangible). ~15-30 minutes to complete

Functional Assessment Interview (FAI)[27]

Interview teachers, parents, and other school/community staff. Provides the following outcomes: description of the interfering behavior, events or factors that predict the behavior, possible function of the behavior, and summary statements (Behavior hypothesis). ~45-90 minutes to complete

Student-Directed Functional Assessment Interview (Student-FAI)[27]

Used with learners who can reliably report on their behavior. ~20-40 minutes to complete

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **9** of **43**

PLANNING WORKSHEET

Learner's Name: _____   **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Complete this checklist to determine if this is an appropriate practice to use with the learner on the spectrum as well as if FBA is ready to be implemented.

DEFINE THE INTERFERING BEHAVIOR:

RECORDS TO REVIEW:

INTERVIEW PROCEDURES:

1. Who will be interviewed?

2. What interview tool will be used?

3. Standardized Behavior Rating Scale:

DATA COLLECTION PLAN:

1. Setting(s):

2. Time(s):

3. Who will collect data?

4. For how long and how often will data be collected?

UNC FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **10** of **43**

REINFORCER SAMPLING & CHECKLIST

Learner's Name: _____ **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Use this worksheet and checklist to identify and select reinforcers/rewards based on the learner's preferred items, interests, and activities.

CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the learner and hold up two items. Ask the learner to "Pick one."
2. Wait 10 seconds for the learner to indicate selection in manner that is appropriate for the learner (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for learner's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

Item 1	Selected?	Item 2	Selected?
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No
	Yes No		Yes No

LIST SELECTED REINFORCERS:

UNC **FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE**

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **11** of **43**

LIST POTENTIAL REINFORCERS:

AGE APPROPRIATE?

1. What natural reinforcers could be used?

Yes   No

2. What activities, objects, and/or foods does the learner select independently?

Yes   No

3. What phrases or gestures seem to produce a pleasant response from the learner?

Yes   No

4. What does the learner say they would like to work for (if appropriate)?

Yes   No

5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?

Yes   No

6. Does the learner require additional adaptations/ modifications/supports? Such as visual supports or a communication device?

Yes   No

7. Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?

Yes   No

8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?

Yes   No

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **12** of **43**

FOODS FOR SNACKS/MEALTIME ROUTINES:

❑ Cheese	❑ Fruit	❑ Pretzels
❑ Chicken Nuggets	❑ Goldfish	❑ Other:
❑ Chips	❑ Ice Cream	❑ Other:
❑ French Fries	❑ Pizza	❑ Other:

GAMES FOR PLAY/RECESS ROUTINES:

❑ Burrito games with a blanket	❑ Peek-a-Boo	❑ Other:
❑ Chase	❑ Tickles	❑ Other:
❑ Pat-a-Cake	❑ Other:	❑ Other:

TOYS FOR PLAY/RECESS ROUTINES:

❑ Books	❑ Legos	❑ Remote controlled toys
❑ Cars/Trains/Trucks	❑ Noisy toys	❑ Other:
❑ Computer	❑ Phones	❑ Other:
❑ Doll house	❑ Puzzles	❑ Other:

SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

❑ Book Character:	❑ Movie Character:	❑ TV Show:
❑ Book:	❑ Movie:	❑ Video Game:
❑ Cars, Trains, Trucks	❑ Music	❑ Other:
❑ Computers/Technology	❑ Numbers	❑ Other:
❑ Dinosaurs	❑ Real-Life Person:	❑ Other:
❑ Letters	❑ TV Show Character:	❑ Other:

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **13** of **43**

DATA COLLECTION: A-B-C

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Collect data what happens directly before the behavior (antecedent), describe the behavior, and determine what happens directly after the behavior (consequence).

Date	Start Time	Stop Time	Antecedent	Behavior	Consequence

ANECDOTAL NOTES:

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **14** of **43**

DATA COLLECTION: SCATTERPLOT

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Collect data on the setting and time of the learner's behavior to identify patterns.

		Date								
Time	**Activity**									

ANECDOTAL NOTES:

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **15** of **43**

HYPOTHESIS STATEMENT

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Complete this checklist to determine the function of the interfering behavior.

DEFINE THE INTERFERING BEHAVIOR:

1. Where does the behavior occur?

2. With whom does the behavior occur?

3. When does the behavior occur?

4. What activity is the learner participating in when the behavior occurs?

5. How long has the behavior been interfering with the learner's development and learning?

6. Does the behavior involve aggression or damage to property?

7. What are other students and adults doing when the behavior occurs?

8. What is the proximity of other students and adults when the behavior occurs?

9. What is the noise level of in the environment when the behavior occurs?

10. Number of individuals in the area:

11. Other environmental conditions:

12. Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g., talking with peer, completing a difficult math assignment

13. Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?

14. What happens immediately after the interfering behavior occurs (consequences)?

UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **16** of 43

Autism Focused Intervention
Resources & Modules
AFIRM

Functional Behavior Assessment
For more information, please visit: **https://afirm.fpg.unc.edu/**

FBA

DETERMINE THE FUNCTION OF THE BEHAVIOR:

15. To get or obtain:
   - ❑ Attention
   - ❑ Food
   - ❑ Toys
   - ❑ Hugs
   - ❑ Sensory stimulation
   - ❑ Other: _____

To escape or avoid:
   - ❑ Attention
   - ❑ Difficult task/activity
   - ❑ Undesirable activity
   - ❑ Social stimulation
   - ❑ Sensory stimulation
   - ❑ Other: _____

DEVELOP HYPOTHESIS STATEMENT:

16. Antecedents & Consequences:

17. Interfering behavior:

18. Function of behavior:

HYPOTHESIS STATEMENT:

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **17** of **43**

ADDITIONAL EBPS

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Identify evidence-based practices that can be implemented to reduce the occurrence of the identified interfering behavior based on the function of the interfering behavior.

Antecedent-Based Interventions (ABI):

Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the interfering behaviors. Escape/avoid, Sensory/Autonomic

Differential Reinforcement (DR):

Systematic differential reinforcement of a desirable over an undesirable behavior that reduces the occurrence of the undesirable behavior. Attention, Escape/avoid, Sensory/Autonomic

Extinction (EXT):

A strategy based on applied behavior analysis that is used to reduce or eliminate an interfering behavior. Attention, Escape/avoid, Sensory/Autonomic, Tangible

Functional Communication Training (FCT):

A systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills. Attention, Escape/avoid, Sensory/Autonomic, Tangible

Prompting (PP):

Any verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill. Attention, Escape/avoid, Sensory/Autonomic, Tangible

Response Interruption & Redirection (RIR):

The introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction. Escape/avoid, Sensory/Autonomic

Visual Supports (VS):

Any visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts. Attention, Escape/avoid, Sensory/Autonomic, Tangible

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **18** of **43**

BEHAVIOR INTERVENTION PLAN

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Complete this worksheet to develop a behavior intervention plan for the learner.

DEFINE THE INTERFERING BEHAVIOR:

SELECT EBP(S) TO ADDRESS THE FUNCTION OF THE INTERFERING BEHAVIOR:

❑ Antecedent-Based Interventions (ABI)

❑ Differential Reinforcement (DR)

❑ Extinction (EXT)

❑ Functional Communication Training (FCT)

❑ Prompting (PP)

❑ Response Interruption & Redirection (RIR)

❑ Visual Supports (VS)

❑ Other: _____

❑ Other: _____

❑ Other: _____

DEFINE AN OBSERVABLE & MEASURABLE GOAL/OBJECTIVE:

PROCEDURES:

Additional materials:

Environmental accommodations:

Response from team members/others:

SELECT STRATEGIES FOR ENHANCING LEARNER MOTIVATION:

❑ Reinforcement (R)

❑ Offer preferred activity

❑ Offer choices

❑ Incorporate preferred materials into activity

❑ Other: _____

❑ Other: _____

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **19** of 43

Autism Focused Intervention Resources & Modules

DATA COLLECTION PLAN:

Setting(s):

Time(s):

Who will collect data?

For how long and how often will data be collected?

ANECDOTAL NOTES:

DATA COLLECTION: EVENT SAMPLING

Learner's Name: _____   **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data on the frequency of the learner demonstrating a behavior that is interfering with their learning.

Date	Tally (each occurrence of the interfering behavior)	Total Tally

ANECDOTAL NOTES:

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **21** of **43**

DATA COLLECTION: FREQUENCY (INTERVALS)

Learner's Name: _____   **Date/Time:** _____

Observer(s): _____

Interfering Behavior: _____

Directions: Collect data on the frequency of the learner demonstrating the target goal/behavior/skill at time intervals (light green cells) to determine if the learner is making progress.

	Time Intervals (generally every 5 minutes)					
Date						**Total**

ANECDOTAL NOTES:

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **22** of **43**

DATA COLLECTION: DURATION (BAR)

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: This sheet could be completed by highlighting, circling, or shading the duration (length of the behavior). The sheet is designed to provide a graphic representation of the duration over time (the resulting data, if blocks are circled or highlighted, will appear similar to a bar graph). Starting from the bottom, shade the number of boxes that represent the length of the interfering behavior. Each box represents ONE minute.

Date				
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **23** of **43**

DATA COLLECTION: REPLACEMENT BEHAVIOR

Learner's Name: _____   **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Collect data on the implementation of proactive strategies and/or EBPs to determine if the learner is making progress towards reducing occurrences of interfering behavior(s).

DATA COLLECTION KEY:

Proactive Strategies (PS):

1. _____
2. _____
3. _____
4. _____

Response to Behaviors (RB):

1. _____
2. _____
3. _____
4. _____

Week of: _____	Proactive Strategies	It Helped	Response to Behaviors	It Helped
Monday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Tuesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Wednesday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Thursday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐
Friday	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	PS 1: ☐☐☐☐☐ PS 2: ☐☐☐☐☐ PS 3: ☐☐☐☐☐ PS 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐	RB 1: ☐☐☐☐☐ RB 2: ☐☐☐☐☐ RB 3: ☐☐☐☐☐ RB 4: ☐☐☐☐☐

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE · The National Professional Development Center on Autism · Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **24** of **43**

STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Functional Behavior Assessment.

BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Functional Behavior Assessment is likely to address the target goal/behavior/skill of your learner on the spectrum.

HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

❑ Identifying the interfering behavior...?
❑ Collecting baseline data through direct observation...?
❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

For more information about Functional Behavior Assessment, please visit https://afirm.fpg.unc.edu/ .

> Keep in mind that **Functional Behavior Assessment** can be used to decrease interfering behaviors and increase appropriate behaviors.

STEP 1: PLANNING FOR FBA

The planning step details the initial steps and considerations involved to prepare for using Functional Behavior Assessment with a learner on the spectrum.

1.1 Establish a multidisciplinary team
Planning should begin with forming a multidisciplinary team that includes all individuals who have observed the learner exhibiting the interfering behavior.

1.2 Identify and define interfering behavior
Together, the team identifies the interfering behavior that is most problematic for the learner. Any behaviors that create safety concerns for the learner or others should be addressed first.

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **25** of **43**

1.3 Review records of learner
In order to understand the selected interfering behavior, records should be reviewed (medical records, psychological evaluations, educational testing, Individualized Education Program (IEP) or Individual Family Service Plan (IFSP), incident reports, anecdotal notes, etc.)

1.4 Select assessment procedures
Team members will gather information concerning the behavior from formal/informal interviews and standardized behavior rating scales.
> The **FBA ASSESSMENT PROCEDURES** can be used to select an assessment tool to observe the learner.

1.5 Develop plan for collecting data
Data will need to be collected during times and settings where the interfering behavior occurs most often. Also, it is important to sample in other locations or at other times where the behavior might not occur. Data collection should be for a sufficient period of time to identify consistencies in the behavior.
> The **FBA PLANNING SHEET** can be used as a companion for completing the planning step.

STEP 2: USING FBA

This step details the process of implementing Functional Behavior Assessment with a learner on the spectrum.

2.1 Collect data using selected assessment procedures
During the planning stage, the team selected several assessment tools and/or interviews. These will need to be administered, and data collected.
> The **REINFORCER SAMPLING** can be used to determine activities and/or materials that will motivate the learner.

2.2 Collect data on the occurrence of interfering behavior
Following the developed plan, the team collects data on the interfering behavior using direct observation methods. Using A-B-C data charts will help team members determine what happens right before the behavior (the antecedent), when the behavior that occurs (behavior), and what happens directly after the behavior (the consequence). Also, data tables (commonly referred to as scatterplots in the FBA literature) can be used for data collection in order to help team members determine when the behavior is occurring, the possible functions of the behavior, and times of the day when an intervention might be implemented to reduce the interfering behavior.
> The **ABC DATA COLLECTION** can be used to understand the antecedent behavior and consequence.
> The **DATA COLLECTION: SCATTERPLOT** form can be used to identify patterns.

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **26** of **43**

2.3 Analyze collected data

Analyze collected data to determine the function of the behavior. Behaviors typically fall into two categories of function: 1) to get or obtain something desired or 2) to escape or avoid.

2.4 Develop a hypothesis statement

Based upon the information gathered through assessments, interviews, and direct observations, the team develops a hypothesis statement. Be sure the hypothesis statement developed includes:

1) the setting events, immediate antecedents, and immediate consequences that surround the interfering behavior,
2) a restatement and refinement of the description of the interfering behavior that is occurring, and
3) the function the behavior serves (i.e., get/obtain, escape/avoid).

    The **FBA HYPOTHESIS STATEMENT WORKSHEET** can be used to develop a hypothesis statement.

2.5 Test the hypothesis to ensure it is correct

To test the developed hypothesis, modify the setting/activity to increase the probability that the behavior occurs. Testing can occur over several days or weeks to confirm the cause of the interfering behavior.

2.6 Identify appropriate EBPs to address the interfering behavior

When team members understand the function of the behavior, evidence-based practices can be implemented to reduce the occurrence of the identified interfering behavior while increasing appropriate behaviors.

    The **ADDITIONAL EBPS CHART** can be used to determine which evidence-based practice(s) to use with the learner.

2.7 Develop behavior intervention plan

After an EBP is identified, the team develops a behavior intervention plan. The BIP should include strategies for the following: 1) preventing the occurrence of the interfering behavior, 2) teaching or increasing the replacement behavior, and 3) increasing learning opportunities and social engagement.

    The **BEHAVIOR INTERVENTION PLAN** can be used to develop the BIP.

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **27** of **43**

STEP 3: MONITORING FBA

The following step details how to monitor the use of Functional Behavior Assessment with a learner on the spectrum and how to determine next steps based on the data.

3.1 Collect and analyze data

Team members need to collect data that focus on 1) the frequency, or how often, the behavior occurs using time sampling or event sampling, 2) how long (duration) the interfering behavior lasts when it occurs, and 3) frequency of use of replacement behavior(s) including how often the leaner uses the replaced behavior(s).

The **EVENT SAMPLING FORM** can be used to monitor the frequency the identified interfering behavior occurring.

The **DURATION (BAR CHART) FORM** can be used to monitor how long the identified interfering behavior occurs.

The **DURATION (TIME) FORM** can be used to monitor how long the identified interfering behavior occurs.

The **REPLACEMENT BEHAVIOR FORM** can monitor strategies and interventions.

3.2 Determine next steps based on learner progress

Collecting data will help team members determine if a learner is making progress and reducing the use of the identified interfering behavior. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

• Is the behavior well defined?
• Is the behavior measurable and observable?
• Are the selected evidence-based practices used with fidelity based upon the implementation checklists?
• Are all team members and staff members consistently using the identified strategies and responses to behavior?

If these issues have been addressed and the learner with autism continues not to show progress, consider selecting a different evidence-based practice to use with the learner with on the spectrum.

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **28** of **43**

Autism Focused Intervention Resources & Modules

IMPLEMENTATION CHECKLIST

BEFORE YOU START, HAVE YOU...?

❑ Identifying the interfering behavior...?
❑ Collecting baseline data through direct observation...?
❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

	Observation:	1	2	3	4	5
	Date:					
	Observer's Initials:					
STEP 1: PLANNING						
1.1	Establish a multidisciplinary team					
1.2	Identify and define interfering behavior					
1.3	Review records of learner					
1.4	Select assessment procedures					
1.5	Have materials ready and available					
STEP 2: USING						
2.1	Collect data using select assessment procedures					
2.2	Collect data on the occurrence of the interfering behavior (A-B-C behavioral analysis)					
2.3	Analyze collected data					
2.4	Develop a hypothesis statement					
2.5	Test hypothesis to ensure it is correct					
2.6	Identify appropriate EBPs to address interfering behavior					
2.7	Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities					
STEP 3: MONITORING						
3.1	Collect and analyze data on interfering behavior					
3.2	Determine next steps based on learner progress					

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **29** of **43**

TIP SHEET FOR PROFESSIONALS

FUNCTIONAL BEHAVIOR ASSESSMENT ARE…

- Is an evidence-based practice for children and youth on the spectrum from 0-22 years old that can be implemented in multiple settings.
- Assists the IEP team in understanding the function or purpose of a specific interfering behavior.
- Used to increase a target goal/behavior/skill and/or to decrease an interfering/inappropriate/ behavior.

WHY USE WITH LEARNERS ON THE SPECTRUM?

- An FBA is needed when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development and learning.
- Team members use an FBA to describe the interfering behavior, identify antecedents or consequence events, and develop and test a hypothesis.
- FBA can help a team determine appropriate evidence-based practices to use to address the interfering behavior.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Functional Behavior Assessment supports its use to address the following outcomes, according to age range, in the table below:

TIPS:
- Select one person as the FBA coordinator who will coordinate data collection, answer team questions, and ensure FBA is implemented as intended.
- If the learner is demonstrating multiple interfering behaviors, select the interfering behavior which creates a safety concern to address first.
- Collect data on the interfering behavior during various times and settings.

Age	Academic	Adaptive	Behavior	Cognitive	Comm-unication	School-readiness
0-2			Yes			
3-5	Yes		Yes		Yes	Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes		Yes	
15-18			Yes	Yes		
19-22			Yes			

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **30** of **43**

STEPS FOR IMPLEMENTING:

1. PLAN
- Establish a multidisciplinary team.
- Identify and define interfering behavior.
- Review records of learner.
- Select assessment procedures.
- Develop plan for collecting baseline data.

2. USE
- Collect data using selected assessment procedures.
- Collect data on the occurrence of the interfering behavior (A-B-C behavioral analysis).
- Analyze collected data.
- Develop a hypothesis statement.
- Test hypothesis to ensure it is correct.
- Identify appropriate EBPs to address interfering behavior.
- Develop behavior intervention plan (BIP) with strategies for increasing replacement behaviors and learning opportunities.

3. MONITOR
- Collect and analyze data on interfering behavior and replacement behavior(s) to determine if BIP is working.
- Determine next steps based on learner progress.

**Functional Behavior Assessment
FBA**

This sheet was designed as a supplemental resource to provide basic information about Functional Behavior Assessment for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

UNC | **FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE**

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **31** of **43**

PARENT'S GUIDE

WHAT IS FBA?

- Functional Behavior Assessment is an evidence-based practice for children and youth on the spectrum from 0-22 years old that can be implemented in multiple settings.
- Used to increase a target goal/behavior/skill and/or to decrease an interfering/inappropriate behavior.

WHY USE THIS FBA WITH MY CHILD?

- A Functional Behavior Assessment is needed when a behavior regularly interferes with your child's safety, the safety of others, and the learning process.
- Research studies have shown that functional behavior assessment has been used effectively with learners in early intervention, preschool, elementary school, middle school, and high school to address behavior, school readiness, academic adaptive, and communication outcomes.

WHAT ACTIVITIES CAN I DO AT HOME?

- Notice when your child has an interfering behavior, think about what happened before or after the behavior.
- Share your notes and observations with your IEP team to develop possible reasons for the purpose of the behavior.
- Work with your child's IEP team to address the interfering behavior both at school and home.

**Functional Behavior Assessment
FBA**

This parent introduction to FBA was designed as a supplemental resource to help answer questions about Functional Behavior Assessment.

To find out more about how this FBA is being used with your child, please talk with:

_____

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

UNC | **FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE**

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **32** of **43**

ADDITIONAL RESOURCES

APPS:

Icon	Developer	Name	Available	Pricing
	Stephen Moy	*Nulite Behavior Tracker for Special Education*	iPad	$19.99

BOOKS:

Cipani, E. (2018). *Functional behavioral assessment, diagnosis, and treatment: a complete system for education and mental health settings*. Springer Publishing Company.

Glasberg, B. A., & LaRue, R. (2014). *Functional Behavior Assessment for People with Autism: Making Sense of Seemingly Senseless Behavior* (2nd ed.). Bethesda, MD: Woodbine House.

Matson, J., (2021) *Functional Assessment for Challenging Behaviors and Mental Health Disorders (Autism and Child Psychopathology Series)*. Springer Publishing Company.

WEBSITES:

CECP. (2001). Functional Behavioral Assessment. http://cecp.air.org/fba/

IRIS Center. (n.d.). *What should Ms. Rollison know about behavior in order to help Joseph?* IRIS Center. https://iris.peabody.vanderbilt.edu/module/fba/cresource/q1/p01/##content

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional Development Center on Autism

Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **33** of **43**

CEC STANDARDS

INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction
6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

Standard 6: Supporting Social, Emotional, and Behavioral Growth
6.3 Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **34** of **43**

GLOSSARY

A-B-C data charts: help team members determine what happens before the behavior (the antecedent), when the behavior that occurs (behavior), and what happens directly after the behavior (the consequence)

Antecedent: the activities and specific events preceding the behavior

Antecedent-Based Interventions: an evidence-based practice that can be used to decrease an identified interfering engagement and/or increase engagement by modifying the environment to change the conditions that prompt the interfering behavior from the learner

Baseline: information gathered from multiple sources to better understand the target behavior, before using an intervention or practice

Baseline data: data collected on current performance level prior to implementation of intervention

Behavior intervention plan: developed by a multidisciplinary team to address an interfering behavior and should include strategies for preventing the occurrence of the interfering behavior, teaching, or increasing the replacement behavior, and increasing learning opportunities and social engagement

Consequence: events that followed or results of the behavior

Duration data: records how long a learner engages in a particular behavior or skill

Event sampling: collects frequency data at every instance the behavior occurs

FBA coordinator: selected team member who coordinates and mages data collection, answers questions from other team members, and makes sure that the FBA is implemented as intended

Functional Behavior Assessment: is an evidence-based practice used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development

Hypothesis statement: used in FBA, these statements include 1) the setting events, immediate antecedents, and immediate consequences that surround the interfering behavior, 2) a restatement and refinement of the description of the interfering behavior, and 2) the function the behavior serves (i.e., get/obtain, escape/avoid)

Interfering behavior: is a behavior that interferes with the learner's ability to learn

Reinforcement: feedback that increases the use of a strategy or target behavior/skill

Functional Behavior Assessment
For more information, please visit: **https://afirm.fpg.unc.edu/**

Autism Focused Intervention
Resources & Modules

AFIRM

FBA

Reinforcement: feedback that increases the use of a strategy or target behavior/skill

Reinforcer sampling: helps to identify activities and materials that are motivating to learner with autism. Also known as a preference assessment.

Reinforcers: increase the likelihood that the target skill/behavior will be used again in the future.

Sensory reinforcers: motivating for learner on the spectrum, only use when adult can control access to reinforcer, the reinforcer is acceptable and appropriate for the setting, and no other reinforcer is motivating

Team members: includes the parents, other primary caregivers, IEP/IFSP team members, teachers, therapists, early intervention providers, and other professionals involved in providing services for the learner on the spectrum

Visual supports: visual supports are concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration

UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

The National Professional
Development Center on Autism

The National Clearinghouse on
Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

FBA
Sam, A., & AFIRM Team, 2024 Update
Page **36** of **43**

REFERENCES

1. Blair, K. C., Lee, I., Cho, S., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education*, *31*(1), 22-36. https://doi.org/10.1177/0271121410377510

2. Blair, K. S. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education*, *27*(3), 134-147. https://doi.org/10.1177/02711214070270030401

3. Bruhn, A. L., Balint-Langel, K., Troughton, L., Langan, S., Lodge, K., & Kortemeyer, S. (2015). Assessing and treating stereotypical behaviors in classrooms using a functional approach. *Behavioral Disorders, 41*(1), 21-37. https://doi.org/10.17988/0198-7429-41.1.21

4. Camacho, R., Anderson, A., Moore, D. W., & Furlonger, B. (2014). Conducting a function-based intervention in a school setting to reduce inappropriate behaviour of a child with autism. *Behaviour Change, 31*(1), 65-77. https://doi.org/10.1017/bec.2013.33

5. Clarke, S., Worcester, J., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions*, *4*(3), 131-145. https://doi.org/10.1177/10983007020040030201

6. Clay, C. J., Clohisy, A. M., Ball, A. M., Haider, A. F., Schmitz, B. A., & Kahng, S. (2017). Further evaluation of presentation format of competing stimuli for treatment of automatically maintained challenging behavior. *Behavior Modification, 42*(3), 382-397. https://doi.org/10.1177/0145445517740322

7. Devlin, S., Leader, G., & Healy, O. (2009). Comparison of behavioral intervention and sensory-integration therapy in the treatment of self-injurious behavior. *Research in Autism Spectrum Disorders*, *3*(1), 223-231. https://doi.org/10.1016/j.rasd.2008.06.004

8. Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, *1*(2), 77-87. https://doi.org/10.1177/109830079900100202

9. Gann, C. J., Ferro, J. B., Umbreit, J., & Liaupsin, C. J. (2014). Effects of a comprehensive function-based intervention applied across multiple educational settings. *Remedial and Special Education, 35*(1), 50-60. https://doi.org/10.1177/0741932513501088

10. Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, *5*(3), 1059-1077. https://doi.org/10.1016/j.rasd.2010.11.012

11. Leon, Y., Lazarchick, W. N., Rooker, G. W., & DeLeon, I. G. (2013). Assessment of problem behavior evoked by disruption of ritualistic toy arrangements in a child with autism. *Journal of Applied Behavior Analysis, 46*(2), 507-11. https://doi.org/10.1002/jaba.41

12. Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, *9*(3), 131-150. https://doi.org/10.1177/10983007070090030201

13. Majdalany, L. M., Wilder, D. A., Allgood, J., & Sturkie, L. (2017). Evaluation of a preliminary method to examine antecedent and consequent contributions to noncompliance. *Journal of Applied Behavior Analysis, 50*(1), 146-158. https://doi.org/10.1002/jaba.353

14. McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, *33*(4), 479-493. https://doi.org/10.1901/jaba.2000.33-479

15. O'Reilly, M. F., Edrisinha, C., Sigafoos, J., Lancioni, G., & Andrews, A. (2006). Isolating the evocative and abative effects of an establishing operation on challenging behavior. *Behavioral Interventions*, *21*(3), 195-204. https://doi.org/10.1002/bin.215

16. Roberts-Gwinn, M. M., Luiten, L., Derby, K. M., Johnson, T. A., & Weber, K. (2001). Identification of competing reinforcers for behavior maintained by automatic reinforcement. *Journal of Positive Behavior Interventions*, *3*(2), 83-87. https://doi.org/10.1177/109830070100300204

17. Robertson, R. E., Wehby, J. H., & King, S. M. (2013). Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: effects on problem behavior. *Research in Developmental Disabilities, 34*(3), 1069-82. https://doi.org/10.1016/j.ridd.2012.12.011

18. Rodriguez, N. M., Thompson, R. H., Schlichenmeyer, K., & Stocco, C. S. (2012). Functional analysis and treatment of arranging and ordering by individuals with an autism spectrum disorder. *Journal of Applied Behavior Analysis, 45*(1), 43852. https://doi.org/10.1901/jaba.2012.45-1

19. Schmidt, J. D., Drasgow, E., Halle, J. W., Martin, C. A., & Bliss, S. A. (2014). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions, 16*(1), 44-55. https://doi.org/10.1177/1098300712470519

20. Slaton, J. D., Hanley, G. P., & Raftery, K. J. (2017). Interview informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, *50*(2), 252-277. https://doi.org/10.1002/jaba.384

21. Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders*, *36*(3), 160-171. https://doi.org/10.1177/019874291003600302

22. Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf

23. Reynolds, C., & Kamphaus, R. W. (2015). *Behavior assessment system for children, 3rd edition (BASC-3).* Pearson.

24. Iwata, B. A., & DeLeon, I. G. (1995). *The functional analysis screening tool (FAST)*. Unpublished manuscript, University of Florida

25. Lewis, T.J., Scott, T., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique, 19*(2-3), 103-115.

26. Durand, V. M., & Crimmins, D. B. (1992). *Motivation assessment scale*. Topeka, KS: Monaco & Associates Incorporated.

27. O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1997). *Functional assessment and program development: A practical handbook*. Pacific Grove, CA: Brookes/Cole Publishing Company.