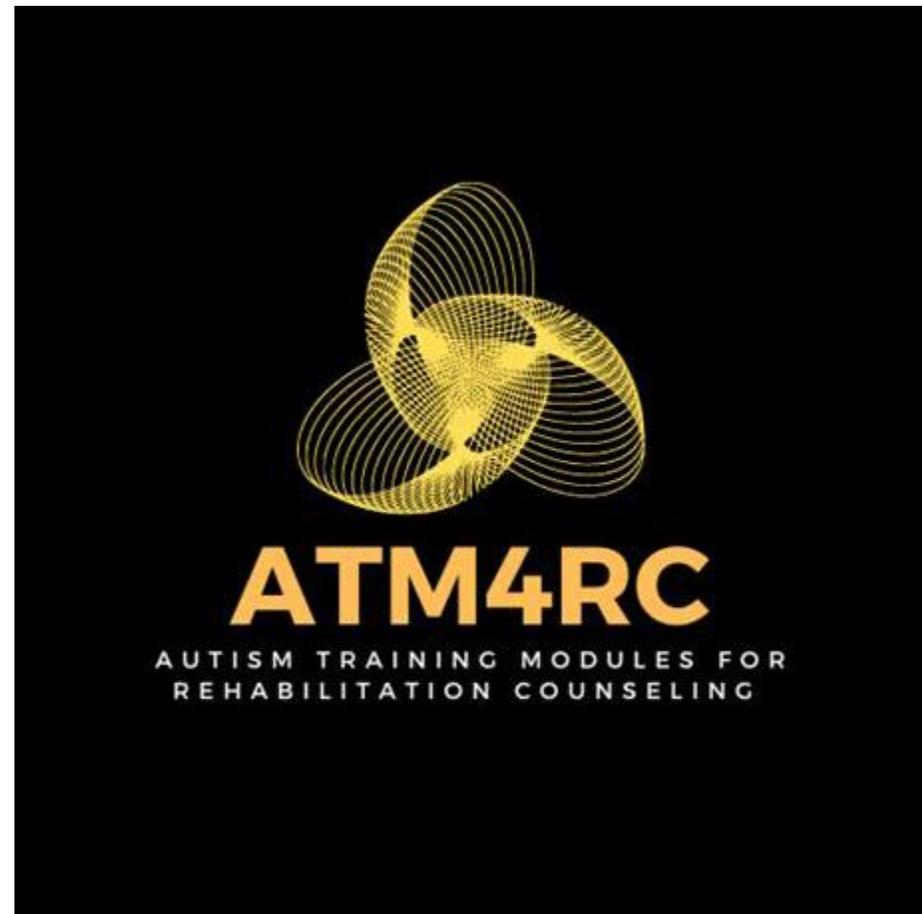


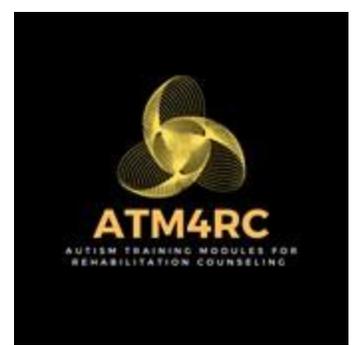
Functional Behavior Assessment

The contents of this training document were developed under grant number CFDA 84.263, H263C190004, for Rehabilitation Training: Innovative Rehabilitation Training Program. from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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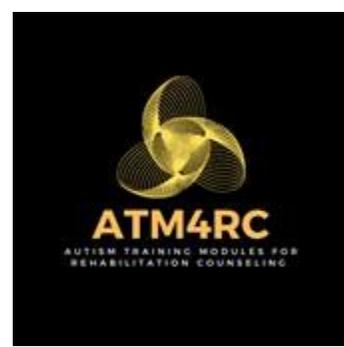
Module Objectives



By the end of this module, participants will be able to:

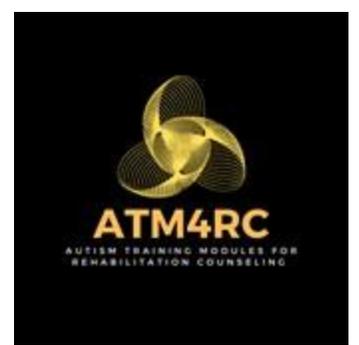
1. Define Functional Behavior Assessment (FBA) and Functional Behavior Analysis
2. Identify where FBA is applicable in your work
3. Identify which other Evidence Based Practices may be used with FBA
4. Complete a FBA of on a case example/with one of your clients in mind

Functional Behavior Assessment Introduction



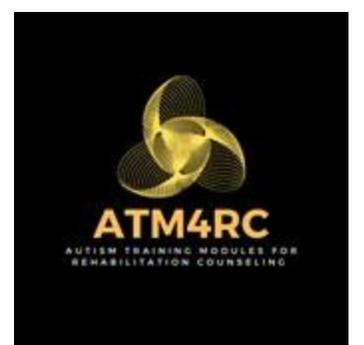
- Generally refers to seeking information to understand a person's behavior.
 - This may include interviewing relevant persons, reviewing records, and observation of the person in question.
 - More specifically Functional Analysis is a highly structured process of observation that examines the function of a target behavior by observing the ABCs,
 - Antecedent
 - Behavior
 - & Consequence of said behavior (Kearney, 2015)
- Both the more general FBA and the Functional Analysis intend to understand the why of a behavior and recognize behavior as communication

Functional Behavior Assessment : An Evidence-Based Practice for Persons with Autism



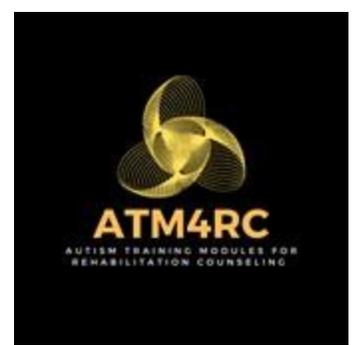
- Based upon the 2023 updated review (Steinbrenner, et al.) and the National Clearing House on Autism Evidence and Practice (2020), Functional Behavior Assessment has been studied and shown effective for ages 12 to 22.
- Per Sam & AFIRM team (2022) FBA should occur when a behavior is a safety hazard or impacts learning/development for the autistic person (see decision tree on page 8).
- For more information on implementing FBAs see <https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/AFIRM%20FBA%20Brief%20Packet%20%28Updated%202022%29.pdf>

The Role of Collateral Information



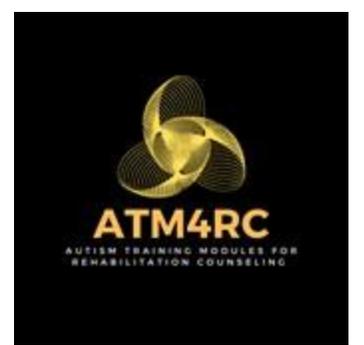
- Functional Behavior Assessment combine Functional Analysis with Collateral Information (Kearney, 2015; Sam & AFIRM, 2022)
 - In a job coaching/ employment specialist setting this would likely include the client's:
 - Work supervisor/manager
 - Co-workers
 - Parents/Guardians/Caregivers if applicable
 - Review applicable records from job, educational & medical settings
 - Collateral information can help clarify the who, when, where, and why of the behavior

Functional Analysis



- When done in its most controlled form- Functional Analysis “involves keeping most factors or variables unchanged (or constant) while intentionally changing other factors [antecedents and consequences] to influence the target behavior” (Kearney, 2015, p. 78) and observing any changes in the behavior.
- Functional analysis has traditionally been completed using an Antecedent, Behavior, Consequence (ABC chart)
 - This could also include frequency counts, timing, and behavior function
 - See pages 14-15 of Sam and AFIRM (2022) for helpful forms

Functional Analysis Chart



Client Name: Jo

Date: 1/10/24

Time: 10-10:15 am

Antecedent: Directed to fold clothing

Behavior: Excused self to the bathroom

Consequence: Duty re-assigned and given different job task

Frequency: 1x

Possible Function: Avoidance of folding clothing

**Note there are many free ABC charts online

Functional Analysis Steps (1 of 9)



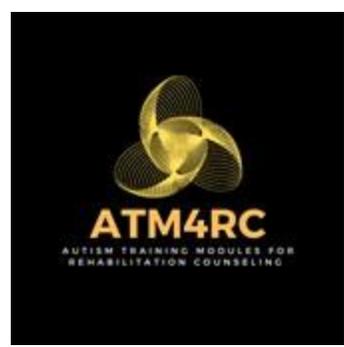
- Clearly define or “operationalize” the behavior (Kearney, 2015)
 - It is important to make sure the behavior has a consistent and clear definition
 - “avoiding a work task” vs. “not accomplishing work tasks by making multiple trips to the toilet”
 - Define the desired or replacement behavior- what behavior do you hope will happen/need to happen
 - Relevance of behavior- is this behavior important enough to the work setting to try to change
 - Whenever possible engage the client in this process- this Think CBT form is a helpful tool for client engagement:
https://thinkcbt.com/images/Downloads/Other_CBT_Resources/THINK_CBT_EXERCISE_28_-_THE_ABC_FORM_V10.pdf
- Create a SMART goal regarding behavior (next slide)

SMART Goals and Objectives



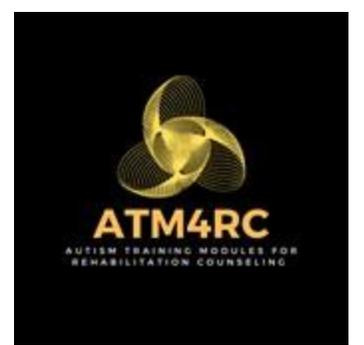
- S- Specific: What is our target behavior? What is the current behavior?
- M-Measurable: How will we know behavior change has occurred?
- A-Achievable: Start with small achievable goals, don't expect to go from achieving the task/behavior 10% of the time to 100% of the time within a short period
- R-Relevant: Relevance of Behavior- if the behavior does not interfere with the work setting it is not relevant as a goal. Also seek client input on whether they want to change.
- T-Time-bound: Set a time period in which you expect to achieve the goal- for instance 90 days is a commonly used time period
- Example: Jo will complete assigned work tasks 5 out of 10 times as reflected in productivity data/supervisor report within 30 days (Banner University Health Plans, n.d.)

Operational Defining and SMART Goals Practice



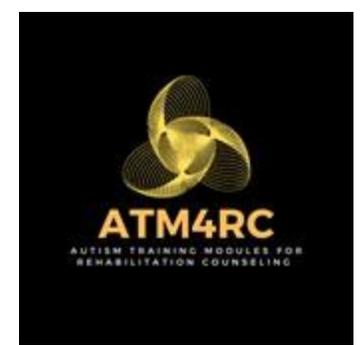
- Watch a clip from a favorite TV show or movie
 - Select a character and then identify one of their behaviors you would like to increase or decrease
 - Operationally define that behavior
 - Make sure to consider the relevance of the behavior- is it a behavior that would benefit the person to change?
 - Write a SMART goal for changing that behavior

Functional Analysis Steps (2 of 8)



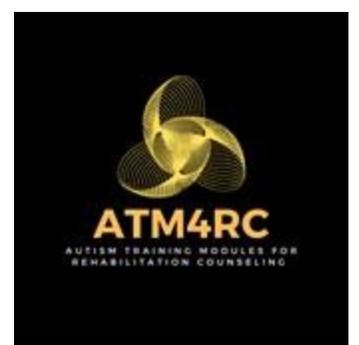
- Find the Baseline (Kearney, 2015)
 - How often is the person completing the desired task or behavior prior to any intervention? This can also be how often the undesired behavior is occurring.
 - Again it is important to operationalize here what the desired behavior looks like
 - Initial observations may be inaccurate as we all respond to having an additional person observing us. After a few days an accurate baseline can be collected

Functional Analysis Steps (3 of 8)



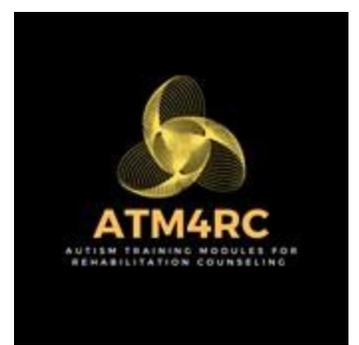
- Find the Baseline
 - Behavior sampling (see Sam & AFIRM, 2022 p. 21-23)
 - You don't need to watch someone for an entire shift at work- generally observation occurs in smaller chunks
 - Event sampling- “a count of the frequency or the number of occurrences of the target behavior within a set period of time” (Kearney, 2015, p 86) – i.e. how often does the behavior occur in 5 minutes, 10 minutes, etc- good for behaviors with a clear beginning and end
 - Time sampling- “has to do with whether or not a behavior is present or absent at certain points in time” – good for behaviors without a clear beginning and end
 - Duration
 - after intervention, periodic sampling shows reduction in duration of the behavior

Finding the Baseline Practice



- Watch the clip from a favorite TV show or movie once again, then watch 10 to 30 minutes, more focused on the character you selected
 - Complete frequency counts of the selected behavior
 - Select Event Sampling or Time Sampling and use this as your frequency count

Functional Analysis Steps (4 of 8)



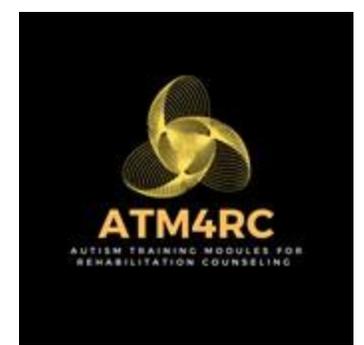
- Identify the Antecedents (Kearney, 2015)
 - What happens before the behavior?
 - Does something happen consistently before the behavior occurs?
 - For example, does Jo go to the bathroom every time they are assigned a specific work task?
 - Keep in mind the amount of time that passes between the antecedent and behavior (also known as latency)— for instance Jo may immediately go to the bathroom when the task is assigned or Jo may not go until after starting the task
 - Also monitor where the behavior occurs- for instance is Jo more likely to do the task at one workstation than another or more likely to do the task for one supervisor than another?

Identifying the Antecedent, Place, Time and People Involved Practice



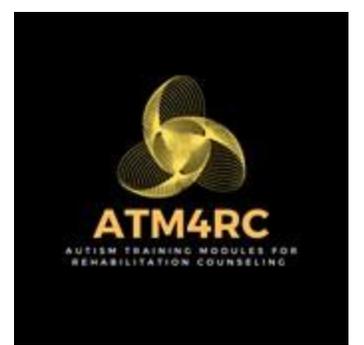
- Again review the clips you have selected
 - What happens right before the behavior?
 - Where does the behavior occur?
 - What time does it occur (you may not be able to determine based on media we are using)?
 - Who is present when the behavior occurs?

Functional Analysis Steps (5 of 8)



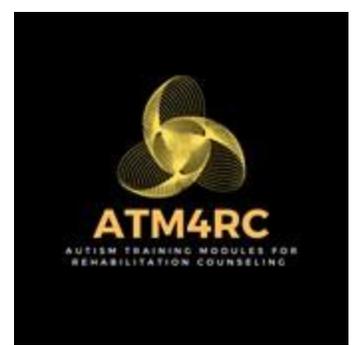
- Identify the Consequences (Kearney, 2015)
 - What happens right after the behavior?
 - Note the reinforcing consequences might not happen after every instance of the behavior.
 - For instance, after collecting data on Jo’s behavior for a week, you note that only 3 of 5 days did Jo successfully avoid her non preferred task while in the restroom.
 - Helpful tool: Motivational Assessment Scale (Durand and Crimmins, 1988; Durand, 2002)
 - Please follow this link for the assessment <https://shorturl.at/q1fsB>
 - Note this assessment uses the term “problem” behavior which is imprecise and not considerate of the client
 - For additional tools see Sam and Affirm (2022) page 9

Functional Analysis Steps (6 of 8)



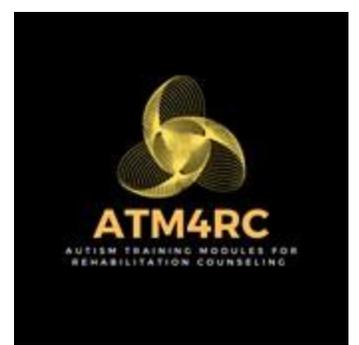
- Identify reinforcers (see Reinforcer module)
 - Identify what might motivate the client to make behavior change (Kearney, 2015)
 - Note this may also include negative reinforcement or punishment (Kearney, 2015)
 - Such as being assigned additional duties at work or losing access to their cell phone or video game system
 - It is important to note that positive reinforcement is generally more successful than “aversive stimuli”
 - See Sam and AFIRM (2022) pages 11-13 for additional example/tool for reinforcer assessment

Functional Analysis Steps (7 of 8)



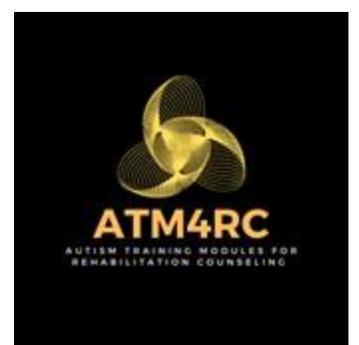
- Determine the possible function of the behavior
 - Consider the previous steps of the FBA as well as Collateral information (defined on slide 5)
 - Sam and AFIRM team (2022) provide forms helpful in identifying the behavior's function (see pages 16-17)
 - In addition to the steps listed in the previous slides it is important to consider sensory sensitivities (see sensory processing module) and how others are behaving in the situation.
 - Consider whether the behavior is to “obtain” something or to “avoid” something
- When possible involve client in this process- we should always seek feedback from them because they are their life's experts!

Identifying the Consequences and Reinforcers Practice



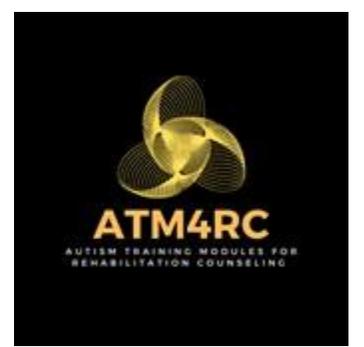
- Watch your clips again
 - What happens after the behavior occurs? Does it happen every time? When it doesn't happen, what happens instead?
 - Consider the behavior's possible function- utilize the Motivational Assessment Scale referenced on slide 15 and the Think CBT tool mentioned on slide 6 and Sam & AFIRM pages 16-17
 - What does the character like? What appears to reinforce them? Are there positive reinforcements that could be used in behavior change?
 - See reinforcer module for reinforcement assessment tools

Functional Analysis Steps (8 of 8)



- Create your behavior plan
 - Review the SMART goal(s) you created at the outset of this process
 - Does this goal still make sense given the information you found in the FBA?
 - If not,
 - how might you change it to be better suited to the client and situation?
 - Select which EBPs can be used to address the identified behavior
 - See the following link for an example Behavior Intervention Plan
<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?filename=4&article=1052&context=gapbs&type=additional>

Create a Behavior Plan Practice



- Review the documentation you created while assessing your character
 - Then review the SMART goal(s) you created at the outset of this process
 - Does this goal still make sense given the information you found in the FBA?
 - If not, how might you change it to be better suited to the client and situation?
- Finalize your behavior plan

References (1 of 2)



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- Sam A and AFIRM (2022). Evidence based practice brief. Sam, A., & AFIRM Team. (2022). Functional Behavior Assessment Brief Packet, Updated. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Autism Focused Intervention Modules and Resources.
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/AFIRM%20FBA%20Brief%20Packet%20%28Updated%202022%29.pdf>
- Think CBT. (n.d.)
https://thinkcbt.com/images/Downloads/Other_CBT_Resources/THINK_CBT_EXERCISE_28_-_THE_ABC_FORM_V10.pdf

Additional Resources



Autism Focused Intervention Resources & Modules (AFIRM)
Functional Behavior Assessment

<https://afirm.fpg.unc.edu/functional-behavior-assessment>

National Center on Intensive Intervention

https://intensiveintervention.org/sites/default/files/Handout%203a%20-%20Functional%20Behavior%20Assessment_FBA_Process.%20pdf.pdf