

Functional Behavior Assessment for
Students in Jefferson Parish Public
Schools: Current Status & Future
Directions

Brad A. Dufrene, Ph.D.
School Psychology Training Program
Department of Psychology
The University of Southern Mississippi

E-mail: Brad.Dufrene@usm.edu

Quick updates...

- Access to Infinite Campus
- Single FBA protocol
- Questions for Joe Olmi

Where are you going, where have
you been?

- Folders from 48 students w/ ED were recently reviewed
- Folder reviews focused on IEPs, FBAs, BSPs, and discipline reports

Review Method: FBA

FBA's were evaluated using a 6 item checklist:

1. Target behaviors identified and DEFINED
2. Antecedents listed and DEFINED
3. Consequences listed and DEFINED
4. Relevant baseline data provided
5. Evidence of direct observation
6. Summary statement provided

*Evaluation of each item was conducted using conservative criteria and scoring item as either present or absent

General Findings

- Of 48 folders reviewed, 33 included students with >1 office discipline referral/behavior incident
- 18 of 33 students (54.54%) with ED and >1 ODR had a current FBA and BSP in their folder

Findings: FBA Review

- 30% of items scored as present
- Items that were most problematic included:
 - Clearly specified baseline data were rarely included in FBAs
 - No FBA included evidence of direct observation procedures
 - Summary statements were never provided
- Additional notes:
 - Nearly all FBAs were dated the same as IEP
 - FBAs did not include information as to who conducted the FBA

Findings: Subsequent Findings

- Many FBAs reviewed during review of MDR folders
- Similar deficiencies noted
 - Lack of specified baseline data
 - Some direct observations, but poorly conducted & described
 - Presence of many “template stock statements” that were irrelevant for the particular student

Conclusions

- Tremendous amount of progress w/ regard to extent to which students with ED have current FBA & BSP
- Some progress noted with regard to content of FBAs & BSPs
- Additional progress needs to be made with regard to content & quality of FBAs and BIPs

Recommendations

1. Additional targeted skills training for FBA and BSP process
2. Develop self-evaluation plan to monitor integrity of FBA and BSP processes

Functional Behavioral Assessment

Targeted Training Based on Recent Folder Review

Introduction

- Functional Behavior Assessment
 - Range of procedures designed to identify or clarify functional relationships between behavior and environmental events (Gresham, Watson, & Skinner, 2001)

Empirically- Supported Functions of Behavior

Functions of Behavior

Obtain

- Social Attention, Assistance, Communication
- Access to Tangibles or Preferred Activities
- Internal Stimulation

Escape or Avoid

- Aversive Tasks or Activities
- Other Individuals
- Internal Stimulation

Most Common Functions of Behavior in School Settings

Teacher Attention

- ☐ Positive
- ☐ Negative

- Peer Attention

- ☐ Positive
- ☐ Negative

- Escape / Avoidance

- ☐ Social Attention
- ☐ Task Demands/Assignments

Functions of Behavior

- Which functions did you not see on the previous two slides?
- Why were those not included?
- Do you have additional questions regarding functions of behavior?

Key Components of an FBA from Empirical Literature

- Clear description of the problem behavior
- Identification of the antecedent events, times, and situations that predict when the problem behavior will and will not occur.
- Identification of the consequences of the problem behavior.
- Development of hypotheses and summary statements that describe the problem behavior and its functions.
- Collection of **data** from a variety of sources (interviews, direct observation data, etc).

(O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997)

FBA Vocabulary

- Antecedent
 - Events or stimuli that occur prior to or concurrent with the behavior
 - Discriminative stimuli
 - Establishing & abolishing operations
 - Response effort
- Behavior
- Consequence
 - Occur after the behavior has occurred
 - For the purposes of FBA: Positive & negative reinforcement

Types of FBA Procedures

- 3 categories of FBA procedures:

1. Indirect methods

2. Direct-descriptive methods

3. Experimental functional analyses

Indirect Methods of Assessment: Empirically Validated Instruments

- Rating scales/checklists/questionnaires
 - Motivation Assessment Scale (MAS)
 - Durand & Crimmins (1992)
 - Questions About Behavioral Function (QABF)
 - Matson & Vollmer (1995)
 - Functional Assessment Interview (FAI)
 - O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997)
- Informant procedures
 - Functional Assessment Informant Record (FAIR series)
 - Doggett, Mueller, & Moore (2002); Edwards (2002)

Direct-Descriptive Methods of Assessment: Empirically Validated Procedures

- ABC narrative observations
- Direct-observation w/ conditional probability assessment

JPPS FBA Protocol

- “You asked for the thunder mister; well now you got it.”
 - Kurt Russell
 - Big Trouble in Little China

JPPS FBA Protocol

1. Notify parent(s)/guardian(s)
2. FBA interview
3. Direct observations
4. Complete FBA summary sheet
5. Evaluate Summary Sheet
6. Develop Positive Behavior Support Plan

FBA Interview

- FAIR-T
 - Grades 1-12
 - Students w/out substantial disabilities/gross sensory impairment
 - High incidence referral concerns
- FAIR-T P
 - Pre-K – K
 - Students w/out substantial disabilities/gross sensory impairment
 - High incidence referral concerns
- MAS
 - <http://www.monacoassociates.com/mas/MAS.html>
 - Student w/ substantial disabilities/gross sensory impairment in restrictive settings
 - Low incidence referral concerns (e.g., SIB)

FBA Interview: Implementation Guidelines

•FAIR-T, FAIR-T P, & MAS

Direct Observations

- Interval observations w/ conditional probability assessment
 - Two 20 min observations
 - Partial interval observations for As, Bs, & Cs
 - See observation form
- A-B-C observation
 - Two 20 min observations
 - See form on next slide

Direct Observations

- Partial Interval Obs Form & ABC Narrative Form

Conduct Student Interview

- If applicable
- FAIR-S

Evaluate Data & Complete FBA Summary Form

- Summarize interview findings
- Compute & summarize observation results
- Develop functional hypothesis/hypotheses
- Develop summary statement

*See attached FBA Summary Form

Develop Positive Behavior
Support Plan

- Tune in next time

Case Examples

Demographic Information

- Joe
- African-American Male
- 4-years-old
- In classroom with 19 other students
- Teacher and Teacher Assistant

FAIR-T
Preschool Version

- No developmental concerns
- No Medications
- Social Skills were WNL
- Compliance:
 - Initial: 3 of 10 adult requests
 - Final: 6 of 10 adult requests
- Work Completion: 100%
- Work Accuracy: 90%

FAIR-T
Preschool Version

- Primary Target Behavior
- Aggression
 - Hitting, kicking, choking other students
 - Rated as unmanageable & very disruptive
 - Occurred 1-3 times per day

FAIR-T
Preschool Version

- Antecedents:
 - Large group activities
 - Transition periods
 - Denial of student requests

**FAIR-T
Preschool Version**

- Consequences:
 - Access to preferred activity
 - Removal of requests
 - Peer Attention
 - Teacher Attention*

- * Rated as most frequent occurrence

Direct Observations

- Two 20-minute observations
- Conducted during Center Time or Free Play
- 10-second partial interval recording was used

Direct Observations

- Aggression occurred during an average of 22.78% of the intervals

- Consequent Events:
 - Attention: 75.61%
 - Escape: 12.20%
 - Tangible: 0%

Summary Statement

- When presented with large group activities & transitions, Joe will display aggressive behavior toward peers to obtain social attention.

Demographic Information

- C.H./16 year old male/9th grade
- SPED Ruling: ED
- Previously diagnosed with Bi-Polar Disorder w/ Hx of substance abuse; receives Lithium
- Previously retained three times/socially promoted from 7th to 9th grade
- Borderline intellectual functioning
- CBM data indicated substantial deficits in basic academic skills

Assessment Procedures

- Teacher interview w/ FAIR-T
- Student interview
- Direct-observations
- Review of Records

Teacher Interview with FAIR-T

- Teacher identified three interfering BXs
 - Refusing to work on academic tasks (even with prompts), Inappropriate vocalizations (e.g., talking out, teasing other students), & Tardiness
- Teacher reported that interfering BXs occurred multiple times per day, across multiple academic areas, & were very disruptive
- Teacher reported that interfering BXs most often followed by re-direction and termination of academic tasks

Brief Summary of Student Interview

- Student reported current alcohol use outside of school
- Likes hanging out with friends, dislikes science class
- Acknowledged getting into trouble for fighting, sleeping in class, & talking out during instruction
- Reported that class work was too difficult
- Indicated wanting to drop out of school
- Reported wanting to race cars or work on cars as a future occupation

Direct Observations

- Two 20 m observations across two academic subjects
- Partial interval recording for off-task BX, talking-out, & playing with objects
- Results:
 - Off-task BX occurred during 67% of intervals across observations & was followed ESC 54% of the time & ATTN 27% of the time
 - Talking out occurred during 4% of the observed intervals & was followed by ESC 43% of the time & ATTN 10% of the time
 - Playing w/ objects occurred during 12% of the observed intervals & was followed by ESC 34% of the time & ATTN 0% of the time

Summary Statement

- When presented with difficult class assignments, C.H. will engage in a variety of disruptive behaviors (e.g., talking-out, object play, off-task BX) to escape academic demands. Moreover, C.H. is sometimes late to class in an effort to avoid difficult academic tasks

Checklist for Conducting Legally Correct and Educationally Appropriate FBAs and PBS plans

- IEP team convened to conduct or appoint someone to conduct FBA.
- Persons conducting FBA are qualified.
- Parents are notified in time to provide input on assessment.
- FBA consists of:
 - Interviews with relevant parties (parent, teacher, student)
 - Multiple direct observations in a variety of settings
 - Functional or Experimental Analysis, if necessary
 - Summaries of hypothesis statements about function of behavior
- FBA conducted in a timely manner
- IEP team develops an appropriate PBS plan based on FBA.
 - Proactive, antecedent strategies
 - Relevant consequent strategies, including regular discipline strategies designed to “teach” replacement behaviors

Questions???


