

**FUNCTIONAL
BEHAVIORAL
ASSESSMENTS
AND
POSITIVE BEHAVIOR
INTERVENTION PLANS**

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**If I had but one life to give
for my country, it would be
Billy in the third row.**



“It’s your explanation of a behavior that leads directly to how you respond to it”

Dr. Ross Greene, Ph. D.

IDEA

IDEA 2004 requires that an FBA be conducted and a positive behavior intervention plan be developed whenever the behavior of a student interferes with the ability of that student or other students to learn.

Definition of FBA

An **FBA** is the process of determining why an individual engages in challenging behaviors and how the behavior relates to the environment.

IDEA Provides:

- No funding
- Limited guidelines

Resources from TSA

1. FBA Workbook
2. Catalog of Accommodations

What is the Objective of an FBA?

The purpose of an FBA is to understand the function of a behavior in order to teach and promote effective strategies, techniques and alternatives as well as knowing when to consciously ignore the “behavior”.

Who Contributes to an FBA?

- ✓ Parents & Student (Mandatory)
- ✓ School Psychologist
- ✓ Teachers
- ✓ OT, PT, Speech
- ✓ Counselor
- ✓ Paraprofessionals
- ✓ Music, Art, PE, etc.
- ✓ Outside providers (therapist, doctor)
- ✓ School nurse
- ✓ Someone knowledgeable about TS +

Functional Behavioral Assessment Worksheet for a Student with Tourette Syndrome

A) General Information

Student's Name _____ Grade _____ Date _____

Name of Person Completing Worksheet _____ Position _____

B) Behaviors Observed

1. The specific behavior(s) impeding learning is:

- Off task behavior Out of seat frequently Talking out in class
- Refusal to work Aggressive behaviors Disrespect
- Dysinhibition Socially inappropriate behavior with peers
- Other _____

Be more specific about behavior. (Describe what the behavior looks like) _____

2) How often does the behavior occur? _____

3) Where does the behavior occur?

___ In a particular class (Indicate class) _____

___ Hallway ___ Cafeteria ___ School bus ___ Other

4) Where does the behavior NOT occur?

___ In a particular class (Indicate class) _____

___ Hallway ___ Cafeteria ___ School bus ___ Other

5) When does the behavior most frequently occur?

- During completion of written work At transition times Testing situations
- In unstructured environments When tics are exacerbated In noisy environments
- Interacting with peers Working in groups
- During a specific task; (Reading, math, writing on board, using a pen or pencil, etc.)
- When directions are being given (oral written simple complex)
- Other

6) From # 2,3,4 & 5 which of the following conclusions might you draw as to the possible reasons for the behaviors?

- Attentional difficulties
- Interfering tics
- Difficulty transitioning
- Stress in testing situations
- Anxiety
- Poor social skills
- Difficulty with written work
- Difficulty processing directions
- Difficulty remaining seated
- Difficulty working with peers
- Interfering obsession
- Sensory overload in noisy environments
- Sensory overload in unstructured environments
- Other _____

**** It is always important to consider medication side effects and/or changes in medications when evaluating behaviors. Frequent communication with the school nurse and the parents is crucial.**

Summary of Functional Behavioral Assessment Worksheets for a Student with Tourette Syndrome

This is intended to be a summary of the information from all of the completed FBA worksheets as the final step in focusing on which specific behaviors should be addressed when writing the PBIP.

A) General Information

Student's Name _____ Grade _____ Date _____

Name of Person Completing Worksheet _____ Position _____

B) Behaviors Observed _____

1) The specific behaviors impeding learning are: (Target no more than 2 behaviors.)

2) How often does the behavior occur? _____

3) Where does the behavior occur? _____

4) Where does the behavior NOT occur? _____

5) When does the behavior most frequently occur? _____

6) From # 2,3,4 & 5 which of the following conclusions might you draw as to the possible reasons for the behaviors?

- Attentional difficulties
- Interfering tics
- Difficulty transitioning
- Stress in testing situations
- Anxiety
- Poor social skills
- Difficulty with written work
- Difficulty processing directions
- Difficulty remaining seated
- Difficulty working with peers
- Interfering obsession
- Sensory overload in noisy environments
- Sensory overload in unstructured environments
- Other _____

C) Strategies / Supports to be Implemented

- Writing supports
- Homework reduction
- Organizational supports
- Testing modifications
- Assistance with directions
- Peer education
- Assistance with transition
- Social skills education
- Assistance in reducing anxiety
- Assistive Technology Evaluation
- Reduction in amount of time in unstructured situations
- Occupational Therapy/ Sensory Integration Evaluation & SI Supports
- Provide student with specific strategies to assist with impulsivity, dysinhibition or other symptoms

2) What positive interventions can be implemented by the staff to assist the student in maintaining appropriate behavior?

(See accompanying accommodation sheet)

Positive Behavior Intervention Plan for a Student with Tourette Syndrome

A) General Information

Student Name _____ Grade _____ Date _____

Name of person completing PBIP _____ Position _____

B) Behaviors Targeted

1) _____

2) _____

D) Behavioral Supports to be Implemented by Staff

1) _____

2) _____

3) _____

E) Environmental Changes to be Implemented by Staff

1) _____

2) _____

3) _____

4) _____

F) Positive Rewards to be Provided to Student for Progress on the PBIP

G) Communication Plan

- 1) Who will coordinate the PBIP?

- 2) What is the date of the next PBIP review meeting?

- 3) Has every teacher/ staff member working with the student received and signed the PBIP?

yes no

- 4) Have the student and parents been informed of strategies?

yes no

**** Be sure to include the accommodation sheet when this is shared with the child's teachers. ****

Good FBA's Involve Detective Work



- ✓ **When, where, when not, where not**
- ✓ **Who is present**
- ✓ **Any environmental clues (smell, temperature, physical contact, teachers, peers???)**
- ✓ **Specific clues, triggers**

**THE ONLY REASON TO
CONDUCT AN FBA IS TO
PRODUCE A POSITIVE
BEHAVIOR INTERVENTION
PLAN (PBIP)**

FBA

PBIP

The Platinum Rule

What can we do **FOR** the child **PRIOR** to the behavior instead of what do we do **TO** the child **AFTER** the behavior has occurred?