



Do I Need an FBA?

BEFORE DOING AN FBA...

Before jumping straight into an FBA, it's essential to first examine the classroom environment and instructional practices. By doing this, we can determine if changes in these areas might reduce problem behaviors before more intensive interventions are needed. Here's a checklist of items to consider before deciding if an FBA is necessary:

1. ECOLOGICAL ASSESSMENT

An ecological assessment helps evaluate the classroom environment and identify existing supports that promote positive behavior. This step involves visiting the classroom and observing the following:

1. Class-wide Schedule
2. Class-wide Timers
3. Class Rules/Expectations Posted and Reviewed
4. Clear Signals for Transitions
5. Frequent Opportunities for Student Responding
6. Positive Behavior Reinforcement Systems
7. Highly Motivating Reinforcers
8. Planned Ignoring for Blurring
9. Differentiated Response Opportunities

By reviewing these areas, you can identify potential gaps in Tier 1 and Tier 2 supports that may be contributing to problem behaviors.

2. CURRICULUM-BASED MEASUREMENT (CBM)

Conducting Curriculum-Based Measurement (CBM) helps determine whether the current curriculum matches the student's skill level. Mismatched difficulty (either too easy or too hard) can lead to an increase in problem behaviors as students may become frustrated or disengaged.

- Is the Curriculum Appropriately Leveled?
 - Review student performance data to ensure the tasks are within their zone of proximal development.
 - Look for patterns where students consistently perform below or above expected levels, indicating that adjustments may be necessary.
- Are Differentiated Supports in Place?
 - Consider scaffolding, additional supports, or curriculum adjustments for students who are struggling or excelling beyond their peers.



WHEN TO CONSIDER AN FBA

If you have reviewed the ecological assessment and conducted CBM, but the problem behaviors persist, it may be time to consider conducting a Functional Behavior Assessment (FBA). An FBA can help identify the specific functions of the challenging behaviors and guide the development of individualized interventions.

KEY INDICATORS FOR AN FBA:

- Problem behaviors are frequent, intense, or disruptive to the learning environment.
- Problem behaviors are dangerous to themselves or others
- Tier 1 and Tier 2 supports have been implemented with fidelity but have not reduced problem behaviors.
- There is uncertainty about why the behavior is occurring, making it difficult to develop effective interventions.

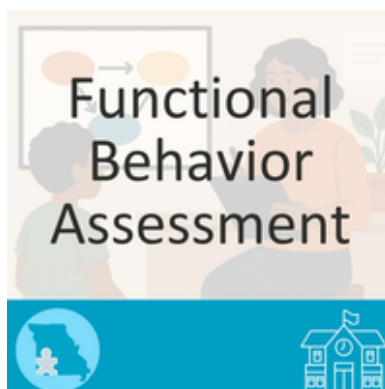


REMINDERS

- Neurodiverse-Specific Behaviors: Behaviors that are common among neurodiverse students, such as echolalia, non-harmful stimming, or social skill deficits, should not be the primary focus of an FBA. These behaviors are often part of the student's natural neurodevelopment and may require different support strategies rather than intervention through an FBA.
- An FBA is a Tier 3 intervention tool. It is most effective when basic Tier 1 and Tier 2 supports have been implemented and the behaviors remain persistent, disruptive, and not well understood.

ADDITIONAL RESOURCES

To get started, check out the following fact sheets and workshops about conducting an FBA in the school setting.



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