



Indirect Assessments



PROJECT ACCESS

DEFINITION

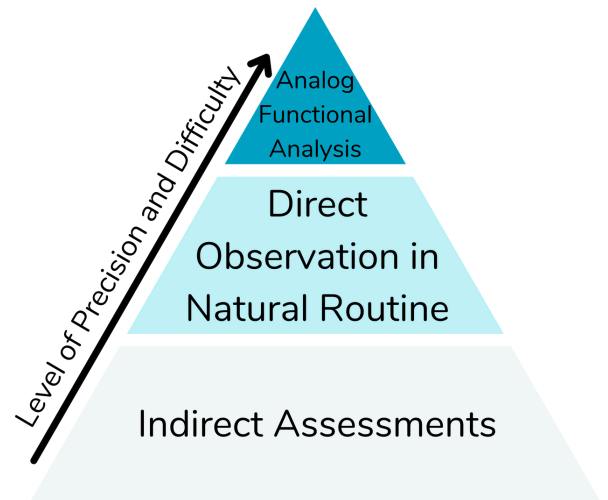
Indirect assessments are tools and methods used to gather information about a student's behavior by obtaining reports from individuals who are familiar with the student, such as parents, teachers, and caregivers. These assessments rely on the perceptions and experiences of these informants rather than direct observation of the behavior.

ADVANTAGES

- Can provide different perspectives of behavior (what parents see at home vs teachers at school)
- Can be used with direct measures as a first step to gather information towards identifying potential target behaviors
- Does not have reactive effects of direct assessment.
- Takes little time and effort

LIMITATIONS

- Qualitative, not quantitative
- Not measuring the actual behavior; getting “second hand” information
- What questions and how they are asked can influence the person responding
- May be impacted by biases
- Have varying level of research/evidence that outcomes of hypothesis of function matches the true function of behavior



VISUAL OF TYPES OF ASSESSMENTS USED FOR FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA)

ADDING THEM TO THE FBA

After completing indirect assessments for an FBA, we have to write them in a summarized narrative format. There are a few things to keep in mind with professional writing for assessments.

1. Summarize the interview in 3rd person
“Mrs. Hall expressed concerns...”
 - Professional
 - Dignifying
 - Respectful
2. Substantial Information
 - Date of Interview
 - Name of Interviewer/Interviewee
 - All information given in the interview is included

TYPES OF INDIRECT ASSESSMENTS FOR FBA

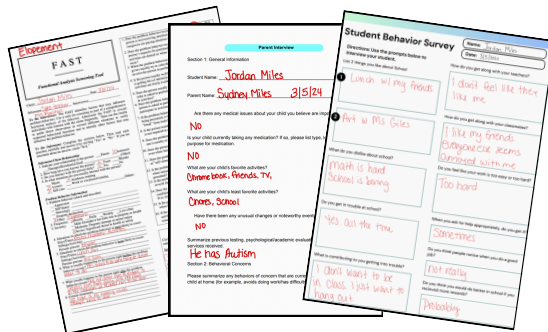
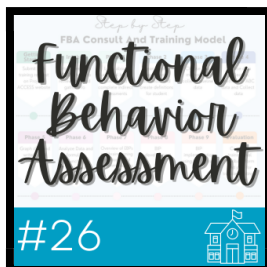
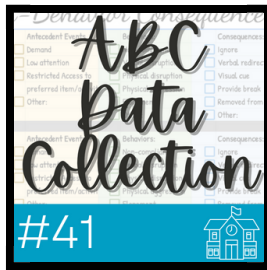
CLICK ON THE TITLE TO VIEW THE ASSESSMENT

1. Functional Analysis Screening Tool (FAST): The FAST is a questionnaire designed to identify potential functions of a behavior by asking informants about the circumstances under which the behavior occurs and its consequences. It helps to screen for possible behavioral functions like attention, escape, sensory stimulation, or access to tangibles.
2. Motivation Assessment Scale (MAS): The MAS is a rating scale that assesses the motivations behind a student's behavior by asking respondents to rate the likelihood of various consequences maintaining the behavior. It evaluates functions such as attention, escape, sensory feedback, and access to tangibles.
3. Problem Behavior Questionnaire (PBQ): The PBQ is a structured questionnaire that helps identify the function of a problematic behavior by gathering information on the context and consequences of the behavior. It is typically used by teachers or other school personnel to provide insights into why a behavior might be occurring.
4. Questions About Behavioral Function (QABF): The QABF is a questionnaire that identifies the function of a behavior by asking informants to rate the frequency of different types of consequences following the behavior. It evaluates functions such as attention, escape, physical discomfort, tangible reinforcement, and nonsocial (sensory) reinforcement.
5. Motivation Assessment Rating Scale (MARS): A tool similar to the MAS, the MARS is used to determine the motivation behind a student's behavior by having informants rate the likelihood of various consequences. It assesses functions such as attention, escape, tangible rewards, and sensory stimulation.
6. Functional Assessment Interview (FAI): This questionnaire can be used to interview teachers, parents, and other school/community staff. The FAI takes approximately 45-90 minutes to administer and 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).

REMINDERS

- When using these tools in a FBA, they are only one tiny piece of the puzzle! We MUST use direct observation methods to truly hypothesize a function!
- When using these tools in a FBA, you only need to pick 1 behavior screening tool and complete a separate one for EACH behavior! For example, if you are targeting hitting and biting, you would need to complete 2 different FAST assessments. One for hitting, and one for biting!

ADDITIONAL RESOURCES



[VIEW COMPLETED FORMS](#)



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