

Step 3: Functional Behavior Assessment



The completed PTR- Behavioral Assessment (PTR-FBA) guides the team to identify environmental events that increase the likelihood of challenging behavior occurring. Organizing the information into patterns and developing a hypothesis that accurately reflects the environmental events related to the challenging behavior allows the team to predict:

- △ if the student's challenging behavior one that should be targeted for intervention.
- △ when the challenging behavior is most likely to occur.
- △ why the challenging behavior occurs (i.e., what function or results follow the challenging behavior).
- △ what intervention strategies will most likely be effective in decreasing challenging behavior and increasing appropriate behavior.

The hypothesis is the essential link between the FBA and development of effective PTR interventions. The goal of the PTR-FBA is to collaboratively organize important information related to the challenging behavior and develop a hypothesis or summary statement that includes the primary antecedent events or predictors and the purpose or outcomes the student's challenging behavior achieves.

OBJECTIVES

- △ Each relevant team member complete the PTR-FBA Checklist
- △ The facilitator will use the data from the checklists as well as any direct observations of the student that were conducted and organize the information into the PTR-FBA Summary Table
- △ The facilitator will clarify and gain consensus from the team about the information on the PTR-FBA Summary Table

Components (page 40-47)

The purpose of the PTR-FBA is to:

- △ identify the antecedents or setting events triggering the student to engage in challenging behaviors and appropriate behaviors.
- △ determine the function or purpose of the student's inappropriate behavior by identifying the responses of others that typically follow the challenging behavior.
- △ ascertain the people, situations, items or activities that reinforce the student's behavior.

PREVENT COMPONENT

The **PREVENT COMPONENT** helps the team identify the environmental events and circumstance that trigger or contribute to the occurrence of challenging behavior as well as situations associated with more desirable, prosocial behavior. Accurately identifying conditions will remove or directly alter the problematic situations and reduce the likelihood of the challenging behavior occurring; while decreasing the circumstances that foster inappropriate behaviors.

Setting Events <i>Conditions that are separated from the challenging behavior in time; an established pattern when these conditions are in place in which the student will be observed to have more frequent, immediate or intensive demonstrations of the challenging behavior; biological or physical conditions, social events or environmental events</i>	Antecedents <i>Distinct people, events, or situations that are present or occur immediately prior to the challenging behavior; all students will have antecedents (not all students will have setting events)</i>
Missing Medications Argument with Parent or Sibling Lighting Comes to School Hungry	Math Teacher Language Arts Transition to Recess Independent Work Time

TEACH COMPONENT

Challenging behavior is learned and purposeful in achieving specific outcomes of the student.

*Determining the function of the challenging behavior is essential to selecting interventions to teach replacement behaviors – **simply stopping or reducing the occurrence of challenging behavior is often not effective when used in isolation.***

FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR (FERB)

- ▲ A communicative behavior allowing the student to efficiently and effectively achieve the function served by the challenging behavior
- ▲ The desired alternative or replacement behavior must work as effectively and efficiently as the challenging behavior in performance as well as in achieving the function, rendering the challenging behavior inadequate for meeting the student's needs

*Identify a replacement behavior that is easy for the student to learn and use, yet is as effective as the challenging behavior in achieving the student's purpose.

REINFORCE COMPONENT

Student behavior that is followed by positive reinforcement is strengthened, increasing the likelihood the student will repeat it in the future.

Examining consequences and reinforcers helps to determine what is truly reinforcing, provide these reinforcers only when the student engages in desired, prosocial behavior and encourage prosocial behavior while reducing the challenging behavior.

REINFORCE Component

- ▲ identifies the top three to five consequences following a student's challenging behavior
- ▲ identifies information about potentially powerful reinforcers that will result in the behavior being repeated in the future if the reinforcers follow a desired behavior
- ▲ provides information confirming the hypothesized function of the challenging behavior from the TEACH component

PTR Functional Behavioral Assessment Checklist (page 47)

- ▲ Each team member who has direct experience with the student engaging in challenging behavior will complete each component of the PTR-FBA Checklist for each challenging behavior targeted.
- ▲ When completing checklist answer the questions using the specific definition of the challenging behavior previously agreed upon.
- ▲ Check all relevant answers for each question and list specific details as needed.

PTR Functional Behavioral Assessment Summary Checklist (page 51)

- ▲ Facilitator synthesizes PTR-FBA responses using the Summary Table to help identify patterns in the behavior.
- ▲ The Summary Table assists teams developing a hypothesis that will guide them toward selecting the most effective interventions.

Prevent Data	Teach Data	Reinforce Data
Identifies antecedents or triggers, both immediate and distal that predict the occurrence of challenging and prosocial behavior	Organizes the responses by the function of the challenging behavior and identifies behavior skills that may be taught to the student	Organizes information by the typical responses most often follow challenging behavior as well as the consequences that are reinforcing to the student

Developing the Hypothesis (page 51-54)

- △ The **hypothesis** integrates the data gathering from the PTR-FBA Summary Table into a statement describing under what conditions the behavior occurs and what purpose or function it serves.
- △ The ultimate goal of the **hypothesis** is to drive the team to build interventions directly addressing each hypothesis component.

An effective hypothesis statement should include information in three areas:

1. the antecedents or settings that occur prior to the challenging behavior.
2. the specific challenging behavior(s) demonstrated by the student as defined during the goal setting.
3. the function or purpose of the behavior based on the responses or consequences typically following the occurrence of the identified challenging behavior.

Functions of Behavior

To Get/Obtain	To Escape/Avoid/Delay
<i>Obtaining attention from others A preferred object or item Access to a desired activity</i>	<i>Involvement with a nonpreferred individual An undesirable activity, task or situation A tangible object An undesirable social situation</i>

The Role of a PTR Facilitator: PTR-FBA Checklist & Summary Table

Functional Behavioral Assessment Checklist & Summary Table (Page 54)

1. *Summary.* The team identifies environmental events that increase the likelihood of challenging behavior occurring. Organizing information into patterns and developing a hypothesis that accurately reflects the environmental events related to the challenging behavior allows the team to predict:
 - *when challenging behavior is most likely to occur*
 - *why the challenging behavior is occurs*
 - *what intervention strategies will most likely be effective in decreasing challenging behavior and increasing appropriate behavior*
2. *PTR Facilitator Role.* The facilitator is required to use behavioral principles to guide the team to identify and confirm the primary patterns of environmental events that precede and follow challenging behavior so the team can develop a sound hypothesis. The facilitator will most likely need to clarify and get more information about team members' responses prior to developing the final hypothesis. For example, the facilitator may need to ask questions about:
 - the predictors - including whether the student can do the activities being required
 - the Teach data - to align the functions team members think might maintain the challenging behaviors with the team-selected responses that typically follow challenging behavior
 - misalignment – to confirm and gain consensus on the final hypothesis

PTR Functional Behavioral Assessment Checklist

Student _____ Responder _____ Behavior _____

Directions:

1. The following PTR Functional Behavioral Assessment (FBA) comprises three sections—Prevent, Teach, and Reinforce—and is five pages in length.
2. Complete one PTR-FBA for each challenging behavior targeted on the Individualized Behavior Rating Scale Tool (IBRST). For example, if “hitting others” and “screaming” are listed on the IBRST, then two PTR-FBAs will be completed.
3. Do not complete the assessment on any prosocial/desired behaviors targeted on the IBRST.
4. List the challenging behavior on the top of each assessment form to ensure responses are given only for that behavior.
5. Answer each question by checking all the appropriate areas that apply or by writing the response(s) that best describes events related to the challenging behavior specified.

PTR Functional Behavioral Assessment: *Prevent* Component

1a. Are there <i>times of the school day</i> when challenging behavior is <i>most likely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> During meals <input type="checkbox"/> After meals	<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal
Other: _____		
1b. Are there <i>times of the school day</i> when challenging behavior is <i>very unlikely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	<input type="checkbox"/> Before meals <input type="checkbox"/> During meals <input type="checkbox"/> After meals	<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal
Other: _____		
2a. Are there <i>specific activities/routines</i> when challenging behavior is <i>very likely</i> to occur? If yes, what are they?		
<input type="checkbox"/> Reading/language arts <input type="checkbox"/> Independent work <input type="checkbox"/> One to one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seat work <input type="checkbox"/> Writing <input type="checkbox"/> Small-group work	<input type="checkbox"/> Computer <input type="checkbox"/> Tablet <input type="checkbox"/> Peer/cooperative work <input type="checkbox"/> Math <input type="checkbox"/> Large-group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers	<input type="checkbox"/> Specials (specify) _____ <input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/question and answer <input type="checkbox"/> Transitions (specify) _____
Other: _____		
2b. Are there <i>specific activities/routines</i> in which challenging behavior is <i>very unlikely</i> to occur? What are they?		
<input type="checkbox"/> Reading/language arts <input type="checkbox"/> Independent work <input type="checkbox"/> One to one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seat work <input type="checkbox"/> Writing <input type="checkbox"/> Small-group work	<input type="checkbox"/> Computer <input type="checkbox"/> Tablet <input type="checkbox"/> Peer/cooperative work <input type="checkbox"/> Math <input type="checkbox"/> Large-group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers	<input type="checkbox"/> Specials (specify) _____ <input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/question and answer <input type="checkbox"/> Transitions (specify) _____
Other: _____		

(continued)

Student _____ Responder _____ Behavior _____

3a. Are there <i>specific classmates or adults</i> whose proximity is associated with a <i>high likelihood</i> of challenging behavior? If so, who are they?		
<input type="checkbox"/> Peers <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Paraprofessional(s) <input type="checkbox"/> Other school staff	Specify: _____ Specify: _____ Specify: _____ Specify: _____	<input type="checkbox"/> Bus driver <input type="checkbox"/> Parent <input type="checkbox"/> Other family member (specify) _____
Other: _____		
3b. Are there <i>specific classmates or adults</i> whose proximity is associated with a high likelihood of challenging behavior <i>not being</i> exhibited? If so, who are they?		
<input type="checkbox"/> Peers <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Paraprofessional(s) <input type="checkbox"/> Other school staff	Specify: _____ Specify: _____ Specify: _____ Specify: _____	<input type="checkbox"/> Bus driver <input type="checkbox"/> Parent <input type="checkbox"/> Other family member (specify) _____
Other: _____		
4. Are there <i>specific circumstances</i> in which the challenging behavior is <i>very likely</i> to occur? Please indicate the top 3–5 circumstances that are the most likely to trigger the challenging behavior.		
<input type="checkbox"/> Request to start task <input type="checkbox"/> Being told work is wrong <input type="checkbox"/> Reprimand or correction <input type="checkbox"/> Told “no” <input type="checkbox"/> Seated near specific peer <input type="checkbox"/> Peer teasing or comments <input type="checkbox"/> Change in schedule	<input type="checkbox"/> Task too difficult <input type="checkbox"/> Task too long <input type="checkbox"/> Task is boring <input type="checkbox"/> Task is repetitive (same task daily) <input type="checkbox"/> Novel task <input type="checkbox"/> Transition <input type="checkbox"/> End of preferred activity	<input type="checkbox"/> Removal of preferred item <input type="checkbox"/> Start of nonpreferred activity <input type="checkbox"/> Student is alone <input type="checkbox"/> Unstructured time <input type="checkbox"/> Down time (no task specified) <input type="checkbox"/> Teacher is attending to other students
Other: _____		
If the challenging behavior happens most often during academic time/work, does the student have the skills to do the work being requested? <input type="checkbox"/> Yes <input type="checkbox"/> No		
5. Are there <i>specific circumstances</i> in which the challenging behavior is <i>very unlikely</i> to occur?		
6. Are there conditions in the <i>physical environment</i> that are associated with a high likelihood of challenging behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, or weather conditions.		
<input type="checkbox"/> Yes (specify) _____		<input type="checkbox"/> No
7. Are there circumstances <i>unrelated to the school setting</i> that occur on some days but not on other days that may make challenging behavior more likely?		
<input type="checkbox"/> Illness <input type="checkbox"/> Allergies <input type="checkbox"/> Physical condition <input type="checkbox"/> Hormones or menstrual cycle <input type="checkbox"/> No medication <input type="checkbox"/> Change in medication	<input type="checkbox"/> Hunger <input type="checkbox"/> Parties or social event <input type="checkbox"/> Change in diet <input type="checkbox"/> Drug/alcohol abuse <input type="checkbox"/> Bus conflict <input type="checkbox"/> Fatigue	<input type="checkbox"/> Change in routine <input type="checkbox"/> Parent not home <input type="checkbox"/> Home conflict <input type="checkbox"/> Sleep deprivation <input type="checkbox"/> Stayed with noncustodial parent
Other: _____		
Additional comments not previously addressed in the <i>Prevent</i> component.		

(continued)

Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: Teach Component

1. Does the (<i>behavior</i>) seem to be exhibited in order to gain attention from peers ?		
___ Yes List the specific peers: _____		___ No
2. Does the (<i>behavior</i>) seem to be exhibited in order to gain attention from adults ? If so, are there particular adults whose attention is solicited?		
___ Yes List the specific adults: _____		___ No
3. Does the (<i>behavior</i>) seem to be exhibited in order to obtain items or preferred activities (e.g., games, electronics, materials, food) from peers or adults?		
___ Yes List the specific objects: _____		___ No
4. Does the (<i>behavior</i>) seem to be exhibited in order to avoid or delay a transition from a preferred activity to a nonpreferred activity?		
___ Yes List the specific transitions: _____		___ No
5. Does the (<i>behavior</i>) seem to be exhibited in order to avoid or delay a nonpreferred (e.g., difficult, boring, repetitive) task or activity?		
___ Yes List the specific nonpreferred tasks or activities: _____		___ No
6. Does the (<i>behavior</i>) seem to be exhibited in order to get away from a nonpreferred classmate or adult?		
___ Yes List the specific peers or adults: _____		___ No
7. What behaviors could the student be taught to do that would help meet academic goals? Select 3–5 behaviors that would academically enable the student to participate and meet academic goals.		
<input type="checkbox"/> Academically engage <input type="checkbox"/> Socially engage (e.g., works cooperatively with peers and adults, interacts appropriately) <input type="checkbox"/> Participate, persist, and be engaged	<input type="checkbox"/> Homework completion <input type="checkbox"/> Organizational strategies <input type="checkbox"/> Communicate effectively <input type="checkbox"/> Self-regulation (e.g., controls temper, obeys rules, copes with stress)	<input type="checkbox"/> Work productively (complete and turn in assignments) <input type="checkbox"/> Time management <input type="checkbox"/> Attend school regularly
Additional comments not previously addressed in the <i>Teach</i> component.		

(continued)

Student _____ Responder _____ Behavior _____

PTR Functional Behavioral Assessment: Reinforce Component

1. What responses (consequences) typically occur after the student engages in the challenging behavior ? Identify the top 3–5 responses that adults or peers almost always do immediately after the student exhibits the challenging behavior.			
<input type="checkbox"/> Sent to time-out <input type="checkbox"/> Chair time-out <input type="checkbox"/> Head down <input type="checkbox"/> Sent to office <input type="checkbox"/> Sent home <input type="checkbox"/> Calming/soothing <input type="checkbox"/> Gave personal space	<input type="checkbox"/> Sent to behavior specialist/counselor <input type="checkbox"/> Assistance given <input type="checkbox"/> Verbal redirect <input type="checkbox"/> Delay in activity <input type="checkbox"/> Activity changed <input type="checkbox"/> Activity terminated <input type="checkbox"/> Verbal reprimand	<input type="checkbox"/> Stated rules <input type="checkbox"/> Physical prompt <input type="checkbox"/> Peer reaction <input type="checkbox"/> Physical restraint <input type="checkbox"/> Removal of reinforcers <input type="checkbox"/> Natural consequences (specify) _____	
Other: _____			
2. Does the student enjoy praise from teachers and other school staff? Does the student enjoy praise from some teachers more than others?			
<input type="checkbox"/> Yes <i>List specific people:</i> _____ <input type="checkbox"/> No			
3. What is the likelihood of the student's appropriate behavior (e.g., on-task behavior, cooperation, successful performance) resulting in acknowledgment or praise from teachers or other school staff?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
4. What is the likelihood of the student's challenging behavior resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?			
<input type="checkbox"/> Very likely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
5. What school-related items and activities are most enjoyable to the student? What items or activities could serve as special rewards?			
<input type="checkbox"/> Social interaction with adults <input type="checkbox"/> Social interaction with peers <input type="checkbox"/> Playing a game <input type="checkbox"/> Helping teacher <input type="checkbox"/> Line leader <input type="checkbox"/> Going to media center <input type="checkbox"/> Sensory activity (specify) _____	<input type="checkbox"/> Music <input type="checkbox"/> Puzzles <input type="checkbox"/> Going outside <input type="checkbox"/> Going for a walk <input type="checkbox"/> Reading <input type="checkbox"/> Extra physical education time <input type="checkbox"/> Extra free time	<input type="checkbox"/> Art activity <input type="checkbox"/> Computer <input type="checkbox"/> Video games <input type="checkbox"/> Watching television/video <input type="checkbox"/> Objects (specify) _____ <input type="checkbox"/> Food (specify) _____	
Other: _____			
Additional comments not previously addressed in the <i>Reinforce</i> component.			

PTR Functional Behavioral Assessment Summary Table

Student _____ School _____ Date _____

Behavior	Antecedent (Prevent data)	Function (Teach data)	Consequences (Reinforce data)
Challenging behavior			
Appropriate behavior			

Possible Hypotheses		
When . . .	He or she will . . .	As a result, he or she . . .
Challenging behavior		
Replacement behavior		