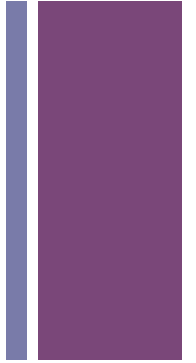




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Conducting functional  
behavior assessments and  
behavior intervention  
plans with mental health  
in mind

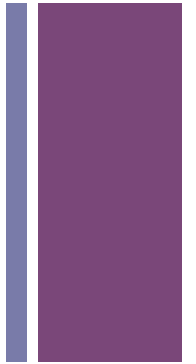
# + Presentation Goals



- Identify current school FBA practices
  - Clarify legal guidelines
  - Identify best practices for FBAs and BIPs
- Identify FBA and BIP strategies that promote examination of mental health concerns
- Identify contextual issues in schools that may act as barriers to implementation

# + At the end of this presentation you will have skills in:

- Understanding IDEA requirements for conducting FBAs and BIPs for students in special education with emotional and behavioral disabilities.
- Selecting data collection strategies in order to obtain the most helpful information in determining the role of anxiety, depression, or trauma exposure in students with challenging behavior.
- Designing interventions within a PBIS framework that address the behavioral aspects of student mental illness.



# + A brief note about ethics

- Functional behavior assessments are a tool for furthering understanding of the potential causes and consequences of behavior
- FBAs are not intended to serve as a diagnostic tool
  - Critical to determine appropriateness of including mental health considerations in FBA
  - Qualifications of individuals contributing to the design, implementation, and analysis of FBA and BIP as appropriate



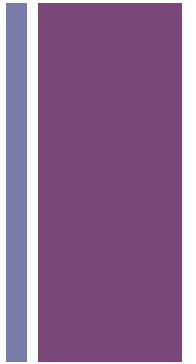


# 2014 Nationwide Survey

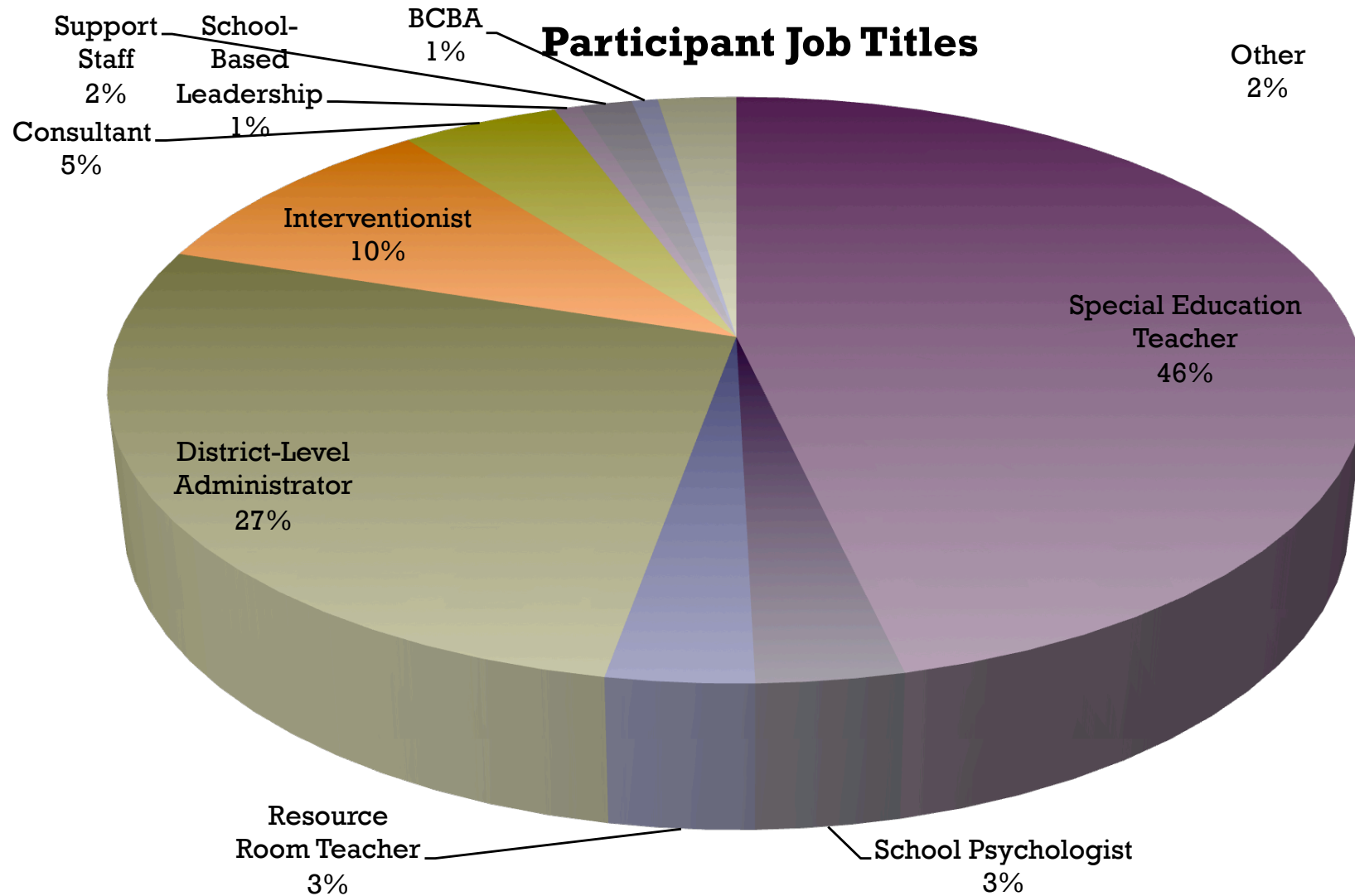
Designed to better understand current FBA and BIP procedures used in school districts.

# + Survey Methods

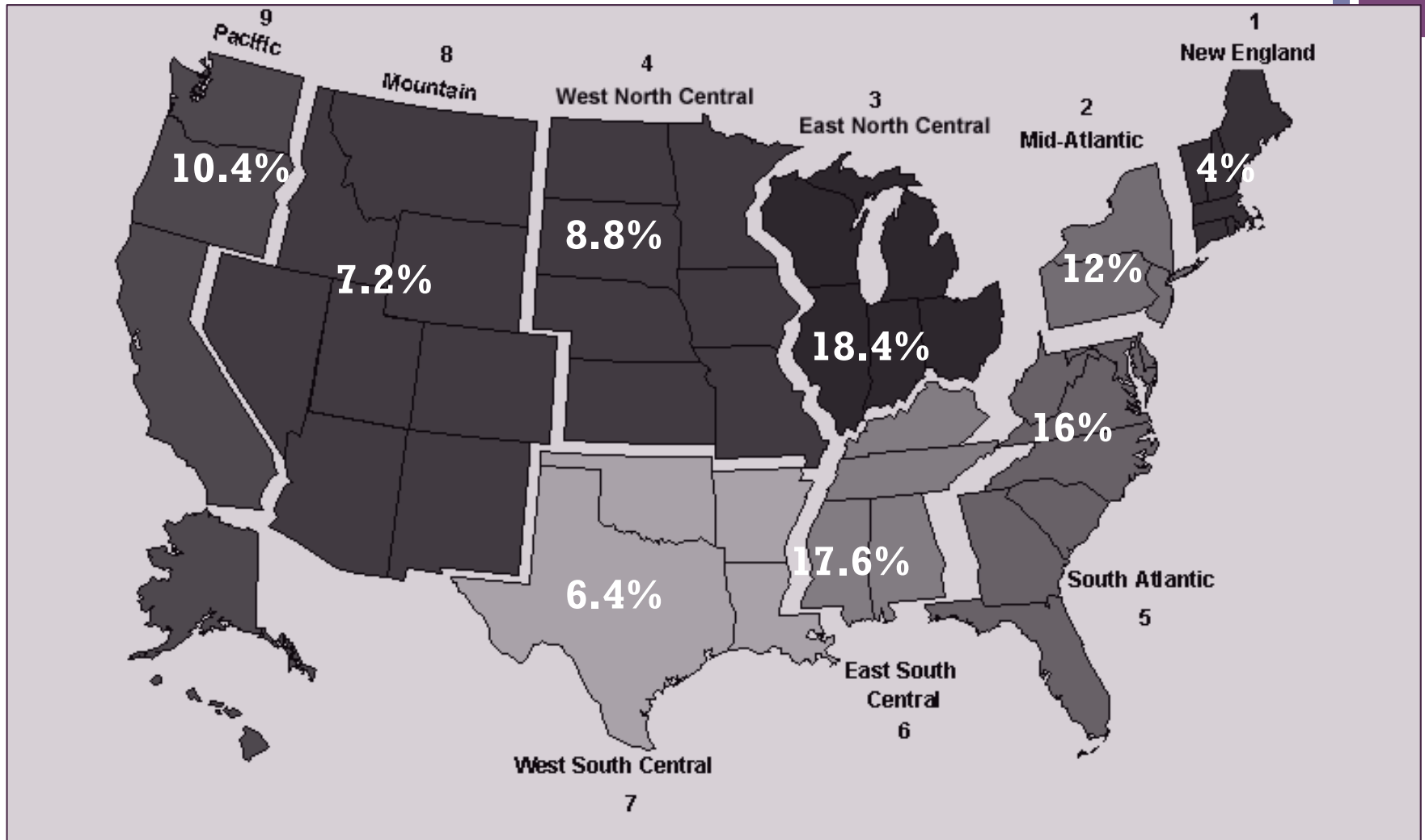
- Participants
  - Distribution across states
  - School type
- Distribution of Survey
  - Catalyst
  - 12 Days
  - CEC listserv



# + Participant Demographics

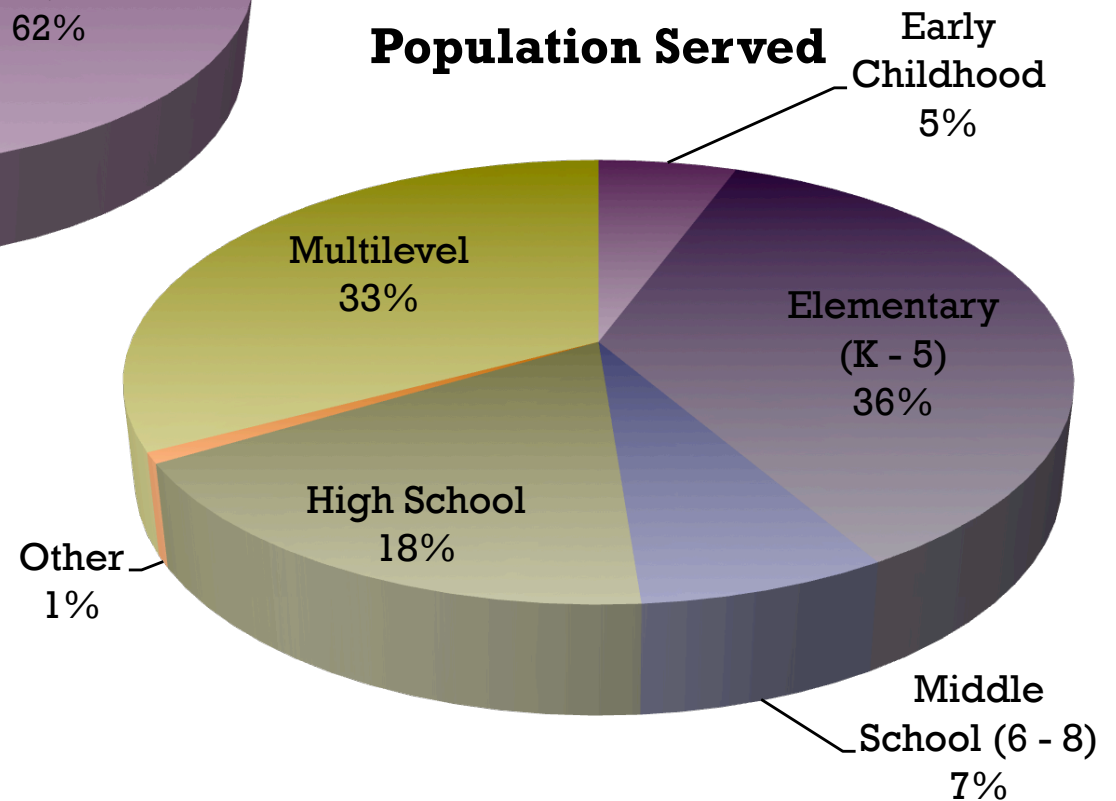
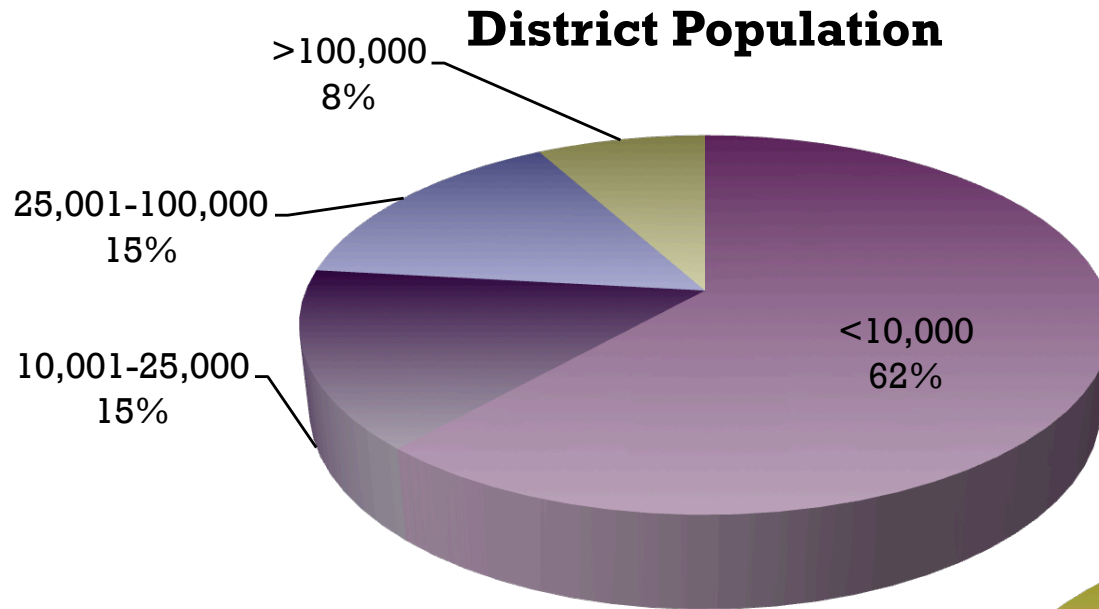
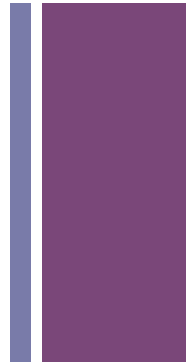


# + Respondent distribution

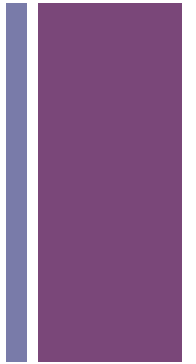




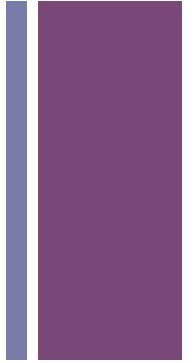
# + District Demographics



# + Survey Domains



# + Survey Domain I

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## Legal and Ethical Guidelines

- A. Under what circumstances does a district conduct an FBA? (IDEIA, 2004)
- B. Purpose of conducting an FBA (IDEIA, 2004)
- C. Consent to conduct an FBA (IDEIA, 2004, OSEP 2009)

# + IA. Circumstances Requiring FBA

A child with a disability who is removed from the child's current placement must receive, as appropriate, a functional behavioral assessment... (IDEIA 2004)

Under 34 CFR 300.324(a)(2)(i); The use of positive behavioral interventions and supports must be considered in the case of a child whose behavior impedes his or her learning or that of others (OSEP 2009)

- 53% of survey respondents reported conducting an FBA when a child with a disability is removed from their current placement

- 82.4% reported conducting an FBA for a child whose behavior interferes with the learning environment

## + IB. Purpose of the FBA

The goal of the FBA is to develop appropriate intervention.  
(Scott, Anderson, & Spaulding, 2008; McIntosh, Brown, Borgmeier, 2008; Carr et al. 2002; Horner, Sugai, & Lewis, n.d.)

- 60.8% indicated they would conduct an FBA when it's determined an FBA would aid a student in experiencing increased educational success

- 86.3% report using FBA results when writing a BIP

## + IC. Consent to Conduct FBA

Parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation. (OSEP, 2009)

- 70.2% indicated parent consent was part of their district FBA protocol

- 57% of respondents without a district protocol (n = 28) reported seeking parent consent when conducting an FBA

# + Survey Domain II

## Components of the FBA

- A. Use of multiple strategies to identify contextual factors
- B. Hypothesis statement
- C. Directly affects content of BIP



*"I'm good or bad depending on the circumstances, the situation, and the people involved."*

# + IIA. Use of Multiple Strategies

Current literature and professional guidelines present FBA as a multicomponent process including both indirect and direct strategies to collect information, as well as analogue assessment, as needed to understand the context in which behavior occurs (O'Neill, et al. 1997; Van Acker, Boreson, Gable, & Potterton, 2005).

## Direct Methods

- 73.1% include **observing** when target behavior is likely to occur
- 46.3% report **observing** when target behavior is unlikely to occur

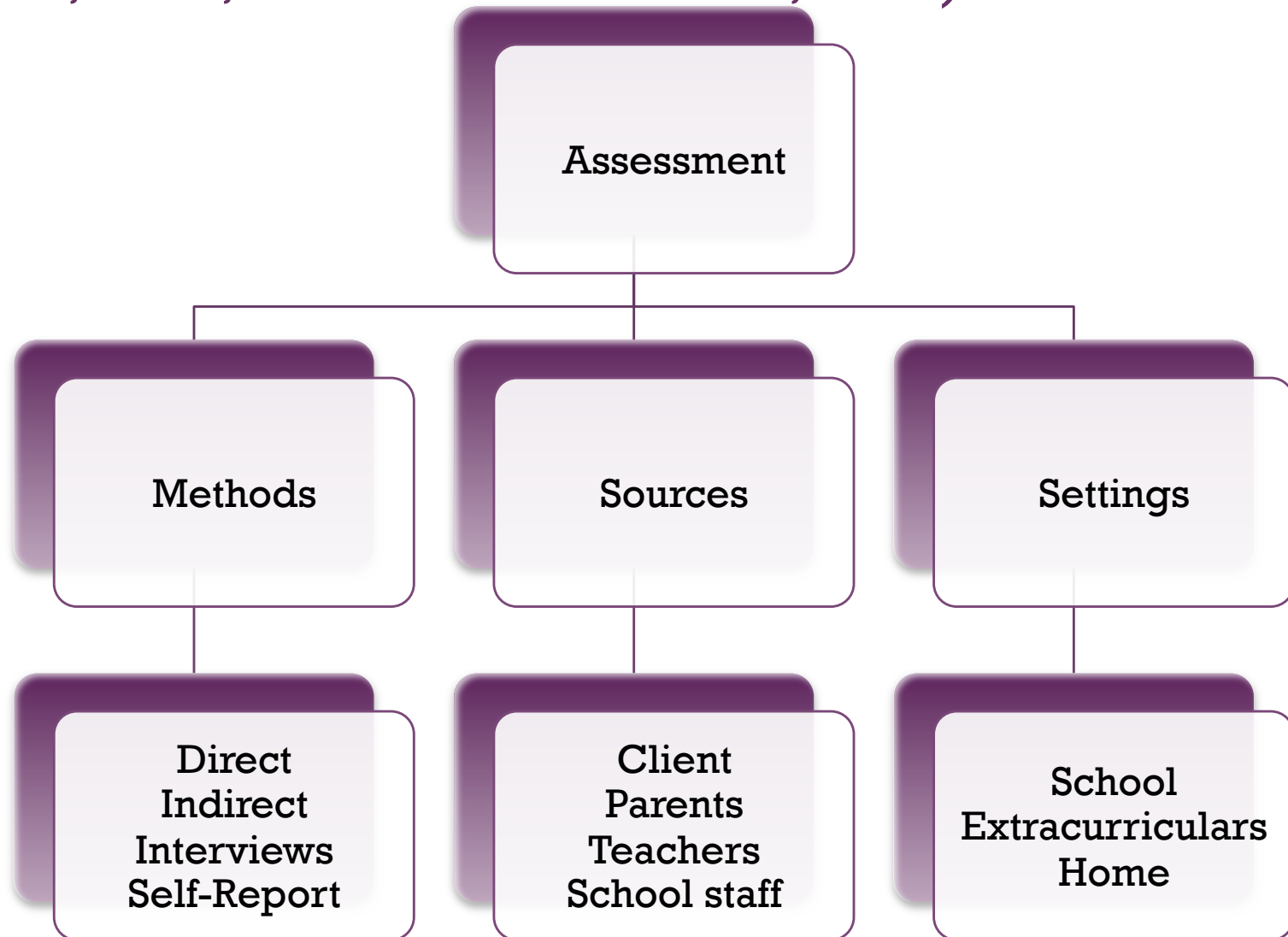
## Indirect Methods

- 67.4% conduct a teacher interview or seek out a teacher's report
  - 50.4% conduct a student interview
  - 54.7% review the student's academic history



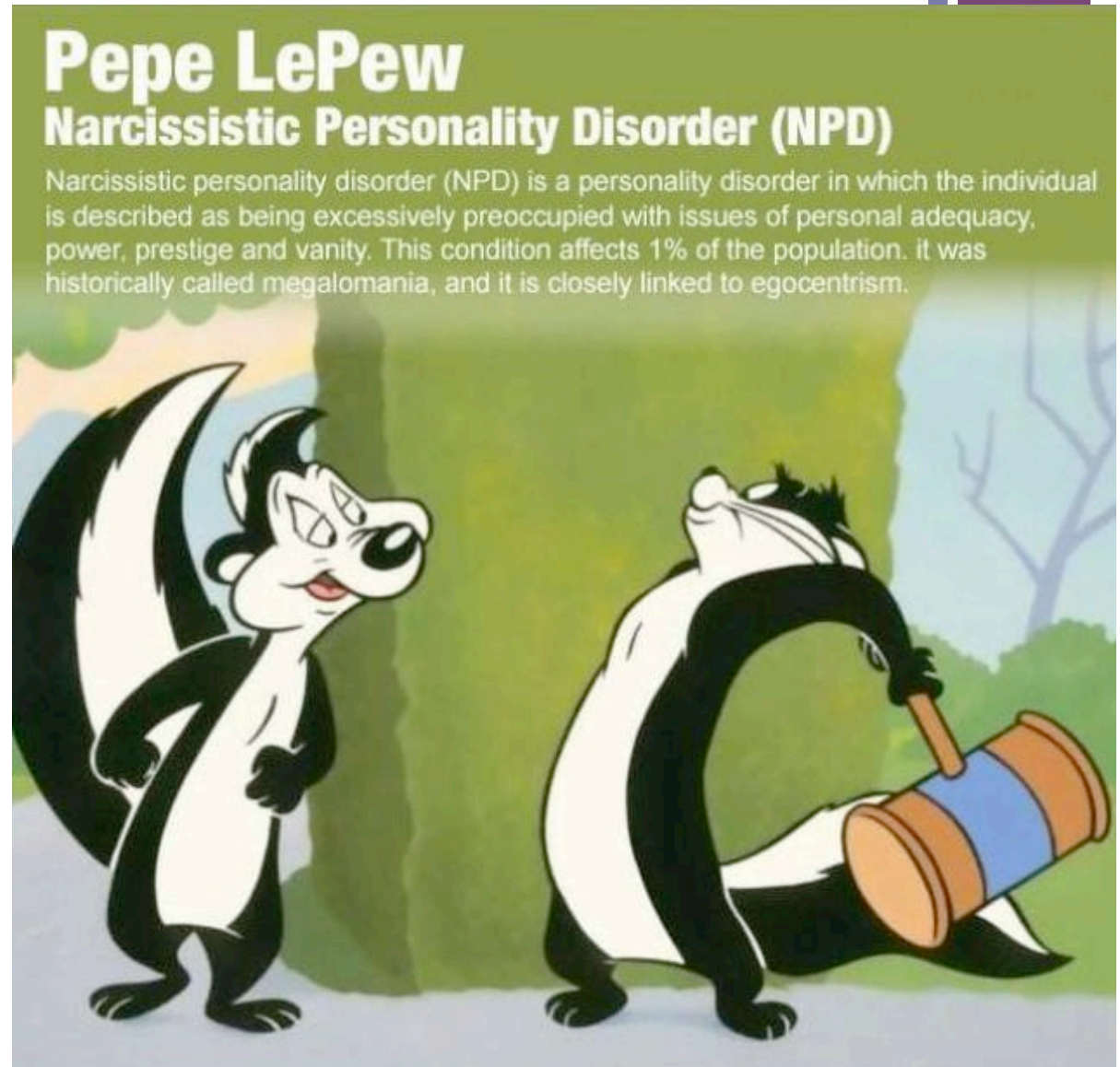
# + Multimethod, multisource, multisetting assessment

(Martin, 1988; Whitcomb & Merrell, 2013)



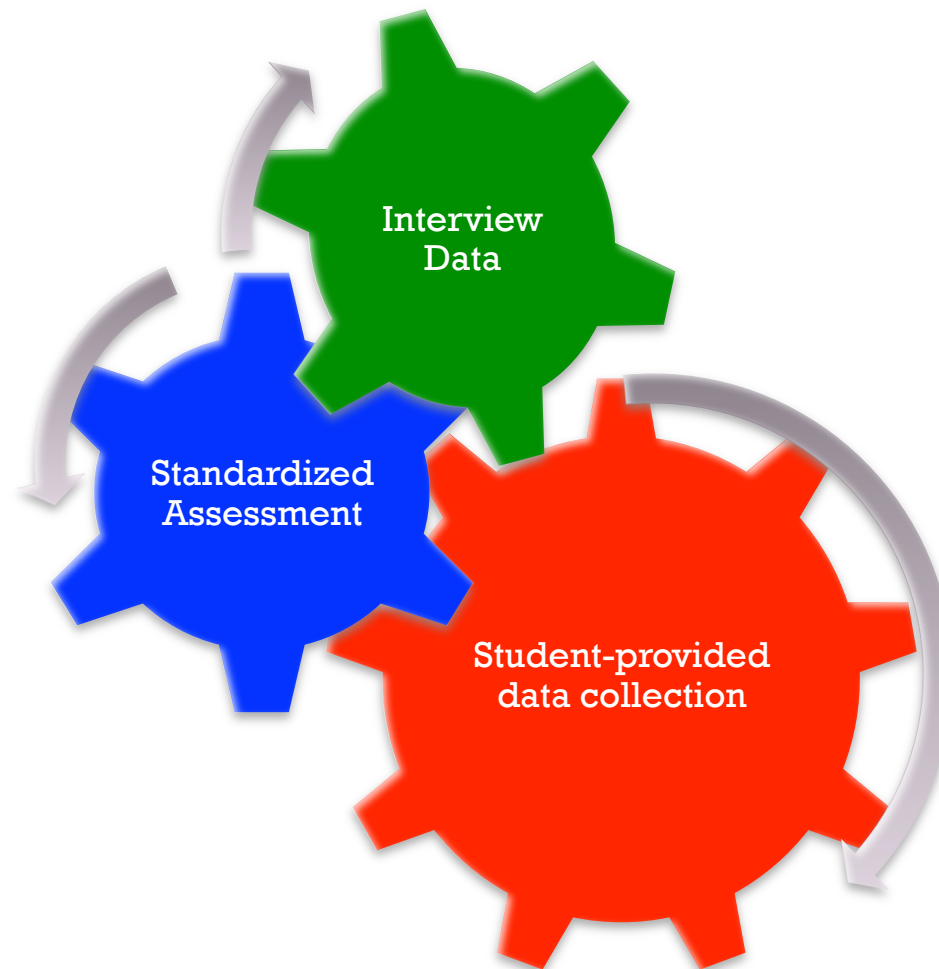
# + Multi-informant approach

- Before collecting data related to mental health concerns, remember the ethics of data collection
- In-school and outside practitioners can be crucial supports
  - Seek out Release of Information in order to consult with practitioners



# + Student self-report as data

- Who understands student behavior better than students themselves?



# + Structured FBA interview

## ■ Standard FBA Questions

- What is the best part of your day at school?
- What is the hardest part of your day at school?
- What is something you could teach other people how to do?
- What could you use some help learning to do?
- How are you the same/different from other kids at school?

## ■ Mental Health FBA Questions

- Do you ever fight with people? If so, about what?
- What kinds of things do you worry about?
- Does your chest or stomach ever feel tight? If so, when does it normally feel that way?
- Do you have friends at school? What makes them your friend?
- How do you concentrate in class? When your friends are talking to you? At recess/sports?
- How well do you sleep?

# + Modified Problem Guidesheet

(Forehand & McMahon, 1981)

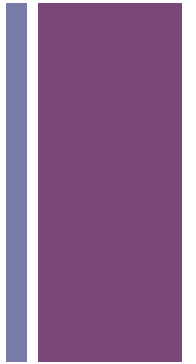
Where/ when	What does it look like?	How often?	For how long?	Teacher / Peer response	Student response
Beginning of day					
Lunch					
End of day					
Specific subject					
When discipline is required					



# Student-provided data

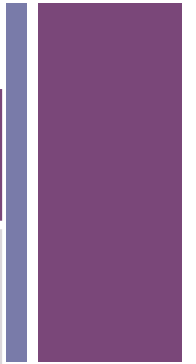
(also a great screener for self-management skills)

1. Identify chief social, emotional, and psychosomatic concerns identified by student
2. Create a feasible data collection plan for the student
3. Provide a highly rewarding incentive for completion of data collection
4. Repeat, repeat, repeat.





	Math	Science	Lunch	PE
Faster heartbeat				
Crying				
Talking with friends				
Finished classwork				
Stayed in class				



## + IIB. Hypothesis Statement is Generated

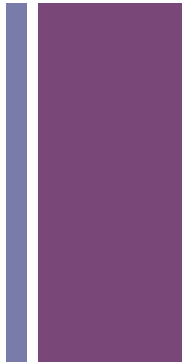
An hypothesis explaining the contextual variables that maintain the behavior is considered an essential component of an FBA (i.e. Scott et al. 2008; Van Acker et al, 2005; Ryan, Halsey, & Matthews, 2003)

- 66.7% identified hypothesis development as part of their FBA process
- 76.4% identify reinforcers maintaining the problem behavior

- 80.5% complete an Antecedent-Behavior-Consequence (A-B-C) analysis
- 57.7% use a Functional Assessment Observation Form (FAOF)



# + Survey Domain III

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## Components of BIP

- A. BIP identifies functionally equivalent replacement behaviors
- B. BIP includes evidence- or research-based practices to address behavior
- C. Research about the purpose of the BIP

# + IIIA. BIP Identifies Functionally Equivalent Replacement Behaviors

The primary goal of an FBA is to produce a functionally relevant BIP. Thus, the BIP must be consistent with the FBA (i.e. Scott et al 2008; Horner et al. n.d.; Van Acker et al. 2005)

The BIP scaffolds successful implementation and maintenance of functionally equivalent replacement behavior (Cook et al. 2007; Gresham, Watson, & Skinner, 2001).

- When asked what the primary goal of a BIP was:
  - 45.6% said “for the student to change his/her behavior”
  - 54.4% said “for adults to better implement strategies to support the student”

- 86.3% report using FBA results to write a BIP
  - 22.6% use a graphic representation of FBA results to identify functionally equivalent replacement behaviors

## + IIIB. BIP Includes Evidence- or Research-Based Practices

Plans that do not adhere to federal FBA-BIP guidelines deny students their right to a Free and Appropriate Public Education (Drasgow, 1999; Etschdeit, 2006)

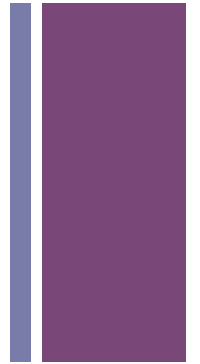
Evidence-based interventions in BIPs are significantly correlated with fidelity of implementation and improved student outcomes (Cook et al., 2012)

- 66.9% report using evidence-based interventions as part of a BIP

- 65.3% use tools that have been successful for students with similar behaviors

- 41.1% select interventions based on existing teacher competencies/skills

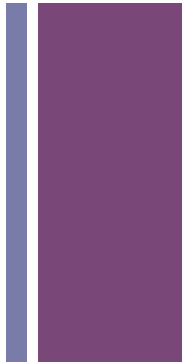
# + Let's get down to brass tacks...



- Before you start your FBA:
  - Operational definition of behavior(s)
  - Days and times when behavior is best/worst
  - Data collection plan
    - Frequency
    - Latency
    - Duration
  - Antecedent-Behavior-Consequence data

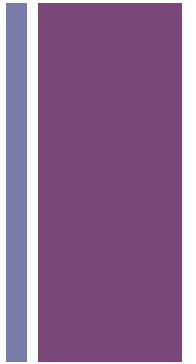
# + Thinking about data...

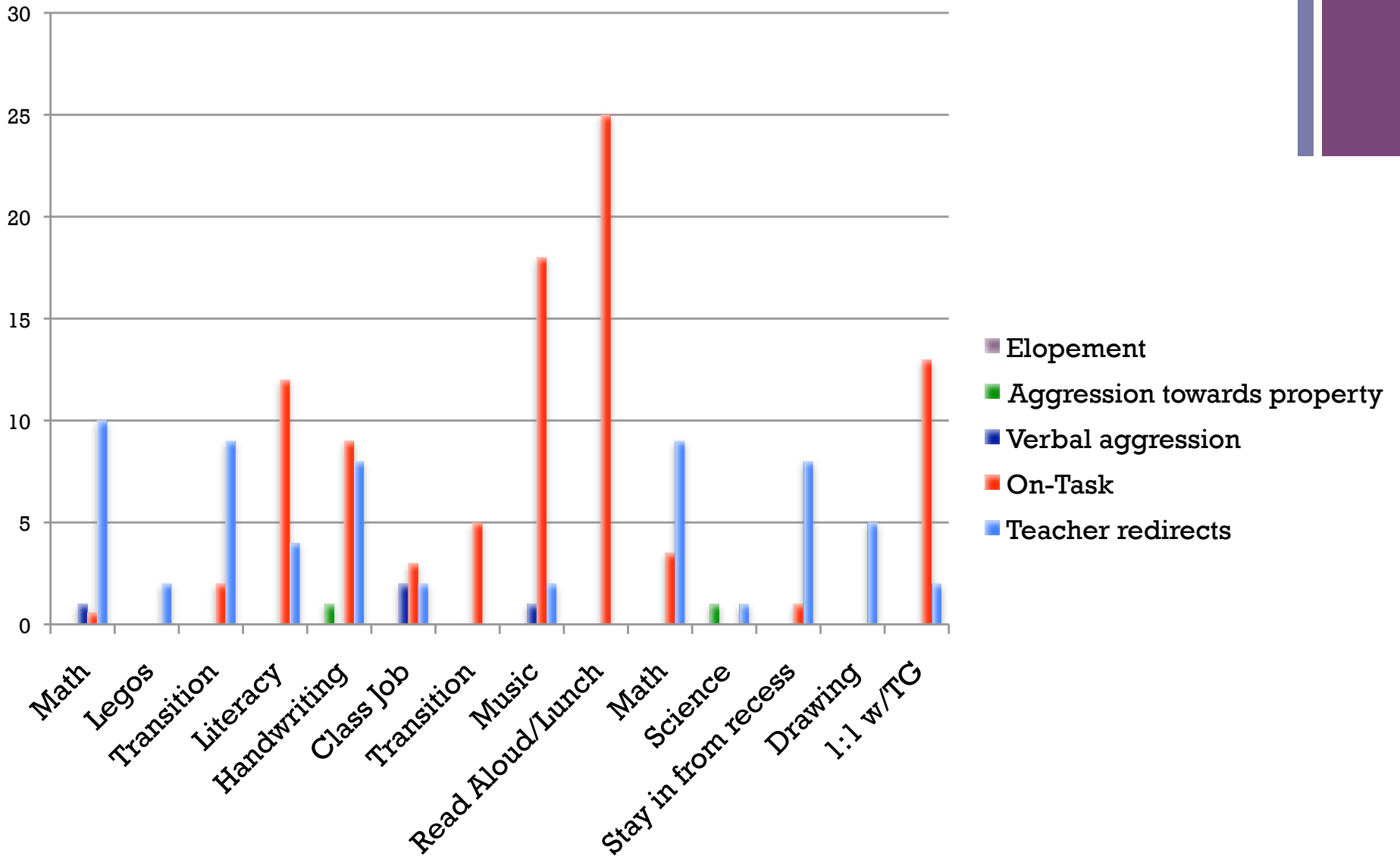
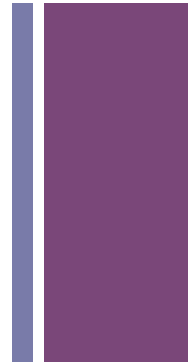
- Direct observation
  - Should include at least 3 data points
    - 3 points is a bare minimum and is usually ineffective for generating hypotheses
  - Find times when the student is typically successful AND when they have trouble
  - Operationally define behavior BEFORE you take data



# + Other data collection ideas:

- Work completion
- Peer(s) comparison
- Peer-to-peer interaction (quantity and quality)
- Redirects from teacher





# + Using data for consultation

- Data should not only guide student placement decisions, but should also be insightful for teacher development
- Should be centered around student strengths as much as weaknesses
- Coupled with clear behavioral/IEP goals and, if applicable, mental health treatment plans