Functional Behavior Assessment in School Settings:
From Valid Assessment to Successful Intervention

Facilitators Handbook

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Facilitators Information

How to Use This Guide

This guide provides you with the information you will need in order to present Functional Behavior Assessment in the Schools: From Valid Assessment to Successful Interventions. This presentation is designed to be delivered as an interactive training workshop. The complete workshop should take approximately 7 hours; it may be delivered in one full-day in-service, or broken up across two days. Breaks may be given at the presenter’s discretion. The information in this guide is organized around facilitator information, interactive quizzes, activities, and handouts.

How to Use the CD-ROM

The CD-ROM includes the presentation, pre-reading materials, information on how to present activities, and the handouts for participants. The minimum computer requirements to run this CD are the installation of Microsoft PowerPoint 2007 (or compatible), Microsoft Word 2007 (or compatible), and Adobe Acrobat Reader. A free installation of Adobe Acrobat Reader is available at http://get.adobe.com/reader/.

Background Knowledge Needed

In order to successfully present and train participants on the procedures contained in this presentation, the facilitator must have a solid foundation in principles of behavior
analysis, including (a) behavioral learning theory, (b) principles of reinforcement, (c) functional analysis, and (d) positive behavioral interventions. The presenter should also have thorough understanding of behavior support plan/behavior intervention plan development. For further information, the facilitator should refer the suggested pre-readings, and the reference list.

Suggested Pre-Readings

Principles of Applied Behavior Analysis


Functional Analysis Methodology


Comparative Studies of Indirect, Descriptive, and Experimental Assessment Procedures


**Alternative Functional Analysis Procedures**


Materials

Prior to presenting the facilitator will need the following materials:

**Activity Handouts**

Please print handouts for each participant. Handouts can be obtained from the CD-ROM under the file Participant Handouts.

**Computer**

A computer with Microsoft PowerPoint 2007 compatible viewer is needed.

**Projector**

A projector that is compatible with the computer that will be used to run the presentation application.

**Writing Instruments**

Pens and/or pencils should be provided to participants to take notes and complete activities.

**Presentation Room**

A room should be obtained that is large enough for all participants to view and space to work in small groups.
Presentation

The presentation is composed of five main sections: Conducting Valid Assessment, Defining Procedures, Setting Goals and Expectations, Planning for Modifications, and Monitoring Progress. This workshop provides participants with training to conduct a variety of functional analysis procedures that demonstrate improved validity over common functional behavior assessment procedures used in school settings. The entire workshop should take approximately 7 hours to complete. When planning the schedule for the presentation, the following provides a suggested time allowance for each section:

Conducting a Valid Assessment…………….3 hours
Defining Procedures………………………...2 hours
Setting Goals and Expectations…………… 30 minutes
Planning for Modifications…………………30 minutes
Monitoring Progress………………………45 minutes
Final Questions……………………………..15 minutes

Breaks should be provided throughout the training and will add to the total time required to complete. It is up to the facilitator to manage time wisely and incorporate breaks at appropriate times.
Interactive Quizzes

Throughout the presentation a number of opportunities are included for participants to demonstrate what they have learned up to that point. These activities also allow the presenter to assess if certain topics need to be reviewed, or if the audience is ready to move on to the next topic. In order to participate in the interactive quizzes, audience members must take out the ABCD letter page of their handout and separate the letters. After reading the question and response options, allow approximately 15-30 seconds for participants to decide on their answer. Instruct everybody to hold up their response in unison to allow. The correct answer to each interactive quiz question will be displayed after clicking on the slide advance button. Provide a brief explanation for the correct response, and allow participants to ask questions for further clarification. If a large portion of participants (more than 10%) did not identify the correct answer, it is recommended that the presenter review that information before moving on to the next topic.
Activities
Activities should be completed in small groups of 4 participants. Activity length will vary, but sufficient time should be allowed to ensure every member of every group has the opportunity to participate.

Activity 1: Traditional Functional Analysis (Analogue Functional Analysis)
For additional background information on conducting Functional Analysis please refer to the article listed in the Suggested Pre-Readings section of this manual.

- Objective: Participants will understand the basic procedure for conducting a traditional functional analysis.
- Procedure: Each member of a group will be responsible for one of four roles in the FA activity – demand condition implementer, attention condition implementer, control condition implementer, and the student. After reviewing the FA procedures in the presentation, each group will identify a behavior to target and act out an abbreviated FA. Each implementer will have approximately 2 minutes to implement their condition with the student and respond to observed target behaviors accordingly. After 5-10 minutes of preparation time, have each group demonstrate their FA procedure while other groups record data. Allow participants to provide positive feedback and one suggestion.
Note on Data Collection: Groups that are not demonstrating will record data on the corresponding data sheet available in the Participant Handouts. In the traditional FA, each instance of behavior is tallied in the corresponding condition section.

FA Results: After each group demonstrates all conditions, review the data that was collected by other groups. Discuss possible identification of behavioral function. As this is a mock activity, allow the group to speculate about how future data sets would appear to facilitate in making conclusions about behavioral function.

Activity 2: Classroom Based FA

Objective: Participants will understand how to conduct a classroom based FA.

Procedures: Follow the same procedure used for Activity 1. Ensure that group members rotate roles so they experience a different assessment condition for each activity. Provide feedback and encourage participant feedback as with Activity 1.

Data Collection: Observing groups will collect data on the corresponding data sheet in the Participation Handouts.

FA Results: Discuss possible identification of behavioral function as with Activity 1.
Activity 3: In-Situ Assessment

- **Objective:** Participants will understand how to conduct an In-Situ assessment.
- **Procedures:** Groups will discuss what an In-Situ assessment may include based on the same behavioral scenario from Activities 1 and 2. Given a hypothesized function from results of their Traditional or Classroom Based FA, have groups describe their proposed assessment. Discuss how long In-Situ conditions would be implemented (Intervention vs. Baseline), and how data would be collected/analyzed.

Activity 4: Brief FA

- **Objective:** Participants will understand how to conduct a Brief FA contingency reversal.
- **Procedure:** Discuss in groups how to implement the contingency reversal phase of a Brief FA. Given a hypothesized function from results of their Traditional or Classroom Based FA, groups will define a potential alternative behavior and how to conduct their sessions of baseline vs. reversal. If time allows, have each group demonstrate their proposed baseline and reversal sessions. At least one group should demonstrate for the group.
Activities from Defining Procedures Section

- Objective: Participants will identify strategies for each intervention component (NCR, DRA, and EXT) that correspond to each behavioral function (Attention, Escape, Automatic).

- Procedure: After presenting the description of each procedure, and how each addresses behavioral function, have groups discuss possible intervention strategies.

- Discussion Questions:
  - How does the strategy address the identified behavioral function?
  - Is the strategy practical for the proposed setting?
  - How could the strategy be faded out over time?
Participant Handouts

Each participant should receive a handout packet. Handouts can be found on the CD-ROM in the file labeled Participant Handouts. Each handout includes a copy of the following:

1. Presentation slides 3 per page
2. ABCD Page for Interactive Quizzes
3. Traditional Functional Analysis Data Sheet
4. Classroom-Based Functional Analysis Data Sheet