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

Keys to Developing an Effective Behavior Support Plan
- Conducting a Valid Assessment
- Defining Procedures (aka the “Plan”)
- Setting Goals & Expectations
- Planning for Modifications
- Monitoring Progress

But First...
- Common Understanding of Principles of (Operant) Behavior
ABC’s of Behavior and Learning

All behavior is learned in the same way

- We decide how to act based on what happens right before we act, and what happens right after we act
  - Antecedent – Behavior – Consequence
- Behavior is a function of this interaction, not our DNA...

ABC Pattern of Learning

- We view behavior as occurring within the context of a 3-term contingency, or A-B-C pattern:
  - A: Antecedent events
  - B: Specific behavior
  - C: Consequence

ABC’s of Behavior and Learning

- A couple of simple rules:
  - Behaviors that result in desirable outcomes are more likely to happen again
  - Behaviors that do not result in desirable outcomes, or that result in undesirable outcomes, are less likely to happen again
Changing Behavior

- We can not control an individual’s behavior
- We CAN control the environment that supports the individual’s behavior
- Change the A and the C, which will result in changes to B

A → B ← C

Antecedents

- Can be separated into two categories:
  - Distant events/conditions
    - (Establishing Operations)
  - Immediate events/conditions
    - (Discriminative Stimuli)

Antecedents: Establishing Operations

- Distant events function like motivation.
  - Deprivation, Satiation
  - Events that make an anticipated consequence wanted
  - Examples?
Antecedents: Discriminative Stimuli

- Immediate antecedents are events that indicate the desired consequence is available
  - Presence of materials/people (light switch, ice-cream truck, famous athlete)
  - Spoken directive or request (“Line up for recess”)
  - Other examples?

Behaviors

- The specific response to the antecedent event
  - Actions
  - Words
  - Thoughts
  - Etc.

Consequences

- Consequences are the environmental outcomes produced by the student’s behavior.
- Consequences indicate whether the preceding behavior is more or less likely to occur again under the same or similar antecedent conditions
Consequences

- Consequences can have the effect of either increasing or decreasing the likelihood of a preceding behavior occurring again in the future.
- Consequences that increase future behavior are termed “Reinforcers.”
- Consequences that decrease future behavior are termed “Punishers.”

Reinforcing Consequences

- Reinforcement is defined by its effect on behavior, not the intentions of the deliverer.
- If you provide a reward that does not increase behavior, it is NOT a reinforcer.

Reinforcing Consequences

- Reinforcement can further be classified as either Positive or Negative.

<table>
<thead>
<tr>
<th>Positive Reinforcement</th>
<th>Negative Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the addition of an event/item - the addition of this stimulus increases the behavior</td>
<td>Is the removal of an event/item – the removal of this stimulus increases the behavior</td>
</tr>
<tr>
<td>Examples?</td>
<td>Examples?</td>
</tr>
</tbody>
</table>
Punishing Consequences

- Punishment is also a consequence that is defined by its effect on behavior – no decrease in behavior = no punishment
- Typically thought of as events such as verbal reprimands, extra responsibilities, loss of privileges

Punishing Consequences

- Just as with reinforcement, is classified as “Positive” or “Negative” Punishment
- Positive – always refers to the addition of some stimulus
- Negative – always refers to the removal of some stimulus
- The use of punishment should be a last resort, and should always be used in conjunction with reinforcement strategies

Consequences Summary

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement</td>
<td>Give special attention</td>
<td>Remove from an unpleasant situation</td>
</tr>
<tr>
<td></td>
<td>Give access to toy</td>
<td>Remove/reduce pain</td>
</tr>
<tr>
<td>Punishment</td>
<td>Assign extra homework</td>
<td>Remove from a preferred activity</td>
</tr>
<tr>
<td></td>
<td>Assign clean-up duties</td>
<td>Take a toy away</td>
</tr>
</tbody>
</table>
Review

• Positive Reinforcement has what effect on behavior?
  • A. Makes the behavior more likely to occur
  • B. Makes the behavior less likely to occur
  • C. Makes the behavior more likely to be good/positive behavior

Review

• Positive Punishment has what effect on behavior?
  • A. Makes the behavior more likely to occur
  • B. Makes the punishment more enjoyable
  • C. Makes the behavior less likely to occur

Review

• Negative Punishment has what effect on behavior?
  • A. Makes the punishment less likely to be used again
  • B. Makes the behavior more likely to occur
  • C. Makes the behavior less likely to occur
Review

- Negative Reinforcement has what effect on behavior?
  - A. Makes the behavior more likely to occur
  - B. Makes the behavior less likely to occur
  - C. Makes the behavior more likely to be bad/negative behavior

Review

- In terms of behavioral consequences, the term “Positive” refers to:
  - A. The addition of a stimulus/stimulation as the consequence
  - B. The effect on behavior
  - C. That the consequence is good/preferred

Review

- In terms of behavioral consequences, the term “Negative” refers to:
  - A. The effect on behavior
  - B. The removal of a stimulus/stimulation as the consequence
  - C. That the consequence is bad/non-preferred
Application

• Marcus gets a dollar every time he earns 90% or better on spelling tests. This is an example of:
  • A. Positive Reinforcement
  • B. Negative Reinforcement
  • C. Reward

Application

• Marcus gets a dollar every time he earns a 90% or better on spelling tests. This has resulted in Marcus receiving more spelling tests with scores of 90% or better. This is an example of:
  • A. Positive Reinforcement
  • B. Negative Reinforcement
  • C. Reward

Application

• Valerie has increased her use of vocal requesting since her parents started reducing her chores each time she vocally requests. This is an example of:
  • A. Positive Reinforcement
  • B. Negative Reinforcement
  • C. Positive Punishment
Application

• Antonio has been tantruming more frequently since his teacher started using time-out each time he cries. This is an example of:
  •  A. Positive Reinforcement
  •  B. Negative Punishment
  •  C. Positive Punishment
  •  D. Negative Punishment

Application

• Kelly feels the physiological sensation of hunger. She eats a cookie. She no longer feels hungry. Now she eats a cookie every time she feels hungry.
  •  A. Positive Reinforcement
  •  B. Negative Reinforcement
  •  C. Negative Punishment
  •  D. An Anti-diet

Application

• Kelly likes sweets. She eats a cookie. Now Kelly eats a cookie whenever she sees them.
  •  A. Positive Reinforcement
  •  B. Negative Reinforcement
  •  C. Negative Punishment
  •  D. Time for an intervention
Application

• Juan was bitten by a vicious mosquito on his foot. Whenever he kicks something, it stops itching. He’s been kicking kids at school all week.
  • A. Positive Reinforcement
  • B. Negative Reinforcement
  • C. Negative Punishment

Application

• Shellie likes the sensation she gets when she kicks things. She’s been kicking everything in sight...
  • A. Positive Reinforcement
  • B. Negative Reinforcement
  • C. Negative Punishment
  • D. A future soccer star

Keys to Developing an Effective Behavior Support Plan

• Conducting a Valid Assessment
• Defining Procedures (aka the “Plan”)
• Setting Goals & Expectations
• Planning for Modifications
• Monitoring Progress
Historical Perspective

- Understanding basic principles of reinforcement and punishment is a first step
- “Old School Behavior Modification”
- Functional equivalence in modern Behavior Analysis

FBA and Prevention of Problem Behavior

- When default technologies are used, other problem behaviors may emerge
  - The use of FBA for developing intervention may avoid the development of new problem behaviors
- FBA may identify conditions that pose risks for the development of future problem behaviors

Functional Behavior Assessment

- What is the purpose of Assessment?
  1. ID Function of Behavior
  2. ID Function of Behavior
  3. Understand Common Antecedents
  4. Establish Baseline of Target Behavior
  5. Determine Proficiency of Alternative Behavior
  6. ID Function of Behavior
Function vs. Topography

- Topography = form of the behavior
- Function = purpose of the behavior

Function vs. Topography

- Different topographies of problem behavior
  - Can serve the same function
  - Can serve different functions
- Similar topographies of problem behavior
  - Can serve the same function
  - Can serve different functions
- Function is more important for intervention than form

Functions of Challenging Behaviors

- Positive Reinforcement
  - “Getting something”
- Negative Reinforcement
  - “Getting out of something”
- These functions can be
  - Socially mediated
  - Non-socially mediated (automatic)
Positive Reinforcement

- Social
  - Attention from others
  - Access to tangible stimuli
- Automatic
  - Physical Stimulation

Negative Reinforcement

- Social
  - Escape from aversive or difficult tasks
- Automatic
  - Escape from aversive stimulation

4 Primary Functions of Behavior

- Get something
- Get attention
- Escape/Avoid something
- Automatic/Direct
Probable Functions of Behavior

According to review of published research that included qualifying Experimental Analyses of Behavior (Hanley, Iwata & McCord (2003))

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape</td>
<td>34%</td>
</tr>
<tr>
<td>Attention</td>
<td>25%</td>
</tr>
<tr>
<td>Automatic</td>
<td>16%</td>
</tr>
<tr>
<td>Tangible</td>
<td>10%</td>
</tr>
<tr>
<td>*Multiple</td>
<td>15%</td>
</tr>
</tbody>
</table>

• Almost 60% of behaviors appear to serve either attention or escape functions
• Only 15% of behaviors appear to serve multiple functions*
• Parsimony!

Improbable Functions of Behavior

• Attention and Escape
• Contradicted
• Multiple functions appear to be rare
• Differential antecedents required for each function
Improbable Functions of Behavior

- Control
- Operant behavior is by definition an attempt to “control” one’s environment
- Manipulation
- Revenge
- To get a reaction
- This is really attention

Quick Review (Quiz)

Which behavioral function has been most commonly identified in research?
A. Automatic
B. Attention
C. Tangible
D. Escape
E. Multiple

FBA Procedures

- Indirect Assessments
- Descriptive Assessment
- Experimental/Functional Analysis
Typical Framework for Continuum of FBA Methods

- Experimental Assessment (Functional Analysis)
- Descriptive Assessments
- Indirect Assessments

**Indirect Assessment**

- Interviews, ratings scales, questionnaires
- Considered to be the least precise
- Most are easily administered, quickly completed

**Indirect Assessment**

- Motivational Assessment Scale (MAS): Reliability = 20%
- Questions About Behavioral (QABF): Reliability = 43%
- Functional Analysis Screening Tool (FAST): Reliability = 67%
Descriptive Assessment

• Direct observation of behavior in natural setting
• Considered more precise than indirect assessment procedures
• More time consuming than indirect assessment procedures
• Less precise but easier and faster than experimental procedures

Experimental Assessment

• “Functional Analysis”
• Gold standard for functional behavior assessment
• Most precise
• Most time consuming
• Most complicated

Functional (Experimental) Analysis

• Antecedents and consequences are arranged so that their separate effects on problem behavior can be observed and measured
Functional Analysis

- Yields a clear demonstration of the variable(s) that relate to the occurrence of problem behavior
- Serves as the standard to which all other forms of FBA are evaluated
- Enables the development of effective reinforcement-based treatment

Continuum of FBA Methods

- Recent research suggests reconsideration of the hierarchy is warranted

```
  Experimental Assessment (Functional Analysis)
    Indirect Assessments
      Descriptive Assessments
```

Hall (2005)

- ¾ Descriptive assessments matched FA (Attention)
- ¼ Indirect matched FA
FA takes too much time...
- Lerman & Iwata (1993)
  - Time to complete DA ranged from 6-12 hours
  - Time to complete FA ranged from 2-9 hours

FA requires too much expertise...
- Iwata et al. (2000)
  - Undergraduate students
  - 2 hours of training
  - 95% accuracy in implementation
  - Teachers and School Psychologists
  - 2-3 hours of training

Typical Conditions
- Contingent attention
- Contingent escape
- Alone
- Control (e.g., “free play”)
- These are presented one at a time until a pattern of problem behavior emerges
Typical Functional Analysis: Attention Condition

- Student is given access to low-moderately preferred activity
- While in same room, ignore all non-target behavior
- When target behavior occurs, provide attention for ~5 seconds, then turn away

Typical Functional Analysis: Escape Condition

- Student is presented a non-preferred task
- Provide instruction to complete task
- If student does not complete task, prompt to complete, then present next task
- When target behavior occurs, remove task for 30 seconds, then re-present task

Typical Functional Analysis: Automatic Condition

- Student is left in room alone with no materials and asked to wait
- Observe student via 2-way mirror or video feed
- Track levels of target behavior – no response
Typical Functional Analysis: Control Condition

• Student is given free access to variety of preferred activities
• No demands are placed on student, including social (don’t ask conversational questions)
• Provide attention every 30 seconds (comment, praise, etc.)

Typical Functional Analysis (Analog)

• Each session is 10 minutes
• Present one condition, track the behavior during session
• Take a 5 minute break between sessions
• Alternate conditions (Attention, Escape, Control, Automatic)

Typical Functional Analysis (Analog)

• Randomize order of conditions presented to control for sequencing effects
• Conditions that elicit target behavior rates higher than the control condition indicate the function of behavior
Typical Functional Analysis

• Practice
  • Divide into teams
  • Each person responsible for one condition
  • One person will be student
  • Other groups will take data while you demonstrate FA

Typical Functional Analysis

• Practice
  • Divide into teams
  • Each person responsible for one condition
  • One person will be student
  • Other groups will take data while you demonstrate FA
Practical Limitations of Typical Functional Analysis

• Your thoughts?
• Space – where would you conduct?
• Time – could take a long time to complete over multiple days
• Some argue that there are idiosyncrasies in the classroom setting that are lost in an analog setting

Alternatives to Analog Assessment

• Classroom Based FA
• In-Situ Assessment
• Brief FA
• Single Function Test FA

Single Function Test

Social Sr+
  Attention or Tangible vs. Play
  If PB high in Attention or Tangible, go to treatment

Social Sr−
  Demand vs. Play

Automatic Sr
  Alone Condition
  If PB high in alone, go to treatment
  If PB low or decreasing trend, likely social function

Iwata, 2009
Classroom Based FA

- Classroom application of a trial-based FA
- Conditions: attention, tangible, demand, ignore
- 4-min trials embedded during school day (20 trials each condition?)
  - 2 min: Control
  - 2 min: EO Present, Sr contingent on PB
- Typical FA: Same conditions
- How valid?: 6/10 correspondence with FA

Classroom Based FA Practice

- Using same groups and target behavior from before
- Each person responsible for one condition – rotate!
- Develop and practice for a classroom application

In-Situ Assessment

- Develop intervention package based on initial hypothesis
- Alternate periods of baseline with periods of intervention
- If initial hypothesis was correct, intervention is already developed
In-Situ Activity

• Using the same behavior from the Classroom Based FA activity develop simple intervention strategies
• Decide as a group how you would use this intervention to conduct an In-Situ Assessment
• How would you collect and interpret data?

Brief FA

• Similar to Typical Functional Analysis
• Each condition implemented only once
• 5 min sessions
• ID condition with highest rate of behavior and perform contingency reversal sessions

Brief FA

• Contingency Reversal
• Identify an alternative behavior for target behavior (e.g., raising hand, asking for break)
• Perform the elevated condition, but only respond to alternative behavior during reversal sessions
• Alternate reversal session and target behavior session
Brief FA

• If hypothesis is correct, you should see:
  • Target behavior occurs at higher rates during target behavior sessions, since it is reinforced
  • Alternative behavior occurs at higher rates during reversal sessions, since target behavior is no longer reinforced

Brief FA Activity

• Based on the “implicated” function from your previous FA
• Develop your reversal condition
  • What is the replacement behavior?
  • How does each session look?
  • Try it!

Assessment Review (Quiz)

• Which assessment methodology yields the most valid results?
  A. Indirect Assessment
  B. Descriptive Assessment
  C. Functional Analysis
  D. IQ Testing
Assessment Review (Quiz)

• Which assessment methodology produces results that are least valid?
  A. Indirect Assessment
  B. Descriptive Assessment
  C. Functional Analysis
  D. Divine Intervention

Keys to Developing an Effective Behavior Support Plan

• Conducting a Valid Assessment
• Defining Procedures (aka the “Plan”)
• Setting Goals & Expectations
• Planning for Modifications
• Monitoring Progress

Reinforcement Based Approaches to Bx Intervention

• Effective plans address each variable within the A-B-C behavior context
  • A – Prevention – Irrelevant
  • B – Teaching – Inefficient
  • C – Reactive – Ineffective
Reinforcement Based Approaches to Bx Intervention

- **A** – Irrelevant – Non Contingent Reinforcement
- **B** – Inefficient – Differential Reinforcement
  - **C** – Ineffective – Extinction

Non Contingent Reinforcement

- **NCR**
  - Delivering functional reinforcer for “free” regardless of behavior
  - Decreases the need to engage in any behavior that is used to access the reinforcer because it’s already given for free

NCR

- For attention
- For Escape
- For Automatic
- Thin schedule of delivery over time
Differential Reinforcement

- Differential Reinforcement of Alternative Behavior (DRA)
- Providing functional reinforcement for an alternative behavior while withholding reinforcement for the target behavior
- Teaches the student how to have needs met in a socially acceptable (tolerable) way

DRA

- The ultimate goal is for the student to tolerate the trigger event/complete a task/“behave appropriately”
- Provide functional reinforcer for the “ultimate goal” behavior

DRA

- For Attention
- For Escape
- For Automatic
- Thin schedule of delivery over time
Extinction

• Withhold reinforcement when challenging behavior occurs.
• Challenging behavior may still occur, but will not result in reinforcement.
• May result in “extinction burst” – it’s only temporary!

Extinction

• For Attention
• For Escape
• For Automatic
• Extinction would always remain in effect – never thin or withdraw it

Keys to Developing an Effective Behavior Support Plan

• Conducting a Valid Assessment
• Defining Procedures (aka the “Plan”)
• Setting Goals & Expectations
• Planning for Modifications
• Monitoring Progress
Set Realistic Goals and Expectations

- Performance Discrepancy Analysis
- Measure student’s behavior against classroom norms
- What are classroom same-gender peers doing?

Setting Expectations

- A good BSP will not necessarily ensure that the behavior will not occur again
- Starting an intensive reading intervention does not make the student a grade-level reader the next day...
- Understand how intervention strategies affect behavior

It will never happen...
Artificial Rate of Change

Swearing

More Likely...

Swearing

Keys to Developing an Effective Behavior Support Plan

- Conducting a Valid Assessment
- Defining Procedures (aka the “Plan”)
- Setting Goals & Expectations
- Planning for Modifications
- Monitoring Progress
“A failure to plan is a plan for failure.”

Planning for Success
• What is the plan if:
  • behavior is getting worse?
  • behavior is not improving (progress stalls)?
  • behavior is improved?

Behavior is Getting Worse
• When will the data say that this plan is not working?
Progress Stalls

- When will data indicate that progress has stopped?
- What changes can be made?
  - Changes to reinforcement density?
  - Decrease in triggers?
  - Changes in teaching strategy / targets?

Behavior Improves

- When criteria are met, how will the plan be faded?
  - Thin schedules of reinforcement?
  - Generalize to natural reinforcers?
  - Expand to other times of day/environments?

Keys to Developing an Effective Behavior Support Plan

- Conducting a Valid Assessment
- Defining Procedures (aka the “Plan”)
- Setting Goals & Expectations
- Planning for Modifications
- Monitoring Progress
**Why?**

- Intervention
  - Is this working?
  - Behavior improving?
  - Getting worse?
  - No Change?

---

**Cost-Benefit Analysis**

- Data collection is time consuming!
  - Takes time away from interacting with students

- Data collection is complicated!
  - Methods can be tedious
  - Feedback may help refine procedure and make it more user friendly

---

**Cost-Benefit Analysis**

- What is the cost of not collecting data?

  - May result in the termination of a successful intervention
  - May result in the continuation of an ineffective intervention
  - May delay necessary changes to intervention
Alternatives to Data Collection

• Anecdotal reports are unreliable
  – Subjective
  – Bias
  – Reliant on observer’s … … ? … memory!
  – “He never turns in his homework”
  – “He always distracts the other students”
  – “He’s been hitting a lot more lately”

Rate of Change

• Behavior does not follow a constant trend
• An “up and down” pattern of behavior is difficult to analyze anecdotally

Determining Data Collection Tools

• Data should be meaningful to you – it is a resource to assist you in planning

• Data should tell you something you would not otherwise know about the behavior

• Data should work for you – Don’t work for your data!
Innovative Techniques

• There are numerous methods that you can employ to help you collect data without carrying around a clipboard, if that is impractical.

Innovative Techniques

• Tape
• Beads
• Beans/coins/paperclips
• Golf counter
• Knitting counter
• MP3 Counter
• There’s an App for that

Observing and Collecting

• The goal of data collection is to obtain a representative and reliable sample of the target behavior

• You do NOT necessarily need to observe and record EVERY instance of the behavior

• You DO need to observe and record sufficient samples of behavior that truly reflect how often the behavior is occurring and during situations in which that sample is meaningful.
Observing and Collecting

• Is the behavior a problem throughout the day?
• Is it a problem only at certain times of the day (e.g., recess, group instruction, independent work)?

Observing and Collecting

• How long do you need to observe?
• Long enough to get a representative sample.
• No less than 10-15 minutes per observation.
• Can you make a reliable prediction of how often the behavior occurs throughout the day after your observation?

Some Final Thoughts

• Once the paperwork is done, the real work is just beginning...
• Other considerations to increase the success of the fruits of your labor!
Common Objections

- Students should be self-motivated
- Students should be accountable or punished
- I don’t have time to do this
- It’s not my job
- It’s not fair to treat students differently
- It won’t work – I’ve already tried that

Chandler & Dalquist, 2006

Directly Administer and Monitor

- After reviewing information and brainstorming with the team, provide written and vocal description of the intervention
- Model application with the student in the classroom setting

Directly Administer and Monitor

- Observe staff implementing interventions
  - Teach and Reinforce
  - Revise intervention plan as needed
  - On-going monitoring and communication with staff
Lack of Support Available to Implement

• Fidelity is perhaps #1 issue affecting success of behavior plans
• May not have resources to implement all day long
• Start with small period of day with 100% fidelity, then “break down intervention,” then expand to other times of day

Staff Support

• Be encouraging and responsive to questions and requests
• Prep staff on importance of taking care of themselves
• QTIP (Quit Taking in Personally)
# Functional Analysis Data Collection

Student Name: ____________________  Assessor: ____________________

Grade: ____________________  Teacher: ____________________

Target Behavior: ___________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Control</th>
<th>Escape</th>
<th>Attention</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean PB

---

Adapted from the Florida Center on Self Injury
## Classroom Based Functional Analysis Data Sheet

**Student Name:** ____________________  **Assessor:** ____________________

**Grade:** ____________________  **Teacher:** ____________________

**Target Behavior:** ____________________  (Record +/- for each probe)

<table>
<thead>
<tr>
<th>Trial</th>
<th>Attention</th>
<th>Escape</th>
<th>Automatic</th>
<th>Tangible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>Test</td>
<td>Control</td>
<td>Test</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**% PB**

Adapted from the Florida Center on Self Injury