Functional Behavior Assessment

A Problem Solving Process for Addressing Student Behavior
What behaviors are you seeing in your classroom?

Get up and talk to someone you are NOT sitting by, and list some of the challenging behaviors you are seeing in your classroom.

Journal
How did this happen? Why did this need to happen? What can we do to fix this?
Journal

How did this happen? What did the dad do wrong? What should he have done?
Why Can’t We Hold Parents Accountable Any More?

Posted March 9, 2012 by Oldschoolteach in Blogging about Education, Education Blog, Elementary Education Blog, Parent Accountability, Teacher issues. Tagged: holding parents accountable, parent accountability, parent responsibility in the classroom. 39 Comments
LEFT SIDE - AGREE WITH ARTICLE

RIGHT SIDE - DISAGREE WITH ARTICLE
God—grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.
Functional Behavior Assessment

A Problem Solving Process for Addressing Student Behavior
What is it?

A process of gathering information to MAXIMIZE behavioral supports
What do you look for?

Any events related to behavior: what happens before the behavior occurs, what happens when the behavior occurs, and consequences that maintain the behavior.
When there is a PATTERN of challenging behavior and when current plans are not resulting in positive behaviors.

When Should We think About Conducting a Functional Behavior Assessment?
What are the major functions of behavior?

During or after the behavior occurs, the student receives attention, activities, or something tangible.

During or after the behavior occurs, the student is able to escape or avoid/postpone something undesirable.

During or after the behavior occurs, the student receives an sensory experience - either positive or negative.
How can I start assessing the function of the behavior of students in my class?
(A) Antecedent (B) Behavior (C) Consequence Chart

Use this chart to record details about your child’s problematic behavior. It is also helpful to note how often the behavior occurs.

<table>
<thead>
<tr>
<th>Setting event [Describe the setting where the behavior occurs.]</th>
<th>Antecedent [Describe what happens right before the behavior occurs.]</th>
<th>Behavior [Describe the behavior.]</th>
<th>Consequence [Describe what happens as a consequence of the behavior.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 10:20 a.m., 10/3/10; Reading circle</td>
<td>Example: Teacher asks students to move into reading groups.</td>
<td>Example: Robin starts whistling very loudly.</td>
<td>Example: Other students act annoyed, reading circle is delayed.</td>
</tr>
</tbody>
</table>
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A Problem-Solving Process for Addressing Student Behavior
Let's practice!

Complete the ABC chart for the video below. What are the major functions of this child's behavior?
Journal

How do you see yourself using FBA's this year? What are some simple steps you can take to become more acquainted with the process.