



The Parent Information Center of Delaware

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Functional Behavioral Assessment (FBA)

AT A GLANCE

A Functional Behavioral Assessment (FBA) is a problem-solving approach that is often used by a school team to help find out why a child behaves in a certain way. An FBA is a collection of information about your child's behavior at different times and during different settings. An FBA may be needed when a parent and school are concerned about a child's recurrent inappropriate behaviors.

Does your child frequently display some of the following behaviors?

- **Disruptive:** *interrupts others, puts his hands on others, shouts at others, makes noises that are distracting or inappropriate*
- **Attention:** *has difficulty staying focused on his work, frequently day dreams, is constantly moving, often doesn't know what was just said, is easily distracted, doesn't finish his work*
- **Risky:** *uses his body to communicate with others by kicking, punching, etc., causes damage to his surroundings, verbally or physically threatens other students and teachers*
- **Obsessive:** *makes repetitive movements or acts; has unreasonable need for sameness*
- **Socially Inappropriate:** *demonstrates behaviors that attract attention and may interfere with your child's success in school and his relationships with peers*

The following individuals may be involved in the FBA process:

- Parent(s)
- Student
- Teacher
- Social worker
- School psychologist
- Agency provider
- Guidance counselor
- Case manager
- Behavior specialist or interventionist
- Nurse
- Special education coordinator
- Others working with your child or who have knowledge of your child

For more information visit www.picofdel.org or call (302) 999-7394

PIC is a statewide non-profit organization with a mission to advance effective parent engagement in education.

Input may be collected in a variety of ways, and from a variety of sources, during a time period of weeks or months:

- **Direct Observation** is observing a child in different classrooms and settings to see how he interacts with other students and instructional staff.
- **Data collection** can be obtained from teachers who are keeping record of certain behaviors.
- **Behavior rating scales and checklists** may be used by teachers and parents to share their opinions and observations of behavior based on a rating scale.
- **Surveys, interviews or questionnaires** may be requested of parents so they can provide information about how their child behaves at home while doing homework, working on the computer, interacting with siblings, etc. When appropriate, the student may also participate in providing feedback.

Parents and school teams will want to consider the following questions when conducting a Functional Behavioral Assessment (FBA):

- What is the nature of the child's disability?
- Are there biological or emotional factors related to the child's disability?
- What does the behavior look like?
- How often does the behavior occur (in an hour, day, week)?
- Where does the behavior occur (location)?
- What did the child accomplish as a result of his behavior?
- What were the consequences for the child after the behavior?
- What positive behavior strategies and supports are currently in place for the child?
- Is the child currently receiving any additional services?
- What are the child's strengths and preferences?
- Are there particular motivators for the child?
- Has the child had an opportunity to talk about why they do certain things?
- Does the child express an understanding of their behavior?
- What is the skill level of the child?
- Are the behaviors in question new behaviors?



What happens after a Functional Behavioral Assessment (FBA) is complete?

Data collected from the Functional Behavioral Assessment will be used to help guide the team in developing a Positive Behavior Support Plan or Behavior Intervention Plan (BIP) for the child.

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