



Session 1

EDSPE 520Y



Our agenda this evening...

- Welcome
- Overview of EDSPE520Y
 - Introductions
 - Syllabus
 - Course website
- Definitions of FBA
- Regulations regarding FBA
- Defining problem behavior
- Selecting dimensions of behavior to measure



Defining Functional Assessment

FBA

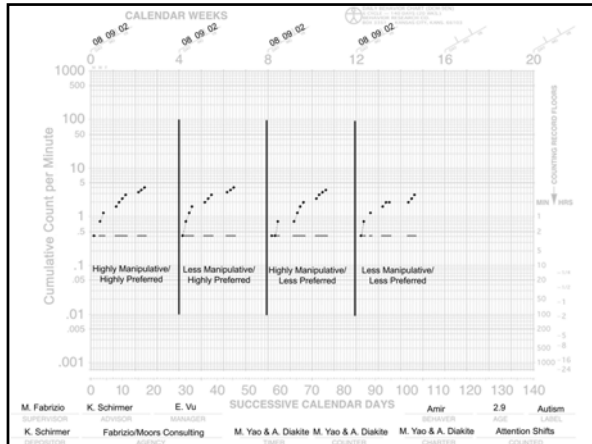
- IS:
 - A conceptual framework
 - A collection of procedures designed to yield information about what consequences are maintaining a problem behavior
 - Federally mandated part of the IEP for any child exhibiting significant behavior problems

FBA

- IS NOT:
 - A set of forms

Clarification of some terms

- Functional Assessment
 - A general term applied to the informal assessment of problem behavior
- Functional Analysis
 - A specific term only applied to the systematic manipulation of variables under controlled conditions used in advanced functional assessments



The outcomes of completing an FBA

- A clear description of the problem behavior
- A clear description of events that *predict* problem behavior
- A clear description of events that *follow* problem behavior
- A hypothesis about why the problem behavior occurs


Federal and State Regulations Related to Functional Assessment

- Federal Regulations
 - IDEA 1997

- The [IEP] team should explore the need for strategies and support systems to address any behavior that may impede the learning of the child with the disability or the learning of his or her peers (614(d)(3)(B)(i));
- In response to disciplinary actions by school personnel, the IEP team should, within 10 days, meet to formulate a functional behavioral assessment plan to collect data for developing a behavior intervention plan, or if a behavior intervention plan already exists, the team must review and revise it (as necessary), to ensure that it addresses the behavior upon which disciplinary action is predicated (615(k)(1)(B)); and
- States shall address the needs of in-service and pre-service personnel (including professionals and paraprofessionals who provide special education, general education, related services, or early intervention services) as they relate to developing and implementing positive intervention strategies (653(c)(3)(D)(vi)).

- State Regulations
 - Washington Administrative Code (392-172-377)

- Special education students with behavioral problems should already have a BSP
- If an FBA not already in place, team must meet to plan to conduct one no more than 10 days after tenth day of removal from school
- Once FBA completed, IEP team must meet to develop and implement BSP
- If a student already has a BSP, team must meet to determine whether plan is effective and must revise accordingly

Miscellaneous: 

OSPI Technical Assistance Paper #2: Discipline Procedures under IDEA

Defining and Measuring Problem Behavior

What is problem behavior?


- Any misbehavior that negatively affects a child's educational experience and that is a likely outcome of their disability.

Dimensions of behavior

- All real things have dimensions
- Human behavior has dimensions
 - Topography
 - Intensity
 - Extensity
 - Latency
 - Duration
 - Rate


Topography

- The path traced through space by a response
- Often what "grabs our attention"
- With problem behavior, the topography is the concern NOT the function




Intensity

- The amount of force per occurrence with which a response occurs



Extensity

- The amount of physical space covered by a response



Latency

- The amount of time that passes between a discriminative stimulus and a response

Duration

- The amount of time a response takes to occur

Rate

- How often a response occurs per unit of time

Please note!!

- Percent correct is NOT a dimension of behavior
- It does not exist in the real world
- It cannot be directly manipulated
- You may not select percent correct as your baseline measure for the FBA and BSP you will develop

Assignments
(due at next class meeting)

- o study questions from Martin & Pear (page 256)
- o study questions on notes from Martin & Pear (page 259)
- o identify one problem behavior for your FBA and also identify the dimension of the behavior you plan to measure

Readings to complete before Session 2

- o chapter 1 from O'Neil
- o CECP website: Part I: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plan
- o Martin, G. & Pear, J. (1998). Direct behavioral assessment: What to record and how. In G. Martin's & J. Pear's *Behavior modification: What it is and how to do it*. Upper Saddle River, New Jersey: Prentice Hall.
- o Chapter 2 from O'Neil
- o CECP website: Part II: Conducting a Functional Behavioral Assessment
- o Cooper, J. (1981). Observational recording. In J.O. Cooper's *Measuring behavior*. Columbus, OH: Charles E. Merrill Publishing Company
