

Contents

PART I. Using Functional Behavioral Assessment in Schools: Context and Framework

1. Functional Behavioral Assessment in Schools: Historical Background and the Current Context	3
<i>Robert E. O'Neill and Kaitlin Bundock</i>	
Introduction	3
Historical Perspectives on FBA	4
Basic Components of the FBA Process	4
FBA Procedures in School Settings	5
Best-Practice Recommendations	10
Summary and Conclusions	14
2. Functional Behavioral Assessment in Schools: Thinking Functionally across All Tiers of Behavior Support	15
The Current Context Regarding Problem Behavior in Schools	
Overview of SWPBS	16
Thinking Functionally about Problem Behavior	18
Tier 1 and FBA	21
Tier 2 and FBA	24
Tier 3 and FBA	27
Intervention: What Steps Are Involved in Evaluating and Modifying a BSP?	31
Supplementary Section	34

PART II. Embedding Functional Behavioral Assessment within School Systems: Case Examples

3. Conducting a Functional Behavioral Assessment	39
Introduction	39
The Assessment Process	40
Supplementary Section	64
4. Designing a Behavior Support Plan	66
Introduction	66
Competing Behaviors	68

Contextual Fit	73
Individualizing the BSP	74
Documenting a BSP	76
Supplementary Section	82

5. Evaluating and Modifying the Behavior Support Plan	83
Introduction	83
Rationale	83
Critical Elements	84
Data-Based Decisions	94
Maintenance Plan	97

PART III. Using Functional Behavioral Assessment within School Systems: Building School-Based and District-Based Capacity

6. Who Will Be Involved in the Behavior Support Team and How Do You Get the Behavior Support Team to Work Together as a Team?	101
Introduction	101
Behavior Support Team Structure	102
Behavior Support Team: Core Team Membership	105
Core Behavior Support Team Roles and Responsibilities	107
How Do You Get the Behavior Support Team to Work Together as a Team?	109
Supplementary Section	118
7. How Do You Generate within-Building Capacity for Functional Behavioral Assessment on the Behavior Support Team?	122
Introduction	122
Requirements and Commitments	123
A Model for Generating within-Building Capacity	127
Leadership Models	129
Supplementary Section	131
8. Improving District Capacity to Deliver Basic FBA-BSP Support	134
<i>Kathleen Strickland-Cohen, Sheldon L. Loman, and Robert H. Horner</i>	
Introduction	134
The Challenge	134
Basic versus Complex Assessment and Behavior Support	136
Organizing a District to Deliver Basic Behavior Support	137
Establishing a Context to Deliver Individualized Behavior Supports	139
Building Capacity: Investing in Training School-Based Personnel	142
Training School-Based Personnel to Implement Basic Behavior Support	143
The Basic FBA to BSP Training Curriculum	144
Basic FBA to BSP Training Format	146
Empirical Support for Basic FBA-BSP	149
Implementing Basic FBA-BSP within Tiered Systems of Behavior Support	150

PART IV. Functional Behavioral Assessment as Applied to Specific Problems or Specific Populations

9. Functional Behavioral Assessment for Academic Concerns	153
<i>Courtenay A. Barrett and Donna M. Gilbertson</i>	
Introduction	153
The FBA Process and an Examination of Academic Performance	154
Gather Data for Referral	155
Develop a Testable Hypothesis for Function of Behavior	159

Develop Initial Supports for Individual Intervention 160
 Implement Supports and Monitor Change 162
 Case Examples 163
 Conclusion 180

10. Functional Behavioral Assessment with Preschool-Age Children 182

Introduction 182
 Is the FBA-BSP Process Warranted in Early Childhood Education? 182
 Multi-Tiered SWPBS and ECE 183
 Problem Behavior in Young Children 187
 Functions of Problem Behavior in Young Children 189
 Can FBA-BSP Be Implemented in Typical ECE Settings with ECE Professionals? 190
 What Does FBA in ECE Look Like? 191
 What Is Unique about This Population That Needs to Be Considered for Both
 Assessment and Intervention? 192
 Case Example 196
 Conclusion 213

11. Technology Trends in Functional Behavioral Assessment and Intervention 214

J. Matt Jameson, Allison L. Bruhn, and Leanne S. Hawken
 Introduction 214
 Locating an App for Functional Assessment of Problem Behavior 216
 FBA Observational Data Collection Apps/Technology Resources 218
 Intervention Apps/Technology Resources 226
 Next Steps 235
 Web-Based Comprehensive Assessment and Intervention Technology: ISIS-SWIS 237
 Conclusion 239

Appendices

Appendix A. Request for Assistance Form 243
Appendix B. Functional Behavioral Assessment–Behavior Support Plan Protocol (F-BSP Protocol) 245
Appendix C. Functional Assessment Checklist for Teachers and Staff (FACTS) 261
Appendix D. Student-Guided Functional Assessment Interview (Primary) 265
Appendix E. Assessing Activity Routines Form 267
Appendix F. Brief Functional Assessment Interview Form 268
Appendix G. Functional Assessment Observation Form 269
Appendix H. A Checklist for Assessing the Quality of Behavior Support Planning: Does the Plan (or Planning Process) Have These Features? 270

References 271

Index 283

Purchasers can download and print select materials from www.guilford.com/crone-forms.