

# Functional Behavior Assessments: What Families Should Know webinar



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Executive Director

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[www.FormedFamiliesForward.org](http://www.FormedFamiliesForward.org)

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# Formed Families Forward - who we are...

- A family-led resource center in Northern Virginia supporting foster, adoptive and kinship families who are raising children, youth & young adults with disabilities and other specialized needs, and professionals who work with our families.
- We offer free training, consultations to families, events, resources, and systems navigation. Also - peer support groups; Resource Directory; *Learning Your Way* self-paced classes; parenting classes, videos and other resources.
- Family partner to Virginia Tiered Systems of Supports (VTSS; a VDOE project)

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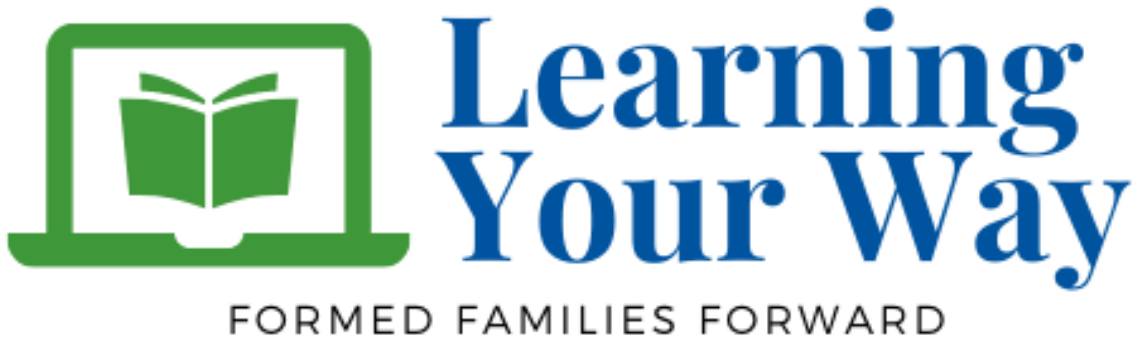
## Fall/Winter Webinars:

December 12 - **Making the Most of Your Child's Individualized Education Program (IEP): The '411' on Creating Effective IEP Goals** webinar



Tuesdays, January 7, 14, 21, 29 - **Fetal Alcohol Spectrum Disorders webinar series** (registration TBA)

IN-PERSON, December 16 (lunch or dinnertime) in Alexandria city, **Staying Safe and Calm Over Winter Break and Beyond**



**Register at**

**<https://bit.ly/FFFLYWfall24>**

- Free, on-line, on-demand learning
- Self-paced & interactive
- Certificates of Completion
- 7 Courses Available:
  - Special Education 101
  - Constructive Communication & Collaboration
  - Special Education Dispute Resolution
  - Trauma 101
  - Kinship Care
  - Other Health Impairment
  - Positive Parenting



## Basketball Game with GMU College Buddies

Saturday, November 23, 2 PM at Eagle Bank Arena, GMU Fairfax Campus

Free tickets for children/youth age 7 and older and their parents/caregivers

Children sit with Alpha Xi Delta sisters and then can meet players after game.

**Register at**

**<https://www.zeffy.com/ticketing/basketball-buddies-for-formed-families>**

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# The Why of Behaviors

To support a child in changing behaviors, we have to understand the “problem” behavior.



A few words about the words  
“Problem Behavior”



## What is an FBA?



- Process (not a document alone)
- Team-based
- Seeks to identify the relationship of targeted serious and intense behavior to the environmental events before and after the behavior.
- Includes a statement, typically called a hypothesis, which is the team's roadmap to developing a behavior intervention/ support plan (BIP).
- Research-based, good FBAs are effective in schools (e.g., Anderson & Long, 2002; Dwyer et al., 2011; Iovannone et al., 2009)
- Is considered the “gold standard” and the core for individualized behavior interventions and supports.

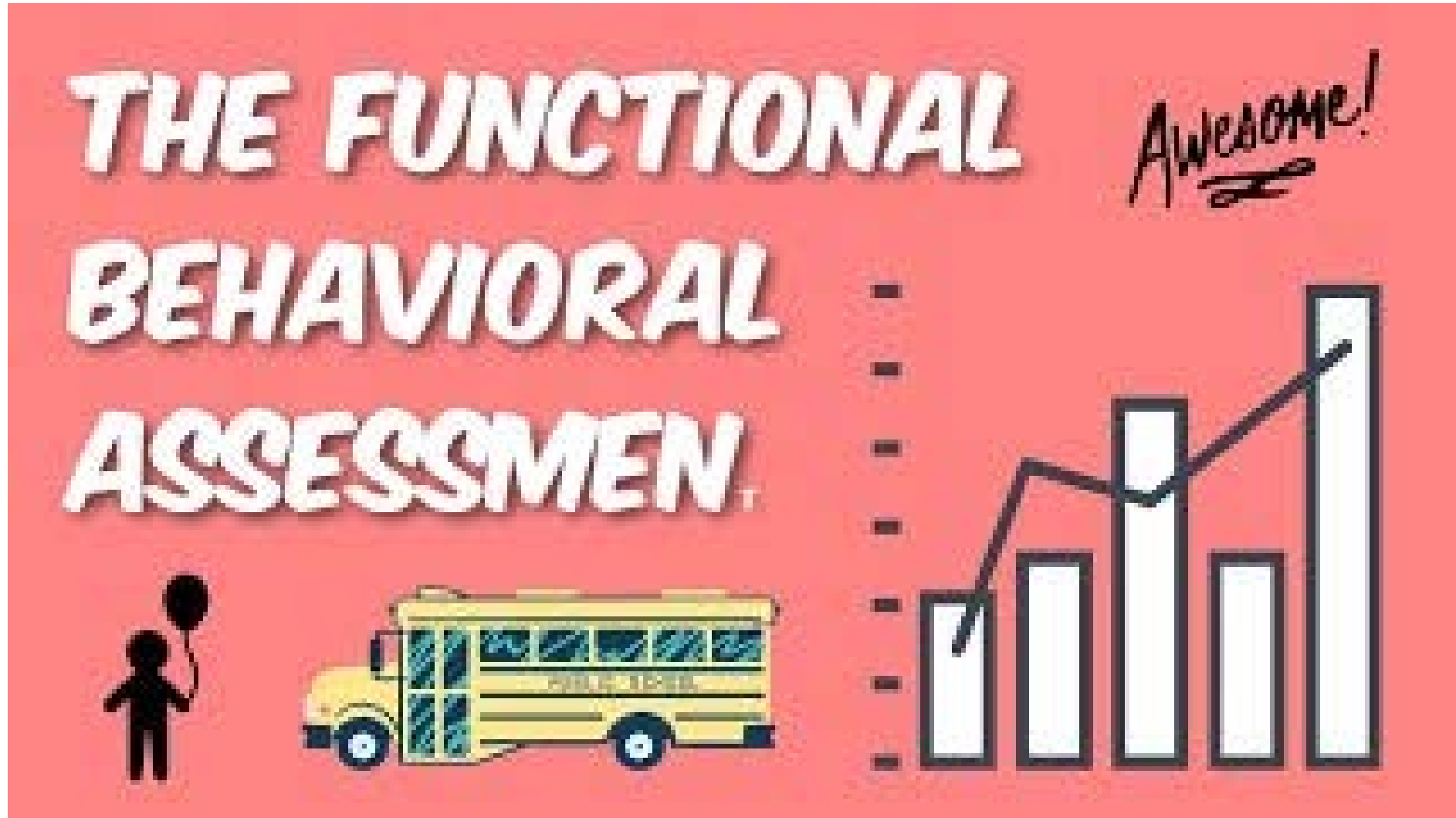
In short: Functional behavioral assessment is a process for identifying the events that reliably predict and maintain problem behavior.

# Problem Behaviors Serve a Function

- Problem behaviors, like most behaviors, do not keep occurring unless they serve a function, or meet a need.
- Common functions include escaping or avoiding encounters with a particular person or activity; and seeking attention, approval or reward; they may be trying to control something.
- Getting good grades and skipping school are behaviors that get adult attention.
- Very different behaviors often serve the same function.
- The outcomes of these behaviors are very different for the child.



# FBA Overview Video



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# Reference to FBAs in Va. special education regulations

"**Functional behavioral assessment**" means a process to determine the underlying cause or functions of a child's behavior that impede the learning of the child with a disability or the learning of the child's peers. A **functional behavioral assessment** may include a review of existing data or new testing data or evaluation as determined by the IEP team. (8VAC20-81-10. Definitions.)

## Consent

1. Required parental consent. Informed parental consent is required before:
  - a. Conducting an initial evaluation or reevaluation, including a **functional behavioral assessment** if such assessment is not a review of existing data conducted at an IEP meeting;
2. Parental consent not required. Parental consent is not required before:
  - a. Review of existing data as part of an evaluation or a reevaluation, including a **functional behavioral assessment**; (8VAC20-81-170. Procedural safeguards.)

# More references in IDEA

## A. General.

1. A child with a disability shall be entitled to the same due process rights that all children are entitled to under the Code of Virginia and the local educational agency's disciplinary policies and procedures.
2. **In the event that the child's behavior impedes the child's learning or that of others**, the IEP team shall consider the use of positive behavioral interventions, strategies, and supports to address the behavior. The IEP team shall consider either:
  - a. Developing goals and services specific to the child's behavioral needs; or
  - b. Conducting a **functional behavioral assessment** and determining the need for a behavioral intervention plan to address the child's behavioral needs...



## & more references in IDEA

### Discipline

#### 6. Services during long-term removals..

- a. A child with a disability who is long-term removed receives services during the disciplinary removal so as to enable the student to: (34 CFR 300.530(d))
  - (1) Continue to receive educational services so as to enable the student to continue to participate in the general educational curriculum, although in another setting;
  - (2) Continue to receive those services and modifications including those described in the child's current IEP that will enable the child to progress toward meeting the IEP goals; and
  - (3) Receive, as appropriate, **a functional behavioral assessment**, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur...

## **Discipline - D. Manifestation determination.**

1. Manifestation determination is required if the local educational agency is contemplating a removal that constitutes a change in placement for a child with a disability who has violated a code of student conduct ...
6. If the IEP team determines that the child's behavior **was a manifestation of the child's disability:**
  - a. The IEP team shall return the child to the placement from which the child was removed unless the parent and the local educational agency agree to a change in placement as part of the modification of the behavioral intervention plan. ...
    - (1) Conduct a **functional behavioral assessment**, unless the local educational agency had conducted this assessment before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan for the child.

## Discipline - D. Manifestation determination. (Continued)

(a) A **functional behavioral assessment** may include a review of existing data or new testing data or evaluation as determined by the IEP team.

(b) If the IEP team determines that the **functional behavioral assessment** will include obtaining new testing data or evaluation, then the parent is entitled to an independent educational evaluation ...if the parent disagrees with the evaluation or a component of the evaluation obtained by the local educational agency; or

(2) If a behavioral intervention plan already has been developed, review this plan, and modify it, as necessary, to address the behavior. 8VAC20-81-160.

# Virginia FBA Guidance

VIRGINIA DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES



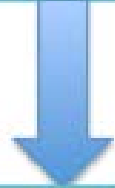
**GUIDELINES FOR CONDUCTING FUNCTIONAL  
BEHAVIORAL ASSESSMENT AND DEVELOPING POSITIVE  
BEHAVIOR INTERVENTION AND SUPPORTS/STRATEGIES**

2015

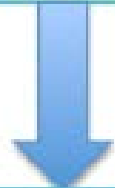
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**Steps in  
the FBA/  
BIP  
Process**

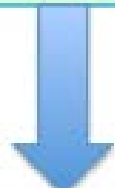
FBA: Indirect Assessment of Problem Behavior



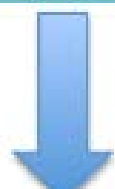
FBA: Direct Assessment of Problem Behavior



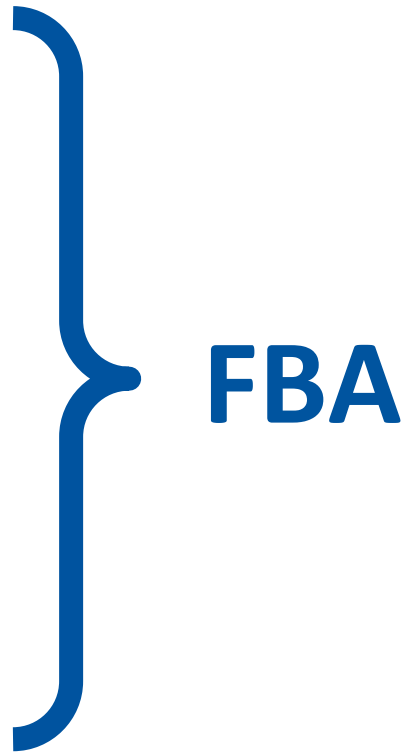
FBA: Hypothesis for Function of Problem Behavior



BIP: Identify Replacement Behavior: Write Behavioral Objective



BIP: Write Behavioral Intervention Plan: Assess Reinforcer Preferences



**FBA**



## Main Outcomes of an FBA



- Operationally **define** problem behaviors
- Describe conditions under which behaviors are **likely and not likely** to occur
- Identify the **function** of the behavior and reinforcers that maintain the behavior
- Develop **hypotheses** that describe specific behaviors, a specific type of situation in which they occur, and the outcomes or reinforcers that maintain them in that situation
- **Collect data** and information to test hypotheses

# Who conducts the FBA in Schools?

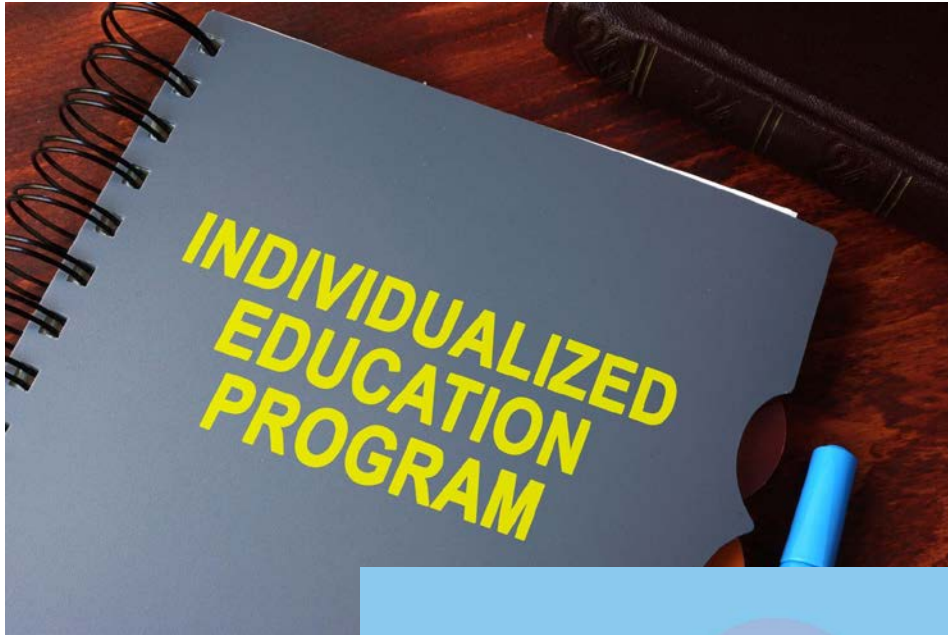
- Behavior Specialist leads the FBA and the team; sometimes this is a Board Certified Behavior Analyst, BCBA
- Teachers
- Aides who spend time supporting the student; could be Registered Behavior Technician (RBT)
- Clinical Staff such as School Psychologist, School Social Worker, Counselor
- Family members
- Others

# Values behind FBAs

- Behavioral support must be conducted with the **dignity** of the person as the highest regard.
- The objective is **not to define and eliminate undesirable behavior**, but rather to understand the structure and function of the behavior in order to **teach and develop effective alternatives**.
- Honor **Confidentiality, Informed Consent, and Cultural Sensitivity**.



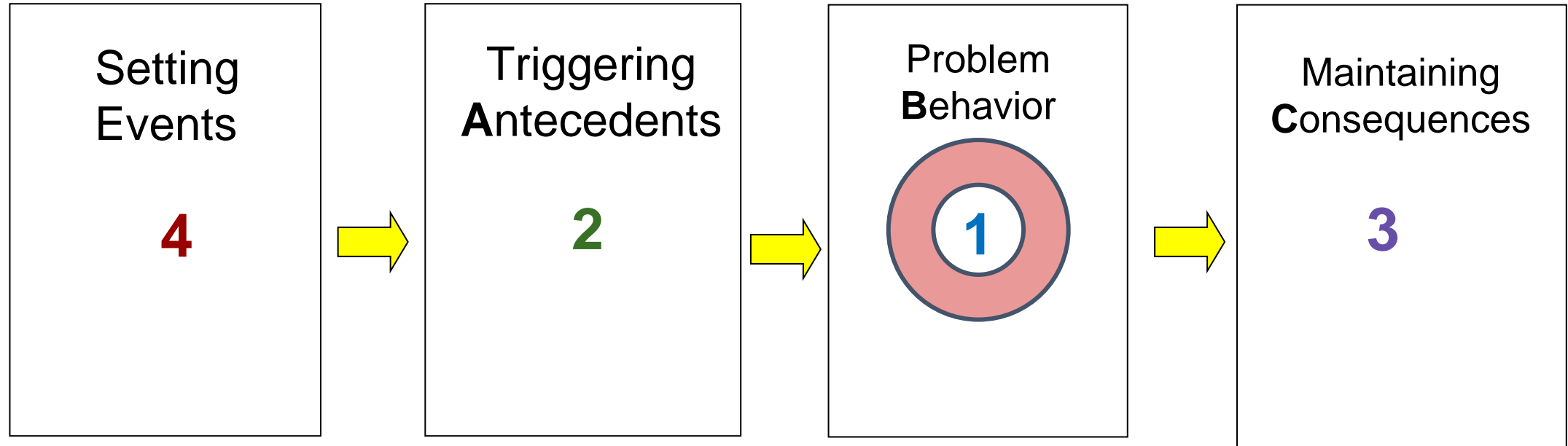
# Can be Part of IEPs but Not a Last Resort






‘One barrier to effective Tier 3 implementation that schools face is the misperception that functional behavior assessment (FBA) is only for students with IEPs or is a “last resort” to be used by district-level behavior specialists or outside experts to create comprehensive, time intensive behavior support plans (BSPs) only when problem behavior has begun to significantly impact educational success...’

Center on PBIS. (2022). Tier 3 Brief Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

# FBA Pieces that Guide Hypothesis



# Applying Behavior Principles: Reinforcement & Punishment

Antecedent →	Behavior →	Consequence	Occurrence of the Behavior
Dajè's teacher passes out class work. 	Dajè completes the work quickly and accurately.	Dajè gets to play a math game on the computer.	Dajè continues to complete her work quickly and accurately. <b>(positive reinforcement)</b>
Dawson's teacher passes out class work. 	Dawson completes the work quickly and accurately.	Dawson receives more worksheets to complete.	Dawson completes his worksheets more slowly. <b>(punishment)</b>
Cheralynn's teacher passes out class work. 	Cheralynn makes a rude comment.	Cheralynn has to stand in the hallway—but she also gets out of doing the assignment.	Cheralynn's rude comments increase. <b>(negative reinforcement)</b>

Source: IRIS Center, Vanderbilt University

Trish is aggressive.	Trish hits and kicks other students during recess when she does not get her way.
<b>Carlos is disruptive.</b>	<p>Carlos makes inappropriate comments during class discussion.</p> <p>Carlos uses foul language in response to questions from the teacher or classmates.</p>
<b>Jan is hyperactive.</b>	<p>Jan leaves her assigned area without permission.</p> <p>She completes small portions of her independent work.</p> <p>She blurts out answers without raising her hand.</p>
<b>Danny is irresponsible.</b>	<p>Danny does not have his supplies ready to start an assignment.</p> <p>He disrupts others around him to borrow a pencil.</p> <p>When he does have a pencil, he spends most of his time at the pencil sharpener across the room by the chalkboard</p>
<b>Natalie is a liar.</b>	<p>Natalie invents stories and insists that they are true.</p> <p>Her untruths often get other classmates in trouble.</p>
<b>Felipe is a tormenter.</b>	<p>Felipe makes fun of other students.</p> <p>He puts down his peers or calls them unkind names or pokes them in the arm and then he laughs about his actions</p>
<p><b>Renee is a busy-body.</b></p> <p>Source: Parents Reaching Out “Positive Directions for Student Behavior”, 2008.</p>	<p>Renee talks constantly in class.</p> <p>She interrupts other during study time with conversations that are not related to the assignment or classroom activities.</p> <p>She roams the room to “help” others instead of completing her assigned tasks.</p>

# Replacement Behaviors

## Problem behavior

Alicia yells out answers during class.

Devonte shoots spitballs during reading.

Tia refuses to do her work.  
her work quietly.

## Replacement behavior

Alicia raises her hand to be called  
on during class.

Devonte reads quietly during  
reading.

Tia begins



# Behavior - Strong Definitions

## Problem Behavior: **Off-task**

Definition: “Off-task” refers to engaging in activities or conversations that are not part of the teacher-assigned instructional activity.

EXAMPLES: walking around the classroom without permission, talking without permission, participating in non-assigned activities.

NONEXAMPLES: participating in a cooperative learning activity, raising his hand and waiting to be called on, talking with the teacher about the activity, leaving the assigned area with permission.

## Replacement Behavior: **On-task**

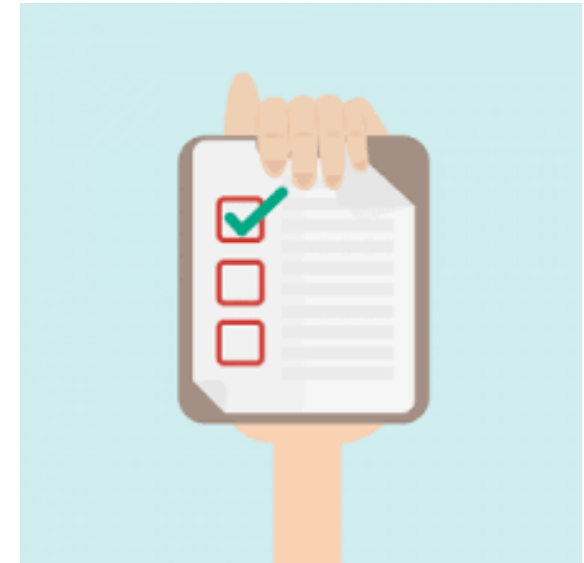
Definition: “On-task” refers to engaging in teacher-assigned activities or conversations that are part of the instructional activity.

EXAMPLES: participating in a class discussion, completing teacher-requested assignments (e.g., worksheets, writing activities), waiting to be called on, seeking clarification about an assignment from the teacher or a peer (with permission).

NONEXAMPLES: talking without permission, leaving the assigned instructional area without permission, participating in non-assigned activities.

# Data Collection Methods

- **INDIRECT**- Teacher interview (ex., March et al. FACTS)
- **DIRECT**- Observation (ex., ABC form, Functional Behavior Assessment Observation Form)
- Record review
- Family Interview



# FACTS Indirect Assessment (staff interview)

## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.  
\_\_\_\_\_  
\_\_\_\_\_

Step 3 **Problem Behavior(s): Identify problem behaviors**

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
<input type="checkbox"/> Verbally Inappropriate			
<input type="checkbox"/> Self-injury			

Describe problem behavior: \_\_\_\_\_

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low 1	2	3	4	5	High 6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Step 5 **Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

## Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2 **Routine/Activities/Context:** Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
<input type="checkbox"/> illness      Other: _____ <input type="checkbox"/> drug use      _____ <input type="checkbox"/> negative social _____ <input type="checkbox"/> conflict at home _____ <input type="checkbox"/> academic failure _____	<input type="checkbox"/> reprimand/correction      _____ structured activity <input type="checkbox"/> physical demands      _____ unstructured time <input type="checkbox"/> socially isolated      _____ tasks too boring <input type="checkbox"/> with peers      _____ activity too long <input type="checkbox"/> Other      _____ tasks too difficult _____

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention      Other: _____ <input type="checkbox"/> peer attention      _____ <input type="checkbox"/> preferred activity      _____ <input type="checkbox"/> money/things      _____	<input type="checkbox"/> hard tasks      Other: _____ <input type="checkbox"/> reprimands      _____ <input type="checkbox"/> peer negatives      _____ <input type="checkbox"/> physical effort      _____ <input type="checkbox"/> adult attention      _____

### SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Step 6

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 7 **How confident are you that the Summary of Behavior is accurate?**

Not very confident	1	2	3	4	5	Very Confident
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Step 8 **What current efforts have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
<input type="checkbox"/> schedule change      Other: _____ <input type="checkbox"/> seating change      _____ <input type="checkbox"/> curriculum change      _____	<input type="checkbox"/> reprimand      Other: _____ <input type="checkbox"/> office referral      _____ <input type="checkbox"/> detention      _____

## Functional Behavioral Assessment Teacher Interview Form

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an intervention conducted with Trish's science teacher.

Interviewer(s) \_\_\_\_\_ Ms. Day \_\_\_\_\_ Date(s) \_\_\_\_\_ 4/01/01 \_\_\_\_\_

Student(s) \_\_\_\_\_ Trish \_\_\_\_\_

Respondent(s) \_\_\_\_\_ Mr. Smith \_\_\_\_\_ Title Science Teacher \_\_\_\_\_

**1. Describe the behavior of concern.**

"Trish makes what she thinks are funny comments during my instruction, they cause disruption and really interfere with her learning and the learning of her classmates."

**2. How often does the behavior occur?**

"It occurs on average three times per week."

**How long does it last?**

"The behavior only last about 3 minutes."

**How intense is the behavior?**

"It varies, most of the time it is not too intense."

**3. What is happening when the behavior occurs?**

"Group discussions, usually when discussing what students learned from the previous nights reading assignment."

**4. When/where is the behavior most/least likely to occur?**

"Trish does not behave this way when she is working alone or on small cooperative group projects."

**5. With whom is the behavior most/least likely to occur?**

"There does not seem to be an individual or group, Trish usually acts up when she thinks the work is too hard."

**6. What conditions are most likely to precipitate ("set off") the behavior?**

"When the class is asked to take out their notes on the reading assignment from the previous night."

**7. How can you tell the behavior is about to start?**

"Yes, I can predict pretty accurately what will cause Trish to act up."

**8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses.**

"The class looks at Trish and smiles; actually there are times I can't help laughing myself, she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost."

# FORWARD

## Functional Behavioral Assessment Teacher Interview Form

**9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way?**

**What does the student get or avoid?**

“I think she really enjoys the attention. But, there are other more appropriate ways for her to get attention.”

**10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context?**

“Maybe if she contributed to the discussion instead of getting us all off track.”

**11. What other information might contribute to creating an effective behavioral intervention plan (e.g., under what conditions does the behavior not occur?)**

“Trish is quite likeable and sometimes has important information to offer, but we don’t get to see that side often.”

**12. Who should be involved in the planning and implementation of the behavioral intervention plan?**

“I would certainly think all of her teachers, her parents, school and division officials, and I think Trish would provide valuable insight to the plan.”

Source: Gable, Quinn, Rutherford, & Howell (1998)

ABC OBSERVATION FORM

Student Name: Trish S. Observation Date: 10/5  
 Observer: R. Day Time: 9:40-9:55 a.m.  
 Activity: disruptive behavior Class Period: 3

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<i>Teacher begins – tells students to look at board.</i>	<i>Trish looks around room and at other kids.</i>	<i>Teacher continues lesson; ignores Trish.</i>
<i>Teacher puts examples on board and asks class to work problems.</i>	<i>Trish looks around and calls to Ben.</i>	<i>Teacher asks for quiet.</i>
<i>Teacher tells class to do 5 more problems.</i>	<i>Trish turns around and pokes Ben with pencil.</i>	<i>Teacher tells Trish, “get to work. NOW!”</i>
	<i>Trish calls out, “this is too hard.” She throws worksheet and book on floor.</i>	<i>Teacher demands that Trish come forward, get a hall pass, and go to the office.</i>

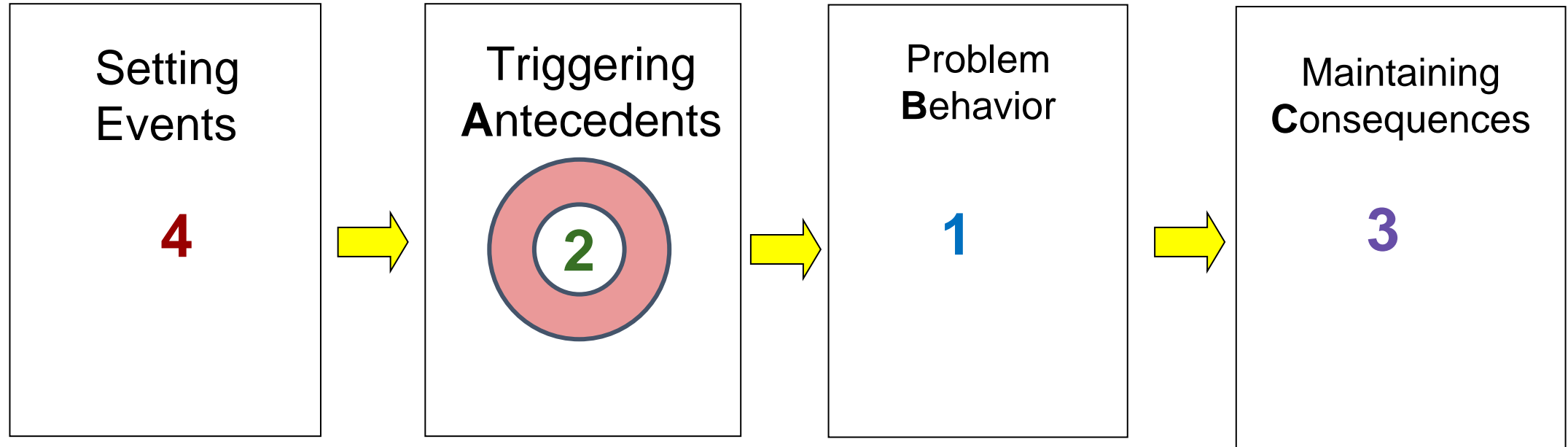
# Direct Observation

## Observations include:

- The number of events (frequency) of problem behavior
- The problem behaviors that occur, including intensity & duration
- When problem behaviors are most and least likely to occur
- Events that predict the problem behavior
- Perceptions about the maintaining functions of problem behaviors
- Actual consequences following problem behavior events



# FBA Pieces that Guide Hypothesis



# Some Common Antecedents

Frustration due to:

- Response ignorance
- Complex materials, lacking in appropriate adaptations
- Lack of functional vocabulary to communicate
- Goal of performance interruption

Understimulation: Boredom

- Being ignored
- Meaningless repetition beyond criterion
- Nonfunctional activity
- Pacing too slowly

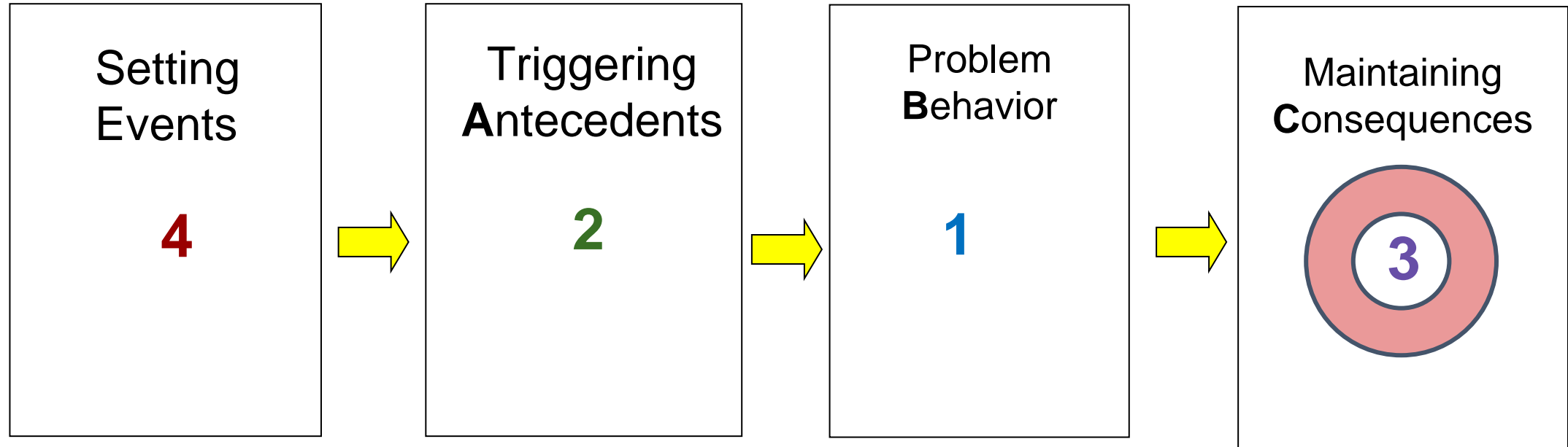
Overstimulation

- Environment: For example, number of students, noise
- Rate of physical prompting or verbalizations
- Pace of activity

Environmental expectation or models

Source: Alberto & Troutman

# FBA Pieces that Guide Hypothesis

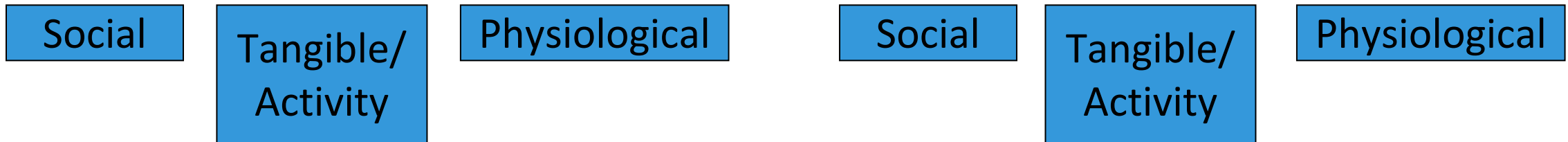


# Identifying Maintaining Consequences

**Given a Problem Behavior**

**Get**: Object, Activity, Sensation

**Avoid**: Object, Activity, Sensation



## Functions Served By Behavior

**Attention Seeking** - positive reinforcement- receiving attention increases the future rate or probability of student performing behavior again

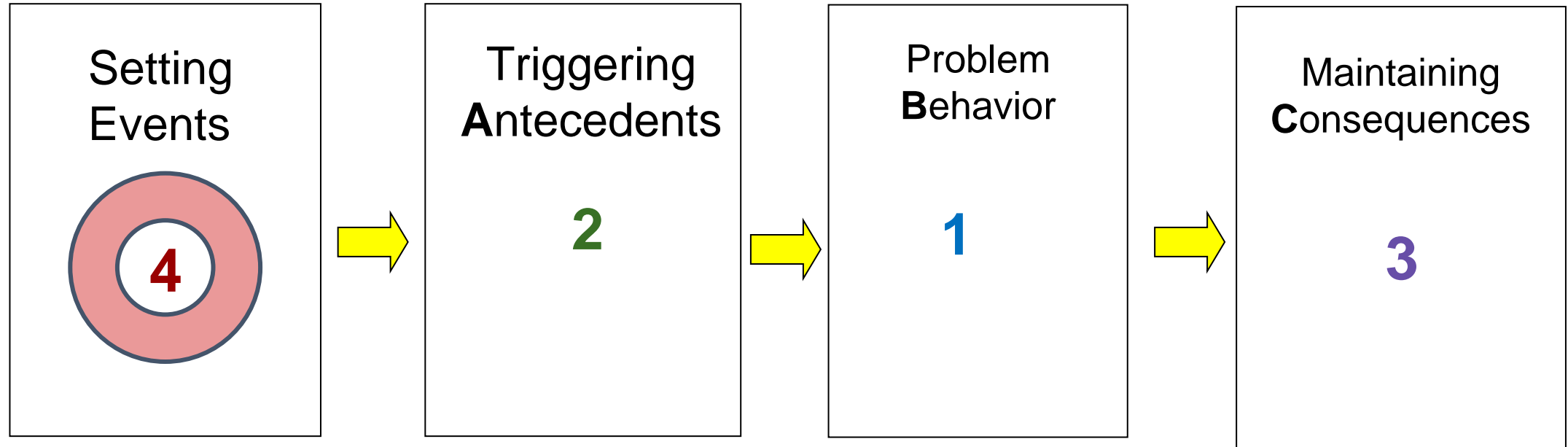
**Gain a tangible-** positive reinforcement

**Sensory feedback/stimulation-** positive automatic reinforcement; obtaining reinforcement from internal stimulation

**Means of escape/avoidance** - negative reinforcement- removing student from the interaction that is aversive increases the future rate or probability of student performing behavior again. Consider escape from External stimuli: touching, difficult task, change in routine, setting, physical discomfort, environmental discomfort, social embarrassment or Internal stimuli: earache, sinus pain, skin irritation, hunger, constipation, fatigue

**Also consider the nature of current reinforcement: desirability, quantity, intensity, scheduling**

# FBA Pieces that Guide Hypothesis



# Behavior is often predictable



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# Setting Events

- The setting, climate or context within which the behavior and the contingency occur.
- Immediately before problem behavior (proximal antecedent)
- Hours or days in advance of problem behavior (distal antecedent)
- Can include:
  - Environmental factors (noise, temperature, changes in schedule)
  - Social factors (encounter with a bully)
  - Physiological factors (side effects of medicine)

Source: Alberto & Troutman



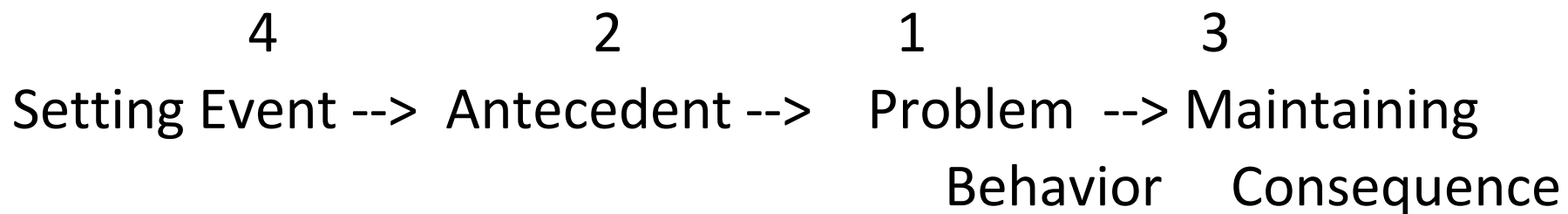
# Problem Behaviors are Contextual

Problem behaviors occur in response to environmental or ecological events and may have multiple causes.

<b>Classroom Environment</b>	<b>Child-Specific Condition</b>	<b>Setting Events</b>	<b>Instruction or Curriculum Issues</b>
Seating Noise level Disruptions Temperature Lighting	Nature of disability Medication effects Allergies Illness Anxiety Fatigue	Peer issues Teacher interaction New person(s)	Work too difficult Work too easy Assignment length Directions for tasks Transitions

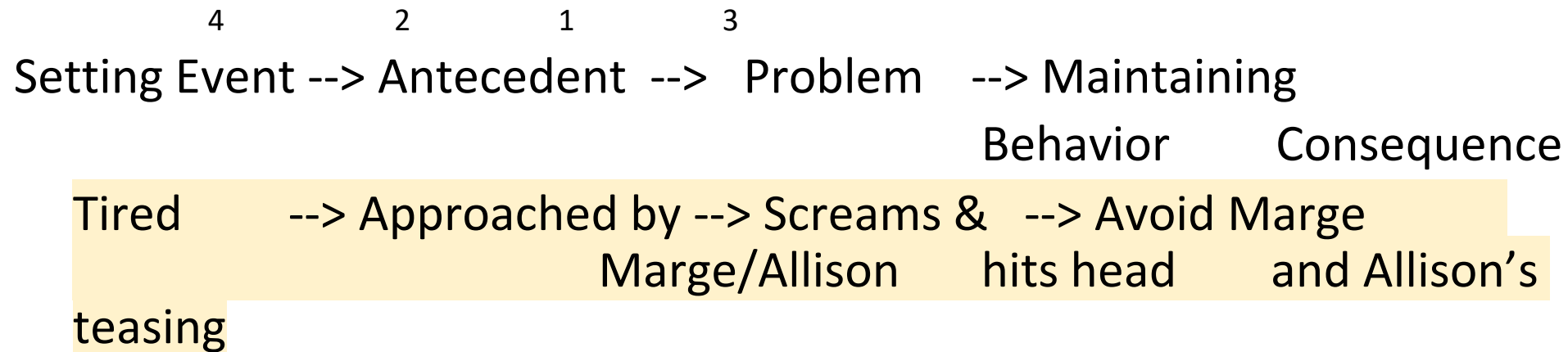
**Jason screams and hits his head when teased by his peers Marge or Allison. When he screams, Marge and Allison move away and leave Jason alone. This is more likely if Jason is tired.**

- Problem Behavior:
- Antecedent Event (Trigger):
- Maintaining Consequence:
- Possible Setting Event:



Jason screams and hits his head when teased by his peers Marge or Allison. When he screams, Marge and Allison move away and leave Jason alone. This is more likely if Jason is tired.

- Problem Behavior:
- Antecedent Event (Trigger):
- Maintaining Consequence:
- Possible Setting Event:



# Considerations for Formed Families

- Think of Consequences not only as actions by adults to the student but also what is maintaining for the student.
- Trauma Impact as a Setting Event
- Eligibility Implications
- Use the ABC behavior chain and hypothesis to help with behaviors anywhere!

# Trauma-informed assessments and evaluations

- **Trauma-focused** assessments- Target processes to determine presence of traumatic events, experiences, effects
  - For example, trauma screening
- **Trauma-informed** assessments- applying a trauma lens to all existing assessment processes, including those solely focused on academics
  - For example, trauma informed functional behavioral assessments (FBAs)
- Trauma-informed Family Engagement and Report Writing

(Rossen and Bateman, 2020)

# Critical Crossroads English & Spanish Resources

## Short videos on:

- The Impact of Trauma on Children with Disabilities
- Trauma-Informed Care for Children with Disabilities

## Checklists on:

- Trauma-Informed Student Evaluations
- Trauma-Informed IEPs

## Infographic on:

- How Trauma-Informed Care Benefits Children and Youth with Disabilities

## Find Resources at:

Web Address - <http://bit.ly/3Gzg1J1>



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## More on Setting Events

Circumstances in an individual's life, ranging from cultural influences to an uncomfortable environment, that temporarily alter the power of reinforcers

- Remember the importance of recognizing skill deficits that exist within child
- Ex. “Lagging Skills” (Ross Greene. [www.livesinthebalance.org](http://www.livesinthebalance.org))- difficulty handling transitions; difficulty expressing concerns, needs, thoughts in words; inflexible, inaccurate interpretations/ cognitive distortions, etc.
- Trauma as a ‘distal’ setting event

# What's Disability and What's History?

In determining if there is an **emotional disability**, teams should consider:

- Behaviors appropriate in one environment may be considered inappropriate in another
- Function of the behavior within the context of the student's experiences
- Need for specialized instruction and data from instruction and interventions to address social emotional skills and behavior
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) and other data from explicit behavior instruction



# Where is your leverage?

**Setting:** What near and far circumstances set up the behavior?  
(Ex. change in routine, babysitter, etc.)

**Antecedent:** What situations “set off” the behavior? (Ex. Getting activity started; asking him to turn off TV; transitions)

**Behavior:** How does our behavior impact the problem behavior itself?

**Consequence:** What is the “payoff” for this behavior?

# Common Functions

## SEAT

- Sensory
- Emotion
- Attention
- Tangible



# Formed Families Forward – Stay in Touch!

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EVALUATION



# Resources

Center on PBIS. (2022). Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/tier-3-comprehensive-functional-behavior-assessment-fba-guide>

Center on PBIS. (2022). Tier 3 Brief Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/tier-3-brief-functional-behavior-assessment-fba-guide>

Virginia Department of Education 2015 Guidelines for Conducting FBAs and Developing Positive Behavior Intervention and Supports/Strategies  
<https://www.doe.virginia.gov/home/showpublisheddocument/15644/638034223266870000>

Sample letter to request an FBA, from PEATC <https://peatc.org/wp-content/uploads/2023/03/Requesting-an-FBA-BIP.docx>

FFF's Critical Crossroads resources for Trauma & Disability <https://formedfamiliesforward.org/trauma-informed-care-for-families-impacted-by-disability/>