Step-by-Guide

FBA

This step-by-step practice guide outlines how to plan for, use, and monitor this practice.

BEFORE YOU BEGIN…

Each of the following points is important to address so that you can be sure this selected evidence-based practice is likely to address the target goal/behavior/skill of your learner with autism.

HAVE YOU FOUND OUT MORE INFORMATION ABOUT…?

☐ Identifying the target goal/behavior/skill…?

☐ Collecting baseline data through direct observation…?

☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered…?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (**https://afirm.fpg.unc.edu/selecting-ebp**).

For more information about this selected evidence-based practice, please visit **https://afirm.fpg.unc.edu/**.

> Keep in mind that this selected practice can be used to decrease inappropriate behaviors and increase appropriate behaviors.

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STEP 1: PLANNING FOR EBP

The planning step details the initial steps and considerations involved to prepare for using this practice with a learner with autism.

1.1   Establish a multidisciplinary team
Planning should begin with forming a multidisciplinary team that includes all individuals who have observed the learner exhibiting the interfering behavior.

**1.2   Identify and define interfering behavior**
Together, the team identifies the interfering behavior that is most problematic for the learner. Any behaviors that create safety concerns for the learner or others should be addressed first.

1.3   Review records of learner
In order to understand the selected interfering behavior, records should be reviewed (medical records, psychological evaluations, educational testing, Individualized Education Program (IEP) or Individual Family Service Plan (IFSP), incident reports, anecdotal notes, etc.)

1.4   Select assessment procedures
Team members will gather information concerning the behavior from formal/informal interviews and standardized behavior rating scales.
   📄 *The FBA Assessment Procedures can be used to select an assessment tool to observe the learner.*

1.5   Develop plan for collecting data
Data will need to be collected during times and settings where the interfering behavior occurs most often. Also, it is important to sample in other locations or at other times where the behavior might not occur. Data collection should be for a sufficient period of time to identify consistencies in the behavior.
   📄 *The FBA Planning Sheet can be used as a companion for completing the planning step.*

STEP 2: USING EBP

This step details the process of implementing this practice with a learner with autism.

**2.1   Collect data using selected assessment procedures**
During the planning stage, the team selected several assessment tools and/or interviews. These will need to be administered and data collected.
- *The Reinforcer Sampling can be used to determine activities and/or materials that will motivate the learner.*

2.2   Collect data on the occurrence of interfering behavior
Following the developed plan, the team collects data on the interfering behavior using direct observation methods. Using A-B-C data charts will help team members determine what happens right before the behavior (the antecedent), when the behavior that occurs (behavior), and what happens directly after the behavior (the consequence). Also, data tables (commonly referred to as scatterplots in the FBA literature) can be used for data collection in order to help team members determine when the behavior is occurring, the possible functions of the behavior, and times of the day when an intervention might be implemented to reduce the interfering behavior.
- *The ABC Data Collection can be used to understand the antecedent behavior and consequence.*
- *The Data Collection: Scatterplot form can be used to identify patterns.*

2.3   Analyze collected data
Analyze collected data to determine the function of the behavior. Behaviors typically fall into two categories of function: 1) to get or obtain something desired or 2) to escape or avoid.

2.4   Develop a hypothesis statement
Based upon the information gathered through assessments, interviews, and direct observations, the team develops a hypothesis statement. Be sure the hypothesis statement developed includes 1) the setting events, immediate antecedents, and immediate consequences that surround the interfering behavior, 2) a restatement and refinement of the description of the interfering behavior that is occurring, and 3) the function the behavior serves (i.e., get/obtain, escape/avoid).
- *The FBA Hypothesis Worksheet can be used to develop a hypothesis statement.*

2.5   Test the hypothesis to ensure it is correct
To test the developed hypothesis, modify the setting/activity to increase the probability that the behavior occurs. Testing can occur over several days or weeks to confirm the cause of the interfering behavior.

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STEP 2: USING EBP (CONTINUED)

2.6   Identify appropriate EBPs to address the interfering behavior

When team members understand the function of the behavior, evidence-based practices can be implemented to reduce the occurrence of the identified interfering behavior while increasing appropriate behaviors.

> 📄 *The Additional EBPs Chart can be used to determine which evidence-based practice(s) to use with the learner.*

2.7   Develop behavior intervention plan

After an EBP is identified, the team develops a behavior intervention plan. The BIP should include strategies for the following: 1) preventing the occurrence of the interfering behavior, 2) teaching or increasing the replacement behavior, and 3) increasing learning opportunities and social engagement.

> 📄 *The Behavior Intervention Plan can be used to develop the BIP.*

STEP 3: MONITORING EBP

The following step details how to monitor the use of this practice with a learner with autism and how to determine next steps based on the data.

3.1   Collect and analyze data

Team members need to collect data that focus on 1) the frequency, or how often, the behavior occurs using time sampling or event sampling, 2) how long (duration) the interfering behavior lasts when it occurs, and 3) frequency of use of replacement behavior(s) including how often the leaner uses the replaced behavior(s).

> 📄 *The FBA Time Sampling Form can be used to monitor the frequency of the behavior.*
> 📄 *The FBA Event Sampling Form can monitor the frequency of behaviors that are low frequency.*
> 📄 *The FBA Duration Behavior Form can monitor how long a behavior lasts.*
> 📄 *The Replacement Behavior Form can monitor strategies and interventions.*

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STEP 3: MONITORING EBP (CONTINUED)

3.2   Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using this practice and whether the learner with autism is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Are the selected evidence-based practices used with fidelity based upon the implementation checklists?
- Are all team members and staff members consistently using the identified strategies and responses to behavior?

If these issues have been addressed and the learner with autism continues not to show progress, consider selecting a different evidence-based practice to use with the learner with autism.

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