Education: Autism Spectrum Disorders: Functional Behavior Assessment

Topic Brief: "Functional Behavior Assessment: Preliminary Strategies". Pages 1-9. Utah State University.
http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Functional.pdf

Reaction Questions:

1. In your own words, what is functional behavior assessment and when should it be used?

2. Why is functional behavior assessment important to your stakeholders?

3. What do you see as the intended outcome(s) of functional behavior assessment?

4. Do you believe that functional behavior assessments are being implemented well in your school/district/state? Please give some examples from your experience.

5. From your experiences, do you believe there are implications for functional behavior assessment in your school/district/state?

6. What functional behavior assessment components (e.g., data collection, observation, data interpretation, hypothesis development, BIP development) are implemented well in your school/district/state?

7. In your opinion, what are the distinctions between direct and indirect functional behavior assessment?
    a. Which do you think that stakeholders are most comfortable using?
    b. Why?

8. Research indicates that a reduction in challenging behaviors is more effective when a student is taught a replacement behavior that serves the same function.
    a. Do you believe that this is being implemented well in your school/district/state?
    b. Give some examples that support your answer.

9. How might functional behavior assessment and focus on replacement behavior that serves the same function change in your school/district given the previous focus on changing behavior?

10. Explain how positive behavior supports are being used in your school/district/state.

Application Questions:

1. Who is involved in the functional behavior assessment process in your school/district? Are there people who should be involved who are not involved?

2. How do we bring everyone together, including the family of the student, and facilitate decision-making?

3. How can your school/district increase family involvement in the functional behavior assessment process?

4. How can functional behavior assessment be used as a proactive instead of a reactive process?

5. What processes/practices can we put into place to assist education personnel and families in understanding and implementing functional behavior assessment?

6. What data will be required and how will data collection occur in functional behavior assessment? What practices can be put into place to ensure that data collected will be utilized to improve the quality and implementation of the functional behavior assessment?

7. In what ways can the school/district/state determine if functional behavior assessments are being implemented in an effective and efficient manner?

8. Why is there a need for the community (e.g., classmates, community members, employees) to be informed about the purpose of a functional behavior assessment?

9. What system will your district use to monitor and revise, if needed, a student's functional behavior assessment?

10. How can functional behavior assessment information be communicated to all stakeholders (e.g., bus drivers, cafeteria workers, librarians, recess, general educators, paraeducators, speech language pathologists, occupational therapists, substitute teacher, any staff members who have contact with the student?

The following stakeholders worked together within the IDEA Partnership and the Autism Community of Practice to create this dialogue starter:

General Education Administrator
Illinois

National Organization Representative
Ohio

State Technical Assistance Provider
Minnesota

State Technical Assistance Provider
Utah

Educational Diagnostician
Texas

State Technical Assistance Providers
Ohio

State Technical Assistance Provider
West Virginia

Speech Language Pathologist
Texas

School Psychologist
Texas

Special Education Administrator
Kentucky

Higher Education
Florida

State Technical Assistance Provider
West Virginia