Functional Behavior Assessment (FBA) Sample Meetings Activity

FBA/BIP training participants will use this script to identify the various parts of FBA meetings.

Directions

Read through the script for **FBA Meeting 1** and **FBA Meeting 2** below to get a sense of how the meetings look in a school setting. As you read, mark each section of the script that includes a key part of the FBA process (listed below). Each part may be used more than once.

- Define
- Ask
- See
- Hypothesize
- Summary of behavior accuracy check

FBA Meeting 1

Facilitator: Today we are here to discuss Morgan, a 6th grader in Mrs. Hewitt's class at our elementary school. She's been in a Tier 2 intervention for a while now because of incidents of disruptive behavior. During the last review of her progress monitoring data, we noticed that she is not having success with the intervention, even though it's being implemented with fidelity. To intensify her support, our next step is pulling together to form a student support team around her to do an FBA. And that's why we're here today! Let's take a moment to introduce ourselves and welcome Mrs. Williams, Morgan's mom.

Mrs. Williams, would you like to start by telling us a little bit about Morgan?

Mrs. Williams: Morgan is a happy girl who loves school, but honestly, I think she loves it mostly because of the social piece. She has a lot of friends and loves to spend time with them.

Mrs. Hewitt: That's definitely what we see here at the school too. Morgan seems to be happy most of the time and has many friends.

Facilitator: So, let's talk a little bit about what's going on in the classroom. Mrs. Hewitt, can you share a little bit first?

Mrs. Hewitt: It seems like most of the time we are engaged in a lesson, she tends to be really disruptive. She makes rude comments under her breath or tells jokes or is sarcastic. She's also up talking to her friends instead of working a lot of the time. Everyone is always laughing at her

jokes, which gets the whole class off-task, and I have a heck of a time getting everyone back to work.

Facilitator: Thanks, Mrs. Hewitt. Does anyone else have any information to add about what's going on with Morgan's behavior?

Mrs. Kuhl, PE Teacher: I would agree with Mrs. Hewitt. Morgan goofs off quite a bit and tends to gets others off-track. She's a funny kid! But it makes it difficult for me to keep teaching the rest of the class.

Mrs. Williams: She definitely talks about your classes in a positive way, but I do hear quite a bit about the funny things that happened during class and less about what the lessons were.

Facilitator: It sounds like we're seeing issues in more than one setting. Let's go ahead and really begin to define Morgan's behaviors so that we are all on the same page with what is going on. *(Write down on a chart paper "Definition," "Examples," and "Non-Examples.").*

Facilitator: Ok, let's start by getting really specific about what you observe Morgan doing that is "disruptive." I heard Mrs. Hewitt saying Morgan makes rude and sarcastic comments and tells jokes. Can you give us examples of what she says?

Mrs. Hewitt: She says things like, 'This is super fun' or 'Having a blast' in a very sarcastic way.

Mrs. Williams: Oh yes! I get that tone at home too.

Facilitator: So, let's write that down as part of the definition. *(Write down Disruptive Behavior: Making sarcastic comments during instruction, such as "this is super fun").* I also heard both teachers talking about Morgan disrupting others; what does that look like?

Mrs. Hewitt: She gets up and talks to others, tells them jokes, and basically prevents them from working.

Mrs. Kuhl: I agree completely. Instead of engaging in our class activities, she is always talking and laughing with others and distracts them from doing what I've asked them to do.

Facilitator: OK, let's add those things to our definition of Disruptive Behavior. *(Add to chart paper: talking and laughing with others during instruction or activities instead of participating in the task and keeping others from the task).*

Just so we can make sure that we have a clear definition, let's create some examples and non-examples of Morgan's disruptive behavior. So, what are some examples that would be disruptive behavior?

Mrs. Hewitt: Saying things like "I love this so much" and "Fun times!" when she is supposed to be working.

Mrs. Kuhl: How about laughing about things that happened at volleyball practice last night with others during our activities?

The facilitator would continue to get a few more examples, and then move to non-examples, such as "talking during cooperative small group activities" and "asking clarifying questions during instruction." Then the meeting would move on to the next part.

Facilitator: Now that we have the behavior defined, let's talk about who needs to be interviewed to get a clearer picture of what's going on with Morgan, especially under what

conditions this behavior occurs and what happens after. Who does it make sense to interview? *(Write on chart paper what people say).*

Mrs. Hewitt: It makes sense that Mrs. Kuhl and I would get interviewed since we are with Morgan most of the time. And, of course, we need to make sure Mrs. Williams gets interviewed!

Mrs. Williams: Sure. Just let me know when.

Mrs. Kuhl: I also wonder if we should interview Mr. Gaines since Morgan's class is in the computer lab several days a week.

Facilitator: OK, we have Mrs. Hewitt, Mrs. Kuhl, Mr. Gaines, and, of course, Morgan's mom, Mrs. Williams. I think we should also probably add Morgan. Now let's determine who will do which interview(s).

Team will determine who will do each interview; all team members are included in these decisions, and they are documented on the chart paper.

Facilitator: Another important part of this FBA process is to put objective eyes on Morgan. When does this behavior occur the most and when does it not occur? Those are great times to observe.

Mrs. Hewitt: It seems to happen a lot during any instructional times and during independent work times. So, I could give someone my schedule…

Mrs. Kuhl: Any PE session would be fine.

Facilitator: Are there any times Morgan's disruptive behavior does not occur?

Mrs. Hewitt: Probably lunch and recess, but I'm not sure. And it doesn't really seem to happen during science labs.

Facilitator: OK, maybe we could have all teachers in all settings do a scatterplot this week and then we can use that to determine who will observe when. Let's make a plan for how to do that.

Determine who is responsible for communicating this to other teachers and providing support with collecting data on the scatterplot.

Facilitator: Since today is Monday, a few of us can meet really quickly on Friday just to review the scatterplots and determine when to conduct observations. We can do interviews this week and observations early next week, so how about getting together a week from Wednesday after school? Remember, we want to bring summary of behaviors from our observations and interviews to our next meeting.

FBA Meeting 2

Facilitator: Thanks everyone for meeting again. Let's review what we've done: we have defined Morgan's behavior *(show chart paper from last meeting),* we have used scatterplots to determine where to observe and we conducted observations, we interviewed three teachers, Morgan, and her mother. Now we are here to review the summary of behaviors from our interviews and observations.

Let's start with the interviews. How about we write down our summary of behaviors from each interview and see if there is alignment. *(All participants write down their summaries or come to the meeting with the summaries already prepared).*

It looks like everyone has the same antecedent (academic instruction and subsequent tasks/activities) and similar consequences (peers give Morgan lots of attention by laughing and talking with her). It was reported as not happening in computer lab or science lab. According to both Morgan and her parents, she really does engage in hands-on activities that are technical in nature.

So, it seems that all of the interviews align, right? Now let's look at observation summary of behaviors. Do they align with each other? Do they align with the interviews?

For example, purposes, we will say they do align. If they didn't, we would need to determine what else needs to be collected to clarify what is happening before and after the behavior.

It looks like our observations align with the interview summary of behaviors. Observations during computer lab and science lab confirm that Morgan does not engage in disruptive behavior there, and all activities in these settings include partner or small group work. Do we think we are ready to try to develop a hypothesis statement?

Put the structure on the chart paper, then fill it in based on the information from the meeting as you go.

(Where/Routine) During _____, when (antecedent) _____, Morgan makes sarcastic comments or laughs/talks with others instead of working (behavior), because _____ (consequence). Therefore, the function of Morgan's behavior is to get/avoid _____.

Yay! We have developed our hypothesis statement for Morgan. Our next step is to pull back together within a few days to begin to develop a Behavior Intervention Plan. Let's set a date.