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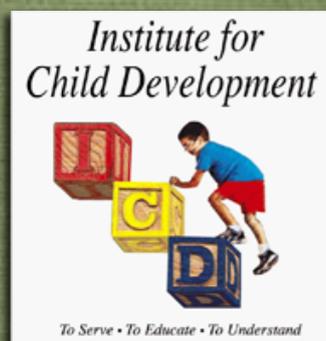


# Autism Initiative Training Series

## Module 2: Chapter 2.2

### Clinical Application of Functional Behavioral Assessment

<http://bddso.icd.binghamton.edu>



# Why FBA?

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- A framework
- Assessment and goal development for behavioral support plans.
- Monitoring progress of individual goals.
- Many useful ways to apply FBA.

# Utility of FBA

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- Mandatory for school settings and for school-age children living in residential settings.
- Also helpful for adolescents and adults:
  - Changes in behavior
  - Challenging behaviors
    - Maladaptive expression of emotions
    - Socially inappropriate behaviors
    - Adjustment to the new residence

# Behavior Changes & Adjustment to New Home

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- Relationships
  - Leaving home for the first time
  - Building new relationships with staff and other individuals
- Changes in personal and household routine
- Independence and autonomy
- Transition plans

● (Danya International, Inc. & OAR, 2006)

# Persistence of Maladaptive Behavior

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- Decreases in overall household levels of challenging behaviors
- Except persistence in one individual
- If maintenance of a behavior is continuing past the adjustment period of other individuals, then it may be time for an FBA to look at maintaining factors for that specific individual.

## New behaviors

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- Sudden increase in behavior that was previously not observed.
- Higher rate, intensity, duration, etc.
- FBA can provide a structured & systematic way to gather information from various staff members and organize it for further review.
- Specific parameters for observation.
- Standardized method of data collection.
- Increased consistency.

# Functional Behavioral Assessment

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- FBA
  - An assessment process, supported by research, that is used to identify the purpose of challenging behavior.
  - Helps to increase intervention effectiveness (Gartin & Murdick, 2001; Carr, Langdon, & Yarbrough, 1999).
  - Reflects best practices in service delivery for individuals with autism.

## Steps in FBA

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- Collect information on conditions when problem behavior is & is not observed or more appropriate behavior is required.
- Develop testable hypotheses.
- Collect direct observation information.
- Design behavior support plans.
- Develop implementation scripts.
- Collect information on plan outcome & re-evaluate if necessary (BDDSO-ICD FBA Report, 2009)

# Enhancing Service Provision

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- Because the bottom line is Quality of Life:
  - Individual's
  - Individual staff members
  - Parents and other family members
  - Supervisors
  - Treatment team