

Using FBA for Diagnostic Assessment in Behavior

Coaching Guide

Check for Understanding/Guiding Questions

Note – not all questions may apply to all team members.

Training

- Do you have any questions from the training?
- How are you using the training materials to develop and inform FBA processes?
- How will you use elements of this training to modify your current practices? How can NCII support you in this?
- Have you used the information from the training? How frequently? For how many students and which behaviors?
- What issues have come up?

Current School/District Processes

- What types of FBAs or levels of analysis are you currently using in your school?
- How familiar are you with the diagnostic assessment procedures used in your school?
- What level of analysis or type of FBAs have you led or been a part of?
- What method(s) are you using to determine what level of analysis or type of FBA are used? (e.g., progress monitoring, observation, referrals)

Coaching Objectives and Activities

- Check for understanding of training content (chance to answer questions) as needed.
- Discuss use of FBA to assist in behavior intervention plan (BIP).
 - **Optional Practice Activity:** using existing data / FBA's in your school or district to inform BIPs (use existing school, district or state BIP template, bring sample FBAs or other similar materials to coaching session
 - blank templates can also be found online (some examples below)
<http://empeglow.angelfire.com/DisciplinePlan.pdf>;
<http://cecp.air.org/fba/problembehavior3/appendixb.htm>)
- Support districts in making modifications to current FBA practices and processes (if needed and appropriate)
 - **Optional Practice Activity:** Review existing FBA processes and procedures to inform meaningful and functional changes to current FBA processes in school/district.

- **Optional Practice Activity—writing goals and objectives**
 - Discuss why different approaches were chosen for different students.
 - Discuss whether or not the team believes their current assessment practices (e.g., levels of FBA) support BIPs.
 - If not, what additional resources are needed?

Support Districts in Understanding and Developing FBA procedures

If district staff need support in developing or using their FBA – go through the steps from the training with them again, using a specific student they teach. If staff are already using or have an FBA process in place, skip this section.

- Review Handouts 3a–d.
- Support staff in writing behavior descriptions – e.g., ABC Activities, Direct teams to the free course on Functional Behavior Assessment (FBA) available through e-Learning for Educators at <http://www.elearningmo.org/accessing-fba/>. It was developed by Dr. Lori Newcomer, Assistant Research Professor at University of Missouri – Columbia.