HLP 10
Conduct functional behavioral assessments to develop individual student behavior support plans

- Consider the five classic functions of behavior when trying to determine why a student is demonstrating a specific problem behavior. Those five functions of behavior are:
  a. **Social Attention/Communication** (positive social reinforcement)
  b. **Access to tangibles or preferred activities** (material or activity reinforcement)
  c. **Escape, delay, reduction, or aversive tasks or activities** (negative reinforcement)
  d. **Escape from or avoidance of other individuals** (negative social reinforcement)
  e. **Internal stimulation** (automatic or sensory reinforcement)

- Ensure that all essential components of an FBA are included in this assessment process. These components are (Hirsch et al., 2017):
  - A clear description of problem behavior;
  - Identification of events, times, and situations that predict the behavior(s);
  - Identification of the consequences that maintain the problem behaviors;
  - A hypothesis regarding events that prompt and support the problem behavior; and
  - Collection of direct observation data that support the hypothesis.

- Apply the Antecedent-Behavior-Consequence (A-B-C) model when developing a hypothesis statement within an FBA.

- Analyze data collected through the FBA, select an appropriate replacement behavior based upon the function of the problem behavior, and develop an individualized BSP.

- Explicitly teach and reinforce the selected appropriate replacement behavior to the student.

- Incorporate environmental modifications within the student’s BSP to prevent reoccurrence of the problem behavior(s).

- Incorporate environmental modifications within the student’s BSP to make the replacement behavior more effective and efficient than the problem behavior, thereby increasing likelihood of the student using the replacement behavior.

- Collect data and monitor the student’s progress with the current BSP, meeting with key stakeholders to adjust or continue intervention planning as needed.

**Tips for Faculty to Support Candidate’s Learning and Enactment**

**Introduce** – Share video that describes and provides examples of each of the classic functions of behavior; watch video or provide explicit instruction in the essential components of an FBA.

**Prepare** – Provide candidates with examples and nonexamples of hypotheses statements and ask them to analyze for application of the A-B-C model; Given case studies describing student behavior, ask candidates to identify appropriate replacement behaviors.

**Enact** – Provide opportunities for candidates to collect observational data and contribute to progress monitoring meetings and discussions.

**Analyze** – Video record candidates explaining and modeling replacement behaviors to students, watch with candidate, and provide feedback.

**Questions to Prompt Discussion, Self-Reflection, and Observer Feedback**

- What are some examples of appropriate replacement behaviors that satisfy the 5 classic functions of behavior?
- Why is considering and making environmental modifications when developing and implementing a BSP essential?
- In what ways does this HLP align with the collaboration and assessment HLPs (HLPs 1-6)?
- Why should school leaders encourage and promote a team-oriented approach to conducting and implementing FBAs and BSPs?
References and Additional Resources

**CEC Standards**

**CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)**

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

**Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)**

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

**Books**


**Journal Articles**


This resource is intended to support educator preparation faculty and staff looking to embed the HLPS in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.