

## Appendix D: Locating Components of the FBA and BIP in the PFA-SBT Workbook

Components of Functional Behavioral Assessment (FBA)	Corresponding PFA-SBT Documentation
Define the problem behavior	OEI: Q's 5-9 Workbook: Section 'PFA', Q.7
Identify contextual factors that contribute to the behavior	OEI: Q's 10-14; Workbook: Section 'PFA' Q. 5 & 6'UniPro' Q's 1-6
Formulate a hypothesis to probable antecedents and consequences	OEI: Q.'s 15-20
Use multiple sources of data	OEI, COA, IISCA
Provide a baseline for problem behavior	Historical data, UniPro baseline, COA, IISCA
Detail antecedents	OEI: Q's 10-14 & IISCA Results Workbook: Section 'UniPro', Q's 1-6
Identify reinforcing consequences	OEI: Q's 15-20 & IISCA Results Workbook: Section 'Unipro' Q's 1, 2, 3, & 7
Recommend alternative skills or behaviors to be taught	Workbook: Sections 'PFA' Q. 6 & 'SBT' pgs 16-24
Assess student's preference for reinforcement	OEI: Q's 3-4 & IISCA Results Workbook: Sections 'PFA' Q's 3&4, and UniPro Q's 1-4

Appendix D: Locating Components of the FBA and BIP in the PFA-SBT Workbook

Components of the Behavior Intervention Plan (BIP)	Corresponding PFA-SBT Documentation
Identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior.	Workbook: Section 'UniPro': Q's 1, 2, 5, & 6
Identify strategies to teach individual alternative and adaptive behaviors to the student.	Workbook: Section 'SBT', pages 16-24
Identify consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s).	Workbook: Section 'Unipro', Q's 3 & 7 Workbook: Section 'PFA', Q's 8, 9, & 10
Identify a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.	Workbook: Section 'Unipro', pages 42-45.