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**FAST
FACTS**

Functional Behavior Assessments in the Workplace

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Students who engage in challenging behavior may require individually designed interventions and supports to successfully engage in work-based learning experiences (WBLEs).

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The types of interventions and supports provided during WBLEs depend on the function of the student's behavior (e.g., attention seeking, escape/avoidance, sensory reinforcement, access to tangibles).

3

A functional behavior assessment (FBA) is a process for gathering information about the function of the student's behavior and environmental factors that may be reinforcing the behavior.

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During an FBA, information is gathered through a series of direct observations of the student and through structured interviews with individuals who are knowledgeable about the student.

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An FBA should result in (a) a clear description of the challenging behavior that includes the frequency, duration, and intensity, (b) identification of the antecedents (i.e., events occurring right before the behavior), (c) identification of setting events (i.e., events that predict when the behavior is likely to occur), (d) identification of consequences (i.e., what is maintaining the challenging behavior), (e) a hypothesis or summary statement, and (f) confirmation of the hypothesis.

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Findings from the FBA may suggest the need for modifications to the work environment to prevent the challenging behavior from occurring and interventions to teach the student appropriate replacement behaviors that serve the same function as the challenging behaviors.

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