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Special Education Teachers' Perspectives Of The Functional Behavior Assessment Process

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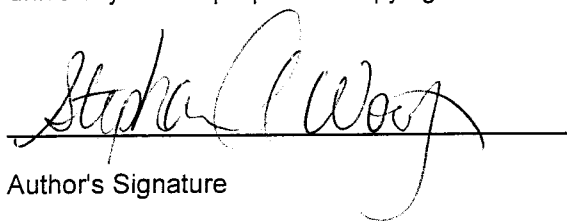
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Special Education Teachers' Perspectives of the

Functional Behavior Assessment Process

(TITLE)

BY

Stephanie A. Woodley

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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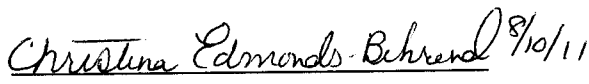
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Special Education Teachers' Perspectives of the

Functional Behavior Assessment Process

Stephanie A. Woodley

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Abstract

This study investigated special education teachers' perspectives of the functional

behavior assessment (FBA) process including assessment methods, behaviors warranting

an FBA, and perceptions. It also explored FBA training, time commitments, and

participants. Ninety-eight special education teachers who graduated from a special

education program at a state regional comprehensive university two or more years ago

completed a survey designed for this study. Results indicated FBA training and time

commitments as concerns. Overall, assessment methods and behaviors leading to FBA

development were similar; however, some variances were found when compared by

grade levels. Significant statistical differences were found in the use of student interviews

as assessment techniques and student absences/truancy leading to FBA development.

Study limitations, implications, and suggestions for future research are also discussed.

Keywords: functional behavior assessment (FBA), teacher perspectives,

behavioral assessment, behavior problems

Acknowledgements

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Introduction

The functional behavior assessment (FBA) process was mandated as law in the reauthorization of the Individuals with Disabilities Act (IDEA) in 1997. The law mandated positive behavior interventions, supports, and services for students with disabilities (Yell & Katsiyannis, 2000). In the reauthorization of IDEA in 2004, the FBA process must occur for each student who exhibits behavioral concerns that impede his or her learning regardless of whether the student is eligible for special education.

FBA is a multimethod approach to identify target behaviors, antecedents, and consequences (Barnhill, 2005). Implementers are encouraged to use both direct and indirect procedures in the student's natural setting. The ultimate goal of an FBA is to develop a statement regarding possible behavioral function resulting in the development of individualized function-based behavior interventions.

With the mandate in place, professionals looked towards the federal government for guidance on FBA components and strategies. With no specific guidelines outlined in the law, The Center for Effective Collaboration and Practice (1998) under a grant through the United States Department of Education, published a guide regarding FBA components or "best practices" to be used in schools. Included are identifying and defining the target behavior, both indirect and direct assessments, analyzing data, forming hypothesis statements regarding behavior function, and testing the hypothesis statement (The Center for Effective Collaboration and Practice, 1998); however, which practices and the process itself is left to individual states and school districts.

Weber, Killu, Derby, and Barretto (2005) surveyed state special educational agencies (SEA) regarding state FBA policies. In addition, district- level administrative

perspectives on how personnel in their districts utilized FBA procedures were examined

by Katsiyannis, Conroy, and Zhang (2008). Both studies indicated inconsistencies within

the FBA process and a lack of or inadequate training for staff.

Insufficient guidance from all levels has, in turn, raised many questions regarding

teachers' capabilities of carrying out the FBA process (Blood & Neel, 2007; Couvillon,

Bullock, & Gable 2009; Dukes, Rosenburg, & Brady, 2008; Solnick & Ardoin, 2010;

Van Acker, Boreson, Gable, & Potterton, 2005). Couvillon et al. (2009) surveyed 134

service providers (including teachers, administrators, and consultants) about FBA/

behavior intervention plan (BIP) training, problematic behaviors that lead to an FBA, and

interventions. Further, research has focused on the effects of teacher training on FBA

(Dukes et al., 2008; Van Acker et al., 2005).

The literature reflects teachers have been surveyed about their role and training

for FBA but not specifically FBA methodologies being used. The literature is unclear as

to whether or not teachers value the process and its effectiveness. The purpose of this

study is to gather data regarding special education teachers' perspectives related to the

FBA process.

Literature Review

Since its mandate in IDEA 1997 and more recently the reauthorization in 2004, the FBA process has been continually scrutinized and questioned by researchers. Much of the scrutiny is derived from the lack of procedural guidance by the federal government and the amount of time required for an effective FBA. Researchers have diligently studied methodology as well as implementation in schools.

FBA is considered best practice in the development of behavioral interventions; no federal mandates have been enacted relating to required components. In 1998, The Center for Effective Collaboration and Practice published an article outlining the following FBA procedures: (a)identifying and defining the target behavior, (b)both indirect and direct assessments, (c)analyzing data, (d)forming hypothesis statements regarding behavior function, and (d)testing the hypothesis statement. Barnhill (2005), Scott, Anderson, and Spaulding (2008), and Van Acker et al. (2005) agree with identifying and defining the target behavior. Next, data on the behavior are gathered through both indirect and direct methods. Indirect methods include record reviews (Barnhill, 2005), interviews (Barnhill, 2005; Scott & Kamps, 2007) and questionnaires or rating forms (Barnhill, 2005; Scott & Kamps, 2007). Direct methods typically result from observations of antecedents and consequences in natural settings (Barnhill, 2005; Scott et al., 2008). In the final step, data collected are summarized into a functional hypothesis of the behavior (Scott et al., 2008).

Katsiyannis et al. (2008) surveyed district-level special education administrators specific to FBA procedures. Of those surveyed 97.3% identified consequences that maintained behavior, 96% developed a statement of perceived behavioral function, and

92% specified where the behavior was most and least likely to occur. These statistics

seem promising, yet, the assessment instruments utilized are concerning. According to

Katsiyannis et al. (2008), 97.3% reported indirect procedures were being used while 56%

of the time direct methods were used. Similarly, Weber et al. (2005) examined FBA

methodologies used by individual states. Forty-eight states responded with information.

Seven states stated they had no resources for completing FBAs. Direct observations were

employed by 36 states (75%) while 27 (56%) used student interviews. Checklists were

used only 48% of the time. Overall district-level administrators rated the FBA process

and procedures as moderately effective in reducing problem behaviors. Special education

teachers were identified as being responsible for 94.7% of FBAs conducted (Katsiyannis

et al., 2008).

Sasso, Conroy, Stichter and Fox (2001), Scott et al. (2004), Kern and Hilt (2004)

and Solnick and Ardoin (2010) reviewed studies involving FBA in schools. Literature

between 1993 and 2000 was compiled by Sasso et al. (2001). Of the eighteen studies,

four of the assessments were completely conducted by teachers. Scott et al. (2004)

discovered that of the twelve studies conducted between 1995 and 2000, nine used a

classroom teacher in conjunction with the researcher, though the researcher took the role

as primary implementer in all studies. Kern and Hilt (2004) reviewed 20 studies from

1991-2002 and found that of the 14 indicating the person conducting direct observations,

12 specified the researcher. Another reported the teacher and researcher working

collaboratively while only one was conducted alone by a school staff member. Likewise,

research examined by Solnick and Ardoin (2010) from 1997 to 2007 found no teachers

involved in the process. Graduate students, consultants, or non-specified individuals collected data in all instances.

A reason for the lapse in research may be due to inadequate training of implementers. The skills necessary to complete an FBA must be measured. Couvillon et al. (2009) surveyed 134 special education service providers for students with emotional/behavioral disabilities (EBD) regarding their knowledge base, training, and background of FBA. No training was reported by 15% of those questioned. Twenty-eight percent of the respondents completed formal coursework, while 10% received in-service training. Formal coursework and further training was reported by 54% of participants (Couvillon et al., 2009).

Seventy-one FBA/BIP products across elementary through high school districts in Wisconsin were examined to verify compliance with procedures following state-wide offered trainings on the topic by Van Acker et al. (2005). Only 30% of the documents clearly defined the targeted behavior while less than 15% actually verified the hypothesis of behavioral function. While examining the types of data collected to complete an FBA, 72% were missing the required variety of data collection procedures (Van Acker et al., 2005). On the other hand, Dukes et al. (2008) studied the effects of a three-day intensive training on special education teachers' FBA development. The training included case studies and role play. Results indicated trained teachers had a heightened knowledge of the targeted behavior's function compared to the participants who did not receive training.

Blood and Neel (2007) reviewed files of 46 students from elementary to high school in self-contained classrooms for students with EBD. Fifteen students had an FBA

in their file. Of the FBAs only one included a statement of possible behavioral function. Assessments used in the process included teacher interviews (47%), observations (27%), and rating scales (27%). At no time were students interviewed. Kern and Hilt (2004) conducted a study reviewing 20 articles published from1991-2002 involving the FBA process in schools. Results indicate a variety of methodologies utilized to conduct FBAs. Most frequently reported was direct observation (85%). In 80% of the studies, interviews were conducted. Other methods used less often include an analog functional assessment (20%), record reviews (15%), rating scales (5%), and person centered planning (5%). Service providers were asked to choose from a list of behaviors they felt would lead to FBA development by Couvillon et al. (2009). Physically aggressive behaviors, chronic classroom problems, and verbally aggressive behaviors were the top three problematic behaviors chosen. Behaviors such as truancy, and drug and weapon-related behaviors were least likely to result in an FBA.

Not only are training and methodologies issues, but time is also a major consideration when discussing FBAs in school settings. According to Schill, Kratochwill, and Elliott (1998) from 9.7 to 23 hours may be necessary to complete the FBA and behavior intervention plan (BIP) process. Another researcher collected over ten hours of observational data on a single student (Stahr, Cushing, Lane, & Fox, 2006). Kern and Hilt (2004) reported time spent on observations in five studies. The longest duration lasted 60 hours (6 hours of observation per day for 10 days). One hour (3 20-minute sessions) encompassed the shortest time. Scott et al. (2004) argue that unless it is a high-frequency behavior, it may be unfeasible to collect reliable data over a short period of time.

Assuming that a behavior happens one time each day for a duration of 1 minute, the probability of observing that behavior during a 15-minute observation is 3.6%; it climbs to only 14% if the observation period is extended to an hour. To have just a 50% chance of observing such a behavior just once requires 3.5 hours of observation time. (Scott et al., 2004, p. 196)

Time constraints are an important factor when discussing the FBA process in schools.

Research has addressed special education teachers' experience and training relating to the FBA process; however, gaps in the literature exist. Teachers' files have been reviewed and state/local administers questioned, yet special education teachers have not been directly surveyed regarding methodologies utilized. Likewise, researchers have discussed time spent in the field on FBAs, but teachers have not been questioned about this issue. Research must also consider whether or not special education teachers value the FBA process and its effects. The purpose of this study is to gather data regarding special education teachers' perspectives related to the FBA process (including methodologies) and its feasibility in schools. It is hypothesized that differing views will exist among special education teachers concerning various FBA methodologies.

The following questions guided the current study:

1. What FBA training do special education teachers receive?

2. Do grade levels effect differences in assessment methods utilized in FBA development?

3. What student behaviors generally seem to warrant the development of an FBA?

4. Do special education teachers value FBA as a best practice?

Methodology

The purpose of this study was to analyze special education teachers' perspectives of the FBA process. Data collected provide insight on FBA training, completion, and participation. Assessment methods and behaviors warranting FBAs are also examined in this research. This study will compare the answers of teachers at three grade levels, PreK-elementary 5/6, middle school/junior high, and high school, in these areas. Teachers' perceptions of FBAs were also addressed in the survey.

Subjects/Setting

The sample for this study includes graduates, two or more years out, from a state regional comprehensive university. Individuals surveyed had majored in special education. Table 1 presents the sample demographics of the returned surveys (n=98). Described are gender, minority group, district setting and size, education, teaching experience, and disability categories of students taught.

The population was chosen to represent a range of schools and settings. The sample (N=700) was chosen from a list of 1499 names. The respondents (n=98) represent a volunteer set of participants. Neither follow-up nor incentives were offered for participation. Fourteen percent of the total surveys sent were returned.

Table 1

Survey Sample Demographics (n=98)

Sample Demographics	n	%
Gender		
Male	4	4.1%
Female	83	84.7%
No Response	11	11.2%

Table 1

Survey Sample Demographics (n=98) *continued*

	n	%
Minority		
Yes	3	3.1%
No	85	86.7%
No Response	10	10.2%
District Setting		
Rural	42	42.9%
Urban	14	14.3%
Suburban	33	33.7%
No Response	9	9.2%
District Size		
>750 students	27	27.6%
751-1500 students	25	25.5%
1501-2500 students	13	13.3%
<2501 students	23	23.5%
No Response	10	10.2%
Highest Degree Earned		
B.S. or B.A.	31	31.6%
M.S. or M.A.	48	49.0%
Ed.S.	2	2.0%
Ph.D.	2	2.0%
Additional Certification	1	1.0%
No Response	14	14.3%
Teaching Experience		
1-5 years	18	18.4%
6-10 years	28	28.6%
11-16 years	19	19.4%
17-25 years	21	21.4%
26+ years	2	2.0%
No Response	10	10.2%

Table 1

Survey Sample Demographics (n=98) *continued*

	n	%
Disability Category of Students Taught		
Autism	66	67.3%
Cognitive Impairment/ Intellectual Disability	63	64.3%
Deaf-Blindness/Deafness/ Hearing Impairment/ Visual Impairment	27	27.6%
Developmental Delay	41	41.8%
Emotional Disability	41	41.8%
Orthopedic Impairment	19	19.4%
Other Health Impairment/ Traumatic Brain Injury	58	59.2%
Specific Learning Disability	73	74.5%
Speech/Language Impairment	57	58.2%

Instrumentation

The survey (Appendix B) was designed specifically for this study. The instrument in part was adapted from previous surveys utilized in literature. Respondents were asked questions relating to training (Couvillon et al., 2009), assessment methods (Katsiyannis et al., 2008; Weber et al., 2005), and behavior leading to FBA development (Blood & Neel, 2007; Couvillon et al., 2009). Other areas focused on concerns raised in previous research such as time, FBA participants, and teacher perceptions.

Demographic questions sought information from participants including grade range taught, disability categories of students on his/her caseload, FBA training, and the organizational pattern of his/her teaching position. Additional demographic information

such as gender, teaching experience, district setting and size were also solicited. Training areas were adapted from a survey developed by Couvillon et al. (2009).

The second part of the survey focused on the FBA process. Participants indicated the number of FBAs completed in a year, the key professional responsible for FBA development, the average time to complete an FBA, and FBA participants. All questions were forced choice; however, they were able to mark "other" on participants and write in the person's title.

The next section asked respondents to rate areas relating to assessment methods and behaviors warranting an FBA. A Likert-type scale was utilized rating items from not likely (5) to most likely (1). Assessment methods on the survey included interviews, rating scales, observations, manipulation of variables, and analog probe assessments. FBA procedures were adapted from surveys developed by Katsiyannis et al. (2008) and Weber et al. (2005). Couvillon et al. (2009) and Blood and Neel (2007) also questioned the likeliness of behaviors warranting an FBA. On the instrument developed for this study, behaviors included refusal to follow directions/comply, disruption of learning environment, hyper/fidgety/out of seat, verbal aggression, physical aggression, incomplete assignments, disorganization, lying/manipulation, absences/truancy, social isolation/withdrawal, property destruction, drug-related behaviors, and weapon-related behaviors.

The final section also used a Likert-type scate to rate teachers' personal perceptions of FBAs. Respondents were asked to rate each statement from strongly disagree (5) to strongly agree (1). Statements included (a) I have received sufficient training on the FBA process, (b) I feel comfortable completing the FBA process and its

components, (c) FBAs are too time consuming for me to complete properly (d) FBAs are effective in identifying behavioral function, (e) FBAs are used to create appropriate behavioral interventions, (f) FBAs are used for all students whose behavior impedes the learning process, (g) I value the FBA process, and (h) the FBA process would be more useful if shortened.

A pilot survey was conducted with 5 special education teachers in a graduate level assessment course. They provided suggestions and areas requiring clarification. Once changes were complete, the final survey was sent in a Scantron format to participants via mail.

Once teachers completed the survey, they returned it to the researcher in a self-addressed stamped envelope that was provided to facilitate survey returns.

Procedures

Surveys (N=700) were mailed to graduates two or more years after completion of their special education program. Surveys were sent to a "sampling" of graduates.

Each potential participant's name (N=1499) was assigned a number from the original list with a simple random sample run to obtain 700 names for participation in the study. This was done through "Research Randomizer", a website that generates a random sample by entering a custom range and sample size (Urbaniak & Plous, 2011). Once the sample was produced, the given numbers were matched with the generated ones. Surveys and cover letter (Appendix A) were sent along with a self-addressed returned envelope.

Ninety-three surveys were returned by the post office due to incorrect or incomplete addresses. Forty-four of these included a forwarding address and were re-mailed. Eighteen more also included a forwarding address; however, they were returned

either too close to or after the survey due date. The other returned surveys did not include

a way to contact the participant.

Once all returned surveys were collected (n=98), surveys were run through a

Scantron reader to record frequencies, means, standards deviations, and percentages of

answers. Data was then transferred to Excel and SPSS-19 for further data analysis.

Data Analysis

Overall data regarding the FBA process including training, completion, and

participants are reported as descriptive statistics (frequencies, percentages, means, and

standard deviation). Descriptive statistics are further utilized to describe the assessment

methods, behaviors warranting an FBA, and teacher perceptions. Analysis of variance

(ANOVA) was used to determine if statistical difference exists between a teacher's

indicated grade range taught and how he/she answered questions regarding assessment

methods and behaviors warranting an FBA.

Results

Data reported in this section summarize the key findings of the responses from a volunteer sample of special education teachers, who had graduated two or more years prior, from a state regional comprehensive university. Results displayed include how respondents answered survey questions regarding FBA training, FBA participants, and the process. Finally, teachers' perceptions of FBAs are addressed.

Demographic Data

Table 2 presents survey respondent (n=98) characteristics by gender, minority indication, district setting and size. Data reported and analyzed represents frequencies and percentages based on respondents. Surveys containing no responses are also indicated in the table.

Table 2

Survey Respondent Characteristics

Sample Demographics	n	%
Gender		
Male	4	4.1%
Female	83	84.7%
No Response	11	11.2%
Minority		
Yes	3	3.1%
No	85	86.7%
No Response	10	10.2%
District Setting		
Rural	42	42.9%
Urban	14	14.3%
Suburban	33	33.7%
No Response	9	9.2%

Table 2

Survey Respondent Characteristics (continued)

District Size	n	%
>750 students	27	27.6%
751-1500 students	25	25.5%
1501-2500 students	13	13.3%
<2501 students	23	23.5%
No Response	10	10.2%

Seven hundred surveys were mailed with 98 special education teachers completing and returning the survey (14% return rate). The majority of respondents were female (84.7%) and not a member of a minority group (86.7%). When asked about district characteristics, participants described their setting as primarily rural (42.9%) or suburban (33.7%). Having less than 750 students in their districts was reported by 27.6% of respondents. Other districts were reported as having 751-1500 students (25.5%), 1501-2500 students (13.3%), and more than 2501 students (23.5%) respectively.

Table 3 more specifically describes the special education teachers by education and teaching experiences. A Master's degree was earned by 49.0% of teachers while 31.6% earned a Bachelor's degree. A wide range of teaching experience was reported by respondents. The largest group taught between 6-10 years (28.6%) while 21.4% taught 17-15 years, 19.4% 11-16 years, and 18.4% 1-5 years.

The composition of survey respondents' classrooms relative to categories of disabilities are provided in Table 4. Organizational patterns of positions are also included in this table. Participants could mark more than one disability category to best describe their students; thus, totals will equal more than the number of respondents (n=98) and

100%. For example, one respondent marked autism, emotional disability, and specific learning disability to describe the students on his or her caseload.

Table 3

Respondent Education and Teaching Experience

Characteristics	n	%
Highest Degree Earned		
B.S. or B.A.	31	31.6%
M.S. or M.A.	48	49.0%
Ed.S	2	2.0%
Ph.D	2	2.0%
Additional Certification	1	1.0%
No Response	14	14.3%
Teaching Experience		
1-5 years	18	18.4%
6-10 years	28	28.6%
11-16 years	19	19.4%
17-25 years	21	21.4%
26+ years	2	2.0%
No Response	10	10.2%

Respondents' caseloads reflect their work with a variety of students with disabilities in Table 4. The disabilities most often indicated were specific learning disability (74.5%), autism (67.3%), intellectual disability (64.3%), other health impairment/traumatic brain injury (59.2%), speech/language impairment (58.2%), developmental delay (41.8%), and emotional disability (41.8%) respectively. The majority of teachers' classrooms are either considered resource (31.6%) or self-contained (37.8%).

Table 4

Disability Categories of Student Taught and Classroom Organizational Pattern

	n	%
Disability Category of Students Taught		
Autism	66	67.3%
Intellectual Disability	63	64.3%
Deaf-Blindness/Deafness/ Hearing Impairment/ Visual Impairment	27	27.6%
Developmental Delay	41	41.8%
Emotional Disability	41	41.8%
Orthopedic Impairment	19	19.4%
Other Health Impairment/ Traumatic Brain Injury	58	59.2%
Specific Learning Disability	73	74.5%
Speech/Language Impairment	57	58.2%
Organizational Pattern of Position		
Resource	31	31.6%
Self-contained	37	37.8%
Inclusive Setting	8	8.2%
Separate Day School	3	3.1%
Agency, Hospital, Other	3	3.1%
Regular Classroom	1	1.0%
No Response	15	15.3%

Teacher Perspectives on FBA Training and Process

Respondents were also asked questions about their FBA training and the process

within their schools. Results indicate training was split almost evenly among respondents.

Twenty teachers (23.3%) responded that their FBA training came from either formal

coursework alone or a combination of formal coursework and training sessions. FBA

training from in-services or training sessions was indicated by 26.7% of participants

while the same amount (26.7%) received no FBA training. Table 5 represents teacher

training on how to complete FBAs. Respondents who did not respond to the question were not included in the total (12.2%).

Table 5

Teacher FBA Training

Training Characteristics	Respondents	
	n	%
Formal Coursework	20	23.3%
In-service/Training Sessions	23	26.7%
Formal Coursework & Training	20	23.3%
No Training	23	26.7%

The number of FBAs respondents completed in a year, the average time to complete an FBA, and the key person responsible for FBAs are specified in Table 6. The majority either indicated they complete 2-5 FBAs per year (30.6%) or that they do not complete FBAs at all (30.0%). Further, participants were asked to denote a time commitment to complete a single FBA. The most common response was 1-3 hours (66.7%) while 4-6 hours followed distantly (26.7%). When asked to identify the key professional responsible for FBA development in their setting, 44.7% answered the special education teacher. A school psychologist (23.5%) and school social worker (18.8%) were also chosen as key FBA developers. Not reported are respondents who did not indicate a response for each question.

Table 6

Number of FBAs Completed Per Year, Time Commitment, and Title of Key Developer

FBA Process Characteristics	n	%
FBA Completion		
I do not complete FBAs	27	30.0%
1	19	19.4%
2-5	30	30.6%
6-10	7	7.8%
11+	7	7.8%
Total Time		
Less than 1 hour	6	10.0%
1-3 hours	40	66.7%
4-6 hours	16	26.7%
7-10 hours	5	8.3%
More than 10 hours	1	1.7%
Key Developer Title		
Special education teacher	38	44.7%
Behavior collaborative/ consultant	8	9.4%
School social worker	16	18.8%
School psychologist	21	23.5%
Other	2	2.4%

Not only were respondents asked to indicate the title of key FBA developers, but they were also given the opportunity to name the participants of the FBA process in their setting. A Likert-type scale from (3) Never to (1) Always was utilized. Table 7 represents teachers' responses to the question. Most often cited as always a participant was the special education teacher (92.9%). Other members always on the team included a social worker (47.8%), psychologist (44.8%), and parent(s)/guardian(s) (40.0%). Listed as primarily "sometimes" by respondents were general education teachers (58.0%) and administrators (60.0%). Students were indicated as never a participant by 36.4% of respondents. Respondents were provided the opportunity to write an example if "other" was chosen. Other participants in the FBA process included a classroom aide,

occupational/physical therapist, speech/language therapist, school counselor, behavior specialist, private providers, or the special education coordinator.

Table 7

FBA Process Participants

Participant Title	Never		Sometimes		Always	
	n	%	n	%	n	%
Special education teacher	0	0.0%	5	7.1%	65	92.9%
General education teacher	12	17.4%	40	58.0%	17	24.6%
Student	24	36.4%	26	39.4%	16	24.2%
Parent(s)/guardian(s)	7	10.8%	32	49.2%	26	40.0%
Social worker	5	7.5%	30	44.8%	32	47.8%
Psychologist	6	9.0%	31	46.3%	30	44.8%
Administrator	12	18.5%	39	60.0%	14	21.5%
Other	6	20.7%	18	62.1%	5	17.2%

FBA Assessment Methods

Respondents were asked to rate the likeliness a list of FBA assessment methods were used to complete an FBA in their setting. Groups were created for comparison and delineated by grades taught (PreK-5/6, middle school/junior high, and high school). The group does not represent the total number (n=98) of surveys received due to no response or more than one grade level indicated. Table 8 represents the total number of respondents in each group.

Table 8

Grade(s) Taught

Grades	n	%
PreK-5/6	43	48.3%
Middle School/ Jr. High	22	24.7%
High School	24	27.0%

Table 9 describes the findings by each group including the sample totals. Responses of "likely" to "most likely" were combined in order to delineate the methods most often used. Due to no responses in each group, the number stated in Table 8 may not be the same number used to figure percentages in Table 9. The same method was used to figure percentages for the total sample; therefore, 98 responses were not yielded for each question.

Table 9

Assessment Methods Utilized

Grade Level	Student Interview		Teacher Interview		Parent Interview		Rating Scales	
	n	%	n	%	n	%	n	%
PreK-5/6	16	40.0%	39	92.9%	31	73.8%	39	92.9%
Middle School/ Jr. High	12	63.2%	18	90.0%	16	80.0%	15	75.0%
High School	16	88.9%	19	95.0%	14	77.8%	14	70.0%
Sample Total	49	59.0%	83	93.3%	65	76.5%	75	83.3%
	ABC Observations		Other Forms of Observation		Variable Manipulation		Analog Probe Assessments	
	n	%	n	%	n	%	n	%
PreK-5/6	39	95.1%	35	89.7%	24	60.0%	13	35.1%
Middle School/ Jr. High	18	90.0%	19	95.0%	15	75.0%	10	50.0%
High School	17	89.5%	18	90.0%	13	65.0%	5	27.8%
Sample Total	80	93.0%	77	88.5%	55	64.0%	31	37.8%

The assessment techniques most often used across grade levels are comparable. At the PreK-5/6 level, methods likely employed for FBA include ABC observations (95.1%), teacher interviews (92.9%), rating scales (92.9%), and other forms of direct observation (89.7%). Other forms of direct observation was the method cited most often at the middle school/junior high level (95.0%). Teacher interviews (90.0%) and ABC

observations (90.0%) were also popular choices at this level. For respondents at the high school level, teacher interviews (95.0%), other forms of observation (90.0%), ABC observations (89.5%), and student interviews (88.9%) were indicated as methods most widely accepted. Overall, total participants indicated teacher interviews (93.3%), ABC observations (93.0%), and other forms of observation (88.5%) as primary methods.

Although similar responses were given for many assessment methods, others varied greatly for those not utilized as often. As reported earlier, student interviews were used 88.9% of the time at the high school level. The percentage decreased in middle school/junior high (63.2%) and even further in PreK-5/6 (40.0%). Rating scales were likely to be utilized by teachers at the PreK-5/6 level 92.9% of the time. On the other hand, their use declined in middle school/junior high to 75.0% and to 70.0% in high school. Another method, analog probe assessments, showed differing use at grade levels. Fifty-percent of middle school/junior high teachers indicated use of this method while only 35.1% of PreK-5/6 teachers and 27.8% of high school teachers did.

Average teacher ratings (Not Likely-Most Likely) are displayed in Table 10. Analysis of variance (ANOVA) tests were performed to reveal variance in assessment methods utilized at the various grade levels. Student interview was the lone technique exhibiting a statistically significant difference (F = 11.52, df1 2, df2 74, p<.05). Rating scales also showed a difference, however, not statistically significant (F = 1.628, df1 2, df2 79, p<.05). Least likely utilized by teachers at all grade levels are analog probe assessments (M=3.78, 3.80, and 4.11 respectively). ABC observations are the most popular choice of assessment method (M=1.61, 1.75, 1.95 respectively).

Table 10

Average FBA Assessment Method Ratings

Grade Level	Student Interview		Teacher Interview		Parent Interview		Rating Scales	
	M	SD	M	SD	M	SD	M	SD
PreK-5/6	3.93	1.10	1.88	1.13	2.95	1.19	2.10	1.23
Middle School/ Jr. High	3.16	1.21	2.10	1.33	3.00	1.54	2.40	1.54
High School	2.44	1.04	1.85	1.04	2.56	1.29	2.75	1.41
	ABC Observations		Other Forms of Observation		Variable Manipulation		Analog Probe Assessments	
	M	SD	M	SD	M	SD	M	SD
PreK-5/6	1.61	1.07	2.18	1.19	2.85	1.61	3.78	1.34
Middle School/ Jr. High	1.75	1.16	1.95	1.10	2.75	1.48	3.80	1.01
High School	1.95	1.27	2.25	1.07	3.00	1.30	4.11	1.08

Note: Respondent choices were coded from (5) Not Likely – (1) Most Likely.

Behaviors Warranting an FBA

The same grade level groupings were used to ascertain what behaviors teachers indicated would likely warrant an FBA in their respective settings. Table 11 depicts these teacher indicated behaviors. Physical aggression (92.1%) was indicated as the behavior most frequently causing the creation of an FBA at the PreK-5/6 grade level. For middle school/junior high and high school levels, 94.7% and 90.0% of respondents reported disruption of the learning environment as the most recurrent behavior.

Other behaviors likely to merit an FBA at the PreK-5/6 level included disruption of the learning environment (87.2%), verbal aggression (81.1%), and property destruction (76.3%). Physical aggression fell close behind disruption of learning environment (94.4% vs. 94.7%) at the middle school/junior high level. Refusal to follow directions/comply was next on the list at this level; however, only 79.0% of respondents

scored it in the likely range. The only other behavior reported with regularity by teachers at the high school level was verbal aggression (85.0%). In all, the sample indicated disruption of learning environment (90.8%), physical aggression (89.0%), and verbal aggression (82.4%) as the top three behaviors for developing an FBA.

As the most popular behaviors vary among groups, so do many of the other ones listed on the survey. While physical aggression was indicated as a top behavior for PreK-5/6 and middle school/junior high, high school teachers stated it as a likely behavior 73.7% of the time. At the high school, disorganization was indicated as warranting an FBA by 31.6% of the respondents. Six (15.8%) participants agreed at the PreK-5/6 level while only 10.5% at middle school/junior high. Lying/manipulation (68.4%), absences/truancy (63.2%), and weapon-related behaviors (63.2%) were ranked higher at the high school level than the other two groups. On the other hand, PreK-5/6 teachers indicated social isolation/withdrawal at a higher rate.

The average responses (Not Likely-Most Likely) given by participants regarding specific student behavior are provided in Table 12. Analysis of variance (ANOVA) tests were completed to explore potential differences in the likeliness of behaviors warranting an FBA at the various grade levels. Results show significant statistical difference for absences/truancy (F = 6.293, df1 2, df2 74, p<.05). Other behavior ranked differently, although not statistically different, included physical aggression ($F_{(2, 72)} = 2.441$, p<.05), social isolation/withdrawal ($F_{(2, 71)} = 2.260$, p<.05), and lying/manipulation ($F_{(2, 74)} = 1.855$, p<.05).

Table 11

Likeliness of Behavior Warranting an FBA

	Refusal to follow directions/comply		Disruption of learning environment		Hyper, fidgety, out of seat	
	n	%	n	%	n	%
Pre-K-5/6	28	71.8%	34	87.2%	19	48.7%
Middle School/ Jr. High	15	79.0%	18	94.7%	10	50.0%
High School	13	65.0%	18	90.0%	10	50.0%
Sample Total	62	72.1%	79	90.8%	45	51.1%
	Verbal aggression		Physical aggression		Incomplete assignments	
	n	%	n	%	n	%
Pre-K-5/6	30	81.1%	35	92.1%	6	15.4%
Middle School/ Jr. High	14	73.7%	17	94.4%	4	22.2%
High School	17	85.0%	14	73.7%	4	22.2%
Sample Total	70	82.4%	73	89.0%	15	18.3%
	Disorganization		Lying/manipulation		Absences/truancy	
	n	%	n	%	n	%
Pre-K-5/6	6	15.8%	15	38.5%	7	18.4%
Middle School/ Jr. High	2	10.5%	9	47.4%	8	40.0%
High School	6	31.6%	13	68.4%	12	63.2%
Sample Total	17	20.5%	39	46.4%	31	36.5%
	Social isolation/ withdrawal		Property Destruction		Drug-related Behaviors	
	n	%	n	%	n	%
Pre-K-5/6	16	43.2%	29	76.3%	18	52.9%
Middle School/ Jr. High	4	22.2%	13	72.2%	8	44.4%
High School	4	21.1%	15	75.0%	11	57.9%
Sample Total	26	31.7%	63	75.9%	43	54.4%
	Weapon-related Behaviors					
	n	%				
Pre-K-5/6	19	51.4%				
Middle School/ Jr. High	8	44.4%				
High School	12	63.2%				
Sample Total	44	54.3%				

Table 12

Mean Responses for Behaviors Warranting an FBA

	Refusal to follow directions/comply		Disruption of learning environment		Hyper, fidgety, out of seat	
	M	SD	M	SD	M	SD
Pre-K-5/6	3.00	1.32	2.10	1.17	3.33	1.42
Middle School/ Jr. High	2.68	1.06	1.95	1.08	3.10	1.45
High School	3.05	1.23	2.45	1.05	3.60	1.05
	Verbal aggression		Physical aggression		Incomplete assignments	
	M	SD	M	SD	M	SD
Pre-K-5/6	2.19	1.20	1.55	1.16	4.38	0.96
Middle School/ Jr. High	2.58	1.43	1.67	1.14	4.06	1.47
High School	2.25	1.21	2.21	1.47	4.00	1.14
	Disorganization		Lying/manipulation		Absences/truancy	
	M	SD	M	SD	M	SD
Pre-K-5/6	4.32	1.04	3.72	1.19	4.39	1.00
Middle School/ Jr. High	4.42	1.02	3.42	1.17	3.90	1.21
High School	3.95	1.27	3.11	1.05	3.26	1.33
	Social isolation/ withdrawal		Property Destruction		Drug-related Behaviors	
	M	SD	M	SD	M	SD
Pre-K-5/6	3.59	1.43	2.26	1.43	3.21	1.71
Middle School/ Jr. High	4.11	1.18	2.72	1.41	3.56	1.50
High School	4.16	1.01	2.20	1.51	2.89	1.70
	Weapon-related Behaviors					
	M	SD				
Pre-K-5/6	2.86	1.81				
Middle School/ Jr. High	3.17	1.82				
High School	2.53	1.74				

Note: Respondent choices were coded from (5) Not Likely - (1) Most Likely.

Teacher Perceptions of the FBA Process

Perceptions of the FBA process were measured in the last section of the survey. Table 13 depicts participant opinions to the statements. The FBA process is valued by 73.6% of teachers. Forty-three respondents (47.3%) indicated agree to strongly agree that they have received sufficient FBA training. On the other hand, 27.5% either disagree to strongly disagree while the other 25.3% have no opinion. Over half of the teachers felt comfortable with the FBA process and its components. When surveyed about time commitments, 46.0% disagreed with the statement that FBAs are too time consuming to complete properly; however, 58.1% agreed FBAs would be more useful if shortened.

Statements regarding FBA uses were also prepared and rated high by teachers. Eighty-two percent of respondents agreed FBAs are effective in identifying behavioral interventions (85.2%). Conflicting views did exist among educators about creating FBAs for all students whose behavior impedes the learning environment. While 45.6% agreed this occurs, 25.6% had no opinion and the remainder opposed.

Table 13

Teacher Perceptions of the FBA Process

	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Sufficient Training	12	13.2%	13	14.3%	23	25.3%	38	41.8%	5	5.5%
Comfortable with FBA process and its components	6	6.8%	12	13.6%	18	20.5%	43	48.9%	9	10.2%
Too time consuming to complete properly	12	13.8%	28	32.2%	22	25.3%	18	20.7%	7	8.0%
Effective in identifying behavioral function	1	1.1%	7	7.9%	8	9.0%	61	68.5%	12	13.5%
Used to create appropriate behavioral interventions	1	1.1%	6	6.8%	6	6.8%	58	65.9%	17	19.3%
Used for all students whose behavior impedes the learning environment	6	6.7%	20	22.2%	23	25.6%	26	28.9%	15	16.7%
Value FBA process	2	2.3%	7	8.0%	14	16.1%	53	61.0%	11	12.6%
More useful if shortened	1	1.2%	12	14.0%	23	26.7%	32	37.2%	18	20.9%

Discussion

The perspectives of 98 special education teachers who have taught two or more years and completed a special education program at a state regional comprehensive university regarding the FBA process were examined in this study. Researchers have questioned special education teachers' abilities to carry out the FBA process with fidelity. While special education teachers are deemed key professionals in the process, little research had been conducted with teachers as the focus. The survey data reveal differing views about FBA exist among the participants.

While 54% of participants in the study conducted by Couvillon et al. (2009) indicated formal coursework and training as key to their FBA training, this study revealed participants split almost equally across categories. Of more concern were the 26.7% who received no FBA training. Since respondents were graduates of the same university program, all should have received formal coursework on FBAs. A possibility for the conflicting information could be explained by the term FBA itself. Dependent on when the individual took courses, they may have received training on the process; however, it was not called FBA. Overall, over half the respondents either had no opinion or disagreed that they had received sufficient FBA training.

According to research, time constraints are also an issue of the FBA process in schools. The exact amount of time it takes to complete an FBA including data collection, analysis, and paperwork is unclear. Forty teachers (66.7%) responded that the average FBA takes 1-3 hours to complete while 26.7% indicated 4-6 hours. Similar results were documented by Kern and Holt (2004); however, they also located studies in disagreement (as much as 60 hours of observation). Although 1-3 hours may not seem like a large

amount of time, many teachers must complete multiple FBAs per year. Seven respondents (7.1%) in each category indicated they complete 6-10 or more than 11 FBAs each year. Along with regular teaching duties, this is a significant amount of time. Over half the teachers surveyed either had no opinion or agreed that FBAs are too time consuming to properly complete. They also indicated that FBAs may be more useful if shortened.

In a study conducted by Katsiyannis et al., (2008), special education teachers were found responsible for 94.7% of FBAs conducted. Although special education teachers encompassed the largest percentage of the lead professional in FBA development (44.7%), others were noted as well. School psychologists (23.5%) and social workers (18.8%) were chosen by respondents as key developers of FBAs in their settings. Possible explanations of the disparity may be individual district policies or procedures.

Responses to this survey reflect that special education teachers are always a member of the team with 92.9% of teachers responding indicated this, followed by social workers (47.8%) and psychologists (44.8%). Near half (49.2%) of participants chose parents as "sometimes" participants. Twenty-four (36.4%) teachers indicated students were never involved in the FBA process.

Unlike the district-level special education administrators that most often cited indirect FBA assessment procedures (Katsiyannis et al., 2008), a mixture of both indirect and direct measures were indicated by respondents in this study. Results from the overall sample data show teacher interviews, ABC observations, other forms of direct observation, and rating scales likely used as assessment tools. Although only one was

found significantly different, some differences did occur between grade levels. Student interviews were used more often at the high school level than the others. A potential reason for this difference is the age of student served. Rating scales were seen more frequently at the PreK-5/6 level while at middle school/junior high, variable manipulation and analog probe assessments received higher rankings. It is unclear why this variance occurred.

Compared to the study by Weber et al. (2005), teachers in this study were more likely to use interviews and direct observation techniques than SEAs. Teachers also indicated a high use of interviews, observations, and rating scales which conflicts with files reviewed by Blood and Neal (2007). High occurrences of direct observation were noted by Kern and Hilt (2004); however, analog assessments and rating scales were used infrequently.

Possible disagreements in assessment methods could be caused for a variety of reasons. District policies may affect choices made. Likewise, time constraints may limit the procedures completed during data collection. While interviews and rating scales take little time to complete, both direct observations and variable manipulation should occur over periods of time.

When asked to indicate specific behaviors warranting an FBA, some similarities and differences are revealed. Sample totals indicated the top three behaviors as disruption of learning environment, physical aggression, and verbal aggression. Similar results were found by Couvillon et al. (2009). Although only student absences/truancy was found significantly different, teachers were more likely to use some strategies than others at various grade levels. In high school, disorganization, lying/manipulation, and

absences/truancy are cited more frequently than the other categories. Different expectations at each grade level, such as student responsibilities, may be a cause for the variation.

Over half the respondents felt comfortable with the FBA process and its components. Likewise, they found FBAs effective in identifying behavioral function and in creating appropriate behavioral interventions. On the other hand, results were split on whether or not FBAs were utilized for all students whose behavior impedes the learning environment. Generally, special education teachers agree that they value the FBA process.

Limitations

The survey instrument could be considered a limitation. While 98 surveys were returned, not all respondents answered every question. This could be due to forced choice answers or unclear questions/statements. The length or organization of the survey may also be a limitation. Furthermore, utilizing Likert-type scales made data analysis difficult by offering too many choices. Future studies may consider asking respondents to rank order choices instead.

The internal validity of the research design could be compromised in a variety of ways. Some special education teachers are more experienced with FBAs than others, thus cause varying perceptions. Those who are familiar with or have received training about the process may feel more comfortable answering questions about FBA. On the other hand, teachers with little training or experience may consider the survey a poor reflection of their abilities. Answers may reflect the teacher with less experience reporting him/herself more knowledgeable.

Implications for Practice and Future Research

The literature base contains information regarding the effectiveness of FBAs through researchers as implementers. Student files have been explored to discover FBA components and behaviors addressed. Administrator perspectives at both the state and local levels had been surveyed. However, little research has considered special education teachers' perspectives of the FBA process. Moreover, no prior research could be found addressing teacher perceptions of FBA.

Results of this study indicate differing teacher views of the FBA process. The study's findings reveal that a variety of assessment methods are being utilized by teachers; however, the frequency varied by grade level. Similar inconsistencies were found with behaviors that warrant FBA development. Districts must have specific policies in place for FBAs. Without these regulations, FBAs may be ineffective in their purpose (to increase appropriate behavior). Future studies should examine the fidelity of assessment methods used by FBA developers and effectiveness in changing specific student behaviors. Questions as to why certain methods or behaviors are chosen may be asked as well. Additionally, training regarding new laws must be available.

This study focused specifically on perceptions of special education teachers who have taught two or more years. Other groups that could be questioned include school psychologists and social workers who were reported to be highly involved in the process. General education teachers could also be included in these studies. With FBA used for a variety of behaviors, use across settings must be explored especially in inclusive environments. Parents and students could be questioned about their perceptions of the

process and effectiveness as well. Such research would provide additional data regarding current practices and areas of concern.

Further research should address time commitments for FBA completion. The exact amount of time to complete the full FBA process (data collection, analysis, and paperwork) is unclear. Prior research and the current study found conflicting views on this topic. It would be beneficial for an exact number of observation sessions to be set for consistency among districts. Truncated approaches to FBA should also be reviewed.

The inclusion of teachers' perceptions in the research provides insight into how teachers perceive the FBA process. This study should lead to further research involving this and additional populations. Ultimately, the FBA process can be made better and more effective for improving student behavior and success in the educational environment.

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Appendices

Appendix A

EASTERN

May 2, 2011

Dear EIU graduate,

You are invited to participate in a research study conducted by Stephanie Woodley, graduate student in the Department of Special Education at Eastern Illinois University.

The attached survey instrument, concerning special education teachers' perspectives of the functional behavior assessment (FBA) process, will provide data pertaining to FBA training, methods, participants, and uses in educational settings. Personal perceptions of FBAs will also be considered. Currently, very little FBA research has been completed utilizing teachers, thus it is with hope this study will add valuable information to the literature.

Your involvement is entirely voluntary. By completing and returning the survey, you are agreeing to take part in the study. All information provided will be completely anonymous.

We would appreciate all surveys returned by **May 20, 2011** in the envelope provided for you. The instrument should take approximately 10-15 minutes to complete. When filling in your answers, please use a No. 2 pencil.

Thank you in advance for your participation in the study!

Sincerely,

Stephanie A. Woodley, Graduate Student
Department of Special Education, Eastern Illinois University

Dr. Kathlene S. Shank, Chair
Department of Special Education, Eastern Illinois University

Appendix B

Special Education Teachers' Perspectives of the Functional Behavior Assessment (FBA) Process

For each of the questions that follow, fill in the circle that corresponds to your answer to the question:

1. Which grade range best describes your caseload:

	Ages 3-5	Elementary K-5/6	Middle School/ Junior High	K-8	High School	K-12	Adult Program
	7	6	5	4	3	2	1

Indicate the special education eligibilities of the students on your **caseload:**

	Yes	No
2. Autism	2	1
3. Cognitive Impairment/Intellectual Disability	2	1
4. Deaf-Blindness/Deafness/Hearing impairment/Visual Impairment	2	1
5. Developmental Delay	2	1
6. Emotional Disability	2	1
7. Orthopedic Impairment	2	1
8. Other Health Impairment/Traumatic Brain Injury	2	1
9. Specific Learning Disability	2	1
10. Speech/Language Impairment	2	1

11. How did you learn to complete FBAs?

No FBA Training	Formal coursework on FBA	In-service/training sessions	Formal coursework & in-service/training
4	3	2	1

12. How would you describe the organizational pattern of your current position?

Resource, primarily one disability	Cross categorical resource	Self-contained classroom with primarily one disability	Self-contained classroom with more than one disability	Inclusive setting	Separate Day School	Agency, hospital, other setting	Regular classroom teacher
8	7	6	5	4	3	2	1

13. How would you describe the size of the district in which you work or cooperative relative to the number of students served?

Less than 750 students	751 - 1500 students	1501 - 2500 students	More than 2501 students
4	3	2	1

14. How would you describe the setting of the district in which you work?

Rural	Urban	Suburban
1	2	3

Please continue to the next side of this sheet.

15. Are you male or female?

Male	Female
(2)	(1)

16. Are you a member of a minority group?
(minority group as defined by US Census guidelines)

Yes	No
(2)	(1)

17. Indicate highest degree earned:

Earned a B.S. or B.A.	Earned a M.S. or M.A.	Earned an Ed.S	Earned a Ph.D.	Earned an Ed.D	Completed additional certification
(6)	(5)	(4)	(3)	(2)	(1)

18. Indicate your teaching experience:

1 - 5 years	6 - 10 years	11 - 16 years	17 - 25 years	26 + years
(5)	(4)	(3)	(2)	(1)

19. How many FBAs do you complete each year?

I do not complete FBAs	1	2 - 5	6 - 10	11 +
(5)	(4)	(3)	(2)	(1)

20. Who is the **key** professional in the development of FBAs in your setting?

Special Education teacher	Behavior Collaborative/ Behavior Consultant	School Social Worker	School Psychologist	Other
(5)	(4)	(3)	(2)	(1)

21. How much time does the average FBA (data collection, analysis, paperwork) take to complete?
(If you do not complete FBAs, skip to question 30.)

Less than 1 hour	1-3 hours	4-6 hours	7-10 hours	More than 10 hours
(5)	(4)	(3)	(2)	(1)

Who is involved in the FBA process in your setting?

	Never	Sometimes	Always
22. Special Education Teacher	(3)	(2)	(1)
23. General Education Teacher	(3)	(2)	(1)
24. Student	(3)	(2)	(1)
25. Parent(s)/Guardian(s)	(3)	(2)	(1)
26. Social Worker	(3)	(2)	(1)
27. Psychologist	(3)	(2)	(1)
28. Administrator	(3)	(2)	(1)
29. Other member Please give example: _____	(3)	(2)	(1)

Please continue to the next sheet.

Rate the likeliness the listed assessments are used for an FBA in your setting.

	Not Likely		Likely		Most Likely
30. Student interviews	5	4	3	2	1
31. Teacher interviews	5	4	3	2	1
32. Parent interviews	5	4	3	2	1
33. Rating scales (e.g., BASC, EBPS)	5	4	3	2	1
34. Antecedent, Behavior, Consequence (ABC) observation	5	4	3	2	1
35. Other forms of observation	5	4	3	2	1
36. Manipulation of instructional variables	5	4	3	2	1
37. Analog probe assessments	5	4	3	2	1

If present in your setting, how likely is it the following behaviors would result in an FBA?

	Not Likely		Likely		Most Likely
38. Refusal to follow directions/comply	5	4	3	2	1
39. Disruption of learning environment	5	4	3	2	1
40. Hyper, fidgety, out of seat	5	4	3	2	1
41. Verbal aggression	5	4	3	2	1
42. Physical aggression	5	4	3	2	1
43. Incomplete assignments	5	4	3	2	1
44. Disorganization	5	4	3	2	1
45. Lying/manipulation	5	4	3	2	1
46. Absences/truancy	5	4	3	2	1
47. Social isolation/withdrawal	5	4	3	2	1
48. Property destruction	5	4	3	2	1
49. Drug-related behaviors	5	4	3	2	1
50. Weapon-related behaviors	5	4	3	2	1

On the rating scale, fill the circle that best fits your perception of the statement.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
51. I have received sufficient training on the FBA process.	5	4	3	2	1
52. I feel comfortable completing the FBA process and its components.	5	4	3	2	1
53. FBAs are too time consuming for me to complete properly.	5	4	3	2	1
54. FBAs are effective in identifying behavioral function.	5	4	3	2	1
55. FBAs are used to create appropriate behavioral interventions.	5	4	3	2	1
56. FBAs are used for all students whose behavior impedes the learning process.	5	4	3	2	1
57. I value the FBA process.	5	4	3	2	1
58. The FBA process would be more useful if shortened.	5	4	3	2	1

Thank you for completing this survey.