



Autism Focused Intervention Resources & Modules

## ---Evidence-base for Functional Behavior Assessment---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:


- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

### --OVERVIEW--

Functional behavior assessment is used to understand the function or purpose of a specific interfering behavior. Functional behavior assessment meets the evidence-based practice criteria with 10 single case design studies. The practice has been effective with learners in early intervention (0-2 years) to high school (15-22 years). Studies included in the 2014 EBP report detailed how functional behavior assessment can be used effectively to address: academic, adaptive, behavior, communication, and school readiness outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
		Communication		
Behavior	Behavior	Behavior	Behavior	Behavior
	School-Readiness	School-Readiness	School-Readiness	
		Adaptive		
	Academic	Academic		



# Functional Behavior Assessment (FBA)

## Early intervention (0-2 Years)

- \* Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, 1(2), 77-87. doi: 10.1177/109830079900100202

## Preschool (3-5 years)

- Blair, K. C., Lee, I., Cho, S., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education*, 31, 22-36. doi: 10.1177/0271121410377510
- \* Dunlap, G., & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, 1(2), 77-87. doi: 10.1177/109830079900100202
- \* Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, 5(3), 1059-1077. doi: 10.1016/j.rasd.2010.11.012
- Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, 9, 131-150. doi: 10.1177/10983007070090030201

## Elementary (6-11 years)

- Blair, K. S. C., Umbreit, J., Dunlap, G., & Jung, G. (2007). Promoting inclusion and peer participation through assessment-based intervention. *Topics in Early Childhood Special Education*, 27(3), 134-147. doi: 10.1177/02711214070270030401
- Devlin, S., Leader, G., & Healy, O. (2009). Comparison of behavioral intervention and sensory-integration therapy in the treatment of self-injurious behavior. *Research in Autism Spectrum Disorders*, 3(1), 223-231. doi: 10.1016/j.rasd.2008.06.004
- \* Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, N. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders*, 5(3), 1059-1077. doi: 10.1016/j.rasd.2010.11.012
- McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, 33(4), 479-493. doi: 10.1901/jaba.2000.33-479
- Roberts-Gwinn, M. M., Luiten, L., Derby, K. M., Johnson, T. A., & Weber, K. (2001). Identification of competing reinforcers for behavior maintained by automatic reinforcement. *Journal of Positive Behavior Interventions*, 3(2), 83-87. doi: 10.1177/109830070100300204

## Middle (12-14 years)

- Clarke, S., Worcester, J., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions*, 4(3), 131-145. doi: 10.1177/10983007020040030201

## High (15-22 years)

- O'Reilly, M. F., Edrisinha, C., Sigafoos, J., Lancioni, G., & Andrews, A. (2006). Isolating the evocative and abative effects of an establishing operation on challenging behavior. *Behavioral Interventions*, 21(3), 195-204. doi: 10.1002/bin.215

- \* Research which included participants in multiple age ranges.