



Remote Technology and FBAs: COVID-19



General Guidance

Before considering completing a remote FBA, please visit [Functional Behavior Assessments: Conducting and Completing an Informative Assessment](#) on the Idaho Training Clearing House. Ensure you have a firm understanding of the process behind a traditional FBA or work with team members who do. The same processes can be adapted and conducted remotely during COVID-19. Below are the processes involved in conducting a remote FBA, what the process may have looked like traditionally, and how technology can be utilized to conduct the assessment using remotely.

FBA Process	School Implementation	Remote Implementation
<p>Team reviews The Challenging Behavior Flow Chart (module for further explanation on use) before moving forward in FBA Process</p>	<p>The IEP team meets in person to create a meaningful opportunity for team to participate in the problem-solving process.</p>	<p>The IEP team meets via video conference to create a meaningful opportunity for team to participate in the problem-solving process.</p>
<p>Operationally define the challenging behavior:</p> <p><i>Identify what the behavior looks like and how all team members will recognize and “count” the behavior. Move away from generic labels such as “aggression” and toward specifics such as “any attempt or success to hit with an open or closed fist, with another individual as a target.”</i></p>	<p>The IEP team meets in person to discuss how challenging behavior presents across team members.</p> <ul style="list-style-type: none"> • What does it look like in various situations with various people? <p>Define exactly what behavior looks like in measurable terms.</p> <ul style="list-style-type: none"> • Example: Elopement is defined as leaving a designated area without permission, in excess of 20 feet. • Non-Example: Elopement = Running from staff/room. 	<p>The IEP team meets via video conference to discuss how challenging behavior presents across team members.</p> <ul style="list-style-type: none"> • What does it look like in various situations with various people? • Consider what the challenging behavior looks like now in comparison to how it looked in the school setting. <p>Define exactly what behavior looks like in measurable terms.</p> <ul style="list-style-type: none"> • Example: Elopement is defined as leaving a designated area without permission, in excess of 20 feet. • Non-Example: Elopement = Running from staff/room.
<p>Data Collection: Direct Data</p> <p><i>Direct data is data collected from direct observation, such as ABC data. It has increased reliability and can help lead to more efficient assessment results.</i></p>	<p>Collect ABC data in the different environments in which the challenging behavior occurs.</p> <p>This is typically done by teacher, paraprofessional, or other school personnel while the student is in class, recess, lunch, specials etc.</p> <p>For more information on collecting and utilize ABC data, visit the ABC Data module on the Idaho Training Clearinghouse, here.</p>	<p>Collection of ABC data through remote technology:</p> <p>Option 1: Video capture the student in the current environment. The video is shared by the parent with the school team in a manner that was previously agreed upon with all team members. School team reviews video capture and collects ABC data.</p> <p>Option 2: Parent and school team cooperate to obtain live stream video of student through FERPA compliant means. School personnel collect ABC data while observing student live.</p>



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		U.S. Dept of Education Guidance on FERPA: FAQs on Photos and Videos under FERPA FERPA and Covid-19 FAQs FERPA and Virtual Learning during Covid-19
<p>Data Collection – Indirect Data</p> <p><i>Indirect data is data collected through questionnaires, surveys, and interviews. It has decreased reliability and validity. It is recommended that if indirect data is utilized, there are multiple sources. The team may consider utilizing at least three of the tools listed in the column to the right.</i></p>	<p>Collection of at least 2 to 3 means of indirect data. Surveys, questionnaires and interviews of school personnel and caregivers.</p> <p>Sample Forms: FAI (Functional Assessment Interview Form) FAST (Functional Analysis Screening Tool) QABF (Questions about Behavioral Function) Problem Behavior Questionnaire</p>	<p>Collection of at least 2 to 3 means of indirect data. Surveys, questionnaires and interviews of school personnel and caregivers.</p> <p>Interviews with caregivers can be conducted through phone or video conferencing. Questionnaires and surveys can be delivered through mail or email and returned by caregivers.</p>
<p>Analysis and Development of Hypothesis Statement</p>	<p>IEP team members meet to review data and develop a hypothesis statement for student's FBA.</p>	<p>Use of phone and video technology for IEP team members to collaborate, analyze data, and develop hypothesis statement for the student's FBA.</p>