

## **Functional Behavioral Analysis Reflection**

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### **Functional Behavioral Analysis Reflection**

One of the last classes I took to complete my degree was SPED 743 Methods: Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management LEC. The significant assignment for this class was the Functional Behavioral Analysis. The three main components of the FBA were to have a clear and detailed student description and target behavior, an effective plan for data collection, and to analyze data and function determination. The assignment was divided into three parts; with each submitted and reviewed before moving on to the next.

#### **Revision and Feedback**

I received feedback and made revisions as I completed the assignment. For part one, I reworded the definition of the target behavior before moving on to part two. Part two focused on the interview with the student and teacher. I did not need any revisions on this part as I knew my student and his teacher very well. I had worked with my selected students for two years before and collaborated closely with his teacher. For part three, I included all the interviews and analyzed the data. My professor stated that I did a great job and loved how my student clearly communicated their preferences to me. I scored a thirty-five out of forty on part three. The area that I lacked was not including the consequences entered as examples into the completed function matrix. I have corrected the function matrix to complete the assignment.

#### **Reflection**

Due to COVID affecting my schedule, I was unable to take the online high incidence SPED 743 class in the spring. Instead, I was able to enroll in the in-person low incidence SPED 743 in the spring to graduate on time. I immensely enjoyed coming in once a week to work with

a small class of three. My professor was very accommodating with my assignments, focusing on high-incidence students.

On the assignment side, I started off the assignment with a different student selected. However, her needs proved to need more attention than my carefully paced FBA would supply. My professor was also very accommodating in my switching students, as I made the switch after completing parts one and two. Thus, I switch gears to a student with consistent attendance and a more minute behavior to observe. In discussions with his teacher, I developed a plan for behavior that proved to be disruptive (interrupting) but would not be a burden if not solved immediately. This was an effective switch as I communicated well with his teacher and parent. I developed a plan to help with my student's interrupting that can be used in future classrooms.