

Examiner/Technical Manual

The FBA Profiler

(Functional Behavioral Assessment Profiler)

A comprehensive norm-referenced and criterion referenced behavior rating scale

Designed to:

- identify potential "target" or problem behaviors
- suggest hypothesized "functions" of or reasons for existing or potential behaviors, and
- provide a broad screening of potential mental health concerns



Developed By

Scott L. Crouse, PhD

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To download the free trial FBA Profiler software or order a user registration code, please visit:

<http://www.LDinfo.com>

Section 1

Overview of the FBA Profiler

Purpose/intent of the FBA Profiler:

Emotional and behavioral needs of children and adolescents have been evaluated for decades through the use of various behavior rating scales or profiles. These rating scales typically have been used to compare an individual student's observable behavior with that of the "normal" or general student population in order to determine the significance of any behavioral differences found. The Individuals with Disabilities Education Act (IDEA) which was amended in 1995 and reauthorized in 2004, defines and clarifies a need for public schools to go beyond the mere identification of significant behavioral difficulties and to also perform a formal functional behavioral assessment (FBA). Clearly the intent of an FBA is to promote a more thoughtful and meaningful understanding of the underlying emotional needs or motivations which are served by the behavior so that appropriate and positive behavioral interventions can be developed to more directly meet the needs of individual students. Although various behavior rating scales have been developed and utilized for many years to identify significant behavioral difficulties in students and provide screening for certain mental health conditions (typically ADHD, conduct disorders, anxiety disorders, and/or depression) these rating scales typically do not address underlying emotional or psychological "needs" related to potential "functions" of behavior(s). Traditional behavior rating scales also frequently take a rather clinical approach to emotional/behavioral needs which is sometimes difficult for educators and/or parents to fully understand or utilize.

In contrast to traditional behavior rating scales, the FBA Profiler is specifically designed to not only identify specific areas of behavioral difficulty (i.e. "target behaviors") but also to evaluate patterns of responses in order to identify potential underlying "functions" of the behavior(s) and promote more appropriate and effective behavioral intervention. The FBA Profiler also provides a broad-spectrum mental health screening in nine specific categories (based largely upon current DSM criteria). Most importantly, the FBA Profiler has been designed by a practicing school psychologist to be directly relevant to the psychoeducational needs of children and adolescents, with interpretations and suggested interventions which are easily understood by teachers and parents. The FBA Profiler is also normed for ages 3 through adult for use before and beyond the typical school-aged population.

Unique Design of the FBA Profiler Professional software package:

Unlike other behavior rating scales which require an examiner to separately purchase rating forms, examiner/technical manual, and computer scoring software, the FBA Profiler is provided entirely as a computer software package compatible with both Windows (PC) and Macintosh computer operating systems. The software package includes the FBA Profiler behavior rating forms (in English and Spanish), an application for entry and scoring of the rating forms, (resulting in extensive computer-generated reports), online instructions, and web-based links to the examiner/technical manual as well as other relevant or updated information. The entire software package is provided to individual users, small groups, or larger "sites" through a registration process which provides users unlimited access to rating forms and scoring/reporting options

throughout the duration of the registration period (1 to 3 years). Users are also entitled to any available software updates throughout their registration period.

Development of the FBA Profiler:

Standardization-

Standardization of the FBA Profiler was accomplished in two phases:

The initial preliminary standardization process involved posting internet web-based rating forms for parents to rate their children, teachers to rate their students, and anyone to rate themselves. This on-line FBA Profiler rating allowed anyone with an internet connection to take part in the initial standardization process and facilitated the gathering of normative data from across the country. Due to a tendency for such on-line behavior ratings to be dominated by subjects with existing or suspected behavioral difficulties, additional subject and demographic information was utilized in order to “normalize” the population of subjects actually selected for the preliminary standardization process. FBA Profiler rating items were also included in an alternate online learning disability/learning style rating scale (Cognitive Processing Inventory) which additionally supported the initial establishment of a “normal” distribution of ratings.

After establishment of preliminary norms through the process described above, a workable prototype of the FBA Profiler was developed and made available to school districts and private mental health professionals for beta testing throughout the 2005-2006 school year. Following instrument and software refinement through the beta testing process several school districts and private practitioners across the United States have been taking part in a traditional standardization process by gathering and submitting rating data from a broad random sampling of subjects from the general population.

Age and Gender: For the 2017 update, the chosen standardization sample of 5804 subjects was separated into twelve age/gender groups which were used in the development of the formal FBA Profiler norms. Table 1.1 shows the total number of subjects in each group.

Table 1.1

Standardization Samples by Age and Gender

<u>Age Group</u>	<u>Male (N)</u>	<u>Female (N)</u>
3-0 to 6-11	762	476
7-0 to 10-11	835	596
11-0 to 14-11	414	366
15-0 to 18-11	174	275
19-0 to 22-11	223	822
23-0 +	196	665

Ethnicity: Ethnic distribution within the FBA Profiler standardization group has been adjusted to match current U.S. census data.

Because of concern regarding nonbiased assessment practices, additional data analysis was conducted to determine the significance of any potential differences found between ratings of "white" and "non-white" individuals. Two-tailed t-tests were performed comparing white and non-white average raw scores obtained in each target behavior category for parent, teacher, and student/self ratings. These statistical comparisons found no significant differences across any of the eight target behavior categories as a function of ethnicity. This suggests that the FBA Profiler is able to provide a non-biased evaluation of behavioral difficulties across racial groups.

Appropriate use of the FBA Profiler:

The FBA Profiler is intended to provide a comprehensive rating of a student's observable behavior both within and outside of an educational environment. It primarily represents a convenient means of gathering information from parents and/or teachers, and for older children (age 12 and up) and adults, valuable information can be directly obtained about how they view their own behavior.

Note: Although norms for self ratings are provided down to age 7, such ratings for children under the age of 12 should be viewed with considerable caution.

The FBA Profiler consists of a two-page checklist (see Appendix A) which can be completed by parents, teachers, or the students themselves (preferably for ages 12 and above). These forms consist of approximately 10 descriptive/identifying items followed by 120 rating items. Each item is rated on a scale of 1 to 3 with 1 indicating that the item is not at all true (or not observed), 2 indicating that the item is somewhat true, and 3 indicating that the item is very true for the subject being rated.

When completed by parents, this checklist is typically sent home along with a brief explanation of the intent and purpose of the rating. When completed by students, the checklist can either be given to them directly to complete by themselves, or it can be read to them with their responses recorded by a teacher, psychologist, etc. It is important to note that each and every item must be completed. Raters should be instructed to use a rating of "1" when the behavior either is not observed or when uncertain about the correct response.

Two versions of the ratings forms are available; one form for individuals to rate themselves, and another form for parents or teachers to rate an individual child/student. Both versions of the forms are available in both English and Spanish.

Who should rate the subject? As with any behavior rating scale, the FBA Profiler will yield most reliable and valid results when completed by parents and/or teachers who have the greatest opportunity to directly observe the student's behavior. When parents are separated, it is probably best to have each parent complete a rating, keeping in mind that one parent may have somewhat greater opportunity to observe the child than the other parent. When choosing teachers to complete the ratings, while it is sometimes valuable to obtain a broad cross section of ratings from all teachers or a few "randomly selected" teachers, it is sometimes more efficient and effective to solicit ratings from a few teachers who are most directly involved with the particular student. In

addition to parent and teacher ratings, students aged 12 or above are usually able to provide reliable and accurate ratings of their own emotional and behavioral needs. Although some students may tend to minimize the significance of their emotional/behavioral needs, on the FBA Profiler this potential for error is corrected when raw scores are converted to standardized scores.

Brief description of the rating scales:

Target Behaviors – What specific types of behavior are being observed? The following specific areas are evaluated according to age-based national norms to determine statistical significance of any behaviors observed.

<u>Internalizing</u>	<u>Externalizing</u>
Task Avoidance/Off-Task	Disruption
Social Withdrawal	Delinquency
Passive Aggression	Active Aggression
Somatic Issues	Defiance

Hypothesized Functions of Behavior – What are likely underlying emotional motivations for observed behaviors? The following specific areas are evaluated according to an empirically-based criterion reference in order to establish a pattern of “relatively significant concern”.

- Attention-Seeking
- Social Status
- Escape/Avoidance
- Anxiety-Reduction
- Self-Indulgence
- Defensive Reaction
- Power/Control
- Revenge

Mental Health Screening – Are observed patterns of behavior consistent with any of the more common DSM mental health diagnoses? The following specific areas are evaluated according to current DSM criteria in order to screen for these potential areas of mental health concern.

- ADHD Inattentive Type
- ADHD Hyperactive Type
- Conduct Disorder
- Oppositional-Defiant Disorder
- Depression
- Anxiety Disorder
- Obsessive-Compulsive Disorder
- Thought Disorder
- Autism Spectrum Disorder

Section 2

The FBA Profiler Rating Scales

Following are detailed descriptions of the various behavioral, functional, and mental health categories evaluated by the FBA Profiler.

The Target Behavior Scale:

Target behaviors are specific and observable areas of behavioral concern which can be identified for possible intervention. Ratings provided within this category include:

Task Avoidance/Off-Task – A relatively significant rating in this area suggests a tendency to avoid, ignore, or otherwise fail to accomplish required or expected tasks including homework, daily chores, etc.

Social Withdrawal - A relatively significant rating in this area suggests a tendency to be somewhat socially isolated and avoid situations in which social interaction is expected or required.

Passive Aggression - A relatively significant rating in this area suggests a tendency to attempt to assert control or 'get back at others' through indirect means such as tattling, writing threatening notes, spreading rumors, defacing property, etc.

Somatic Issues - A relatively significant rating in this area suggests a tendency to complain of physical symptoms or 'ailments' such as headaches, nausea, body aches, minor injuries, etc.

Disruption - A relatively significant rating in this area suggests a tendency to engage in behavior which disturbs, interrupts, or draws others 'off-task'.

Delinquency - A relatively significant rating in this area suggests a tendency to engage in negative or rebellious behavior with peers.

Active Aggression - A relatively significant rating in this area suggests a tendency to become angry and start physical fights or verbal arguments with others.

Defiance - A relatively significant rating in this area suggests a tendency to deliberately break rules or otherwise challenge and/or defy authority.

The Functions of Behavior Scale:

Hypothesized functions of behavior are assumed underlying emotional needs or motivations which may result in certain predictable behavioral tendencies. Ratings within this category include:

Attention Seeking – A relatively significant rating in this area suggests that the subject's behavior may allow him to gain attention from others. Typical behaviors may include teasing, complaining, interrupting, or otherwise disrupting those around him. Suggested interventions include:

1. Provide appropriate opportunities to gain positive attention from others.
2. Assign 'important' jobs around the house or classroom.
3. Give opportunities for him to help others with tasks or assignments.
4. Provide extra praise and/or encouragement.

Social Status - A relatively significant rating in this area suggests that the subject's behavior may be intended to gain social acceptance or status and to 'save face' or avoid embarrassment among his peers. Typical behaviors may range from withdrawal or avoidance (to evade potentially embarrassing situations) to aggression or defiance (to impress or 'fit in with' certain peers).

Suggested interventions include:

1. Promote positive social connections (i.e. paired or team projects, etc.).
2. Avoid 'public' criticism, punishment, or embarrassment.
3. Provide a 'safe way out' of a difficult or embarrassing situation.
4. Help him to understand how his behavior may alienate others.

Escape/Avoidance - A relatively significant rating in this area suggests that the subject's behavior may enable him to escape or avoid an unpleasant, difficult, or potentially embarrassing situation. Typical behaviors of this nature include general fear-of-failure reactions such as task avoidance and social withdrawal but may also involve perfectionism. Suggested interventions include:

1. Provide tangible reinforcement (rewards).
2. Reward effort or participation rather than outcome.
3. Avoid tasks which are clearly beyond his capabilities.
4. Provide gentle prodding and encouragement.

Anxiety Reduction - A relatively significant rating in this area suggests that the subject's behavior may help him to relieve stress and/or anxiety. Such behavior is frequently obsessive and/or compulsive in nature and can be somewhat disruptive or annoying to those around him. Suggested interventions include:

1. Provide acceptable outlets for stress (such as a soft toy or ball to squeeze).
2. Allow frequent breaks or 'time-outs' when he chooses.
3. Encourage him to share his feelings of anxiety with others.
4. Avoid placing him in potentially stressful situations.

Self Indulgence - A relatively significant rating in this area suggests that the subject's behavior may allow him to do as he pleases with little regard for the needs or desires of others. This can cause friction and relationship difficulties with both peers and adults. Typical behaviors such as task avoidance, delinquency, and defiance may occur when he is asked to do something which he finds difficult or unpleasant. Suggested interventions include:

1. Offer several acceptable choices rather than a single demand or expectation.
2. Help him to find the relevance in a given task or assignment (i.e. why should this matter?).
3. Develop a behavioral contract with mutually identified expectations, consequences, and rewards.
4. Help him to understand how behavior impacts others.

Defensive Reaction - A relatively significant rating in this area suggests that the subject's behavior may be related to a need to defend himself from a perceived threat, challenge, or rejection which may or may not have been intended. Typical behaviors of this nature include verbal or physical aggression and/or abrupt social withdrawal. This behavior can be the result of a somewhat paranoid

perception of social situations and is often viewed by others as an unexpected overreaction to harmless teasing, meaningless comments, etc. Suggested interventions include:

1. Help him to more accurately perceive social situations.
2. Help him to feel safe, accepted, and supported.
3. Intervene quickly when it appears he may feel criticized or potentially embarrassed.
4. Temper any potentially critical remarks in order to avoid a possible overreaction.

Power/Control - A relatively significant rating in this area suggests that the subject's behavior may be intended to challenge authority and/or assert control over his own life or those around him. This can be related to feelings that others have been overly controlling or unfairly punitive. Typical behaviors may include task avoidance, delinquency, aggression, and/or defiance. Suggested interventions include:

1. Choose your battles carefully - don't engage in power struggles over insignificant issues.
2. Don't back down on important issues.
3. Respect his need to make many of his own choices.
4. Allow him to experience the "natural consequences" of his choices and learn from his mistakes.

Revenge - A relatively significant rating in this area suggests that the subject's behavior may be intended to 'get back at' or put others 'in their place'. This can be related to feelings that others have been mean or unfair to him. Typical behaviors may include passive aggression, active aggression, or defiance. Suggested interventions include:

1. Provide frequent and appropriate opportunities to vent anger or frustration.
2. Mediate quickly to resolve conflicts (don't let problems fester).
3. Encourage open communication so that he feels heard and understood.
4. Provide support when he is feeling "victimized".

The Mental Health Screening Scale:

The mental health screening provided by the FBA Profiler is based primarily upon current DSM criteria and is intended to help clarify or identify areas of potential mental health concern. Formal evaluation by a competent mental health professional should be considered whenever there are mental health concerns. Ratings within this category include:

ADHD Inattentive - A relatively significant rating in this area suggests that the subject appears to display characteristics of an attention deficit hyperactivity disorder - inattentive type. Such characteristics may include difficulty focusing on or maintaining attention to tasks, difficulty with organization, carelessness, etc. ADHD requires a medical diagnosis (from a physician or psychiatrist) and can be treated through a variety of behavior management and/or medical interventions. ADHD may add volatility to behavioral actions and/or reactions.

ADHD Hyperactive - A relatively significant rating in this area suggests that the subject appears to display characteristics of an attention deficit hyperactivity disorder - impulsive or hyperactive type. Such characteristics may include being generally 'fidgety', impulsive, active, disruptive, etc. ADHD requires a medical diagnosis (from a physician or psychiatrist) and can be treated through a variety of behavior management and/or medical interventions. ADHD may add significantly to the volatility of behavioral actions and/or reactions.

Conduct Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of a conduct disorder. Such characteristics may include a combination of aggression, destruction of property, deceitfulness, and serious violation of rules. A conduct disorder is a very serious mental health condition which typically requires extensive behavior management, therapeutic, and sometimes legal/correctional intervention.

Oppositional Defiant Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an oppositional-defiant disorder. Such characteristics may include generalized anger/resentment, vindictiveness, arguments with adults, rule violations, and difficulty accepting responsibility for his behavior. Oppositional-defiant behaviors are frequently observed in adolescents and typically involve a belief that rules/expectations are unfair or simply do not apply. Family counseling/therapy can be quite helpful in promoting objective, appropriate, and realistic behavioral expectations and consequences.

Depressive Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of depression. Such characteristics may include generalized sadness, feelings of guilt or worthlessness, lack of energy, sleep disturbance, significant weight loss or gain, thoughts of death or suicide, and a general loss of interest in most daily activities. Depression can be effectively treated through therapeutic and/or medical intervention.

Anxiety Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an anxiety disorder. Such characteristics may include generalized tension, irritability, difficulty concentrating, sleep disturbance, lack of energy, etc. Anxiety disorders can be effectively treated through therapeutic and/or medical intervention.

Obsessive Compulsive Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an obsessive-compulsive disorder. Such characteristics may include inflexibility (needing to do things in a certain way), difficulty getting his mind off of certain thoughts or mental images, a need to perform certain actions over and over to relieve stress, etc. An obsessive-compulsive disorder can be effectively treated through therapeutic and/or medical intervention.

Thought Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of a thought disorder. Such characteristics may include delusions, hallucinations, extremely unusual or unpredictable behavior, and/or generalized lack of emotional response. A thought disorder is a very serious mental health condition typically requiring extensive therapeutic and medical intervention.

Autism Spectrum Disorder - A relatively significant rating in this area suggests that the subject appears to display characteristics of an autism spectrum disorder. Such characteristics include qualitative impairment in social interaction along with impaired communication and/or restricted, repetitive, or stereo-typed patterns of behavior or interest. Although traditional emotional/behavioral strategies can be effective, individuals with ASD typically require very concrete and structured interventions focused on developing more effective communication of feelings along with appropriate social interaction. Medical intervention can also be helpful.

Section 3

Statistical Properties of the FBA Profiler

Scores provided by the various scales of the FBA Profiler:

Target Behaviors

Presently, the norm-referenced t-scores provided within the FBA Profiler target behavior category are based upon a normative sample of over 5800 individuals ages 3 through 60, across the United States. Norms are provided for parent ratings, teacher ratings, and student ratings across all age groups.

T-scores in each “target behavior” area or within the overall “internalizing” or “externalizing” composites reflect a comparison between a particular subject's rating and the population "norm" for that rating group (parent, teacher, or student) based upon the subject's age and gender. The mean is set at 50 and the standard deviation set at 10 in order to facilitate interpretation similar to most other behavior rating scales. These standard scores are plotted on the FBA Profiler computer generated report to provide a visual display of relatively significant behavioral concern. T-scores below 60 are considered to fall within the average or “normal” range. T-scores between 60 and 70 are considered “at risk” and suggest “moderate” behavioral concern. T-scores of 70 or above are considered “clinically significant” and suggest relatively severe behavioral concern.

Functions of Behavior

Ratings within the “function of behavior” category simply reflect relative levels of concern based upon average item ratings within each specific functional category. Average item scores greater than 1.8 and less than or equal to 2.2 are rated “at risk” and average scores greater than 2.2 are rated “clinically significant”.

Mental Health Screening

Ratings within the mental health screening area are determined simply by the number of behaviors identified with an item score of 3 (“very true”) corresponding with current DSM criteria within the various mental health classifications chosen for evaluation. When a sufficient number of specific items within a given category are endorsed in order to meet DSM criteria for that mental health disorder, the rating is considered “clinically significant”. When a rating falls just short of DSM criteria, it is identified at the “at risk” level. Ratings lower than “at risk” are considered to fall within the normal range. Note: Due to the nature of criteria within the Thought Disorder and Autism spectrum Disorder categories, these particular areas can be prone to false positive identification which can result in considerable confusion and concern. In order to minimize such needless concern or distress, the FBA Profiler software provides the option to suppress the ratings in these areas entirely when deemed appropriate.

Reliability of the FBA Profiler:

Internal Consistency - In order to assess the internal consistency and overall reliability of the FBA Profiler a split-half method was employed in which the entire FBA Profiler item pool and each

subscale was randomly divided into 2 similar forms. These split-half correlations were then gathered from the entire normative sample of 5804 cases and are presented in Tables 3.1 (female) and 3.2 (male). Correlations across the entire item pool range from .90 to .98. This data verifies that the FBA Profiler has very strong internal consistency.

Table 3.1
Split-Half Reliability Coefficients (female)

	All ages	4-7	7-11	11-15	15-19	19-23	23+
Self-Ratings	.92			.91	.91	.92	.92
Parent Ratings	.93	.94	.93	.92	.90	.94	.91
Teacher Ratings	.93	.95	.93	.93	.91	.92	.93

Table 3.2
Split-Half Reliability Coefficients (male)

	All ages	4-7	7-11	11-15	15-19	19-23	23+
Self-Ratings	.92			.94	.93	.91	.91
Parent Ratings	.93	.93	.93	.92	.92	.92	.90
Teacher Ratings	.94	.95	.93	.94	.93	.98	.95

Validity of the FBA Profiler:

Content Validity - The initial item selection and categorization for the FBA Profiler (within the target behavior and functions of behavior categories) was derived through an empirically-based process which utilized published research findings related to emotional/behavioral development along with hundreds of direct observations and interviews with parents and teachers of children and adolescents. The initial item groupings were then refined through an extensive process of factor analysis to ensure that each item was indeed loading on the specific emotional or behavioral factor being rated.

Construct Validity – Construct validity of the FBA Profiler has been established through a study comparing internalizing and externalizing t-scores derived from the FBA Profiler with those obtained for the same subjects using the BASC-2. 59 school districts across 28 states provided a total of 658 records. Table 3.3 provides correlational data obtained from those records which confirms strong construct validity for the FBA Profiler.

Table 3.3
Correlations between FBA Profiler and BASC-2

	Internalizing	Externalizing
Self-Rating	.92	.93
Parent Rating	.89	.91
Teacher Rating	.88	.92

Overall, these reliability and validity studies provide very strong support for the FBA Profiler as a screening and assessment instrument for emotional and behavioral disorders.

Section 4

Interpretation of the FBA Profiler

Once you have gained a basic understanding of the design and intent of the FBA Profiler (see sections 1 and 2), interpretation is fairly obvious and straight-forward. After the FBA Profiler ratings have been entered into the computer scoring program a visual display of ratings in each category (target behaviors, functions of behavior, and mental health screening) is provided along with an extensive computer-generated interpretive report. This computer-generated interpretive text is set by default to describe areas of concern identified at either an “at risk” or “clinically significant” level. The examiner can override this default setting to limit interpretations to only clinically significant ratings. This can be useful when a subject is displaying a wide array of behavioral issues and more specified direction is desired.

Target of Behaviors

The target behavior scale is intended to provide a norm-referenced rating of observable behavior in order to statistically establish the significance of any identified behavioral concerns. T-scores in each “target behavior” area or within the overall “internalizing” or “externalizing” composites reflect how a particular subject's rating compares to the population "norm" for that rating group (parent, teacher, or student) based upon the subject's age and gender. The mean is set at 50 and the standard deviation set at 10 in order to facilitate interpretation similar to most other behavior rating scales. These standard scores are plotted on the FBA Profiler computer generated chart to provide a visual display of relatively significant behavioral concern. T-scores below 60 are considered to fall within the average or “normal” range. T-scores between 60 and 70 are considered “at risk” and suggest “moderate” behavioral concern (reflecting behavior observed within approximately 15% of the normal population). T-scores of 70 or above are considered “clinically significant” and suggest relatively severe behavioral concern (reflecting behavior observed within less than 2% of the normal population).

Functions of Behavior

Ratings within the “function of behavior” category simply reflect relative levels of concern based upon patterns of observed behavior found within specific ratings. Identified “functions” of concern reflect underlying emotional motivations for certain types of behavioral difficulty and may not always reflect current behavior problems. In other words, if relatively significant concern is noted in certain “functional” areas but not within the “target behavior” category, this may suggest area of vulnerability or emerging concern, possibly suggesting ongoing monitoring or even preemptive support or intervention.

Mental Health Screening

Ratings within the mental health screening area are determined simply by the number of behaviors identified with an item score of 3 (“very true”) corresponding with current DSM criteria within the various mental health classifications chosen for evaluation. When a sufficient number of specific items within a given category are endorsed in order to meet DSM criteria for that mental health disorder, the rating is considered “clinically significant”. When a rating falls just short of DSM criteria, it is identified at the “at risk” level. Ratings lower than “at risk” are considered to fall

within the normal range. Ratings in the at risk or clinically significant range may warrant a referral for a more formal mental health evaluation. Note: Due to the nature of criteria within the Thought Disorder and Autism spectrum Disorder categories, these particular areas can be prone to false positive identification which can result in considerable confusion and concern. In order to minimize such needless concern or distress, the FBA Profiler software provides the option to suppress the ratings in these areas entirely when deemed appropriate.

Section 5

Utilizing the Online FBA Profiler App


All LDinfo assessment tools are now available as fully functional online apps eliminating the need to download and/or install software and allowing access to your records from any computer or tablet with an internet connection. To access the app, go directly to www.LDinfo.com/webd.htm or use the dropdown menu at the top of any LDinfo web page.

Home	General Information	Free Online Ratings	Professional Tools	Software Downloads	Frequently Asked Questions	Orders/ Pre-orders
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Learning Disabilities are confusing and frustrating for students, parents, teachers, and professionals. Come here for practical information about learning disabilities, learning styles, learning disorders, and special education concerns. Try the free online learning disability and emotional/behavioral scales.

NEW! Professionals - Check out the NEW totally online LDinfo Apps - nothing to download or install!

And, while social distancing for Covid-19, don't forget to utilize the online entry options for parents and teachers (yellow button at the top of the online App pages)!



Welcome to the LDinfo Publishing Web Site

Then select the FBA Pro icon.

Welcome to LDinfo Apps Online

For registered software users (or guests wanting to check things out prior to purchase)

These online apps provide the functionality of the computer applications without the need to download or install anything

Logging in with your email address ensures that you are always linked to your own set of records

To begin, click the appropriate icon or link below

[Click here to report any problems or suggestions](#)

While social distancing for Covid-19, don't forget to utilize the online entry options for parents and teachers (yellow button at the top of the online App pages)!

			
CPI Pro	FBA Pro - Full Form	FBA - Brief Form	FBA - Group Screen

Logging In:

After clicking the FBA Pro icon, you will be taken to the login screen shown below. If you have not yet been provided a registration code, you can simply leave the email field blank to log in with limited guest access (to see how the app works and preview various report options. But if you already have an assigned registration code, enter your email address in this screen and click the “Log In” button -

FBA Pro
Functional Behavioral Assessment Profiler

Please enter the email address you are using to access the online apps
(be sure this is correct in order to link to your records)

If this is your first time logging in as a registered user, you will also be asked to
enter your assigned Registration Code in the next screen

Email Address
Leave blank for limited guest access

then enter your assigned registration code in the next screen.

FBA Pro
Functional Behavioral Assessment Profiler

Please enter your assigned Registration Code

If you have already entered this code in the past, please be sure you haven't
mistyped your email address below



Entering a different or mistyped email will create an entirely new set of records

Email Address
Registration Code
Leave blank for limited guest access

After your first time logging in with your assigned registration code, your code will be securely retained within the online system so that you will only need to enter your email address for subsequent logins in order to be linked with your specific set of saved records and reports.

Log Out		Sort by Last Name	Print FBA-Profiler Forms	Parent/Teacher Online Entry Option	New Record	FBA Pro - Full Form	
		Sort by Recent Date					Current login: email@LDinfo.com
First Name	Last Name	Entry Date					
1	Bryson Williams	4/19/2009	9:51:50 PM	View this report	Edit this entry	Delete this record	
2	Rylan	4/11/2012	11:46:32 AM	View this report	Edit this entry	Delete this record	
3	kathrine downs	10/25/2019	2:55:16 PM	View this report	Edit this entry	Delete this record	
4	Michael Warner	10/30/2019	10:21:30 AM	View this report	Edit this entry	Delete this record	
5	Malcom	11/27/2019	8:29:17 AM	View this report	Edit this entry	Delete this record	
6	Matthew	1/15/2020	3:20:48 PM	View this report	Edit this entry	Delete this record	
7	Peter (example)	1/24/2020	9:24:55 AM	View this report	Edit this entry	Delete this record	
8	Cailey	1/27/2020	11:27:16 AM	View this report	Edit this entry	Delete this record	
9	Creed	1/31/2020	12:45:22 PM	View this report	Edit this entry	Delete this record	

Completing an entry in 4 easy steps:

New Online Entry	Traditional Paper Forms
<p>Step 1a: Use the yellow button at the top of the main page to copy the web address for online entry...</p>  <p>...then copy the displayed web address.</p> <p>URL <input type="text" value="https://www.ldinfo.com/fba/proentry.php"/> <input type="button" value="Cancel"/> <input type="button" value="OK"/></p> <p>Step 2a: Provide the online entry address to parents/teachers asking them to completed the form for the student being evaluated. Be sure to tell them to enter your email address into the designated field on the form so that the contents of the completed form will be emailed directly to you.</p>	<p>Step 1b: From the online screen click the button entitled 'Print FBA Profiler Forms'...</p>  <p>...then follow the onscreen prompts to save or print the desired form(s).</p> <p>After the PDF copy of the form has either been displayed or saved, you may either print 1 copy of each form and then duplicate as needed or just print new forms as you need them.</p> <p>Step 2b: Distribute printed FBA Pro rating forms to parents, teachers, and/or students and collect the completed forms for scoring.</p>

Step 3: To score completed FBA Pro forms, simply return to the online FBA Pro App and click the 'New Record' button at the top of the page.

	First Name	Last Name	Entry Date				
1	Bryson	Williams	4/19/2009	9:51:50 PM	View this report	Edit this entry	Delete this record
2	Rylan		4/11/2012	11:46:32 AM	View this report	Edit this entry	Delete this record
3	kathrine	downs	10/25/2019	2:55:16 PM	View this report	Edit this entry	Delete this record
4	Michael	Warner	10/30/2019	10:21:30 AM	View this report	Edit this entry	Delete this record
5	Malcom		11/27/2019	8:29:17 AM	View this report	Edit this entry	Delete this record
6	Matthew		1/15/2020	3:20:48 PM	View this report	Edit this entry	Delete this record
7	Peter	(example)	1/24/2020	9:24:55 AM	View this report	Edit this entry	Delete this record
8	Cailey		1/27/2020	11:27:16 AM	View this report	Edit this entry	Delete this record
9	Creed		1/31/2020	12:45:22 PM	View this report	Edit this entry	Delete this record

A new page will open which allows entry of subject information including name, age, grade, school, etc. Be sure to enter an age in whole years (no dashes, decimal points, months, etc.) and sex so that the norm-referenced scores can be accurately calculated. Then select the appropriate button below that section to begin entering rating data (from parent, teacher, or self-ratings).

[Back to opening layout](#)
[New Entry](#)
[Calculate Scores/View Report](#)

Subject Name 8/22/2020
 School
 Age Grade Sex male female
 Use Tab key to quickly move from field to field
 For age be sure to enter whole number of years only (i.e. 1 or 2 digit number)

Subject Data
Parent Entry
Student/Self Entry
Teacher Entry

Use appropriate tabs above to begin entry of parent, student, or teacher ratings.

Exit/Quit
? Help
Go to list of entries

For each of up to 3 parent entries you may select from a list of parent/guardian types to be used as the label in the interpretive chart and descriptions.

Subject Name 8/22/2020
 School
 Age Grade Sex male female

Choose the appropriate parent entry tab below.

Transfer item ratings from the FBA Profiler rating form into the appropriate fields below. Click "Calculate Scores" button (above) when all data has been entered.

Chart label:

1	<input type="checkbox"/>	31	<input type="checkbox"/>	41	<input type="checkbox"/>	51	<input type="checkbox"/>	61	<input type="checkbox"/>	71	<input type="checkbox"/>	81	<input type="checkbox"/>	91	<input type="checkbox"/>	101	<input type="checkbox"/>	111	<input type="checkbox"/>
2	<input type="checkbox"/>	32	<input type="checkbox"/>	42	<input type="checkbox"/>	52	<input type="checkbox"/>	62	<input type="checkbox"/>	72	<input type="checkbox"/>	82	<input type="checkbox"/>	92	<input type="checkbox"/>	102	<input type="checkbox"/>	112	<input type="checkbox"/>
3	<input type="checkbox"/>	33	<input type="checkbox"/>	43	<input type="checkbox"/>	53	<input type="checkbox"/>	63	<input type="checkbox"/>	73	<input type="checkbox"/>	83	<input type="checkbox"/>	93	<input type="checkbox"/>	103	<input type="checkbox"/>	113	<input type="checkbox"/>
4	<input type="checkbox"/>	34	<input type="checkbox"/>	44	<input type="checkbox"/>	54	<input type="checkbox"/>	64	<input type="checkbox"/>	74	<input type="checkbox"/>	84	<input type="checkbox"/>	94	<input type="checkbox"/>	104	<input type="checkbox"/>	114	<input type="checkbox"/>
5	<input type="checkbox"/>	35	<input type="checkbox"/>	45	<input type="checkbox"/>	55	<input type="checkbox"/>	65	<input type="checkbox"/>	75	<input type="checkbox"/>	85	<input type="checkbox"/>	95	<input type="checkbox"/>	105	<input type="checkbox"/>	115	<input type="checkbox"/>
6	<input type="checkbox"/>	36	<input type="checkbox"/>	46	<input type="checkbox"/>	56	<input type="checkbox"/>	66	<input type="checkbox"/>	76	<input type="checkbox"/>	86	<input type="checkbox"/>	96	<input type="checkbox"/>	106	<input type="checkbox"/>	116	<input type="checkbox"/>
7	<input type="checkbox"/>	37	<input type="checkbox"/>	47	<input type="checkbox"/>	57	<input type="checkbox"/>	67	<input type="checkbox"/>	77	<input type="checkbox"/>	87	<input type="checkbox"/>	97	<input type="checkbox"/>	107	<input type="checkbox"/>	117	<input type="checkbox"/>
8	<input type="checkbox"/>	38	<input type="checkbox"/>	48	<input type="checkbox"/>	58	<input type="checkbox"/>	68	<input type="checkbox"/>	78	<input type="checkbox"/>	88	<input type="checkbox"/>	98	<input type="checkbox"/>	108	<input type="checkbox"/>	118	<input type="checkbox"/>
9	<input type="checkbox"/>	39	<input type="checkbox"/>	49	<input type="checkbox"/>	59	<input type="checkbox"/>	69	<input type="checkbox"/>	79	<input type="checkbox"/>	89	<input type="checkbox"/>	99	<input type="checkbox"/>	109	<input type="checkbox"/>	119	<input type="checkbox"/>
10	<input type="checkbox"/>	40	<input type="checkbox"/>	50	<input type="checkbox"/>	60	<input type="checkbox"/>	70	<input type="checkbox"/>	80	<input type="checkbox"/>	90	<input type="checkbox"/>	100	<input type="checkbox"/>	110	<input type="checkbox"/>	120	<input type="checkbox"/>

Similarly, the 6 optional teacher entry screens also allow you to designate specific school staff labels as well as the teacher's last name along with the option to combine the name with the label (i.e. "teacher Smith") for use in the computer-generated charts and text interpretation.

Subject Name 8/22/2020
 School
 Age Grade Sex male female

Enter up to 6 ratings from teacher, counselor, or other school personnel. Transfer item ratings from the FBA Profiler rating form into the appropriate fields below. Click "Calculate Scores" button (above) when all data has been entered.

Title:
 Teacher's last name (optional):
 Use name with label

Label used for report:

21	<input type="checkbox"/>	31	<input type="checkbox"/>	41	<input type="checkbox"/>	51	<input type="checkbox"/>	61	<input type="checkbox"/>	71	<input type="checkbox"/>	81	<input type="checkbox"/>	91	<input type="checkbox"/>	101	<input type="checkbox"/>	111	<input type="checkbox"/>
22	<input type="checkbox"/>	32	<input type="checkbox"/>	42	<input type="checkbox"/>	52	<input type="checkbox"/>	62	<input type="checkbox"/>	72	<input type="checkbox"/>	82	<input type="checkbox"/>	92	<input type="checkbox"/>	102	<input type="checkbox"/>	112	<input type="checkbox"/>
23	<input type="checkbox"/>	33	<input type="checkbox"/>	43	<input type="checkbox"/>	53	<input type="checkbox"/>	63	<input type="checkbox"/>	73	<input type="checkbox"/>	83	<input type="checkbox"/>	93	<input type="checkbox"/>	103	<input type="checkbox"/>	113	<input type="checkbox"/>
24	<input type="checkbox"/>	34	<input type="checkbox"/>	44	<input type="checkbox"/>	54	<input type="checkbox"/>	64	<input type="checkbox"/>	74	<input type="checkbox"/>	84	<input type="checkbox"/>	94	<input type="checkbox"/>	104	<input type="checkbox"/>	114	<input type="checkbox"/>
25	<input type="checkbox"/>	35	<input type="checkbox"/>	45	<input type="checkbox"/>	55	<input type="checkbox"/>	65	<input type="checkbox"/>	75	<input type="checkbox"/>	85	<input type="checkbox"/>	95	<input type="checkbox"/>	105	<input type="checkbox"/>	115	<input type="checkbox"/>
26	<input type="checkbox"/>	36	<input type="checkbox"/>	46	<input type="checkbox"/>	56	<input type="checkbox"/>	66	<input type="checkbox"/>	76	<input type="checkbox"/>	86	<input type="checkbox"/>	96	<input type="checkbox"/>	106	<input type="checkbox"/>	116	<input type="checkbox"/>
27	<input type="checkbox"/>	37	<input type="checkbox"/>	47	<input type="checkbox"/>	57	<input type="checkbox"/>	67	<input type="checkbox"/>	77	<input type="checkbox"/>	87	<input type="checkbox"/>	97	<input type="checkbox"/>	107	<input type="checkbox"/>	117	<input type="checkbox"/>
28	<input type="checkbox"/>	38	<input type="checkbox"/>	48	<input type="checkbox"/>	58	<input type="checkbox"/>	68	<input type="checkbox"/>	78	<input type="checkbox"/>	88	<input type="checkbox"/>	98	<input type="checkbox"/>	108	<input type="checkbox"/>	118	<input type="checkbox"/>
29	<input type="checkbox"/>	39	<input type="checkbox"/>	49	<input type="checkbox"/>	59	<input type="checkbox"/>	69	<input type="checkbox"/>	79	<input type="checkbox"/>	89	<input type="checkbox"/>	99	<input type="checkbox"/>	109	<input type="checkbox"/>	119	<input type="checkbox"/>
30	<input type="checkbox"/>	40	<input type="checkbox"/>	50	<input type="checkbox"/>	60	<input type="checkbox"/>	70	<input type="checkbox"/>	80	<input type="checkbox"/>	90	<input type="checkbox"/>	100	<input type="checkbox"/>	110	<input type="checkbox"/>	120	<input type="checkbox"/>

You may enter multiple ratings for each subject (i.e. parent, teacher, and/or student/self ratings) in order to directly compare results on the graphic display provided in the report. There is also a

button on each entry screen which opens an alternate layout allowing teachers, parents, or students to directly enter ratings onto your computer.

Step 4: When available ratings have been entered, simply click the 'Calculate Scores/View Report' button at the top of the page. A new page will open in which you can preview graphic displays of each rating category, combine or separate parent or teacher ratings or exclude certain ratings. You may also select the level of significance desired for interpretation as described below.

The screenshot shows the 'fba-pro' software interface. At the top, there are navigation buttons: 'Back to opening layout', 'Edit this entry', 'New Entry', 'View/compare specific item response' (highlighted), 'Brief Summary', and 'Help'. Below these, the user information is displayed: Name: Peter (example), Age: 10, Grade: 4, School: Johnson School, Date: 4/19/2009.

The main section is titled 'Report Options:' and contains instructions: 'Scroll down to review scores, charts, and interpretive text. Use buttons below to remove or include any available ratings. Use buttons within each chart to preview specific reports. Printing/saving options are provided at the bottom of this page.'

Below the instructions are several buttons for rating management:

- (no student/self rating data available)
- Click here to remove teacher 1 rating data
- (no teacher 4 rating data available)
- Click here to remove mother rating data
- Click here to remove teacher 2 rating data
- (no teacher 5 rating data available)
- (no father rating data available)
- (no teacher 3 rating data available)
- (no teacher 6 rating data available)
- (no other parent rating data available)
- Click here to combine parent ratings
- Click here to combine teacher ratings

The 'Level of significance required for interpretation:' section indicates the current level is 'moderate' and provides a button to change it to 'severe'. The 'Norm Reference:' section shows 'Separate Sex' selected and a 'save as default' button.

The 'Target Behavior norm-referenced t-scores' section specifies a mean of 50 and SD of 10. Below this is a table of ratings:

Ratings included:	composites		internalizing				externalizing			validity	
	Total Internalized	Total Externalized	Off-Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance	
mother	74	92	74	51	74	64	80	99	90	79	valid
Smith	70	82	78	58	70	45	80	82	68	82	valid
Jones	77	85	64	72	90	57	83	82	75	82	valid

At the bottom of the interface, there are five buttons: 'Exit/Quit', 'email report text', 'Print text only', 'Print charts only', and 'Print full report'.

Report Options:

The default interpretation is set at “moderate” meaning that any rating in the “at risk” or “clinically significant” range will be identified as being of relative concern in the interpretive text. If you wish to limit interpretive descriptions to only “clinically significant” ratings, simply click the level of significance button toward the top of the screen to change significance to “severe”. To return to the default setting, simply click the button again.

Additional report/interpretation options including removing or combining certain ratings can be accomplished by clicking appropriate buttons toward the top of the screen. It is sometimes useful to remove ratings which are believed to be invalid and may potentially result in misleading interpretations. In other cases, you may wish to combine parent and/or teacher ratings in order to

view overall patterns of concern. Additionally, when more than 6 separate ratings have been entered it is possible that the visual charts may not display all rating data if too many ratings fall at the same level. In that case, again it may be useful to combine certain ratings.

If you wish to view patterns of responses across ratings in specific areas, click the “View/compare specific item response” button at the top of the “Report Options” page.

Back to opening layout
New Entry
Calculate Scores/View Report

Subject Name first last 4/19/2009

School

Age Grade Sex male female

Target Behaviors

Hypothesized Functions

Mental Health Screen

Off-Task Avoidance

Withdrawal

Passive Aggression

Somatic Issues

Disruption

Delinquency

Active Aggression

Defiance

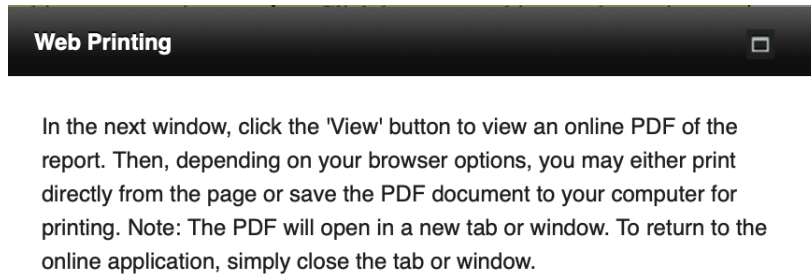
	t1=Bryant									
	s	p1	p2	p3	t1	t2	t3	t4	t5	t6
18 Is reluctant to engage in tasks which require sustained attention or effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Easily distracted by noises or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 Leaves seat in classroom or other situations when expected to be seated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 Has difficulty staying focused on tasks or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65 Skips class or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73 Does not complete schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80 Does not seem to listen when spoken to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89 Does not complete chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94 Does not follow instructions or finish assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1=Not True, 2=Somewhat True, 3=Very True

Printing Reports:

Various print/save buttons are included in any layout which can be printed (typically at the bottom of the page). If you choose to accept the full computer-generated report, simply click the “Print Full Report” button at the bottom of the Report Options page. Optionally, you have the choice of printing either “Charts Only” or “Text Only”. Although you cannot edit the computer-generated report text within the FBA Pro app, you can utilize the “email report text” button to either send the text to your email address or copy and paste the text into an external word processing application and edit as needed. Then you could attach your edited text to the printed charts to reflect your own professional interpretation of the data. There is also a “Brief Summary” layout (viewed by clicking that button at the top of the “Report Options” page) which may be useful if you wish to copy/paste a very brief overview of all findings into a separate evaluation summary report.

Clicking any print button from the online app will show a dialog window shown below which will explain your saving/printing options from the app:

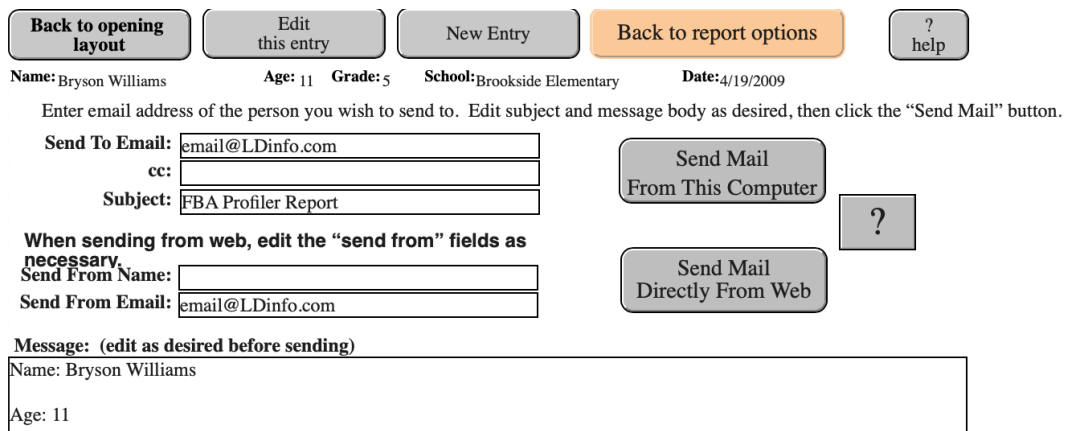


Saving Reports:

Records/reports are automatically saved within the FBA Profiler app.

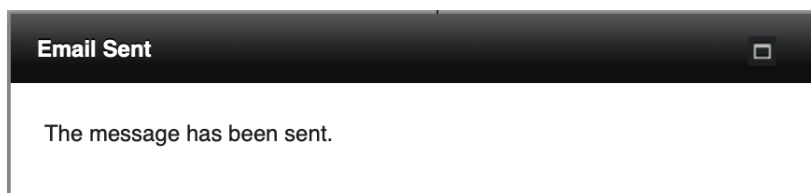
You can also send report text via email by simply clicking the "Send as Email" button at the bottom of the report options page.

In the page which opens next, simply enter a valid email address and edit the subject and message body as desired before clicking either of the "Send Mail" buttons. Use "Send Mail From This Computer" only if you are working from your own computer and have a default email application. Otherwise use "Send Mail Directly From Web".



The interface shows a row of buttons: "Back to opening layout", "Edit this entry", "New Entry", "Back to report options", and "? help". Below these are fields for "Name: Bryson Williams", "Age: 11", "Grade: 5", "School: Brookside Elementary", and "Date: 4/19/2009". A text instruction says: "Enter email address of the person you wish to send to. Edit subject and message body as desired, then click the 'Send Mail' button." The "Send To Email:" field contains "email@LDinfo.com", the "cc:" field is empty, and the "Subject:" field contains "FBA Profiler Report". A note states: "When sending from web, edit the 'send from' fields as necessary." Below this are "Send From Name:" and "Send From Email:" fields, both containing "email@LDinfo.com". Two "Send Mail" buttons are present: "Send Mail From This Computer" and "Send Mail Directly From Web", with a "? help" button next to the first one. A "Message: (edit as desired before sending)" text area contains "Name: Bryson Williams" and "Age: 11".

If sending from your email application, after clicking the appropriate button a popup message will inform you that the message has been placed in the outbox of your email application. If sending directly from web, the popup message will simply inform you that the email has been sent.



Deleting Records:

Individual records can be permanently deleted by clicking the “Delete this record” button from the main page.

Log Out		Sort by Last Name		Print FBA-Profiler Forms		Parent/Teacher Online Entry Option		New Record		FBA Pro - Full Form	
		Sort by Recent Date								Current login: email@LDinfo.com	
First Name	Last Name	Entry Date									
1	Bryson Williams	4/19/2009	9:51:50 PM	View this report	Edit this entry	Delete this record					
2	Rylan	4/11/2012	11:46:32 AM	View this report	Edit this entry	Delete this record					
3	kathrine downs	10/25/2019	2:55:16 PM	View this report	Edit this entry	Delete this record					
4	Michael Warner	10/30/2019	10:21:30 AM	View this report	Edit this entry	Delete this record					
5	Malcom	11/27/2019	8:29:17 AM	View this report	Edit this entry	Delete this record					
6	Matthew	1/15/2020	3:20:48 PM	View this report	Edit this entry	Delete this record					
7	Peter (example)	1/24/2020	9:24:55 AM	View this report	Edit this entry	Delete this record					
8	Cailey	1/27/2020	11:27:16 AM	View this report	Edit this entry	Delete this record					
9	Creed	1/31/2020	12:45:22 PM	View this report	Edit this entry	Delete this record					

If you wish to delete all of your records (possibly in order to start fresh for a new school year) just send a request to email@LDinfo.com and we will take care of it for you.

Free Trial / Registration Code:

All LDinfo applications (whether using the online apps or the downloaded software) are initially provided as “demonstration” versions with certain restrictions (such as not being able to print reports) until a registration code has been purchased.

During or after the initial trial period you may remove all restrictions by purchasing a registration code (instructions for purchasing this code are provided on the www.LDinfo.com web site) and entering this code either within the FBA Pro software or when logging into the online app.

If you allow your registration to expire, the software (or online app) will automatically revert to the restricted “demonstration” mode until a new registration code is purchased and entered.

Section 6

Installation and Use of the FBA Profiler Software (if not using the online app)

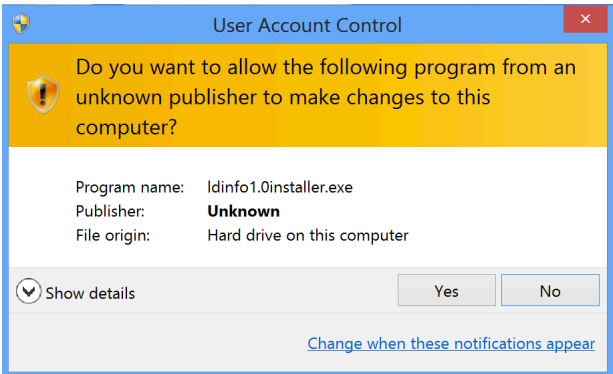
NOTE: All of the LDinfo professional evaluation instruments (CPI Pro, FBA Profiler, FBA Brief Form, and FBA Screener) have now been consolidated into a single software package - LDinfo Apps. Download/installation instructions are the same for either the individual or consolidated apps.

Installation:

If the LDinfo software package was downloaded from the web site, your web browser probably unzipped the file and created the appropriate LDinfo installer (for Mac or Windows) on your hard drive. Whether installing from the downloaded installer or from the CD-ROM, simply open the installer package and follow the on-screen instructions.

When first launching the downloaded installer, you will likely be shown a warning similar to that shown below (for Windows and Macintosh)

Windows



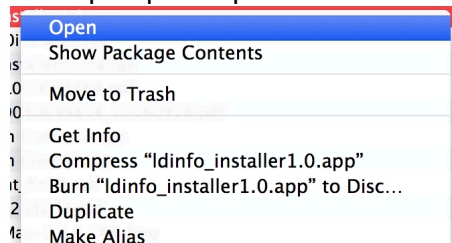
For Windows users, simply click "yes".

Macintosh



For Macintosh users, click "OK"

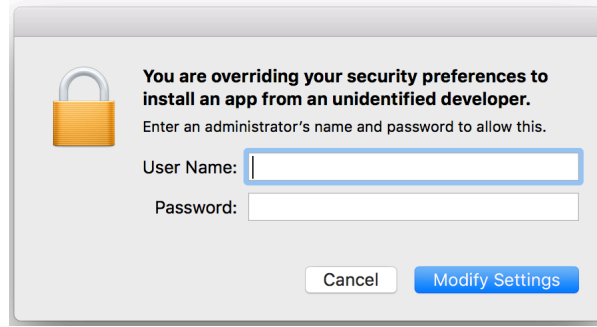
Then for Macintosh users: Press and hold the "Control" key while clicking the installer and select the top "Open" option...



...which will allow you to open the installer

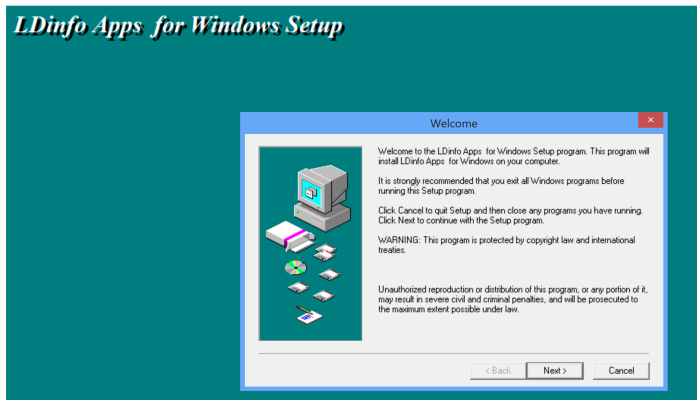


Click "Open" and you may be asked to enter an administrator's name and password to temporarily modify security settings and allow installation.

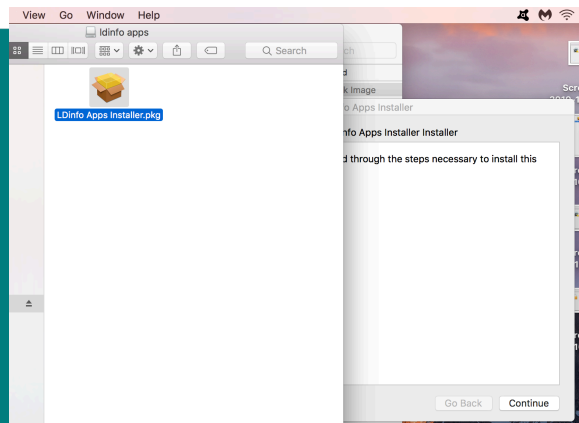


At this point the installer should launch but may be hidden behind other windows

Windows

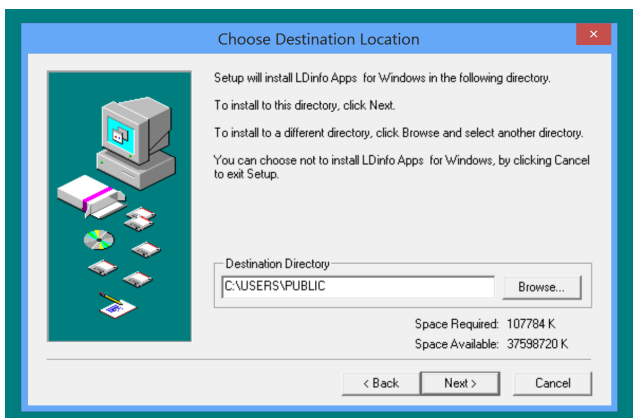


Macintosh

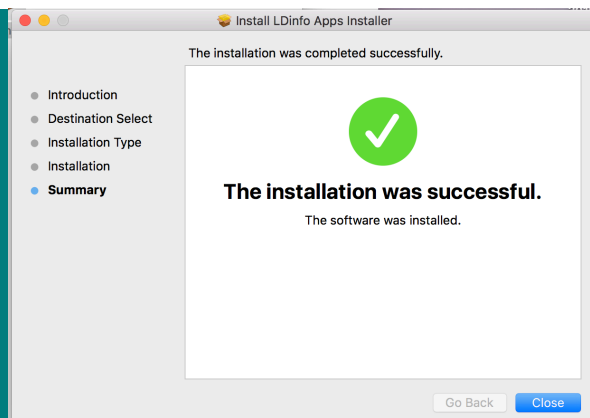


During installation, by default the LDInfo Apps package is placed either in the Users/Public directory (Windows) or in your applications folder (Macintosh) unless you select a different location.

Windows



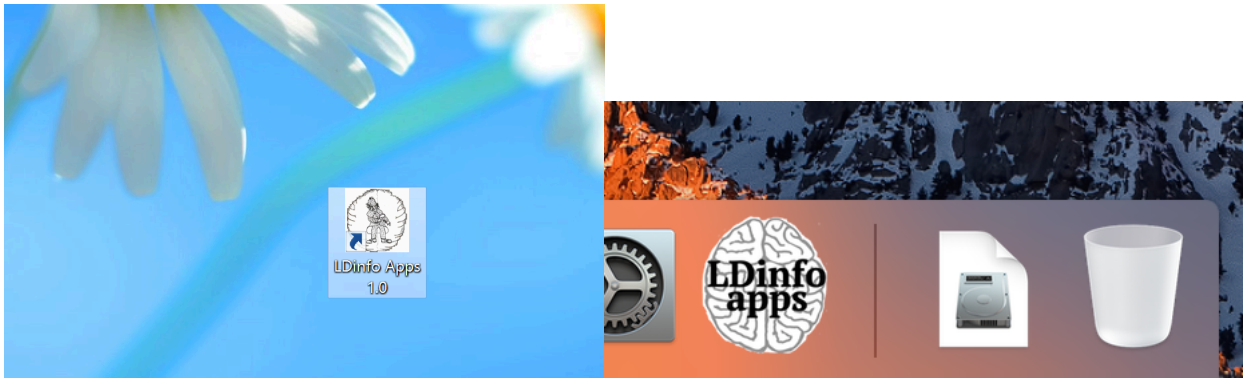
Macintosh



An 'alias' or 'shortcut' is also created on your Windows desktop or Macintosh Dock for easy access to the LDinfo application.

Windows

Macintosh



Opening/registering LDinfo Apps:

To begin using any of the LDinfo Apps (CPI Pro, FBA Pro or FBA Screener) simply double-click the LDinfo Apps icon on the Windows desktop (or from the "Program Files" directory) or on the Macintosh dock.

The opening window will display your registration status. The first time you open the app your status will be "demo" because you have not yet entered a registration code. The demo version includes the complete software package but is somewhat restricted.



If you have purchased a registration code, simply enter and submit that code toward the bottom of the screen.



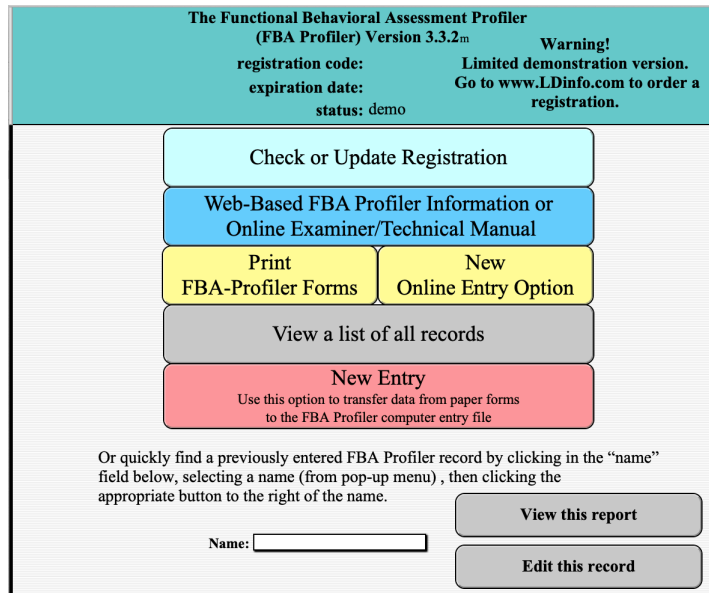
You will then be presented with a thank you message to let you know that the registration process has been successful.



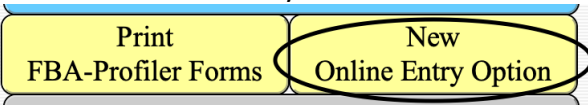

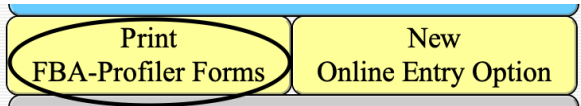
Simply click “OK” on that message and you will see your new "Registered" status.

Using the FBA Pro:

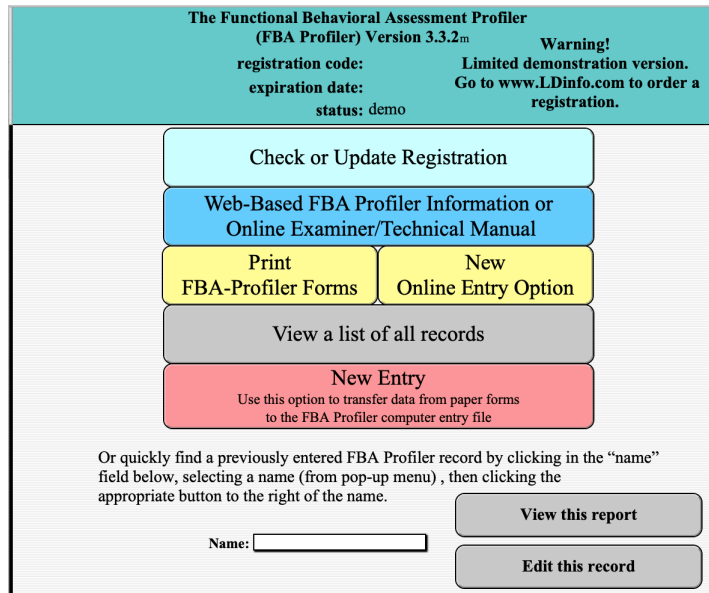
After registering, to begin using any of the FBA Pro materials (scoring file, forms, manual, instructions, etc.) simply double-click the FBA Pro application or the desktop shortcut (or alias) which will open the main application window shown below.



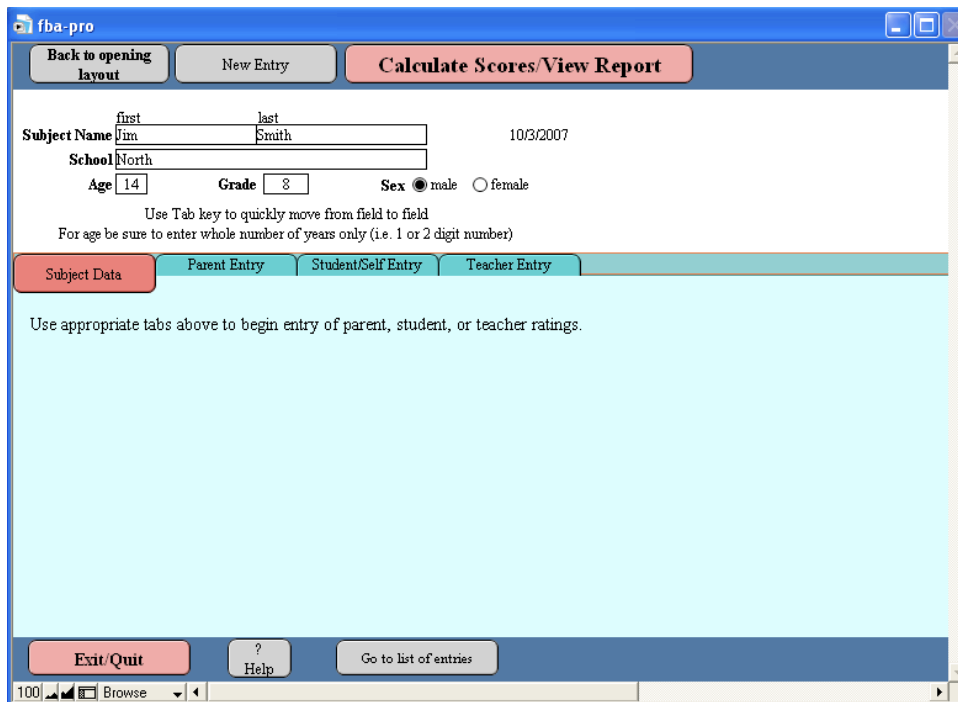
Completing an entry on a new subject is accomplished in 4 easy steps as follows:

New Online Entry	Traditional Paper Forms
<p>Step 1a: Use the yellow button on the main screen of the application to copy the web address for online entry...</p>  <p>...then copy the displayed web address.</p>  <p>Step 2a: Provide the online entry address to parents/teachers asking them to completed the form for the student being evaluated. Be sure to tell them to enter your email address into the designated field on the form so that the contents of the completed form will be emailed directly to you.</p>	<p>Step 1b: From the opening screen click the button entitled 'View/Print FBA Profiler Rating Forms'.</p>  <p>A new window will open in which you can preview and/or print the various paper rating forms (available in English or Spanish).</p> <p>You may either print 1 copy of each form and then duplicate them as needed or just print new forms as you need them.</p> <p>Step 2b: Distribute FBA Pro rating forms to parents, teachers, and/or subjects and collect the completed forms for scoring.</p>

Step 3: To score completed FBA Pro forms, simply open the FBA Pro application and click the 'New Entry' button.



A new window will open which allows entry of subject information including name, age, grade, school, etc. Be sure to enter an age in whole years (no dashes, decimal points, months, etc.) and sex so that the norm-referenced scores can be accurately calculated.



Then select the appropriate button below that section to begin entering actual rating data (from parent, teacher, or self-ratings).

Subject Name

School

Age Grade Sex male female

Choose the appropriate parent entry tab below.

Transfer item ratings from the FBA Profiler rating form into the appropriate fields below. Click "Calculate Scores" button (above) when all data has been entered.

Chart label:

1	<input type="text"/>	11	<input type="text"/>	21	<input type="text"/>	31	<input type="text"/>	41	<input type="text"/>	51	<input type="text"/>	61	<input type="text"/>	71	<input type="text"/>	81	<input type="text"/>	91	<input type="text"/>	101	<input type="text"/>	111	<input type="text"/>
2	<input type="text"/>	12	<input type="text"/>	22	<input type="text"/>	32	<input type="text"/>	42	<input type="text"/>	52	<input type="text"/>	62	<input type="text"/>	72	<input type="text"/>	82	<input type="text"/>	92	<input type="text"/>	102	<input type="text"/>	112	<input type="text"/>
3	<input type="text"/>	13	<input type="text"/>	23	<input type="text"/>	33	<input type="text"/>	43	<input type="text"/>	53	<input type="text"/>	63	<input type="text"/>	73	<input type="text"/>	83	<input type="text"/>	93	<input type="text"/>	103	<input type="text"/>	113	<input type="text"/>
4	<input type="text"/>	14	<input type="text"/>	24	<input type="text"/>	34	<input type="text"/>	44	<input type="text"/>	54	<input type="text"/>	64	<input type="text"/>	74	<input type="text"/>	84	<input type="text"/>	94	<input type="text"/>	104	<input type="text"/>	114	<input type="text"/>
5	<input type="text"/>	15	<input type="text"/>	25	<input type="text"/>	35	<input type="text"/>	45	<input type="text"/>	55	<input type="text"/>	65	<input type="text"/>	75	<input type="text"/>	85	<input type="text"/>	95	<input type="text"/>	105	<input type="text"/>	115	<input type="text"/>
6	<input type="text"/>	16	<input type="text"/>	26	<input type="text"/>	36	<input type="text"/>	46	<input type="text"/>	56	<input type="text"/>	66	<input type="text"/>	76	<input type="text"/>	86	<input type="text"/>	96	<input type="text"/>	106	<input type="text"/>	116	<input type="text"/>
7	<input type="text"/>	17	<input type="text"/>	27	<input type="text"/>	37	<input type="text"/>	47	<input type="text"/>	57	<input type="text"/>	67	<input type="text"/>	77	<input type="text"/>	87	<input type="text"/>	97	<input type="text"/>	107	<input type="text"/>	117	<input type="text"/>
8	<input type="text"/>	18	<input type="text"/>	28	<input type="text"/>	38	<input type="text"/>	48	<input type="text"/>	58	<input type="text"/>	68	<input type="text"/>	78	<input type="text"/>	88	<input type="text"/>	98	<input type="text"/>	108	<input type="text"/>	118	<input type="text"/>
9	<input type="text"/>	19	<input type="text"/>	29	<input type="text"/>	39	<input type="text"/>	49	<input type="text"/>	59	<input type="text"/>	69	<input type="text"/>	79	<input type="text"/>	89	<input type="text"/>	99	<input type="text"/>	109	<input type="text"/>	119	<input type="text"/>
10	<input type="text"/>	20	<input type="text"/>	30	<input type="text"/>	40	<input type="text"/>	50	<input type="text"/>	60	<input type="text"/>	70	<input type="text"/>	80	<input type="text"/>	90	<input type="text"/>	100	<input type="text"/>	110	<input type="text"/>	120	<input type="text"/>

For each parent entry you may select from a list of parent/guardian types to be used as the label in the interpretive chart and descriptions. The teacher entry screens also allow you to designate specific school staff labels as well as the teacher's last name along with the option to combine the name with the label (i.e. "teacher Smith") for use in the computer-generated charts and text interpretation.

Subject Name

School

Age Grade Sex male female

Enter up to 6 ratings from teacher, counselor, or other school personnel. Transfer item ratings from the FBA Profiler rating form into the appropriate fields below. Click "Calculate Scores" button (above) when all data has been entered.

Title:
 Teacher's last name (optional):
 Use name with label
 Label used for report:

1	<input type="text"/>	11	<input type="text"/>	21	<input type="text"/>	31	<input type="text"/>	41	<input type="text"/>	51	<input type="text"/>	61	<input type="text"/>	71	<input type="text"/>	81	<input type="text"/>	91	<input type="text"/>	101	<input type="text"/>	111	<input type="text"/>
2	<input type="text"/>	12	<input type="text"/>	22	<input type="text"/>	32	<input type="text"/>	42	<input type="text"/>	52	<input type="text"/>	62	<input type="text"/>	72	<input type="text"/>	82	<input type="text"/>	92	<input type="text"/>	102	<input type="text"/>	112	<input type="text"/>
3	<input type="text"/>	13	<input type="text"/>	23	<input type="text"/>	33	<input type="text"/>	43	<input type="text"/>	53	<input type="text"/>	63	<input type="text"/>	73	<input type="text"/>	83	<input type="text"/>	93	<input type="text"/>	103	<input type="text"/>	113	<input type="text"/>
4	<input type="text"/>	14	<input type="text"/>	24	<input type="text"/>	34	<input type="text"/>	44	<input type="text"/>	54	<input type="text"/>	64	<input type="text"/>	74	<input type="text"/>	84	<input type="text"/>	94	<input type="text"/>	104	<input type="text"/>	114	<input type="text"/>
5	<input type="text"/>	15	<input type="text"/>	25	<input type="text"/>	35	<input type="text"/>	45	<input type="text"/>	55	<input type="text"/>	65	<input type="text"/>	75	<input type="text"/>	85	<input type="text"/>	95	<input type="text"/>	105	<input type="text"/>	115	<input type="text"/>
6	<input type="text"/>	16	<input type="text"/>	26	<input type="text"/>	36	<input type="text"/>	46	<input type="text"/>	56	<input type="text"/>	66	<input type="text"/>	76	<input type="text"/>	86	<input type="text"/>	96	<input type="text"/>	106	<input type="text"/>	116	<input type="text"/>
7	<input type="text"/>	17	<input type="text"/>	27	<input type="text"/>	37	<input type="text"/>	47	<input type="text"/>	57	<input type="text"/>	67	<input type="text"/>	77	<input type="text"/>	87	<input type="text"/>	97	<input type="text"/>	107	<input type="text"/>	117	<input type="text"/>
8	<input type="text"/>	18	<input type="text"/>	28	<input type="text"/>	38	<input type="text"/>	48	<input type="text"/>	58	<input type="text"/>	68	<input type="text"/>	78	<input type="text"/>	88	<input type="text"/>	98	<input type="text"/>	108	<input type="text"/>	118	<input type="text"/>
9	<input type="text"/>	19	<input type="text"/>	29	<input type="text"/>	39	<input type="text"/>	49	<input type="text"/>	59	<input type="text"/>	69	<input type="text"/>	79	<input type="text"/>	89	<input type="text"/>	99	<input type="text"/>	109	<input type="text"/>	119	<input type="text"/>
10	<input type="text"/>	20	<input type="text"/>	30	<input type="text"/>	40	<input type="text"/>	50	<input type="text"/>	60	<input type="text"/>	70	<input type="text"/>	80	<input type="text"/>	90	<input type="text"/>	100	<input type="text"/>	110	<input type="text"/>	120	<input type="text"/>

You may enter multiple ratings for each subject (i.e. parent, teacher, and/or student/self ratings) in order to directly compare results on the graphic display provided in the report. There is also a button on each entry screen which opens an alternate layout allowing teachers, parents, or students to directly enter ratings onto your computer.

Step 4: When available ratings have been entered, simply click the 'Calculate Scores/View Report' button at the top of the window. A new window will open in which you can preview graphic displays of each rating category, combine or separate parent or teacher ratings or exclude certain ratings. You may also select the level of significance desired for interpretation as described below.

The screenshot shows the 'fba-pro' software window. At the top, there are navigation buttons: 'Back to opening layout', 'Edit this entry', 'New Entry', 'View/compare specific item response' (highlighted), 'Brief Summary', and 'Help'. Below these, the user information is displayed: Name: Peter (example), Age: 10, Grade: 4, School: Johnson School, Date: 4/19/2009.

The main section is titled 'Report Options:' and contains instructions: 'Scroll down to review scores, charts, and interpretive text. Use buttons below to remove or include any available ratings. Use buttons within each chart to preview specific reports. Printing/saving options are provided at the bottom of this page.'

Below the instructions are several buttons for managing ratings:

- (no student/self rating data available)
- Click here to remove mother rating data
- (no father rating data available)
- (no other parent rating data available)
- Click here to remove teacher 1 rating data
- Click here to remove teacher 2 rating data
- (no teacher 3 rating data available)
- Click here to combine parent ratings
- (no teacher 4 rating data available)
- (no teacher 5 rating data available)
- (no teacher 6 rating data available)
- Click here to combine teacher ratings

Next is the 'Level of significance required for interpretation:' section. It states: 'changing level of significance to "severe" will limit interpretive descriptions to only "clinically significant" ratings'. There are two buttons: 'current level of significance is "moderate" click here to change significance to "severe"' and 'Norm Reference: ?'. Below these are radio buttons for 'Separate Sex' (selected) and 'Combined Sex', along with a 'save as default' button.

The 'Target Behavior norm-referenced t-scores' section specifies 'mean=50, SD=10'. It includes a table with the following data:

Ratings included:	composites		internalizing				externalizing			validity	
	Total	Externalized	Off-Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance	
mother	74	92	74	51	74	64	80	99	90	79	valid
Smith	70	82	78	58	70	45	80	82	68	82	valid
Jones	77	85	64	72	90	57	83	82	75	82	valid

At the bottom of the window are five buttons: 'Exit/Quit', 'email report text', 'Print text only' (highlighted), 'Print charts only', and 'Print full report'.

Report Options:

The default interpretation is set at “moderate” meaning that any rating in the “at risk” or “clinically significant” range will be identified as being of relative concern in the interpretive text. If you wish to limit interpretive descriptions to only “clinically significant” ratings, simply click the level of significance button toward the top of the screen. To return to the default setting, simply click the button again.

Additional report/interpretation options including removing or combining certain ratings can be accomplished by clicking appropriate buttons toward the top of the screen. It is sometimes useful to remove ratings which are believed to be invalid and may potentially result in misleading

interpretations. In other cases, you may wish to combine parent and/or teacher ratings in order to view overall patterns of concern. Additionally, when more than 6 separate ratings have been entered it is possible that the visual charts may not display all rating data if too many ratings fall at the same level. In that case, again it may be useful to combine certain ratings.

If you wish to view patterns of responses across ratings in specific areas, click the “View/compare specific item response” button at the top of the “Report Options” screen.

fba-pro

Back to opening layout New Entry **Calculate Scores/View Report**

Subject Name
 Jim Smith 10/3/2007

School

Age Grade Sex male female

Target Behaviors Hypothesized Functions Mental Health Screen

Task Avoidance Withdrawal Passive Aggression Somatic Issues Disruption Delinquency Active Aggression Defiance

m=mother t1=counselor Smith

	s	m	f	op	t1	t2	t3	t4	t5	t6
18 Is reluctant to engage in tasks which require sustained attention or effort	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Easily distracted by noises or activities	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 Leaves seat in classroom or other situations when expected to be seated	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 Has difficulty staying focused on tasks or activities	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65 Skips class or school	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73 Does not complete schoolwork	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80 Does not seem to listen when spoken to	<input type="checkbox"/>	<input type="checkbox" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89 Does not complete chores	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94 Does not follow instructions or finish assigned	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exit/Quit ? Help Print This Page

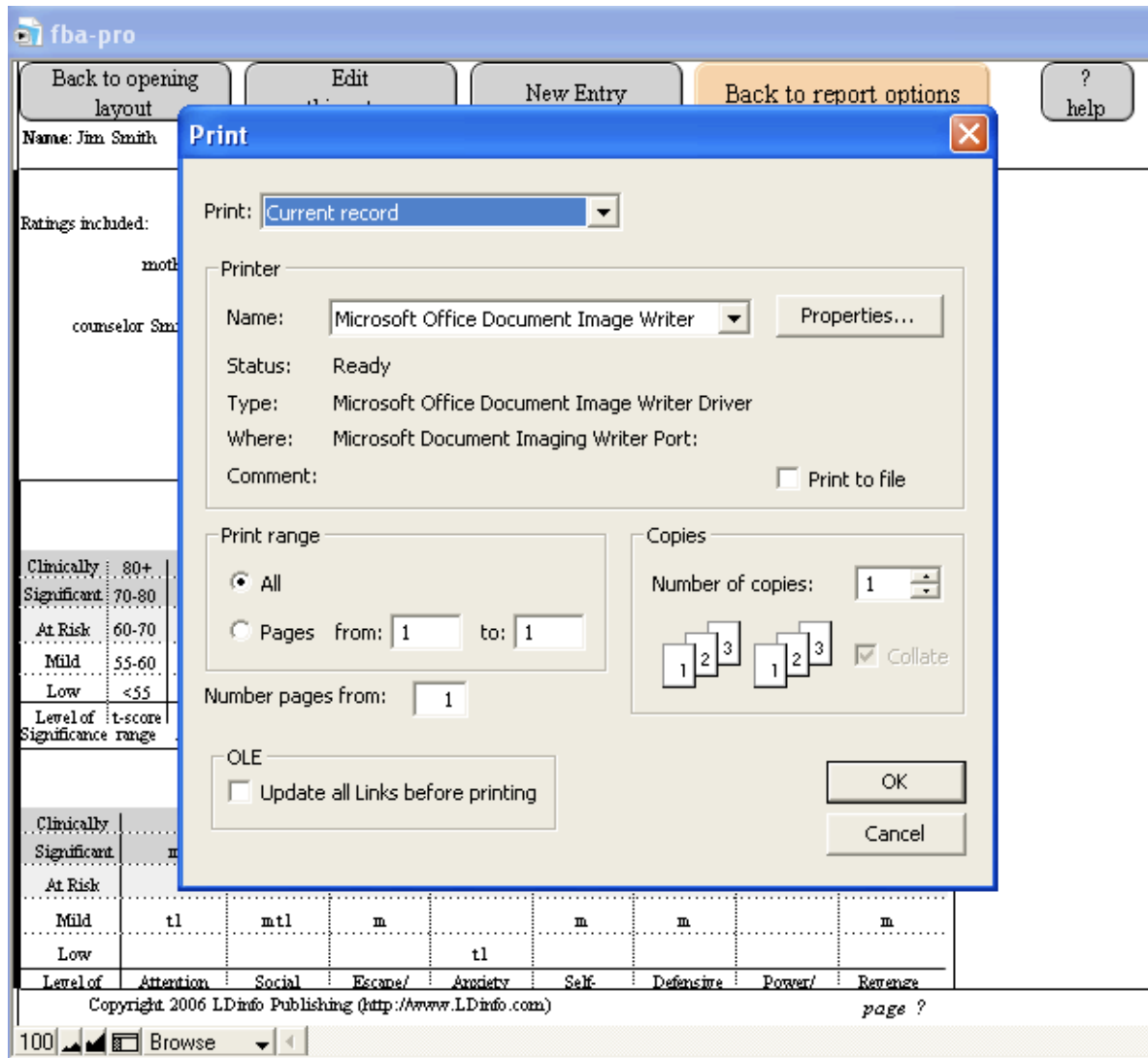
100 Browse

Printing Reports:

Various print/save buttons are included in any layout which can be printed (typically at the bottom of the page). If you choose to accept the full computer-generated report, simply click the “Print Full Report” button at the bottom of the Report Options screen. Optionally, you have the choice of printing either “Charts Only” or “Text Only”. Although you cannot edit the computer-generated

report text within the FBA Pro software, you can copy and paste the text into an external word processing application and edit as needed. Then you could attach your edited text to the printed charts to reflect your own professional interpretation of the data. There is also a “Brief Summary” layout (viewed by clicking that button at the top of the “Report Options” screen) which may be useful if you wish to copy/paste a very brief overview of all findings into a separate evaluation summary report.

Clicking the chosen print button will bring up your normal print screen giving you options such as number of copies, which pages to print, etc. Be sure the page range is set appropriately for the pages you wish to print.



1

Note: For best viewing and printing results the Times New Roman font should be installed on your computer.

¹ Print dialogue shown is for Windows/PC users. Macintosh users will have a somewhat different print dialogue.

Saving Reports:

Records/reports are automatically saved within the FBA Profiler app.

You can also send report text via email by simply clicking the “Send as Email” button at the bottom of the report options page.

In the page which opens next, simply enter a valid email address and edit the subject and message body as desired before clicking either of the “Send Mail” buttons. Use "Send Mail From This Computer" only if you are working from your own computer and have a default email application. Otherwise use "Send Mail Directly From Web".

Back to opening layout
Edit this entry
New Entry
Back to report options
? help

Name: Peter (example)
Age: 10 Grade: 4
School: Johnson School
Date: 1/24/2020

Enter email address of the person you wish to send to. Edit subject and message body as desired, then click the “Send Mail” button.

Send To Email:

cc:

Subject:

When sending from web, edit the “send from” fields as necessary.

Send From Name:

Send From Email:

Send Mail
From This Computer

Send Mail
Directly From Web

?

Message: (edit as desired before sending)

Name: Peter (example)

Age: 10

School: Johnson School

Grade: 4

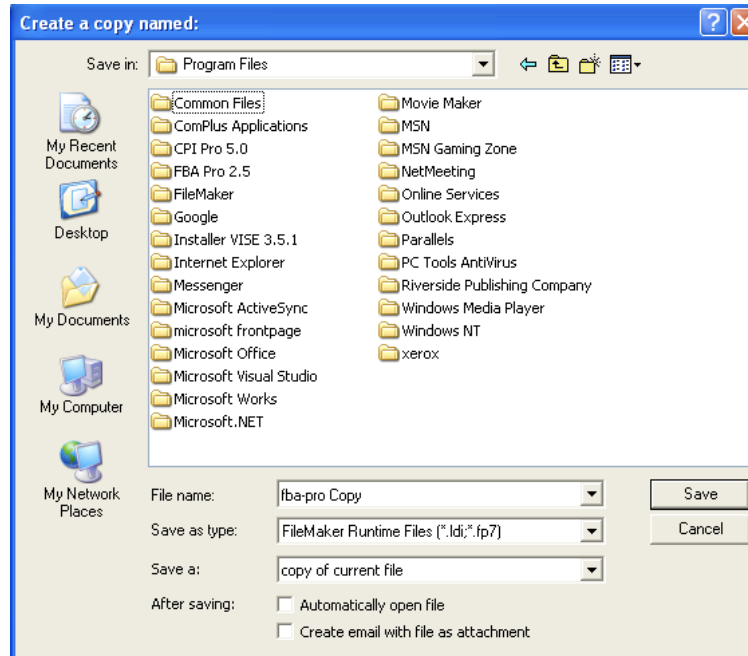
Deleting Records:

If you would like to delete any or all of the records in your FBA Pro file (possibly to start fresh each school year), from the opening screen select the “View List of Records” button. The screen below will open showing you a list of all available records. From this list you may either delete individual records or select the button at the top to delete all records.

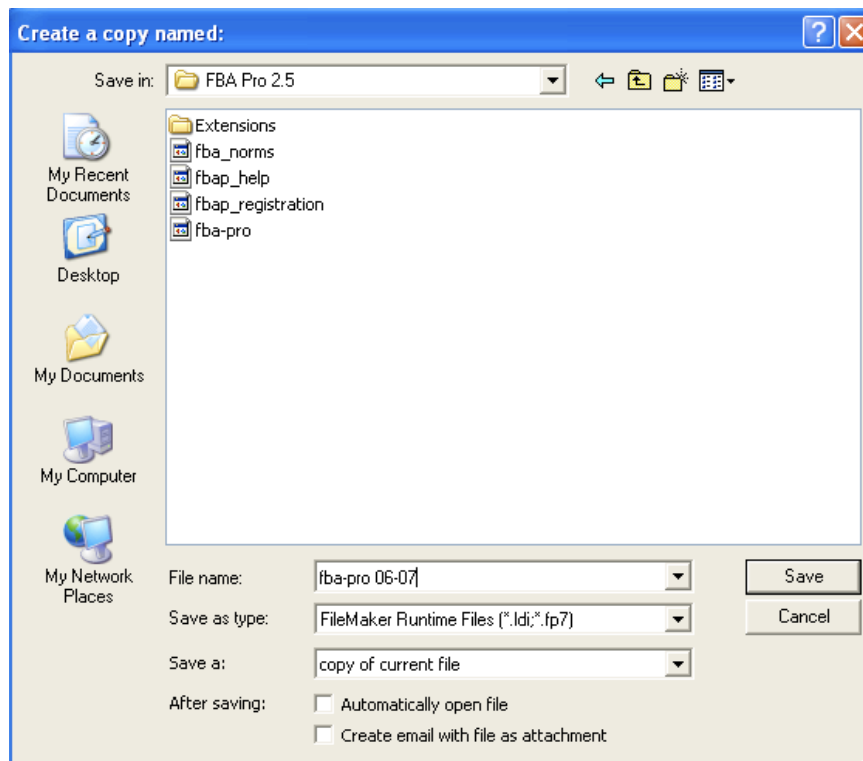
#	First Name	Last Name	Entry Date	Graphic Report	Normal Entry
1			10/3/2007 12:13:10 PM	View this report	Edit this entry Delete this record
2	Jim	Smith	10/3/2007 12:11:16 PM	View this report	Edit this entry Delete this record
3			10/3/2007 12:00:22 PM	View this report	Edit this entry Delete this record

If you would like to delete all records but also save an archived copy of the file (for later review) select the “Archive & Delete all records” button.

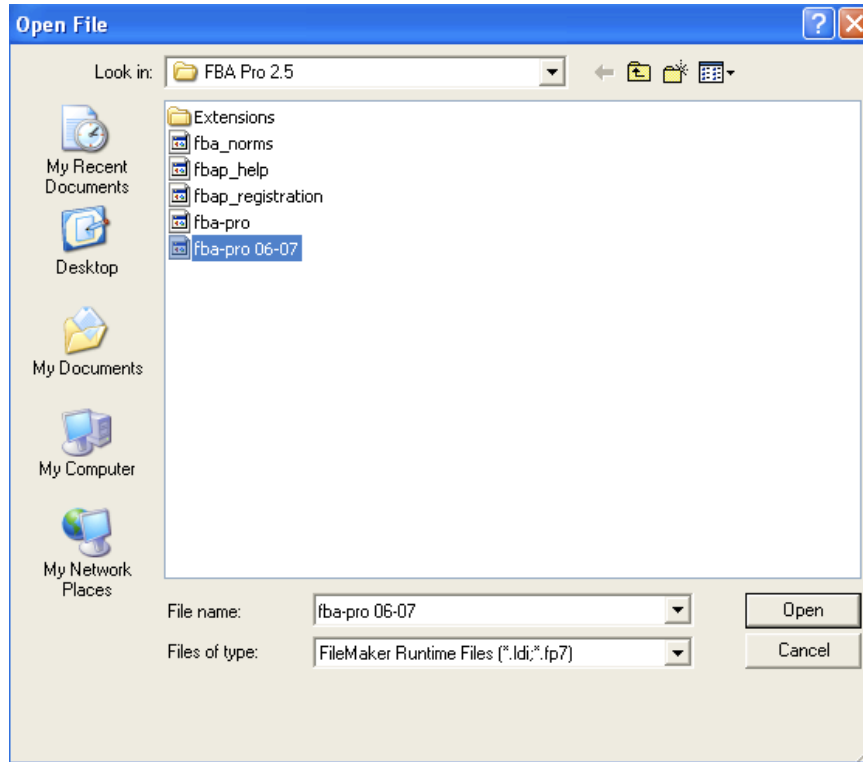
This option will open a window asking you to select a location for saving the copied file. Be sure to navigate to the FBA Pro folder/directory. This location can be found on Windows/PC computers in the Program Files directory of your C Drive (unless you chose a different location during installation). For Macintosh users, the FBA Pro folder/directory is located in your Applications folder (unless you chose a different location during installation).



You may also rename the saved file as you see fit (perhaps including the year or date saved).



At a later date when you wish to reopen the archived file, simply select that option from the top of the “View List of Records” FBA Pro screen and navigate to the FBA Pro folder/directory to open the desired file.



This archived file will open directly in front of the current FBA Pro screen and you can navigate from one file to the other by using the “Window” menu. Both files will close when you exit the FBA Pro application.

Free Trial / Registration Code:

The FBA Pro (whether using the online app or the downloaded software) is initially provided as a “demonstration” version with certain restrictions (such as not being able to print reports) until a registration code has been purchased.

During or after the initial trial period you may increase the authorized use time by purchasing a registration code (instructions for purchasing this code are provided on the www.LDinfo.com web site) and entering this code either within the FBA Pro software or when logging into the online app.

If you allow your registration to expire, the software (or online app) will automatically revert to the restricted “demonstration” mode until a new registration code is purchased and entered into the software.

Appendix

Sample documents:

- Parent/Teacher English Rating Form
- Computer-Generated Report

Parent/Teacher English Rating Form

The FBA Profiler (Functional Behavioral Assessment Profiler) *Parent or Teacher Rating Form*

Name of person being rated: _____ Date of Rating: _____
 School or Organization: _____ Age: _____
 Sex/Gender (circle): M F Grade (if in school): _____
 Rating Completed by: _____
 Relationship (circle): mother father other guardian: _____
 teacher counselor other school staff: _____

For each of the items below, circle the rating which best describes your knowledge of this person's behavior. Circle 1 if the item is not at all true (to the best of your knowledge), circle 2 if the item is somewhat true, and circle 3 if the item is very true. Please respond to all items. **If you have no knowledge related to a specific item, circle 1.**

	1	2	3		1	2	3
	Not True (or unknown)	Somewhat True	Very True				
1. Fails to give close attention to details	1	2	3	27. Vindictive - wants to "get back at" someone	1	2	3
2. Is fidgety or squirmy	1	2	3	28. Slow or delayed body movements	1	2	3
3. Seems easily embarrassed	1	2	3	29. Does not participate in sports, clubs, or other group activities	1	2	3
4. Seems to have delusions - believes things to be true which are not	1	2	3	30. Easily distracted by noises or activities	1	2	3
5. Seems sad or depressed	1	2	3	31. Has difficulty waiting for his/her turn	1	2	3
6. Spreads rumors about others	1	2	3	32. Seems tired or lacking energy	1	2	3
7. Is physically cruel to animals	1	2	3	33. Seems generally anxious or nervous	1	2	3
8. Can't get mind off of certain thoughts or mental images	1	2	3	34. Does not follow or obey rules	1	2	3
9. Has difficulty organizing tasks or activities	1	2	3	35. Seems forgetful	1	2	3
10. Is constantly moving or "on the go"	1	2	3	36. Interrupts others	1	2	3
11. Is easily annoyed by others	1	2	3	37. Appears to feel guilty or worthless	1	2	3
12. Sleeps too much during the day	1	2	3	38. Gets angry when teased	1	2	3
13. Seems to perform certain actions over and over to relieve stress	1	2	3	39. Has difficulty concentrating or making decisions	1	2	3
14. Becomes angry or upset when ignored	1	2	3	40. Vandalizes property	1	2	3
15. Avoids talking or interacting with others	1	2	3	41. Expresses thoughts of suicide or death	1	2	3
16. Attempts to get others in trouble	1	2	3	42. Appears shy	1	2	3
17. Complains of headaches	1	2	3	43. Bullies, threatens, or intimidates others	1	2	3
18. Is reluctant to engage in tasks which require sustained attention or effort	1	2	3	44. Starts fires with intent to cause damage	1	2	3
19. Talks too much	1	2	3	45. Has broken into someone's house, building, locker, car, etc.	1	2	3
20. Seems angry and/or resentful	1	2	3	46. Stays out at night beyond curfew	1	2	3
21. Follows negative peer influence	1	2	3	47. Makes careless mistakes	1	2	3
22. Has a strong preference for being alone or isolated rather than with others	1	2	3	48. Leaves seat in classroom or other situations when expected to be seated	1	2	3
23. Perceives criticism or teasing when it was not intended	1	2	3	49. Argues with adults	1	2	3
24. Seeks attention from others	1	2	3	50. Reports hearing or seeing things which others do not (Hallucinations)	1	2	3
25. Loses things which are necessary to complete tasks (such as pencils, paper, books, etc.)	1	2	3	51. Seems to lack interest in or pleasure for most daily activities	1	2	3
26. Blurts out answers even before a question has been completed	1	2	3	52. Tends to overreact to criticism or embarrassment	1	2	3

	1 Not True (or unknown)			2 Somewhat True			3 Very True			
53. Complains of stomachaches	1	2	3				88. Makes disruptive noises	1	2	3
54. Bites or picks at fingernails, hair, or skin	1	2	3				89. Does not complete chores	1	2	3
55. Frequent excused absences from school	1	2	3				90. Appears to resent authority	1	2	3
56. Withdraws or "shuts down" when embarrassed	1	2	3				91. Uses behavior to conceal frustration	1	2	3
57. Gets angry when embarrassed	1	2	3				92. Has a high need for social acceptance	1	2	3
58. Appears nervous when speaking or performing in front of others	1	2	3				93. Is physically cruel to other people	1	2	3
59. Starts fights with others	1	2	3				94. Does not follow instructions or finish assigned tasks	1	2	3
60. Deliberately destroys the property of others	1	2	3				95. Has difficulty quietly engaging in leisure activities	1	2	3
61. Lies to or otherwise manipulates others to gain favors or avoid obligations	1	2	3				96. Writes angry/threatening letters or notes	1	2	3
62. Runs away from home or school	1	2	3				97. Displays very little emotion or "affect"	1	2	3
63. Has difficulty staying focused on tasks or activities	1	2	3				98. Complains of difficulty sleeping at night	1	2	3
64. Loses temper	1	2	3				99. Seems tense	1	2	3
65. Skips class or school	1	2	3				100. Seems to have a compulsive need to repeat certain behaviors (i.e. hand washing, counting steps, saying a series of words silently or aloud, etc.)	1	2	3
66. Uses tobacco, alcohol, or other "street drugs"	1	2	3				101. Appears to have skin problems (rashes, etc.)	1	2	3
67. Runs about or climbs on things inappropriately	1	2	3				102. Likes to be the "center of attention"	1	2	3
68. Disorganized speech - difficult for other to follow or understand	1	2	3				103. Is often difficult to find - hides or disappears	1	2	3
69. Recent significant weight change (gain or loss)	1	2	3				104. Doesn't like being told what to do	1	2	3
70. Is perfectionistic	1	2	3				105. Gets more upset if punished or criticized in front of others	1	2	3
71. Complains of body aches or pains	1	2	3				106. Likes to be "in charge"	1	2	3
72. Teases others	1	2	3				107. Has a tendency to engage in a certain impulsive reaction over and over	1	2	3
73. Does not complete schoolwork	1	2	3				108. Holds a grudge	1	2	3
74. Is a negative leader among peers	1	2	3				109. Is inflexible - needing to always do things in a certain way	1	2	3
75. Gets angry when criticized	1	2	3				110. Blames others for his/her mistakes or misbehavior	1	2	3
76. Swears or uses obscene language	1	2	3				111. Seems unable to make or keep friends	1	2	3
77. Has used a weapon which could cause serious harm to others (like a knife, gun, bat, etc.)	1	2	3				112. Has considerable difficulty relating to other people	1	2	3
78. Has stolen from home, school or elsewhere (like shoplifting)	1	2	3				113. Misinterprets social cues or the behavior of others	1	2	3
79. Frequent unexcused absences from school	1	2	3				114. Has difficulty using or understanding nonverbal communication (such as gestures, facial expressions, tone of voice, etc.)	1	2	3
80. Does not seem to listen when spoken to	1	2	3				115. Demonstrates very unusual speech patterns (such as tone, rhythm, or rate)	1	2	3
81. Seems restless	1	2	3				116. Has considerable difficulty initiating or maintaining a conversation	1	2	3
82. Deliberately annoys others	1	2	3				117. Insists on following certain rules, routines, or rituals	1	2	3
83. Grossly disorganized or unpredictable behavior without an apparent purpose	1	2	3				118. Seems very resistant to changes in activity	1	2	3
84. Frequently visits doctor or school nurse	1	2	3				119. Seems overly preoccupied with a specific area of interest	1	2	3
85. Seems irritable	1	2	3				120. Is highly sensitive to certain sensory stimuli (such as light, sound, texture, smell, etc.)	1	2	3
86. Argues with peers	1	2	3							
87. Complains of eye problems (not related to a need for glasses)	1	2	3							

Computer-Generated Report

The FBA Profiler

Name: Peter (example)

Age: 10 Grade: 4 School: Johnson School

Date: 1/24/2020

Target Behavior
norm-referenced t-scores mean=50, SD=10

Ratings:	composites		internalizing				externalizing			validity	
parent	75	93	75	52	74	65	84	99	89	79	valid
Smith	66	68	73	58	61	43	66	67	62	67	valid
Jones	72	70	61	71	76	55	68	67	68	67	valid
	Total Internalized	Total Externalized	Off-Task Avoidance	Social Withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance	

Target Behaviors p=parent t1=Smith t2=Jones									
	internalizing					externalizing			
Clinically Significant	80+					p	p	p	
At Risk	70-80	p t1	t2	p t2					p
Mild	60-70	t2		t1	p	t1 t2	t1 t2	t1 t2	t1 t2
Low	55-60		t1		t2				
Level of Significance	<55		p		t1				
	t-score range	Off-Task Avoidance	Social withdrawal	Passive Aggression	Somatic Issues	Disruption	Delinquency	Active Aggression	Defiance
Hypothesized Functions of Behavior p=parent t1=Smith t2=Jones									
Clinically Significant	p	p				p t2			
At Risk	t1 t2	t1 t2				p t1 t2	t1		
Mild								p t1	t2
Low				p t1 t2	t1 t2			t2	p t1
Level of Significance	Attention Seeking	Social Status	Escape/Avoidance	Anxiety Reduction	Self-Indulgence	Defensive Reaction	Power/Control	Revenge	
Mental Health Screening p=parent t1=Smith t2=Jones									
Clinically Significant	p t1 t2	t1		t1 t2					p t2 *
At Risk		p t2				t2			
Normal Range			p t1 t2	p	t1 t2	p t1		t2	t1
DSM Criteria	ADHD Inattentive	ADHD Hyperactive	Conduct Disorder	Oppositional Defiant	Depression	Anxiety Disorder	Obsessive-Compulsive	Thought Disorder	Autism Spectrum

* ASD concern may be triggered by heightened social anxiety, obsessive-compulsive tendencies, or an excessively independent personality.

The FBA Profiler

Name: Peter (example)

Age: 10

Grade: 4

School: Johnson School

Date: 1/24/2020

The FBA Profiler is a norm-referenced and criterion-referenced behavior rating scale designed to identify problem or 'target' behaviors, suggest hypothesized functions of behavior, and provide a screening of possible mental health issues. Behavioral concerns which are noted to be 'at-risk' are those that fall just outside of the average or normal range and represent moderate or emerging behavioral difficulties. Behavioral concerns which are rated as 'clinically significant' are those that fall significantly beyond the average or normal range and represent behaviors which are severely discrepant from the general population.

Target Behaviors

Target behaviors are specific and observable areas of behavioral concern which can be identified for possible intervention. Based upon all available ratings the following 'at risk' or 'clinically significant' target behaviors are suggested:

Broad Internalizing Concerns (clinically significant - parent, Jones; at risk - Smith) - Peter demonstrates behaviors which are often associated with internalized issues such as stress, anxiety, or depression.

Broad Externalizing Concerns (clinically significant - parent, Jones; at risk - Smith) - Peter demonstrates 'acting out' behaviors which are often associated with anger-management difficulties and/or poor impulse control.

Task Avoidance/Off-Task (clinically significant - parent, Smith; at risk - Jones) - Peter may tend to avoid, ignore, or otherwise fail to accomplish required or expected tasks including homework, daily chores, etc.

Social Withdrawal (clinically significant - Jones) - Peter may be somewhat socially isolated and avoid situations in which social interaction is expected or required.

Passive Aggression (clinically significant - parent, Jones; at risk - Smith) - Peter may attempt to assert control or 'get back at others' through indirect means such as tattling, writing threatening notes, spreading rumors, defacing property, etc.

Somatic Issues (at risk - parent) - Peter may complain of physical symptoms or 'ailments' such as headaches, nausea, body aches, minor injuries, etc.

Disruption (clinically significant - parent; at risk - Smith, Jones) - Peter may engage in behavior which disturbs, interrupts, or draws others 'off-task'.

Delinquency (clinically significant - parent; at risk - Smith, Jones) - Peter may engage in negative or rebellious behavior with his peers.

Active Aggression (clinically significant - parent; at risk - Smith, Jones) - Peter may become angry and start physical fights or verbal arguments with others.

Defiance (clinically significant - parent; at risk - Smith, Jones) - Peter may deliberately break rules or otherwise challenge and/or defy authority.

Functions of Behavior

Hypothesized functions of behavior are assumed underlying emotional needs or motivations which may result in certain predictable behavioral tendencies. Based upon all available ratings the following 'at risk' or 'clinically significant' hypothesized functions of (or emotional motivations for) observed or potential behaviors are suggested:

Attention Seeking (clinically significant - parent, Smith, Jones) - Peter's behavior may allow him to gain attention from others. Typical behaviors may include teasing, complaining, interrupting, or otherwise disrupting those around him. Common 'behavioral triggers' include feeling ignored, negative peer influence or encouragement, or feeling unprepared or inadequate. Suggested interventions include:

The FBA Profiler

Name: Peter (example)

Age: 10

Grade: 4

School: Johnson School

Date: 1/24/2020

1. Provide appropriate opportunities to gain positive attention from others.
2. Assign 'important' jobs around the house or classroom.
3. Give opportunities for him to help others with tasks or assignments.
4. Provide extra praise and/or encouragement.

Social Status (clinically significant - parent, Smith, Jones) - Peter's behavior may be intended to gain social acceptance or status and to 'save face' or avoid embarrassment among his peers. Typical behaviors may range from withdrawal or avoidance (to evade potentially embarrassing situations) to aggression or defiance (to impress or 'fit in with' certain peers). Common 'behavioral triggers' include negative peer influence, or being teased, criticized, or potentially embarrassed.

Suggested interventions include:

1. Promote positive social connections (i.e. paired or team projects, etc.).
2. Avoid 'public' criticism, punishment, or embarrassment.
3. Provide a 'safe way out' of a difficult or embarrassing situation.
4. Help him to understand how his behavior may alienate others.

Self Indulgence (clinically significant - parent, Smith, Jones) - Peter's behavior may allow him to do as he pleases with little regard for the needs or desires of others. This can cause friction and relationship difficulties with both peers and adults.

Typical behaviors such as task avoidance, delinquency, and defiance may occur when Peter is asked to do something which he finds difficult or unpleasant. Common 'behavioral triggers' include being asked to do something difficult or unpleasant, rigid external expectations, or perceived lack of freedom. Suggested interventions include:

1. Offer several acceptable choices rather than a single demand or expectation.
2. Help him to find the relevance in a given task or assignment (i.e. why should this matter to him?).
3. Develop a behavioral contract with mutually identified expectations, consequences, and rewards.
4. Help him to understand how his behavior impacts others.

Defensive Reaction (clinically significant - parent, Smith, Jones) - Peter's behavior may be related to a need to defend himself from a perceived threat, challenge, or rejection which may or may not have been intended. Typical behaviors of this nature include verbal or physical aggression and/or abrupt social withdrawal. This behavior can be the result of a somewhat paranoid perception of social situations and is often viewed by others as an unexpected overreaction to harmless teasing, meaningless comments, etc. Common 'behavioral triggers' include feeling challenged, teased, criticized, or potentially embarrassed. Suggested interventions include:

1. Help him to more accurately perceive social situations.
2. Help him to feel safe, accepted, and supported.
3. Intervene quickly when it appears he may feel criticized or potentially embarrassed.
4. Temper any potentially critical remarks in order to avoid a possible overreaction.

Power/Control (at risk - parent, Smith) - Peter's behavior may be intended to challenge authority and/or assert control over his own life or those around him. This can be related to feelings that others have been overly controlling or unfairly punitive. Typical behaviors may include task avoidance, delinquency, aggression, and/or defiance. Common 'behavioral triggers' include being told to do something undesirable, rigid external expectations, or a perception that rules/consequences are unfair. Suggested interventions include:

1. Choose your battles carefully - don't engage in power struggles over insignificant issues.
2. Don't back down on important issues.
3. Respect his need to make many of his own choices.
4. Allow him to experience the "natural consequences" of his choices and learn from his mistakes.

Revenge (at risk - Jones) - Peter's behavior may be intended to 'get back at' or put others 'in their place'. This can be related to feelings that others have been mean or unfair to him. Typical behaviors may include passive aggression, active aggression, or defiance. Common 'behavioral triggers' include feelings of persecution, harassment, or abuse, or a perception that expectations or consequences are excessive. Suggested interventions include:

1. Provide frequent and appropriate opportunities to vent anger or frustration.
2. Mediate quickly to resolve conflicts (don't let problems fester).
3. Encourage open communication so that he feels heard and understood.
4. Provide support when he is feeling "victimized".

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