

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



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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.

Internalizing

Task Avoidance/Off-Task
Social Withdrawal
Passive Aggression
Somatic Issues

Externalizing

Disruption
Delinquency
Active Aggression
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, teachers, and parents. Come here for practical information about all concerns. Try the free online learning disability and emotional/behavioral assessment tools.

Cognitive Processing Inventory - CPI
FBA Profiler - Mental Health/Behavior Scale
FBA Screener - Group Screening Scale
NEW - LDinfo Apps Online - No need to download/install software

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

And, while social distancing for Covid-19, don't forget to utilize the online entry options for parents and teachers (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](#)

For best performance, it is recommended to use the Google Chrome web browser



CPI Pro



FBA Pro - Full Form




FBA - Brief Form



FBA - Group Screen

Logging In:

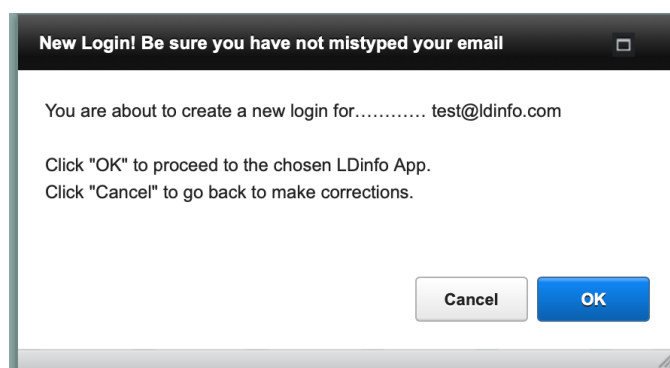
After clicking the FBA Pro icon, you will be taken to the login screen shown below. If you have not yet been provided a registration code, you can simply leave the email field blank and click the “Log In” button to log in with limited guest access (to see how the app works and preview various report options). If you already have an assigned registration code, enter your email address and registration code then click the “Log In” button. If you have lost or cannot remember your assigned registration code, just enter your email address and click the “Forgotten registration code?” button to have your existing code sent immediately via email.



The login screen for FBA Pro (Functional Behavioral Assessment Profiler) features a light blue background. At the top, the title "FBA Pro" is displayed in a large, dark blue serif font, with the subtitle "Functional Behavioral Assessment Profiler" in a smaller, dark blue sans-serif font below it. The main content area contains the following elements:

- A prompt: "Please enter your email address and registration code below".
- Instructions: "If you don't know your registration code, click the 'Forgotten registration code?' button and it will be immediately sent to the email address provided."
- A bold instruction: "Leave email field blank for limited guest access".
- Input fields: An "Email Address:" label followed by a text box with a vertical separator line, and a "Registration Code:" label followed by a text box.
- A yellow button labeled "Forgotten registration code?" to the right of the input fields.
- A red button labeled "Log In" centered below the input fields.
- Two light gray buttons at the bottom: "Check Prices" and "Order New Registration".
- A red button labeled "Log Out" centered below the other buttons.

The first time you log in, a popup window (shown below) will ask you to confirm the email address you are attempting to register. If ever again asked to confirm your email address, that suggests you have mistyped the address, in which case you should click the “Cancel” button to correct the error. **Please note that the email address IS CASE SENSITIVE, so you must always enter it exactly as you did when you first signed in.**



After logging in you will be taken to the list of student records associated with your email address.

First Name	Last Name	Record ID	Entry Date					
1	Kamden	Kamden11763	10/2/2020 2:47:43 PM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry	?
2	Elijah	Elijah13002	11/9/2020 11:28:46 AM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry	?
3	Adrian	Adrian16541	3/15/2021 11:25:27 AM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry	?

Entering rating data:

With the online apps, no more paper rating forms – just invite online entry directly into your account!

The first step is creating a student record. You can either do this by editing the blank record which is created whenever you log in, or by clicking the red “New Record” button at the top of the page. Then in the next screen (shown below) enter student name and demographic data. When finished, click the “Back to opening layout” button to return to your list of student records.

Back to opening layout		New Entry	Calculate Scores/View Report
Subject Name	first Tom	last Smith	3/2/2025
School			Student ID Tom81707
Age		Grade	
Sex <input type="radio"/> male <input type="radio"/> 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

Next, in your list of students, click the yellow button entitled “Invite Online Parent, Teacher or Student Entry”. You will then receive an automated email with clear instructions (which you can edit as you wish) to forward to anyone you would like to complete a rating on this particular student. When they have completed their online entry, you will receive an automated email informing you that the rating has been completed.

Finally, return to your online account to edit the student’s record (to possibly change rating labels used in the report) or review the report.

After selecting the “View Report” option from the list of student entries, 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.

Back to opening layout

New Entry

Calculate Scores/View Report

first

last

Subject Name

Bryson

Williams

4/19/2009

School

Brookside Elementary

Age

11

Grade

5

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

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

30

Easily distracted by noises or activities

☐

☐

☐

☐

☐

☐

☐

☐

☐

48

Leaves seat in classroom or other situations when expected to be seated

☐

☐

☐

☐

☐

☐

☐

☐

☐

63

Has difficulty staying focused on tasks or activities

☐

☐

☐

☐

☐

☐

☐

☐

☐

65

Skips class or school

☐

☐

☐

☐

☐

☐

☐

☐

☐

73

Does not complete schoolwork

☐

☐

☐

☐

☐

☐

☐

☐

☐

80

Does not seem to listen when spoken to

☐

☐

☐

☐

☐

☐

☐

☐

☐

89

Does not complete chores

☐

☐

☐

☐

☐

☐

☐

☐

☐

94

Does not follow instructions or finish assigned tasks

☐

☐

☐

☐

☐

☐

☐

☐

☐

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:

Web Printing

In the next window, click the 'View' button to view an online PDF of the report. Then, depending on your browser options, you may either print directly from the page or save the PDF document to your computer for printing. Note: The PDF will open in a new tab or window. To return to the online application, simply close the tab or window.

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: Bryson Williams **Age:** 11 **Grade:** 5 **School:** Brookside Elementary **Date:** 4/19/2009

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: email@LDinfo.com

cc:

Subject: FBA Profiler Report

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

Send From Name:

Send From Email: email@LDinfo.com

Send Mail From This Computer

?

Send Mail Directly From Web

Message: (edit as desired before sending)
Name: Bryson Williams
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.

Email Sent

The message 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: guest@LDinfo.com	
						Expiration date:		
First Name	Last Name	Record ID	Entry Date					
1	Kamden	Kamden11763	10/2/2020	2:47:43 PM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry ?
2	Elijah	Elijah13002	11/9/2020	11:28:46 AM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry ?
3	Adrian	Adrian16541	3/15/2021	11:25:27 AM	View this report	Edit this entry	Delete this record	Invite Online Parent, Teacher or Student Entry ?

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)

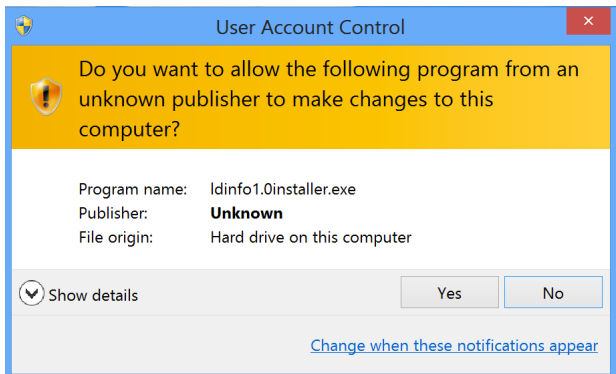
NOTE: All of the LDinfo professional evaluation instruments (CPI Pro, FBA Profiler, FBA Brief Form, and FBA Screener) have now been consolidated into a single software package - LDinfo Apps. Download/installation instructions are the same for either the individual or consolidated apps.

Installation:

If the LDinfo software package was downloaded from the web site, your web browser probably unstuffed 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



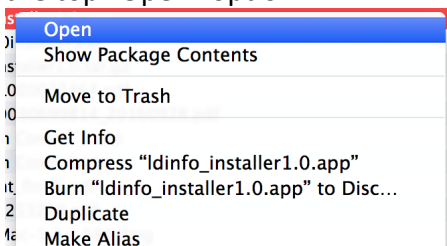
For Windows users, simply click "yes".

Macintosh



For Macintosh users, click "OK"

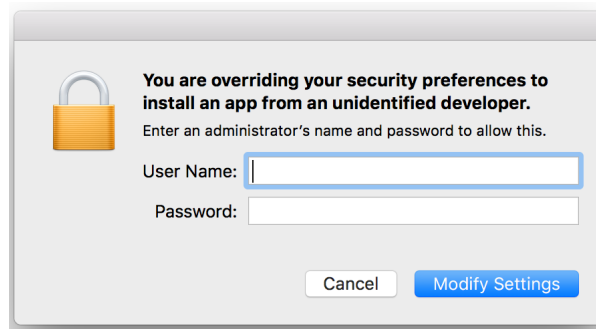
Then for Macintosh users: Press and hold the "Control" key while clicking the installer and select the top "Open" option...



...which will allow you to open the installer

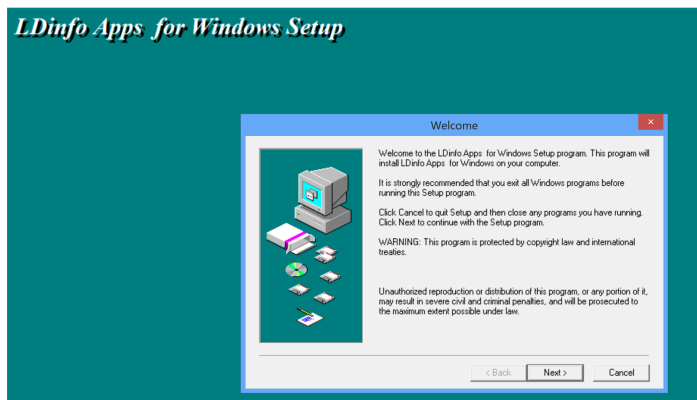


Click "Open" and you may be asked to enter an administrator's name and password to temporarily modify security settings and allow installation.

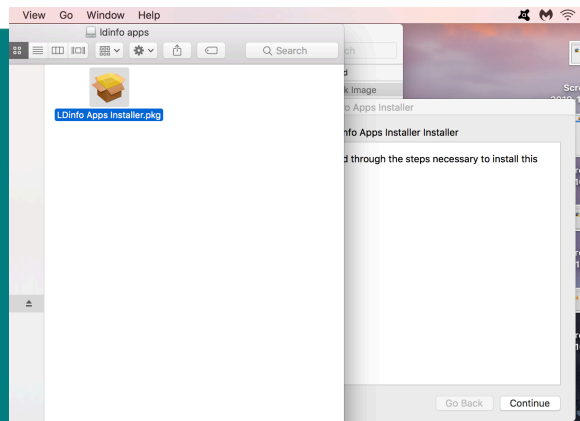


At this point the installer should launch but may be hidden behind other windows

Windows

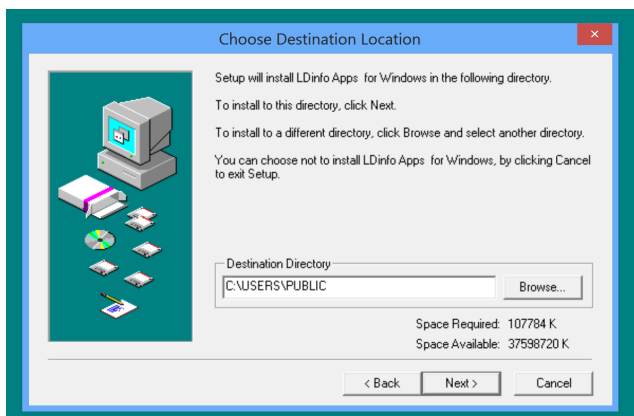


Macintosh

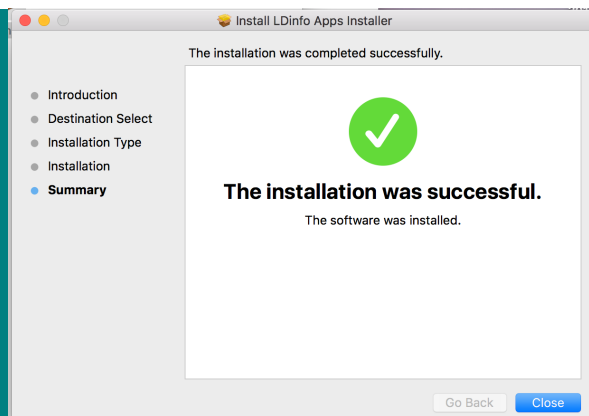


During installation, by default the LDInfo Apps package is placed either in the Users/Public directory (Windows) or in your applications folder (Macintosh) unless you select a different location.

Windows

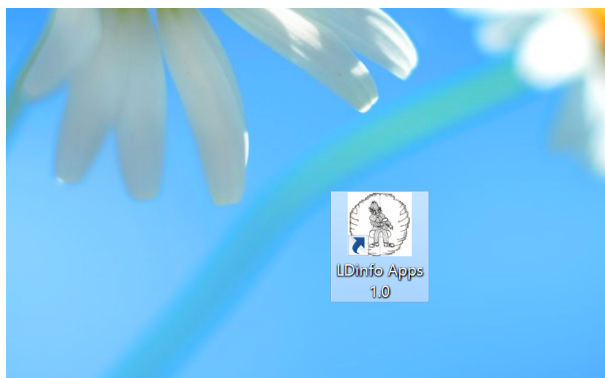


Macintosh



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.

The Functional Behavioral Assessment Profiler (FBA Profiler) Version 3.3.2_m
 registration code: **Warning!**
 expiration date: Limited demonstration version.
 status: demo Go to www.LDinfo.com to order a registration.

Check or Update Registration

Web-Based FBA Profiler Information or Online Examiner/Technical Manual

Print
FBA-Profiler Forms

New
Online Entry Option

View a list of all records

New Entry
Use this option to transfer data from paper forms to the FBA Profiler computer entry file

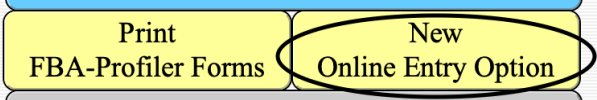
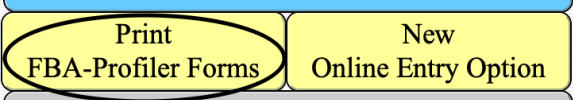
Or quickly find a previously entered FBA Profiler record by clicking in the "name" field below, selecting a name (from pop-up menu) , then clicking the appropriate button to the right of the name.

Name:

View this report

Edit this record

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> <div style="text-align: center; margin: 10px;">  </div> <p>...then copy the displayed web address.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px;"> URL <input style="width: 100%;" type="text" value="https://www.ldinfo.com/fba/proentry.php"/> <div style="text-align: right;"> <input type="button" value="Cancel"/> <input style="background-color: #007bff; color: white;" type="button" value="OK"/> </div> </div> <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> <div style="text-align: center; margin: 10px;">  </div> <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.

**The Functional Behavioral Assessment Profiler
(FBA Profiler) Version 3.3.2_m**

registration code: **Warning!**
 expiration date: **Limited demonstration version.**
 status: demo **Go to www.LDinfo.com to order a registration.**

Check or Update Registration

Web-Based FBA Profiler Information or
Online Examiner/Technical Manual

Print

FBA-Profiler Forms

New

Online Entry Option

View a list of all records

New Entry
Use this option to transfer data from paper forms
to the FBA Profiler computer entry file

Or quickly find a previously entered FBA Profiler record by clicking in the "name" field below, selecting a name (from pop-up menu) , then clicking the appropriate button to the right of the name.

Name:

View this report

Edit this record

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.

fba-pro

Subject Name 10/3/2007
 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)

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

100%

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

Back to opening layout

New Entry

Calculate Scores/View Report

first

last

Subject Name

This Subject

8/23/2020

School

Age

Grade

Sex

☐ male

☐ female

Background Entry

Parent Entry

Student/Self Entry

Teacher Entry

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.

Parent 1 Rating

Parent 2 Rating

Parent 3 Rating

Chart label:

parent

click here to allow parent to enter data

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

Exit/Quit

? Help

Click here to clear items 1-120

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.

Back to opening layout

New Entry

Calculate Scores/View Report

first

last

Subject Name

This Subject

8/23/2020

School

Age

Grade

Sex

☐ male

☐ female

Subject Data

Parent Entry

Student/Self Entry

Teacher Entry

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.

click here to allow teacher to enter data

Teacher Entry 1

Teacher Entry 2

Teacher Entry 3

Teacher Entry 4

Teacher Entry 5

Teacher Entry 6

Title:

teacher

Teacher's last name (optional):

☐ Use name with label

Label used for report:

teacher 1

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

Exit/Quit

? Help

Click here to clear items 1-120

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.

Report Options:

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: first last 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="text" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" 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="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exit/Quit ? Help **Print This Page**

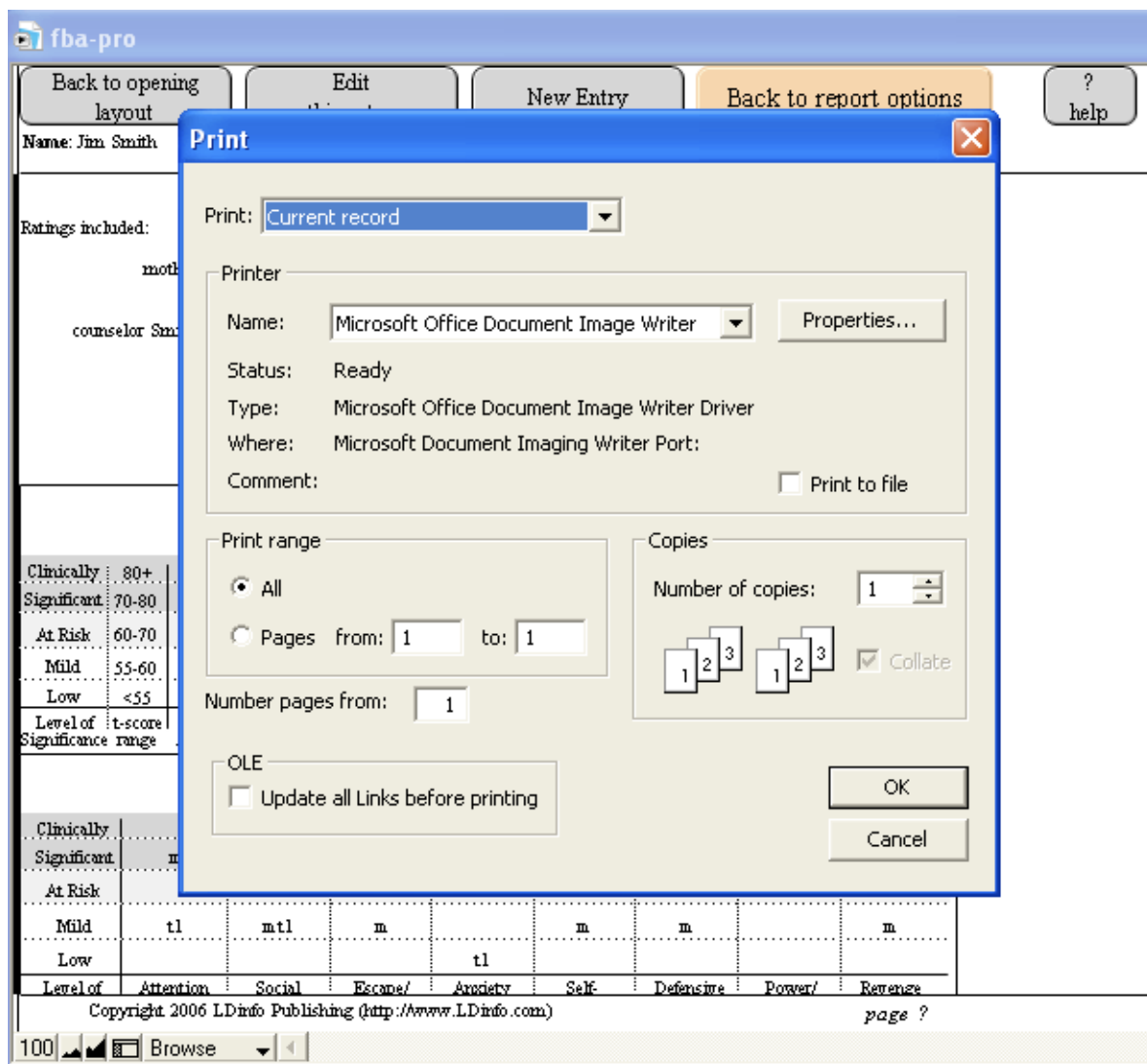
100 Browse

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.



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: <input type="text" value="email@LDinfo.com"/>		Send Mail From This Computer		
cc: <input type="text"/>				
Subject: <input type="text" value="FBA Profiler Report"/>		? Send Mail Directly From Web		
When sending from web, edit the “send from” fields as necessary.				
Send From Name: <input type="text"/>		Send Mail Directly From Web		
Send From Email: <input type="text" value="email@LDinfo.com"/>				
Message: (edit as desired before sending)				
Name: Peter (example)				
Age: 10				
School: Johnson School				
Grade: 4				

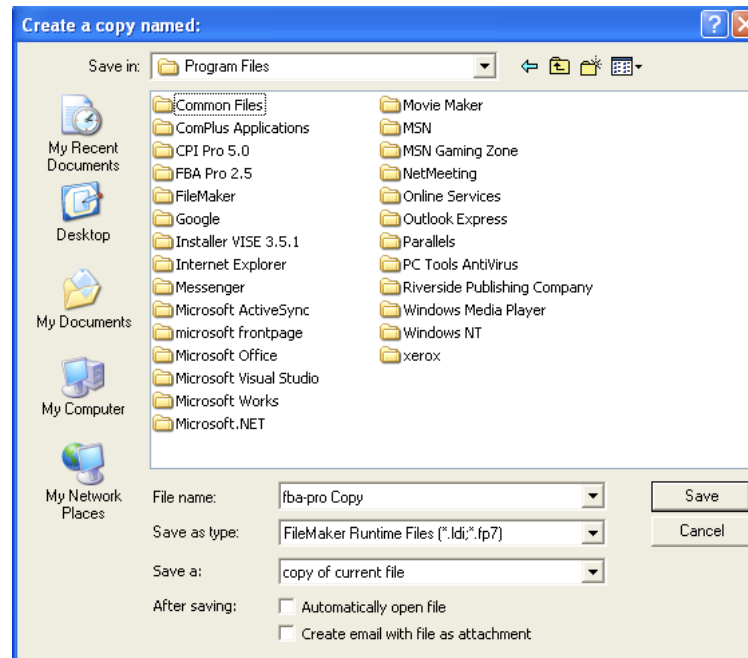
Deleting Records:

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.

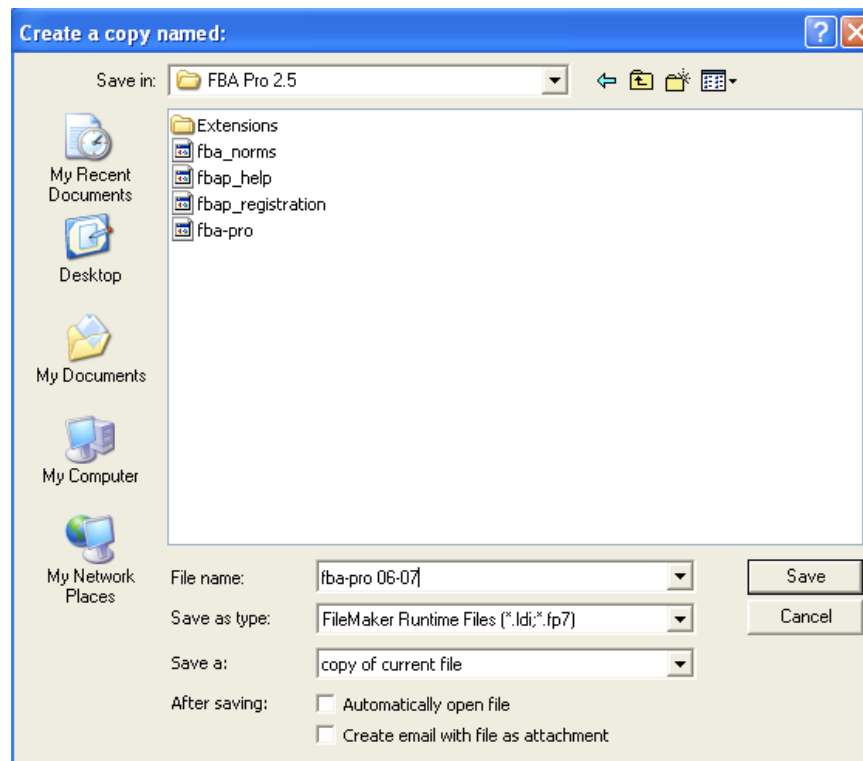
fba-pro						
Back to opening layout		Sort by Last Name		Find all records		Open Archived File
New Record		Sort by Recent Date		Delete all records		Archive & Delete all records
First Name	Last Name	Entry Date		Graphic Report	Normal Entry	
1		10/3/2007	12:13:10 PM	View this report	Edit this entry	Delete 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.

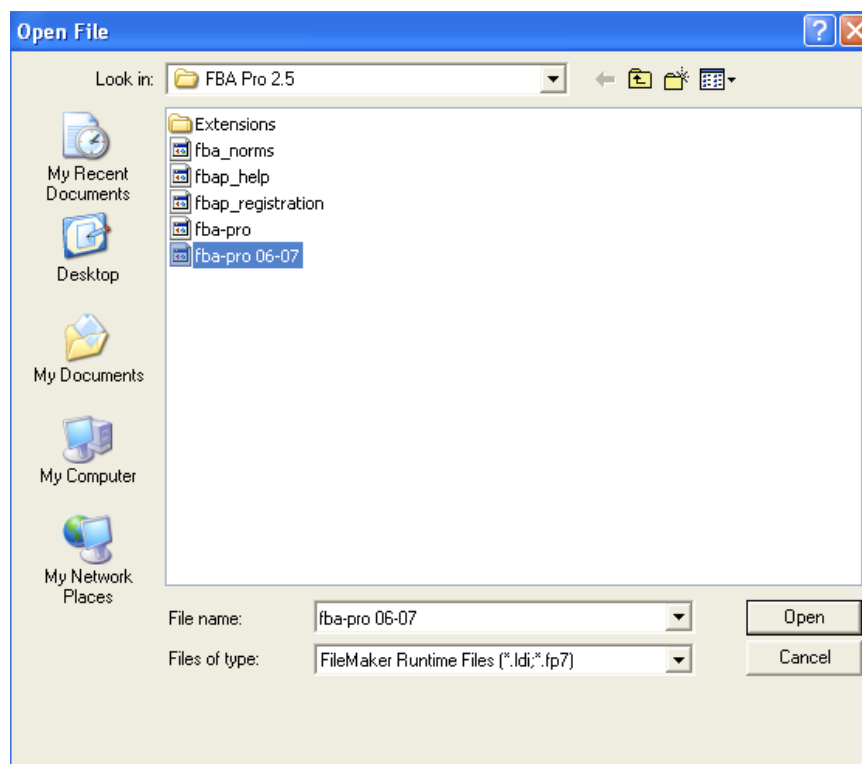
This option will open a window asking you to select a location for saving the copied file. Be sure to navigate to the FBA Pro folder/directory. This location can be found on Windows/PC computers in the Program Files directory of your C Drive (unless you chose a different location during installation). 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				1	2	3
54. Bites or picks at fingernails, hair, or skin	1	2	3				1	2	3
55. Frequent excused absences from school	1	2	3				1	2	3
56. Withdraws or "shuts down" when embarrassed	1	2	3				1	2	3
57. Gets angry when embarrassed	1	2	3				1	2	3
58. Appears nervous when speaking or performing in front of others	1	2	3				1	2	3
59. Starts fights with others	1	2	3				1	2	3
60. Deliberately destroys the property of others	1	2	3				1	2	3
61. Lies to or otherwise manipulates others to gain favors or avoid obligations	1	2	3				1	2	3
62. Runs away from home or school	1	2	3				1	2	3
63. Has difficulty staying focused on tasks or activities	1	2	3				1	2	3
64. Loses temper	1	2	3				1	2	3
65. Skips class or school	1	2	3				1	2	3
66. Uses tobacco, alcohol, or other "street drugs"	1	2	3				1	2	3
67. Runs about or climbs on things inappropriately	1	2	3				1	2	3
68. Disorganized speech - difficult for other to follow or understand	1	2	3				1	2	3
69. Recent significant weight change (gain or loss)	1	2	3				1	2	3
70. Is perfectionistic	1	2	3				1	2	3
71. Complains of body aches or pains	1	2	3				1	2	3
72. Teases others	1	2	3				1	2	3
73. Does not complete schoolwork	1	2	3				1	2	3
74. Is a negative leader among peers	1	2	3				1	2	3
75. Gets angry when criticized	1	2	3				1	2	3
76. Swears or uses obscene language	1	2	3				1	2	3
77. Has used a weapon which could cause serious harm to others (like a knife, gun, bat, etc.)	1	2	3				1	2	3
78. Has stolen from home, school or elsewhere (like shoplifting)	1	2	3				1	2	3
79. Frequent unexcused absences from school	1	2	3				1	2	3
80. Does not seem to listen when spoken to	1	2	3				1	2	3
81. Seems restless	1	2	3				1	2	3
82. Deliberately annoys others	1	2	3				1	2	3
83. Grossly disorganized or unpredictable behavior without an apparent purpose	1	2	3				1	2	3
84. Frequently visits doctor or school nurse	1	2	3				1	2	3
85. Seems irritable	1	2	3				1	2	3
86. Argues with peers	1	2	3				1	2	3
87. Complains of eye problems (not related to a need for glasses)	1	2	3				1	2	3
88. Makes disruptive noises							1	2	3
89. Does not complete chores							1	2	3
90. Appears to resent authority							1	2	3
91. Uses behavior to conceal frustration							1	2	3
92. Has a high need for social acceptance							1	2	3
93. Is physically cruel to other people							1	2	3
94. Does not follow instructions or finish assigned tasks							1	2	3
95. Has difficulty quietly engaging in leisure activities							1	2	3
96. Writes angry/threatening letters or notes							1	2	3
97. Displays very little emotion or "affect"							1	2	3
98. Complains of difficulty sleeping at night							1	2	3
99. Seems tense							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
101. Appears to have skin problems (rashes, etc.)							1	2	3
102. Likes to be the "center of attention"							1	2	3
103. Is often difficult to find - hides or disappears							1	2	3
104. Doesn't like being told what to do							1	2	3
105. Gets more upset if punished or criticized in front of others							1	2	3
106. Likes to be "in charge"							1	2	3
107. Has a tendency to engage in a certain impulsive reaction over and over							1	2	3
108. Holds a grudge							1	2	3
109. Is inflexible - needing to always do things in a certain way							1	2	3
110. Blames others for his/her mistakes or misbehavior							1	2	3
111. Seems unable to make or keep friends							1	2	3
112. Has considerable difficulty relating to other people							1	2	3
113. Misinterprets social cues or the behavior of others							1	2	3
114. Has difficulty using or understanding nonverbal communication (such as gestures, facial expressions, tone of voice, etc.)							1	2	3
115. Demonstrates very unusual speech patterns (such as tone, rhythm, or rate)							1	2	3
116. Has considerable difficulty initiating or maintaining a conversation							1	2	3
117. Insists on following certain rules, routines, or rituals							1	2	3
118. Seems very resistant to changes in activity							1	2	3
119. Seems overly preoccupied with a specific area of interest							1	2	3
120. Is highly sensitive to certain sensory stimuli (such as light, sound, texture, smell, etc.)							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 t1	t2	p t2		p	p	p	p
At Risk	70-80	t2		t1	p	t1 t2	t1 t2	t1 t2	t1 t2
Mild	60-70		t1		t2				
Low	55-60		p		t1				
Level of Significance	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 t1 t2	p t2		
At Risk	t1 t2	t1 t2				p t1 t2	t1		
Mild				p t1 t2	t1 t2			p t1	t2
Low					p			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 p t2		t1 t2		t2			p t2 *
At Risk			p t1 t2	p	t1 t2	p t1		t2	t1 *
Normal Range					p		t2 p t1	t1 p	
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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