

Individual Positive Behavior Support: Functional Behavioral Assessment Review



UNIVERSITY OF MINNESOTA
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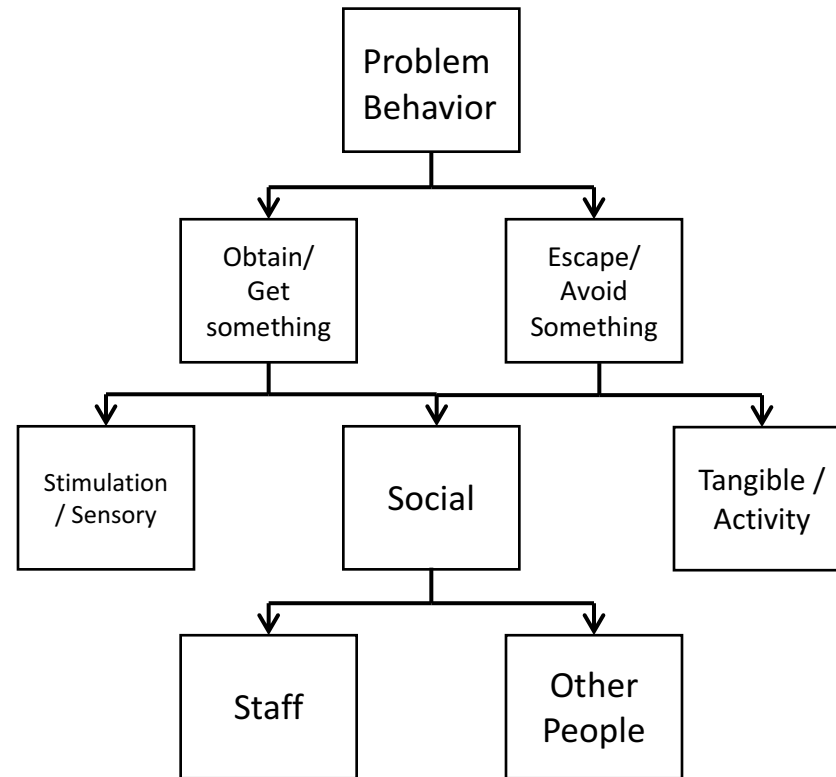
Implementation Plan Example

Activity	Person Responsible	Date of Completion
Person-Centered Planning		
Preparation Meetings		
With Person& Family	Person, Family & R. Freeman	10/12/17
Invitations Sent	Person	10/15/17
First Meeting	R. Freeman	10/25/17
Regular Follow-up Meetings	All Team Members	11/1/17-10/31/18
FBA Assessment First Steps		
Dr. Appointment	T. Mosely	10/25/17
Interviews	R. Freeman	11/14/17-11/27/18
Scatter Plot	T. Mosely	11/16/17
Direct Observations	T. Dolby	11/15/17
	R. Freeman	11/16/17-11/17/18

(Adapted from Horner, Albin, Sprague, & Todd, 2000)

Understanding Why Problem Behaviors Occur

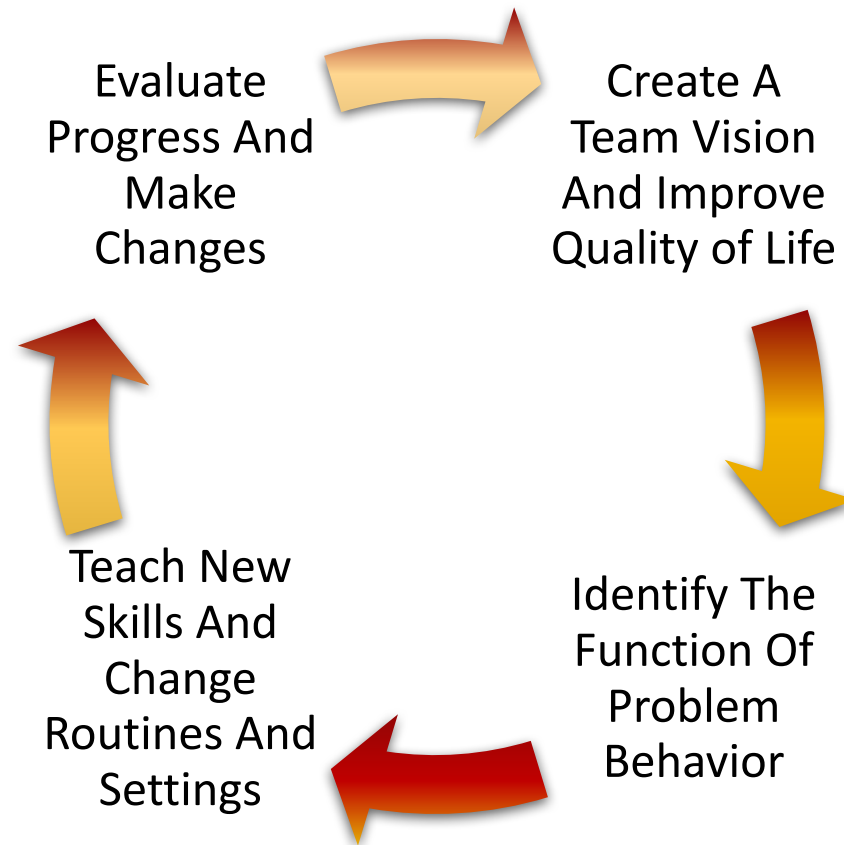
Functions



Common Functions that Maintain Problem Behavior

- To escape from tasks, people, situations, or internal sensations
- To obtain attention from teachers, peers, or other individuals
- To obtain access to preferred items or events
- To either escape or obtain internal sensations due to physiological events

Key Steps For Implementing Positive Behavior Support



Citation Adapted From: Freeman, R., Matthews, K., Griggs, P. & Quick, S. (2013). *Functional behavioral assessment* [Online]. Lawrence, KS: University of Kansas. Available: <http://kmhpbs.org>

Conducting a Functional Behavioral Assessment

- A functional behavioral assessment is not a standardized process
- The size and complexity of a functional behavioral assessment varies

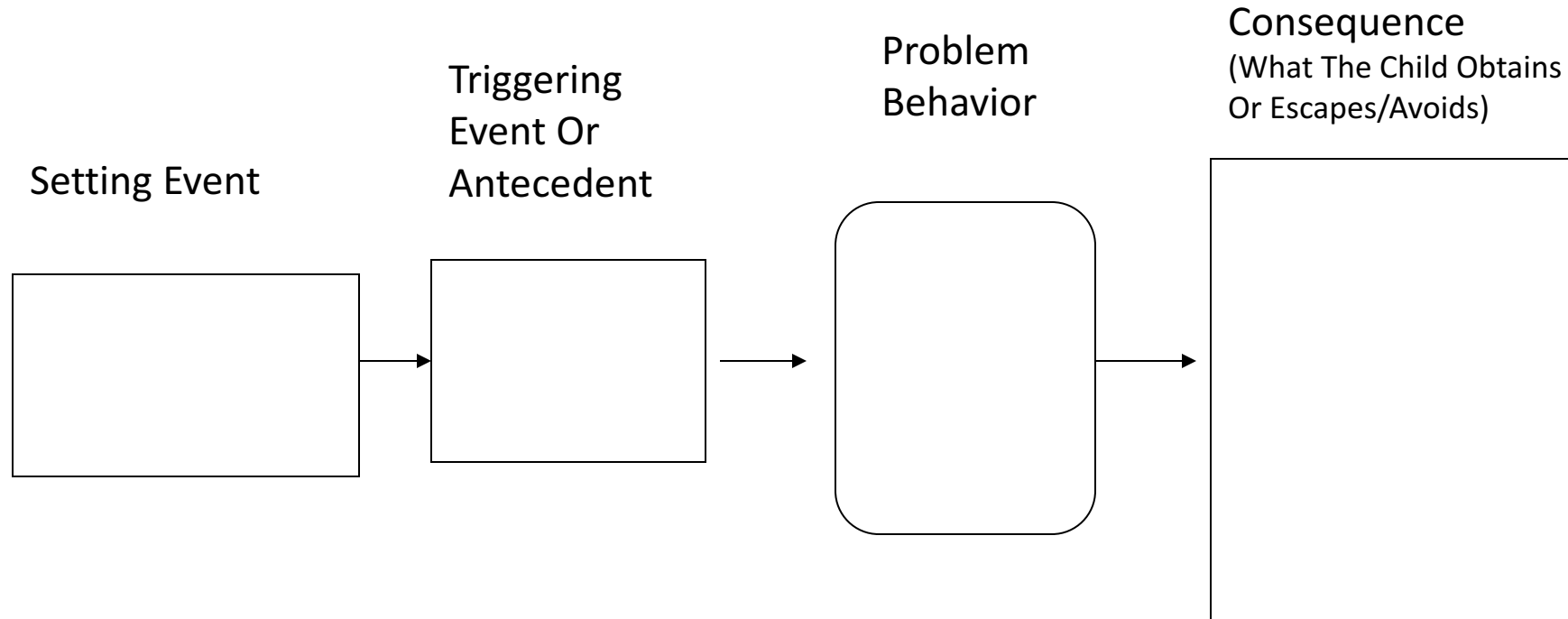
Considerations Regarding Time

- A common concern is the time it takes to complete a functional assessment and PBS plan.
- Devoting time to assess, problem solve, and implement PBS strategies can decrease the amount of time you spend later responding to a person's problem behavior

Outcomes of a Functional Assessment

1. Provide a clear description of the problem behavior
2. Identify the events, times, and situations that predict when problem behaviors both occur and do not occur
3. Identify the consequences that maintain a problem behavior
4. Develop a hypothesis about the function a problem behavior serves
5. Confirm the hypothesis using direct observation

Main Elements Of A Hypothesis Statement



Elements Of The Functional Behavioral Assessment Are Used To Identify And Confirm The Team's Hypothesis About The Variables That Maintain Problem Behavior

Defining a Problem Behavior

- Avoid using a classification label (for example, ADHD, autism, etc)
- Describe exactly what the behavior looks like
- Avoid using vague descriptions (temper tantrums mean different things to different people)
- Make sure the behavior is described in such a way that there is a clear beginning and ending

Which Definition Of Problem Behavior Is Easier To Understand?

Noncompliant



Throws Items (Glass, Spoons, Bowls, Knives) Across The Room Away From Other People But Hard Enough To Break Glass And Chip Or Gouge The Wood On The Cupboard Doors And The Floor Boards

Disruptive



Makes Animal Sounds That Can Be Heard In Other Parts Of The House Even When The Door To The Room Danny Is In Is Closed.

Moody



Pulls On Her Hair Until Small Bald Spots On Her Scalp Appear Roughly An Inch In Length And Piles Of Hair Are Visible On The Floor Or Table. Occurs During Episodes Of Ten To 15 Minutes Or Until Another Person Intervenes

Identify the Routines, Settings and People Associated with the Problem Behavior

Problem Behavior is Most Likely...

- Before work
- Transitions
- Sitting next to his friend John on the way to school

Problem Behavior is Less Likely...

- Lunch room
- Small groups
- Receiving high levels of attention

Gather Information to Change the Setting

Identify the elements that are related to the child's success and build them into problematic settings

Developing a Hypothesis Statement

A Good Hypothesis Statement Includes the Following:

1. Setting Event
2. Antecedent
3. Problem Behavior
4. Consequences

Setting Events

- Increases the likelihood that a child will engage in problem behavior
- Momentarily changes how a child responds to reinforcers and punishers in a person's environment
- Can occur a long time before a problem behavior or it may be an event that is happening before and during a problem behavior

Setting Events Can Be

- Environmental (noise levels, sitting next to a peer, late to boy scouts)
- Social (fight during lunch, family crisis)
- Physiological (sickness, allergies, sleeping problems)

Antecedent Events (Triggers)

- Immediately precedes a problem behavior
- Can be related to time of day, people, specific settings, the physical surrounding, or particular activities
- Common examples include verbal demands, specific assignments, certain peers or individuals

Consequences

- The stimulus that is presented contingent upon the occurrence of problem behavior
- Common consequences include staff attention, the removal of a difficult task, or the presentation of something the person wants

Building a Hypothesis: Examples

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
<ul style="list-style-type: none">•Family crisis•Flu, allergies•Moving to a new grade/class•Noisy class room	<ul style="list-style-type: none">•Demands•No attention•Specific work assignment•Specific people•Times of day	<ul style="list-style-type: none">•Throwing items•Making animal noises•Placing head on table	<ul style="list-style-type: none">•Escape from unpleasant task/people•Obtain attention•Obtain items or activities•Physiological influences

Review PBS Notebook

Types of FBS Strategies

- Indirect assessment methods
- Direct observation
- Functional analysis

Indirect Assessment

- Interviewing the person, her parents, and other individuals who know the person well
- Record reviews
- Quality of life measures
- Checklists and rating scales

Direct Observations Often...

- Identifies what happens when a problem behavior occurs
- What happens right before a problem behavior
- How people respond to problem behavior
- What the problem behavior looks like

Collecting Direct Observation Data

- To help you develop an initial hypothesis
- To confirm that your hypothesis is correct
- To create a baseline that can be used later to evaluate the positive behavioral support plan

Direct Observational Methods

- Measurements of the behavior by frequency, intensity, duration, or latency)
- Scatter Plot
- “ABC” Chart (documents observed antecedents, behaviors, and consequences)

Antecedent-Behavior-Consequence (ABC) Observation Chart

What Happens Before A Behavior	What The Child Says Or Does	What Happens Right After A Behavior
Mom Was Talking To A Friend At The Kitchen Table	Andy Began Making Loud Animal Noises	Mom Stopped Talking To Her Friend And Told Andy To Stop
Andy Was Left Alone At the Grocery Store While His Mother Asked The Grocer Questions	Andy Threw A Can Of Soup Across The Aisle	The Grocer And Andy's Mother Immediately Scolded Him For Throwing Food
Andy's Brother And His Brother's Friend Went Outside To Play A Game Together	Andy Followed The Two Boys And Stole The Ball They Were Playing With And Ran Away	The Boys Chased Andy Around The Yard

Citation Adapted From: Freeman, R., Matthews, K., Griggs, P. & Quick, S. (2013). *Functional behavioral assessment* [Online]. Lawrence, KS: University of Kansas. Available: <http://kmhpbs.org>

Discussion

What Did You Notice About Andy's Behavior?

Why Do You Think Andy Is Engaging In These Behaviors?

What Happens Before A Behavior	What The Child Says Or Does	What Happens Right After A Behavior
Mom Was Talking To A Friend At The Kitchen Table	Andy Began Making Loud Animal Noises	Mom Stopped Talking To Her Friend And Told Andy To Stop
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What Happens Before A Behavior Absence Of Attention	What The Child Says Or Does	What Happens Right After A Behavior Attention
Mom Was Talking To A Friend At The Kitchen Table	Andy Began Making Loud Animal Noises	Mom Stopped Talking To Her Friend And Told Andy To Stop
Andy Was Left Alone At the Grocery Store While His Mother Asked The Grocer Questions	Andy Threw A Can Of Soup Across The Aisle	The Grocer And Andy's Mother Immediately Scolded Him For Throwing Food
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Andy's Scatter Plot

Time/Activity	Date									
	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15
6:30 - Getting Ready										
7:00 - Breakfast										
7:30 - Ride to school										
2:30 - Arrival/Snack										
3:00 - Homework										
3:30 - Play/Outside										
5:30 - Chores										
6:00 - Dinner										

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Time/Activity	Date									
	2/4	2/5	2/6	2/7	2/8	2/1 1	2/1 2	2/1 3	2/1 4	2/1 5
6:30 - Getting Ready										
7:00 - Breakfast										
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6:00 - Dinner										

Discussion Questions

What Patterns Do You See?

Who Would You Like To Interview Next?

What questions would you ask during the interviews?

What types of additional information would you collect?

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	2/4	2/5	2/6	2/7	2/8	2/1 1	2/1 2	2/1 3	2/1 4	2/1 5
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What types of additional information would you collect?

Complete This Chart Based On The ABC Record And Scatter Plot

Patterns Of Behavior	Most Likely	Least Likely
Common Routines		
Location		
Individuals Involved		
Function	Obtain	Escape Or Avoid

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Complete This Chart Based On The ABC Record And Scatter Plot

Patterns Of Behavior	Most Likely	Least Likely
Time Periods	2:30-3:00; 3:30-5:30	6:30-7:30; 3:00-3:30; 5:30-End Of Evening
Common Routines	Unstructured Situations (Arrival Home and Play/Outside)	During Homework And Chores
Location	Snack Time (Kitchen) And Yard/Neighborhood	Interacting With People; Ride To School
Individuals Involved	Mother, Brother, And Peers	Not Sure Yet
Function	Obtain	Escape Or Avoid
	Attention From Others	

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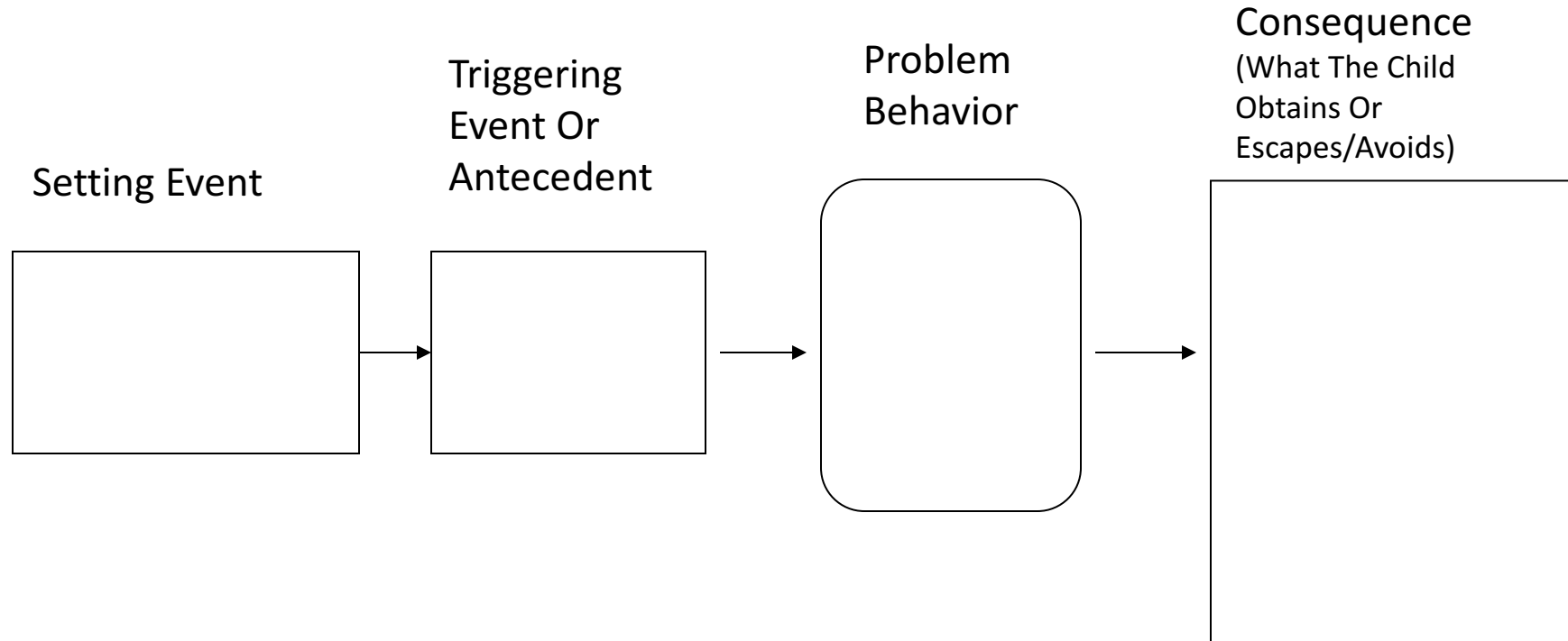
Discussion Questions

- What Patterns Do You See?
- Who Would You Like To Interview Next?
- What questions would you ask during the interviews?
- What types of additional information would you collect?

Andy's Assessment

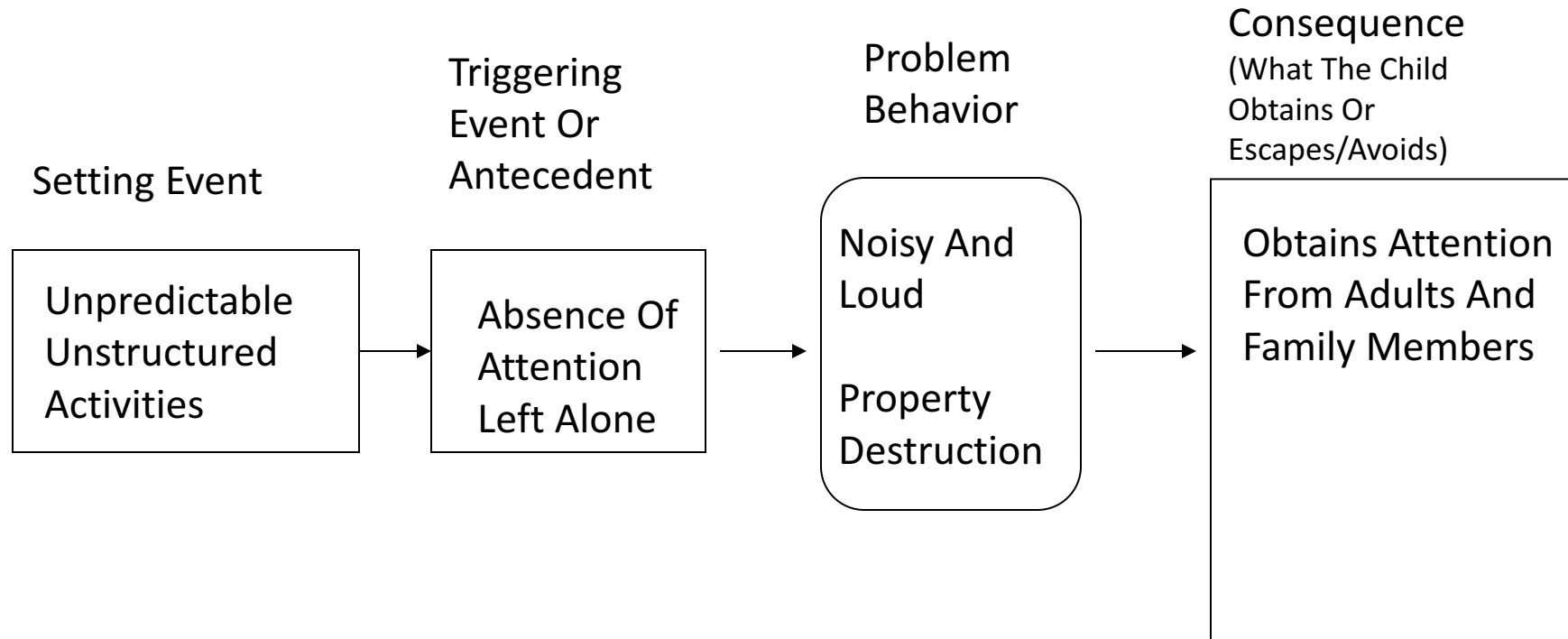
Andy Tends To Be Successful In the Morning and During Times When He is Busy Or Around Others. Andy Has More Trouble When He Experiences Unstructured Time Period. Andy's Problem Behavior Is Often Followed By Attention From Others.

Andy's Hypothesis



Create A “Best Guess” Or Hypothesis About Andy’s Problem Behavior

Andy's Hypothesis



Create A “Best Guess” Or Hypothesis About Andy’s Problem Behavior

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Functional Analysis/ Environmental Manipulations

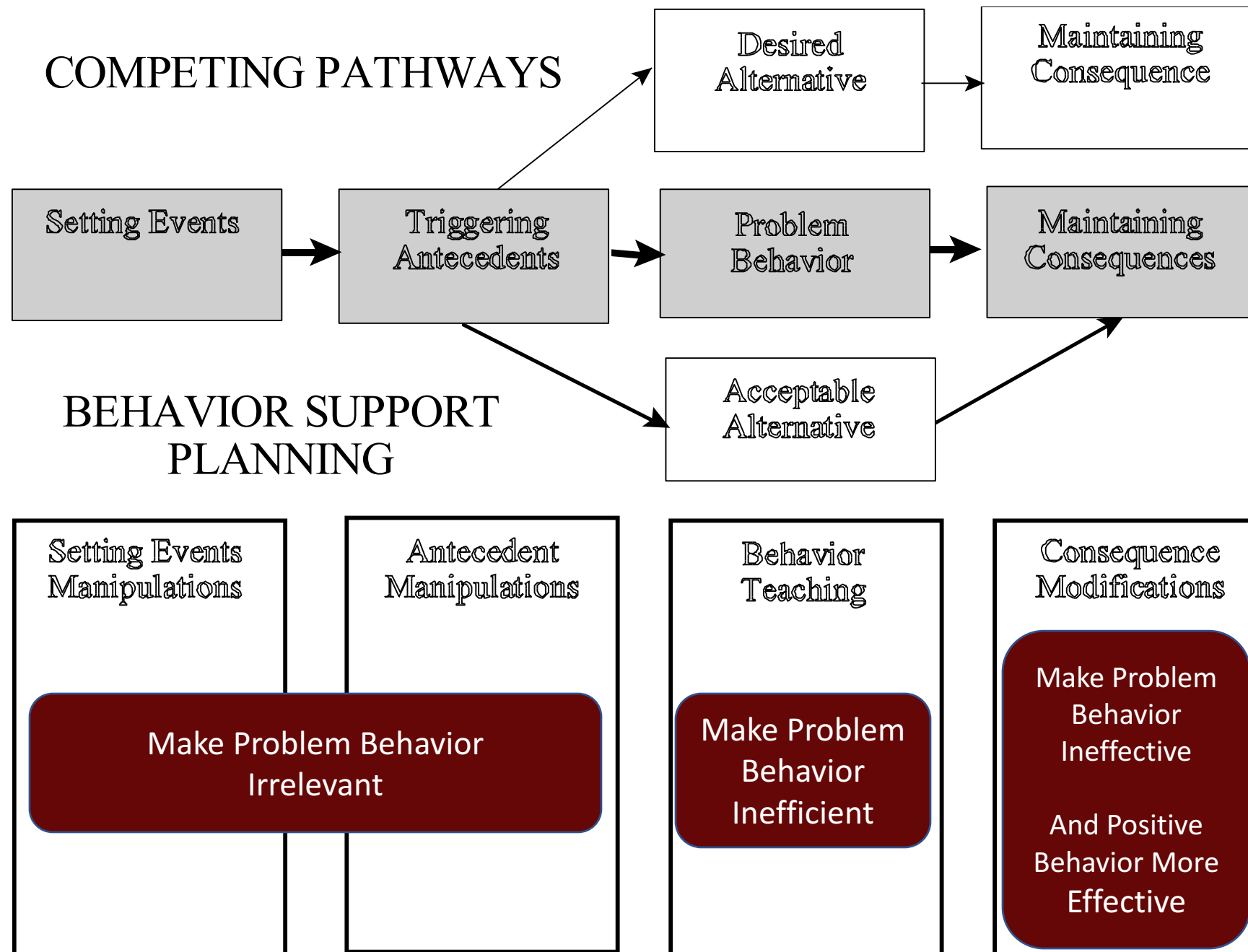
- A functional analysis involves observing behavior while systematically manipulating environmental events
- A functional assessment includes functional analyses, indirect assessment, and direct observation

Outcomes Of A Functional Behavioral Assessment

1. Clear Description Of The Problem Behavior
2. Identify The Events, Times, And Situations That Predict When Problem Behaviors Both Occur And Do Not Occur
3. Identify The Function That Maintains A Problem Behavior
4. Develop A Hypothesis About The Function A Problem Behavior Serves
5. Confirm The Hypothesis Using Direct Observation

Preparing the Team for a Brainstorming Session

- Start with the hypothesis statement in four boxes
- Engage team in a brainstorming session to identify a number of strategies in each category
- Later, choose from the brainstorming list the interventions that best reflect the team's values, resources, and preferences



Review of Jack's PBS Planning

Next Steps for FBA Planning

- Make a List of People Who Will Be Interviewed
- Consider FBA Tools
 - List of Indirect Assessment
 - How to Collect Direct Observation Data
 - Scatter Plot
 - ABC Data
- Consider What Team Will Need To Be Successful
 - Training
 - Concerns
 - Skills and Strengths
 - Resources
- How Your Will Use Your Time
 - More Than One Person Involved in Learning Process
 - Skills of Team Members

Implementation Plan Example

Activity	Person Responsible	Date of Completion
Wraparound		
Preparation Meetings		
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Invitations Sent	Person	10/15/14
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	R. Freeman	11/16/00-11/17/13
Schedule Meeting & Brainstorm	R. Freeman	11/19/14
Meeting		

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Homework for Functional Assessment Steps (From Notebook)

Indirect

- Identify People You Will Interview and Which Tool Will be Best
- Try the FAST or MAS Tool During Interview
- Work With Focus Person to Complete Interview
- Ask Several Staff and Focus Person to Complete the Quality of the Social and Physical Environment Survey
- Are There Records You can Review?

Direct Observation

- Observe Setting Where Problems Are
 - Most Likely to Occur
 - Least Likely to Occur
 - Use ABC Chart or O'Neill et al. Scatter Plot FBA Form

Create a Log for Keeping Additional Notes and Documenting What You Have Completed