PBS Tier 2-3 Activities: Day 3

**Breakout Activity 1**

What is your experience with FBA?

* Have you been part of FBAs previously – as a leader or participant in another way (gathering observational data, giving an interview about a person, etc)?
* What information-gathering approaches did you use or experience?
* Do you recall some of the hypotheses you generated through your FBAs?
  + i.e., how you characterized the relationship between the person's behavior and the context, antecedent, and outcomes
* How did you connect the FBA results to support planning for the person?
  + And how did you integrate the FBA-based supports with other positive supports the person was already receiving (or was in the process of setting up)?

**Breakout Activity 2**

As you support people in your professional life you may notice contextual events or characteristics that tend to be associated with the way in which people behave or interact with the world. In the table below, think about people you support, describe some contextual events or characteristics, and how they uniquely influence the person’s behavior.

|  |  |
| --- | --- |
| Biological | * Describe the contextual events or characteristics. * What behaviors are associated with them? |
| Psychological | * Describe the contextual events or characteristics. * What behaviors are associated with them? |
| Social / Environmental | * Describe the contextual events or characteristics. * What behaviors are associated with them? |
| Quality of Life | * Describe the contextual events or characteristics. * What behaviors are associated with them? |

**Breakout Activity 3**

As you support people in your professional life you may notice stimuli that tend to trigger various behaviors. In the table below, consider which of these behaviors (desirable or not) are triggered by the antecedents listed in the left column, describe what the antecedent looks/sounds like, and note the conditions in effect when the antecedent actually triggers behavior.

|  |  |
| --- | --- |
| Task Demand | * What behavior is evoked by the task demand? * What does the task demand look or sound like? * Under what circumstances does the task demand actually trigger behavior? * How reliably? |
| Denied Request | * What behavior is evoked by the denial? * What does the denial look or sound like? * Under what circumstances does the denial actually trigger behavior? * How reliably? |
| Terminated Activity | * What behavior is evoked by the termination? * What does the termination look or sound like? * Under what circumstances does the termination actually trigger behavior? * How reliably? |
| Reduced Attention | * What behavior is evoked by the reduced attention? * What does the reduced attention look or sound like? * Under what circumstances does the reduced attention actually trigger behavior? * How reliably? |

**Breakout Activity 4**

**Identify an Example of Each Type of Reinforcer**

**Positive Reinforcement (get, acquire, add)**

* People / attention:
* Activities:
* Objects:
* Internal / sensory stimulation:

**Negative Reinforcement (avoid, escape, delay)**

* People:
* Tasks:
* Settings:
* Internal / sensory stimulation:

**Breakout Activity 5**

**Review the two interview templates, the FACTS & FAST questionnaires, and the FAOF on MNPSP.org.**

Which interview tool appeal to you, and why?

Which questionnaire tool might be useful to use with certain stakeholders?

How might you begin to use the Functional (behavior) Assessment Observation Form?

**Breakout Activity 6**

Read the following summary statements and identify the CABCs of each. Write the statements in the boxes provided.

1. When 34-year-old Akemi is given an independent task to work on, she will place her hand on the table or look around the room, and will start singing loudly until her job coach comes over to help her. These behaviors are more likely to occur at the beginning of the week. The team hypothesizes that Akemi engages in these behaviors to get attention from both her job coach and her co-workers.

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| --- | --- | --- | --- |
| **Context factors** | **Antecedents** | **Problem Behavior(s)** | **Maintaining Consequence** |
|  |  |  |  |

2. Jamal is a 9-year-old in a regular education classroom. When Jamal participates in group discussion, he will lean over sideways in his chair so that his head is touching the floor and will begin to blurt out words related to sexual anatomy. Some of Jamal’s peers tell him to shut up while others laugh and become disruptive as well. Jamal’s behavior tends to be worse on Fridays and right before major holidays. The teacher believes that Jamal’s problem behavior is maintained by peer attention.

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| --- | --- | --- | --- |
| **Context factors** | **Antecedents** | **Problem Behavior(s)** | **Maintaining Consequence** |
|  |  |  |  |

3. Dana is a 20 year old woman with autism and a mild intellectual disability. When Dana is told that it is time to take her afternoon medications or work on a task that she dislikes, she will rush to the person making the request and make threatening gestures. Dana’s behaviors are more frequent and intense when she has slept poorly the night before and right before menstruation. The functional assessment carried out by Dana’s interdisciplinary team indicates that these problem behaviors are maintained by escape from non-preferred tasks.

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| --- | --- | --- | --- |
| **Context factors** | **Antecedents** | **Problem Behavior(s)** | **Maintaining Consequence** |
|  |  |  |  |

4. Alexa is a young child who attends a preschool with 16 other children. When Alexa’s mother drops her off, she begins to cry, bite her hand, and bang her head against the floor. The teacher has noticed that Alexa’s mother doesn’t want to leave until her daughter’s behaviors calm down, and that the mother is spending longer and longer periods of time with Alexa each morning. Alexa’s behaviors are consistent, and the FBA has not identified any events that set the stage for increases in her problem behavior.

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| **Context factors** | **Antecedents** | **Problem Behavior(s)** | **Maintaining Consequence** |
|  |  |  |  |