# PBSIntensive Training Series

## Day 3. Functional Behavior Assessment

MASONIC INSTITUTE FOR THE DEVELOPING BRAIN

UNIVERSITY OF MINNESOTA

Driven to Discover®

ICI INSTITUTE on COMMUNITY INTEGRATION

# Agenda and Objectives

- Please rename with you name and organization

- 9:30-10:00 Didactic: Functional Behavior Assessment (FBA) review
- 10:00-10:15 **Activity 1** as full group: FBA checklist
  - Identify the sources of information needed
  - Identify the alternative behavior
  - Review the FBA checklist
- 10:30-10:40 Break
  - 10:40-10:50 Overview of Competing Behavior Pathway Tool and example
  - 10:50-11 :00 **Activity 2** as Full Group: Competing Behavior Pathway Tool
    - Identify the function of the behavior
    - Identify an alternative behavior to teach
    - Develop a functional hypothesis
  - 11:00-11:25 Didactic: Antecedent based intervention
  - 11:25-11:55 Didactic: Consequence based intervention and reinforcement
  - 11:55-12:00 Overview of afternoon session
  - 12:00-1:00 Lunch
  - 1:00-1:30 Didactic: Antecedent and Consequence based intervention wrap up, generalization and maintenance
  - 1:30-1:55 **Activity 3**: Case studies: Create a functional hypothesis and intervention
  - 1:55-2:15 Share-out from activity 3
  - 2:15-2:45 Didactic: Next steps planning, data meetings, data team, organizational data inventory
- 2:45-3:00 Re-cap, Resources, Like-Learn-Change

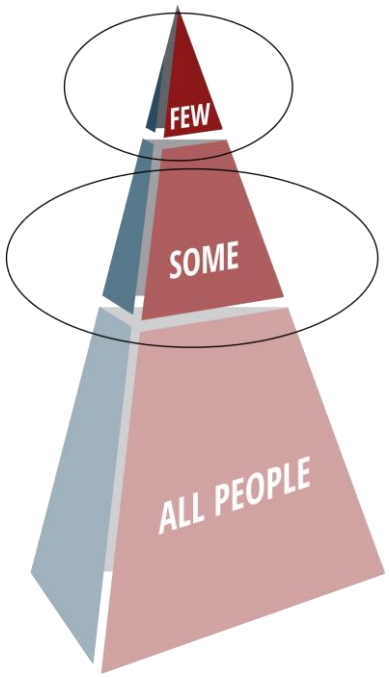
# Implementing PBS-PCP in provider organizations

## Person-Centered Practices & Planning

**Tertiary Stage**
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Person-Centered Plans
- Teams Monitor Progress

**Secondary Stage**
- More Intensive Supports To Improve QOL
- Simple Interventions Integrated With Other Positive Supports
- Independence And Community Involvement Encouraged
- Mental Health And Wellness Interventions

**Universal Stage**
- Person-Centered Thinking
- Encourage Self Expression
- Self-Determination And Choice Making
- Predictable And Proactive Settings
- Meaningful Participation In The Community

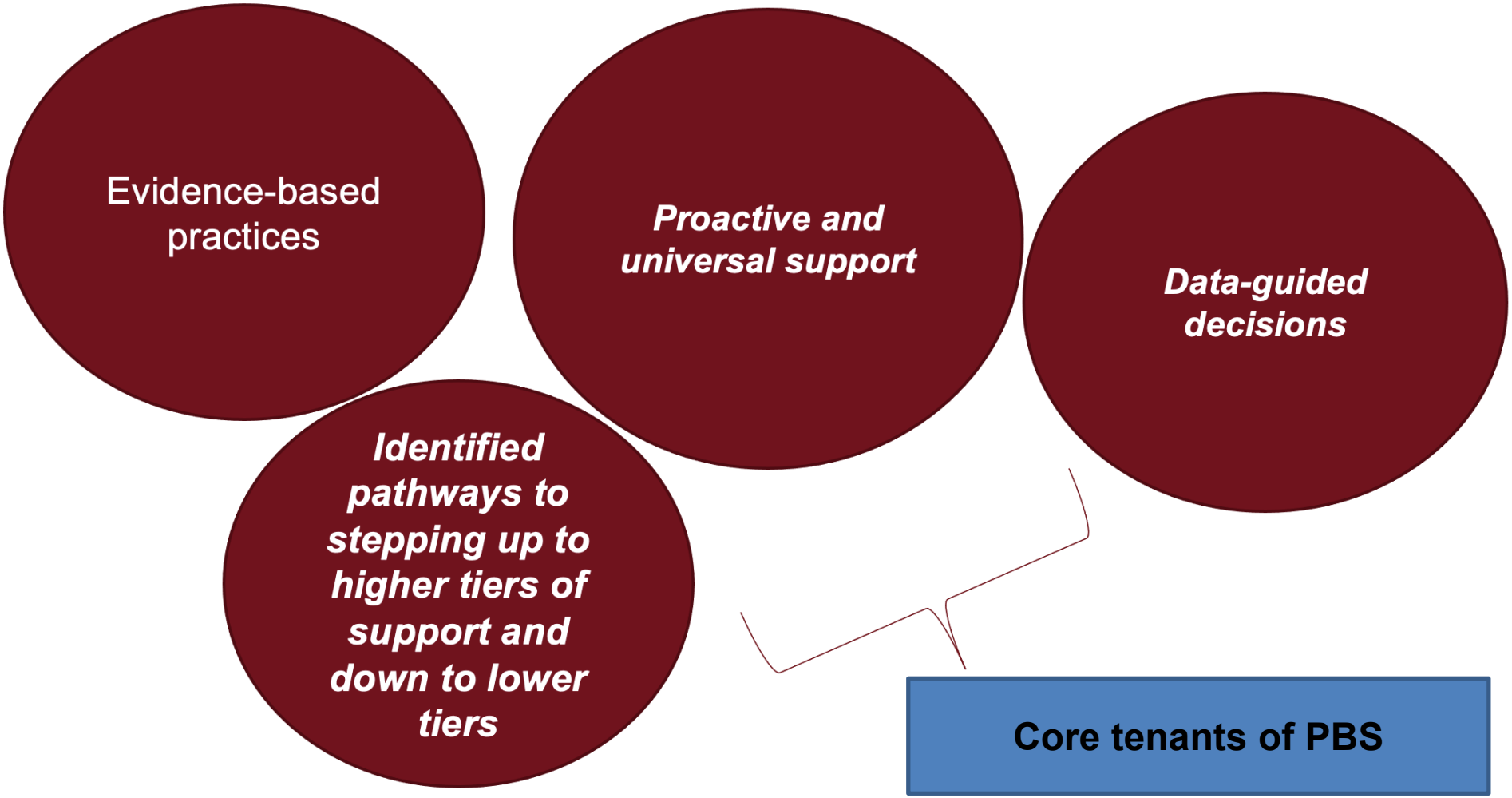



## Positive Behavior Support

**Tertiary Stage**
- Individualized PBS Plans
- Integrated With Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Evaluated To Ensure Plans Are Implemented With Fidelity
- Outcome Measures

**Secondary Stage**
- Use Data To Identify Individuals At Risk
- Additional Supports For Key Social Skills
- Group And Individual Interventions
- Function-Based Decisions
- Simple Interventions Integrated With Other Positive Supports
- Mental Health And Wellness Interventions

**Universal Stage**
- Teach And Encourage Communication
- Encourage And Reinforce Social Skills
- Consensus-Based And Team Focus
- Emphasis On Using Data For Decisions
- Integrated With Other Positive Support Practices (PBS, Trauma-Informed Care, Etc.)


Evidence-based practices
Proactive and universal support
Data-guided decisions
Identified pathways to stepping up to higher tiers of support and down to lower tiers
Core tenants of PBS

# A Functional Approach: Why it is important and how to incorporate it into the Positive Behavior Support Plan

# Functional Approach

- A functional approach to assessment assumes that people behave in adaptive ways to ongoing changes in their environment.
  - Behavior is “lawful” and it is happening for a reason.
  - We need to figure out why it is happening to help to modify the environment, support the person, and to teach, and reinforce socially appropriate alternative behaviors for them to get their wants and needs met.

# Reinforcement

Anything that increases the likelihood that a behavior will occur again

**Positive Reinforcement**

**Negative Reinforcement**

# A Functional Approach: A Comprehensive Process

- A functional approach is based on a solid evidence-base of research as a way to improve interfering behavior patterns. It is a comprehensive process, and should always be combined with person-centered thinking and practices, and with first evaluating other aspects of the person's quality of life, such as:
  - Have we ruled out a potential medical, dental, or behavioral health issue for the interfering behavior,
  - Has this person had traumatic experiences or recent life events (e.g., a move, a death in the family, etc.) that may be influencing their behavior,
  - Have we assessed this person's quality of life?

# When do we need to do a FBA ?

- 245D requirements for FBA (Mn Rule 9544.0040)
  - When is an FBA required?
  - Who is qualified to complete an FBA?
  - What are required elements in an FBA?

  https://www.revisor.mn.gov/rules/9544/

  https://www.revisor.mn.gov/statutes/cite/245D
- Other settings/funders (e.g., schools, what are the requirements..)

# Functional Approach Definition

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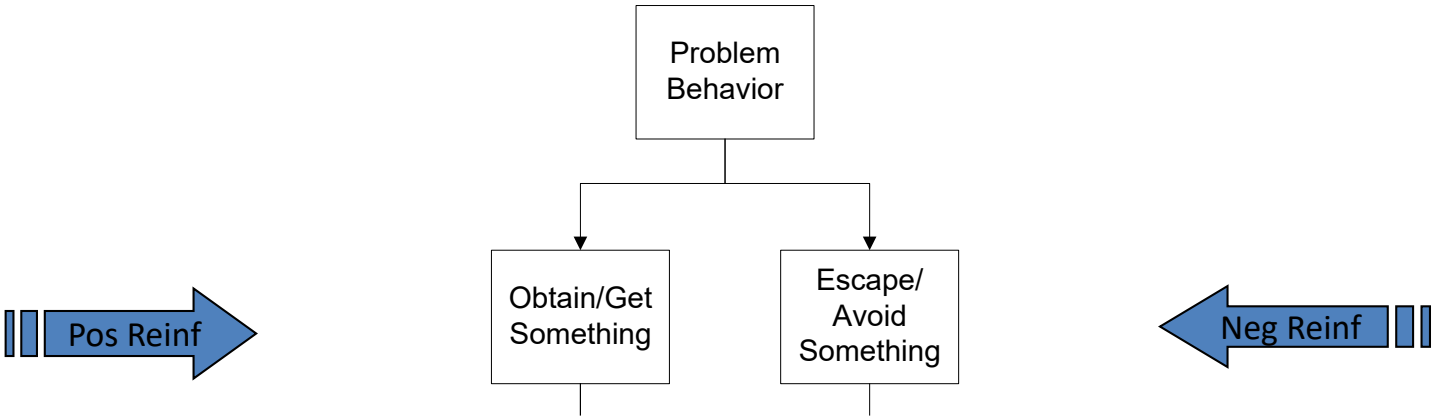
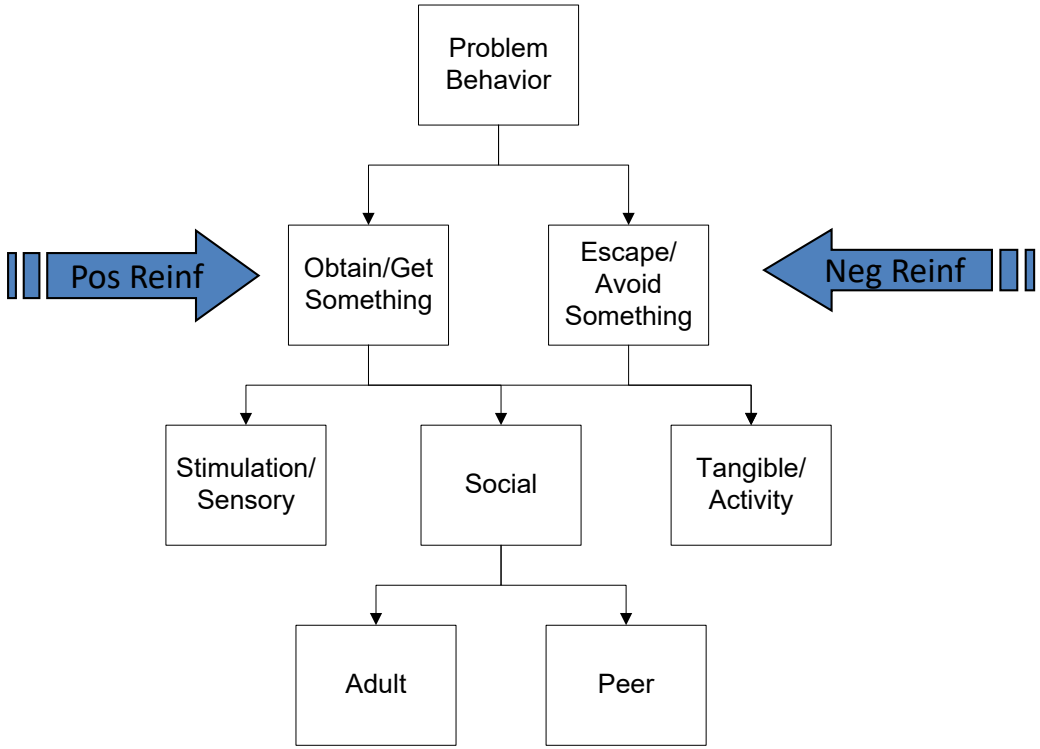
  - Have we assessed this person's quality of life?

# 2 Basic Functions




From www.pbis.org

# Only 2 Basic Functions

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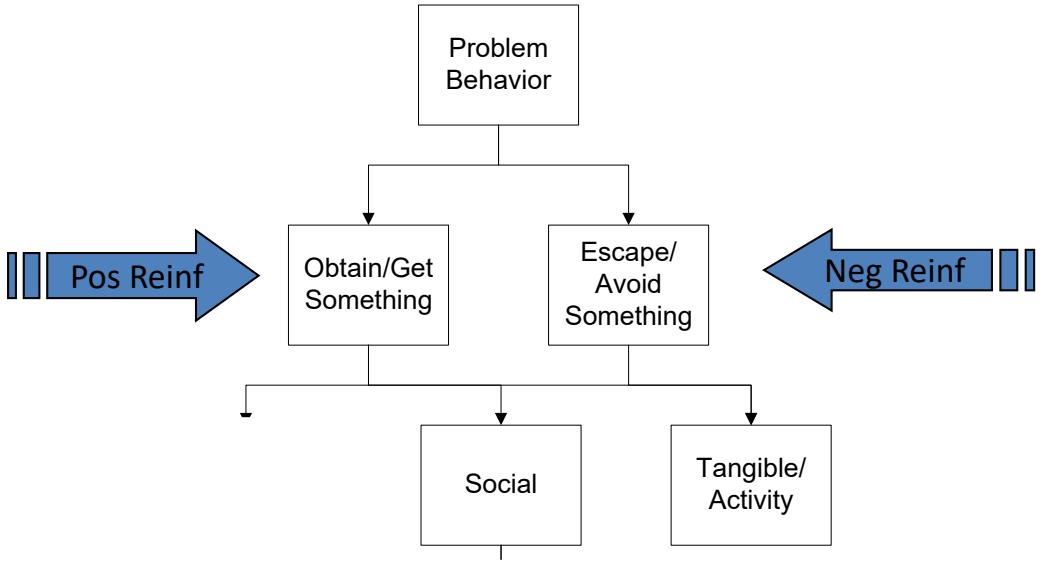
# Only 2 Basic Functions (+ and – reinforcement)

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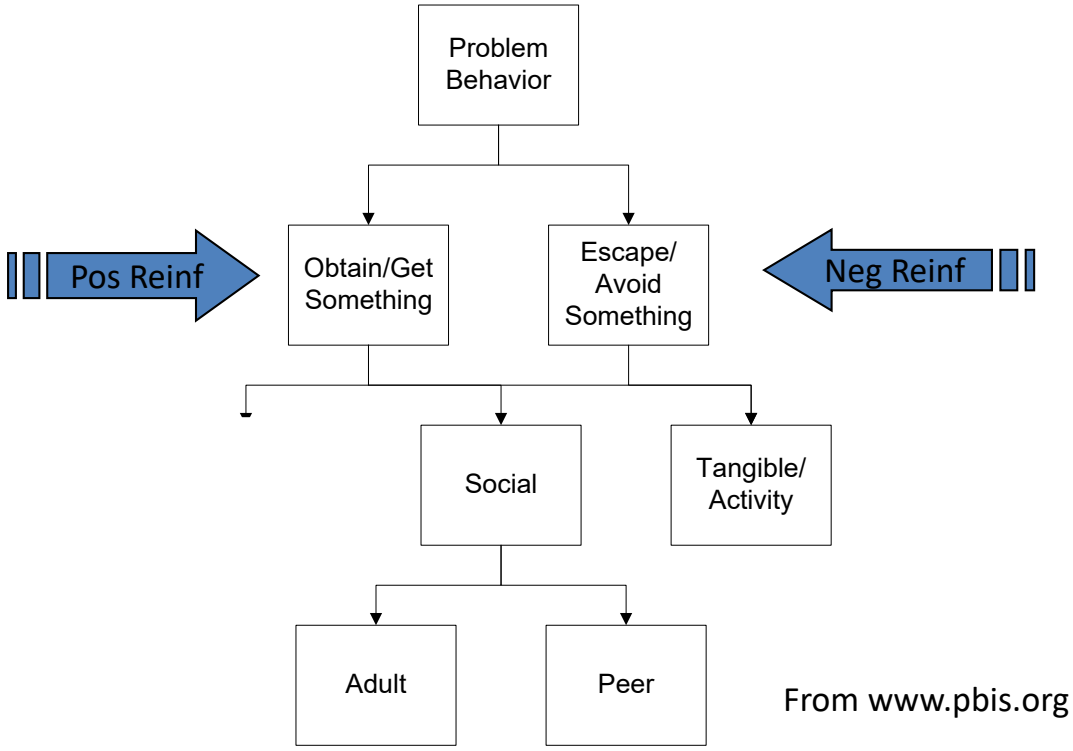
# Only 2 Basic Functions (access)

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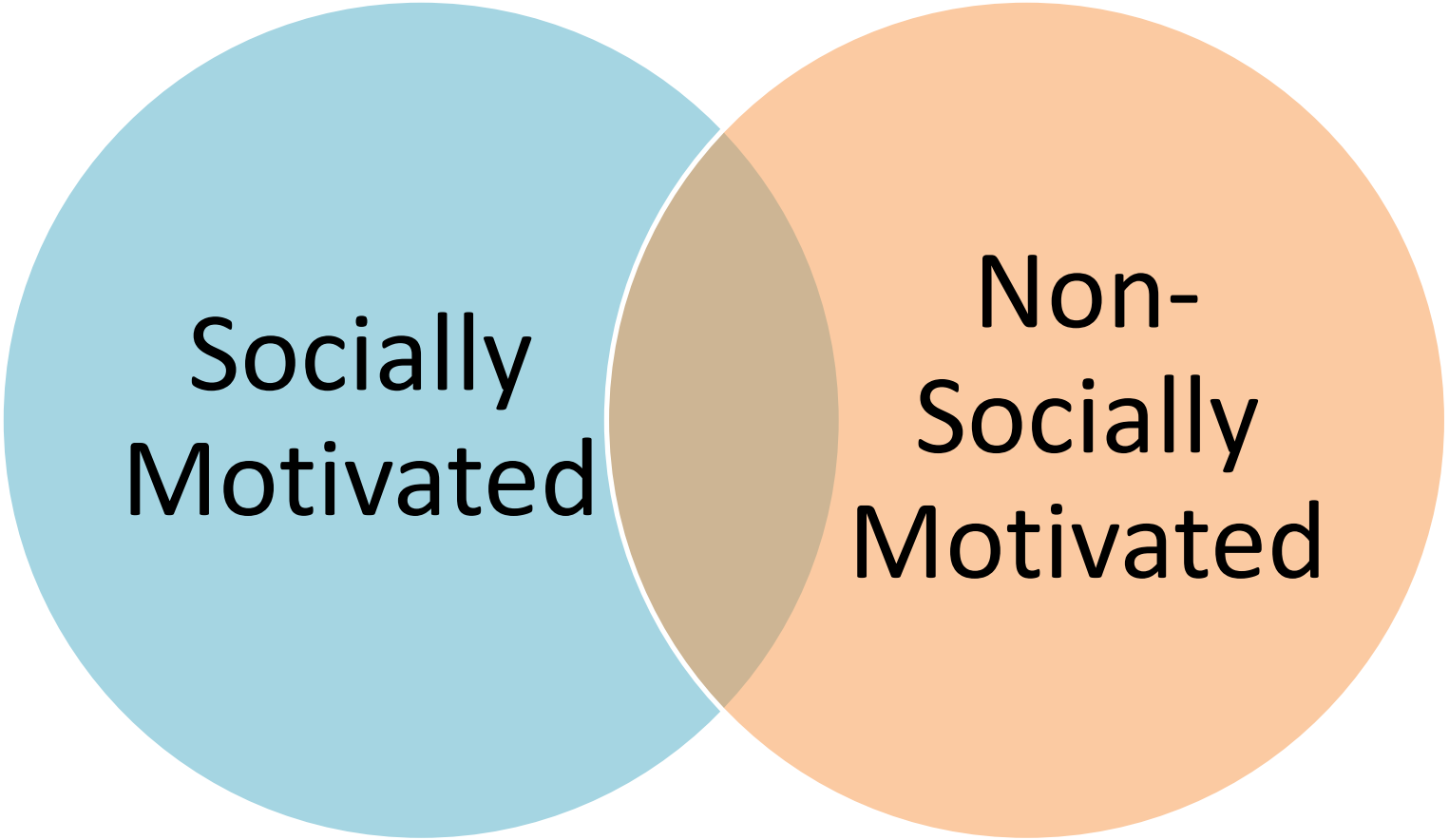
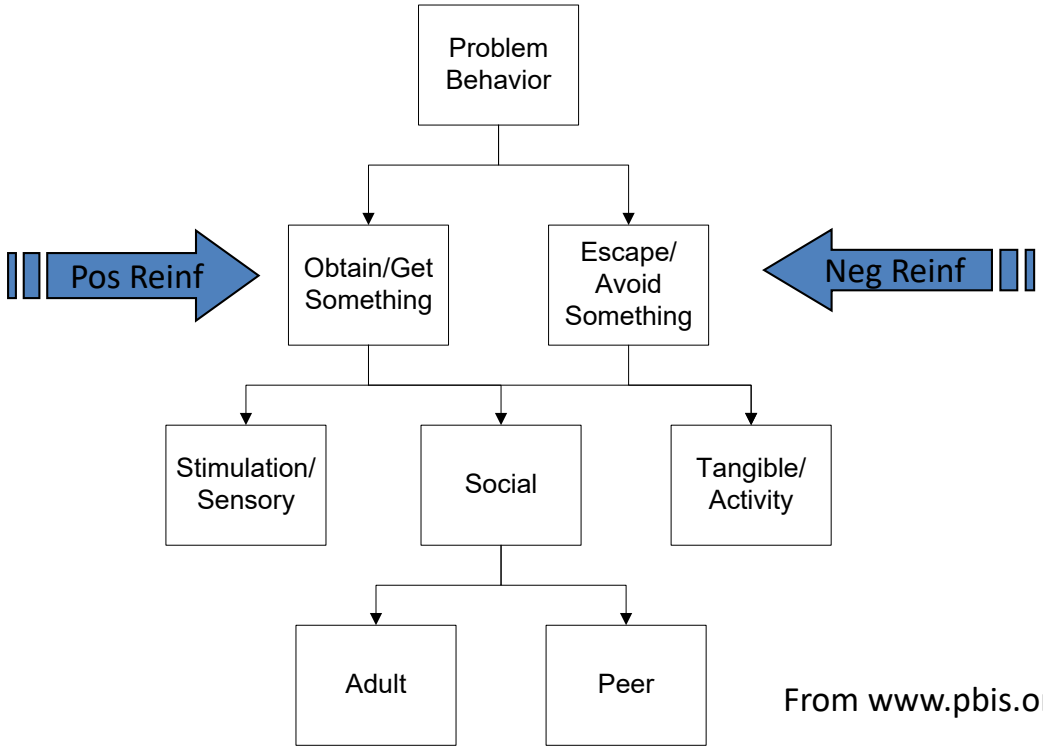
# Venn Diagram



# Only 2 Basic Functions (full figure)

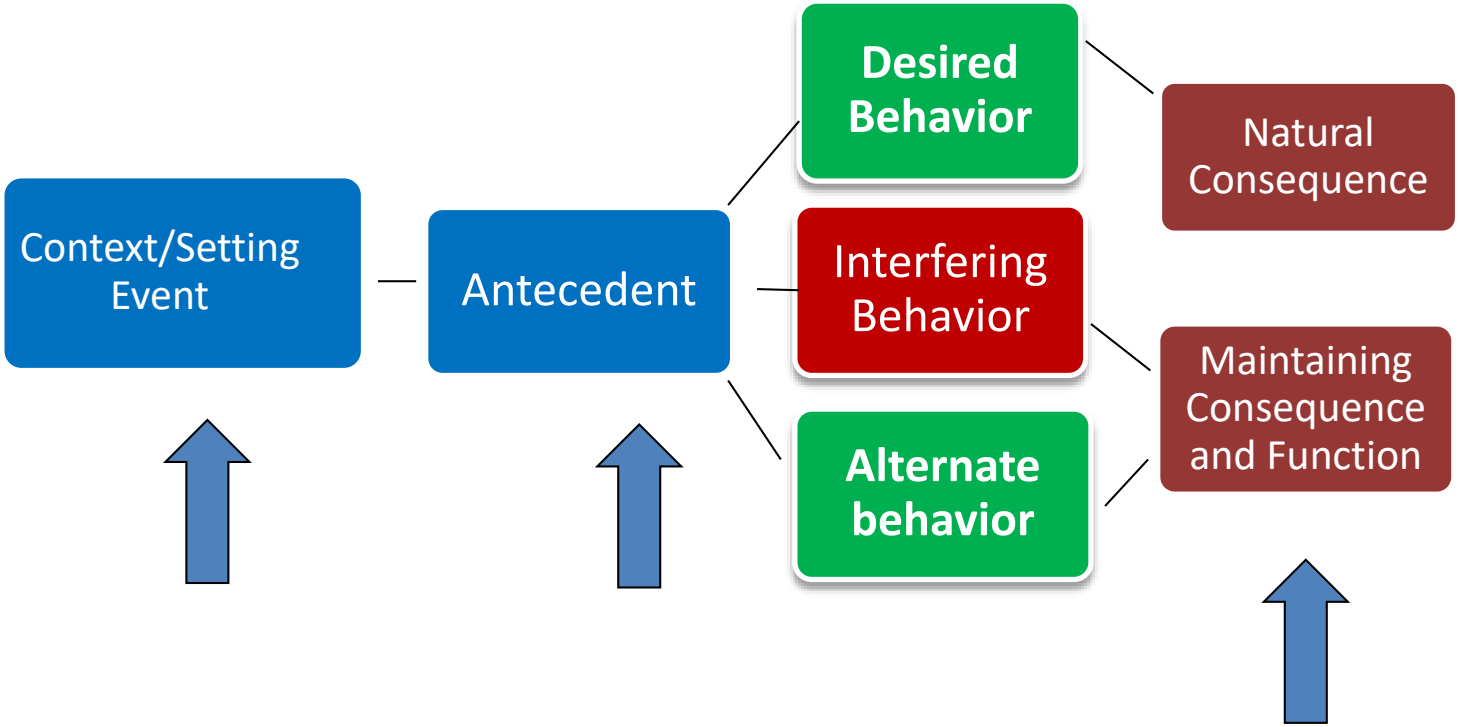



From www.pbis.org

# Function Grid

| | Seeking/Obtain | Avoiding/Escaping |
|---|---|---|
| Attention | •Making others laugh<br>•Intimidating others or staff<br>•Slow transitions between activities because he has to stop and chat | •Looking away whenever a co-worker asks a question. |
| Tangibles/ Activities | •Working for a token (can of pop)<br>•Wants to have free time | •Engaging in challenging behavior at the beginning of a work activity to go home for the day<br>•Intimidating staff because someone does not want to go on an outing. |
| Sensory | •Acting very irritable because s/he hasn't eaten yet today<br>•Hand-flapping | •Wants to be kicked out of the room because it's too noisy<br>•Won't take medicine because of the way it makes him/her feel |

# Behavior Pathway



# Three Sources of Assessment Data

## Indirect Assessments

- Interviews
- Rating Scales
- Checklists

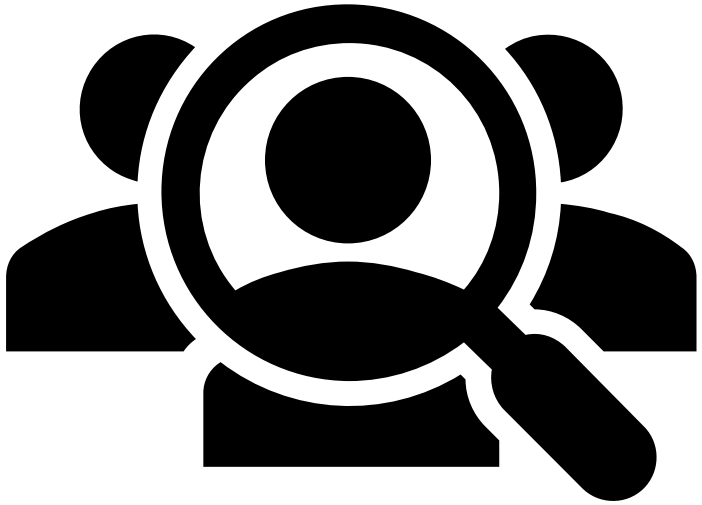
## Direct Observation

- C-ABC Recording
- Data Collection

## Functional Analysis

- Direct manipulation of environmental variables

# Functional Behavior Assessment



Questions that can be answered from an FBA

1. Patterns of antecedents frequently leading to the target behavior?
2. Other behaviors that the student engages in that typically precede the target behavior?
3. Patterns of consequences frequently following the target behavior?
4. Can we **match** an appropriate behavior to achieve this same function for the student?

# Why do we need to know the function?



We can modify setting events so the likelihood of interfering behavior is **REDUCED**



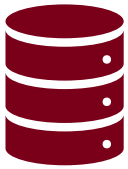
We can remove triggers, or use prevention strategies that will minimize the impact of the triggers



Alter consequences to limit their reinforcing effect on the target interfering behavior

# Functional Assessment Tools

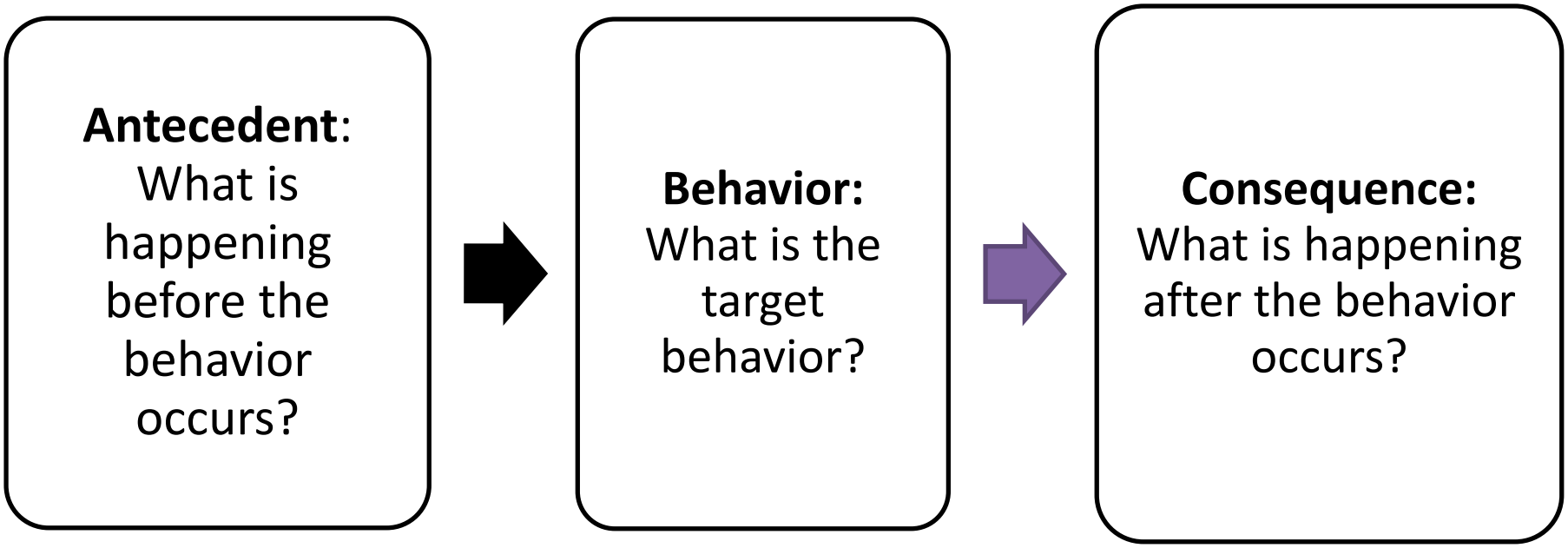
Interview/
records review



A-B-C Data
Collection

Direct
Observation

# The 3-term contingency- ABCs




**Setting events:** conditions or events that influence behavior my temporarily changing the value or effectiveness of reinforcers. Ex) being sick, sleep deprivation, new medications.

# More et al., Figure 1. Steps of intervention for self-injurious behaviour



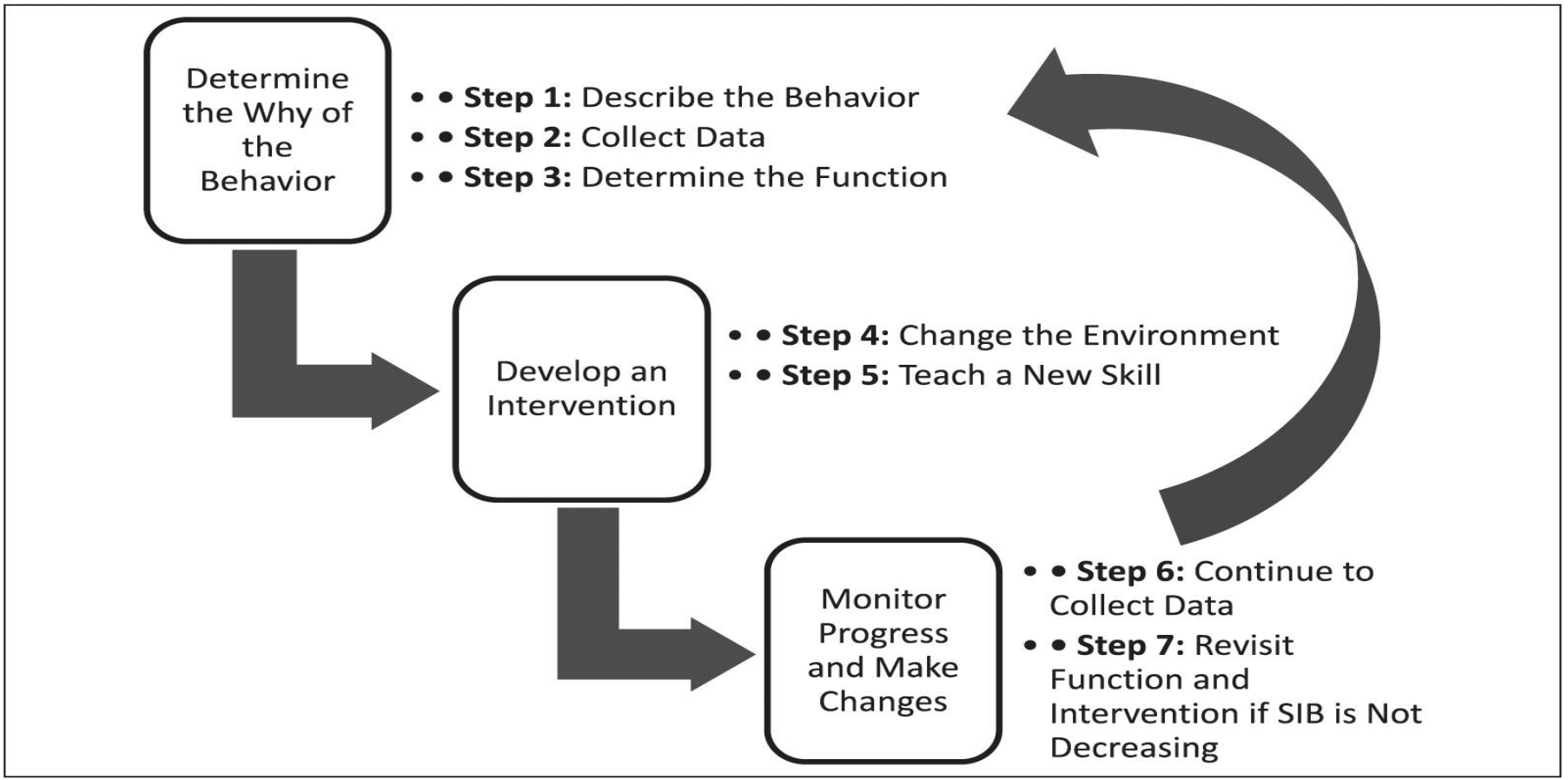



**Figure 1.** Steps of intervention for self-injurious behavior (SIB).

# Functional Behavior Assessment Process

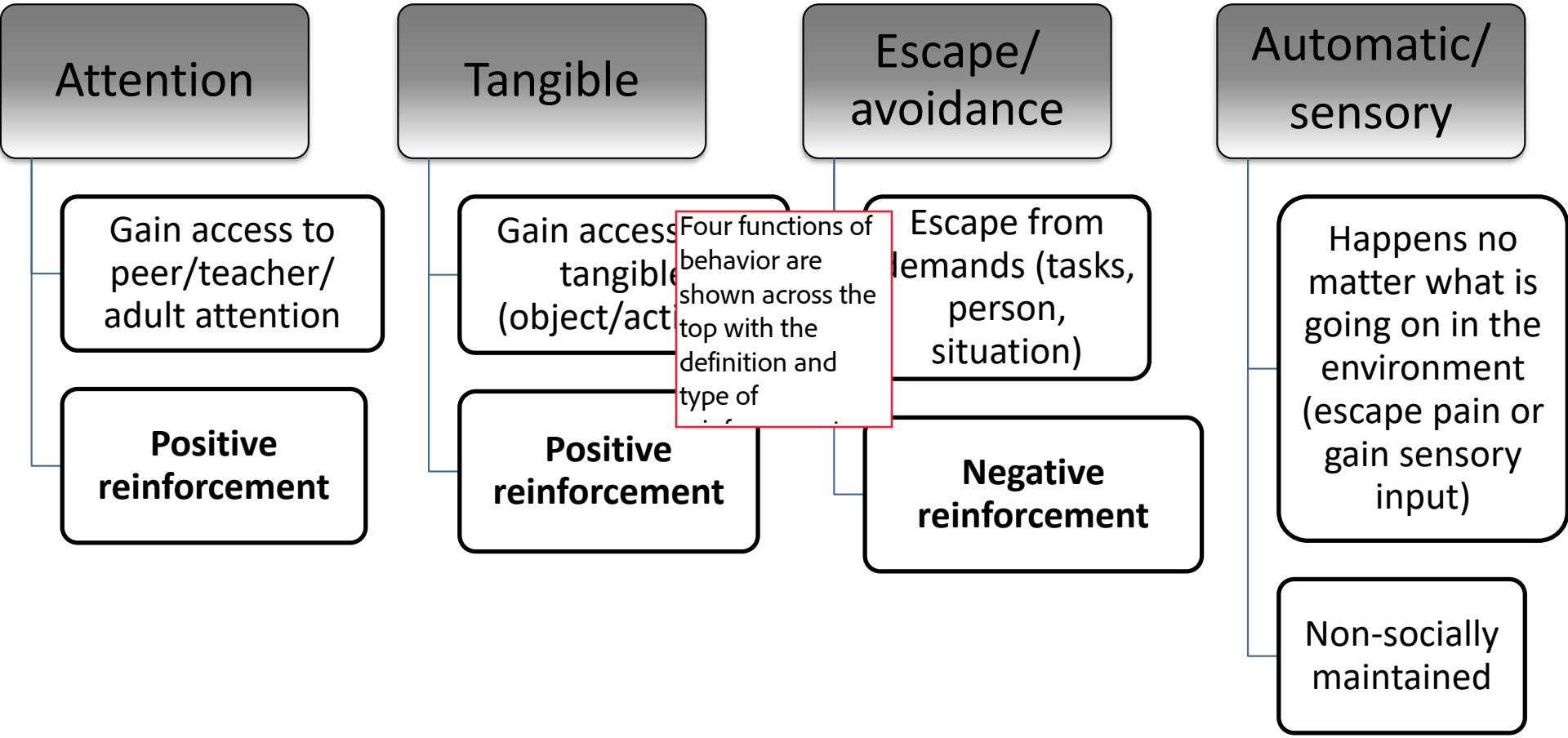
- A systematic, individualized, and data-based **process** of determining the *function* of a challenging behavior
  - ***Function*-** what is the cause of the behavior? what kind of reinforcement is maintaining (or increasing) the behavior?

- Function-based intervention is the BEST kind of intervention for challenging behavior. It treats the FUNCTION of the behavior- and not the form
  - Can be done in conjunction with other interventions
  - Combine antecedent and other reinforcement-based interventions to help acquire, maintain, and generalize the replacement behavior

# Steps of the FBA

1. Identify & operationally define target behavior
2. • Collect **indirect information** & data on the behavior (context)
3. • Select measurable dimension of behavior and collect data (**direct data collection)**
4. • Compile and analyze data
5. • Determine hypothesized function
6. • Create behavior plan & test (**function-based intervention**)
7. • Monitor effectiveness & modify as necessary

# Functions of behavior



# Activity 1: FBA checklist

DEPARTMENT OF HUMAN SERVICES

DHS-6810F-ENG 1-19

POSITIVE SUPPORTS

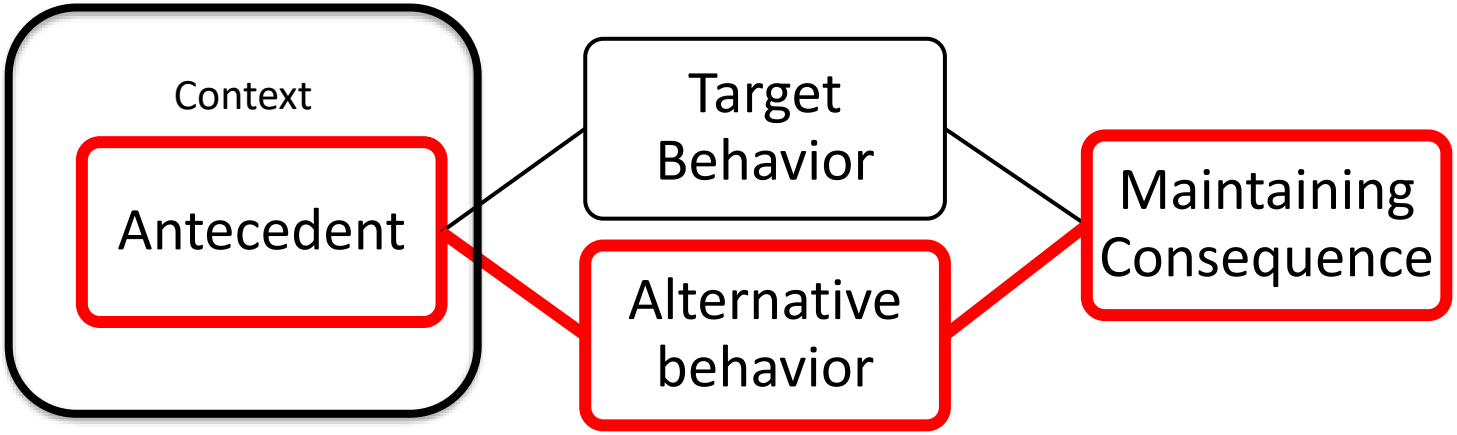
## Functional Behavior Assessment Quality Checklist

Assessment developers use the Functional Behavior Assessment Quality Checklist for guidance when developing a functional behavior assessment (FBA). This document includes further explanation of FBA required components (Minn. Rules 9544.0040) and suggestions for additional information that may help the expanded care team identify effective positive support strategies for the person. This document is not required: It is simply a tool to help improve the quality of the plan.

For more information on developing functional behavior assessments, see that section in the Guidelines for Positive Supports in DHS-Licensed Settings: A resource manual for Minnesota's DHS-licensed providers, DHS-6810C (PDF).

**Note:** Each licensed or certified staff (such as a RN, LP, BCBA or LICSW) is responsible for meeting requirements of their professional licensure or certification and accompanying codes of ethics.

# Develop a plan- teaching a replacement behavior



# Operational Definitions

- **Objective**
  - Measureable
  - Observable
- **Clear**
  - Unambiguous
  - A bystander could identify it
- **Complete**
  - Identify the limits of the behavior
  - Differentiate occurrences from non-occurrences

# Example of Operational Definition

- **Aggression**
  - Carter hits, slaps, pushes, bumps, or kicks, another person at any intensity.
    - *Example*: Carter kicks his housemate in the rear end as he is standing between him and the television set.
    - *Non-example*: Carter slaps a mosquito off his staff's arm.

Indirect Assessment practice

# Indirect Assessments: Rating Scales and Checklists

## PROS

- Can be quick to give to multiple raters
- Requires less time and effort for the interventionist than direct observation
- Assists with interpretation of the information obtained through direct observation

## CONS

- Interpretation of the items by the respondent can be subjective
- Provides less precision in identifying potential functions of behavior than direct observation
- Information obtained via indirect assessment should be validated through direct observation

# Example Context/Setting Event Interventions

- Minimize or eliminate the setting event
- Design interventions that are implemented when setting events may be present
- Neutralize the setting event (ear phones in noisy environment)
- Add more prompts for desirable behavior (offer free assistance to lessen aversiveness)
- Increase the value of reinforcement for desirable behavior
- Offer alternative reinforcer (attention during difficult task if learner enjoys attention )

# Examples of Rating Scales, Checklists, and Interviews

- Motivation Assessment Scale (MAS)
- Functional Assessment Screening Tool (FAST)
- Positive Environment Checklist
- Functional Behavior Assessment Interview (FBAI)

# Direct Observation: C-ABC Recording

# C-ABC's of Behavior

- What does C-**ABC** stand for?
- Context-Antecedent-Behavior-Consequence
    - Also includes the context of the situation (this is sometimes referred to as **setting events**)
- Identifies the **how** the behavior **interacts** with the environment

# C-ABC Recording: Setting Events

- Setting Events = Slow Triggers
  - Things that may influence the likelihood of a behavior being set off later in the presence of an antecedent

# Types of Contexts/Setting Events

| Type | Examples |
| --- | --- |
| Physiological | Pain or discomfort from illness of medication |
| Cognitive/Emotional | Fatigue<br>Argument with friends/family |
| Physical Environment | Loud noises, Lack of light, too much light |
| Social Activity | Presented a difficult task<br>Change in the routine |

Temperature of the environment too hot/cold

Surprise visits

Experienced long wait time

Slept more/less than usual

Staff Changes

Medication Changes

Signs of illness

Aggressed upon by another person

Chaotic environment

# C-ABC Analysis Activity

# C-ABC Analysis Activity (Instructions)

**Context-Antecedent-Behavior-Consequence**

**Context:** Events, situations, states of being that may influence the likelihood of a target behavior occurring (e.g., medication change, new staff member starting the team, a change in routine that occurred earlier that day, etc.)

**Antecedent**: events that happen immediately **before** the target behavior (e.g., an non-preferred task is presented, attention is given to someone else in the room)

**Behavior**: the target behavior (the behavior being decreased or increased)

**Consequence**: events that happen immediately **after** the target behavior (e.g., giving someone space, engaging in a calming activity, moving someone or others to a different location)

# C-ABC Analysis Activity (link)

C-ABC Analysis Chart
https://www.youtube.com/watch?v=gp1XbNlOvnU

| Context/Setting Event | Antecedent | Behavior | Consequence | Notes/comments |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# C-ABC Analysis Activity Share-out Based on the Video

- What was the context?
- What was the antecedent?
- What was the consequence?
- What do you think is the function of the target behavior?
- Write your hypothesis statements.

# Minimizing Disadvantages in Observations

- Conduct observations on several different occasions. This will allow issues such as reactivity to decrease and provide more observation opportunities
- Conduct observations across a variety of settings and situations. Creates opportunity to observe the behavior under a number of different conditions
- Have people in the person's daily environment collect data. Reduces reactivity that can be created by an outside observer.
- Select an appropriate tool and personalize it. A non- standardized tool can be modified to increase the likelihood that it will be used.

# C-ABC Analysis Activity (video)

- C-ABC Analysis Video 2
  - (start to 1:10)
  - Early Childhood Example

# C-ABC Analysis Activity Share-out

- What was the context?
- What was the antecedent?
- What was the consequence?
- What do you think is the function of the target behavior?
- Write your hypothesis statements.

# C-ABC Recording: Antecedent

## Antecedent = Fast Triggers

- Events that immediately precede the occurrence of the target behavior
  - Presence of certain adults/peers
  - Being told "**no**"
  - Changes in routine
  - Transitions
  - Presentation of tasks
  - Termination of preferred activities
  - Given feedback about behavior or performance

# C-ABC Recording: Behavior

- Your operationally defined behavior (the one you want to change)
- Document the specific behavior

# C-ABC Recording: Consequence

- What event **immediately followed** the behavior?
  - Given a redirection
  - Peers laughing
  - Stern look/glare
  - Avoiding task
  - Talking to peers
  - Getting something that was requested
  - Engaging in activity

# Hypothesis statement

We collected C-ABC and the functional assessment indirect assessment information.

Based on this information, we hypothesize that aggression occurs with Jessica that consists of attempts to scratch and kick in situations where attention is being given to others in the environment and she needs to wait. This aggression is likely maintained by access to verbal attention from staff members.

We observed the aggression is more likely to occur on days when there has been a sudden staffing change or when Jessica has not gotten enough sleep.

## Hypothesis statement: What your intervention is built around. DIRECTLY INFORMED BY THE FBA

We collected C-ABC and the functional assessment indirect assessment information. Based on this information, we hypothesize that aggression occurs with Jessica that consists of **attempts to scratch and kick others (operational definition)** in situations **where attention is being given to others in the environment and she needs to wait (antecedents)**. **This aggression is likely maintained by access to verbal attention from staff members. (Function!)** **We observed the aggression is more likely to occur on days when there has been a sudden staffing change or when Jessica has not gotten enough sleep. (Context).**

# Practice writing a hypothesis statement on one of the video examples from earlier

- Include HOW you determined this information (link it to your FBA indirect and direct observation data)
- What is the operational definition of the behavior
- What are patterns of antecedents related to the behavior
- What are patterns of consequences  related to the behavior
- How does context (setting events) influence the behavior

# Functional Analysis-Different from a functional assessment

- In a functional analysis, there are several possible conditions that may present different consequences for behavior (Iwata, Dorsey, Slifer, Bauman, & Richman, 1994).
- The following are examples of "standard" conditions that are sometimes implemented in a functional analysis:
    - Attention
    - Tangible
    - Escape
    - Free play
    - Alone

# Attention

- The goal of this condition is to determine whether attention is positively reinforcing challenging behavior.
- The assessor sits near the individual but is engaged in another activity (e.g., reading a magazine).
- Whenever any challenging behaviors occur, the assessor turns to the individual and gives them a mild reprimand or statement of concern (such as "don't do that").
- He/she then turns away again and only provides attention or social interaction when the challenging behavior re-occurs.

# Tangible

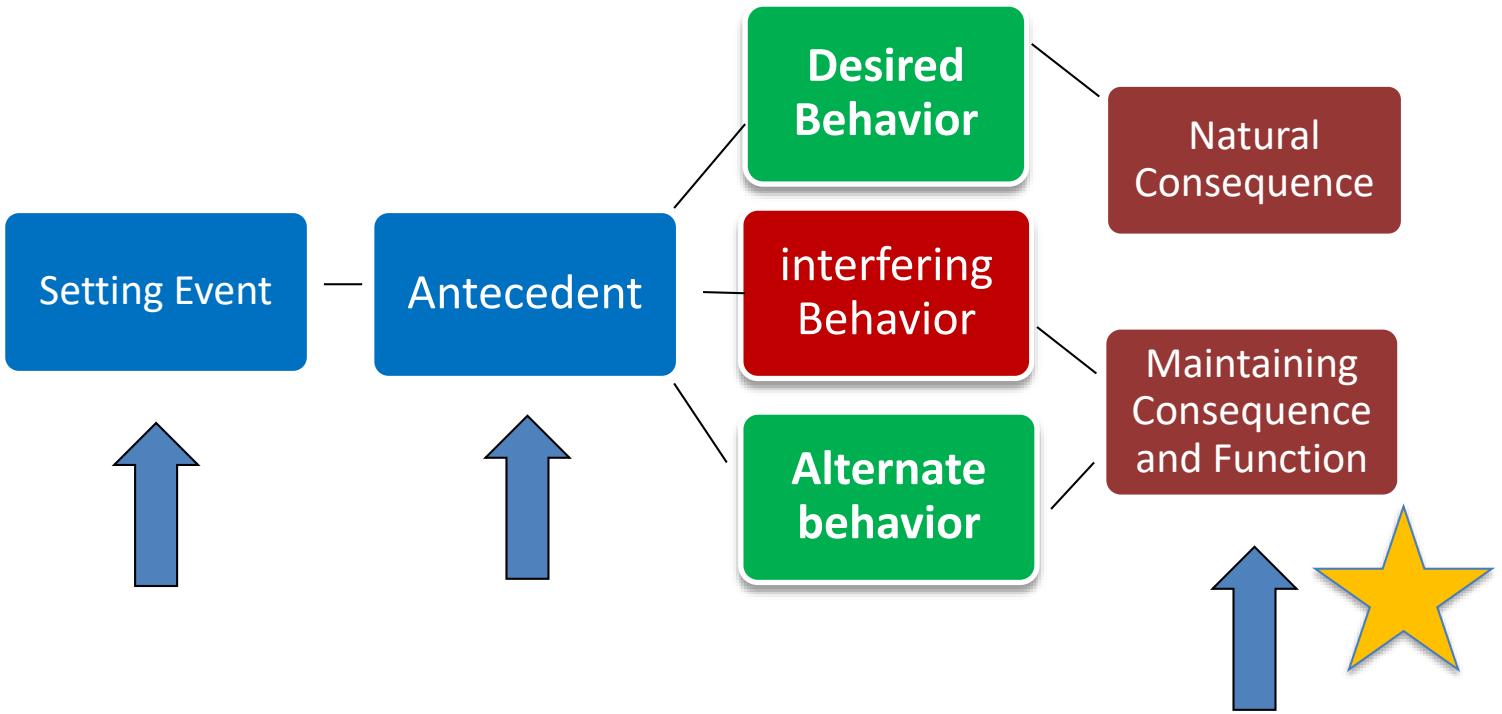
- The goal of this condition is to determine whether attention is positively reinforcing problem behavior
- A highly preferred activity is identified
- When the session begins, the item is removed from the learner after they have interacted with it.
- Upon each occurrence of problem behavior, the item is returned for a period of time (e.g., 30 seconds)
- Then, once again removed.
- Behavior maintained by positive reinforcement, is more likely to occur at a high rate

# Escape

- The purpose of this condition is to determine whether the problem behavior is maintained by negative reinforcement in the form of escape from the instructional tasks.
- A series of tasks are presented
- Tasks are based on current academic/vocational goals identified before the assessment as "difficult" but not impossible to complete.
- After problem behavior, the task is removed and a brief break is provided.

# Developing a Plan

# Behavior Pathway (full)



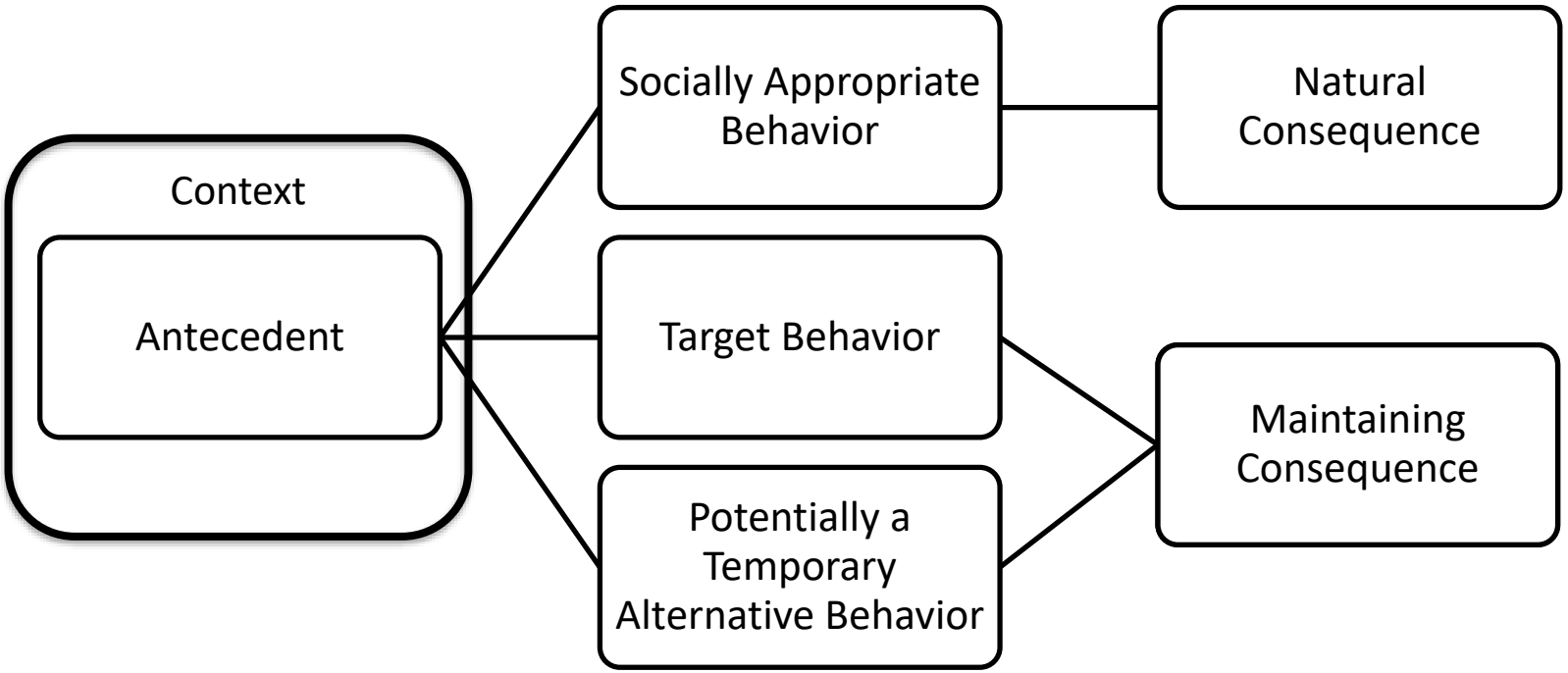
# Where Next?

- After you have collected data, you analyze and look for patterns
- Identify the level of behavior
  - How often it occurs
  - How long
- Look for maintaining consequences
- Create your hypothesis statement(s)

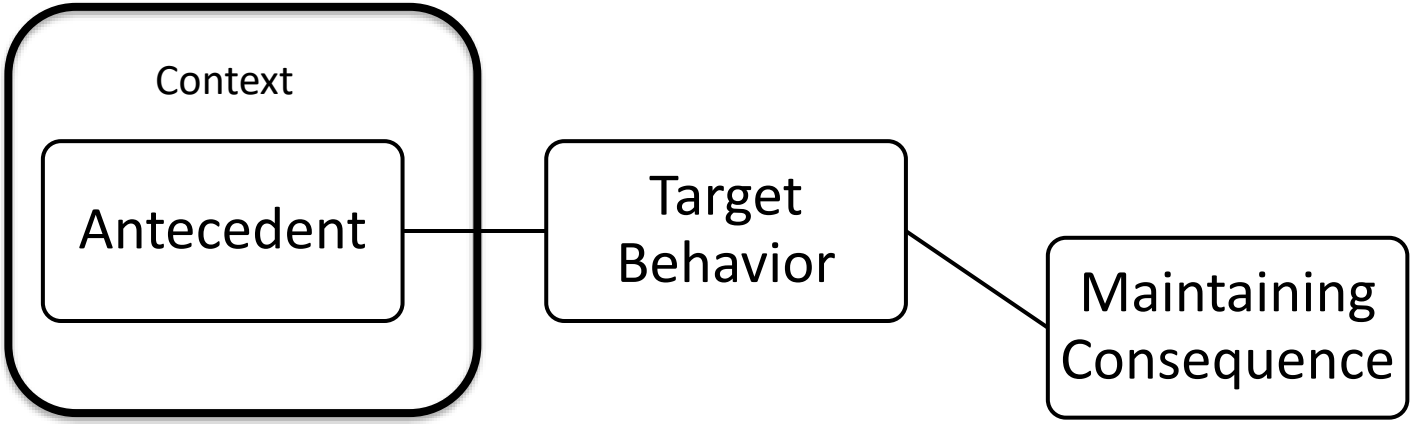
# Why know function?

- We can modify setting events so the likelihood of interfering behavior is **REDUCED**
- We can remove triggers, or use prevention strategies that will minimize the impact of the triggers
- Alter consequences to limit their reinforcing effect on the target interfering behavior

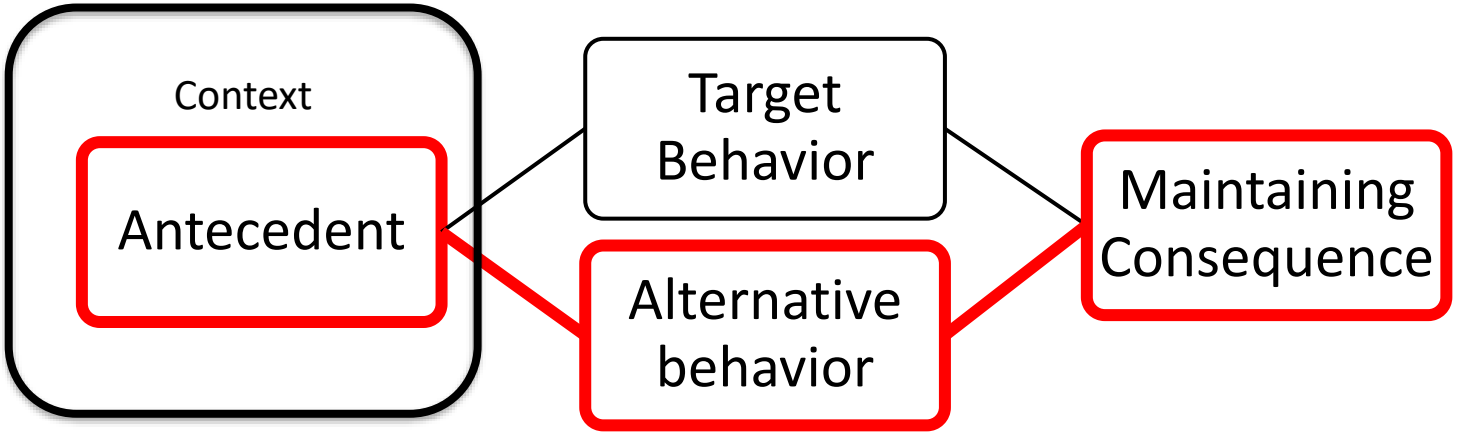
# Develop a Plan



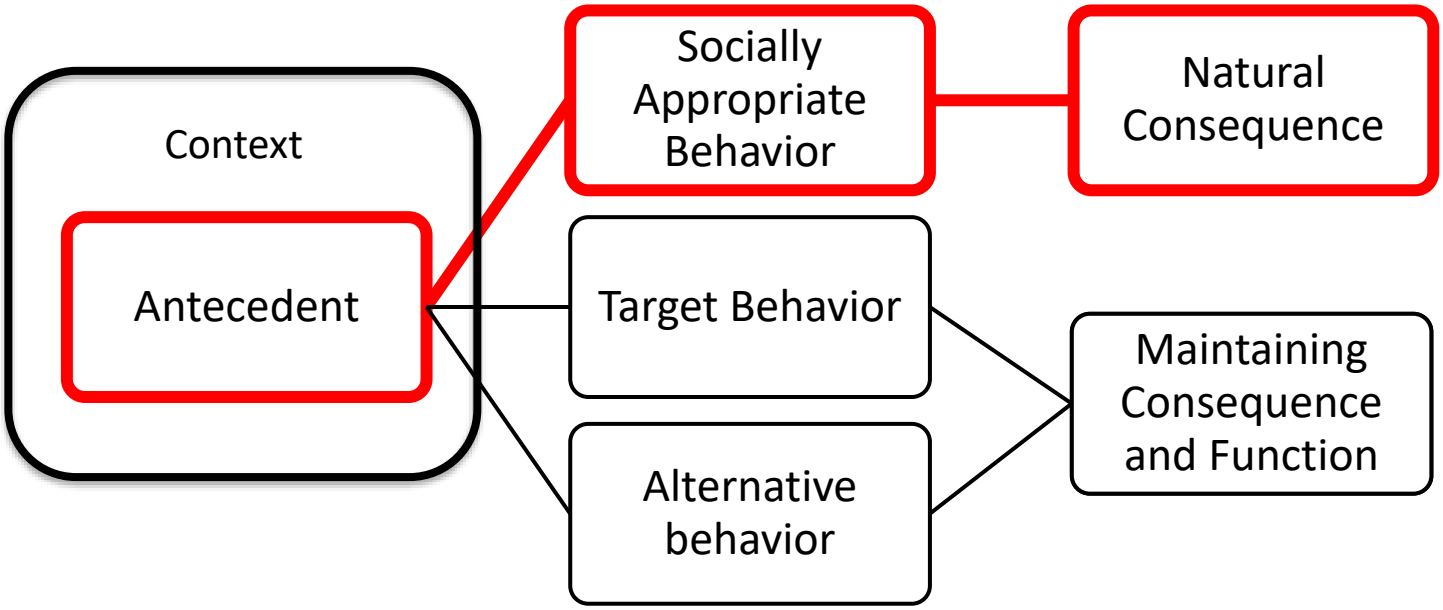
# Develop a Plan (antecedent)



# Develop a Plan (pathway)



# Develop a Plan (pathway to socially appropriate)



# Antecedent Focused Intervention Examples

| | | |
|---|---|---|
| Choice | Schedules and routines: visual or electronic | Preferred Items as Distracters |
| Competing schedules of Reinforcement | Prep for difficult times of day or experiences | Assess potential setting events (feeling sick, pain, etc.) |

# CONSEQUENT BASED INTERVENTIONS

## Strategies to reduce interfering behavior

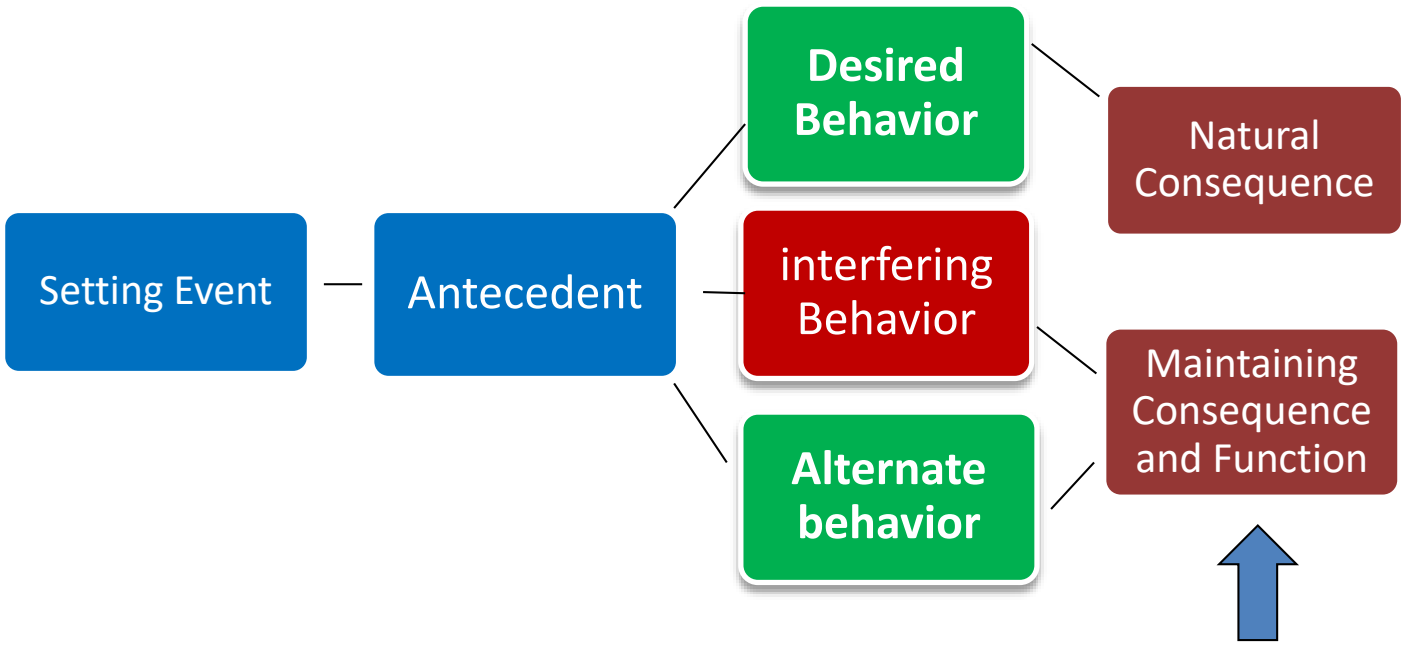
# Reinforcement: Change behavior

- **Contingent**
  - On the behavior's occurrence
- **Immediate**
  - When initially reinforcing a new behavior
  - Acquisition
- **Competing**
  - There are many reinforcers in the world
  - Sometimes peer attention (laughter) is more reinforcing than staff attention

# Prevention, make behavior change easier: Antecedent Interventions

- PREVENTION
  - Change the trigger (antecedent)!
  - Make the behavior irrelevant
  - Address the function AHEAD of time!

# Behavior Pathway
# (maintaining consequence and function)



# Consequent Interventions

- Plan to eliminate/reduce challenging behavior
- Plan to reinforce both
  - ALTERNATIVE behaviors
  - DESIRED behaviors

- Do this from the beginning to establish those natural consequences!

# Extinction

- **Extinction:** when a previously reinforced behavior is no longer reinforced and the rate of occurrence decreases
- **Extinction burst:** After first implementing extinction, usually consisting of a sudden and temporary increase in how often the behavior occurs, followed by the eventual decrease and extinction of the targeted behavior.

# Differential Reinforcement

**Why it should be used:**

- Positive approach
- Reinforcement-based procedure
- May progressively change behavior
- Able to plan for fading reinforcement and/or natural contingencies

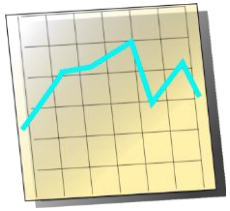
# Summary of DR Procedures

| | Purpose | Management | Objective |
|---|---|---|---|
| **DRL** | Reduce behavior to acceptable level | Focus on reducing # of occurrences | Tom will be out of his work area no more than 2 times in 40 minutes |
| **DRO** | Reduce behavior to zero occurrences | Focus on increasing time of nonoccurrence | Tom will have no occurrence of leaving his work area in a 40-minute period |
| **DRI DRA** | Reinforce a functional alternative behavior | Focus on developing functional alternative behavior | Tom will press a button to indicate he wants to take a break instead of yelling and face slapping |

# Differential Reinforcement of Alternative Behaviors(DRA)

- Replacement behavior!!
- Reinforce the alternative behavior so the inappropriate behavior decreases

# DRA – "How-To"



- Baseline
- If the individual attempts the challenging behavior
  - Ignore (place on extinction) and appropriate behavior is reinforced
  - Inappropriate behavior is interrupted and redirected

# DRA criteria

- Alternative behavior
  - serves the same **FUNCTION**
  - Is more appropriate
  - Requires equal or less effort and complexity
  - Results in same reinforcement
  - Reinforced on the same schedule

# DRA - examples

- An individual with autism is reinforced for drawing pictures with colored markers rather than stereotypically flipping the markers or paper in front of himself.

- Reggie is reinforced for clipping his fingernails and biting his fingernails is ignored.

# Differential Reinforcement of Incompatible Behavior (DRI)

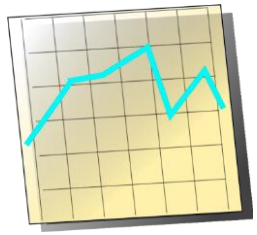
- Similar to DRA procedure
- Reinforce a behavior that is topographically incompatible with the behavior targeted for reduction
  - Screaming/normal voice
  - On task/off task
  - Running/walking

# Differential Reinforcement of Lower Rates of Behavior (DRL)

- Schedule used to decrease the rate of behaviors
  - These behaviors may be tolerable or desirable in low rates, are inappropriate when they occur too often or too rapidly

- Examples
  - Sharing in group discussion? AWESOME!
    - But not when you dominate…
  - Making a mistake and leaving your work area without permission? IT HAPPENS…
    - But it's not okay when it happens all the time…

# DRL – "How-To"



- Baseline
- Compare the total # of responses in a session with a preset criterion
- Reinforcer is delivered if occurrences are below that criterion
- Can do with the following schedules:
  - Full-session
  - Interval (may be able to increase length of interval)
  - Changing criterion

# DRL Guidelines

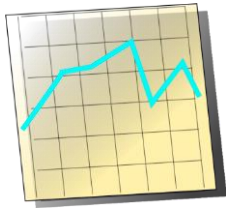
- Determine baseline but keep taking data
  - The average # of responses can be the initial DRL limit
- Avoid reinforcing too frequently or not enough (but consider the need to fade…)
- Will you give the individual feedback?

# DRL - examples

- Jill interrupts an average of 9 times per 30 minute session. If she interrupts no more than 2 times every 10 minutes, she gets a token at each interval

# DRI – "How-To"

- Behavior that is incompatible is chosen
  - You cannot do these two behaviors at the same time!
- Baseline
- Choose schedule of reinforcement
  - Thin the schedule
- Reinforce appropriate behavior



# DRI - examples

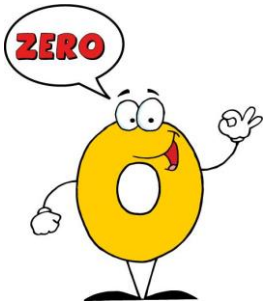
- Reinforce individuals who are in their seat for meal time because you can't be in and out of your seat at the same time.

- Give Idina a mirror to hold (she loves mirrors) so that she doesn't grab or hit staff transferring her to her wheelchair.

# Differential Reinforcement of Other Behaviors (DRO)

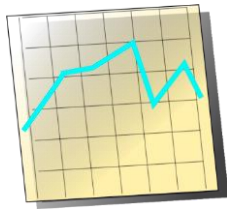
- A reinforcing stimulus is delivered contingent on the target behavior's NOT being emitted for a specific period of time

- Reinforce ZERO occurrences (compared to DRL)



# DRO – "How-To"

- Baseline
- Criteria for intervals (how long should they have to have zero occurrences?)
  - Start small, then increase
- What happens if the behavior occurs?
  - Reset the 'timer'?
  - Deliver a consequence or ignore it?
- Reinforcement



# DRO - examples

- Rhonda receives a token for each 5 minute interval she goes without engaging in verbal aggression.
  - After 5 successful intervals Rhonda earns 5 minutes of staff attention
- Jaylen receives a chore pass if he does not engage property destruction for one week.

# Advantages and Disadvantages of DRO

- Advantages
  - rapidly reduces behavior
- Disadvantages
  - may be a less discriminable contingency for some learners
  - other behaviors may worsen
  - Performance under DRO results in deceleration of the challenging behavior during periods in which DRO is in effect
  - **BUT** target behavior may accelerate at other times.

# Summary of DR Procedures Chart

| | Purpose | Management | Objective |
|---|---|---|---|
| **DRL** | Reduce behavior to acceptable level | Focus on reducing # of occurrences | Tom will be out of his work area no more than 2 times in 40 minutes |
| **DRO** | Reduce behavior to zero occurrences | Focus on increasing time of nonoccurrence | Tom will have no occurrence of leaving his work area in a 40-minute period |
| **DRI DRA** | Reinforce a functional alternative behavior | Focus on developing functional alternative behavior | Tom will press a button to indicate he wants to take a break instead of yelling and face slapping |

# Non-Contingent Reinforcement

- There are limitations to DRO
  - Identifying appropriate intervals
  - implementing with fidelity
- An alternative is non-contingent reinforcement (NCR)
- NCR is the use of positive reinforcement that is not related to the occurrence of a target behavior. It involves delivering reinforcement on a fixed-time schedule independent of whether the individual exhibits the target behavior during the interval.

# Non-Contingent Reinforcement (NCR)

- Provides the individual the reinforcer (the one maintaining the inappropriate behavior) independently of the performance of the challenging behavior
- The individual receives the reinforcer at preselected intervals of time and challenging behavior is ignored
- Disassociates the reinforcer from the behavior (and decreases the challenging behavior)

# Violet Case Example

- Read through the Violet Case Example
- Identify and operationally define the challenging behavior
- identify the potential setting events
- Identify the antecedent
- Identify the consequences following the challenging behavior

You are a staff person supporting Violet, who is a 34 year old woman living in a residential home with 2 other roommates.

She has lived in the same home for 13 years. Violet began taking a new medication 1 month ago in hopes of reducing her mood swings. Her new medication has been making her drowsy after she takes her afternoon dose. Violet enjoys being on her computer, drawing, and watching *Young and the Restless.* Violet has a diagnosis with autism spectrum disorder and intellectual disability. She communicates using short 2-3 word phrases for preferred items and activities.

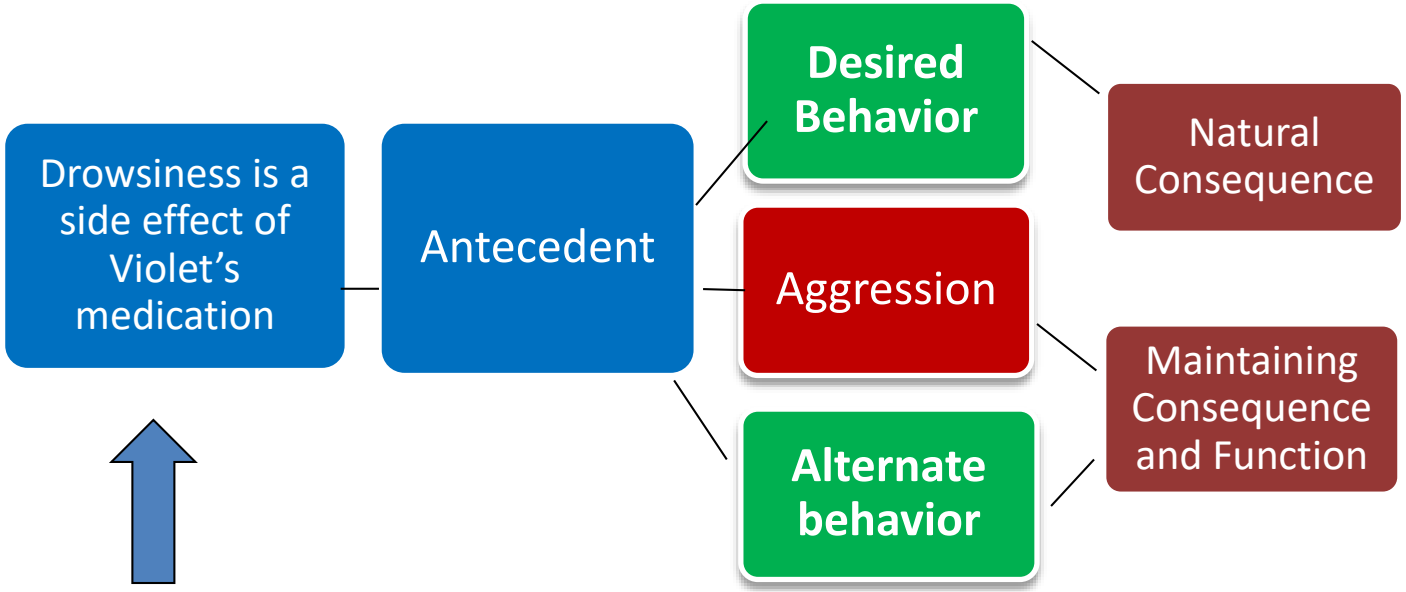
Recently, Violet has begun to engage in aggression toward staff members. Staff report that she is aggressive when she is asked to do chores around the home. As a result, staff have stopped asking Violet to do many of her assigned chores as she has been aggressive at least once per day for the last week usually after arriving home from her day program. Staff have been providing points to Violet for completion of chores that she can turn in for preferred reinforcers. However, at this time Violet has not received enough points to earn a reinforcer in over two weeks.

| Context/Setting Event | Antecedent | Behavior | Consequence | Notes/comments |
|---|---|---|---|---|
| Upon arriving home from work a couple hrs ago Violet said she was very tired | Don (DSP) reminds Violet that she had indicated Tuesday was her preferred day to wash her clothes. | Violet pushes Don away | Don leaves room and tells Violet he can check back later | 5:45pm |
| | Don knocks on (open) door | Violet slams door shut | Don leaves | 6pm |
| (at dinnertime) | Kate (supervisor) brings the calendar of chores to the table for everyone to view | Violet slaps (gently) kate's wrist when she passes the calendar to her | Kate turns away (ignoring the slap) and presents the calendar to someone else | 6:30pm |
| | | | | |

# Violet Case Study Part 2

- Now lets place the behavior within the Behavior Pathway
- Identify potential setting event interventions
- antecedent interventions
- Identify potential consequent intervention

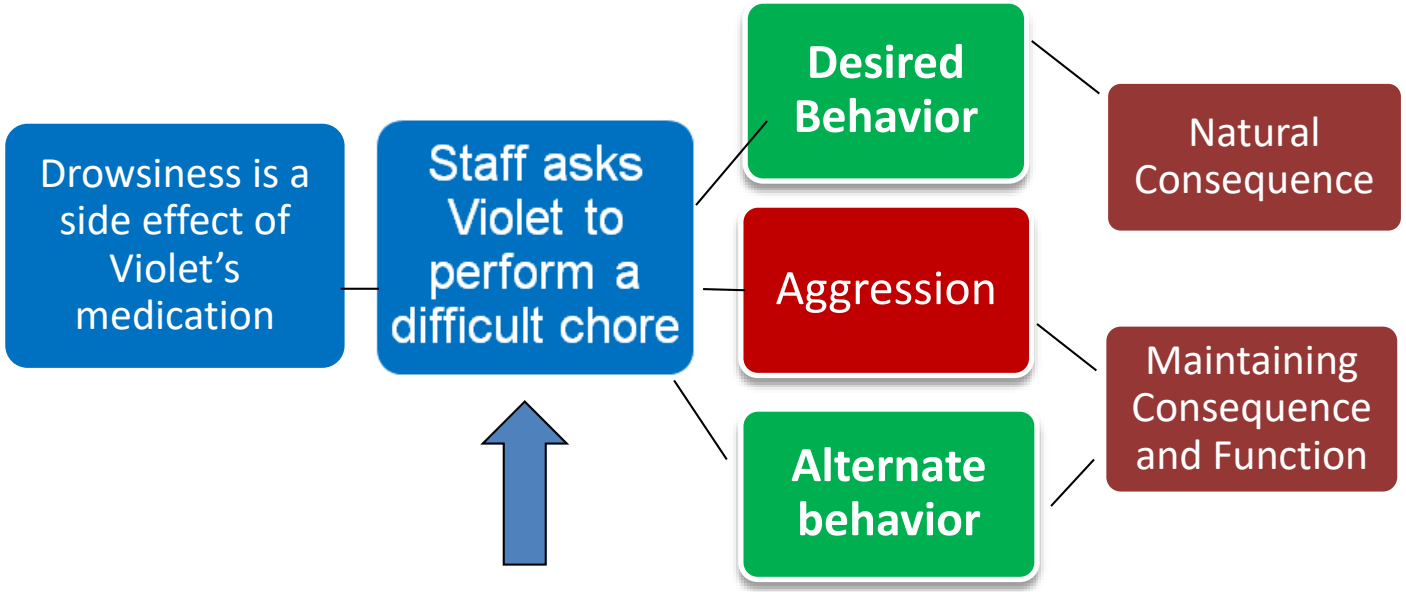
# Behavior Pathway (setting event)



# Behavior Pathway Plan

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| • Arrange Violet's schedule so that she can get 8 hours sleep each night<br>• 30 minute nap after afternoon medication dose | | | |

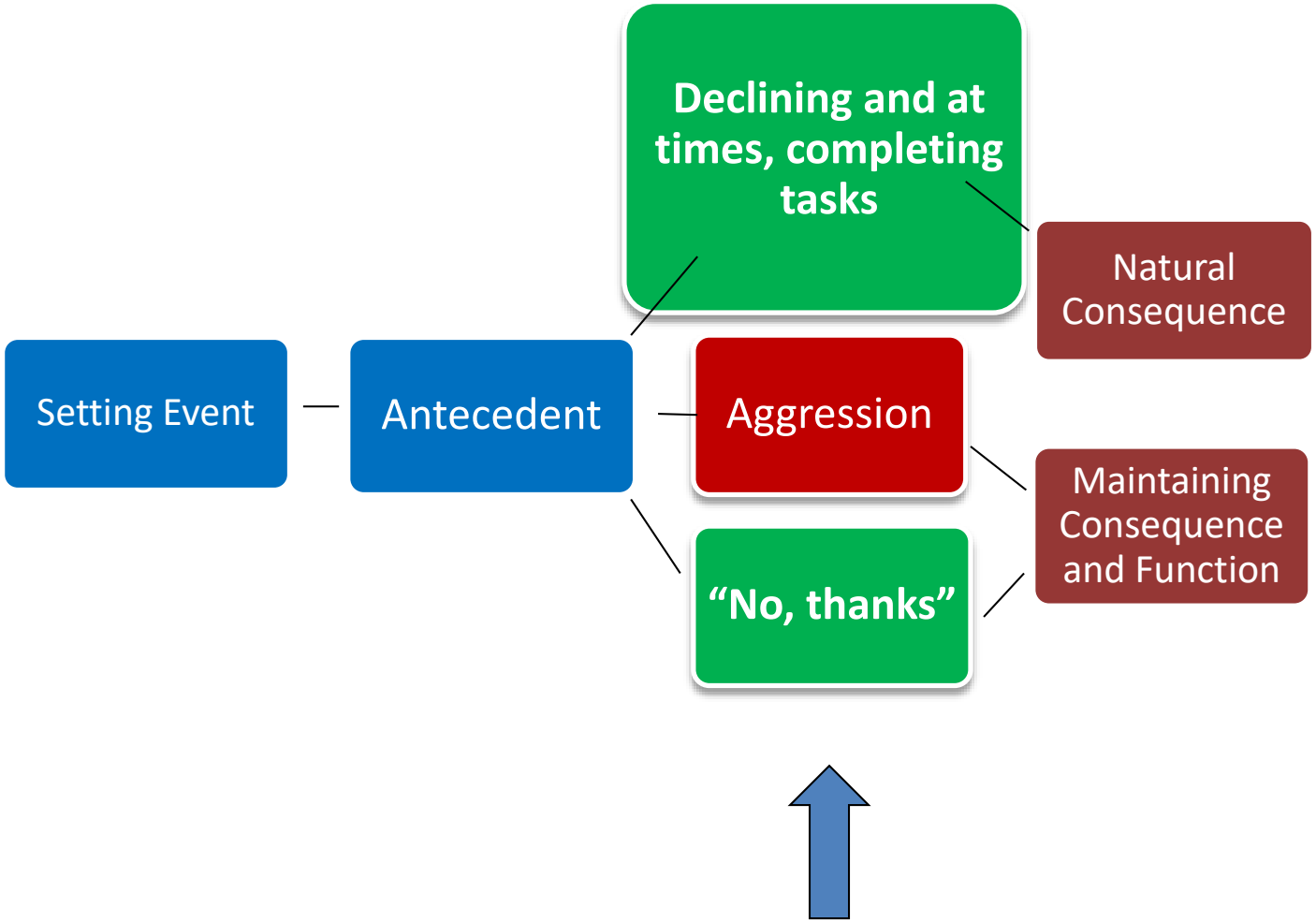
# Behavior Pathway (antecedent)



# Behavior Pathway Plan Grid

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| • Arrange Violet's schedule so that she can get 8 hours sleep each night<br>• 30 minute nap after afternoon medication dose | **•Alerting Violet of upcoming difficult task**<br>**•Preferred item as a distractor**<br>**•Arrange schedule so highly preferred activity/easier activity follows difficult task**<br>**•Offer choices of difficult tasks when possible** | | |

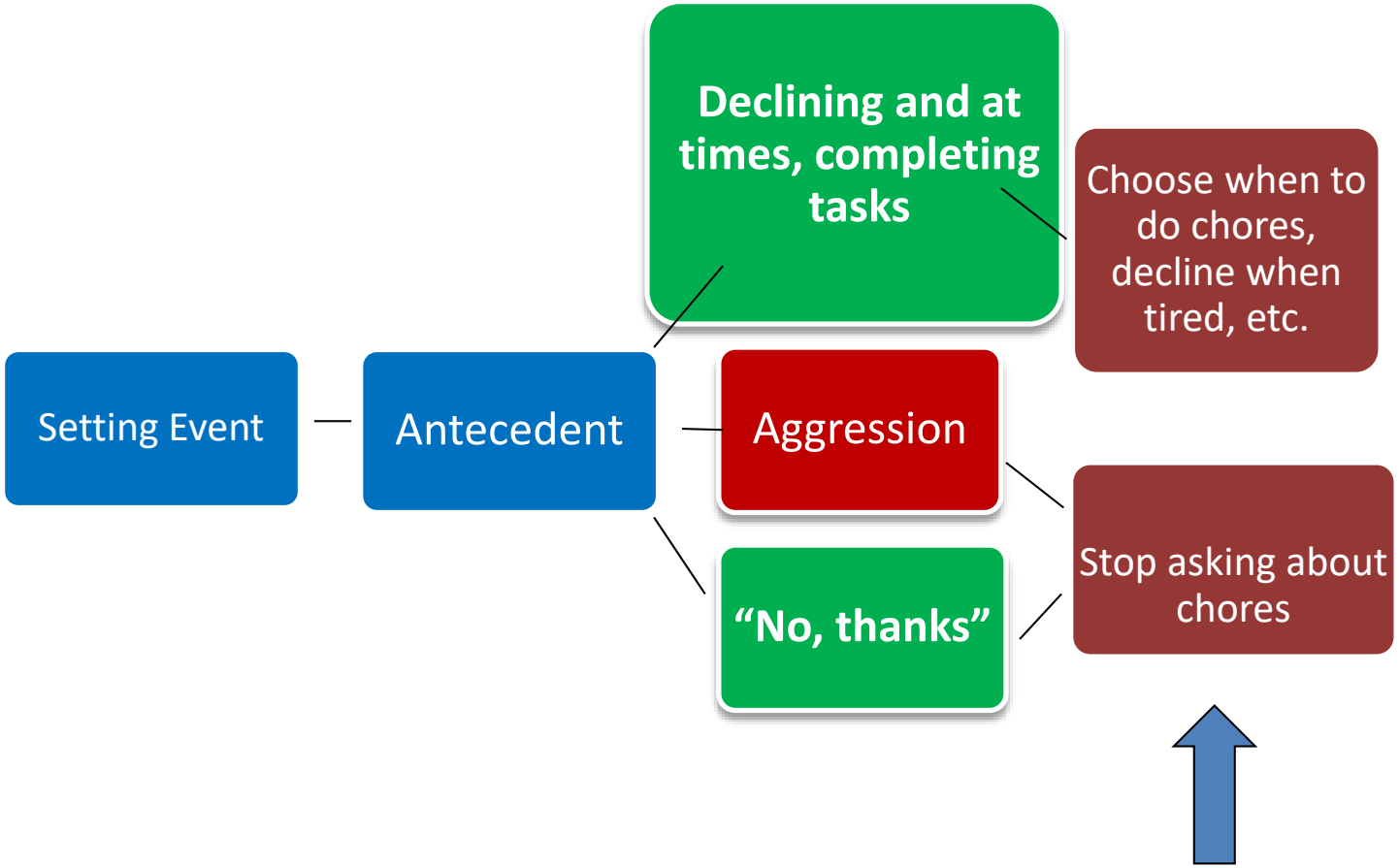
# Behavior Pathway Example



# Behavior Pathway Plan (Violet)

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| • Arrange Violet's schedule so that she can get 8 hours sleep each night<br>• 30 minute nap after afternoon medication dose | **•Alerting Violet of upcoming difficult task**<br>**•Preferred item as a distractor**<br>**•Arrange schedule so highly preferred activity/easier activity follows difficult task**<br>**•Offer choices of difficult tasks when possible** | Teaching Violet to say "no, thanks" or "not right now".<br><br>If this is verbally challenging, a picture card or other communication form can be used.<br><br>Remember, we want this to be EASY and EFFICENT for Violet. With minimal prompting needed from staff. | |

# Behavior Pathway (Consequence)



# Behavior Pathway Plan (Violet Update)

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| Arrange Violet's schedule so that she can get 8 hours sleep each night<br><br>30 minute nap after afternoon medication dose | Timing is everything (after work or when tired, may not be ideal time).<br><br>Staff interactions that are not based on chore reminders.<br><br>E.g., do preferred things together, ask about preferred topics (Young and the Restless). | Teaching Violet to say "no, thanks" or "not right now".<br><br>If this is verbally challenging, a picture card or other communication form can be used.<br><br>Remember, we want this to be EASY and EFFICENT for Violet. With minimal prompting needed from staff. | Instruct staff to remove chore reminders immediately when Violet uses alternative response ("no thanks" or similar).<br><br>As she is successful (data shows aggression decreasing and alternative response increasing) build in reinforcers for completing simple "chores" that she likes to do, small increments of chores, while honoring "no thanks" responses. |

# Activity 3

Design an intervention for an example you have experienced (or choose one from handout)

# Activity

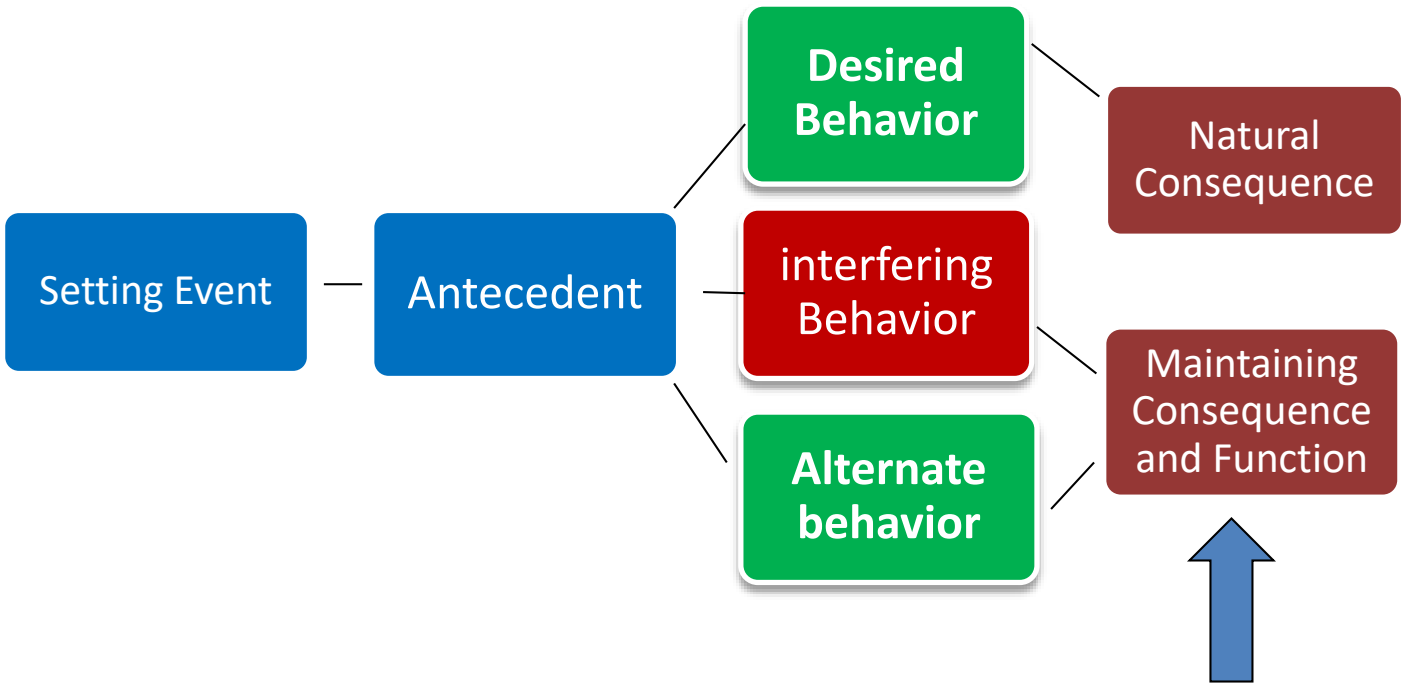
Abdi Competing Behavior Pathway

- Read through the Abdi Case Example
- Identify and operationally define the challenging behavior
- identify the potential setting events
- Identify the antecedent
- Identify the consequences following the challenging behavior
- Fill in Competing Behavior Pathway
- Identify setting event interventions
- Identify antecedent interventions
- Identify consequent interventions

# Abdi Case Example

A 23-year-old man named Abdi recently moved from his parents' home to a residential home with three roommates. Abdi reports that he enjoys living with "the guys". Abdi has a diagnosis of Fetal alcohol spectrum disorder and bipolar disorder. Abdi takes medication for his bipolar, but does not report any side effects. Abdi enjoys playing sports such as football and basketball as well as watching sports. Abdi is highly verbal, but has difficulty regulating his emotions at times. Abdi has been making inappropriate sexual comments toward a female staff member when she enters the room. The female staff member has tried ignoring the comments but Abdi continues. "The guys" usually laugh at his comments. The female staff member reports that when she is working one-on-one with Abdi, he does not engage in this behavior.

# Behavior Pathway 2



# Behavior Pathway Plan Empty

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| | | | |

# Activity 2

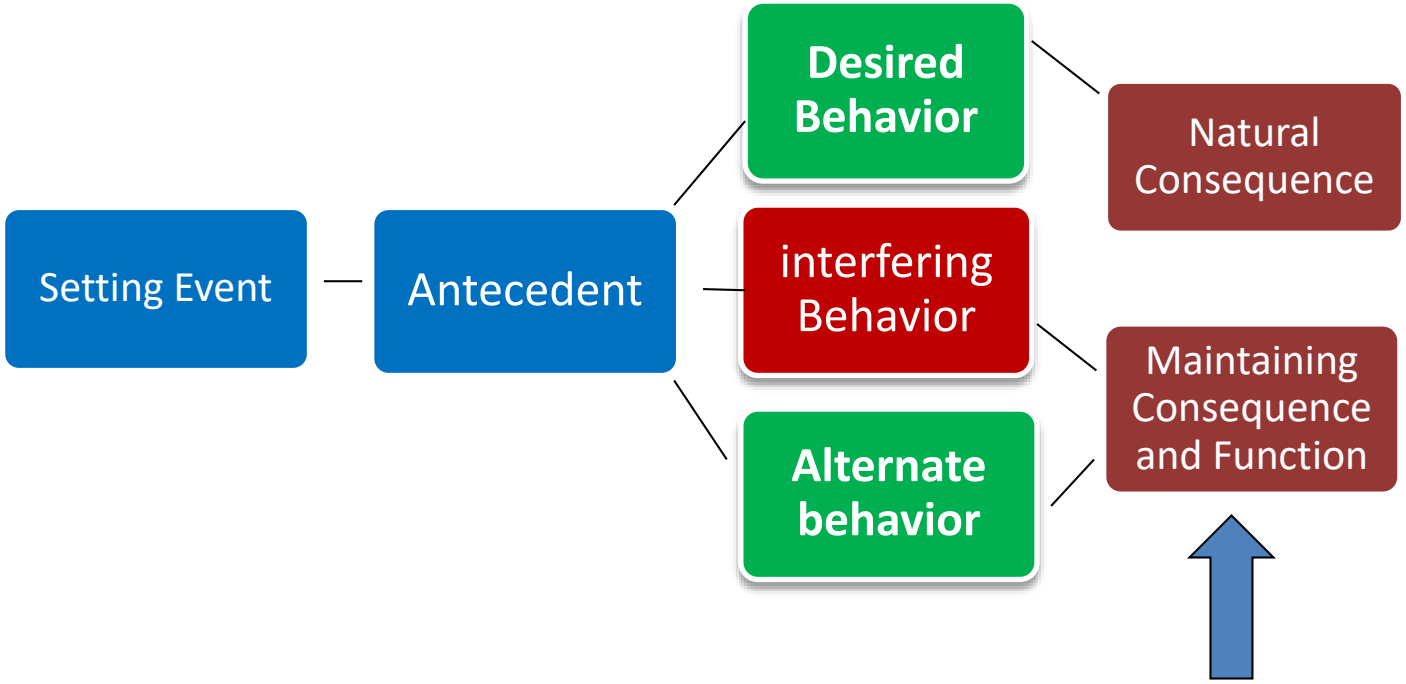
## Emma Competing Behavior Pathway

- Read through the Abdi Case Example
- Identify and operationally define the challenging behavior
- identify the potential setting events
- Identify the antecedent
- Identify the consequences following the challenging behavior
- Fill in Competing Behavior Pathway
- Identify setting event interventions
- Identify antecedent interventions
- Identify consequent interventions

# Emma Case Example

Emma is a 4 year old child in a preschool program who has been diagnosed with autism and is not currently verbally communicating (or using another form of augmentative or alternative communication). Emma will frequently lead her paraprofessional to areas or activities that she prefers (e.g., take the hand of the paraprofessional and guide her towards the door when she wants to go out to the playground). Emma will tantrum (bite and kick teachers, and hit her head on the floor) when these requests are denied (e.g., the paraprofessional tells Emma that "it is not time to go outside right now.") When Emma tantrums, teachers and paraprofessionals often bring her to the calming corner (an area in the back of the classroom with beanbag chairs, weighted blankets, and sensory toys) until she calms down. Teachers have noted that these behaviors occur more frequently when there is a substitute teacher.

# Behavior Pathway Final



# Behavior Pathway Plan Blank

| Setting Event Interventions | Antecedent Interventions | Teaching Alternative Behaviors | Consequent Interventions |
|---|---|---|---|
| | | | |

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