Functional Assessment of Behavior
EDS 240
Introduction to, & Overview of, Assessment (Quiz) Defining the Behavior Reviewing Student Records
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Conducting the Functional Assessment:
Four Basic Assumptions of Functional Assessment
Behavior is supported by the
environment
2. Behavior serves a function
3. Behavior can be changed with positive
interventions that address the function
of behavior
4. Functional assessment should be
conducted by a team
Chandler & Dahlquist (2010) 3

Conducting the Functional Assessment: Three general approaches Indirect Assessment

- - Asking about behavior
- Direct/Descriptive Assessment
 - Observing behavior
- Functional or Experimental Analysis (FAA)
 - Testing relationships between interventions and behaviors

Conducting the Functional Assessment:

Three general approaches

- Indirect Assessment (Asking)
 - Quick and easy, but data sources can be subjective (and thus not highly reliable).
 - · Interviews are based upon retrospective recall.
 - Triangulating a number of different data sources minimized these disadvantages.
 - Goal is to identify which of the many antecedent and consequence events in the environment are linked to behavior.
 - To identify how the environment (not the individual) should be changed to better ensure student success (adaptive behavior).

Conducting the Functional Assessment:

Three general approaches

- Indirect Assessment (Asking)
 - Not always accurate or highly reliable.
 - · Why?
 - · Subjective opinions, rater bias, etc.

Conducting the Functional Assessment: Three general approaches ** Indirect Assessment (Asking) • Areas of Inquiry (ABC) • What are the problem behaviors? (Target Behavior) • What individual characteristics predispose behavior (O) • What events or physical conditions occurring well before the behavior appear to predict its occurrence? (A, or MO) • What events/situations occurring just before the behavior appear to predict its occurrence/nonoccurrence? (A, or SD) • What consequences appear to maintain the behavior? (C) • What adaptive/appropriate behavior? (Replacement Behavior)

· What is the behavior intervention history and what does it tell us

Conducting the Functional Assessment:

Three general approaches

Direct/Descriptive Assessment (Observing)

about the problem behavior?

- Advantage (relative to indirect assessment): Should improve accuracy of data.
 - Disadvantage (relative to indirect assessment): Requires significant professional time and resources (requires the observer to be present when the behavior occurs in order to observe/record the antecedents and consequences).
 - Therefore, it is important to know the times of day when the behavior is most likely to occur so that observations can be planned at those times.
 - Use of a scatter plot is one way of determining when to observe.

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Conducting the Functional Assessment: Three general approaches Direct/Descriptive Assessment (Observing) Scatter plot Time Day 1 Day 2 Day 3 Day 4 Day 5 8:008:15 8:158:30 etc.

1990	Three general approaches					
*	Scat	ter plot	sample	e (Targe	et: Hitti	ng others
Ti	ne	Day 1	Day 2	Day 3	Day 4	Day 5
8-9ar	n					7
9-10	ım	1		(2
10-1	am					7
11am	-12pm		1	TH	1441	uspi
12-1	om	11/10		1		3
1-2pi	n			1		\sim

Conducting the Functional Assessment:

Three general approaches

- Direct/Descriptive Assessment (Observing)
 - Often done by "familiar" observers.
 - Must not interfere with normal daily events.
 - Observers must strive to be objective.
 - · The more data collected the better.
 - Allows for discovery of behavioral patterns.
 - What problems occur at the same time?
 - Where, when, with whom are the problems most likely to occur?
 - What consequences appear to be maintaining the behavior?

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Conducting the Functional Assessment:

Three general approaches

- Functional or Experimental Analysis (**Testing**)
 - Experimental manipulation of antecedents and/or consequences to demonstration a functional relationship between one or more of the antecedents and consequences and the occurrence of the challenging behavior.
 - Three steps:
 - 1. Objective measurement of the challenging behavior.
 - 2. Demonstration of a change in the level of the challenging behavior following the manipulation of variables.
 - 3. Replication.

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Conducting the Functional Assessment: Three general approaches ** Functional or Experimental Analysis (Testing) • The most precise, rigorous, and controlled functional assessment method. • Expensive and time consuming. • Should be employed only when it is truly needed.

Preparing for the Functional Assessment Functional Assessment requires a team approach Who will participate in the assessment? Teachers Teacher aides Parents Counselors Principals Language Specialists Physicians Occupational Therapists An IEP team Determined by the needs of the student and the behavior!

Conducting the Functional Assessment 1. Identify and define the target (problem) and replacement (adaptive alternative) behaviors. • Observable and Measurable. • Countable, ideally with a clear beginning and end. 2. Review student records. • Identify relevant background information (i.e., the individual or "organism" variables). 3. Select and administer behavior rating scales. • A quick and inexpensive way to begin to understand the caregivers' view of the problem behavior.

Conducting the Functional Assessment 4. Conduct the functional assessment interview. • Typical Functional assessment interview questions. • Who is present when the problem occurs? • What is happening just before the problem behavior occurs (S^D), and what happens immediately after the problem behavior (S^D)? • What influences expression of the behavior (MO and I)? • Internal • Physiological • Psychological • External • Environmental • Curricular and Instructional • When does the problem behavior occur? • Where does the problem behavior take place?

Conducting the Functional Assessment

5. Conduct systematic behavioral observations.

• Should not interfere with classroom functioning or normal daily events.

• Should strive to be objective not subjective (what you see not what the behavior means).

• 2-5 days worth of observations is typically necessary to identify patterns.

• However, the more data the more accurate the picture of the behavior!!!

5. Co	nduct systematic be rypes of data Frequency counts Interval data Duration data ABC forms			
Time	A	В	С	1000
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Conducting the Functional Assessment

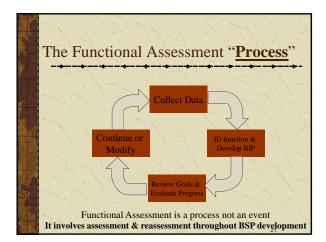
- Analyze the data (look for relationships among establishing (or motivating) operations, antecedents or triggering events, target behaviors, behavioral consequences).
- Formulate a hypothesis regarding the function of the behavior (consequences that support it) and the environment.
 - Does the behavior get something (positive reinforcement)?
 - Does the behavior escape or avoid something (negative reinforcement)?

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Conducting the Functional Assessment

- 8. Write the functional assessment of behavior report.
- 9. Develop the positive behavior intervention plan (BIP)
 - The result of the FBA
 - Intervention elements may include
 - Modifying the physical environment
 - Adjusting the curriculum or instructional strategy
 - Changing the antecedents and/or consequences for the students behavior
 - Teaching a more adaptive/appropriate replacement behavior that serves the same function as the target behavior.

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Interpreting Functional Assessment Data Jan is a kindergartener with Downs Syndrome who likes being the center of attention. During morning calendar time she often pokes other students. Her teacher manages this by placing Jan in her lap. As the school year progresses, the teacher has observed that Jan's problem behaviors are increasing. What is the behavior?

- What are the individual variables (O)
- How will you assess the behavior (what are the antecedents & what do think is a likely function of the behavior)?
- What do you recommend?
- How would an FAA for Jan be different from an FBA?
- ₩ Who is involved in the BIP?

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Interpreting Functional Assessment Data

- Jan is being taught maladaptive/inappropriate ways to obtain attention.
- * Possible interventions
 - Give Jan lots of attention when she sits appropriately.
 - Use carpet squares to clearly define seating areas.
 - Teach Jan to ask for attention.
 - Stop putting Jan on her teacher's lap when she misbehaves.

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Quiz

- * Take ten minutes to complete the quiz to be passed out by the instructor.
- ** Use the quiz as an opportunity to assess your understanding of the material.
- Quiz results will be reviewed at the start of our next class meeting.

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Writing Behavioral Definitions

- Consider each of the inadequate descriptions of possible target behaviors on the worksheet found in the Week 3 course materials.
- Use your imagination to consider exactly what behaviors a given student might be displaying.
- * Write an appropriate behavioral definition.
- * Keep in mind that such definitions define behavior in such a way that it is likely any two people will agree, with a high degree of reliability, that the behavior is occurring.

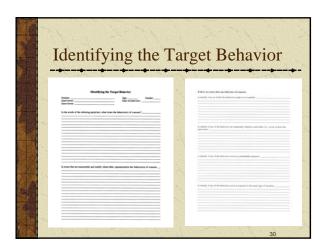
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efinitions
Order and the State of the Stat
Order and the State of the Stat
lent bangs forehead on floor wit easing speed and force until rained by an adult.
ent becomes red in the face, cle ist, increases his vocal volume, es closer and closer to people, uently culminating in hitting the attedly with little attempt to aim es.
ent looks into space, initiates fer nents.
1

Writing Behavior	al Definitions
T	Samula Occupional Defición
Inadequate description	Sample Operational Definition
Student is nonverbal.	Student gives one-word answers, tall only to the nurse.
Student has a bad attitude	Student verbally refuses to work, ma faces.
Student is disruptive.	Student hits other pupils, makes noise with pencil.
Student is hyperactive.	Student wanders about classroom, sit for no more than two minutes.
Student is defiant.	Student argues with teacher over clas rules, refuses to salute flag.
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Writing Behavior	al Definitions
Inadequate description	Sample Operational Definition
Student is lazy.	Student writes name illegibly, comp fewer than four problems on math worksheet.
Student is not motivated.	Student begins work only after three reminders, habitually late to class.
Student does nothing	Student turns in incomplete assignments, plays with toys brough from home.





Review Student Records

- Review of records for health and medical factors which may influence behaviors (e.g. medication levels, sleep cycles, health, diet).
 - These are the individual variables (O) that predispose students to certain behaviors.
- Review of the history of the behavior to include the effectiveness of previously used behavioral interventions.
 - We don't want to reinvent the wheel
 - We don't want to waste our time

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Review of Records for the Functional Assessment of Behavior | Prince | Pri

Medical or Biological Conditions That Have Behavioral Features¹ Schizophrenia: Severe panic reactions or behavior that is violently aggressive and destructive toward self and others may be exhibited by students with schizophrenia. Klinefelter's Syndrome: Aggressive behaviors are frequently exhibited by individuals with this syndrome. Epilepsy: Assaultive behaviors may be exhibited by individuals with temporal lobe epilepsy or tumors on the hypothalamus or temporal lobes. Fragile X Syndrome: Behavior dysfunction, including self-mutilation and violent outbursts, may be displayed by individuals with this syndrome (which is a genetic disorder that is a common cause of inherited mental retardation).

Medical or Biological Conditions That Have Behavioral Features¹ * Prader-Willi Syndrome: A behavior disorder that includes a lack of emotional control, as well a self-injurious (typically skin picking) or aggressive behaviors may be seen among individuals with this syndrome. * Autism: Aggressive, self-injurious behaviors, and unusual responses or sensitivity to sensory stimulation are frequently seen among individuals with this disorder. * Tourette Syndrome: The involuntary, recurrent stereotyped motor movements and vocal behaviors, typical of Tourette syndrome, may be exacerbated under stress and result in self-injury and/or aggressive behavior. * Migraine Headaches: In some individuals, these headaches may be immediately preceded by a change of personality, leading to an exacerbation of preexisting aggressive, self-assaultive, or self-stimulator behaviors. | Adapted from Positive Interventions for Serious Behavior Problems, by D. Browning-Wright et al. (1998). Published by the California Department of Education. Sacramento: CA. 34

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September 21	Functional Assessment: Behavior Rating Scales Interviews	Required Readings Browning-Wijth & Caffersta (2007), Sections 5 d Cummings, Brock, & Pascolo (2003) O'Neill et al. (2015), pp 14-0 Recommended Readings Chandler & Dahlquist (2015), Chapter 3 (pp. 61-70 Steege & Watton (2009), Chapter 7
September 28	Functional Assessment: Observation techniques Establishing a baseline Hypothesis Testing	Fieldwork: Identify FBA-BIP case study Required Readingsh & Caffersta (2007), Section 3 • O'Neill et al. (2015), pp. 41-55. Recommended Reading • Chandler & Dahloust (2015), Chapter 3 (pp. 70-85) • Steege & Watson (2009), Chapter 8
October 5	Functional Assessment: Writing the FBA Case Conferences	Fieldwork: Conduct teacher (and optional parent) interview(s)
	Case Conferences	die Lati