


Functional Assessment of Behavior
EDS 240
Indirect Assessment:
Behavior Rating Scales & Interviews

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Fieldwork

✦ Everyone should have identified their FBA case study by next week at the latest.

Conducting the Functional Assessment:
Three general approaches

✦ **Indirect Assessment**

- ◆ Ask

✦ Direct/Descriptive Assessment

- ◆ Observe

✦ Functional or Experimental Analysis

- ◆ Test

Conducting the Functional Assessment:
Three general approaches

✧ **Indirect Assessment (Ask)**

- ◆ Quick and easy, but data sources can be subjective.
 - 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)**

- ◆ 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 behaviors might produce the same consequences as the problem behavior? (Replacement Behavior)
 - What is the behavior intervention history and what does it tell us about the problem behavior?

Rating Scales

✧ **Analysis of Sensory Behavior Inventory - Revised**

- ◆ © 1994 by Kimble Morton and Shiela Wolford
- ◆ Printed by Skills with Occupational Therapy
 P.O. Box 1785
 Arcadia, CA 91077-1785

✧ ***Communicative Behaviors Checklist***

- ◆ O'Neill et al. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole.

Rating Scales

- ✱ Setting Events Checklist
 - ◆ Gardner et al. (1986). Reducing aggression in individuals with developmental disabilities: An expanded stimulus control, assessment, and intervention model. *Education and Training in Mental Retardation*, 21, 7.
- ✱ Problem Behavior Questionnaire
 - ◆ Lewis et al. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115.

Rating Scales

- ✱ Functional Analysis Screening Tool
 - ◆ The Florida Center on Self-Injury. (2002).
- ✱ The Motivation Assessment Scale
 - ◆ Adapted from:
Durand, V. M., & Crimmins, D. B. (1988). Identifying the variables maintaining self-injurious behavior. *Journal of Autism and Developmental Disorders*, 18, 99-107.
- ✱ ABC Checklist
 - ◆ created by Kelly Dunlap, School Psychologist

Functional Assessment Interview

- ✱ Used to develop hypotheses or summary statements about the distant and immediate antecedents, and the immediate and/or contingent consequences related to the occurrence of a challenging behavior. It involves the following steps/tasks:
 1. Identify/Confirm the target (problem) behavior(s).
 - Be sure to write behavioral definitions.
 2. Obtain information on the behavior's history.
 - See supplementary interview form
 - This is where you identify the individual variables
 3. Identify the consequences of the target behavior.

Functional Assessment Interview

4. Identify the replacement (more acceptable and adaptive) behavior(s).
 - Be sure to write behavioral definitions.
5. Identify the consequences of the replacement behavior (if it is currently displayed).
 - What are the typical consequences?
6. Identify antecedents (both EOs and DSs) for **both** target and replacement behaviors.

Activity

- ✦ Use the Functional Assessment Interview form to interview a “teacher” about a student’s (“Jon”) challenging behavior.

Establishing Operations Checklist

- ✦ Origins of the Checklist
 - Gardner
 - Luiselli
- ✦ Who completes the Checklist
- ✦ How to complete the Checklist
- ✦ Major elements of the Checklist
- ✦ An example

Establishing Operations Checklist

Establishing Operations Checklist^a

Student: _____ Date: _____

Name of Rater: _____

Description of problem behavior: _____

Instructions: Consider the events listed below. Does the occurrence of these factors or events increase the likelihood of the problem behavior (listed above) occurring? If so check the "Possibly Related," or "Definitely Related" box as appropriate. If the event does not appear to have an effect on the problem behavior, check the "No Relationship" box. If the item is not applicable to this child then write "N/A."

Establishing Operations Checklist

Variable	Relationship to Problem Behavior		
	No Relationship	Possibly Related	Definitely Related
Places			
Changes in the classroom environment.			
Changes in the school environment (outside of the classroom).			
Changes in the home environment.			
Changes in the neighborhood.			
People			
Presence or absence of specific people (adults and/or children) at home.			
Presence or absence of specific people (adults and/or children) at school.			
Peer interactions at school (e.g., praised or teased)			
Peer interactions away from school (e.g., praised or teased)			
Adult interactions at school (e.g., praised or disciplined)			
Adult interactions away from school (e.g., praised or disciplined)			
Behavior of others (e.g., level of assistance, attention, directions, misbehavior of classmates)			
Tasks			
Curriculum (e.g., change s, level of difficulty, amount of work)			
Activities (e.g., level of structure, self-help, motor, small group, novelty, predictability, choice, preference)			

Establishing Operations Checklist

Scheduling/Routines				
Changes in eating routines and/or diet (e.g., amount, timing, type)				
Changes in school or classroom routine.				
Changes in exercise routines (e.g., sports involvement, PE class)				
Changes in sleep routines (e.g., amount, schedule)				
Time of day (e.g., more likely to occur during the morning vs. afternoon)				
Physical				
Health conditions (e.g., allergies, asthma, inner ear infection, injury)				
Activity level (e.g., increases or decreases, type)				
Medication (e.g., change s in amount or type, missed, overprescription, caffeine)				
Sensory stimulation (e.g., auditory, visual, tactile, odors)				
Emotional				
Emotional state (e.g., anger, frustration, excitement)				
Class Event				
Special occasion (e.g., birthday, 1st day)				
Communication				
Difficulty understanding directions (e.g., hearing and hearing aid)				
Difficulty expressing needs (e.g., communication devices unavailable)				
Other				
Other event (Please list, underline, or initial above)				
Other event (Please list, underline, or initial above)				
Other event (Please list, underline, or initial above)				
Other event (Please list, underline, or initial above)				

Establishing Operations Checklist: Eric

Variable	Relationship to Problem Behavior		
	No Relationship	Probably Related	Definitely Related
Places			
Changes in the classroom environment.			
Changes in the school environment (outside of the classroom).			
Changes in the home environment.			
Changes in the neighborhood.			
People			
Presence or absence of specific people (adults and/or children) at home.			
Presence or absence of specific people (adults and/or children) at school.			
Peer interactions at school (e.g., praised or teased).			
Peer interactions away from school (e.g., praised or teased).			
Adult interactions at school (e.g., praised or disciplined).			
Adult interactions away from school (e.g., praised or disciplined).			
Behavior of others (e.g., level of assistance, attention, directions, misbehavior of classmates).			
Tasks			
Curriculum (e.g., changes, level of difficulty, amount of work).			
Activities (e.g., level of structure, self-help, motor, small group, novelty, predictability, choice, preference).			X (teacher)

Establishing Operations Checklist: Eric

Scheduling/Routines			
Changes in waking routines and/or diet (e.g., amount, variety, type).			
Changes in school or classroom routines.			
Changes in exercise routines (e.g., sports activities, PE class).			
Changes in sleep routines (e.g., amount, schedule).			X (parent)
Time of day (e.g., more likely to occur during the morning vs. afternoon).			
Physical			
Health conditions (e.g., allergies, asthma, inner ear infections, injury).			
Activity level (e.g., increases or decreases, type).			
Medications (e.g., changes in amount or type, missed administration, efficacy).			
Sensory stimulation (e.g., auditory, visual, tactile, olfactory).			
Emotional			
Emotional state (e.g., anger, frustration, excitement).			X (parent & teacher)
Class Event			
Special occasion (e.g., birthday, holiday).			
Communication			
Difficulty understanding direction (e.g., listening and feedback).			
Inability to express needs (e.g., communication devices unavailable).			
Other			
Other event (Please list anything not included above): Eric has had a urinary tract infection			X (parent)
Other event (Please list anything not included above):			
Other event (Please list anything not included above):			
Other event (Please list anything not included above):			

Establishing Operations Interview

- ✱ Purpose of the Interview
- ✱ Who is involved in the Interview
- ✱ How to conduct the Interview
- ✱ An example

Establishing Operations Interview: Eric

Establishing Operations Interview Form

Student: Eric S. Date: March 6, 2003
 Interviewer: Christa Cummings Informant: Parent/Teacher

Description of problem behavior: Crumples paper, refuses to work, sometimes runs out of the classroom.

Instructions to the interviewer: Making use of the *Establishing Operations Checklist*, identify establishing operations that the informant(s) has/have indicated as being "possibly" or "definitely" related to the problem behavior. These are behaviors or events that may occur the evening before or the morning of the problem behavior's occurrence and may increase the student's need (or motivation) to display the behavior. Check the box or boxes on this interview form that correspond to those establishing operations indicated on the *Checklist*. Conduct an interview in those areas.

Establishing Operations Checklist: Eric

Variable	Relationship to Problem Behavior		
	No Relationship	Possibly Related	Definitely Related
Places			
Changes in the classroom environment.			
Changes in the school environment (outside of the classroom).			
Changes in the home environment.			
Changes in the neighborhood.			
People			
Presence or absence of specific people (adults and/or children) at home.			
Presence or absence of specific people (adults and/or children) at school.			
Peer interactions at school (e.g., praised or teased)			
Peer interactions away from school (e.g., praised or teased)			
Adult interactions at school (e.g., praised or disciplined)			
Adult interactions away from school (e.g., praised or disciplined)			
Behavior of others (e.g., level of assistance, attention, directions, misbehavior of classmates)			
Tasks			
Curriculum (e.g., changes, level of difficulty, amount of work)			
Activities (e.g., level of structure, self-help, motor, small group, novelty, predictability, choice, preference)			X (teacher)

Establishing Operations Interview: Eric

Tasks
Tell me about any tasks, activities, or instruction styles that may increase the likelihood of the problem behavior occurring. Check the appropriate boxes and write specific comments below.

	Probably	Possibly	Definitely
Self-help			
Workbooks			
Activities			X
Small group			
Individual			X
Independent			
Behavioral control systems			X
Behavioral control systems			
Workbooks			
Choice Opportunity to participate			
Presence of significant others			
Practical			X
Non-practical/demanding			
Difficult/demanding			
Non-demanding			
Novel			
Predictable			X
Long			
Predictable (when, when, when)			
Number of significant others			X
Time limit			
Clear visual presentation			
Complexity			
Alternative computer task available			

Describe in detail any tasks, activities, or instruction styles that may have an effect on the student's problem behavior. Whenever Eric is asked to complete any independent seatwork/writing activity, he is especially likely to crumple up his workbooks. This is especially true when he is told to complete tasks that are relatively long. He really dislikes writing.

Establishing Operations Checklist: Eric

Scheduling/Routines			
Changes in eating routines and/or diet (e.g., amount, timing, type)			
Changes in school or classroom routine			
Changes in exercise routine (e.g., sports involvement, PE class)			
Changes in sleep routine (e.g., amount, schedule)			X (Parent)
Time of day (e.g., most likely to occur during the morning or afternoon)			
Physical			
Health conditions (e.g., allergies, asthma, mood or infection, injury)			
Activity level (e.g., increases or decreases, type)			
Medication (e.g., changes in amount or type, missed, overmedication, sufficient)			
Sensory stimulation (e.g., auditory, visual, tactile, olfactory)			
Emotions			
Emotional state (e.g., anger, frustration, excitement)			X (Parent & Teacher)
Crisis Event			
Special occasion (e.g., birthday, holiday)			
Communication			
Difficulty understanding directions (e.g., hearing and hearing aid)			
Inability to express needs (e.g., communication devices unavailable)			
Other			
Other event (Please list anything not included above)			X (Parent)
Eric has had enough coffee			
Other event (Please list anything not included above)			
Other event (Please list anything not included above)			

Establishing Operations Interview: Eric

Scheduling/Routines
Tell me about any schedule or daily routine characteristics, including eating and sleeping patterns that may increase the likelihood of the problem behavior occurring (Check the appropriate boxes and write specific comments below).

	No Relationship	Weak Relationship	Strong Relationship
Changes in transportation routes			
Changes in times of transportation			
Changes in exercise routine (sports involvement, PE class)			
Changes in diet			
Changes in eating routine (regular meal times missed or changed)			
New/unfamiliar food types			
Went to bed early or woke late (too much sleep)			
Woke up late or awoke early (too little sleep)			X
Missed a nap			
Required to take a nap			
Amount of free play time			
Typical activities missed			
Uncharacteristic events occurred			
Schedule disruptions			
Suppression of social activities altered			
Time of day			
Before school			
After school			
After recess			
Lunch			
Afternoon			
After school			
Other (please specify) that doesn't			X

Describe in detail any scheduling and/or routine variations that may have an effect on the student's problem behavior. **Eric often has had enough coffee. Parents report that he often wakes up at night and tells them that he can't sleep because of the dreams. The following morning he is often very irritable.**

Establishing Operations Interview: Eric

Emotional
Tell me about any emotional or psychological factors/situations that may increase the likelihood of the problem behavior occurring (Check the appropriate boxes and write specific comments below).

	No Relationship	Weak Relationship	Strong Relationship
Informed of something disappointing			
Excited			
Agitated/angry			X (P & T)
In a bad mood			X (P & T)
Complained of feeling ill			
Tired			
Frustrated			
Excessively tired			
Excessively lethargic			
Unexperienced failure			
Experienced success			
Atypical reaction to discipline/reprimand			
Learned about a visit/vacation that will or will not occur			
Event occurred (e.g., death of loved one, illness of loved one)			
Special occasion (e.g., birthday, holiday, etc.)			

Describe in detail any psychological factors that may have an effect on the student's problem behavior.
Teacher Remarks
 "Comes to school with a scowl on his face, looks irritable, I can tell by the look on his face in the morning when he comes to school whether or not it will be a bad day."
Parent Remarks
 "Eric is very irritable when he has not had enough sleep"

Establishing Operations Hypothesis Testing Data Collection

Establishing Operations Hypothesis Testing Datasheet

Student: _____ Date: _____

Informant: _____

Description of Problem Behavior: _____

Instructions: This datasheet is used to test the hypothesis that variables identified by the Establishing Operations Checklist and/or Interview Form temporarily increase the need for the problem behavior's desired result (its function). From Establishing Operations Checklist and/or Interview Form data, list the establish operation(s) that were thought to be "possibly" or "definitely" related to the problem behavior. Then, during baseline data collection, indicate if any item on this checklist occurred the evening before (PM) or the morning of (AM) a specified school day. Place a checkmark in the appropriate box if the establishing operation occurred and if it did not occur leave the box blank. At the conclusion of the baseline data collection period correlate the data provided on this sheet with the frequency, duration, and/or severity baseline data to determine if there is a relationship between the hypothesized establishing operation(s) and occurrences of the problem behavior.

Establishing Operations Hypothesis Testing Data Collection: Eric

Suspected Establishing Operation	DATE									
	5-1		5-2		5-3		5-4		5-5	
	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM
Had a bad dream	X									
Did not get usual amount of sleep	X						X			
Appeared irritable		X						X		
Independent seat work		X		X		X		X		

Frequency of Problem behaviors	DATE				
	5-1	5-2	5-3	5-4	5-5
Crumples worksheets	4	3	2	4	1
Refusal to complete task	2	0	0	3	0
Runs out of classroom	1	0	0	0	0

Coming up next...

September 27	5. Functional Assessment <ul style="list-style-type: none"> • Observation techniques • Establishing a baseline • Hypothesis Testing 	<i>Fieldwork-Identify-FBA/BIP-case-study</i> Required Reading <ul style="list-style-type: none"> • Browning-Wright & Caffery (2007), Section 3 • O'Neill et al. (2015), pp. 41-53 Recommended Reading <ul style="list-style-type: none"> • Chandler & Dahlquist (2015), Chapter 3 (pp. 70-85) & 4 • Steege & Watson (2009), Chapter 8
October 4	6. Functional Assessment <ul style="list-style-type: none"> • Writing the FBA • Case Conferences 	<i>Fieldwork-Conduct-teacher-(and-optional-parent)-interviews</i>
October 11	7. Behavioral Intervention <ul style="list-style-type: none"> • Overview Quiz	<i>Fieldwork-Behavioral observations (establish a baseline)</i> Required Reading <ul style="list-style-type: none"> • Browning-Wright & Caffery (2007), Sections 7, 8, 9 • O'Neill et al. (2015), Chapters 3 & 4 Recommended Reading <ul style="list-style-type: none"> • Chandler & Dahlquist (2015), Chapters 6, 5, & 7 • Steege & Watson (2009), Chapters 10 & 11
