

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)
  - Indirect Assessment (ASP
  - 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?
      - 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 \* <u>Setting Events Checklist</u> • 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.

#### \* <u>Problem Behavior Questionnaire</u>

• Lewis et al. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostique*, 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:
  - 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 **<u>both</u>** 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**

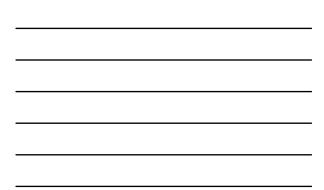
- \* Origins of the Checklist
  - Gardner
  - Luiselli
- Who completes the Checklist
- \* How to complete the Checklist
- Major elements of the Checklist
- An example

Esta		perations Checklist
-	***	++++++
	Establishin	ng Operations Checklist <sup>a</sup>
Student:		Date:
Name of Ra	iter:	
Description	of problem behavior:	
		elow. Does the occurrence of these factors or events increase
likelihood of		ed above) occurring? If so check the "Possibly Related, If the event does not appear to have an effect on the prob

tablishing Operati	0115		CK
Variable	Relati	onship to Pr Behavior	oblem
THE STORE	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 discipline	d)		
Adult interactions away from school (e.g., praised or disciplined)			
Behavior of others (e.g., level of assistance, attention,			
directions, misbehavior of classmates)			

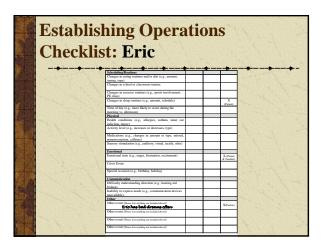


Estabil	shing Operations	
	01	Checklist
-++		
100 100 100 100 100 100 100 100 100 100	Changes in eating routines and/or diet (e.g., amount,	
Contraction of the second	timing, type)	
	Changes in school or classroom routine.	
	Changes in exercise routines (e.g., sports involvement,	
2010/10/10/2010/2010/2010	PE class)	
and the second states of the s	Changes in skeep routines (e.g., amount, schedule)	
and a second	Time of day (e.g., more likely to occur during the	
	normine vs. afternoon)	
and the second	Physical	
	Health conditions (e.g., allergies, asthma, inner ear	
	infection, injury)	
	Activity level (e.g., increases or dec reases, type)	
Service and the service of the	Medications (e.g., changes in amount or type, missed,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
2.12	nonrescription, caffeine)	
A CONTRACTOR OF CONTRACTOR	Sensory stimulation (e.g., anditory, visual, tactile, odor)	and the second second second
And the state of the	Emotional	
	Emotional state (e.g., anger, frustration, excitement)	
	Crisis Event	
a second and the second second	Crisis Event	and the second
	Special occasion (e.g., birthday, holiday)	
	Communication	
	Difficulty understanding direction (e.g., hearing aid	
CONTRACTOR AND	broken)	CONTRACTOR OF THE OWNER OF THE
100 Magazine (100 100 Mg 10 CO	Inability to express needs (e.g., communication devices unavailable).	LECTRON MALE STREET
		The state of the state of the state of the
A PERSONAL STREET, STRE		
	Other Other annual (its and its and its	
	Other Other event (Pissu Lit anything not included above):	
	Other event (Pisass Lie asything not included above):	
	Other event (Pisass Lie asything not included above):	



A CONTRACTOR STOCK	lishing Operat klist: Eric				
		Relatio	nship to P	roblem	
AND REALIZED AND REAL PROPERTY.	Variable		Behavior	1	210 653
		No Relationship	Possibly Related	Definitely Related	2857 N (200)
	Places				1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	Changes in the classroom environment.				1.9.9
	Changes in the school environment (outside of the classroom)				11.1
	Changes in the home environment.				
	Changes in the neighborhood.				
	People				ALL AND THE
	Presence or absence of specific people (adults and/or children) at home.				1000
-	Presence or absence of specific people (adults and/or children) at school				
	Peer interactions at school (e.g., praised or teased)				121.20
Carlos Carlos	Peer interactions away from school (e.g., praised or teased)				15.15
	Adult interactions at school (e.g., praised or disciplined)				12 11-
	Adult interactions away from school (e.g., praised or disciplined)				1.19
	Behavior of others (e.g., level of assistance, attention, directions, misbehavior of classmates)				16-20-35
	Tasks				CS STATE STATES
	Curriculum (e.g., changes, level of difficulty, amount of work)				
A Contraction of the	Activities (e.g., level of structure, self-help, motor, small group, novelty, predictability, choice, preference)			X (teacher)	ALL SIG





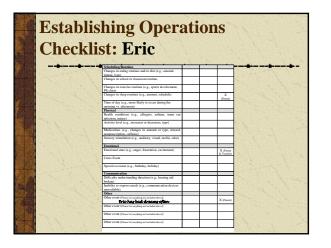
## **Establishing Operations Interview**

- **#** Purpose of the Interview
- **\*** Who is involved in the Interview
- **\*** How to conduct the Interview
- # An example

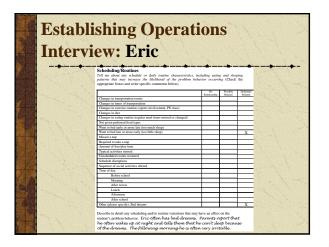
	Establishing Operations Interview: Eric
語語	Establishing Operations Interview Form
	Student:         Eric S.         Date:         March 6, 2003           Interviewer:         Christa Cummings         Informant:         Parent/Teacher
	Description of problem behavior: <u>Crumples paper, refuses to work</u> 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.

LStat	olishing Opera	101	IS		
Chec	klist: Eric				
-++	Variable	Relatio	onship to P Behavior	roblem	+
		No Relationship	Possibly Related	Definitely Related	
	Places	Kuannusaip	August	Kithitu	
	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				

	Intervie	Tasks				+
16 M	Constant and the second	Tell me about any tasks, activities, or instruction styles that may i problem behavior occurring (Check the amromiate boxes and write				
West St.	and the second of the					and the second second
ALC: NO. IS .	and the second sec		Na Relationship	Possibly Related	Definitely Related	
	10.00 B 10	Self-help	-			
the Berli	The second state of the second	Andenic	-			
	and the second sec	Non-academic Individual				
2 C 10 C 1		Individual Small eroup	_		x	
	ALL AND A DECK CONTRACTOR					
		Large group Indexendent	-	_	x	
Real of the	March 1971 C. 1976 Street Street	Constative	-		Λ	
100		Required motor response	-	-	x	
1000		Required motor response Required yorbal response	-		Λ	
120 200		Materials (none, shared, individual)	-	_		
and some states	Contraction and Contraction Contraction	Active Opportunity to participate	-	-	-	
	A STREET A STREET ST	Passive Lacks opportantly to participate	-	_		
		Preferred	-	_	-	
		Non-parlemed dotmoine	-	-	x	
E	STATISTICS STATISTICS	Diffculty Demodine			~	
10 C 10 C 1		EasyNon demanding	-			
100	10100100000000000000000000000000000000	Novel				
201 2 4		Familiar Rourine				
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A MARCHINE	A CONTRACTOR AND A CONTRACT	Short				
12610		Predictability (what, when, with whom)				
1971 P		Number of nequined responses			X	
and the second second	CONTRACTOR AND A CARLON	Fast paced presentations				
1000	Contraction of the second s	Slow paced presentations				
and the second second	and the second	Control/choice present				
1990 C	The second of the second second second	Attractive competing tasks available				
	1.11	Describe in detail any taolo, activities, or instruction styles that stadem's problem behavior. Whenever Eric is asked independent seaturork writing activity, he is crunnple of his workfuelts. This is especially to complete tasks that are relatively longs. He ree	especiali ue when i	mplete y likely re is ask	to- to-	



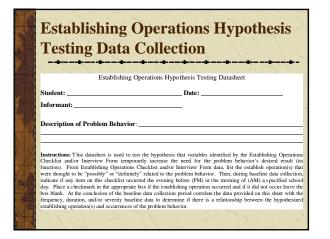


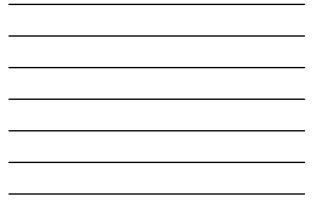




的依	STED AVERAGE ST		20000000	19230	8112	1016-2003
	Estab	olishing Operat	tions			
	Inter	view: Eric				
	-	Emotional Tell me about any emotional or psychological factors/states the problem behavior occurring (Check the appropriate bu below).				•
	22010319962		No	Possibly	Definitely	
		Informed of something disappointing	Relationship	Related	Related	
	N. C. S. L. C.	Excited				
		Agitated/angry			X(P & T)	
	a_334/19/29/19/19	In a bad mood			X(P & T)	
	10.34 B. 10.00 D. 100	Complained of feeling ill			74(1 (2 1)	
		Calm				
	12.16 12.10 1.12.11	Enistrated				
	S. C. S. S. D. C. A. S.	Excessively tired			-	
	12000000000	Excessively lethargic			-	
	1.28 1.28 2.1.29	Experienced failure				
	CONTACT STATE	Experienced success				
	101000000000000000000000000000000000000	Atypical reaction to discipline/reprimand				
		Learned about a visit/vacation that will or will not occur			+	
	Contraction of the second	Crisis event (e.g., death of loved one, illness of loved one)				
50 C		Special occasion (e.g., birthday, holiday, etc.)				
		Describe in detail any psychological factors that may have an behavior. Teacher Remarks "Comes to school with a scowl on his face, lo the look on his face in the morning when he	oks irritable, 1	! can tel	lby	
S 4 1 1	and the second second	or not it will be a bad day."				
e de las	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Parent Remarks				
10	Strap Strap	"Eric is very irritable when he has not had e	nougn sleep"			







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						DA	TE				
	Suspected Establishing Operation		-1		-2	5		5			-5
		PM	AM	PM	AM	PM	AM	PM	AM	PM	AM
	Had a bad dream	х									
	Did not get usual amount of sleep	х						х			
	Appeared irritable		х						х		
	Independent seat work		х		х		х		х		
		1.4.1	2457	27963	1000	5124	a sam			1	37275
	a second s				1	D/	TE			4	
	Frequency of Problem behaviors	5	-1	5	-2		-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



