

Solving a Range of Problems Using Functional Behavior Assessment

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Functional assessment is a process for identifying the events that reliably predict and maintain problem behavior

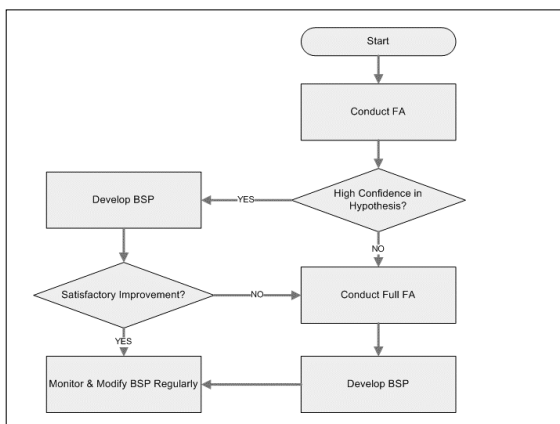
- What important role can you play in the process?
- How can you make use of related problem solving methods and the concept of function when solving daily problems? (disrespect, non-compliance, aggression, absences, and staff issues regarding the handling of problem behaviors)

“How’s that working for you?”

Overview of FBA

Yet more importantly....

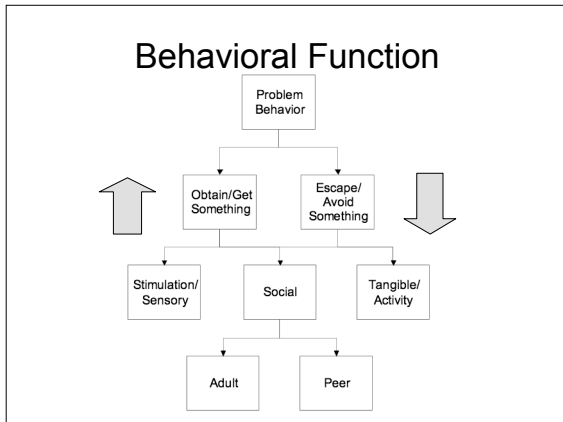
Help improve how it is working for you...
How problem solving process can be used in day to day



When has FBA been done?

1. Clear & measurable definition of problem behaviors.
2. Complete testable hypothesis or summary statement is provided.
 - Statement of function (purpose) of behavior
3. Data (direct observation) to confirm testable hypothesis.
4. Behavior intervention plan based on testable hypothesis
 - Contextually appropriate supports for accurate implementation

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- ### ABOUT FBA
- More successful in reducing problem behavior and increasing desired behavior
 - Interventions are not new, but linked to behavioral function (March & Horner, 2002)
 - More efficient and effective than focusing on the topography or characteristics of a problem behavior (Gresham, 2004)
 - Intervening at early warning signs

- ### Practical Applications
- High Intensity Low Frequency Problems
 - Behavior that an individual does not do often or under very predictable circumstances
 - Low Intensity High Frequency Problems
 - Minor infractions that rarely are referred to evaluation or SIT teams.
 - Talking, minor disruptions, etc.

- ### Some intervention examples
- Self management
 - Token economy
 - Shifting adult attention from inappropriate behavior to appropriate behavior
 - Providing a break contingent upon engagement
 - Keep them **simple!**

- ### Functional Assessment places problem behavior in “context”
- Behavior –
 - defined in observable terms
 - Predictors/Controlling Antecedent Stimuli
 - cues, situations, events that set off (trigger) behavior
 - Maintaining Consequences
 - what a person gets/avoids that keeps behavior recurring
 - Setting Events/Establishing Operations
 - conditions, events that “set a person up” for problem behavior when a “triggering” cue/event occurs
 - operate by changing the value of consequences

- ### Example
- Mike screams and hits his head when approached by his peers Sue or Beth. When he screams, Sue and Beth move away and leave Mike alone. This is more likely if Mike is tired.
 - Problem Behavior:
 - Antecedent Event (Trigger):
 - Maintaining Consequence:
 - Possible Setting Event:

Write an hypothesis statement

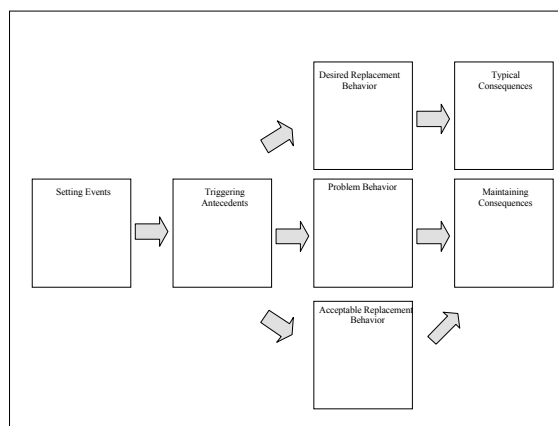
- 4 2 1 3
- Setting Event --> Antecedent --> Problem Behavior --> Maintaining Consequence
- Tired --> Approached by Sue/Beth --> scream hit head --> Avoid Sue/Beth

Use “Competing Behavior Analysis” to build possible elements of behavior support plan

- Competing Behavior Analysis
 - Begin with FA hypothesis statement
 - Define “desired behavior”
 - Define “alternative behavior”
- Given Competing Paths Identify:
 - How to make problem behavior **irrelevant**
 - manipulate setting events and antecedents
 - How to make problem behavior **inefficient**
 - manipulate teaching of new skills
 - How to make problem behavior **ineffective**
 - manipulate consequences

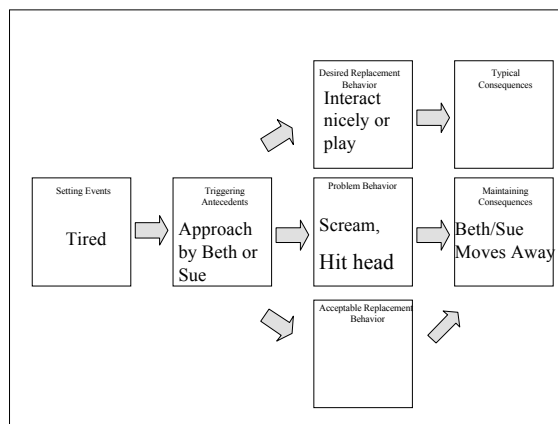
Competing Behaviors

- Desired behavior - “what do I want the person to do?”
 - typically, has a maintaining consequence that is different than consequence for problem behavior
 - may be a “long-term goal”
- Alternative behavior - “what is an acceptable alternative I can live with?”
 - must produce the same consequence as problem behavior (or “close enough”)
 - may be a short-term solution



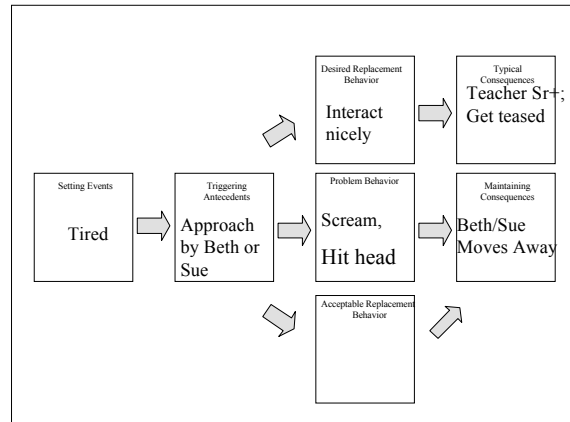
Identify the “Desired Behavior”

- The desired behavior is the behavior you want the student to perform given the stimulus condition.
- Examples
 - Given seat work task --> work quietly
 - Given teacher request --> initiate compliance
 - Given taunt from peer --> turn and walk away
 - Given peer social initiation --> ??????



Define the Consequence Typically Associated with Desired Behavior

- What generally follows performance of the desired behavior
 - Ignored?
 - Praised?
 - Access to new activity?
 - Access to social contact?
 - Error correction?
- Consider the typical consequence from the perspective of the person/student



Identify the “Replacement” Behavior

- An appropriate Replacement Behavior:
 - Serves the same function as the problem behavior
 - The replacement behavior is a member of the same response class as the problem behavior
 - Is as, or more efficient than the problem behavior
 - physical effort, schedule of reinforcement, time to reinforcement
 - Is socially acceptable

Which of the Following are Appropriate Replacement Behaviors

- Howard is nine and cries when asked to do difficult tasks. The crying is maintained by avoiding or escaping the tasks.
- Possible Replacement Behaviors:
 - More rewards for doing tasks
 - Asking for a break from tasks
 - Asking to do something other than the tasks
 - Requesting adult attention
 - Asking to have soda after tasks are done

Which of the Following are Appropriate Replacement Behaviors

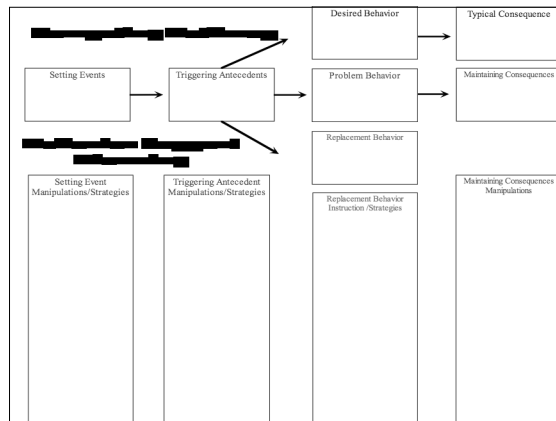
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Which of the Following are Appropriate Replacement Behaviors

- Mary is 12, has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by adult attention.
- Which is the best Replacement Behavior
 - hide under her desk and be ignored
 - sign for “more” to another student
 - take completed work up to show the teacher
 - move to sit by another student

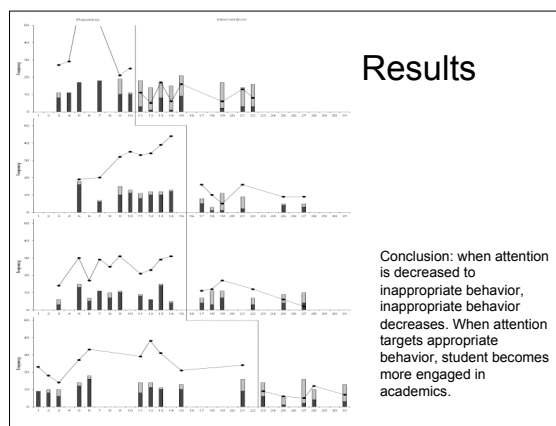
Which of the Following are Appropriate Replacement Behaviors

- Mary is 12, has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by adult attention during work periods.
- Which is the best Replacement Behavior
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 - sign for “more” to another student
 - take completed work up to show the teacher
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Example

- 2nd grade male, non-responsive to classroom-level positive behavior supports and school-based behavior interventions.
- FBA conducted to identify consequences and causes for problem behavior
- Adult attention (reprimands most frequently) followed problem behavior
- Intervention included using praise for appropriate behavior, ticket for school reward system, and redirects and planned ignoring for inappropriate behavior.



Overall Takeaways

- Teach about behavior and environment
- Integrate:
 - Brief Conversations
 - IEP MEETINGS
 - Informal Student Debriefings
- Adopt an interview form and set of procedures to make the process work for you (your district / school)

References & Resources

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