

FUNCTIONAL BEHAVIORAL ASSESSMENT: IDENTIFYING THE REASONS FOR PROBLEM BEHAVIOR AND DEVELOPING A BEHAVIOR PLAN

CHALLENGE

- **Media:** Ms. Rollison's second year of teaching started off well. She encountered few behavioral problems, and she easily handled those that did occur. That is, she encountered few problems until December, when a new student named Joseph joined her class. Joseph makes smart-aleck remarks, is rude, and teases his classmates. Sometimes he makes disruptive comments when Ms. Rollison calls on him in class. At other times, he makes fun of his fellow students' responses. Ms. Rollison isn't happy about the atmosphere that Joseph is creating in her classroom. She's tried some of the behavioral interventions she learned last year, but they are not working. She wonders what else she can do to stop Joseph's behavior. (movie)

INITIAL THOUGHTS

- What should Ms. Rollison know about behavior in order to help Joseph?
- How can Ms. Rollison determine why Joseph behaves the way he does?
- What can Ms. Rollison do to modify Joseph's behavior?
- How will Ms. Rollison know whether the intervention is successful?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
- Identify the function of problem behaviors
- Design individual behavior plans based on the functions of problem behaviors
- Implement and evaluate individualized behavior plans

Page 1: Understanding Behavior

- Dajè, Dawson, and Cheralynn (boxes)
- A-B-C model (bulleted list)
- Dajè, Dawson, and Cheralynn and the A-B-C model (Graphic and table)
- **Activity:** Identify the A-B-C pattern in Nathan's situation (box with buttons)

Page 2: Learning Key Behavior Principles

- Types of consequences (bulleted list)
- Positive Reinforcement
 - "Positive Reinforcement" comic strip
- Negative Reinforcement
 - "Negative Reinforcement" comic strip
- FYI (box with bulleted list)
- Positive Punishment
 - "Positive Punishment" comic strip
- Negative Punishment
 - "Negative Punishment" comic strip

- Extinction
 - “Extinction” comic strip
 - Extinction is often difficult to use on its own in a classroom because it... (bulleted list)
- **Activity:** Work through all the behavior principles (box with buttons)

🎧 Page 3: Applying Behavior Principles

- Dajè, Dawson, and Cheralynn and the A-B-C model (Graphic and table)
- **Media:** Kathleen Lane discusses Dajè’s case (audio)
- **Media:** Kathleen Lane discusses Dawson’s case (audio)
- **Media:** Kathleen Lane discusses Cheralynn’s case (audio)
- FYI (box)
- **Activity:** Consider the following scenarios and identify which behavior principle has been applied (box with buttons)

🎧 Page 4: Learning Goals

- A functional behavioral assessment (FBA) should be considered when... (bulleted list)
- *Link:* “behavior analyst” (definition)
- FBA process (graphic with numbered list)
- FYI (box with bulleted list and link)
 - *Link:* “multi-tiered systems of support” (definition)

🎧 Page 5: Identify and Define Problem and Replacement Behaviors

- The first step in the FBA process is to identify and define the problem behavior
 - Problem behavior and replacement behavior (table)
 - Poorly defined v. clearly defined (table)
- *Link:* “nonexample” (definition)
- David’s problem and replacement behaviors (graphic)
- **Activity:** Help to identify and define Joseph’s problem and replacement behaviors (box with link)
 - *Link:* Feedback

🎧 Page 6: Collect Data: Interviews and Rating Scales

- The second step in the FBA process is to collect data
 - This information can help Ms. Rollison to... (bulleted list)
- Interviews (bulleted list)
 - *Link:* Student interview
 - *Link:* Teacher interview
 - *Link:* Parent interview
- Rating Scales
 - *Link:* Teacher rating form
 - *Link:* Student rating form

🎧 Page 7: Collect Data: Direct Observations

- Direct observation can be used to (bulleted list and link)
 - *Link:* “baseline data” (definition)
- Conducting an A-B-C analysis
 - *Link:* David’s A-B-C analysis results
- **Media:** Kathleen Lane conducts an A-B-C analysis, explaining each step and demonstrating how to fill out the recording form (movie)

- *Link:* Cameron's A-B-C analysis form
- **Activity:** Use the accompanying form to conduct an A-B-C analysis of Joseph's behavior (box with movie and links)
 - *Link:* A-B-C analysis form
 - *Link:* Joseph's completed A-B-C analysis form
- Collecting Baseline Data
 - Duration, latency, event, interval (table with links)
 - *Link:* Student A's duration data
 - *Link:* Sample duration form (download)
 - *Link:* Student B's latency data
 - *Link:* Sample latency form (download)
 - *Link:* Student C's event data
 - *Link:* Sample frequency form (download)
 - *Link:* Student D's interval data
 - *Link:* Sample interval form (download)
- *Link:* David's duration data
- FYI (box)
- **Activity:** Identify and define Joseph's target and replacement behaviors (box with buttons)

Page 8: Identify the Function of the Behavior

- When they consider David and Joseph... (bulleted list)
- *Link:* Download a functional assessment matrix form
- **Media:** Listen to Kathleen Lane discuss in greater detail the matrix and its uses (audio)
- **Media:** Watch and listen as Kathleen Lane talks about David's matrix (movie)
- *Link:* Download David's functional assessment matrix form
- FYI (box)
- **Activity:** Why do you think Joseph makes sarcastic, teasing comments during class? (box with media)
 - **Media:** Kathleen Lane discusses Joseph's matrix in more detail (audio)

Page 9: Design a Function-Based Intervention

- What type of intervention is needed? (bulleted list)
- Regardless of the type of intervention selected... (bulleted list)
- If > Then Use > Example (table with links)
 - *Link:* Details and an example of a skill-based intervention
 - *Link:* Details and an example of an antecedent-based intervention
 - *Link:* Details and an example of a consequence-based intervention
- An antecedent-based intervention for David (table)
- *Link:* David's function-based intervention plan
- Keep in Mind (box)
- **Activity:** Critique the S-team's behavior plan for Joseph (box with link)
 - *Link:* Feedback

Page 10: Maximize Intervention Success

- Three additional plan components that can help ensure success (bulleted list)
- Social Validity
 - To determine social validity... (bulleted list)
 - *Link:* Sample social validity questionnaire
- Implementation Fidelity
 - When planning to assess implementation fidelity... (bulleted list)
 - *Link:* Sample implementation fidelity checklist

- Generalization and Maintenance
 - o In order to support the generalization of a desired behavior or skill... (bulleted list)
 - o When planning for the maintenance of a desired behavior or skill... (bulleted list)

Page 11: Implement the Intervention

- *Link:* Collecting data on problem and replacement behaviors
- When they implement the intervention, teachers should... (bulleted list)
- FYI (box with bulleted list)

Page 12: Evaluate the Intervention

- The final step in the FBA process
- As they undertake their analysis, the team will determine... (bulleted list)
- *Link:* View David's intervention plan
- Keep in Mind (box with bulleted list)
- *Link:* View the teacher's implementation fidelity data for David's intervention
- FYI (box with bulleted list)
- **Activity:** Examine Joseph's data and answer the questions (box with media)
 - o **Media:** Kathleen Lane discusses Joseph's data in more detail (audio)

Page 13: References, Additional Resources and Information

ASSESSMENT

- Complete the items below (numbered questions)

WRAP UP

- **Media:** Summary of the module (movie)