

Quick FBA's

Why Identify Function?

Mann & Muscott (2005)

- Behavior occurs to meet a need
- It serves a valued purpose for the individual
- Effective interventions occur when function is identified & plan is guided by function of behavior
- Identifying function can help explain the motives for strange, angry, annoying, scary, unkind, avoidant behavior
- Allows us to see these children as *real human beings*

Functional assessment of behavior is defined as a systematic process for developing statements about the factors that contribute to the occurrence and maintenance of problem behavior, and more importantly, serve as the basis for developing proactive and comprehensive behavior support plans.

Functional assessment answers the question of why the child or adolescent *continues* to engage in problem behavior, rather than why (s)he exhibited the behavior the first time.

Functional assessment is used after other, more basic approaches (quick fixes, relationship building, positive & negative consequences, etc.) have been used without success.

Behavior IS often *predictable* depending on our understanding of the context in which the behavior occurs. It is often possible to identify reliable predictors and influence them to increase likelihood of positive behavior and decrease likelihood of problem behavior.

When you can predict, you can prevent

Through assessment of a *problem behavior pathway*, a hypothesis of the function of behavior is developed for each problem routine.

- Hypothesis may be surmised from minimal data or may require comprehensive data collection to gain agreement.

- Routine” is a sequence of behaviors that produce a socially important outcome.
- Define daily schedule (what is done, when)
- Identify parts of schedule most likely to be associated with problem behavior.
- Assess common elements of problem routines.

This can be a quick or lengthy process

Examples of Immediate

Antecedents or ‘Fast Triggers’

- Sudden change in routine
- Late activity
- Ignored by friend
- Social or Academic Corrections
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Teased by peers
- Physical injury
- Not called on when hand raised
- Transitions

Distant Setting Events

Slow Triggers

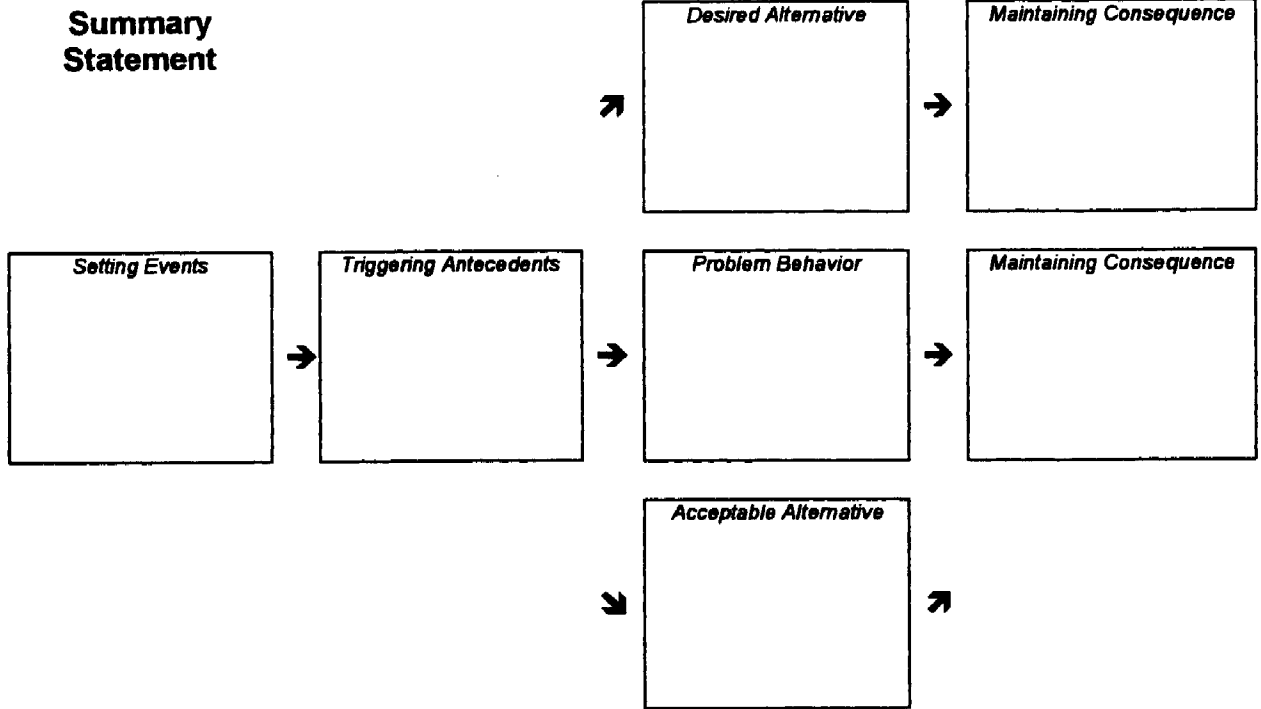
Distant Setting Events are unique situations or conditions which occur/exist at some point distant in time that *set the table* for immediate events to trigger problem behavior.

Distant Setting Events increase or decrease the likelihood that, given a particular immediate antecedent (trigger), a behavior will occur.

Distant setting events momentarily alter the likelihood of the problem behavior by changing the value of available consequences.

BEHAVIOR SUPPORT PLAN

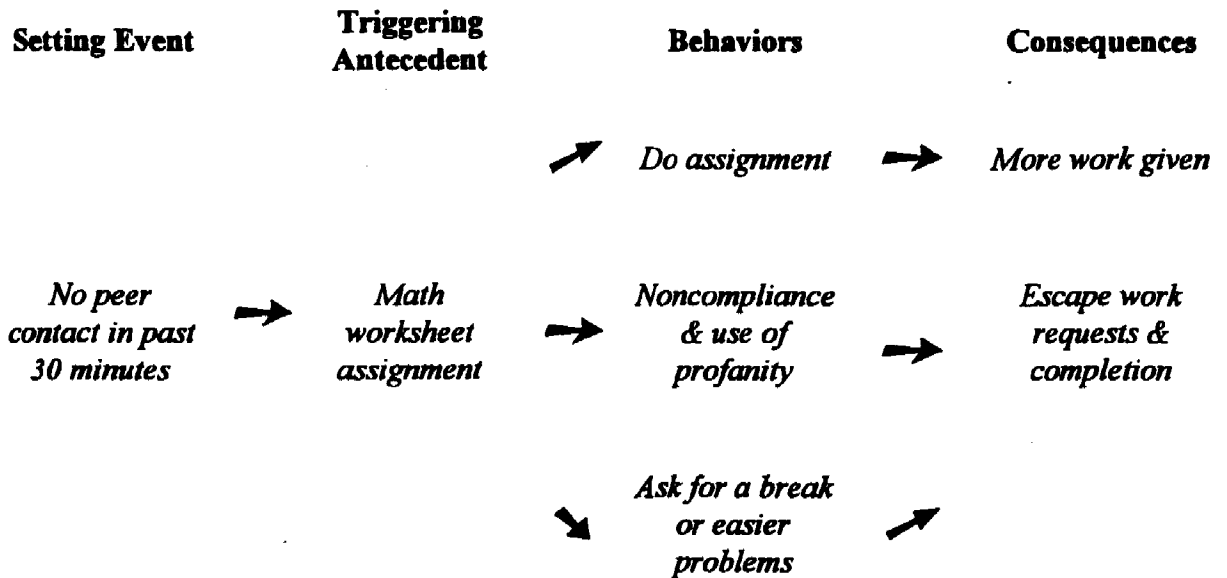
Student _____
Date _____



Behavior Support Planning

Setting Event Strategies	Antecedent Manipulations	Behavior Teaching Manipulations	Consequence Manipulations

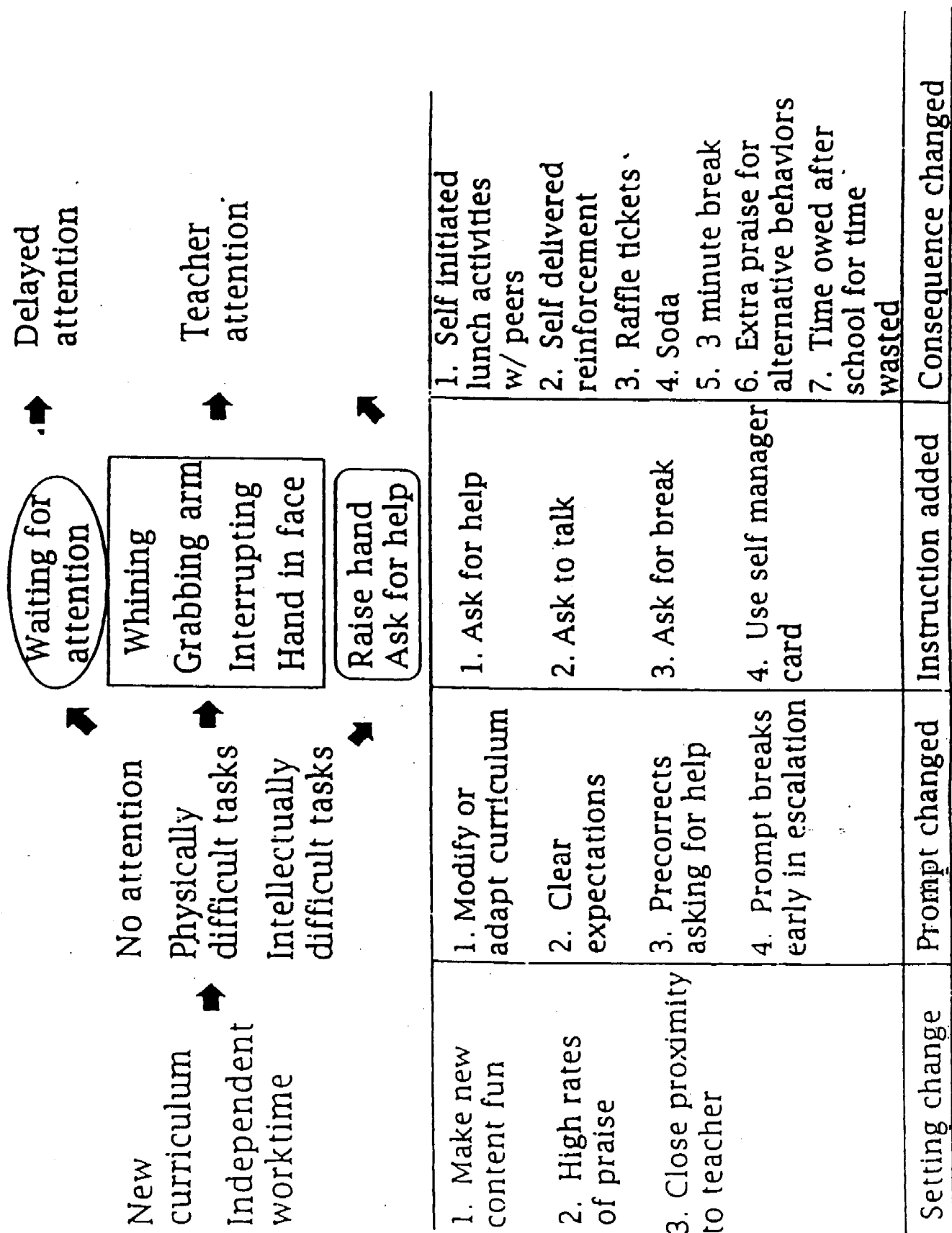
Competing Pathways Summary



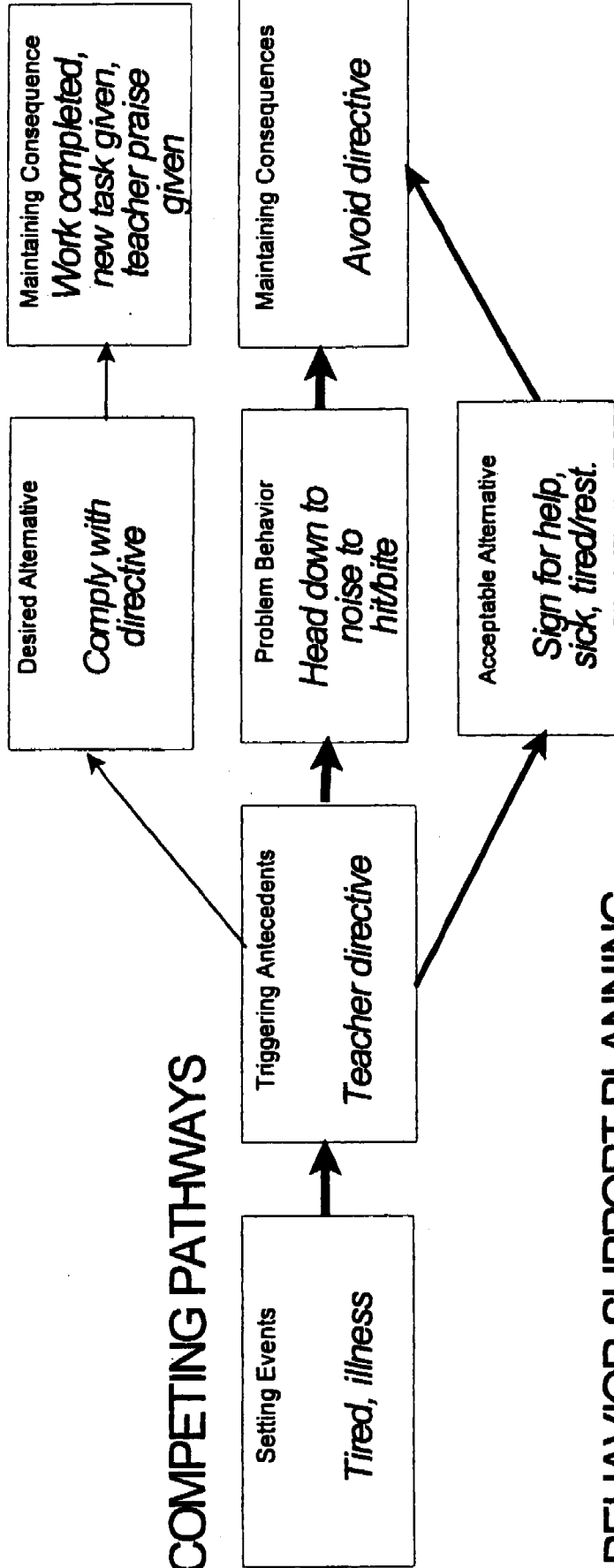
Strategies that Make the Problem Behavior Irrelevant, Ineffective, & Inefficient

<ul style="list-style-type: none"> • <i>Schedule independent work after a small group activity</i> 	<ul style="list-style-type: none"> • <i>Shorten independent assignment length</i> • <i>Work in small group</i> • <i>Decrease task difficulty</i> • <i>Have student do small amounts of work & bring to teacher so she gets attention for appropriate behavior</i> 	<ul style="list-style-type: none"> • <i>Teach student to request a break, assistance, etc.</i> 	<ul style="list-style-type: none"> • <i>If she is noncompliant or uses profanity, she is move to an isolated area of classroom</i> • <i>If she does a small amount of work, she can have a peer check it</i> • <i>If she asks for a break, etc. appropriately, she gets break and verbal praise</i>
Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

1. HYPOTHESIS #2 FOR FELIX



COMPETING PATHWAYS



BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations

- Rest at beginning of day
- Keep/send home
- Snack at beginning of day, mid morning, & mid afternoon

Antecedent Manipulations

- Eash task presented
- Change command format to choice
- Precede hard task with easy motor task

Behavior Teaching

- Teach signs
- Teach how to take "cool off"/break
- Practice compliance
- Teach to use words

Consequence Modifications

- Provide social attention
- Give frequent breaks for task completion
- Give token for compliance & appropriate choices