Learning Objectives

After this module, participants will be able to:

1. Articulate reasons why challenging behavior occurs through use of specific strategies
2. Describe a systematic approach to help understand challenging behaviors - A “Mini” or Basic Functional Behavior Assessment (B-FBA)
3. Have access to tools to help use data from the B-FBA for intervention planning using the PRISM process
About this Module

Part 1: Challenging Behavior 101
Part 2: Functional Behavior Assessment and Basic Functional Assessment

Part 3: Basic FBA Process
- Identify a behavior of concern
- Identify predictors in the environment
- Identify the function
- Teach a replacement behavior
- Change the environment to prevent behavior

Part 4: What’s Next – Using the PRISM process
Identifying the Need for an FBA

*Independence and Behavior Planning Flow Chart*

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.

**GOAL**

**Is the Goal related to an Interfering Behavior?**

**Yes**

If an FBA has been conducted review the findings and select intervention accordingly.

If an FBA has not been conducted or a new one is needed, review [FBA module](#) and select FBA as intervention.

**No**

Review “Linking Selected Goals to EBPs”

- Document any information about student and previous interventions (see back)
- Choose appropriate EBPs
- Choose which resources are relevant to selected EBPs
Target Audience

The information presented in this module can be applied to any student exhibiting challenging behavior. It is intended to support the following groups of people:

- Autism Team Members
- Family Members
- Special/General Education Teachers
- School Administrators
- Coaches and Trainers
Why do we need to attend to interfering behaviors?

Interfering or challenging behavior…

• disrupts learning of the student engaging in the behavior
• disruptive to the learning of other students
• often communicates that there’s a need that is not being met

If we replace the interfering behavior with a more effective behavior the student is more likely to be successful and ready to learn.
PART 1: WHY DO INTERFERING BEHAVIORS OCCUR?

Learning Objective 1
Our job is to understand what is being communicated and to teach new or pro-social ways to articulate that message.
# Examples of Interfering Behavior

**In the Classroom**

- Asking off topic questions about throughout class period
- Head in shirt throughout period
- Head in computer throughout period
- Calling out rather raising hand to ask question (i.e. not following class rules)
- Sleeping

**Across Settings**

- Running to window to stare at lawn mowing
- Not moving unless prompted
- Constantly dropping materials in the hallway
- Refusing to carry own materials
- Making disruptive noises
- “Backtalk” / Being rude
- Wandering

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**What is being communicated??**
Question: Application

Using the examples provided write down what you think could be the function or reason of the interfering behavior.

1. Is the purpose to “get” something?
2. Is the purpose to “escape” or “avoid” something?
3. How do you know?

Mona puts her head on her desk throughout the entire math period, almost every day.

Dan engages in making disruptive noises in the hallway and when in the cafeteria.
Mona puts her head on her desk throughout the entire math period, almost every day. She has a medical condition and experiences a "crash" at that time of day (OR) She is not interested in the class and avoids participating by taking a nap (OR) She gets attention from her teacher's frequent prompting (OR) ???

Dan engages in making disruptive noises in the hallway and when in the cafeteria. He is uncomfortable in loud settings and making noises helps him cope (OR) His peers may ignore him when he is disruptive and he is able to "avoid" social interactions (OR) He gets attention his classmates since the look at him or laugh (OR) ???

Using the examples provided write down what you think could be the function or reason of the interfering behavior.

1. Is the purpose to "get" something?
2. Is the purpose to "escape" or "avoid" something?
3. How do you know?

**Correct Response:**

We don’t have enough information to make our best guess.

All of these are possibilities, but we need to look at if there are any medical or other unique factors that may be happening first, then we will need to explore…

- what happened before the challenge behavior?
- what exactly does the target behavior look like?
- what happens after?

Continue on the next section to learn how do we systematically gather this type of information.
PART 2: BASIC AND COMPREHENSIVE FBA—WHAT’S THE DIFFERENCE?

Learning Objective 3
## Basic FBA vs Comprehensive FBA

<table>
<thead>
<tr>
<th></th>
<th>Basic FBA</th>
<th>Comprehensive FBA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For:</strong></td>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td><strong>What:</strong></td>
<td>Relatively <strong>simple</strong> and <strong>efficient</strong> process to guide behavior support planning</td>
<td><strong>Time-intensive</strong> and <strong>thorough</strong> process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
<tr>
<td>Conducted by whom:</td>
<td>School-based personnel (e.g., <strong>teachers, counselors, administrators</strong>)</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., <strong>school psychologists, behavior specialists</strong>)</td>
</tr>
</tbody>
</table>

*Adapted from Lollman, Brogmeier, Stickland-Cohen, & Horner, (2013)*
### We All Have a Role

<table>
<thead>
<tr>
<th></th>
<th>Student/Family</th>
<th>Teachers/Staff</th>
<th>School Specialist (autism specialist)</th>
<th>District Specialist (school psych., coach)</th>
<th>Behavior Analysts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASIC FBA</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level II: Comprehensive FBA</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Level III: Functional Analysis</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Adapted from Horner & Anderson (2007), Wisconsin PBIS Network
PART 3 : THE BASIC FBA PROCESS

Learning Objectives 2 and 3
Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?
Get the “FACTS”

Here are some tools you can use to gather and get the information you need:

• Functional Assessment Checklist for Teachers & Staff
• ABC (Antecedent/Behavior/Consequence) Observations
• Talk to teachers/staff/parents who see the same behavior in other settings to:

TIP: Have a plan and keep your information organized!
## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

**Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)**

**Student:**  
**Grade:**  
**Date:**  
**Staff Interviewed:**  
**Interviewers:**  

**Student Strengths:** Identify at least three strengths or contributions the student brings to school.

- Academic strengths -  
- Social/Recreational -  
- Other -  

**Routines Analysis:** Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td></td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2 3 4 5 6</td>
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<td></td>
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<tr>
<td>1</td>
<td>2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**List the Routines in order of Priority for Behavior Support:** Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

### Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

**Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)**

**Identify the Target Routine:** Select ONE of the prioritized routines from FACTS-Part A for assessment.

**Routine/Activities/Context:**

**Problem Behavior(s):** make description observable

**Antecedent(s):** Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

**Environmental Features (Rank order strongest 2):**

- a. large group instruction  
- b. small group work  
- c. independent work  
- d. unstructured time  
- e. transition  
- f. with peers  
- g. related to attention  

**Follow Up Questions - Get as Specific as Possible**

- If a, b, c, d, e, or f - Describe setting/activity/content in detail
- If g - What peers?
- If h - Describe

**Consequence(s):** Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. Ask follow-up questions to detail consequences ranked #1 & 2.

**Consequences/Function:**

- a. get adult attention  
- b. get peer attention  
- c. get preferred activity  
- d. get objects/money  
- e. get sensation  
- f. get other, describe

**Follow Up Questions - Get as Specific as Possible**

- If a, b, c, d, e, or f - Whose attention is obtained?
- If g, h, or i - How is the (positive or negative) attention provided?
- If j, k, or h - Describe specific task/activity/sensation avoided?

**Setting Event(s):** Rank Order any events that happen outside of the immediate routine (at home or earlier in the day) that commonly make problem behavior more likely or worse in the routine above.

- hunger  
- conflict at home  
- task too hard  
- task too easy  
- bored/w/TSt  
- task too long  
- physical demand  
- correction/reprimand  
- other, describe

**Summary of Behavior:**

**If behavior continues to occur in more than 2 routines, refer case to behavior specialist**
Knowing your “A-B-C’s”

- **Antecedents**
  - What happened prior to the occurrence of interfering behavior
  - What was the person doing?
  - Who else was there?

- **Behavior**
  - Describe what the behavior looks like
  - How long did it last?
  - How intense?

- **Consequence/reaction**
  - What happened after the behavior occurred?
  - Who responded?
  - What was said or done?
**ABC SAMPLE #1:** Observation card, print pocket size form to complete each time interfering behavior is observed

<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Context:**

**Trigger:**

**Behavior Problem:**

**Maintaining Consequence:**

**POSSIBLE FUNCTION:**

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Fox & Duda (2008)

**Does your district have specific ABC form?**
**A - B - C Recording Form**

Date: ___________  Student: _____________________  Behavior being tracked: ________________________

Time Started: ___________  Time Ended: ___________

<table>
<thead>
<tr>
<th><strong>Antecedent</strong></th>
<th><strong>Behavior</strong></th>
<th><strong>Consequences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific activity or event happened before the behavior?</td>
<td>What specifically did the student do or say?</td>
<td>What happened after or as a result of the behavior?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fox & Duda (2008)
**Example - Mona**

**A - B - C Recording Form**

**Date:** October 10  
**Student:** Mona  
**Behavior being tracked:** Not participating – head on desk

**Time Started:** 9:15  
**Time Ended:** 9:45

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell rang. M came in from hall where a teacher was asking her about homework due.</td>
<td>M came in. But down bag. Opened computer and did not look up.</td>
<td>Teacher asked M to put away computer during discussion.</td>
</tr>
<tr>
<td>M put away computer. Discussion continued. Discussion moved to M’s table.</td>
<td>M put her head on her desk.</td>
<td>Every student in M’s group was asked discussion question but not M.</td>
</tr>
<tr>
<td>Students working on group assignment.</td>
<td>M continued to keep her head on her desk the rest of the class period.</td>
<td>Other students did not engage M.</td>
</tr>
<tr>
<td>Describe Challenging Behavior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHAT HAPPENED BEFORE?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Told or asked to do something</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Changed or ended activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Removed an object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Object out of reach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Not a preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Playing alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Moved from one activity/location to another</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Told “No”, “Don’t”, “Stop”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Attention given to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Difficult task/activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHAT HAPPENED AFTER?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Given social attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Given an object/activity/food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Removed from activity or area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Ignored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Put in “time out”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Punished or scolded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Request or demand withdrawn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Request or demand delayed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Given assistance/help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PURPOSE OF BEHAVIOR:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Get or Obtain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Activity</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Attention</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Object</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Food</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Person</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Place</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Help</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Get Out Of or Avoid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Activity</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Attention</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Object</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Food</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Person</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Place</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Demand/Request</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Transition</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SETTING EVENTS/LIFESTYLE INFLUENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Hunger</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Absence of fun activities, toys</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Absence of a person</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sick</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Unexpected loss or change in activity/object</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Uncomfortable clothing</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Too hot or too cold</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Loud noise</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Lack of sleep</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Medication side effects</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Extreme change in routine</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LIST NOTES / COMMENTS / UNUSUAL EVENTS:**
Let’s TRY it!!

Now that we have information gathering plan in place, it’s time to get started.

As we work through this case study… think of a student you know who exhibit interfering behavior.

Student:____________________
Behavior:___________________
Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable

2. Identify predictors in the environment
   - Things that happen before and after

3. Identify the function
   - Why does that happen?

4. Teach a replacement behavior
   - What is appropriate way to get same function?

5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?
CASE EXAMPLE: Meet Ben

- Ben is a sophomore in High School
- Ben enjoys video and computer games
- Ben has two school friends who he met through a peer group. He socializes with them in school
- Ben does well in his classes especially when grades are based on tests and quizzes
- Ben’s parents are worried and teachers are frustrated with the number of questions (on topic and off topic) Ben asks during a class period.
Defining Behavior that is Concerning: Observable and Measurable

Be so clear in your definition that anyone could use it to act out the problem and it would look/sound just like it does in reality.

**Non-Examples**
- Hyperactive
- Aggressive
- Delinquent
- Psychotic
- Irresponsible
- Disrespectful
Examples of Observable and Measurable

- Out of seat 55% of the time during independent work time
- Hits with hands and kicks peers
- Takes materials that belong to others
- Arrives to class late 75% of the time

This step narrows down the behavior first noted into the priority setting. It is not redundant rather it is a revision and clarifying step.
Behavior – Ben asks too many questions during class

In conversation, two of Ben’s teachers guessed that he asked 15-20 questions in a class period

*Observable and Measurable:*

When data was taken in 2 classes:

<table>
<thead>
<tr>
<th></th>
<th>Physical Sciences</th>
<th></th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Topic Questions</td>
<td>31</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Off Topic Questions</td>
<td>15</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable

2. Identify predictors in the environment
   - Things that happen before and after

3. Identify the function
   - Why does that happen?

4. Teach a replacement behavior
   - What is appropriate way to get same function?

5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?
Predictors

Think about:

• Make a best guess on what predicts the behavior.  
  When is the behavior most likely to happen? (people, task, environment)  
  When is it least likely to happen?

• If you wanted to set the student off, what would you need to do?

• Factors that may predict behavior:
  • Setting events
  • Antecedents
  • Consequences
Setting Events

Setting events make triggers more likely to cause problem behavior. Sometimes known as a “slow trigger” setting events typically occur further away from the behavior of concern and may be more difficult to observe.

Example:
When Luke gets less than 5 hours of sleep the night before a test, he is more likely to cry and refuse to take the test when it is given to him English class.
Examples of Setting Events

Setting events can be thought of broader conditions that can impact behavior in more intense ways, or in ways that aren’t “typical”.

**Environmental**
(Things that impact student behavior but may not be under control of school)
- Neighborhood
- Quality of Life
- Interactions/Reactions
- Home Environment
- Level of Curriculum
- Instructional Arrangements

**Behavioral Learning Styles**
- Preferred Activities
- Length of Task
- Modality
- Multiple Intelligence
- Choice Making
- Skill Level

**Personal Factors**
- Medications
- Sleep
- Chronic Illness
- Nutrition
- Arousal
- Sensory Sensitivity
Antecedents / Triggers

• Antecedents are likely to trigger the student’s interfering behavior
• These are “events” that happen immediately before the challenging behavior occurs.
• May include environmental features, such as:
  - Task too hard
  - Task too boring
  - Too much demand
  - Large group instruction
  - Small group instruction
  - Unstructured time
  - Transition
  - Unexpected change
Consequence

• What OTHERS do after the behavior

• The ONE THING that happens IMMEDIATELY AFTER a behavior that makes the behavior more likely to happen again.

• Consequence is sometimes but not always “DISCIPLINE.”

TIP: Many times the term consequence is that of negative, when thinking about looking for patterns of behavior, it may be helpful to think about this term to mean “what happened after”
How predictors work together…

- **Setting events** set the stage for the behavior to occur
  - Adam had 2 hours of sleep night before
  - Jill has an ear infection
  - Randy hates English class
  - Tom’s mom and dad had a huge fight that morning

- **Antecedents** trigger the behavior
  - Adam was asked to do something hard for him
  - Jill doesn’t understand the assignment
  - Randy is put on the spot by his small group
  - Tom has a test

- **Consequences** increase/decrease likelihood behavior will occur again
  - Teacher lets Adam not finish task
  - No one helps Jill understand assignment
  - Randy’s group skips him
  - Tom suspended for not showing up for class
## Functional Assessment Checklist

**Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)**

**Student: Grade: Date:**

**Student Strengths:** Identify at least three strengths or contributions the student brings to school.

- **Academic strengths:**
- **Social/Recreational:**
- **Other:**

**Routines Analysis:** Where, when and with whom problem behaviors are most likely.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Low</strong> 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>High</strong> 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**List the Routines in order of Priority for Behavior Support:** Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routines identified.

<table>
<thead>
<tr>
<th>Routine # 1</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

**List of Behavior Interventions:**

**Summary of Behavior:**
# ABC Recording Form

Observer: ____________________________  Student: ____________________________

Setting (e.g., class #, gym, playground): ____________________________  Date: ____________________________

<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td>Got Sensation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Engaged in preferred activity</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Peer Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Task/Activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes:</td>
<td>Sensation Avoided</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Other/Notes:</td>
<td>Sensation Avoided</td>
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</tr>
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<td></td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Adult Attention Provided</td>
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<td></td>
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<td>Sensation Avoided</td>
<td></td>
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</tbody>
</table>
**A – B – C Recording Form**

Date: September 23  Student: Dan  Time Started: 11:15  Time Ended: 11:45

Behavior being tracked: Disruptive Noises in Lunchroom (hootings, buzzing)

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell rings. D exits class and enters noisy hallway.</td>
<td>D starts noises – gets lunch from locker, puts away notebook. Goes to bathroom.</td>
<td>D enters bathroom and stops making noises.</td>
</tr>
<tr>
<td>D leaves bathroom and enters hallway.</td>
<td>D starts noises until he gets to cafeteria.</td>
<td>D eats alone.</td>
</tr>
</tbody>
</table>

Fox & Duda (2008)
Ben -

Setting Events
• Being in class which doesn’t have a set and consistent structure
• Being in class which has a test or quiz coming up
• The weekend

Antecedents
• Teacher asks a question of the whole group
• Teacher asks a question of a student sitting close to Ben
• A transition to another activity (ex - from lecture to quiet reading)
Steps of the Basic FBA

1. Identify a behavior of concern
   • Define in a way that is observable
2. Identify predictors in the environment
   • Things that happen before and after
3. Identify the function
   • Why does that happen?
4. Teach a replacement behavior
   • What is appropriate way to get same function?
5. Change the environment to prevent behavior
   • What could make the problem not happen?
   • What consequences are functional?
Functions of Behavior

• Potential Functions
  • Get something (attention, tangible, event, etc.)
  • Avoid something (attention, event, person, etc.)
  • Self-stimulation (hair twirling, rocking, etc.)

• Not Functions
  • Power (not specific - all behavior is for power)
  • Control (not specific - all behavior is for control)
  • Didn’t take meds (antecedent - not a function)
  • Parents (not a function)
Some Common Functions

- To “get” something
  - Peer Attention
  - Adult Attention
  - Comfort
  - Food, drink
  - Stimulation/automatic reinforcement

- To “escape” or “avoid”
  - Attention
  - Discomfort
  - Transition
  - Difficult Task
  - Easy Task
  - Boring Task
  - Physical demands
  - Stimulation

Duda (2010)
Ben

Two of Ben’s teachers do the Functional Assessment Checklist and along with his parents decide that the function of Ben’s behavior is two-fold:

- To obtain clarification, information when he feels confused or uncertain
  - “What page are we on?”
  - “What do we do next?”

- To obtain comfort by getting others on a topic that is of interest to him (e.g. movies)
  - “What movie did you see this weekend?”
  - “Who is the star of The Godfather?”
Developing our Hypothesis Statements

Now that we have:

- Defined what the behavior is that we are targeting (what)
- We have collected information in an objective way to determine where/when/who triggers the target behaviors
- Have reviewed the information for patterns
- We have good best guess for why (function) the behavior is occurring

We can start developing our hypothesis statement or summary statement

- TIP: It’s helpful to work with your Team to formulate your hypothesis
Summary Statement Template

FUNCTION:___________________

Setting Events
Infrequent event that makes the behavior more likely to occur or more intense

Antecedent
Preceding events that trigger or occasion

interfering Behavior
Behavior of concern

Maintaining Consequences
Following events that maintain behaviors of concern
FUNCTION: Clarification/Comfort

Setting Events: When in a class without a specific structure or very specific routine

Antecedent: And when given a task without very clear parameters

Interfering Behavior: Ben will ask on and off topic questions

Maintaining Consequences: In order to obtain clarification on the task or to move the dialogue to one he’s comfortable with.
Check Your Assumptions

Test your hypothesis by observing it in action.

Questions to consider:

1. Are we able to observe and predict the triggers to increasing/decreasing interfering behavior?
2. Do we have a good understanding of why the target behavior happens?
Steps of the Basic FBA

1. Identify a behavior of concern
   • Define in a way that is observable

2. Identify predictors in the environment
   • Things that happen before and after

3. Identify the function
   • Why does that happen?

4. Teach a replacement behavior
   • What is appropriate way to get same function?

5. Change the environment to prevent behavior
   • What could make the problem not happen?
   • What consequences are functional?
PART 4: THE PRISM PROCESS

Learning Objective 3
For schools and districts partnering with the CSESA, the Basic FBA Process described in this modules, aligns directly with the PRISM Process.

- PRISM stands for **Promoting Responsibility, Independence, and Self-Management**- the behavioral outcomes we are all striving for when working with adolescents on the autism spectrum.

- PRISM is a **process** that supports school staff in selecting goals and interventions to support optimal outcomes for our students.
CSESA Interventions

- SD-IEPs
- WBLE
- TT
- SCI-H
- Peer supports
- Peer networks
- AAL
- CSR-HS

Evidence-based Practices (EBPs)
PRISM Interventions for Ben

Environmental Changes

• Visual support (post it note with number of questions he can ask in a period)
• Provide specific written instructions to Ben
• Highlight key instructions to help Ben focus on information

Replacement Behaviors

• Teacher works with Ben on coping process when he feels confused (deep breaths, making list of questions, prioritizing questions, finding information on his own when possible, seeking information from other students)
Learning Objectives CHECK-IN

Are you able to:

1. Articulate reasons why challenging behavior occurs through use of specific strategies?
2. Describe a systematic approach to help understand challenging behaviors - A “Mini” or Basic Functional Behavior Assessment (B-FBA)?
3. Have access to tools to help use data from the B-FBA for intervention planning using the PRISM process
Take Away Tips
Remember that Behavior…

✓ communicates
✓ follows a pattern
✓ is sustained because it works for the person
✓ serves a function or functions
✓ when interfering, may be more efficient in communicating than other methods

Objective observation and data collection is key
Summary

- FBA is a process to help look for patterns of where, when, why and how certain behaviors occur, and what are the conditions in which they do NOT occur.

- FBA process always includes
  - more than 1 observation and
  - more that 1 piece of information to help use create a best guess of why behavior is happening

- FBA is a team process

- An outcome of the FBA process is to help develop a behavior support plan that will teach new skills (this may include beginning the PRISM process)
Acknowledgements

Content Based in Part on:


Thank you for all of you hard work!