Workshop: Conducting a functional assessment and linking that information in the development of a positive behaviour support plan

Dr. Kim Meyer, Associate Professor
k.meyer@uq.edu.au

John Wooderson
j.wooderson@uq.edu.au
Purpose

1. Demonstrate how a functional assessment is conducted and describe specific instruments that can be used to complete the process.

2. Show how to summarize the information collected in the functional assessment so it can be used to develop intervention strategies.

3. Provide examples of interventions strategies developed from the functional assessment.

4. Discuss data collection strategies.
Functional assessment

- Applied Behaviour Analysis
  - Antecedents
  - Behaviours
  - Consequences
  - Setting events
Functional assessment (cont.)

• The Functional Assessment
  – The goals of a functional assessment
    • Provide a clear definition of the challenging behaviour
    • Identify contextual variables that predict when the challenging behaviours will and will not occur
    • Generate hypotheses regarding why the behaviour occurs (i.e., what is the function?)
    • Develop summary statements that identify the specific situations, behaviours, and functions of behaviour
    • Collect observational data to support the summary statements
• The three parts of the functional assessment
  – Contextual Assessment Inventory (McAtee, Carr, & Schultze, 2004)
  – Functional Assessment Inventory (O’Neill et al., 1997)
  – Direct observation
    • Scatter plots (Touchette, MacDonald, & Langer, 1985)
    • ABC data sheets
• Contextual Assessment Inventory
  – 93 item questionnaire
  – Asks responders to rate the likelihood of a challenging behaviour on a five-point Likert scale
  – Administered in 30-45 minutes to at least two people who know the person well
  – Is a screening instrument and provides valuable information regarding areas that need further exploration
Functional assessment (cont.)

- Functional Assessment Interview
  - Semi-structured interview
  - Takes about 60-90 minutes to administer
  - Purpose is to
    - Obtain a description of the behaviour
    - Identify which variables are associated with the behaviour
    - Identify which variables are not associated with the behaviour
    - Develop hypotheses regarding function
FA Summary Statement

• When Jacqueline is prompted to stop working on the computer she is likely to fall on the floor and scream to go back on the computer.
Setting Events  
4  
No identified setting event

Trigger  
1  
prompted to stop working on the computer

Problem behaviour  
2  
fell on the floor and scream

Maintaining function  
3  
to go back on the computer
Developing intervention strategies

• Goal of interventions is to make challenging behaviour irrelevant, inefficient, or ineffective

• Typical interventions (linked to results of FA)
  – Increasing or changing activities
  – Increasing opportunities for social interactions
  – Increasing opportunities for choice
  – Skill acquisition
    • Communication
    • Skills necessary to participate in meaningful activities
• Identify behaviours or behaviour paths that will be in competition with the challenging behaviour
Derrick

- Fewer than 4 hours sleep
  - Asked to vacuum his bedroom
    - Throws vacuum at wall
      - Requests break
        - Verbal praise, clean bedroom
          - Escape task
List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient
Activity 1: Derrick

**Setting Event strategies**
- Fewer than 4 hours sleep

**Predictor Strategies**
- Asked to vacuum his bedroom
- Throws vacuum at wall
- Requests break

**Teaching strategies**
- Vacuums bedroom

**Consequence strategies**
- Verbal praise, clean bedroom
- Escape task

List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient

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<th>Predictor Strategies</th>
<th>Teaching strategies</th>
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List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient

- Increase physical activities during the day
- Reduce noise and sleep interruptions at night
- Provide choices to do alternative cleaning activities
- Plan cleaning activity on weekly planner
- Shaping of vacuuming task
- Prompt the use of picture request card when behaviour is starting to escalate
- Reinforce use of break request card promptly – gradually introduce delay as Derrick’s tolerance increases
Data Collection

• Direct Observation
  – ABC data sheets -
Scatterplot
ABC data sheets

<table>
<thead>
<tr>
<th>NAME: Roger</th>
<th>OBSERVER: Glen</th>
<th>DATE: 04/10/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL CONTEXT:</td>
<td>Making Bed</td>
<td>TIME: 7.15 am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>Roger was making mistakes such as putting the sheet on top of the blanket. I said ‘No Roger, the blanket goes on top of the sheet.” Roger made more mistakes. I explained ‘That’s not right, Roger’ and I showed him how to do it the right way.”</td>
<td></td>
</tr>
<tr>
<td>CHALLENGING BEHAVIOUR:</td>
<td>Roger screamed and then ripped the sheet.</td>
<td></td>
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<tr>
<td>SOCIAL REACTION:</td>
<td>I left the room to calm down. We will worry about making his bed later</td>
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</table>
Activity 2: Jim

Look at Jim’s scatterplot and discuss the following questions (5 mins):
1. How were incidents of challenging behaviour recorded?
2. Can you see any patterns in the data?
3. Can you guess what interventions (have a stab) were implemented?
Activity 3: Roger

• In your group look at the ABC recordings for Roger and discuss the following questions (10 mins):
  1. What are the challenging behaviours that Roger exhibits?
  2. Are there any identifiable antecedents for challenging behaviour?
  3. What might be some potential maintaining consequences of the behaviours?
Activity 4: Kylie

- Watch the video segments and collect both scatterplot data and ABC data

- Scatterplot
  - [ ] no challenging behaviour
  - [x] challenging behaviour (swearing)
  - [ ] severe challenging behaviour (striking – can include swearing)
<table>
<thead>
<tr>
<th>NAME: Kylie</th>
<th>OBSERVER:</th>
<th>DATE: 04/3/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Drinking coffee in kitchen</td>
<td>TIME: 8 am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>John had just finished washing the dishes after breakfast Kylie asked for some coffee John told her no, she couldn’t have any more</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing and slapped John on the arm.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>John gave Kylie another cup of coffee</td>
<td></td>
</tr>
<tr>
<td>NAME: Kylie</td>
<td>OBSERVER:</td>
<td>DATE: 04/3/10</td>
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<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Supper in kitchen</td>
<td>TIME: 9 pm</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>John and Kylie were discussing the EKKA. John reminded Kylie that she needed to have a shower before sleeping.</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing at John.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>John told Kylie that the shower could wait until tomorrow</td>
<td></td>
</tr>
<tr>
<td>NAME: Kylie</td>
<td>OBSERVER:</td>
<td>DATE: 05/3/10</td>
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<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Walking in hallway</td>
<td>TIME: 7:35 am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>Kylie had just woken got out of her bedroom. Fiona told her that she needed to have a shower as she did not have one yesterday.</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing at and pushing Fiona.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>Fiona withdrew. Kylie did not have a shower.</td>
<td></td>
</tr>
<tr>
<td>NAME: Kylie</td>
<td>OBSERVER:</td>
<td>DATE: 06/3/10</td>
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<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Drinking coffee in kitchen</td>
<td>TIME: 8:10am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>John had just finished washing the dishes after breakfast. Kylie asked for some coffee. John told her no, she couldn’t have any more.</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing at John.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>John gave Kylie another cup of coffee. Told her “just one more”</td>
<td></td>
</tr>
<tr>
<td>NAME: Kylie</td>
<td>OBSERVER:</td>
<td>DATE: 07/3/10</td>
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<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Drinking coffee in kitchen</td>
<td>TIME: 7:59am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>John had just finished washing the dishes after breakfast Kylie asked for some coffee John told her no, she couldn’t have any more</td>
<td></td>
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<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing at John.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>John gave Kylie another cup of coffee.</td>
<td></td>
</tr>
<tr>
<td>NAME: Kylie</td>
<td>OBSERVER:</td>
<td>DATE: 08/3/10</td>
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<tr>
<td>GENERAL CONTEXT:</td>
<td>Activity: Drinking coffee in kitchen</td>
<td>TIME: 8:06 am</td>
</tr>
<tr>
<td>INTERPERSONAL CONTEXT:</td>
<td>John and Kylie were sitting in the kitchen. Kylie asked for some coffee John told her no, she couldn’t have any more.</td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR PROBLEM:</td>
<td>Kylie started swearing at and striking John.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL REACTION:</td>
<td>John withdrew and Kylie had a drink of water.</td>
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</table>
no challenging behaviour

challenging behaviour (swearing)

severe challenging behaviour (striking – can include swearing)

Client: Kylie
Starting Date: 4.3.10

Time of Day
Thirty minute intervals

7 am
8 am
9 am
10 am
11 am
12 pm
1 pm
2 pm
3 pm
4 pm
5 pm
6 pm
7 pm
8 pm
9 pm
10 pm

X
X
X

X
Questions?