Training Package: Functional Assessment and Positive Behaviour Intervention

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Purpose

Describe a staff training package to help staff learn how to do a functional assessment and develop a positive behaviour support plan based on that assessment.
Overview

• Person focused training model (Baker, 1998; McClean et al, 2005)

• Participants conduct a functional assessment and develop interventions based on the assessment.

• Outcomes:
  – Contextual Assessment Inventory
  – Functional Assessment
  – Positive behaviour support plan
Overview (cont.)

• 4 x day workshops
• 9 week course
• Teams of 2/3 persons – DSW’s and Managers
• Contact with trainers between sessions
<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mt Isa</td>
<td>14 Apr, 5 May, 26 May, 16 June</td>
</tr>
<tr>
<td>2</td>
<td>Brisbane</td>
<td>4 May, 25 May, 15 June, 6 July</td>
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<tr>
<td>3</td>
<td>Mackay</td>
<td>13 May, 3 June, 25 June, 15 July</td>
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<tr>
<td>4</td>
<td>Maroochydore</td>
<td>11 May, 1 June, 22 June, 13 July</td>
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<td>5</td>
<td>Cairns</td>
<td>18 May, 8 June, 29 June, 20 July</td>
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<td>6</td>
<td>Townsville</td>
<td>19 May, 9 June, 30 June, 21 July</td>
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<td>7</td>
<td>Bundaberg</td>
<td>20 May, 11 June, 1 July, 22 July</td>
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<td>8</td>
<td>Gold Coast</td>
<td>22 July, 12 Aug, 2 Sept, 23 Sept</td>
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<tr>
<td>9</td>
<td>Maryborough</td>
<td>27 July, 17 Aug, 7 Sep, 28 Sep</td>
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<tr>
<td>10</td>
<td>Ipswich</td>
<td>29 July, 19 Aug, 9 Sept, 30 Sept</td>
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<tr>
<td>11</td>
<td>Rockhampton</td>
<td>25 Aug, 15 Sep, 6 Oct, 27 Oct</td>
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<tr>
<td>12</td>
<td>Brisbane</td>
<td>26 Aug, 16 Sept, 7 Oct, 28 Oct</td>
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<tr>
<td>13</td>
<td>Toowoomba</td>
<td>10 Aug, 31 Aug, 21 Sep, 12 Oct</td>
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<tr>
<td>14</td>
<td>Maroochydore</td>
<td>11 Oct, 1 Nov, 22 Nov, 13 Dec</td>
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<tr>
<td>15</td>
<td>Maroochydore</td>
<td>14 Oct, 5 Nov, 25 Nov, 16 Dec</td>
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<tr>
<td>16</td>
<td>Bowen</td>
<td>14 Oct, 28 Oct, 18 Nov, 9 Dec</td>
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<tr>
<td>17</td>
<td>Brisbane</td>
<td>Oct 20, Nov 10, Dec 1, Dec 15</td>
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<tr>
<td>18</td>
<td>Toowoomba</td>
<td>Oct 21, Nov 11, Dec 2, Dec 16</td>
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# Training structure

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Homework</th>
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</thead>
</table>
| Session 1   | • Positive behaviour support, Challenging behaviour and its typical functions  
              • Case study  
              • Contextual Assessment Inventory  
              • Data collection strategies:  
                  • Scatterplots  
                  • ABC notecards         | 1. Collect direct observation of person in identified situations;  
                              2. Introduce scatterplot to staff team and commence recordings  
                              3. Complete the CAI with 2 stakeholders  
                              4. Collect data including incident reports for previous two months  
                              5. Complete section 1 of PBSP: Operationally define challenging behaviours |
Session 1

• Contextual Assessment Inventory (McAtee, Carr, & Schulte, 2004).
  – 93 item questionnaire
  – likelihood of a challenging behaviour
  – 30-45 minutes
  – at least two people who know the person well
  – screening instrument
• Direct Observation
  – ABC data sheets -
**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><strong>GENERAL CONTEXT:</strong></td>
<td>Making Bed</td>
<td><strong>TIME:</strong> 7.15 am</td>
</tr>
<tr>
<td><strong>INTERPERSONAL CONTEXT:</strong></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>
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<tr>
<td><strong>CHALLENGING BEHAVIOUR:</strong></td>
<td>Roger screamed and then ripped the sheet.</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL REACTION:</strong></td>
<td>I left the room to calm down. We will worry about making his bed later</td>
<td></td>
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<tr>
<td>Session</td>
<td>Topics</td>
<td>Homework</td>
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<tr>
<td>Session 2</td>
<td>•Article - Christos&lt;br&gt;•Functional Assessment Keys to Understanding Challenging Behaviour&lt;br&gt;•Summary statements</td>
<td>1. Collect direct observation of person in identified situations;&lt;br&gt;2. Continue scatterplot recordings&lt;br&gt;3. Complete the FAI with 2 stakeholders&lt;br&gt;4. Complete section 2 of PBSP: Summary statements&lt;br&gt;5. Read ‘Get a Life’ article</td>
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</table>
• 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
    • Develop summary statements that identify the specific situations, behaviours, and functions of behaviour
    • Collect observational data to support the summary statements
Session 2 (cont.)

• Functional Assessment Interview (O’Neill et al, 1996)
  – Semi-structured interview
  – Purpose
    • 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
  – 60-90 minutes to administer
Session 2 (cont.)

• When Monique is asked to do independent assembly jobs at her work station, she is likely to tear up materials and hit her supervisor to avoid having to do the jobs.

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Trigger</th>
<th>Problem behaviour</th>
<th>Maintaining function</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Monique is asked to do independent assembly jobs at her work station</td>
<td>tear up materials and hit her supervisor</td>
<td>avoid having to do the jobs</td>
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</tbody>
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## Session 3

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Topics</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Article – Get a Life</td>
<td>1. Collect direct observation of person in identified situations;</td>
</tr>
<tr>
<td></td>
<td>• Competing behaviour model</td>
<td>2. Continue scatter plot recordings</td>
</tr>
<tr>
<td></td>
<td>• Implementation strategies</td>
<td>3. Complete competing behaviour model with staff team</td>
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Competing Behaviour Model

- Identify behaviours or behaviour paths that will be in competition with the challenging behaviour

Setting event → Antecedent event → Desired behaviour → Maintaining consequence

- Desirable consequence
- Equivalent/replacement behaviour

- Challenging behaviour → Maintaining consequence

- Setting event
- Antecedent event
- Desired behaviour
- Equivalent/replacement behaviour
- Maintaining consequence
Fewer than 4 hours sleep

Asked to vacuum his bedroom

Throws vacuum at wall

Requests break

Vacuums bedroom

Verbal praise, clean bedroom

Escape task
List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient.
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</table>
| Session 4 | •Writing the PBS Plan  
- General approach  
- Routines (+crisis management)  
- Monitoring and evaluation |          |
Name: Juan

Challenging behaviours:
1. Kicking: Kicking peers or staff in the shins
2. Hitting/slapping: Hitting peers or staff with open or closed hand to the face and upper body
3. Yelling: Making very loud noises directed at peers or staff.
b) Snacks
When seeing someone else eating a snack, such as popcorn, Juan is likely to yell, kick and/or hit slap others. These behaviours are maintained by Juan obtaining what he wants in getting staff to provide him with the snack.

No identified setting events → Juan sees someone eating a snack → Yell, kick, Hit/slap → Request snack → Obtain snack

Juan prepares snack to eat → Obtain snack
General Approach

b) Snacks

Setting event strategies: No identified setting events

Predictor strategies: Specific procedures include these: (a) ensure that healthy snacks such as fruit are freely available (Juan prefers oranges - the fruit bowl on the kitchen table should be well stocked with oranges). (b) Juan will often choose to eat popcorn while watching movies and usually purchase 5 packets of microwave popcorn with the weekly grocery shopping.
**Teaching strategies:**

(a) When Juan approaches staff in the kitchen, ask him if he would like a snack. If Juan indicates yes (by nodding his head) gesture prompt him to use his Snack Choice Book to communicate what he would like to eat. Remember to fade your gesture prompts as Juan becomes more independent at showing you from his book what he would like for a snack. Juan’s Snack Choice Book should be easily accessible by Juan to encourage him to independently show you what he would like to eat if he wanted a snack.

(b) As part of his daily planned activities, Juan will participate in food preparation. His Snack Choice Book includes recipes for his favourite snacks. Juan is able to follow the recipes with prompting and modelling where necessary. Increase Juan’s repertoire by adding new recipes at regular intervals (at least 1 new recipe per month).
**Consequence strategies**

1. Gesture prompt Juan to use his Snack Choice Book when he wants a snack.
2. If Juan starts yelling staff will ignore the behaviour and gesture prompt and/or model for him to use his Snack Choice Book.

If Juan engages in aggression staff will remove any other service users and themselves from the kitchen.
Routines

*Daily planner:* Juan has a daily planner, located in his bedroom. In the morning, after breakfast, support Juan to use his planner to schedule his daily activities (e.g. television, arts and crafts activities, food preparation). There are pictures for regular activities and a non-permanent marker can be used for out of the ordinary activities or special events.

Remind Juan to check his daily planner, once in the morning and twice in the afternoon, as a reminder of when activities are scheduled to occur.

*Aggression:* If Juan begins throwing objects, hitting, or kicking others, remove yourself and any other service users to the office area. The goal during an aggressive episode is to prevent injury to other service users, visitors, and staff. At this time Juan’s aggressive incidents are not self-injurious and more intrusive procedures are not warranted.
Monitoring and evaluation

Scatterplot grids and ABC recording sheets will be used to monitor the frequency of Juan’s (a) kicking, (b) hitting/slapping, (c) throwing objects, (d) property destruction, and (e) yelling. The data will be reviewed by Bill, Juan’s Service Coordinator each day and weekly by Glen, the group home’s supervisor, and the staff team. All the stakeholders will formally review the results of the program formally within three months of its implementation.