
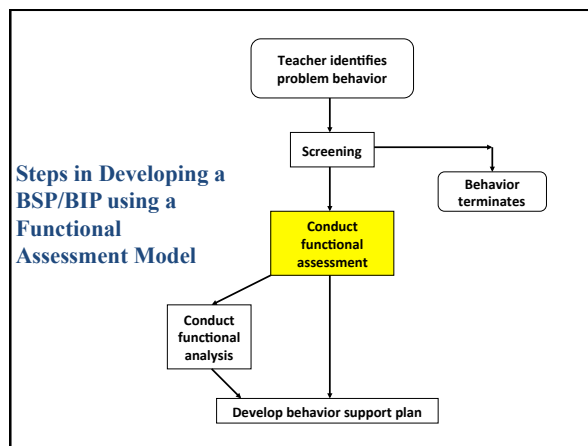


SPCD 519
Functional Assessment Model:
Part 2

Week 4

Step 3: Conduct a Functional Assessment

1. Gather information using indirect strategies (interviews)
2. Gather information using direct strategies
 - a. conduct a **functional analysis** in some cases
3. Examine all your data and develop hypothesis of the function of the target behavior (we will call this a **summary statement**)



Use *DIRECT* strategies to gather information:

- **Direct Observation** – watching the individual **and** measuring his/her behavior in some way: for example,
 - Scatter plots
 - Narrative recording
 - ABC analysis
 - Time-sampling
 - Frequency/rate
 - Duration
- **Types of Behaviors to Observe**
 - The problem behavior
 - Teacher commands
 - Student compliance
 - Teacher/adult's praise
 - Peer attention
 - Occurrence of target behavior in peers
 - What else??????



How to Observe

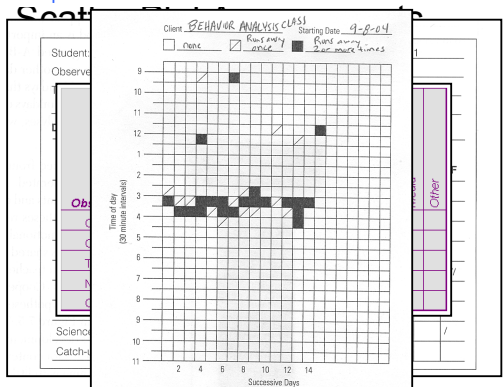
- Direct visual observation
- Audio recording
- Video recording
- Ask/train another staff person to observe
- TIP: Observe shortly after conducting the interview while the info from the interview is fresh in your mind.



When to Observe:

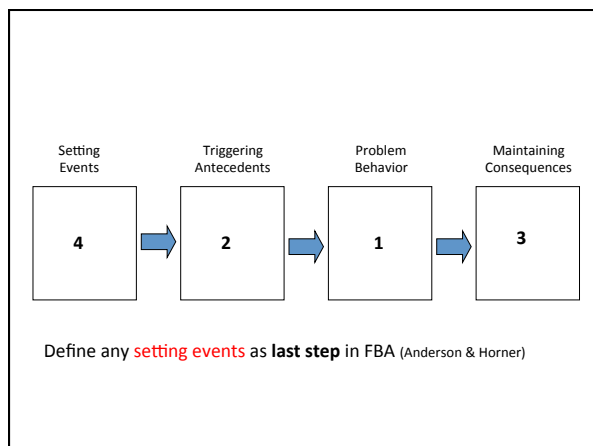
- Observe 'smartly': you don't have to observe during the entire day to obtain useful info
 - Use data from the interview or archival review to determine a time period in which the behavior is most likely to occur
- Observe in multiple settings, both where behavior occurs and where it does NOT occur
- TIP: Look for a pattern of occurrence within or across settings.

Examples of Initial Observation Methods



A-B-C Assessment Form

Antecedent (S ^D)	Behavior (R)	Consequence (S')



Setting Events

Occur before or after occurrence of a behavior and “momentarily alters the value of the maintaining consequence” (Anderson & Horner)

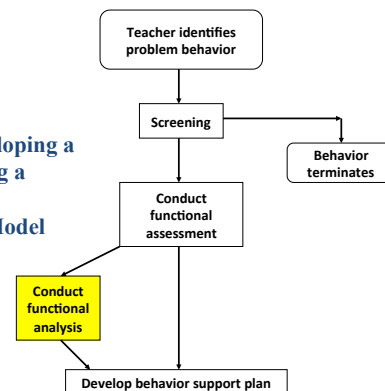
- May take place well ahead of the time when the problem behavior occurs; setting events make it more likely the student will use the problem behavior.
- Are not always present but very important when they are (20-30% of the time)
- Three general categories
 - Environmental, e.g., noise, transitions, lighting
 - Physiological, e.g., illness, medication, lack of sleep
 - Social, e.g., family issues, teasing, school break

Final Step

Categorize to look for themes (patterns) across occurrences of target behavior

- Categorize target behaviors by
 - Function and/or specific situation
 - Skill deficit (need to learn a new skill to replace the problem behavior)
 - Performance deficit (need to learn when/where to use a skill they already have mastered to replace the problem behavior)
- Develop hypothesis (i.e., summary statement) about what is precipitating (antecedents) and maintaining the behavior (function/type of reinforcement) based on info from interviews and direct observations
 - Your summary statement/hypothesis should be agreed upon by more than one person

Steps in Developing a BSP/BIP using a Functional Assessment Model



Difference between Functional Assessment and Functional Analysis

Functional Assessment

- Process of gathering information informally and formally so that a hypothesis can be made about why the behavior is occurring (what precedes it, what maintains it)
- Use that information to develop a BIP/BSP

Functional Analysis

- Systematic monitoring of behavior while manipulating the environment, often in a more controlled environment, to more precisely determine the function of the behavior
- Use when "hypothesis based on direct observation/interviews is not confirmed, behaviors are resistant to intervention, when problem behavior is severe and must be reduced as quickly as possible." (Wacker et al., 2015)

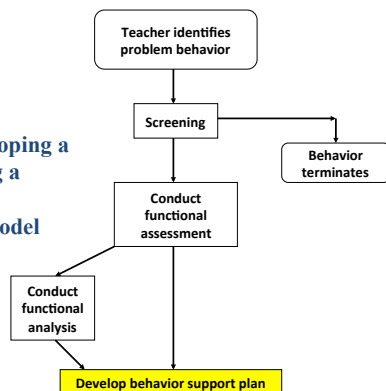
Functional Assessment

- Can be done in a school setting
- Requires data collection (i.e., direct observation) and review of records and interviews with key individuals
- Best done with collaboration of IEP team
- **What YOU will be doing this semester**

Functional Analysis

- Formal test of the relation between environmental variables and occurrence or nonoccurrence of problem behaviors
- More rigorous, precise, controlled process
- Can be done in school settings but usually teacher works with a behavior specialist (e.g., clinical psychologist, BCBA, researcher)

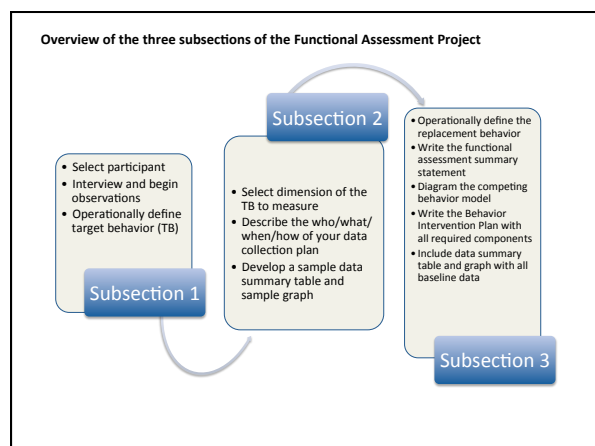
Steps in Developing a BSP/BIP using a Functional Assessment Model



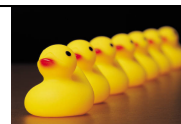
Step 5: Develop a BIP/BSP using all the information/hypothesis

- Review hypothesis and select the components of the BSP – base the components on the function of the behavior; include teaching a replacement behavior (functionally equivalent behavior)
- Implement the plan. Collect and evaluate data after the plan is implemented (on-going)
- Maintain and generalize successful results and fade intervention as appropriate





Coming up. . .



- **Next Week (Week 4):**
Read Chapters 4 & 5 in your Alberto & Troutman text.
Guest Speaker: Dr. Megan Griffin, BCBA-D
- Turn in **Vocab #3**
- Turn in **the FAP Sub-Section 1**. Remember that you must have signed parental/guardian consent and must use the consent form on the class webpage.
- You must have your **background check** completed and turned in to the COE by 2/9/15.