HOW TO CONDUCT A FUNCTIONAL ASSESSMENT & DEVELOP BEHAVIOR PLANS TO REDUCE PROBLEM BEHAVIOR

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THE "NOT-WELL-KNOWN"
HISTORY OF FUNCTIONAL ASSESSMENT

1. THE TERM FUNCTIONAL REFERS TO THE CAUSES OF BEHAVIOR.

2. B.F. SKINNER WAS THE FIRST TO USE THE TERM WHEN REFERRING TO THE "CAUSES" OF BEHAVIOR. HE PURPOSEFULLY DISCARED CAUSE AND EFFECT IN FAVOR OF FUNCTIONAL IN AN EFFORT TO PRECISELY TALK ABOUT BEHAVIOR THE WAY MATHEMATICIANS AND PHYSICISTS TALK ABOUT THEIR SUBJECT MATTERS.

3. SKINNER'S RESEARCH AND THE RESEARCH OF HIS FOLLOWERS STRESSED THE IMPORTANCE OF IDENTIFYING THE ENVIRONMENTAL EVENTS WHICH WERE "FUNCTIONALLY RELATED" TO BEHAVIOR.

4. HE SUGGESTED THAT MALADAPTIVE AS WELL AS ADAPTIVE BEHAVIORS SHOWED FUNCTIONAL RELATIONSHIPS RELATED TO ANTECEDENTS AND CONSEQUENCES.


6. BEGINNING WITH THE RESEARCH OF DR. BRIAN IWATA AT THE UNIVERSITY OF FLORIDA, A PROTOCOL FOR CLASSIFYING AND SELECTING TREATMENTS BASED UPON "FUNCTION" AS OPPOSED TO OTHER FACTORS BEGAN TO EMERGE.

7. SINCE THAT TIME THE PROTOCOL HAS BEEN REFINED AND HAS BEEN THE SUBJECT OF HUNDREDS OF RESEARCH PUBLICATIONS APPEARING MOSTLY IN JOURNALS DEVOTED TO PRACTICE OF APPLIED BEHAVIOR ANALYSIS.

8. THE RESEARCH HAS EXTENDED THE ANALYSIS BEYOND SELF-INJURIOUS BEHAVIOR OF DEVELOPMENTALLY DISABLED PERSONS TO INCLUDE PERSONS WITH ALL TYPES OF BEHAVIOR DISORDERS, MANY DIFFERENT BEHAVIORS AND ACROSS ALL COGNITIVE LEVELS.
WHAT IS FUNCTIONAL ASSESSMENT?

1. A set of procedures to identify the causes of a maladaptive or socially inappropriate behavior and reduce it through teaching replacement behaviors instead of suppressing it through punishment.

2. The body of empirical and scientific literature which supports these methods is found in the field of applied behavior analysis.

3. Within functional assessment methodology the causes are sought in the immediate environment and the learning history of the individual.

4. Causes of the maladaptive behavior based upon intrapsychic variables or psychodynamic processes are given little attention.

5. The outcome of the assessment is an analysis of the way the person learned the maladaptive and how it is presently supported or maintained in the present learning environment.

6. Functional assessment does not emphasize a search for a diagnosis or classification of symptoms according to psychodynamic processes as found in the DSM-IV.

7. Instead, the purpose of the assessment is to classify the maladaptive behavior by its function (cause) and then select treatments or interventions which are effective in reducing behavior in that functional category.

8. Consequently, treatments or interventions are classified by functional categories and not by form of the maladaptive behavior.

9. In the field of education many practitioners choose interventions or treatments based upon topography or form of the behavior instead of the function. (Prereferral Interventions)

10. As a result some recommended interventions actually strengthen the maladaptive behavior instead of reducing it.

11. This situation can make school districts and their personnel vulnerable to successful legal, administrative and ethical challenges.
WHAT ARE THE MAJOR FUNCTIONS OF BEHAVIOR?

1. **SOCIALLY MEDIATED POSITIVE REINFORCEMENT**: Something that is delivered by another person after behavior that makes the behavior more likely to occur.
   - Attention
   - Activities
   - Tangible items

   How it’s value increases or decreases: Deprive the person of access to these items or give the person plenty of these items. (Establishing Operation)

2. **SOCIALLY MEDIATED NEGATIVE REINFORCEMENT**: the withdrawal of something (demand) that is aversive by another person after a behavior that makes the behavior more likely to occur
   - Escape or removal of unpreferred demands (usually academic)
   - Avoidance or at least postponement of unpreferred demands

   How its value increases or decreases: When instructional demands are a warning signal for less reinforcement or a warning signal for more reinforcement. (Establishing Operation)

3. **AUTOMATIC POSITIVE REINFORCEMENT**: Movements or activities of your body that produce a feeling that makes the behavior that produced it more likely.
   - Self stimulatory sensations produced by behavior

   How it’s value increases or decreases: When left in a boring environment without other things to do or when placed in an enriched social environment. (Establishing Operation)

AN EFFECTIVE FUNCTIONAL ASSESSMENT ALLOWS YOU TO GROUP BEHAVIORS BY THEIR FUNCTIONS AS OPPOSED TO THEIR FORM OR LEVEL OF DISRUPTIVENESS.
Five General Steps to a Functional Analysis; Functional Analysis Checklist

Conducting a Functional Analysis
CONDUCTING A FUNCTIONAL ANALYSIS

A Functional Analysis is an assessment process by which the controlling environmental variables (functions) of behavior are identified. Moreover, once these variables or functions are identified they can be manipulated so that behavior changes. After completing a Functional Analysis, interventions that are the least restrictive, and have the best possibility of accelerating or decelerating a targeted behavior can be implemented.

There are five(5) general steps to conducting a Functional Analysis.

STEP 1 FUNCTIONAL INTERVIEW(example forms attached)

Functional Interview:

1) Conduct a Functional Assessment Interview of at least two(2) persons who know the student and have been involved in the situations in which the maladaptive behavior occurs.

2) In addition complete two(2) FAST (Functional Assessment Screening Tool;), and/or a Motivation Assessment Scale . Either or both of these forms can be used.

STEP 2 DIRECT OBSERVATION(example forms attached)

Collect data by directly observing the targeted behavior and measuring:

1) Sequence Analysis (PREFERRED) - Recording a) antecedents; b) behavior; and c) consequence. (MALADAPTIVE BEHAVIOR CARD;).

2) Frequency of occurrence - how many times the behavior occurs ).

3) Rate of occurrence - the frequency of occurrence per unit of time (e.g. 10 behaviors divided by 20 min observation = .5 behaviors per minute or about one behavior every two minutes).

4) Duration - how long the behavior lasts (e.g. tantrum for 10 minutes).

5) Latency - the duration of time between a stimulus and a response (e.g. the student begins work 40 seconds after a teacher gives the direction to begin the work).

STEP 3 EXPERIMENTAL MANIPULATIONS)

This step needs to be completed:

1) If the function of the behavior is not obvious (after conducting steps 1 and 2).

2) If it is feasible given the severity of the behavior.

This procedure allows the interviewer/observer to empirically test for the functions of the behavior. The condition in which the behavior occurs most frequently suggests the function of the behavior. To test for the functions of the maladaptive behavior do the following:
1) **Alone Condition** - Test = behavior maintained by SELF STIMULATION

   Allow the student to be alone without any stimulation. Count the number of times the targeted behavior occurs. This session should last for 20 minutes.

2) **Attention Condition** - Test = behavior maintained by ATTENTION

   Allow the student to engage in preferred activities. Give five(5) to 10 seconds of attention for each occurrence of the targeted behavior, (i.e. “Hey, don’t hit yourself like that. You could hurt yourself!”). Count the number of times the behavior occurs. This session should last for 20 minutes.

3) **Demand Condition** - Test = behavior maintained by ESCAPE/AVOIDANCE

   Place the student in a task or demand situation. Allow the student to ESCAPE (leave the situation) for each occurrence of the targeted behavior. Wait about one minute. After the one minute elapses, direct the student back to the task or demand situation. Count the number of times the behavior occurs. This session should last for 20 minutes.

4) **Play Condition** - Test = CONTROL CONDITION

   Place the student in an enriched reinforcing environment. Allow the student to engage in free access to preferred items and activities. Do not consequate the targeted behavior (unless it is an emergency situation). Count the number of times the behavior occurs. This session should last 20 minutes.

**STEP 4 FUNCTIONAL ANALYSIS SUMMARY**

Complete the FUNCTIONAL ASSESSMENT SUMMARY form using information from the:

1) Functional Analysis interviews you have conducted (step 1).

2) Direct Observation data that you have collected (step 2).

3) Experimental Manipulation if conducted (step 3).

**STEP 5 BEHAVIOR LESSON PLAN**

Based on the information obtained from the above procedural steps:

1) Choose an intervention found in the INTERVENTIONS BASED UPON FUNCTION OF THE BEHAVIOR.

Write the intervention LESSON PLAN sheet for behaviors targeted for decrease.
FUNCTIONAL INTERVIEW
FUNCTIONAL ANALYSIS INTERVIEW

Student: ___________________________  ID# __________  date: __/__/____
Teacher: ___________________________

Behavior of Concern: _______________________________________________________
Positive Reinforcers: _____________________________________________________________________________
Negative Reinforcers: _____________________________________________________________________________

Instructions: Interview a person who has observed the behavior of the student for an extended period of time in many different situations. Check the boxes whenever the respondent answer “YES” to a question. For every “YES” response there should be a qualifying comment written on the line corresponding to the question.

1. Physiological, Medical, EO Factors
   □ Does the behavior occur during certain seasons of the year? ________________________________
   □ Could the behavior be the result of any form of discomfort (escape response to headache, stomach ache, dizziness, blurred vision, ear infection, etc.). ________________________________
   □ Could the behavior be signaling some deprivation condition? (Thirst, hunger, lack of rest, etc.) ________________________________
   □ Could the behavior be a side effect of medication? (Tired, unsteady, thirst, confused, toxic levels) ________________________________
   □ Could the behavior be the result of a medical condition? (Seizures, PKU, allergies, CP) ________________________________

2. Antecedents and Setting Event Factors
   □ Are there any circumstances in which the behavior ALWAYS occurs? ________________________________
   □ Are there any circumstances in which the behavior NEVER occurs? ________________________________
   □ Does it occur at certain times of the day? ______________________________________________________
   □ Does the behavior occur only with certain people? ________________________________________________
   □ Could the behavior be related to any skill deficits? (Communication, excessive task requirements, physical ability) ________________________________
   □ Is the behavior related to any particular activities? ______________________________________________
   □ Is the behavior in response to aversive stimuli? (Tone of voice, ignoring, demands, noise level, number of people in the room, agitation/consequences delivered to other students, lighting, change in routine, transitions) ________________________________

3. Operant (consequences) Factors
   □ What does the behavior allow the student to gain? (Attention, preferred activities or items) ________________________________
   □ Does the behavior allow the student to postpone, avoid, or escape aversive stimulation? (Unpreferred activities, demands, social interaction, pain) ________________________________
   □ Does the behavior provide self-stimulation activity? (Boredom, impoverished environment) ________________________________
   □ Does the behavior occur collateral with any other behavior or as part of a chain of behaviors? ________________________________
   □ Does the behavior occur as a result of having a preferred activity terminated? ________________________________
**MOTIVATION ASSESSMENT SCALE**

Student: ___________________ ID#: ___________ Date: __/__/____

Interviewer: ________________ Behavior: ____________________

Instructions: For each FUNCTION area add the numerals and place the sum on the line marked TOTAL. The area with the highest score suggests the function of the behavior.

<table>
<thead>
<tr>
<th>Function</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENSORY</td>
<td></td>
</tr>
<tr>
<td>1. Would this behavior occur continuously if your child was left alone for long periods of time (e.g., one hour?)</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Does this behavior occur repeatedly, over and over, in the same way (e.g., rocking back and forth for 5 minutes)?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Does it appear to you that the child enjoys performing this behavior and would continue even if no one was around?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. When this behavior is occurring does the child seem unaware of anything else going on around her/him?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESCAPE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Does this behavior occur following a command to perform a difficult task?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Does the behavior occur when any request is made of your child?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Does the child seem to do this behavior to upset or annoy you when you are trying to get her/him to do what you ask?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Does the behavior stop occurring shortly after you stop working or making demands of her/him?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does this behavior occur when you are talking to other persons in the room?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Does the behavior occur whenever you stop attending to the child?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Does the child seem to do this behavior to upset or annoy you when you are not paying attention to her/him (e.g., sitting in a separate room, interacting with another child)?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Does the child seem to do this behavior to get you to spend time with her/him?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TANGIBLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does this behavior ever occur to get a toy, food, or game that they had been told they can’t have?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Does the behavior occur when you take away a favorite toy or food?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Does this behavior stop occurring shortly after you give the child the toy or food they have requested?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Does this behavior seem to occur when the child has been told that they can’t do something they wanted to do?</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

FUNCTIONAL ANALYSIS SCREENING TOOL (FAST)

Student: ___________________________  ID# ___________  Exceptionality: ___________

Date: __/__/  DOB: __/__/  School: _______________  Grade: __________

Behavior Problem: ___________________________

Informant: ___________________________  Interviewer: ___________________________

To the Interviewer: The FAST is designed to identify a number of factors that may influence the occurrence of behavior problems. It should be used only as an initial screening tool and as part of a comprehensive functional analysis of the behavior problem. The FAST should be administered to several individuals who interact with the client frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on “Informant-Client Relationship,” read each of the numbered items carefully. If a statement accurately describes the student’s target behavior problem, circle “Yes.” If not, circle “No.”

INFORMANT-CLIENT RELATIONSHIP

Indicate your relationship to the student: __ Parent  _____ Teacher/Instructor

_____ Therapist  _____ Residential Staff

How long have you known the student? _____ Years  _____ Months

Do you interact with the student on a daily basis? _____ Yes  _____ No

If “Yes,” how many hours per day? ______ If “No,” how many hours per week?

In what situations do you typically observe the student? (Mark all that apply)

_____ Self-care routines  _____ Academic skills training  _____ Meals  _____ When the student has nothing to do

_____ Leisure activities  _____ Work or vocational training  _____ Other: ___________________________

Part I. Problem Behavior Identification:

List behavior problems of concern. Describe each in clear and objective terms.

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

Part II. Dimensions of Problem Behavior:

Provide and estimate of the frequency and severity of each problem behavior. Use the following criteria for severity:

Mild (disruptive but not dangerous), Moderate (destructive to physical environment),
Severe (poses physical danger to student or others)

FREQUENCY  SEVERITY

1. Hourly/Daily/Weekly/Less Often  Mild/Moderate/Severe

2. Hourly/Daily/Weekly/Less Often  Mild/Moderate/Severe

3. Hourly/Daily/Weekly/Less Often  Mild/Moderate/Severe

4. Hourly/Daily/Weekly/Less Often  Mild/Moderate/Severe
PART III. Critical Situations:
Describe the situations in which the problem behavior is most likely to occur.

Days/times ________________________________________  Setting________________________________________
Persons Present:___________________________________  Activity_______________________________________
What happens right before the problem behavio occurs?___________________________________________________________________

Describe the situations in which the behavior is least likely to occur:
Days/times ________________________________________  Setting________________________________________
Persons Present:___________________________________  Activity_______________________________________

Part IV. Social Influences On Behavior
1. The behavior usually occurs in your presence or in the presence of other students. Yes No
2. The behavior usually occurs soon after you or others interact with the student in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the student, taking away a “preferred” item, requiring the student to change activities, talking to someone else in the student’s presence, etc. Yes No
3. The behavior often is accompanied by other “emotional” responses, such as yelling or crying. Yes No

Complete Part V if you answered “Yes” to items 1, 2, or 3. Skip Part V if you answered “No” to all three items in Part I.

Part V. Social Reinforcement
4. The behavior often occurs when the student has not received much attention. Yes No
5. When the behavior occurs, you or others usually respond by interacting with the student in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection). Yes No
6. The student often engages in other annoying behaviors that produce attention. Yes No
7. The student frequently approaches you (or others) and/or initiates social interaction. Yes No
8. The behavior rarely occurs when you give the student lots of attention. Yes No
9. The behavior often occurs when you take a particular item away from the student or when you terminate a preferred leisure activity. (If “yes,” identify: ) Yes No
10. The behavior often occurs when you inform the student that (s)he cannot have a certain item or cannot engage in a particular activity. (If “Yes,” identify: ) Yes No
11. When the behavior occurs, you often respond by giving the student a specific item, such as a favorite toy, food, or some other item. (If “Yes,” identify: ) Yes No

11
12. The student often engages in annoying behaviors that produce access to preferred items or activities. 

13. The behavior rarely occurs when you give the student free access to his or her favorite items or activities. 

14. The behavior often occurs during training activities or when you place other types of demands on the student. (If “Yes,” identify the activities: self-care, academic, work, other) 

15. The student often is noncompliant during training activities or when asked to complete tasks. 

16. The behavior often occurs when the immediate environment is very noisy or crowded. 

17. When the behavior occurs, you often respond by giving the student a brief “break” from an ongoing task. 

18. The behavior rarely occurs when you place few demands on the student or when you leave the student alone. 

Part VI. Nonsocial (Automatic) Reinforcement 

19. The behavior occurs frequently when the student is alone or unoccupied. 

20. The behavior occurs at relatively high rates regardless of what is going on in the student’s immediate surrounding environment. 

21. The student seems to have few known reinforcers or rarely engages in appropriate object manipulation or “play” behavior. 

22. The student is generally unresponsive to social stimulation. 

23. The student often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, or mouthing, etc. 

24. When the student engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior). 

25. The behavior seems to occur in cycles. During a “high” cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a “low” cycle, the behavior rarely occurs. 

26. The behavior seems to occur more often when the student is ill. 

27. The student has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis).
SCORING SUMMARY
Circle the items answered “Yes.” If you completed only Part II, also circle Items 1, 2, and 3.

Likely Maintaining Variable:

<table>
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<tr>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
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<td></td>
<td>Social positive reinforcement (attention)</td>
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<td></td>
<td></td>
<td></td>
<td>Social positive reinforcement (access to activities)</td>
</tr>
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<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>Social negative reinforcement (escape)</td>
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</tbody>
</table>

Part VII: Replacement Behaviors
Describe some alternative behaviors that could be strengthened as replacements for the student’s problem behaviors.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

VIII. Communication Skills:
1. Indicate the student’s primary form of communication
   • Vocal     • Sign     • Gestures     • Other

2. How does the student communicate a want or need (for attention, food, activities, etc.)?
   _______________________________________________________

3. How does the student communicate a desire to stop and on-going activity?
   _______________________________________________________

IX. Preferences
List things that appear to be student preferences and might be used therefore as reinforcers for appropriate behavior.

1. Preferred Persons _______________________________________
   _______________________________________________________

2. Preferred Activities (videos, toys, swing, games, ________
   _______________________________________________________   
   _______________________________________________________   

3. Food, snacks an drink __________________________
   _______________________________________________________
   _______________________________________________________   
   _______________________________________________________   

13
X. Previous Interventions: Provide a summary of any previous interventions and their effects upon the problem behavior. Include descriptions of procedures, dates and summary of behavioral data if available.

Adapted from Dr. Brian Iwata’s work (1996 & 1998) at The Florida Center on Self-Injury.
# DATA RECORDING PROCEDURES

## DATA RECORDING

### MALADAPTIVE BEHAVIOR CARD

<table>
<thead>
<tr>
<th>Location:</th>
<th>Student</th>
<th>Date:</th>
<th>ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>

### What Happened Before?
- [ ] Appeared to be in discomfort
- [ ] Asked to do something
- [ ] Bored—no materials/activities
- [ ] Could not get desired item
- [ ] Loud/disruptive environment
- [ ] Nothing “out of the blue”
- [ ] Ongoing behavior interrupted
- [ ] Other student provoked
- [ ] Stopped from doing activity
- [ ] Transitional time
- [ ] Attention given to others
- [ ] Other (specify _____)

### Inappropriate Behavior
- [ ] Fidgeting
- [ ] Noncompliance
- [ ] Off task
- [ ] Physical/Verbal aggression
- [ ] Playing with objects
- [ ] Property destruction
- [ ] Provoking/Teasing others
- [ ] Running away
- [ ] Screaming/Tantrum
- [ ] Self-injurious behavior
- [ ] Other (specify _____)

### What Happened After?
- [ ] Called for assistance
- [ ] Interruption/Blocking
- [ ] Nothing/Ignored
- [ ] Physical discomfort relieved
- [ ] Physical redirection to activity
- [ ] Physical restraint (manual)
- [ ] Removed from room/area
- [ ] Required to continue activity
- [ ] Separation within room/area
- [ ] Time-out (duration: _____)
- [ ] Verbal redirection to activity
- [ ] Other (specify _____)
ANALOGUE EXPERIMENTAL ANALYSIS

Deliberate manipulation of conditions

Note that ABC data are collected as behavior occurs in the natural flow of events. You might find that there are situations you want to investigate, but they do not occur very often. You can therefore program these situations to occur, collect data, and then draw conclusions.

Several situations that have been examined include having the child do a task, in a room by themselves, in a room with other people who reprimand them for inappropriate behavior, and in an enriched environment with toys, activities, etc.
# Analogue Experimental Analysis

Below is the protocol for conducting the experimental functional analysis.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Environment</th>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Th. present, toys available</td>
<td>Th. attends to SIB</td>
<td>Test (Social Sr+)</td>
</tr>
<tr>
<td>Demand</td>
<td>Th. present, work materials available</td>
<td>Th. presents learning trials</td>
<td>Test (Social Sr-)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time-out for SIB</td>
<td></td>
</tr>
<tr>
<td>Alone</td>
<td>Th. absent, no materials available</td>
<td>N/A</td>
<td>Test (Automatic Sr+)</td>
</tr>
<tr>
<td>Play</td>
<td>Th. present, toys available</td>
<td>Th. presents noncontingent social interaction</td>
<td>Control</td>
</tr>
</tbody>
</table>
### Instructions
This data sheet measures the percent of intervals in which the targeted behavior occurs therefore, you will need a timer that counts down intervals. For each condition there are 30 intervals.  

1) Set the time interval anywhere from 10 sec. to 60 sec. (e.g. if the timer is set at 20 sec. intervals, recording all 30 intervals during one condition will equal 10 minutes).  

2) Begin the observation by starting the time.  

3) At the end of each interval, look at the student to see if the targeted behavior is occurring.  

4) If the behavior is occurring, place a “+” in the corresponding interval box.  

5) If the behavior is not occurring, place a “-” in the corresponding box.  

6) Calculate the percentage by dividing the number of intervals containing a “+” by the total number of intervals (30).

### Alone Condition

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### Attention Condition

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### Demand Condition

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### Play Condition

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Examine the graph below for a set of data from each of the above situations. After viewing the data, what might you conclude?

Most problem behaviors occur when demands or tasks are required. Thus, you might speculate that the behaviors are somehow related to the task. Perhaps the person finds task work boring, and the behaviors may serve as a way to escape. In such a case, you should reinforcers to encourage task completion. For example, give more frequent and more desirable reinforcement. A more desirable reinforcement might be allowing the child a short break after completing a small portion of the task. Or perhaps the tasks are boring or too difficult; thus, task difficulty should be changed. Whatever the reason, the child should be kept in the task situation, if possible, when problem behavior occurs to prevent reinforcement of the problem behavior. If you let the child out of the task for problem behavior you will be teaching him/her to do it more often.

Now imagine another scenario, in which assessment data indicate that the problem behavior occurs only when attention is available (see below).

In this situation you would want to teach the child to ask for attention and to tolerate situations where there is little attention. To do this you would teach the child to communicate “I want attention” and then give it. However, it would be important to remember that the problem behavior would never get your attention again. When the problem behavior happened you might withdraw attention and even use timeout.
FUNCTIONAL ANALYSIS SUMMARY

FUNCTIONAL ASSESSMENT SUMMARY

Student: ___________________________  ID#: __________  DOB: ___/___/____
Exceptionality: ___
Today’s Date: ___/___/____  School: _______________________________________

A. Describe the behavior:

________________________________________________________________________

B. Collect information from the Functional Analysis Interview(s) and direct
observation data to complete the areas below:

1. BEHAVIOR (e.g. tantrums, aggression, non-engagement, non-compliance): _________
   __________________________________________________________________________

2. SETTING EVENT (e.g. time, transition, prior negative event, hunger): _________
   __________________________________________________________________________

3. ANTECEDENT (e.g. instructions, activity, errors, no attention): _________________
   __________________________________________________________________________

4. CONSEQUENCES (e.g. end of activity, feedback, punishment, attention): _________
   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________
BEHAVIOR REDUCTION METHODS

**Behavior Reduction**

1. Procedures are selected based upon the assessment of the controlling variables
2. Treatment includes manipulation of antecedents as well as consequences
3. Replacement behaviors or functional equivalents are taught directly in most cases
REINFORCEMENT BASED APPROACHES TO BEHAVIOR REDUCTION

Three Procedures to Reduce Behavior

1. Eliminate the Behavior’s Establishing Operation
   
   *Deprivation*

   *Aversive Stimulation*

2. Terminate the Behavior’s Reinforcement Contingency
   
   *Extinction*

3. Replace the Behavior with an Alternative Response
   
   *Differential Reinforcement*
PROBLEM BEHAVIOR MAINTAINED
BY SOCIALLY MEDIATED POSTIVE
REINFORCEMENT

1. Establishing Operation: Deprivation from the reinforcer
   Rx: Noncontingent delivery of reinforcer (NCR)

2. Maintaining Reinforcer: Socially Mediated
   Rx: EXT: Contingent removal of reinforcer

3. Behavioral Replacement (DRA of Functional Equivalent Behavior)
   Rx: Differential Positive Reinforcement of Alternative Behavior.
PROBLEM BEHAVIOR MAINTAINED BY
SOCIALLY MEDIATED NEGATIVE
REINFORCEMENT

1. Establishing Operation: Aversive Stimulation
   Rx: Teaching Procedures To Reduce Value of Negative Reinforcement and NCR

   Rx: Escape EXT; Guided Compliance

3. Behavioral Replacement: (DRA of Functional Equivalent)
   Rx: Differential Negative Reinforcement of Alternative Behavior
PROBLEM BEHAVIOR MAINTAINED BY AUTOMATIC POSITIVE REINFORCEMENT

   Rx: Noncontingent stimulation (NCR)

   Rx: Sensory EXT: response block, protective equipment, etc.

3. Behavioral Replacement: (DRA of Functional Equivalent
   Rx: Provide stimulating environment and establish alternative self stimulatory behavior.
GENERAL INTERVENTIONS FOR PROBLEM BEHAVIOR REDUCTION

If the problem behavior is a function of ATTENTION or THINGS

1. Give lots of attention and enriched environment to prevent the behavior

2. NEVER give attention for the problem behavior ever again. Withdraw attention for the problem behavior. Timeout or ignoring will work. DON’T USE FOR SELF-INJURIOUS BEHAVIOR.

3. TEACH a child a communication behavior of asking for attention and give attention when he/she uses the replacement behavior.

If the problem behavior is a function of ESCAPE or AVOIDING WORK or YOUR DEMANDS

1. Reduce the motivation to escape by reducing demands, decrease the effort, quicken the pace of instruction, use errorless teaching, mix easy and difficult responses, choices, etc.

2. NEVER allow the child to escape or avoid a demand again. Require the student to do whatever your ask if it means you must physically guide him to do it.

3. TEACH the child a communication behavior of asking for a break to replace the problem behavior. Give a break whenever the child asks at first.

If the problem behavior is a function of FEELING GOOD

1. Provide an enriched environment that may incorporate the reinforcing stimulation for appropriate behaviors.

2. PHYSICALLY or with equipment prevent the problem behavior from occurring to stop the good feeling.

3. TEACH the child to enjoy social interactions and doing other activities that get lots of social reinforcement or to engage in more socially appropriate and less harmful methods of self-stimulatory behaviors.
INTERRUPTIONS BASED UPON FUNCTION OF THE BEHAVIOR

Interventions for Behaviors Maintained by
SOCIAL POSITIVE REINFORCEMENT

1. **Noncontingent reinforcement**: enrich the classroom with frequent reinforcement. To be used only when behavior is due to deprivation of attention.

2. **Extinction**: remove positive reinforcer for the behavior, e.g. ignore, activities, food. To be used whenever possible since it can be very effective. However, teacher must be sure that behavior is really functioning for the reinforcer being removed.

3. **Timeout**: removing access to positive reinforcer which is maintaining the misbehavior. Can be very effective but must be used precisely and NEVER for escape motivated behaviors. The procedure will only be effective within a classroom which is very reinforcing for alternative appropriate behaviors.

4. **Differential Reinforcement of “ANY” other behavior (DR0)**: deliver positive reinforcer if misbehavior has not occurred for a period of time. For example, no tantrums or threats occur for a period of time give reinforcer. It is difficult to use this successfully in a classroom but should be considered as an alternative to punishment.

5. **Differential reinforcement of alternative behavior (DRA)**: teach the student to get your attention or other positive things through a more appropriate behavior. This frequently takes the form of teaching the student to ask or request attention or activities without misbehaving to get it. Most of the time this will take discrete trial training along with Extinction for the misbehavior. The combination of these two (2) techniques is the most effective method for decreasing behavior of this type.
Interventions for Behaviors Maintained by NEGATIVE REINFORCEMENT (ESCAPE)

1. **Noncontingent task removal**: this is similar to noncontingent reinforcement. This should only be used for the most severe cases of maladaptive behavior since it does not teach alternative behaviors.

2. **Stimulus demand fading**: these are very important interventions related to changes in how instruction is delivered. These may be the only effective techniques for managing the behavior of behavior disordered students. These interventions include:
   - Pace of instruction
   - Student choices
   - Frequency of Demands and how delivered
   - Interspersal of easy and hard tasks
   - General difficulty of assignments
   - Opportunities for students to actively respond

3. **Extinction Through Prevention of Escape (Escape:EXT)**: this is the most effective technique to decrease escape motivated behavior because it removes the reinforcer, escape, for the behavior. It is also the most difficult to implement because it sometimes requires physically guiding a response which may not possible with all students.

4. **Development of Instruction Following Behavior (DRI)**: this is sometimes called “compliance training”. Compliance problems seem to be at the heart of many behavior problems. These are procedures designed to teaching compliance with requests by practicing compliance many times a day for reinforcement. This technique may require hundreds and hundreds of practice trials along with escape:EXT and reinforcement in the real classroom environment to overcome this problem. It is best to use Escape: EXT with this technique to enhance its effectiveness.

5. **Development of Appropriate Escape Behavior (DNRA)**: this is a technique designed to teach a student to request his reinforcer (escape from a demand) appropriately as an alternative to the misbehavior, e.g. tantrums, threats, noncompliance, etc. This technique is best used as part of discrete trial practice sessions at first along with reinforcement for the behavior in the real classroom situation.
Interventions for Behaviors Maintained by

AUTOMATIC POSITIVE REINFORCEMENT

1. Sensory Reinforcement Contingent Upon Alternative Behavior (DRA): this procedure requires that a student whose fidgeting behavior is maintained by self stimulatory responding may be allowed to move around and fidget only after brief periods of work and no fidgeting. This may be taught directly in discrete trial training.

2. Reinforcement of Alternative Self-Stimulatory Responses (DRA): this procedure includes providing the student with an alternative method of receiving self stimulatory sensations which are more appropriate. For example, allow the student to move in his seat or manipulate some objects contingent upon appropriate behavior.

3. Development of Effective Social Reinforcers: by pairing teacher attention with very strong activity reinforcers and the opportunity to move around as a form of stimulation the value of social reinforcers in the future will be increased. When you have more potent social reinforcers then you may be able to provide them for behaviors other than fidgeting and moving. This technique is best used in cooperation with #1 above.

4. Sensory Extinction: Removal or attenuation of the sensory reinforcer maintaining the behavior.
DEVELOPING A BEHAVIOR PLAN

COMPONENTS OF A BEHAVIOR
LESSON PLAN

1. PROCEDURES TO REDUCE THE MOTIVATION TO EXHIBIT THE MALADAPTIVE BEHAVIOR
   • Effective instructional practices
   • Pace of instruction
   • Opportunities to actively respond
   • Reduction in demands
   • Reduction in difficulty of work
   • Choices

2. PLACE THE MALADAPTIVE BEHAVIOR ON EXTINCTION
   • Never reinforce maladaptive behavior again

3. DIFFERENTIALLY REINFORCE THE REPLACEMENT BEHAVIOR
   • Provide the functionally equivalent reinforcement for the replacement behavior

4. TEACH THE REPLACEMENT BEHAVIOR INTENSELY AND PRACTICE IT OFTEN.
1. Behavior to reduce or eliminate (Target Behavior). Indicate baseline frequency and severity of the behavior.

2. What is the function (cause) of the behavior (Attention, Escape Demands, Get Things, Self Stimulation).

3. What is the behavior that will replace the target behavior (Functional Equivalent):

4. What will I do to prevent the target behavior’s occurrence (Antecedent changes e.g. Instruction, Choices, Demand Fading):
5. What do I do when he/she does the correct (Replacement) behavior in every day classroom situations (Positive Reinforcement/Negative Reinforcement):

6. What will I do when he/she “even thinks” about doing the incorrect or target behavior in everyday classroom situations (Extinction/Punishment):

7. When and how will I practice the correct (Replacement) behavior during intensive teaching sessions (Functional Communication Training-DRA):

8. How will I know if the procedures are working (Evaluation):
PROGRAM DATA ANALYSIS RECORD

Student: ____________________________  School: ____________________________
Target Behavior: ____________________________

GRAPHING CODE
☐ Acquisition  ☐ Deceleration
☐ #
☐ #
☐ #

MEDICATIONS

NOTES

Time
Practice for when he/she wants something and the answer is YES, but not for problem behavior

**Procedures:** Set up motivation for attention or items and teach replacement behavior of asking instead of aggression or self-injury.

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Emergency Procedures and Emergency Procedure Form

Emergency Procedures
EMERGENCY PROCEDURES

IF ANY OF THE FOLLOWING EMERGENCY PROCEDURES ARE USED MORE THAN FIVE (5) TIMES WITH AN INDIVIDUAL STUDENT IN A SCHOOL YEAR, A BEHAVIOR DECELERATION PROGRAM MUST BE WRITTEN AND IMPLEMENTED.

IF THE CHILD DOES NOT BECOME CALM WITHIN 30 MINUTES after use of any on the EMERGENCY PROCEDURES, staff should contact the parents to transport the student home. If the parents are unavailable, outside agencies or authorities may be contacted. In rare circumstances, it may become necessary to transport the student to a crisis stabilization unit.

Some students exhibit severe aggressive, disruptive, non-compliance, and self-injurious behaviors. There are times when exhibiting these behaviors will pose an immediate danger to the student or others and steps must be taken immediately to interrupt the behavior. The following is an outline for the use of Emergency Procedures and their restrictions.

An EMERGENCY PROCEDURE is appropriately used:

- When a student is engaged or about to engage in Aggressive behavior that has the potential of injuring others.
- When a student is engaged or about to engage in Self-injurious behavior.
- When a student is engaged or about to engage in Destructive behavior that has the potential of doing substantial property damage.

EMERGENCY PROCEDURES

1. **SECLUSION**: directing a child to a designated seclusion/timeout room WITH NO DOOR (not just open) and requiring the child to remain in this room without positive reinforcement and without other activities UNTIL THE STUDENT IS CALM.

   **Restrictions:**
   
   a. A staff member must make visual contact with the child every 2 minutes, (data collection is mandatory).
   b. Use of ACT (Aggression Control Techniques), T.E.A.M. or CPI (Crisis Prevention Intervention), to contain or transport the student to the room.
   c. Include a release contingency - additional period of time for ‘calm’ behavior (between 10 seconds and 5 minutes) before release from the emergency procedure.
   d. Full documentation on the Emergency Procedure Form, (FC-1650). This form will be filed with 1) the teacher or school based Behavior Specialist; 2) with the school Administration;
   e. Do not exceed 30 minutes for the total duration of the procedure.

2. **SECURED SECLUSION**: directing a child to a designated seclusion/timeout room with the door closed and secured by a gravity or electronic lock.

   **THIS PROCEDURE IS STRICTLY PROHIBITED**

3. **MANUAL RESTRAINT**: physically restraining a child.

   **Restrictions:**
a. Use of ACT (Aggression Control Techniques), T.E.A.M. or CPI (Crisis Prevention Intervention), to contain or transport the student.
b. Include a release contingency - additional period of time for 'calm' behavior (between 10 seconds and 5 minutes) before release from the emergency procedure.
c. Full documentation on the Emergency Procedure Form (FC-1650). This form will be filed with 1) the teacher or school based Behavior Specialist; 2) with the school Administration;
d. Do not exceed 30 minutes for the total duration of the procedure.

4. **PROTECTIVE EQUIPMENT**: use of helmets, gloves, splints, wrist restraints, chair with straps, rifton chair, wrap mat, or other similar devices.

**Restrictions:**

a. Use of ACT (Aggression Control Techniques), T.E.A.M. or CPI (Crisis Prevention Intervention), to contain or transport the student.
b. Include a release contingency - additional period of time for 'calm' behavior (between 10 seconds and 5 minutes) before release from the emergency procedure.
c. Full documentation on the Emergency Procedure Form (FC-1650). This form will be filed with 1) the teacher or school based Behavior Specialist; 2) with the school Administration;
d. Do not exceed 30 minutes for the total duration of the procedure.
e. One on one monitoring must occur for the entire period.
f. It is advised to consult with a physician to determine if the use of the equipment might be contraindicated due to medical conditions.
g. Any sign of physical distress as a result of the application of the protective equipment should lead to immediate removal of the equipment and prompt medical attention.
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<thead>
<tr>
<th>EMERGENCY PROCEDURES</th>
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<tr>
<td>Complete this form for every occasion that an emergency procedure is used for any student</td>
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Student: ______________________    ID#: _________    Exceptionality: ______

Date: ____ / ____    DOB: ____ / ____ / ______    School: ______

Time of Day: _____ AM/PM

1) Type of Behavior:
   - _____ Aggression
   - _____ Property Destruction
   - _____ Self Injury
   Describe the Behavior: ___________________________________________
                        ___________________________________________
                        ___________________________________________

2) What type of Emergency Procedure was implemented?
   - _____ Seclusion
   - _____ Manual Restraint
   - _____ Protective Equipment

3) What was the duration of the Emergency Procedure?
   - _____ Beginning Time
   - _____ Ending Time
   - _____ Total Duration

4) Describe the conditions or circumstances which led to the maladaptive behavior:
   ____________________________________________________________
   ____________________________________________________________

5) Describe the procedures or techniques that were used to preclude the need for the Emergency Procedures that were implemented:
   ____________________________________________________________
   ____________________________________________________________

6) List the names of any individuals who were involved or witnessed this incident:
   ____________________________________________________________
   ____________________________________________________________

7) Signature of staff members who implemented the Emergency Procedure:
   ____________________________________________________________
   ____________________________________________________________

8) Administrative Review
   Administration: I have reviewed this report.
Signature ___________________________  Date ___/___/___
# QUICK REFERENCE TO PROCEDURES

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**Legend:**
- E = Encouraged
- M = Mandatory
SCHOOL DISTRICT OF INDIAN RIVER COUNTY

APPROVAL FORM LEVEL III AND LEVEL IV RESTRICTED PROCEDURES

Student: ___________________________ ID#: __________________ Exceptionality: ___________________________

Date: __/__/_________ DOB: __/__/_________ School: ___________________________

Description of Behavior: __________________________________________________________

**LEVEL III RESTRICTED BEHAVIORAL PROCEDURES**

*Check the procedure(s) that apply*

- Timeout behind a partition.
- Timeout in another class or alternative class.
- Timeout in the student’s classroom after the other students have been removed.
- Brief manual restraint not to exceed 5 min.
- Required relaxation not to exceed 5 min.
- Overcorrection including restitution not to exceed 15 min.
- Compliance training for non-aggressive behavior.
- Escape EXT. With Physical Blocking.

I have reviewed the proposed procedures and all other procedures which have been attempted. I consider the proposed procedures to be the least restrictive and appropriate intervention(s) at this time. Moreover, the proposed procedures are not considered experimental in nature and have empirical support within the literature of the Science of Human Behavior.

_________________________ / __/______
Student Support Specialist

LEVEL IV RESTRICTED BEHAVIORAL PROCEDURES

*Check the procedure(s) that apply*

- Sensory Extinction
- Timeout by facial screening; not to exceed 15 min.
- Timeout by seclusion; not to exceed 15 min.
- Contingent excessive motor movement; not to exceed 15 min.
- Protective Equipment more than 5 min; not to exceed 15 min.
- Lengthy manual restraint more than 5 min; not to exceed 15 min.
- Required Relaxation more than 5 min; not to exceed 15 min.
- Compliance training for aggressive and self-injurious behavior; not to exceed 15 min.
- Contingent excessive discomfort.

I have reviewed the proposed procedures and all other procedures which have been attempted. I consider the proposed procedures to be the least restrictive and appropriate intervention(s) at this time. Moreover, the proposed procedures are not considered experimental in nature and have empirical support within the literature of the Science of Human Behavior.

_________________________ / __/______
Behavior Analyst

_________________________ / __/______
Principal
SAMPLE FUNCTIONAL ASSESSMENT SUMMARY

&

BEHAVIOR PLAN

FUNCTIONAL ASSESSMENT SUMMARY

Student: Justin

ID#: ___________  DOB: __/__/Exceptionality: ________
A. **Describe the behavior:** Aggression in the form of hitting others with open hand; self-injurious behavior in the form of hands in mouth and slapping neck and ears and face.

B. **Collect information from the Functional Analysis Interview(s) and direct observation data to complete the areas below:**

1. **BEHAVIOR** (e.g. tantrums, aggression, non-engagement, non-compliance): Same as above.

2. **SETTING EVENT** (e.g. time, transition, prior negative event, hunger): No particular setting is more likely than others.

3. **ANTECEDENT** (e.g. instructions, activity, errors, no attention): When deprived of attention or left alone.

4. **CONSEQUENCES** (e.g. end of activity, feedback, punishment, attention): Behavior has produced increased attention and automatic reinforcement.


4. **HYPOTHESIS** (1. Positive reinforcement: 2. Negative reinforcement: 3. Stimulation): When Justin is deprived of attention he will engage in hitting and/or self-injurious behavior in the form of hand mouthing, neck, face and ear slapping due to a history of attention for these behaviors.
BEHAVIOR LESSON PLAN

Student: Justin  School: Hard Knocks
Plan Author: V.Carbone  Date: 3/ 24  02

Goal: To reduce aggression and self-injurious behavior to zero by September 1, 2002
Objectives: By September 1, 2002, Justin will engage in “0” aggressions and SIBs for at least 10 consecutive days.

Reinforcers: Attention (hugs, tickles peekaboo games, etc., toys that make noise or music).

1. Behavior to reduce or eliminate (Target Behavior). Indicate baseline frequency and severity of the behavior.

Self-injury- ear slap, wrist bite, hand in mouth, mouth slap, face slap
Aggression- slapping with open hand to body of other person.

The behavior occurs at a rate of about 1 per 10 minutes. The severity of the behavior varies from mild to moderate.

2. What is the function (cause) of the behavior (Attention, Escape Demands, Get Things, Self Stimulation).

The self-injury and aggression appear to have a major function related to increasing attention that follows the behavior. In addition, the behavior sometimes occurs in boring environment since it produces a relatively high rate of stimulation in the form of self-stimulation.

3. What is the behavior that will replace the target behavior (Functional Equivalent):

Justin will be taught to request (mand) attention by raising his hand as a functionally equivalent response that will produce attention. He will also be taught to request other items that will produce reinforcement that will reduce the value of attention as as reinforcer and automatic reinforcement, e.g. requesting music toys. These request will be taught with signs (ASL).

4. What will I do to prevent the target behavior’s occurrence (Antecedent changes e.g. Instruction, Choices, Demand Fading):

1. Teacher will provide stimulating environment and task activities
2. Teacher will deliver attention on a schedule of about every 5 minutes.
3. Teacher will schedule ½ hour per day to teaching Justin to mand attention and reinforcers.

5. What do I do when he/she does the correct (Replacement) behavior in every day classroom situations (Positive Reinforcement/Negative Reinforcement):

For requesting attention appropriately Justin will be immediately given 20 seconds of teacher attention.
For requestion items appropriately Justin will be given access to the item for at least 30 seconds.
6. What will I do when he/she “even thinks” about doing the incorrect or target behavior in everyday classroom situations (Extinction/Punishment):

For any instance of aggression extinction in the form of withdrawal of attention will occur. For the SIB the teacher will block the SIB and move away as soon as possible. It may be necessary to then re-direct to the on-going activity but not when the SIB or aggression occurs. If the attention or item being requested can be given at that time, but not for the aggression or SIB, the teacher will count to 25 and then prompt Justin to request appropriately with the hand raise or sign. If during the counting Justin continues the behavior the teacher will re-start the count.

7. When and how will I practice the correct (Replacement) behavior during intensive teaching sessions (Functional Communication Training-DRA):

During at least two 15 minute intensive teaching sessions per day Justin will be taught to request attention by raising hand and preferred toys by signing. The teacher will arrange to have the reinforcers present and immediately prompt the response when the motivation is demonstrated for the attention or item. The behaviors taught will act as functional equivalent replacement behaviors for the aggression and self-injury. Data should be recorded each day during these sessions on the forms attached.

8. How will I know if the procedures are working (Evaluation):

Data will be recorded for each instance of aggression and SIB using the maladaptive cards. The daily frequency should be charted on the attached graph.
**DATA SHEET**

Practice for when he/she wants something and the answer is YES, but not for problem behavior

**Procedures:** Teacher develops motivation for attention and items and then teaches functional equivalent as replacement for aggression and SIB.

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FUNCTIONAL ASSESSMENT
TRAINING EXERCISE

INTERPRETING DATA AND VIDEO
Analysis to Develop Behavior Plan
FUNCTIONAL ANALYSIS INTERVIEW

Student: Roger  ID# __________________________ date: 3/ 15/02
Teacher: Ms. Shell Shocked
Behavior of Concern: Tantrums that take the form of screaming, running around, tearing up materials, kicking the walls, yelling profanity.
Positive Reinforcers: Taking a walk, drawing with markers, taking a walk, toy animals, candy.
Negative Reinforcers: Escape from demands.

Instructions: Interview a person who has observed the behavior of the student for an extended period of time in many different situations. Check the boxes whenever the respondent answer “YES” to a question. For every “YES” response there should be a qualifying comment written on the line corresponding to the question.

1. Physiological, Medical, EO Factors
   - Does the behavior occur during certain seasons of the year? NO
   - Could the behavior be the result of any form of discomfort (escape response to headache, stomach ache, dizziness, blurred vision, ear infection, etc.). NO
   - Could the behavior be signaling some deprivation condition? (Thirst, hunger, lack of rest, etc.) BEHAVIOR IS MORE SEVERE WHEN HE IS TIRED AND MORE FREQUENT.
   - Could the behavior be a side effect of medication? (Tired, unsteady, thirst, confused, toxic levels) NO
   - Could the behavior be the result of a medical condition? (Seizures, PKU, allergies, CP) NO

2. Antecedents and Setting Event Factors
   - Are there any circumstances in which the behavior ALWAYS occurs? WHEN TRANSITIONING FROM PREFERRED TO UNPREFERRED AND WHEN DENIE A PREFERRED ITEM.
   - Are there any circumstances in which the behavior NEVER occurs? WHEN ENGAGED IN PREFERRED ACTIVITIES.
   - Does it occur at certain times of the day? NO, AT TIME WHEN MORE DEMANDS ARE PLACED UPON HIM BEHAVIOR OCCURS MORE FREQUENTLY.
   - Does the behavior occur only with certain people? NO
   - Could the behavior be related to any skill deficits? (Communication, excessive task requirements, physical ability)
     - YES, HE HAS POOR VERBAL SKILLS AND THEREFORE DOES NOT HAVE MANY WAYS TO NEGOTIATE.
   - Is the behavior related to any particular activities? IF THE ACTIVITY IS PREFERRED THEN THE TRANSITION WILL BE MORE DIFFICULT.
   - Is the behavior in response to aversive stimuli? (Tone of voice, ignoring, demands, noise level, number of people in the room, agitation/consequences delivered to other students, lighting, change in routine, transitions) NO

3. Operant (consequences) Factors
   - What does the behavior allow the student to gain? (Attention, preferred activities or items) IT APPEARS THAT THE TANTRUMS HAVE LED TO ROGER ESCAPING DEMANDS AND GETTING THINGS HE WANTS.
   - Does the behavior allow the student to postpone, avoid, or escape aversive stimulation? (Unpreferred activities, demands, social interaction, pain) YES, BY RUNNING AROUND AND AWAY HE ESCAPES THE DEMAND MOMENTARILY.
   - Does the behavior provide self-stimulation activity? (Boredom, impoverished environment) NO
   - Does the behavior occur collateral with any other behavior or as part of a chain of behaviors? THE BEHAVIOR STARTS WITH SCREAMING AND THEN BECOMES DESTRUCTIVE OF PROPERTY.
   - Does the behavior occur as a result of having a preferred activity terminated? YES.
FUNCTIONAL ANALYSIS SCREENING TOOL (FAST)

Student: Roger  ID# _______________  Exceptionality: Autism
Date: 3 / 15 / 02  DOB: / / __________  School: _______
Grade: 2

Behavior Problem: Tantrums that take the form of screaming, running around, tearing up materials, kicking the walls, yelling profanity.

Informant: Teacher  Interviewer: V. Carbone

To the Interviewer: The FAST is designed to identify a number of factors that may influence the occurrence of behavior problems. It should be used only as an initial screening tool and as part of a comprehensive functional analysis of the behavior problem. The FAST should be administered to several individuals who interact with the client frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on “Informant-Client Relationship,” read each of the numbered items carefully. If a statement accurately describes the student’s target behavior problem, circle “Yes.” If not, circle “No.”

INFORMANT-CLIENT RELATIONSHIP

Indicate your relationship to the student: Parent Teacher/Instructor Therapist Residential Staff

How long have you known the student? 3 Years 5 Months

Do you interact with the student on a daily basis? XXXX Yes XXXX No

If “Yes,” how many hours per day? 6
If “No,” how many hours per week?

In what situations do you typically observe the student? (Mark all that apply)

X Self-care routines  X Academic skills training  X Meals  ___ When the student has nothing to do
___ Leisure activities  ___ Work or vocational training  ___ Other: ____________________

Part I. Problem Behavior Identification:

List behavior problems of concern. Describe each in clear and objective terms.

1. SREAMS VERY LOUDLY
2. RUNS AROUND AND AWAY
3. KICKS HOLES IN WALLS
4. YELLS PROFANITY

Part II. Dimensions of Problem Behavior:

Provide and estimate of the frequency and severity of the each problem behavior. Use the following criteria for severity:

Mild (disruptive but not dangerous), Moderate (destructive to physical environment), Severe (poses physical danger to student or others)

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**PART III.** Critical Situations:
Describe the situations in which the problem behavior is **most** likely to occur.

Days/times _ANY TIME_
Setting: TRANSITIONS BETWEEN ACTIVITIES and DENIED TANGIBLE ITEM
Persons Present: TEACHER
Activity: COULD BE ANY ACTIVITY
What happens right before the problem behavior occurs? DEMAND TO TRANSITION PLACED ON HIM OR TOLD “NO” THAT HE COULD NOT HAVE SOMETHING

Describe the situations in which the behavior is **least** likely to occur:
Days/times _DOESN’T MATTER_
Setting: NO DEMANDS AND FREE ACCESS TO DESIRED ITEMS.
Persons Present: DOESN’T MATTER
Activity: WHEN ACTIVITY IS NOT PREFERRED

**Part IV. Social Influences On Behavior**

1. The behavior usually occurs in your presence or in the presence of other students. **Yes**  **No**
2. The behavior usually occurs soon after you or others interact with the student in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the student, taking away a “preferred” item, requiring the student to change activities, talking to someone else in the student’s presence, etc. **Yes**  **No**
3. The behavior often is accompanied by other “emotional” responses, such as yelling or crying. **Yes**  **No**

Complete Part V if you answered “Yes” to items 1, 2, or 3. **Skip** Part V if you answered “No” to **all three** items in Part I.

**Part V. Social Reinforcement**

4. The behavior often occurs when the student has not received much attention. **Yes**  **No**
5. When the behavior occurs, you or others usually respond by interacting with the student in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection). **Yes**  **No**
6. The student often engages in **other** annoying behaviors that produce attention. **Yes**  **No**
7. The student frequently approaches you (or others) and/or initiates social interaction. **Yes**  **No**
8. The behavior rarely occurs when you give the student lots of attention. **Yes**  **No**
9. The behavior often occurs when you take a particular item away from the student or when you terminate a preferred leisure activity. (If “yes,” identify: TRANSITION) **Yes**  **No**
10. The behavior often occurs when you inform the student that (s)he cannot have a certain item or cannot engage in a particular activity. (If “Yes,” identify: DENY CANDY) **Yes**  **No**
11. When the behavior occurs, you often respond by giving the student a specific item, such as a favorite toy, food, or some other item. (If “Yes,” identify: ______________________________) **Yes**  **No**
12. The student often engages in other annoying behaviors that produce access to preferred items or activities. **Yes** **No**

13. The behavior rarely occurs when you give the student free access to his or her favorite items or activities. **Yes** **No**

14. The behavior often occurs during training activities or when you place other types of demands on the student. (If “Yes,” identify the activities: __ self-care XXX academic __ work __ other) **Yes** **No**

15. The student often is noncompliant during training activities or when asked to complete tasks. **Yes** **No**

16. The behavior often occurs when the immediate environment is very noisy or crowded. **Yes** **No**

17. When the behavior occurs, you often respond by giving the student a brief “break” from an ongoing task. **Yes** **No**

18. The behavior rarely occurs when you place few demands on the student or when you leave the student alone. **Yes** **No**

**Part VI. Nonsocial (Automatic) Reinforcement**

19. The behavior occurs frequently when the student is alone or unoccupied. **Yes** **No**

20. The behavior occurs at relatively high rates regardless of what is going on in the student’s immediate surrounding environment. **Yes** **No**

21. The student seems to have few known reinforcers or rarely engages in appropriate object manipulation or “play” behavior. **Yes** **No**

22. The student is generally unresponsive to social stimulation. **Yes** **No**

23. The student often engages in repetitive, stereotyped behaviors such as body rocking, hand or finger waving, object twirling, or mouthing, etc. **Yes** **No**

24. When the student engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior). **Yes** **No**

25. The behavior seems to occur in cycles. During a “high” cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a “low” cycle, the behavior rarely occurs. **Yes** **No**

26. The behavior seems to occur more often when the student is ill. **Yes** **No**

27. The student has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). **Yes** **No**

**SCORING SUMMARY**

Circle the items answered “Yes.” If you completed only Part II, also circle Items 1, 2, and 3.

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Likely Maintaining Variable:

- Social positive reinforcement (attention)
- Social positive reinforcement (access to activities)
- Social negative reinforcement (escape)
- Automatic reinforcement (sensory stimulation)
Part VII: Replacement Behaviors
Describe some alternative behaviors that could be strengthened as replacements for the student’s problem behaviors.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TANTRUMS</td>
<td>COMPLIANCE</td>
</tr>
<tr>
<td>2. ______________</td>
<td>______________</td>
</tr>
<tr>
<td>3. ______________</td>
<td>______________</td>
</tr>
<tr>
<td>4. ______________</td>
<td>______________</td>
</tr>
</tbody>
</table>

VIII. Communication Skills:
1. Indicate the student’s primary form of communication
   __X__Vocal    _____Sign _____Gestures ________Other

   2. How does the student communicate a want or need (for attention, food, activities, etc.)?
   HE WILL FIRST ASK AND THEN TANTRUM IF DENIED.

   3. How does the student communicate a desire to stop and on-going activity?
   IGNORES THE DEMAND AND THEN TANTRUMS IF REQUIRED TO RESPOND.

IX. Preferences
List things that appear to be student preferences and might be used therefore as reinforcers for appropriate behavior.
1. Preferred Persons
   NO ONE IS ANY MORE PREFERRED THAN OTHERS.
2. Preferred Activities (videos, toys, swing, games)
   STUFFED ANIMALS, WALK, MARKERS FOR DRAWING
3. Food, snacks, and drink
   CANDY AND ESPECIALLY GUMMI BEARS.

X. Previous Interventions: Provide a summary of any previous interventions and their effects upon the problem behavior. Include descriptions of procedures, dates and summary of behavioral data if available.

ROGER HAS HAD SEVERAL BEHAVIOR PLANS NONE OF WHICH HAVE REDUCED THE PROBLEM BEHAVIOR. WE USED A PICTURE SCHEDULE TO HELP HIM TRANSITION BUT THAT DID NOT WORK, WE WARNED HIM OF TRANSITIONS BUT THAT WAS NOT EFFECTIVE EITHER. WHEN TANTRUMS OCCURRED WE USED TIME OUT IN A CORNER OF THE ROOM BUT HE ONLY BECAME MORE DISRUPTIVE, SOMETIMES WHEN THE TANTRUMS OCCURRED IF WE TOOK HIM FOR A WALK THE TANTRUMS WERE LESS OF A PROBLEM FOR A WHILE. PSYCHOLOGICAL AND PSYCHIATRIC EXAMINATIONS WERE CONDUCTED AND WE WERE INFORMED THAT HE HAD POOR IMPULSE CONTROL AND NEEDED MEDICATION SO HE WAS PLACED ON CLONIDIN.

Adapted from Dr. Brian Iwata’s work (1996 & 1998) at The Florida Center on Self-Injury.

BELOW ARE SOME DATA THAT WERE RECORDED ON ROGER’S OCCURRENCE OF PROBLEM BEHAVIOR BY HIS TEACHER IN HIS CLASSROOM OVER A 2 WEEK PERIOD. THE BOLD AND ENLARGED PRINT REPRESENTS ABOUT 50 REPORTS OF THE THE MOST FREQUENTLY RECORDED ANTECEDENTS BEHAVIORS AND CONSEQUENCES.
## DATA RECORDING

### MALADAPTIVE BEHAVIOR CARD

<table>
<thead>
<tr>
<th>Location:</th>
<th>Student ROGER</th>
<th>Date:</th>
<th>ID#</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### What Happened Before?
- [ ] Appeared to be in discomfort
- [ ] **Asked to do something**
  - Bored-no materials/activities
- [ ] **Could not get desired item**
- [ ] Loud/disruptive environment
- [ ] Nothing “out of the blue”
- [ ] **Ongoing behavior interrupted**
  - Other student provoked
  - Stopped from doing activity
  - Transitional time
  - Attention given to others
  - Other (specify _____)

### Inappropriate Behavior
- [ ] Fidgeting
- [ ] **Noncompliance**
- [ ] Off task
- [ ] Physical/Verbal aggression
- [ ] Playing with objects
- [ ] **Property destruction**
  - Proving/Teasing others
  - Running away
- [ ] **Screaming/Tantrum**
- [ ] Self-injurious behavior
- [ ] **Other (specify KICK HOLES IN WALL)**

### What Happened After?
- [ ] Called for assistance
- [ ] Interruption/Blocking
- [ ] Nothing/Ignored
- [ ] Physical discomfort relieved
- [ ] **Physical redirection to activity**
- [ ] **Physical restraint (manual)**
- [ ] Removed from room/area
- [ ] Required to continue activity
- [ ] Separation within room/area
- [ ] **Time-out (duration: ____)**
- [ ] **Verbal redirection to activity**
- [ ] Other (specify _______)

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FUNCTIONAL ASSESSMENT DATA - ROGER

NUMBER OF PROBLEM BEHAVIORS

CONDITIONS

DEMAND
PLAY
TANGIBLE

DEMAND
PLAY
TANGIBLE