Functional Behaviour Assessment

Loddon-Mallee Disability Client Services

"Rocking, hand-shaking, head-banging, flicking objects, chin-tapping -

Provides security and release, and thereby decreases built-up inner anxiety and tension, thereby decreasing fear. The more extreme the movement, the greater the feeling I was trying to combat".

Donna Williams (1992) Nobody Nowhere

"I very much wanted to understand and that led me to think up something, a theory about how things worked, that always applied to whatever I saw. Every time my mother came (to collect her from school), one thing was always the same: she always came into the hall. What if that meant I had to be in the hall for her to come at all? That's what it was. That must be it, I thought. If she came in and I wasn't in the hall, if she didn't see me, would she then go home again? And perhaps it also meant that if I wanted to go home,

then she would appear if I went out into the hall. I had actually never seen my mother in any other room except the hall, so I associated her appearance with the actual room, as if she just materialised in the doorway. Every thing had to hang together in some logical way and now I had probably found it: as long as I was in the hall , the room to which my mother always came, then she would come. If on the other hand I was in the wrong room, in any of the rooms into which she never came, then she wouldn't come. (page 70)"

Gunilla
Gerland

Purpose
What is it?
Basic concepts
Methods
Practice

What the person is doing tells us we have to do something...

But it's the why that tells us what to do.

Goal: To understand the function or purpose

Methods:
interviews, file review, scales, observations, summary statements

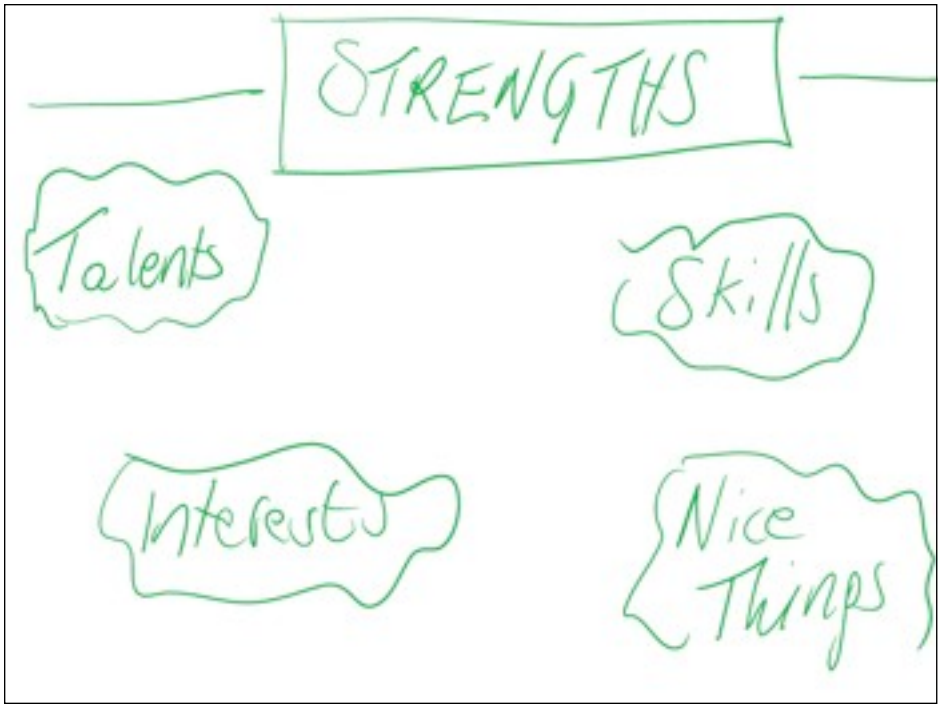
Goal:
Accurate information that leads to design of a Positive Behaviour Support Plan

Broader Context of Positive Behaviour Support Plan

O'Brien's 5 Accomplishments

- Presence and participation
- Developing and maintaining relationships
- Making choices and having control
- Dignity and Respect
- Using and Developing your abilities

a focus on strengths


STRENGTHS
Talents
Skills
Interests
Nice Things

look for
what
works

magnify what works

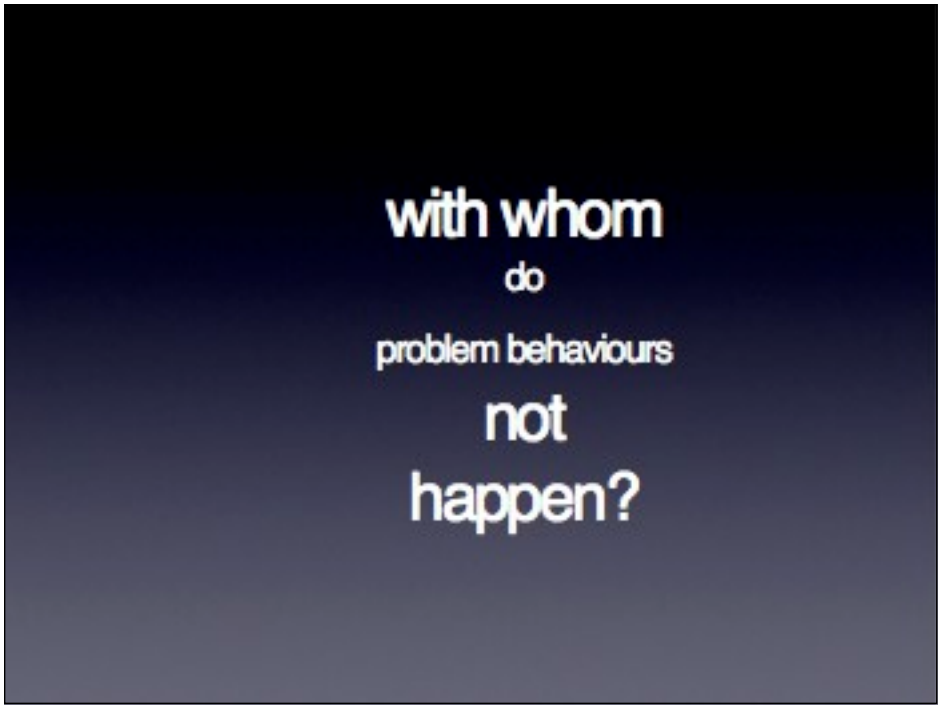
when

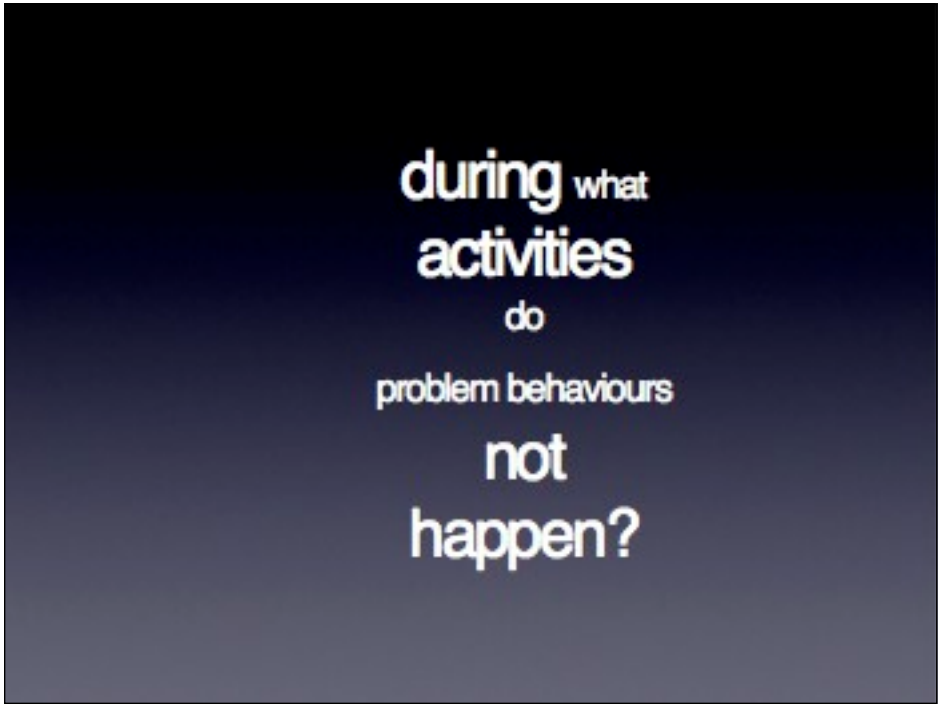
do

problem behaviours

not

happen?


with whom
do
problem behaviours
not
happen?

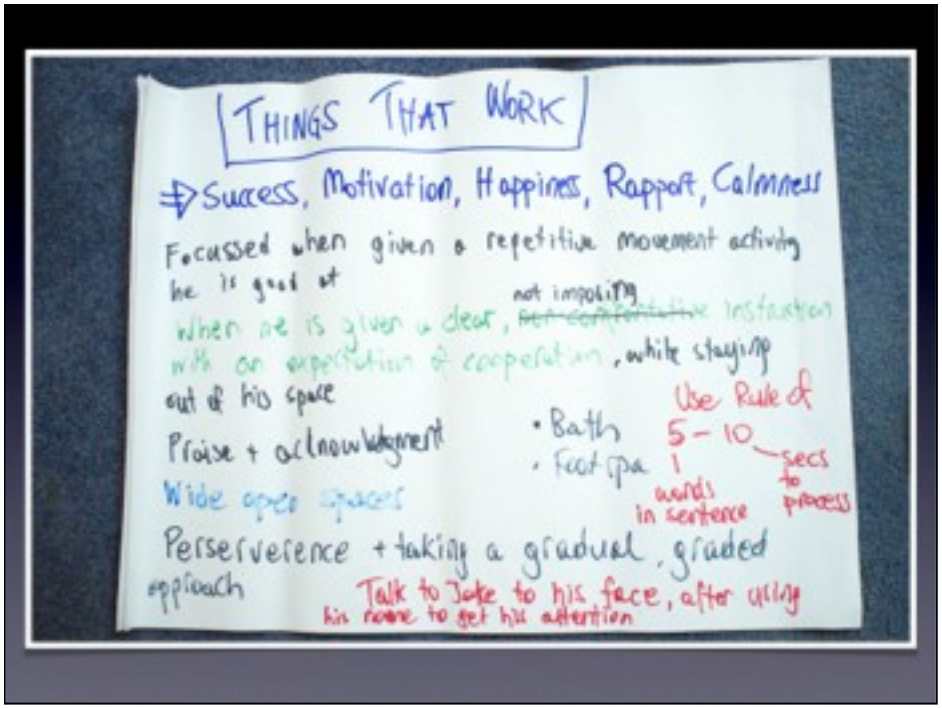

during what
activities
do
problem behaviours
not
happen?

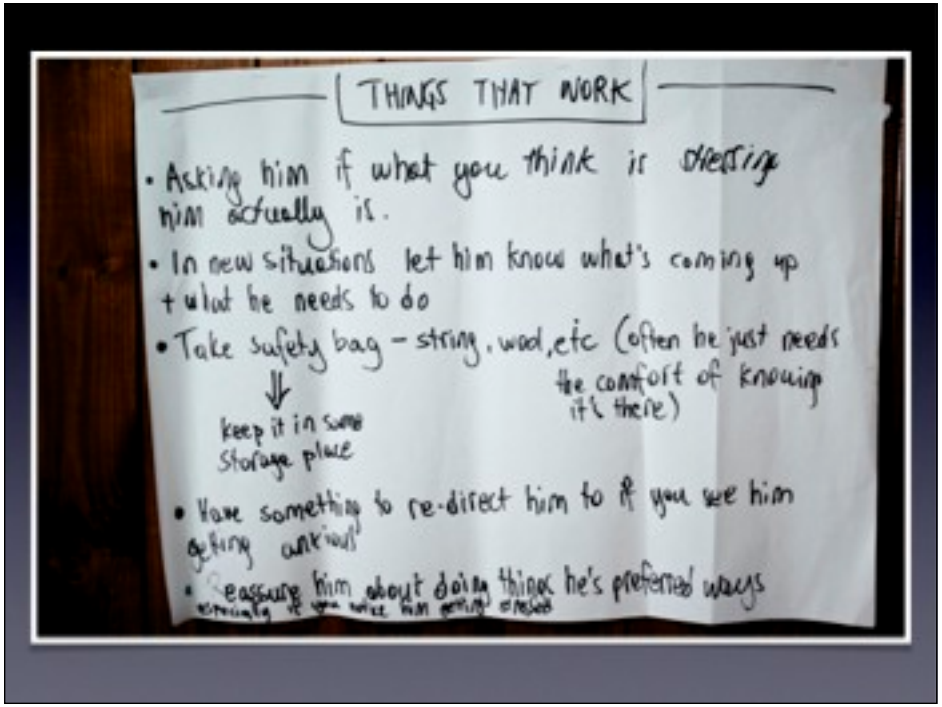
in what places
do
problem behaviours
not
happen?

what's the one
thing that will
guarantee
no
problem behaviours?

THINGS THAT WORK

- Happiness Success Pride
Motivation Laughter


THINGS THAT WORK
⇒ Success, Motivation, Happiness, Rapport, Calmness
Focussed when given a repetitive movement activity he is good at
when he is given a clear, not imposing instruction with an expectation & cooperation, while staying out of his space
Praise + acknowledgement
Wide open spaces
• Bath
• Foot spa
Use Rule of 5 – 10
1 words in sentence
secs to process
Perserverence + taking a gradual, graded approach
Talk to Jake to his face, after using his name to get his attention

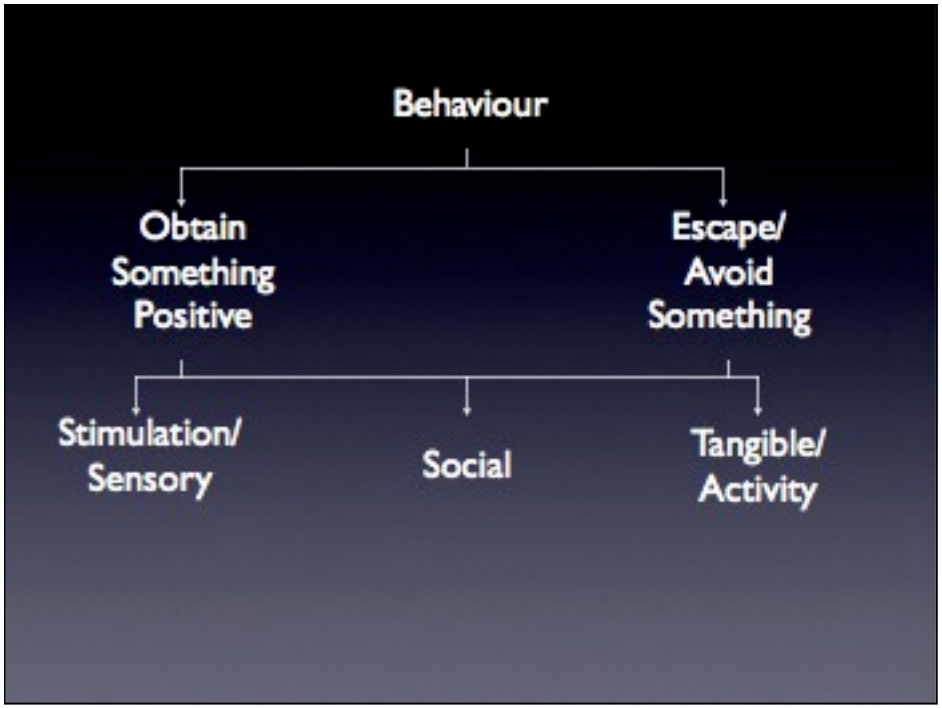

THINGS THAT WORK
• Asking him if what you think is distressing him actually is.
• In new situations let him know what's coming up + what he needs to do
• Take safety bag – string, wool, etc (often he just needs the comfort of knowing it's there)
keep it in same storage place
• Have something to re-direct him to if you see him getting anxious
• Reassuring him about doing things he's preferred ways

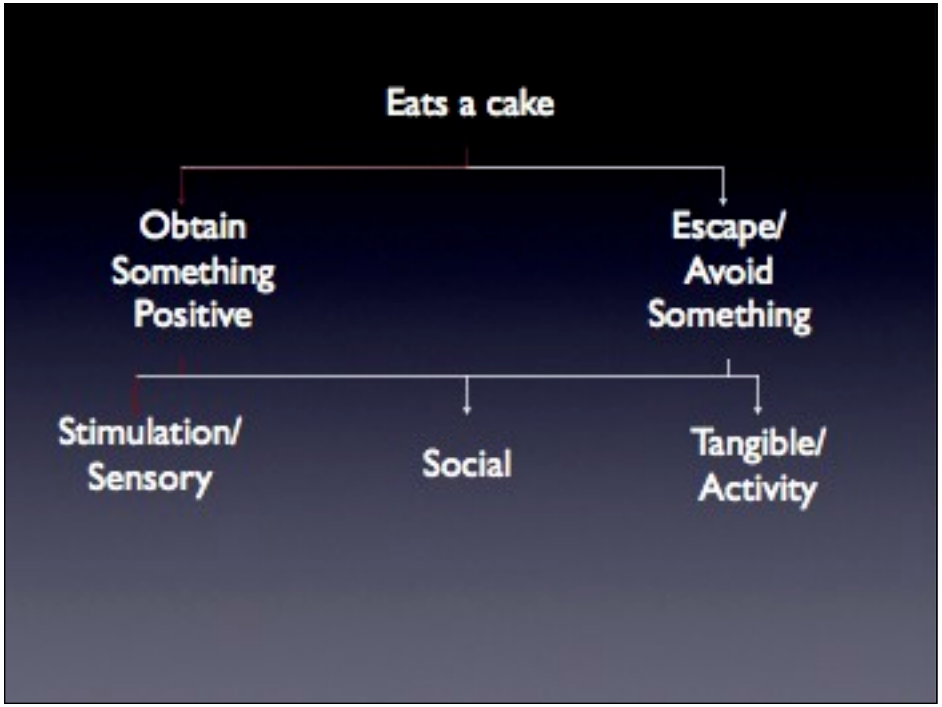
THINGS THAT DON'T WORK

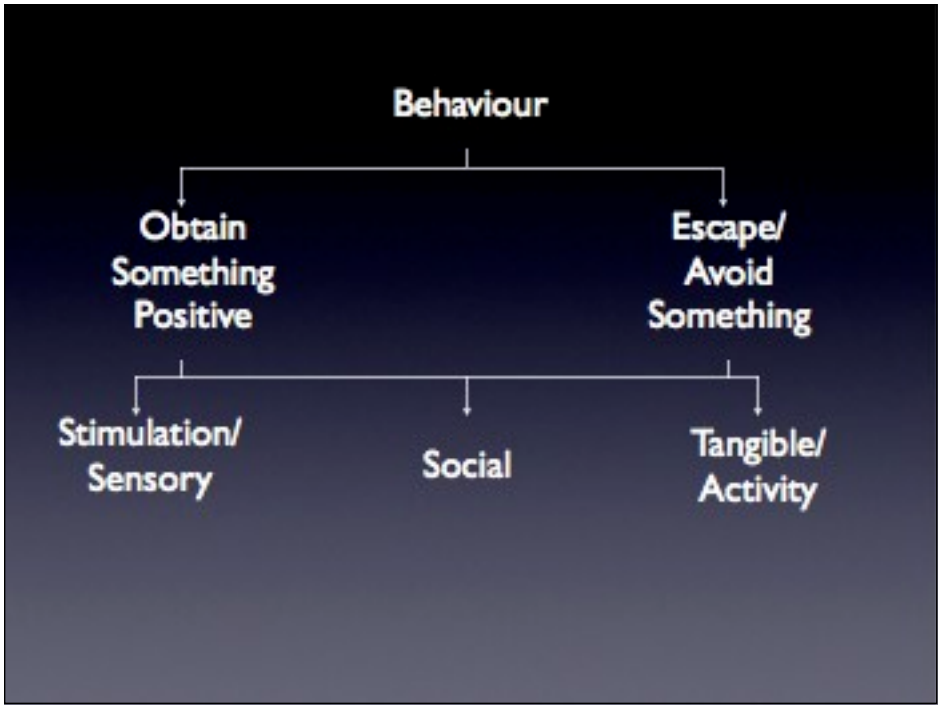
- Upset Anger Boredom
Failure Sadness

Basic Concepts

All Behaviour Happens for a Reason


Behaviour
Obtain Something Positive
Escape/ Avoid Something
Stimulation/ Sensory
Social
Tangible/ Activity


Eats a cake
Obtain Something Positive
Escape/ Avoid Something
Stimulation/ Sensory
Social
Tangible/ Activity



True or False?

Behaviours that are followed by reinforcement will increase in frequency.

Behaviours that are followed by punishment will decrease in frequency.

Negative reinforcement is the same punishment.

The function of a behaviour is its purpose.

It is important to design intervention programs around what the behaviour looks like.

Most Common Functions

To Get:

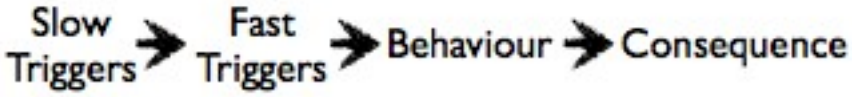
- peer attention
- others' attention
- desired activity
- desired object/items
- sensory stimulation

To Escape/Avoid

- difficult task
- boring task
- anxiety/arousal
- physical demand
- non-preferred activity
- people

Setting Events
Antecedents
Behaviours
Consequences

Slow Triggers
Fast Triggers
Behaviours
Consequences



Defining Observable Behaviour

- observable
- measurable
- defined so clearly that a person unfamiliar could recognise

Slow Triggers

- Make problem behaviour more intense or more likely to occur
- By changing the value of reinforcers (e.g. praise less effective, peer attention less reinforcing, work completion less important)

From George Sugai, PBIS

- Work completion is less important (reinforcing) to Demetri after he has had an argument with his girlfriend the night before, or
- Cath's use of verbal profanity is more likely (escape) when she hasn't had enough sleep the night before, or
- Peer attention is less important (reinforcing) when Mark isn't feeling well.

From George Sugai, PBIS

- *Lack of sleep decreases value (reinforcement) of getting to school on time, increases value of going to McDonalds.*
- *Having a fight with boyfriend decreases value (reinforcement) of listening to lecture.*
- *Getting >50% of problem wrong decreases value (reinforcement) of starting new worksheets.*

From George Sugai, PBIS

Slow Triggers/Setting Events

Factors external to the person	Factors internal to the individual
• Staff changes • Level of structure in the environment • Activity levels in the environment • Level of stress or tension in the environment • Isolation • Noise levels.	• Pain • Hunger • Stress • Tension • Depression • Tiredness • Frustration • Medical factors (medical conditions, medication and side effects).

From Positive Behaviour Support: Getting it Right from the Start - Facilitators reference manual

Methods

Interview

-Functional Behavioural Assessment Interview Form

-Summary Statements

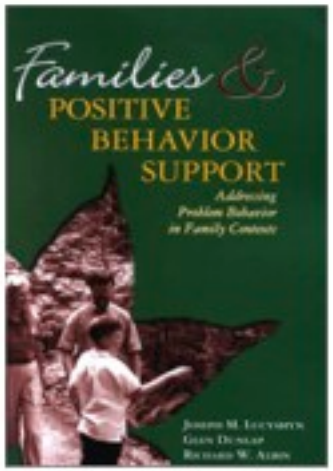
http://www.kipbs.org/new_kipbs/fsi/files/Functional%20Assessment%20Interview.pdf

Using Summary Statements

- Applies the process of *Functional Behaviour Assessment* to Problem Routines
- Don't forget the fundamentals of *Positive Behaviour Support*!
  - Get to know the person
  - Improve Quality of Life
  - Promote engagement
  - Focus on strengths
  - Find out what works & magnify it
  - Find out what doesn't work & minimise it

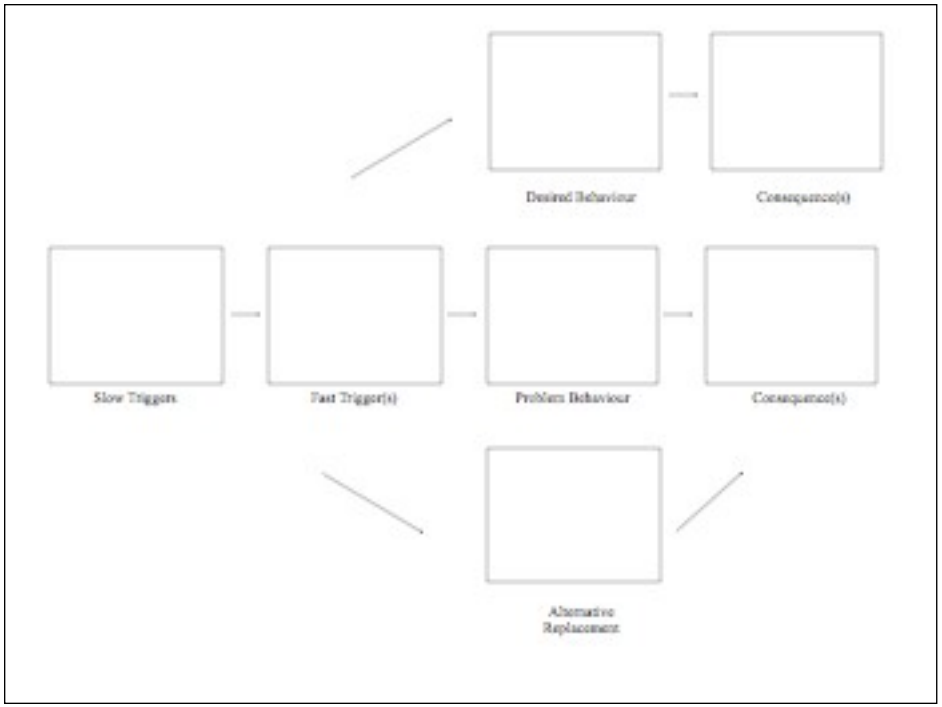
Based on

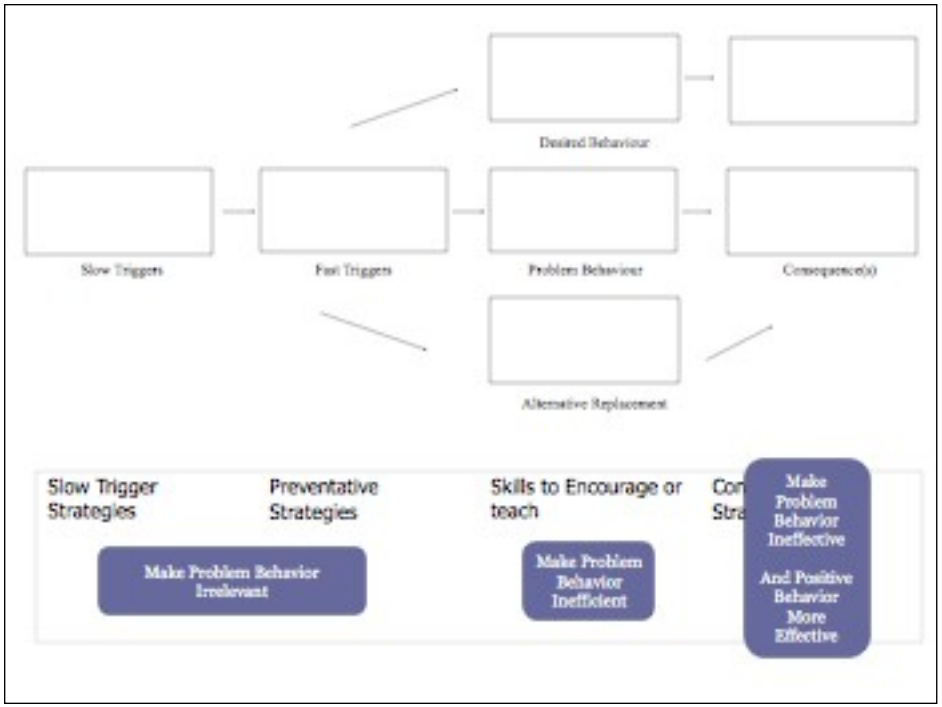
- Lucyshyn, J., Kayser, A.T., Irvin, L.K., & Blumberg, E.R. Functional assessment and positive behaviour support at home with families. In J. Lucyshyn, G. Dunlap, & R. Albin (Eds.) (2002) *Families and Positive Behavior Support: Addressing Problem Behaviours in Family Contexts* Baltimore: Paul H Brooks Publishing Co.



Where to start

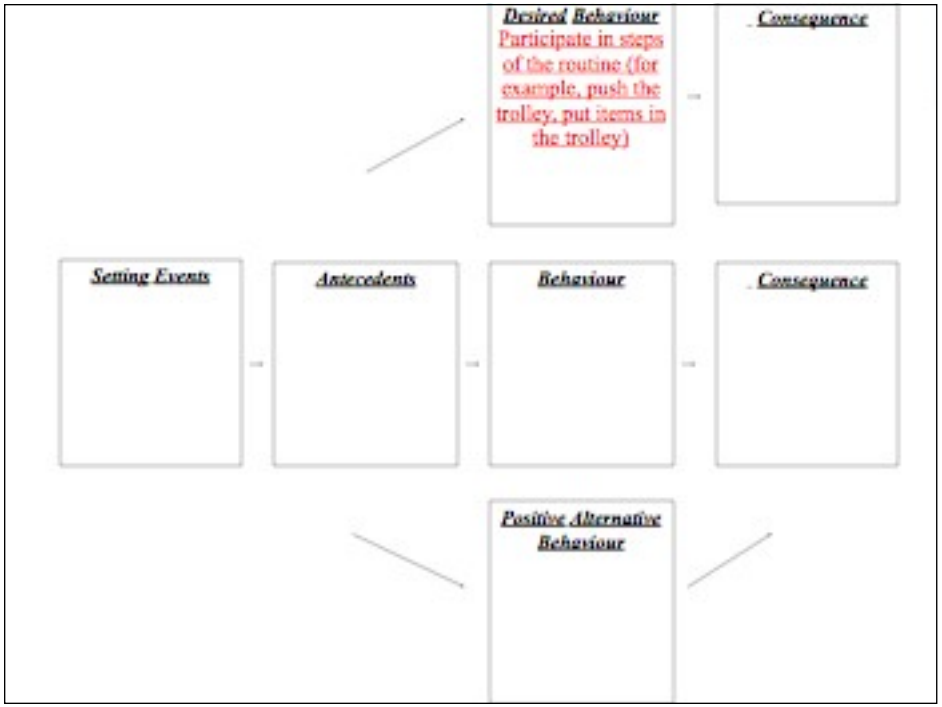
- Problem routine
- One at a time
- Work out why the behaviour is happening in the routine
- Do a Summary Statement


Desired Behaviour
Consequence(s)
Slow Triggers
Fast Trigger(s)
Problem Behaviour
Consequence(s)
Alternative Replacement


Desired Behaviour
Slow Triggers
Fast Triggers
Problem Behaviour
Consequence(s)
Alternative Replacement
Slow Trigger Strategies
Preventative Strategies
Skills to Encourage or teach
Make Problem Behavior Irrelevant
Make Problem Behavior Inefficient
Make Problem Behavior Ineffective
And Positive Behavior More Effective

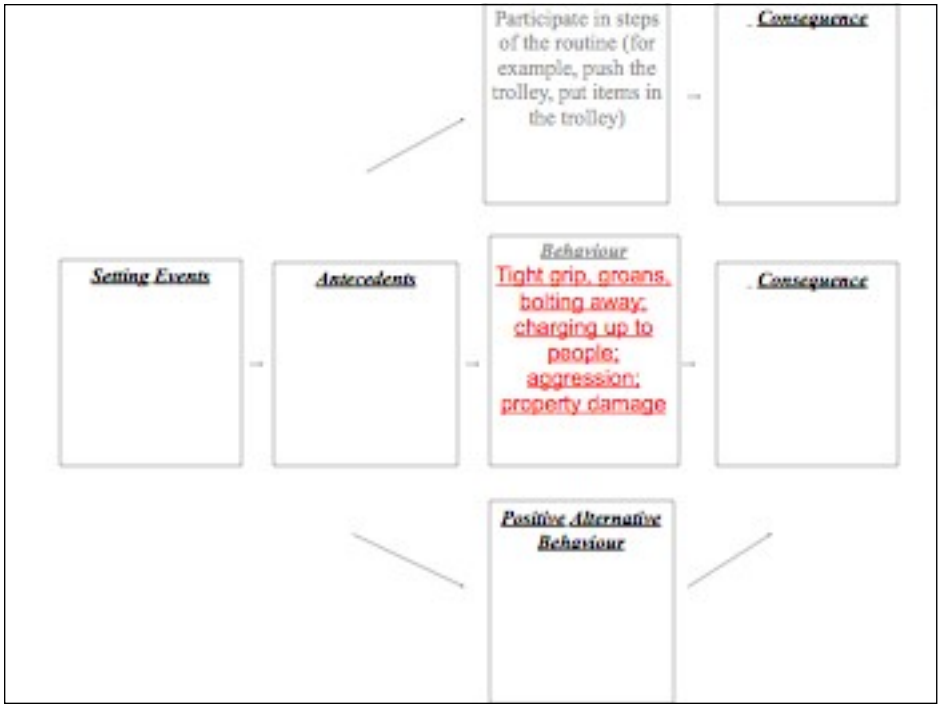
Vision

- If you had your way what would the routine be like?
- *When we are at the shopping centre Kyle will participate in the steps of the routine (for example, push the trolley, put items in the trolley)*



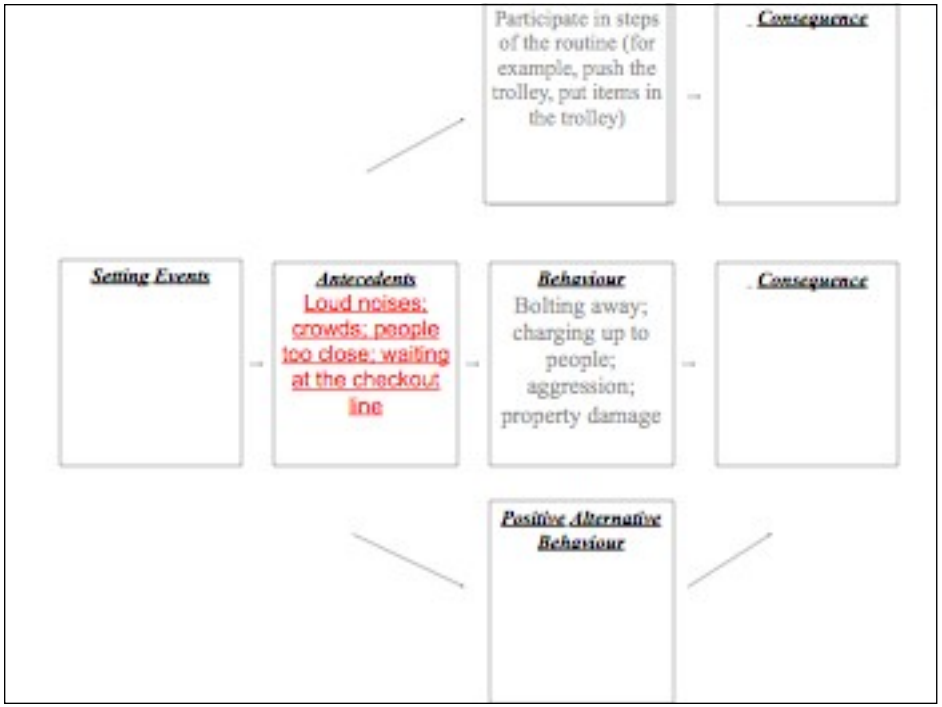
Problem Behaviours?

- Include the **WHISPERS**
  - Gripping the trolley tightly
  - Groaning
- ...the **SHOUTS**
  - Bolting away
  - Charging up to people
  - Hitting people
  - Property damage



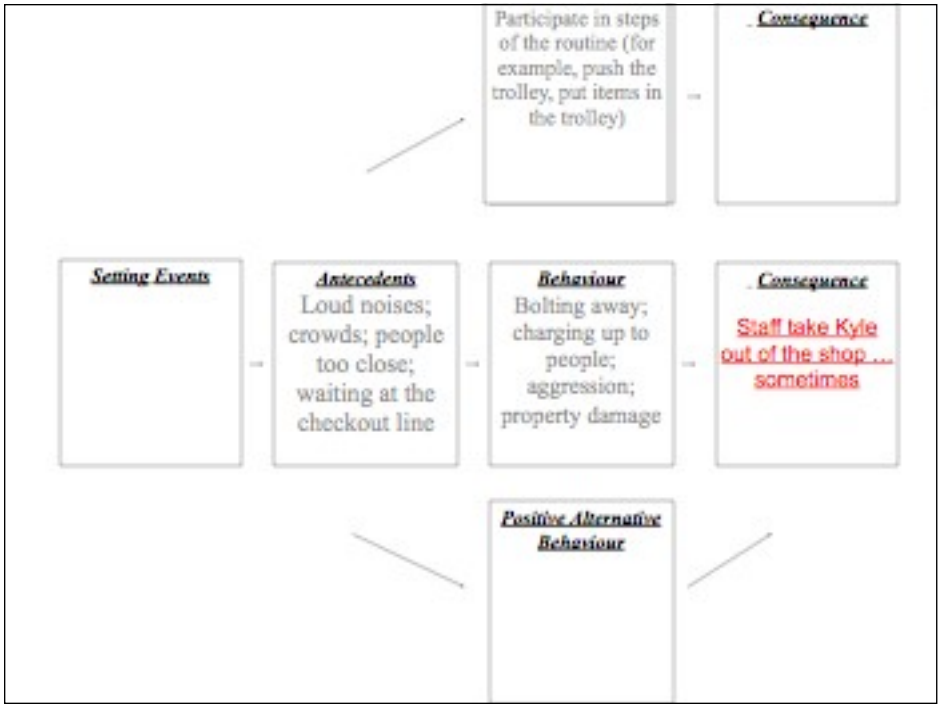
Antecedents?

- What happens immediately before?
- Fast triggers
  - Loud noises
  - Crowds
  - People too close
  - Waiting at the checkout line



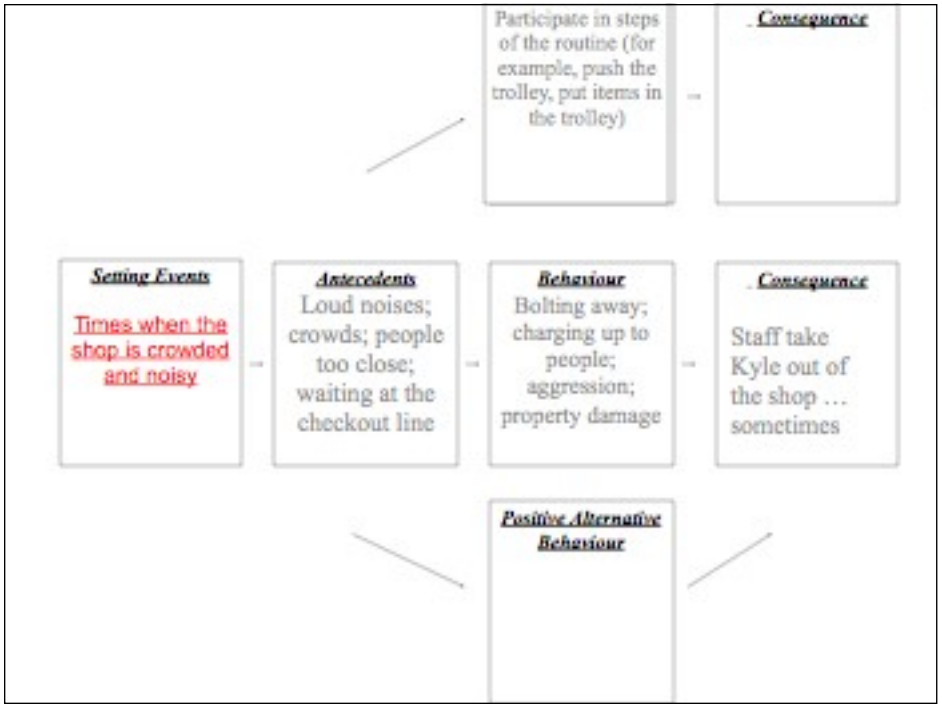
Consequences?

- The reinforcers
- The pay-offs
  - *Staff take Kyle out of the shop … sometimes*



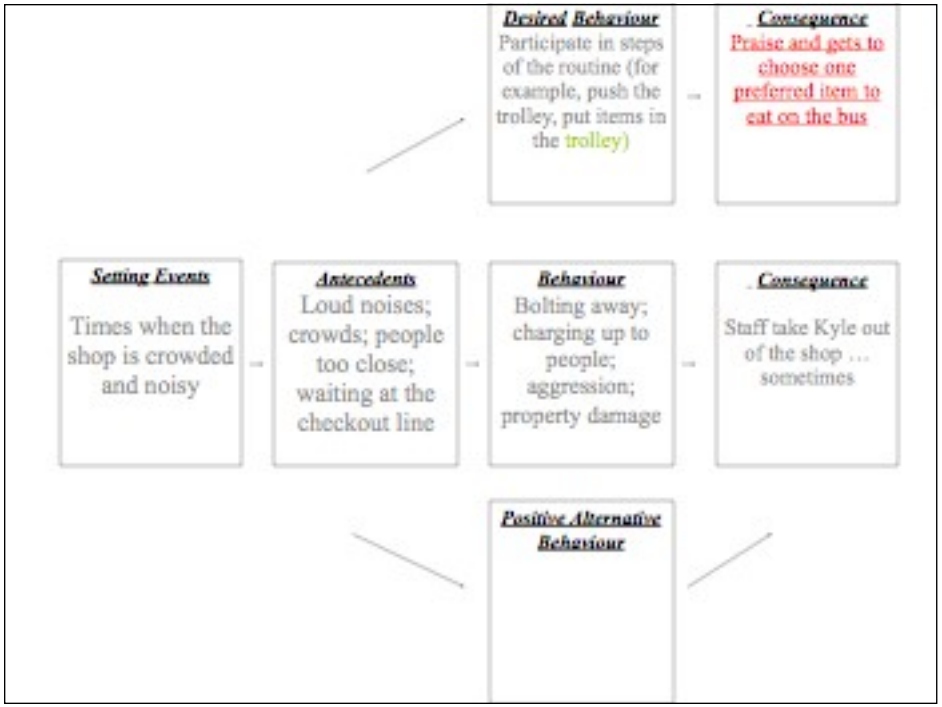
Setting Events?

- Background Influences
- Slow Triggers
- Predisposing Factors
  - *Times when the shop is crowded and noisy*



Plan Consequence

- *There needs to be a reinforcer … a pay-off*
  - Praise and gets to choose one preferred item to eat on the bus



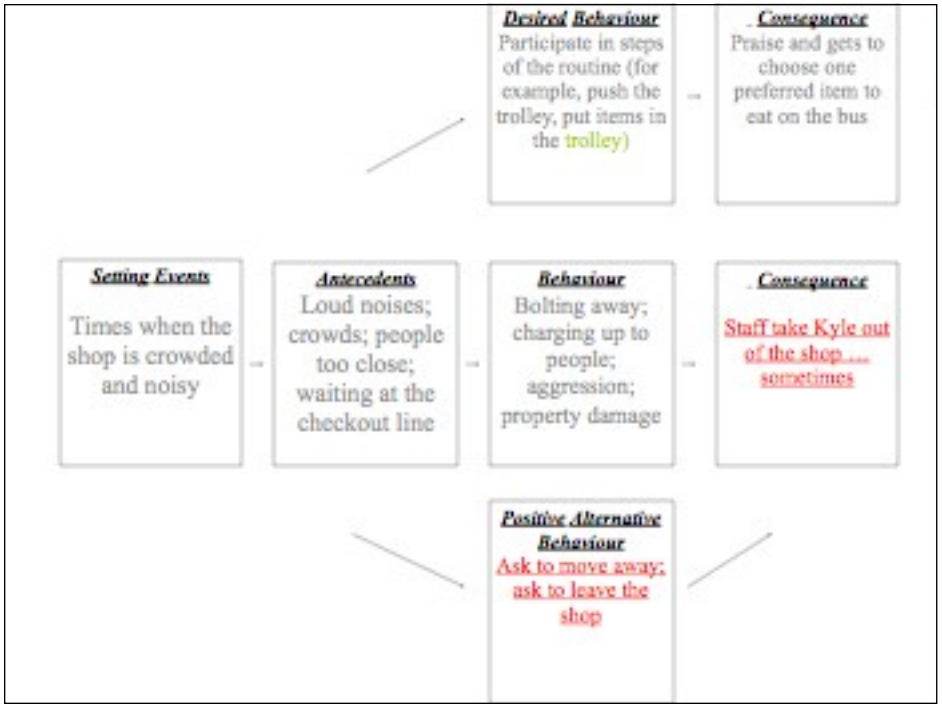
Message?

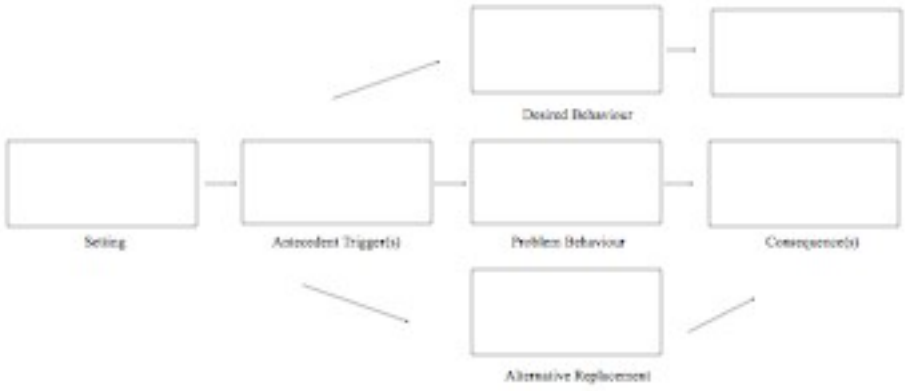
- "I'm scared"
- "Come and spend some time with me?"
- "Can you please go away?"
- "This gives me some control"
- "This makes me feel important"
- "????"

Function of the behaviour	Message being conveyed
She gains pleasure and satisfaction from having achieved the desired result	"I feel good about doing a good job and getting that hair"
The behaviour leads to escape from things she doesn't like and allows her to express her dissatisfaction	"Get off the computer dad – I hate it when you use it"
She gains pleasure from winning the battle with her parents when they are not able to monitor her.	"Here's my opportunity to get away with this"
She gains pleasure from the sensory experience	"It feels good to pull the hair out" "It feels nice rubbing this hair on my lip"

Replacement Behaviour?

- *Making the problem behaviour inefficient*
- *A better way of getting the consequence for the problem behaviour*
  - Ask to move away; ask to leave the shop





Setting Event Strategies	Preventative Strategies	Teaching Strategies	Consequence Strategies

In small groups complete the summary statements activity.

- fill in the boxes
- generate some slow trigger, preventative, teaching and consequence strategies

Methods

Observation
-STAR Charts

Methods

Scales
-Motivation Assessment Scale

FBA Myths

1. Only one way to conduct FBA

-From George Sugai, PBIS

FBA Myths

2. Must do everything every time

-From George Sugai, PBIS

FBA Myths

3. FBA is it ....
   - One component of assessment
   - academic, medical, vocational, mental health, etc

-From George Sugai, PBIS

Leading a Team from FBA to BSP

- 1. Summarize FBA
- 2. Define goals of BSP process:
  - Make problem behavior irrelevant
  - Make problem behavior inefficient
  - Make problem behavior ineffective
  - Do all this in a contextually appropriate manner
- 3. Lead discussion to identify options
  - Ask questions, don't give solutions
  - Paraphrase, elaborate, integrate
  - Always bring group back to FBA logic
  - Produce multiple ideas (elements)

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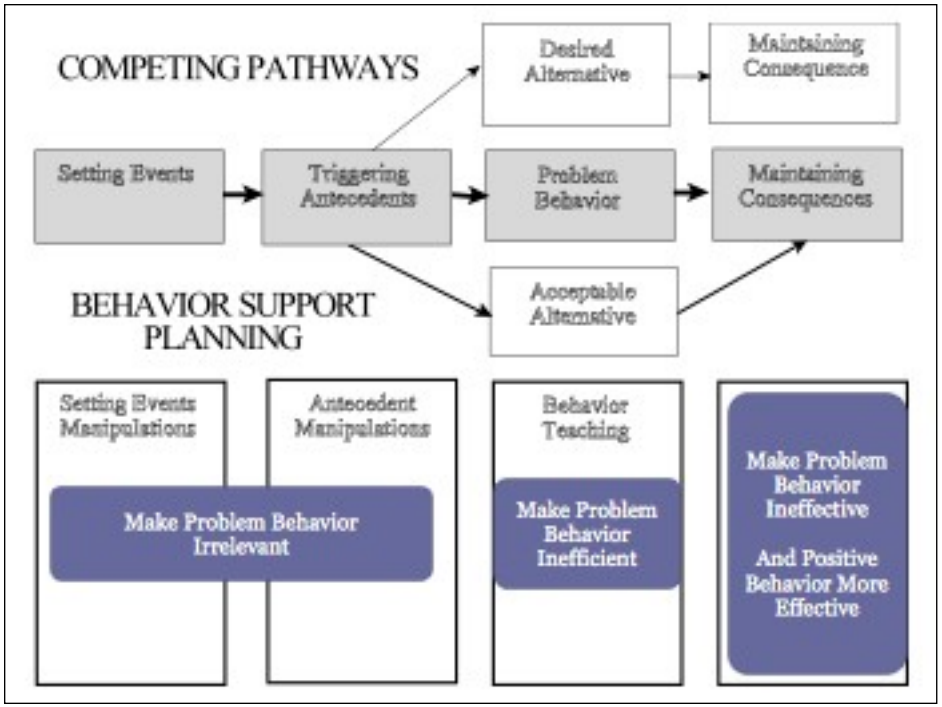

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Leading a Team from FBA to BSP

- 4. Given an array of possible BSP elements, shift discussion to contextual fit.
  - What elements are feasible, acceptable, sustainable?'
  - What is the smallest change that will produce the largest effect?

- Contextual Fit:
  - The extent to which the people who will implement a behavior support plan find the elements of the plan
    - **Consistent with their personal values**
    - **Consistent with the professional skills**
    - **Consistent with the resources available in the setting**
    - **Consistent with the available administrative support**

Leading a Team from FBA to BSP

- 5. Transform ideas for BSP elements into a formal **plan for implementation**
  - Who will do what, when, and how will we know?

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