"This Child is Out of Control"

Sharing A Vision (SAV)
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It's all fun and games until someone figures out the function of your behavior.

your ecards
someecards.com

"Did Momma's little angel stretch his potential today?"

Who Are We?

- Charis
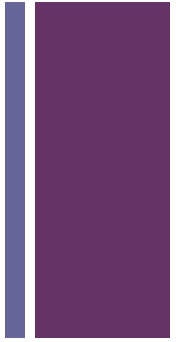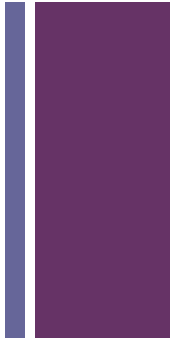
- Cheryl

Who Are You?

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- Do you work with children with behavioral challenges? If so, where?

- What is your role?

- What are your challenges?

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Purpose of this Session

- To provide you with concrete skills and methods for conducting a functional assessment to determine the "function" of a problem behavior.

- To provide a rationale for designing and implementing a functionally equivalent intervention.

Terms

- Function of Behavior

- Antecedents

- Operational Definition

- Consequences

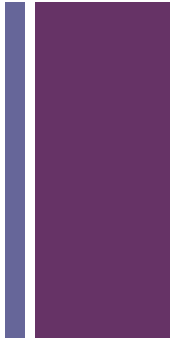- Replacement behavior

Activity: "Child Case Form"

Step 1

Child Case Form

+ Tim's Case

- 4 year old boy
- Only child
- Attends community preschool 5 mornings each week
- Difficult to manage at home and in the community
- *Problem Behaviors*
  - Aggressive, throws toys, hits parents, makes verbal threats, destroys other children's products,
- *Setting*
  - Centers and playground

Video of Tim

- http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_07.mpg

- What did you see?

- What are the behaviors?

- Why do you think the behavior is occurring?

- What happened before? What happened after?

Tim's Child Case Form

- ✓ *Is this enough information?*
- ✓ *What other questions do you have?*
- ✓ *Is the definition of his behaviors clear enough to understand the behaviors?*
- ✓ *Do we have a clear function of behavior?*
- ✓ *Can we develop an intervention based on the "Child Case Form" only?*
- ✓ *If not, what else is missing?*
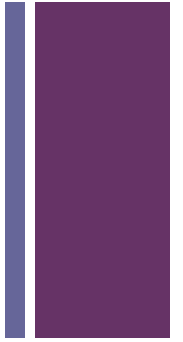
What is a Functional Assessment?

Step 2

Functional Assessment Interview

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Highlights from "FAI" Group Activity: "Functional Assessment"

1. Break into small groups
2. Write down what stands out to you about the information provided in the functional assessment
   - *What additional information do we find out about Tim that we didn't learn from the Child Case Form?*
   - *Are there any limitations to the functional assessment form?*

Highlights from "FAI"

- Information from 3 different people.

- Identifies
  - Verbal Aggression, (I will kill you, gun gesture, growls, get away)
  - Physical Aggression (Hitting, pushing, kicking, punching, rams with toy)
  - Property Destruction (Throws or bangs toys)

- No Predictable pattern but there are often two behaviors in sequence.

- No medical issues.

- Not a good eater/fussy/doesn't want to be bothered.

- Issues: playground, transition to school (8:45-9:30), centers & snack (10:15-11:30), playground (11:45-12:30), getting out of bath (9 p.m.)

- Nonissues: travel to school, Story time, Small group, Wiggle time, Circle,

+ Highlights from "FAI"

- Centers, playground, bedtime

- When highly preferred activities and objects are involved/available and then taken away. Likes to be in charge/in control.

- If he can do anything he wants, he does not engage in the behavior.

- Plays alone, does not seem to know how to join play with others without demonstrating the challenging behavior.

- Function:
  - Verbal Aggression: Reaction from others, is left alone, gets adult attention.
  - Physical Aggression: Gets toy/activity, avoids group activities, avoids transitions
  - Property Destruction: Gets a toy or activity, children leave him alone.

Highlights from "FAI"

- Effectiveness of behaviors
  - At home….he is given what he wants or will agress. Very effective.
 - Effective almost every time.
  - Little delay before payoff.

- Communication
  - Complex Verbal but will escalate quickly (all)
  - Aggression (action, escape, help, comfort)

- Preferences:
 - Computer, outside push and riding toys, adult interaction, trucks and trains

- Tried: Rules, consistent schedule, anticipate behaviors, warnings before transitions. Rules before outings, leave if behavior occurs, food during outings.
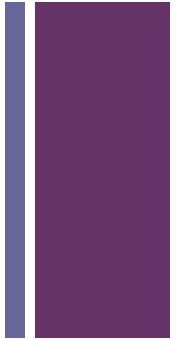
Highlights from "FAI"

FUNCTIONS Identified

- To get things
- When he doesn't know how to join in.
- To obtain assistance in difficult social situations
- To control things
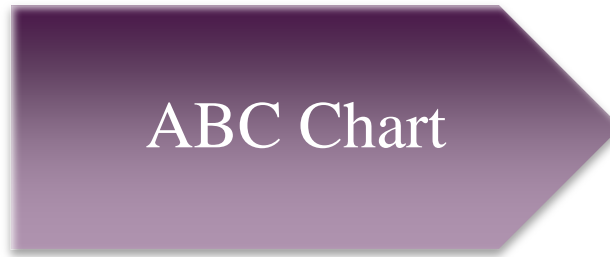- To get attention from parents
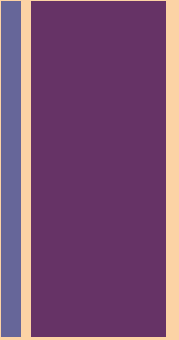
Are there other ways to collect data?

Step 3

ABC Chart

+ ABC Chart – For Tim

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Children in block area, Tim asks for a blue block. Teacher says, "No more Blue Blocks."	Tim hits peer and takes blue block.	Peer cries and teacher takes peer away to comfort him.	To obtain the blue block.
Antecedent (A)	**Behavior (B)**	**Consequence (C)**	**Function**
Peer is riding a bike. Time asks to ride on the bike. Teacher says he needs to wait his turn.	Tim yells at peer and threatens to hurt him.	Peer gets off the bike and runs away to tell teacher. Teacher tells Tim to use "nice words."	To obtain the bike.

+ ABC Chart – For Tim

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Time is playing dress up. A peer enters and asks for a hat.	Tim yells "Go away."	Peer runs away to tell teacher's aide. Teacher's aide tells Tim to use "Nice words."	To maintain access to dress up materials.
Antecedent (A)	**Behavior (B)**	**Consequence (C)**	**Function**
Children at the art table. Time says, "I want that" and points at the play dough. Teacher says, "Art area is full."	Tim takes play dough project and throws it across the room.	The teacher takes Tim's hand and leads him to time out area.	To obtain play dough materials. To prevent other child from having the play dough.
	Etc……..		

+ ABC Chart – For Tim

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Time is playing with cars. A peer touches a car that Tim is playing with.	Tim growls at his peer and takes back the car.	Peer moves away.	To maintain access to toy cars.

Information obtained from: Chandler, L. K. & Dahlquist, C. M. (2002). *Functional assessment: Strategies to prevent and Remediate challenging behavior in school settings*. Upper Saddle River, NJ: Merrill Prentice Hall.
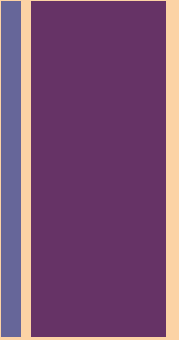
Patterns of the ABC Chart

- What do you think the pattern is?

- Is Tim communicating what he wants?

- How do people respond to Tim's communication?

- What happens after the challenging behavior? Does Tim get what he wants?

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Functions Based on ABC

- Functions Identified:
  - To obtain objects or maintain access to objects/activities.

Are there other ways to collect data?

Step 4

Scatterplot

What does the scatterplot data tell us about Tim?
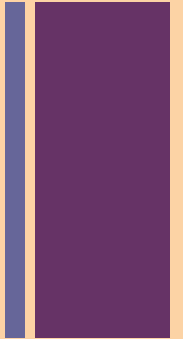
- When?

- What activity?

- How often (across days)?

Scatterplot Information

- Functions Identified
  - Scatterplot identifies likely times and activities that contribute to identification of function.
  - Challenging behaviors occur during more difficult social situations that are less structured, fewer adult models, and self-initiated play.
  - The time and activities suggest that the child may not have the necessary interaction and communication skills to navigate and negotiate social situations without adult guidance.
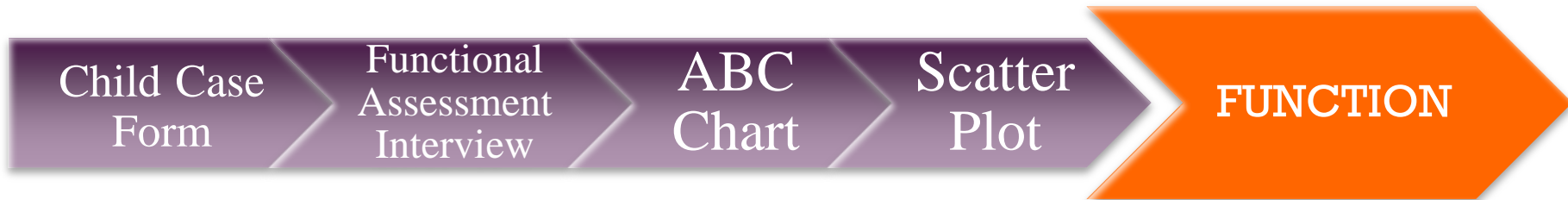
It's a PROCESS that leads to. . .

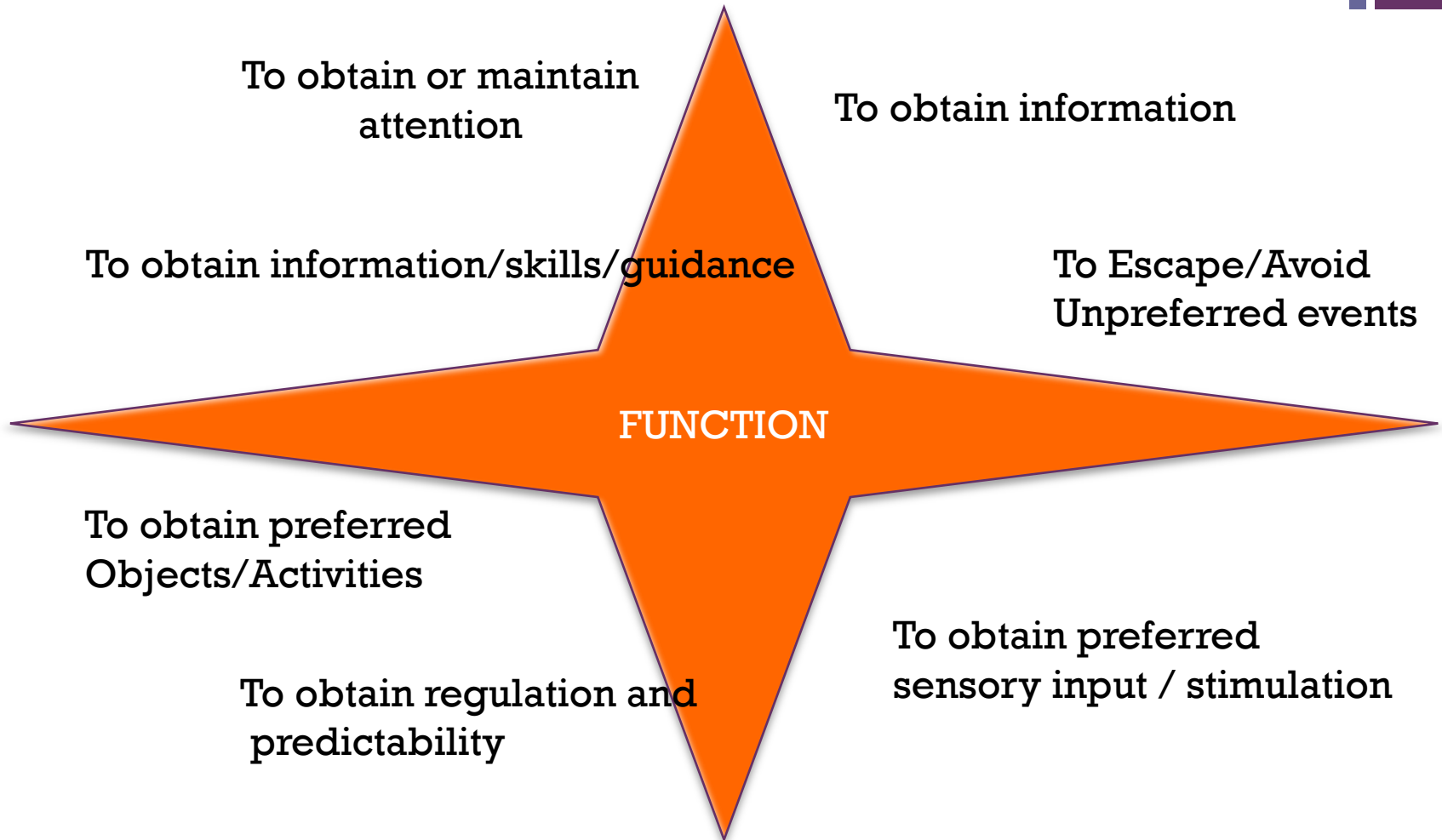Child Case Form → Functional Assessment Interview → ABC Chart → Scatter Plot
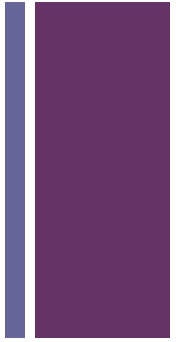
It's a PROCESS that leads to. . .

Child Case Form → Functional Assessment Interview → ABC Chart → Scatter Plot → **FUNCTION**

Determining the Function of the Challenging Behavior

To obtain or maintain attention

To obtain information

To obtain information/skills/guidance

To Escape/Avoid Unpreferred events

FUNCTION

To obtain preferred Objects/Activities

To obtain preferred sensory input / stimulation

To obtain regulation and predictability

Let's think about all we have learned about Tim.

- Case Form

- FAI

- ABC

- Scatterplot

- FUNCTIONS: What are the prominent function(s)?
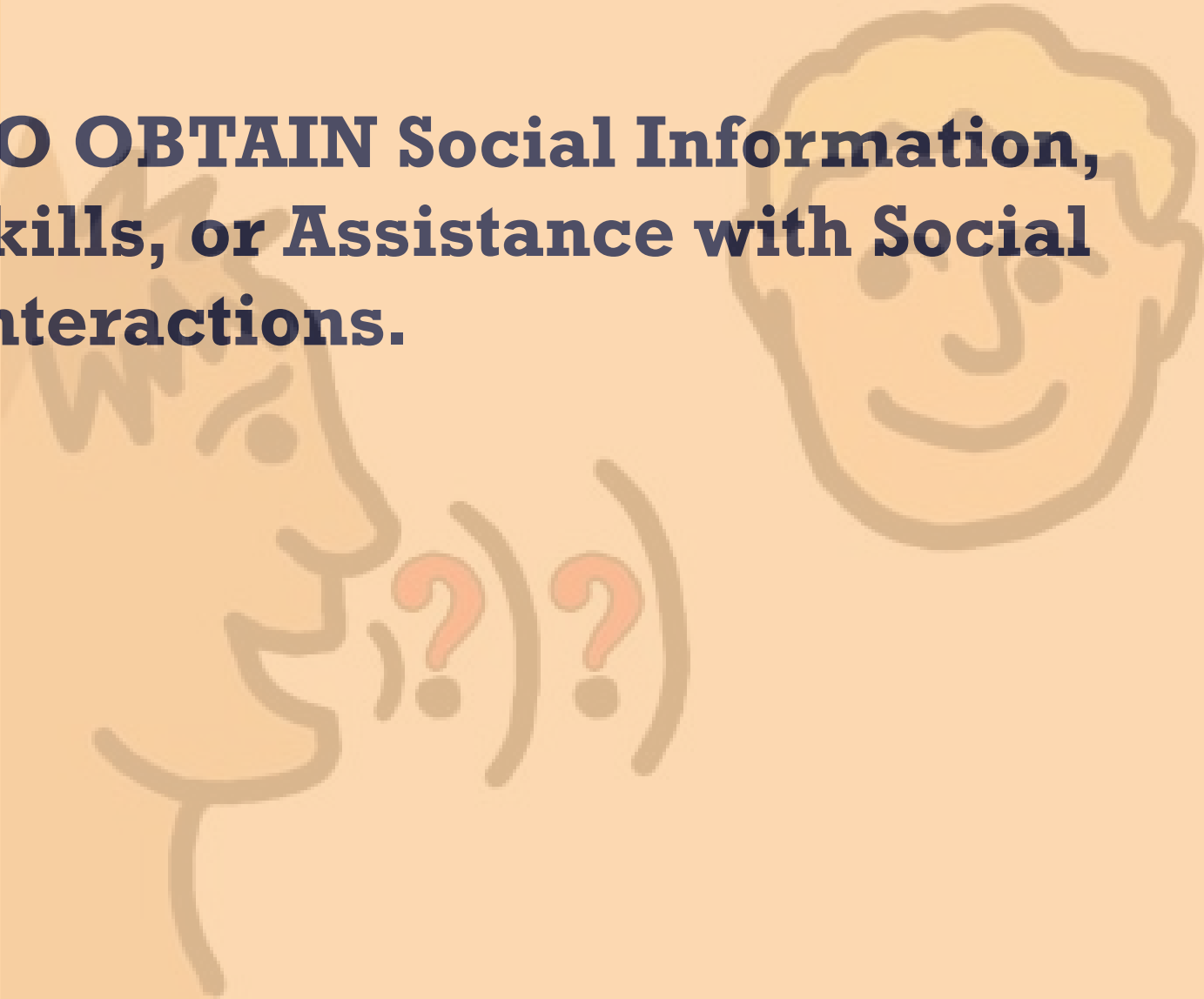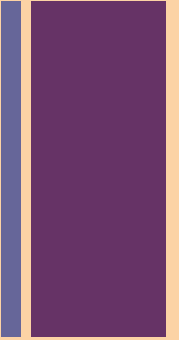
Functions of Challenging Behavior for Tim

- **TO OBTAIN TANGIBLE.**

  - *Tim uses verbal aggression (threats, mean commands), physical aggression (hitting, pushing) in situations where he wants to obtain or keep a toy or activity. The outcome has been that most of the time, Tim obtains the desired activity or object because other children go away.*

Functions of Challenging Behavior for Tim

- **TO OBTAIN Social Information, Skills, or Assistance with Social Interactions.**
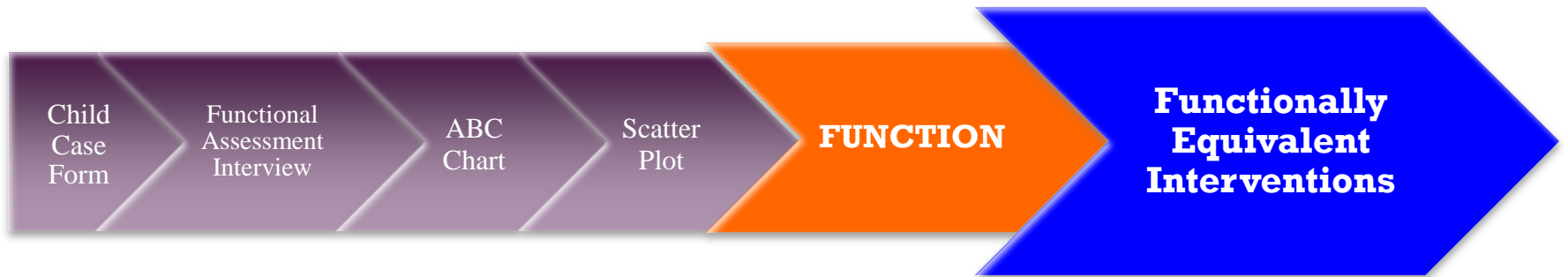
+ designing an. . .

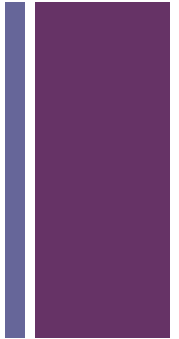# Intervention!

Functional Equivalence!

It's a PROCESS that leads to. . .

Child Case Form → Functional Assessment Interview → ABC Chart → Scatter Plot → **FUNCTION** → **Functionally Equivalent Interventions**

Important Considerations

- **Each** function identified (each reason that Tim demonstrates the challenging behavior) needs to be addressed with interventions.

- **It is important to continue to collect data on the challenging behavior as you implement each intervention.**

- **Start** with no more than 2 interventions at one time. Gradually build in additional interventions.

- **Expect** challenging behavior to decrease, not be eliminated until all functions have been addressed.

- There may be a temporary increase in challenging behavior as you stop "reinforcing" the problem behavior.

- Understand that starting with one or two interventions is recommended and then gradually add in another intervention

Three types of Interventions

- **Antecedent:**
  - The intervention is implemented before any challenging behavior occurs.
  - The intervention is designed to prevent the challenging behavior.
  - The intervention makes it unnecessary for the child to engage in the challenging behavior.

- **Consequence:**
  - An intervention is implemented in response or reaction to an appropriate behavior.
  - An intervention is implemented in response to a challenging behavior (protects, minimizes reinforceent).

- Teach **"Functionally Equivalent" Replacement** Behavior
 - The skill being taught must have the same outcome as the challenging behavior.

Functional Equivalence Interventions For Tim

Function	Antecedent	Consequence	Replacement
To obtain desired objects and activities.	1. Teach Tim to tolerate a delay in receiving a desired item. 2. When Tim is having difficulty initiating, a teacher needs to provide Tim with proper modeling and cues to help him interact appropriately and successfully. "Tell your friend that you want a turn." "Tell your friend, 'That looks fun.'" "Ask your friend if she will trade cars with you." 3. Teacher can help other children to listen and respond to Tim's appropriate verbal messages.	1. Reinforce new skills 2. Teachers can respond to Tim's appropriate verbal request.	1. Teach social negotiations in social situations 2. Teach new communication messages to get desired objects and activities that are "more polite."

Function	Antecedent	Consequence	Replacement
To negotiate social situations	1. Teach Play Skills with Adult in play areas and modeling appropriate play routines 2. Teach and model dialog during play routines. 3. Pre-teach by using a scripted story that identifies specific communication skills when playing in centers or on the playground. 4. Use visual cue cards to show expectations and reminders.	Reinforce new skills when demonstrated (first when modeled and then when demonstrated independently)	1. Teach appropriate initiation and responses. This can be done in the context of adult-child play, then adult-child-child play, etc. 2. Teach social negotiations in social situations

Functional Equivalence Interventions For Tim
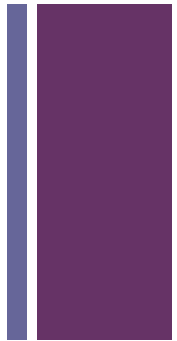
- Consequences for appropriate behaviors

- Consequences for when challenging behaviors occur (It is important to stop reinforcing the challenging behaviors now that you know what the reasons that the behaviors occur.)

+ Group Activity: Return to "Child Case Form"

- *What do you think is missing from your Child Case Form?*
- *Can you add anything else to your form?*
- *What will you do next to learn more about the behaviors and functions?*

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"Wrap Up"

- Review assessment forms in their packet

- Any questions, comments, concerns?

+ Resources

- Chandler, L. K. & Dahlquist, C. M. (2002). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. Upper Saddle River, NJ: Merrill Prentice Hall.

- CSEFEL: http://csefel.vanderbilt.edu

Thank you!

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ABC Chart- Examples

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Seat next to special friend is taken by another child.	Pushes child	Child moves	Obtains seat next to friend.
Seat next to special friend is taken by another	Asks peer to move.	Child moves	Obtains seat next to friend.
Antecedent (A)	**Behavior (B)**	**Consequence (C)**	**Function**
Waiting for a turn to interact with teacher.	Talks out (Blurts out)	Reprimand from teacher	Obtains teacher's attention
Waiting for a turn to interact with teacher.	Raises hand	Receives a turn to share and interact with teacher.	Obtains teacher's attention

+ ABC Chart- Examples

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Directed to find a book to look at.	Bangs head on ground	Teacher walks away, stops giving direction.	Escapes direction to get a book
Directed to find a book to look at.	Tells teacher, "no book" or "Don't want book."	Teacher says, "OK, no book" and walks away, stops giving direction.	Escapes direction to get a book

Antecedent (A)	Behavior (B)	Consequence (C)	Function
Writing practice	Throws pencil	Told to get pencil, to sharpen it, and return and begin writing.	Obtains brief escape from writing.
Writing practice	Requests a break	Permission to take a break, praise for requesting break.	Obtains brief escape from writing.