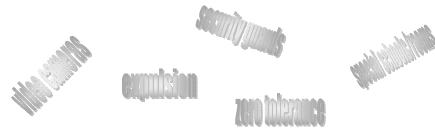
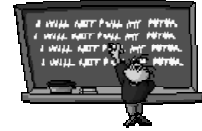


# Students Who Challenge the System

Cynthia M. Anderson, PhD  
University of Oregon

## Common Response: Get Tough!

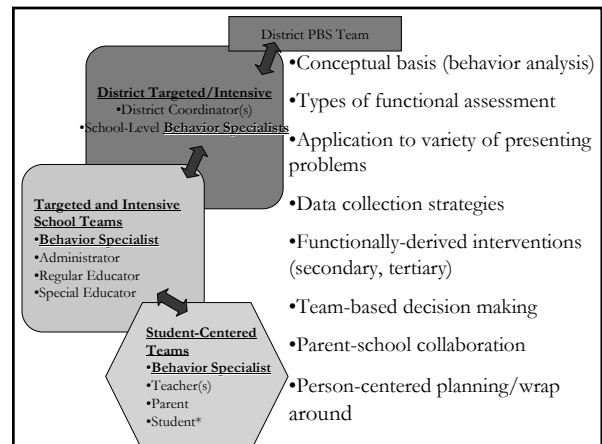
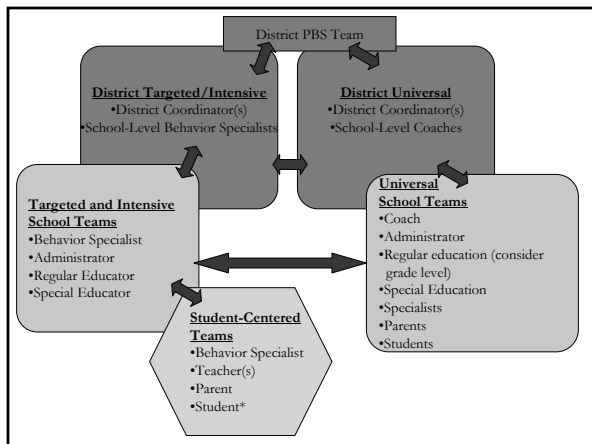
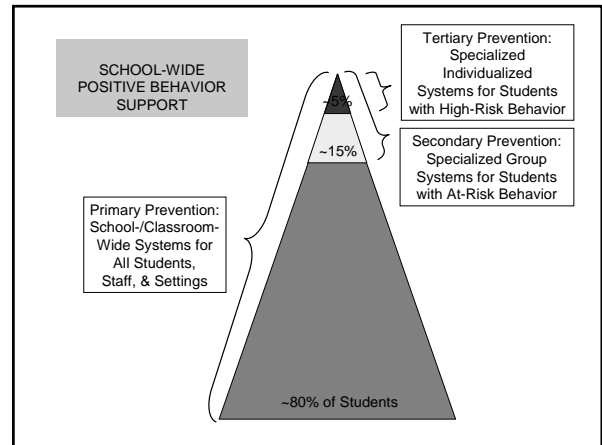
- Re-re-re-re review rules
- Counseling
- “aversive” consequences
- Establish “bottom line”



## Evidence-Based Approach

- Behavior occurs in a context
  - Causes of behavior are outside the person
- ↓
- Identifying “causes” will lead to intervention

**Message:**  
Effective interventions involve changes in OUR behavior



## Building Function-Based Support

- Purpose of functional assessment
- Overview of types of functional assessment
- Building a behavior support plan
- Scaling up function-based support

## A Functional Assessment Provides...

- Relevant background information
- Precise definition of problem behavior
  - Observable and measurable
  - Others should agree about what behavior includes and does not include

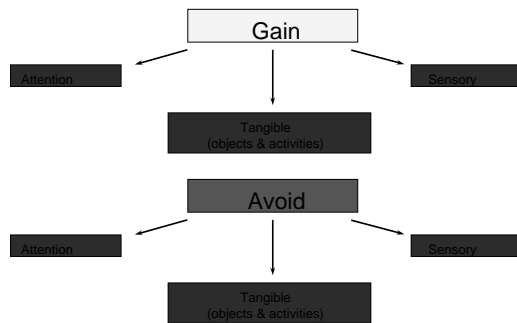


## A Functional Assessment Provides...

- Relevant background information
- Precise definition of problem behavior
- Antecedents
  - Setting events
  - Immediate triggers
- Consequences
  - Immediate consequences
  - Distal consequences



## Functions of Behavior



## Considerations

- Functional routines
- Response classes

## Routines

- Organize behavior support around functional routines



## Response Class

- Behaviors that occur for the same reason
- Which of these behaviors form a response class?
 

Scream	Say, "I can't"
Throw	Doodle
Kick desk	Spit
Poke peer	

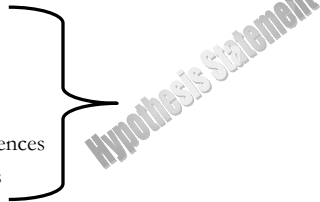
## Response Class

- Which of these behaviors form a response class?
 

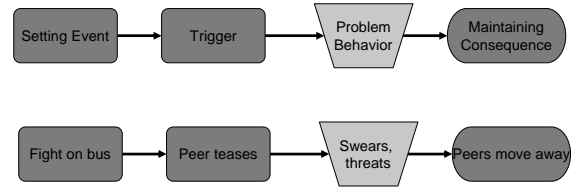
Scream (attention)	Say, "I can't" (attention)
Throw (attention)	Doodle (attention)
Kick desk (avoid tasks)	Poke Peer (avoid tasks)

## A Functional Assessment Provides...

- Relevant background information
- Precise definition of problem behavior
- Antecedents
  - Setting events
  - Immediate triggers
- Consequences
  - Immediate consequences
  - Distal consequences



## Function-Based Support



## Components of Functional Assessment

- Record review
- Indirect assessment
  - Rating scales/interviews
- Observation
  - Teacher observation
  - Structured observation

## Record Review can Tell You:

- Types of problems, setting, consequences
- Previous interventions and assessments
- Medications, other possible influences
- Possible relation between academic concerns and problem behavior

## Interviews and Rating Scales

- Gather information via an informant
- Examples
  - FACTS
  - FAI

## Teacher Observation

- Formal data collection
- Review of previous observations/interactions while teaching

## Guess and Check: Teacher Observation

- Brief teacher-completed form
- Best guess about antecedents and consequences
- Prompts teacher to develop intervention based on perceived function
- Useful as RFA

## Direct Observation

- Verify findings from interviews, record reviews
- Observe in context where problem behavior most often occurs
- Record:
  - Problem behavior
  - Events that precede (antecedents)
  - Events that follow (consequences)
- Look for patterns

Name: <b>Jake</b>		Functional Assessment Observation Form												
Starting Date: <b>2/13</b>		Ending Date: <b>2/15</b>												
Time	Behaviors				Predictors				Perceived Functions				Actual Consequences	
	1. Get/Obtain	2. Escape/Avoid	3. Attention	4. Sensory	1. Get/Obtain	2. Escape/Avoid	3. Attention	4. Sensory	1. Get/Obtain	2. Escape/Avoid	3. Attention	4. Sensory		
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Events: 2 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25														
Date: 2/13														

Name: <b>Jake</b>		Functional Assessment Observation Form												
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Events: 2 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25														
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