



Centre of Excellence  
for Behaviour Support

An integrated approach to excellence.

# Workshop: Conducting a functional assessment and linking that information in the development of a positive behaviour support plan

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# Purpose

1. Demonstrate how a functional assessment is conducted and describe specific instruments that can be used to complete the process.
2. Show how to summarize the information collected in the functional assessment so it can be used to develop intervention strategies.
3. Provide examples of interventions strategies developed from the functional assessment.
4. Discuss data collection strategies.



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# Functional assessment

- Applied Behaviour Analysis
  - Antecedents
  - Behaviours
  - Consequences
  - Setting events



# Functional assessment (cont.)

- The Functional Assessment
  - The goals of a functional assessment
    - Provide a clear definition of the challenging behaviour
    - Identify contextual variables that predict when the challenging behaviours will and will not occur
    - Generate hypotheses regarding why the behaviour occurs (i.e., what is the function?)
    - Develop summary statements that identify the specific situations, behaviours, and functions of behaviour
    - Collect observational data to support the summary statements



# Functional assessment (cont.)

- The three parts of the functional assessment
  - Contextual Assessment Inventory (McAtee, Carr, & Schultze, 2004)
  - Functional Assessment Inventory (O’Neill et al., 1997)
  - Direct observation
    - Scatter plots (Touchette, MacDonald, & Langer, 1985)
    - ABC data sheets



# Functional assessment (cont.)

- Contextual Assessment Inventory
  - 93 item questionnaire
  - Asks responders to rate the likelihood of a challenging behaviour on a five-point Likert scale
  - Administered in 30-45 minutes to at least two people who know the person well
  - Is a screening instrument and provides valuable information regarding areas that need further exploration



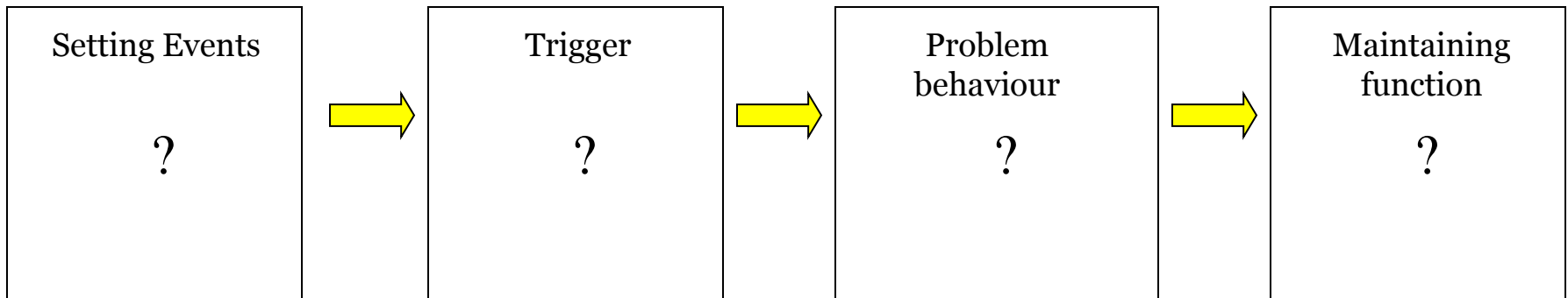
# Functional assessment (cont.)

- Functional Assessment Interview
  - Semi-structured interview
  - Takes about 60-90 minutes to administer
  - Purpose is to
    - Obtain a description of the behaviour
    - Identify which variables are associated with the behaviour
    - Identify which variables are not associated with the behaviour
    - Develop hypotheses regarding function



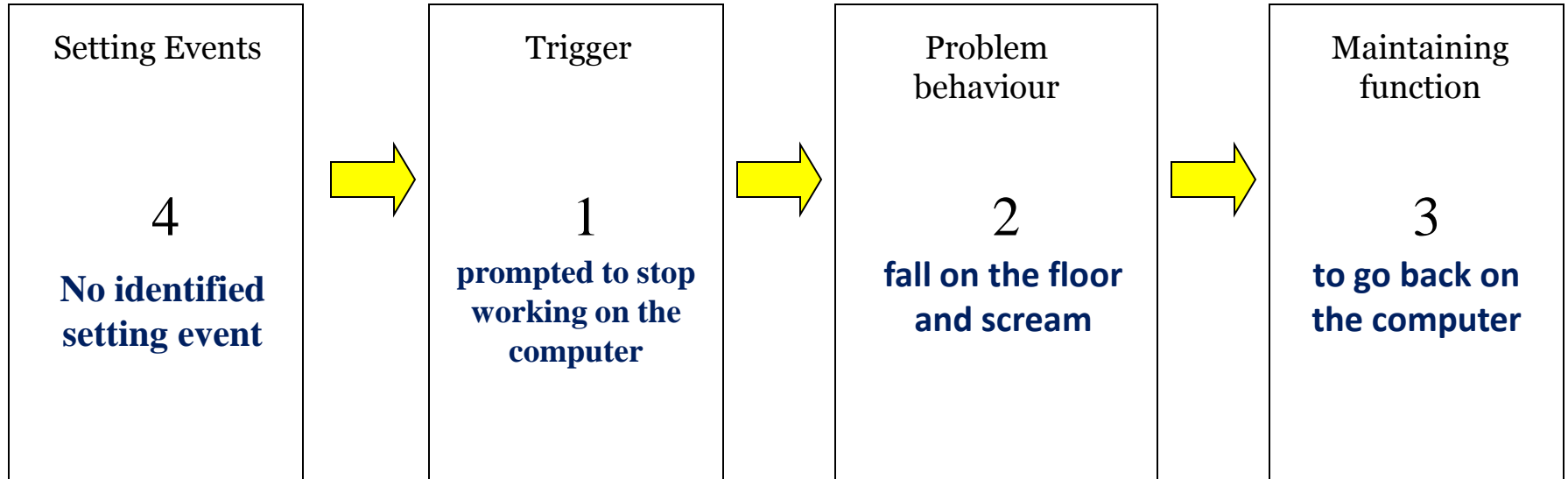
# FA Summary Statement

- When Jacqueline is prompted to stop working on the computer she is likely to fall on the floor and scream to go back on the computer.





# FA Summary Statement



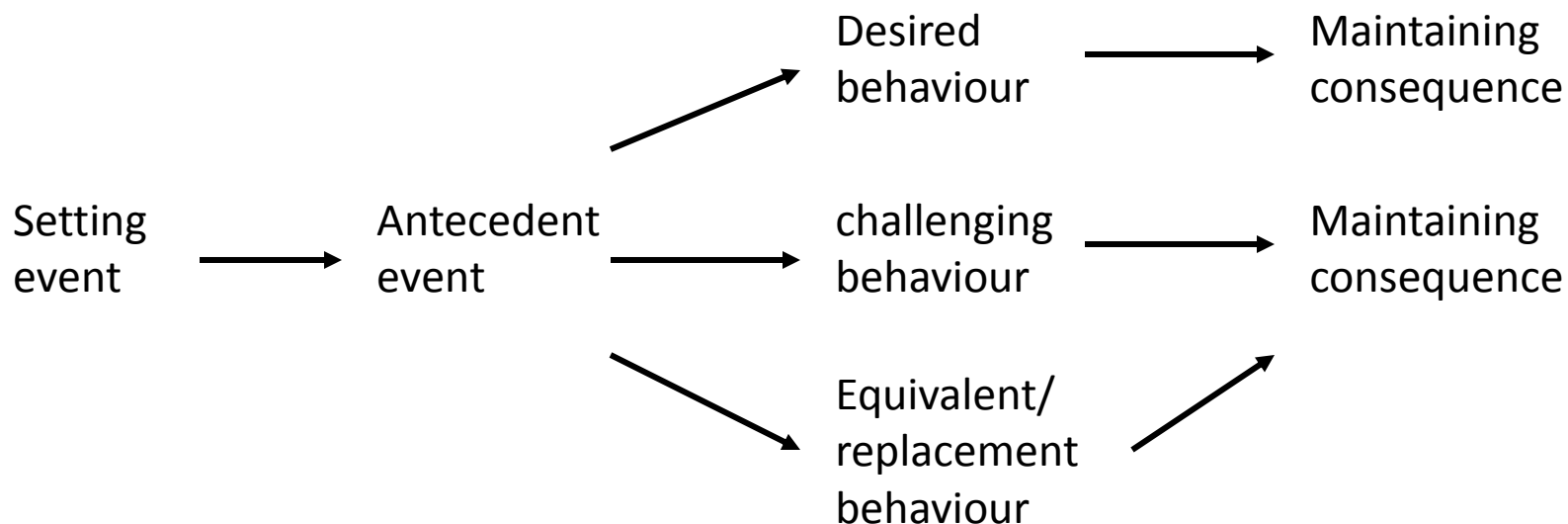
# Developing intervention strategies

- Goal of interventions is to make challenging behaviour irrelevant, inefficient, or ineffective
- Typical interventions (linked to results of FA)
  - Increasing or changing activities
  - Increasing opportunities for social interactions
  - Increasing opportunities for choice
  - Skill acquisition
    - Communication
    - Skills necessary to participate in meaningful activities



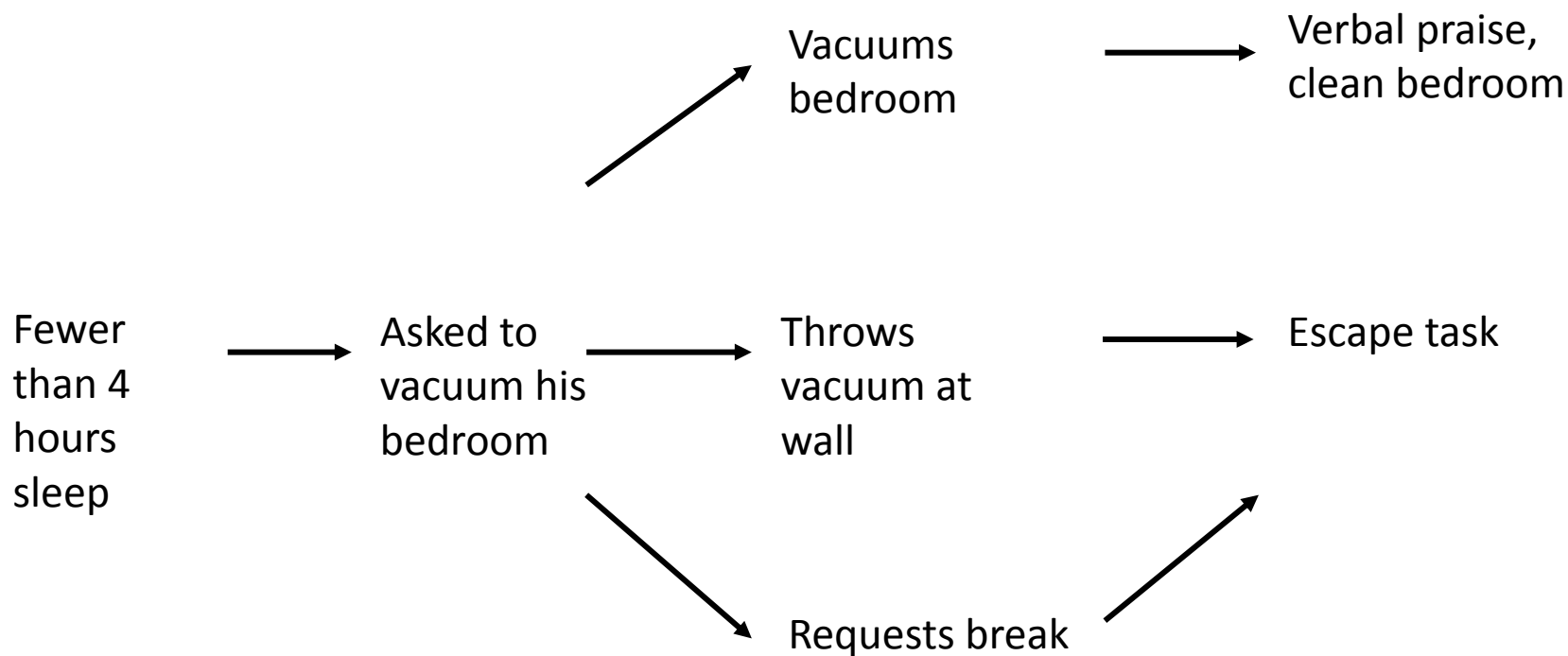
# Competing Behaviour Model

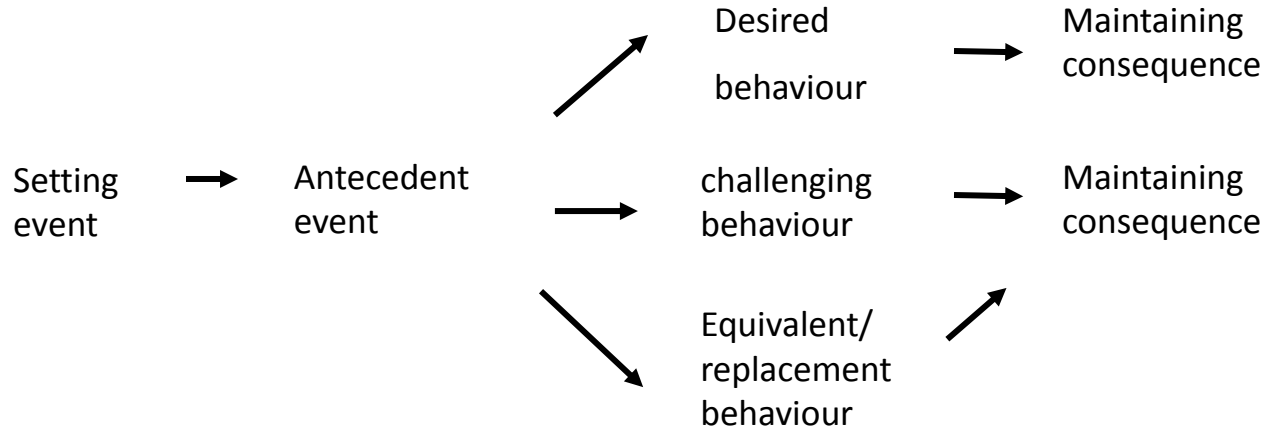
- Identify behaviours or behaviour paths that will be in competition with the challenging behaviour





# Derrick





**List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient**

<p>Make challenging behaviour Irrelevant</p>		<p>Make challenging behaviour Inefficient</p>	<p>Make challenging behaviour Ineffective And Positive behaviour More Effective</p>
<p>Setting Event strategies</p>	<p>Predictor Strategies</p>	<p>Teaching strategies</p>	<p>Consequence strategies</p>



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Fewer than 4  
hours sleep



Asked to  
vacuum his  
bedroom



Vacuums bedroom



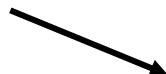
Verbal praise, clean  
bedroom



Throws vacuum at  
wall



Escape task



Requests break



**List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient**

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Setting Event  
strategies

Predictor Strategies

Teaching strategies

Consequence  
strategies





# Activity 1:Derrick

Fewer than 4  
hours sleep



Asked to  
vacuum his  
bedroom



Vacuums bedroom



Verbal praise, clean  
bedroom



Throws vacuum at  
wall



Escape task



Requests break



## List strategies that make the challenging behaviour irrelevant, ineffective, and inefficient

<ul style="list-style-type: none"> <li>•Increase physical activities during the day</li> <li>•Reduce noise and sleep interruptions at night</li> </ul>	<ul style="list-style-type: none"> <li>•Provide choices to do alternative cleaning activities</li> <li>•Plan cleaning activity on weekly planner</li> </ul>	<ul style="list-style-type: none"> <li>•Shaping of vacuuming task</li> <li>•Prompt the use of picture request card when behaviour is starting to escalate</li> </ul>	<ul style="list-style-type: none"> <li>•Reinforce use of break request card promptly – gradually introduce delay as Derrick’s tolerance increases</li> </ul>
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Setting Event  
strategies

Predictor Strategies

Teaching strategies

Consequence  
strategies



# Data Collection

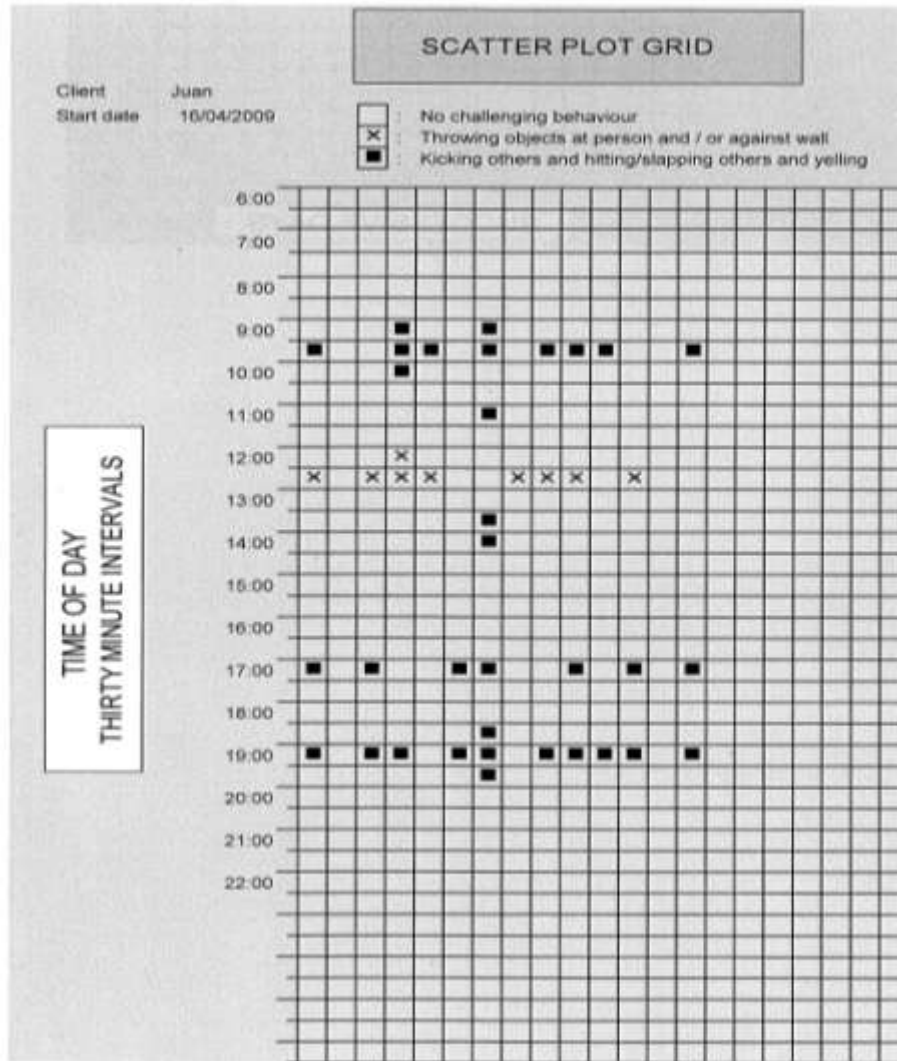
- Direct Observation

- Scatter plots - Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985).

- ABC data sheets -



# Scatterplot



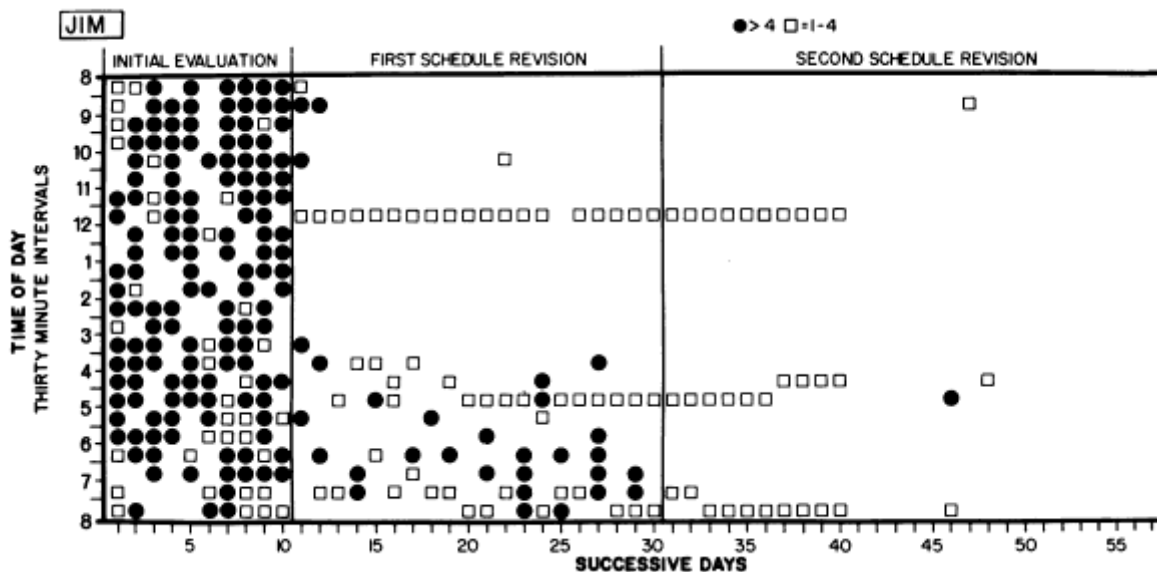


# ABC data sheets

NAME: Roger	OBSERVER: Glen	DATE: 04/10/10
GENERAL CONTEXT:	Making Bed	TIME: 7.15 am
INTERPERSONAL CONTEXT:	Roger was making mistakes such as putting the sheet on top of the blanket. I said ‘No Roger, the blanket goes on top of the sheet.’ Roger made more mistakes. I explained ‘That’s not right, Roger’ and I showed him how to do it the right way.”	
CHALLENGING BEHAVIOUR:	Roger screamed and then ripped the sheet.	
SOCIAL REACTION:	I left the room to calm down. We will worry about making his bed later	



# Activity 2: Jim



Look at Jim's scatterplot and discuss the following questions (5 mins):

1. How were incidents of challenging behaviour recorded?
2. Can you see any patterns in the data?
3. Can you guess what interventions (have a stab) were implemented?



# Activity 3: Roger

- **In your group look at the ABC recordings for Roger and discuss the following questions (10 mins):**
  1. What are the challenging behaviours that Roger exhibits?
  2. Are there any identifiable antecedents for challenging behaviour?
  3. What might be some potential maintaining consequences of the behaviours?



# Activity 4: Kylie

- Watch the video segments and collect both scatterplot data and ABC data
- Scatterplot
- no challenging behaviour
- challenging behaviour (swearing)
- severe challenging behaviour (striking – can include swearing)



NAME: Kylie	OBSERVER:	DATE: 04/3/10
GENERAL CONTEXT:	Activity: Drinking coffee in kitchen	TIME: 8 am
INTERPERSONAL CONTEXT:	John had just finished washing the dishes after breakfast Kylie asked for some coffee John told her no, she couldn't have any more	
BEHAVIOUR PROBLEM:	Kylie started swearing and slapped John on the arm.	
SOCIAL REACTION:	John gave Kylie another cup of coffee	



<b>NAME:</b> Kylie	<b>OBSERVER:</b>	<b>DATE:</b> 04/3/10
<b>GENERAL CONTEXT:</b>	Activity: Supper in kitchen	<b>TIME:</b> 9 pm
<b>INTERPERSONAL CONTEXT:</b>	John and Kylie were discussing the EKKA. John reminded Kylie that she needed to have a shower before sleeping.	
<b>BEHAVIOUR PROBLEM:</b>	Kylie started swearing at John.	
<b>SOCIAL REACTION:</b>	John told Kylie that the shower could wait until tomorrow	



<b>NAME:</b> Kylie	<b>OBSERVER:</b>	<b>DATE:</b> 05/3/10
<b>GENERAL CONTEXT:</b>	Activity: Walking in hallway	<b>TIME:</b> 7:35 am
<b>INTERPERSONAL CONTEXT:</b>	Kylie had just woken got out of her bedroom. Fiona told her that she needed to have a shower as she did not have one yesterday.	
<b>BEHAVIOUR PROBLEM:</b>	Kylie started swearing at and pushing Fiona.	
<b>SOCIAL REACTION:</b>	Fiona withdrew. Kylie did not have a shower.	



<b>NAME:</b> Kylie	<b>OBSERVER:</b>	<b>DATE:</b> 06/3/10
<b>GENERAL CONTEXT:</b>	Activity: Drinking coffee in kitchen	<b>TIME:</b> 8:10am
<b>INTERPERSONAL CONTEXT:</b>	John had just finished washing the dishes after breakfast Kylie asked for some coffee John told her no, she couldn't have any more	
<b>BEHAVIOUR PROBLEM:</b>	Kylie started swearing at John.	
<b>SOCIAL REACTION:</b>	John gave Kylie another cup of coffee. Told her "just one more"	



NAME: Kylie	OBSERVER:	DATE: 07/3/10
GENERAL CONTEXT:	Activity: Drinking coffee in kitchen	TIME: 7:59am
INTERPERSONAL CONTEXT:	John had just finished washing the dishes after breakfast Kylie asked for some coffee John told her no, she couldn't have any more	
BEHAVIOUR PROBLEM:	Kylie started swearing at John.	
SOCIAL REACTION:	John gave Kylie another cup of coffee.	



<b>NAME:</b> Kylie	<b>OBSERVER:</b>	<b>DATE:</b> 08/3/10
<b>GENERAL CONTEXT:</b>	Activity: Drinking coffee in kitchen	<b>TIME:</b> 8:06 am
<b>INTERPERSONAL CONTEXT:</b>	John and Kylie were sitting in the kitchen. Kylie asked for some coffee John told her no, she couldn't have any more	
<b>BEHAVIOUR PROBLEM:</b>	Kylie started swearing at and striking John.	
<b>SOCIAL REACTION:</b>	John withdrew and Kylie had a drink of water.	



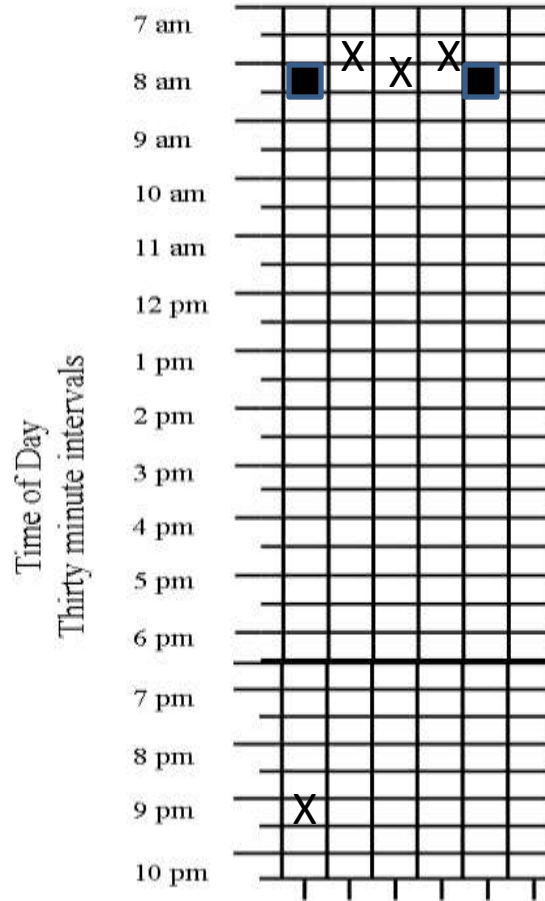
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- no challenging behaviour
- challenging behaviour (swearing)
- severe challenging behaviour (striking – can include swearing)

Client:Kylie

Starting Date 4.3.10





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# Questions?