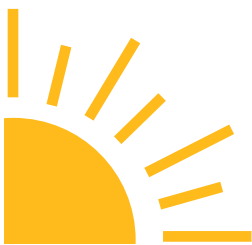


Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior



Lise Fox, Ph.D., Rochelle Lentini, M.Ed., & Glen Dunlap, Ph.D.
University of South Florida



**The Center on the Social and Emotional
Foundations for Early Learning**



**Child Care
Bureau**



**Head Start
Bureau**

This material was developed by the Center on the Social and Emotional Foundations for Early Learning with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families (Cooperative Agreement N. PHS 90YD0119). The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Health and Human Services, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. You may reproduce this material for training and information purposes.

Learner Objectives

- Participants will understand the difference between PBS and traditional discipline approaches.
- Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
- Participants will describe methods that may be used to determine the function of challenging behavior.
- Participants will be able to use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.

Suggested Agenda

I.	Introduction to the Topic	20 min.
II.	Group Discussion: Challenging Behavior Challenges	15 min.
III.	Overview of Positive Behavior Support (PBS)	25 min.
IV.	Dimensions of Communication	5 min.
V.	Behavior Equation	15 min.
VI.	Activity: Behavior Is Communication	15 min.
VII.	Process of PBS, Building a Team	25 min.
VIII.	Introduction to Functional Assessment	10 min.
IX.	Activity: Observation with Intention	5 min.
X.	Functional Assessment Observation	5 min.
XI.	Activity: Observing the Function of Behavior	25 min.
XII.	Conducting Observations, Data to Collect	30 min.
XIII.	Functional Assessment Interview	50 min.
XIV.	Hypothesis Development	15 min.
XV.	Case Study Activity: Hypothesis Development	50 min.
XVI.	Summary	5 min.

Materials Needed

- Agenda
- PowerPoint
- Chart Paper or White Board and Markers
- Video Clips**
 - 3a.1 Severe Challenging Behavior
 - 3a.2 Brendan–Before PBS
 - 3a.3-3a.4 Brendan’s Family–Before PBS
 - 3a.5 Brendan–With PBS
 - 3a.6 Brendan’s Family–With PBS
 - 3a.7 Tim–Before PBS
 - 3a.8 Tim–With PBS
 - 3a.9 Importance of PBS
 - 3a.10-3a.15 Observation Vignettes
- Module 3a: Presenter's Answer Guide (at end of presenter’s script)
- Handouts**
 - 3a.1 Participants’ PowerPoint Slides
 - 3a.2 Talking with Families Do's and Don'ts
 - 3a.3 Observation Cards (Eight Copies for Each Participant)
 - 3a.4 Home Observation Card
 - 3a.5 Functional Assessment Interview Form
 - 3a.6 Tim's Functional Assessment Interview Form
 - 3a.7 Support Planning Chart
 - 3a.8 Case Study Materials (see copying instructions)
 - Child Descriptions/Interviews/
ObservationCards: (Handouts 3a.8D, 3a.8P, 3a.8S, 3a.8SH)
 - 3a.9 Positive Behavior Support Additional Resources
 - 3a.SE Session Evaluation Form

Case Study Instructions

The case studies provide participants with the experience of applying their knowledge to an actual case study of a child. To use the case studies, have the participants form groups of no more than five to seven individuals.

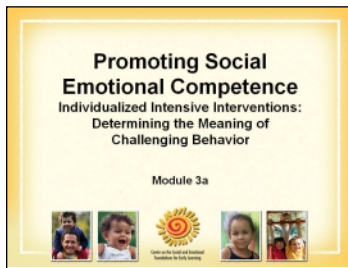
We have provided you with materials for four different case study children. Each case study group should receive materials on one child (and only its case study child). If you have large groups, form multiple groups with the same child. When it comes time to report, have a group report on its child and then ask the other groups that worked on the same case study to report back. They should confirm that they had similar ideas or share their additional thoughts or different perspectives.

Copying Instructions: Case Study Materials (3a.8D, P, S, SH) are to be used within the case study activity during the presentation (Slides 80-82). There are four different case studies (Pablo, Dana, Sashi, Sarah). To prepare materials for the activity, divide the number of participants by four (the number of case studies) and make that number of copies for each case study.

PLEASE NOTE: The Case Study Materials (child description, observation cards, and functional assessment interview) that are distributed in this module will also be used again in Module 3b. Please ask participants to keep the case study materials if this module is being done in conjunction with the Module 3b Case Study Activity.

I. Introduction to the Topic (20 minutes)

1



I. Introduction to the Topic (20 minutes)

Slide 1. Explain that this workshop will provide participants with the information needed to understand the purpose of challenging behavior. It is part one of two workshops that provide the skills needed to implement a process of Positive Behavior Support.


1. Point out that Positive Behavior Support or PBS was developed to address the intervention needs of children with the most challenging behavior.
2. Note that the full process, as participants will learn in these two workshops, is elaborate, thorough, and very effective. It is not a process that they would use with every child who has behavioral concerns; it is for the child whose challenging behavior continues after participants have tried prevention approaches and developmentally appropriate child guidance procedures.
3. Explain that today you will be talking about how challenging behavior occurs and is maintained through environmental factors.
4. Note that you will discuss a method for analyzing challenging behavior as it occurs within natural contexts that may be used to identify the purpose of challenging behavior.
5. Note that participants will view video clips that will offer a context from which they can practice those methods.
6. Finally, explain that participants will learn how to use multiple sources of data to determine the function of challenging behavior, and they will have an opportunity to apply those skills with a case study example.

Point out to participants that they can use Participants' PowerPoint Slides (Handout 3a.1) to take notes during the workshop.

2

Agenda

- Introduction
- Challenging Behavior
- Overview of PBS
- Behavior Equation
- The Process of PBS, Building a Team
- Introduction to Functional Assessment
- Functional Assessment Observation
- Conducting Observations, Data to Collect
- Functional Assessment Interview
- Case Study Activity: Determining the Function
- Hypothesis Development
- Not Sure about The Hypothesis




3

Learner Objectives

This workshop will teach you to:

1. Understand the difference between PBS and traditional discipline approaches.
2. Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
3. Identify methods that may be used to determine the function of challenging behavior.
4. Use interview and observation data to determine the communicative function of challenging behavior and develop behavioral hypotheses.



4

Challenging Behavior

What we are referring to when we say "challenging behavior" is:

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destructions, self-injury, noncompliance, and withdrawal

5



or

(video clip 3a.1)

Agenda/Learner Objectives

Show today's agenda (Slide 2), and discuss the objectives for this workshop (Slide 3).

1. Participants will understand the difference between PBS and traditional discipline approaches.
2. Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
3. Participants will describe methods that may be used to determine the function of challenging behavior.
4. Participants will be able to use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.

Explain that you are going to talk about a process—the process of Positive Behavior Support—that may be used to address the needs of children with persistent challenging behavior.

Challenging Behavior

1. Show Slide 4. What we are referring to when we say "challenging behavior" is:
 - a. Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
 - b. Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
 - c. Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.
2. Say, "Let's look at the kind of behaviors that can be addressed using this process."
3. Show the 3-minute video clip on Slide 5 (Severe Challenging Behavior Video Vignette) that depicts several children having severe challenging behavior to illustrate the topic: These are the kind of behaviors we are talking about. *To play video, double click on the photograph on the slide. To advance to the next slide, click the down arrow on your keypad.*



Teaching Pyramid

Slide 6. Point out that the training today will focus on the top of the pyramid.

1. Explain that you will be discussing an intervention process that is designed to address the challenging behaviors of children with the most challenging behavior.
2. Remind participants that the top of the pyramid is reserved for a very few number of children who still exhibit challenging behavior even when teachers have addressed everything else in the pyramid: staff has positive relationships with the children; the classroom has been arranged carefully to promote appropriate behavior; and there is a systematic approach to teaching social and emotional skills.

7

Functional Assessment Interview

Refer to sample of Tim's Functional Assessment Interview
[*TimFAI.pdf](#)

Intensive Individualized Instruction

Slide 7. Intensive individualized instruction and interventions are used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

II. Group Discussion: Challenging Behavior Challenges (15 minutes)

II. Group Discussion: Challenging Behavior Challenges (15 minutes)



8

Group Discussion

- Chart on chart paper

1. **Slide 8.** Using **chart paper**, ask participants to list challenging behaviors that occur that are beyond what they expect developmentally from a child. "I'm sure many of you have worked with children who have persistent challenging behavior. Tell me the kind of behaviors you have seen. Remember, we are talking about challenging behavior that is persistent and unresponsive to the use of good guidance procedures."
2. Ask participants to list the interventions that they have tried on a new piece of chart paper (examples of responses may be redirect, ignore, time-out).
3. Ask participants to reflect on whether the interventions were effective, and allow them to discuss their feelings and perspectives on the methods they have used.

You may want to comment that the interventions listed, the interventions that are in the typical early educator's toolbox, may not be systematic or comprehensive enough to address these types of challenging behaviors. This module and the next module will offer a process and approach for successfully making a difference for these types of behaviors.

4. Ask participants if they knew why the child that they were thinking about during the previous three points was engaging in the challenging behavior.
5. Facilitate a discussion that helps participants understand that if they know why children have challenging behavior, it may be easier to develop effective interventions.

III. Overview of Positive Behavior Support (PBS)
(25 minutes)

9

Positive Behavior Support (PBS)

- An approach for changing a child's behavior
- Is based on humanistic values and research.
- An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
- A holistic approach that considers all of the factors that impact on a child, and the child's behavior

10

Research on PBS

- Effective for all ages of individuals with disabilities 2-50 years.
- Effective for diverse groups of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.
- PBS is the only comprehensive and evidence-based approach to address challenging behavior within a variety of natural settings.

11

<p>Old Way</p> <ul style="list-style-type: none"> • General intervention for all behavior problems • Intervention is reactive • Focus on behavior reduction • Quick Fix 	<p>New Way</p> <ul style="list-style-type: none"> • Intervention matched to purpose of the behavior • Intervention is proactive • Focus on teaching new skills • Long term interventions
--	---

III. Overview of Positive Behavior Support (25 minutes)

Slides 9-10. Positive Behavior Support (PBS) is an approach for changing a child's behavior. It is based on humanistic values and research. It is an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. PBS is a holistic approach that considers all of the factors that impact on a child, family, and the child's behavior.

Research on PBS. Through emerging research, we have found that PBS is a very powerful intervention approach that is quite effective with all ages, diverse groups, and people of various cultures and disabilities. It is the only comprehensive approach that is evidence based and addresses challenging behavior within a variety of natural settings.

Old Way/New Way

Slide 11. Explain that over the next two days, participants will be learning about the process of Positive Behavior Support (PBS). Explain that, traditionally, we have learned to deal with behavior challenges by using general interventions. For instance, if a child were to do something that he/she was not supposed to do, he/she would be placed in "time-out" regardless of the "function of the behavior." With PBS, we are now matching the intervention to the purpose of the child's behavior.

These types of interventions were typically “reactive” in nature; they were applied after the child had challenging behavior in an effort to deliver a powerful enough consequence that the child would not do the behavior again. PBS uses a proactive approach; most of the power in the intervention approach is preventing the behavior from occurring in the first place.

Reactive strategies provide a quick fix in getting the child to not use the challenging behavior. The problem with these kinds of approaches is that they don’t respond to what the child is attempting to achieve by using challenging behavior. In PBS, challenging behavior is viewed as meeting a need for the child. Children use challenging behavior because they lack more appropriate social or communication skills to get their needs met. So, the PBS approach involves strategies that move beyond the “quick fix” and are long-term interventions. Interventions that give children new skills to use may take time. Learning a new skill takes time, but the child is also more likely to sustain it over time because the child no longer needs to use challenging behavior to meet his/her needs.

12

Challenging Behavior Communicates

- Communicates a message when a child does not have language.
- Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

Challenging Behavior Communicates

Slide 12. Explain that challenging behavior carries meaning and communicates a message.


In some instances, when children do not have the language skills necessary to communicate appropriately, they will resort to using challenging behavior as a means of communication.

A child who has limited social skills or has learned that challenging behavior will result in meeting his/her needs may also use challenging behavior instead of language.

13

Challenging Behavior Works

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).



Challenging Behavior Works

Slide 13. Children engage in challenging behavior because “it works” for them. Challenging behavior results in the child gaining access to something/someone (i.e., obtain) or avoiding something/someone (i.e., escape).

14



 or
(video clip 3a.2)

15



 or
(video clip 3a.3)

16



 or
(video clip 3a.4)

17



 or
(video clip 3a.5)

18



 or
(video clip 3a.6)

19



 or
(video clip 3a.7)

Video Observations: Brendan and Tim/Importance of PBS

Slides 14-21. *Video Observations:* Tell the group, “Now that I’ve explained the research and how PBS is different from traditional approaches, I want to show you the “power of PBS.” Show brief video vignettes of “Before PBS and With PBS” and the vignette on the “Importance of PBS.” “You will see videos of two different children before and after the implementation of Positive Behavior Support. Let’s watch these to see how it can affect a child’s behavior.”

1. Brendan. The first boy is at the public library with his mother. The parents indicated that the library was the most difficult public place for them to visit due to their son’s behavior. In fact, every time they visited the library, they were asked to leave **(Slides 14-18)**.
2. Tim. The second boy is a child, without a diagnosed disability, who had attended a high-quality preschool program and had severe challenging behavior. His intervention was determined by a functional assessment and focused on the instruction of social skills **(Slides 19-20)**.
3. Importance of PBS. Following the “Before PBS and With PBS” videos, the assistant director of the community preschool talks about the “Importance of PBS.” Administrative support and staff “buy-in” to PBS can have a great impact on the process **(Slide 21)**.



(video clip 3a.8)
or



(video clip 3a.9)
or

20



21



IV. Dimensions of Communication

(5 minutes)

22



23



24



IV. Dimensions of Communication: Form and Function
(5 minutes)

Slides 22-24. We are focusing on two dimensions of communication. Every communicative behavior can be described by the “form” and “function” of the communication. Once again, children engage in challenging behavior because “it works” for them. Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Positive Behavior Support is based on the assumption that children's challenging behavior has meaning. Explain how we have many forms of communication to express functions. For example, to express dissatisfaction with a workshop:

1. Participants might complain; they might find something else to do (i.e., engage in off-task behavior).
2. They might leave the room (in behavioral terms, that is elopement!).
3. If it really became too much to bear, they might scream.

Point out that all of these forms of communication tell you that they want to change the workshop content or escape.

As children learn to communicate, they communicate about many things. Pose these questions to the group:

What are some of the first things that children communicate?

When children first communicate, they may use different forms of communicative behavior. How do children first tell you "no" or "want?"

What about when they are 9 months old and don't have words?

Explain that, in communicative behavior, we can identify both the function of communication (e.g., request, protest, comment) and the form of communication (e.g., cry, point, use words).

V. Behavior Equation (15 minutes)

25

Trigger	Behavior	Maintaining Consequence
Joey is asked to come to circle. Teacher provides physical prompt to move him to group.	Joey resists, cries, and hits teacher	Teacher moves away from Joey and allows Joey to select a different activity.

26

Setting Event
•Event that occurs at another time that increases the likelihood the child will have challenging behavior. Setting events serve to "set the child up" to have challenging behavior.

27

Setting Event	Trigger	Behavior	Maintaining Consequence
	Quan approaches computer and sees child working on program.	Quan moves his picture to indicate that he is next. Quan observes and waits for his turn.	Child leaves computer and Quan sits down and begins working.

28

Setting Event	Trigger	Behavior	Maintaining Consequence
Quan was up most the night with an asthma attack. He arrives at school looking sleepy and with dark circles under his eyes.	Quan approaches computer and sees child working on program.	Quan hits child and pushes his body on the child's chair.	Child leaves computer and Quan sits down and begins working.

V. Behavior Equation (15 minutes)

Slides 25-28. Often, people feel that children engage in challenging behavior for "no reason at all" or that the behavior "came out of the blue"; but if we really look at what is happening around behavior, we can often discover causes or triggers for the behavior.

Point out, however, that some of the reasons children (or adults) behave the way that they do may not be as apparent as one would hope.

Sometimes a past event or medical condition can increase the likelihood that a behavior will occur.

Point out that "We use context to figure out the meaning of children's behavior as we did in the previous examples." In behavioral theory, the analysis of context occurs in the following way.

We look at the basic behavioral equation.

There are triggers in the environment that affect behavior. For example, Joey is asked to come to circle (trigger); he resists and hits his teacher (the behavior); and then the teacher lets him find something else to do (maintaining consequence).

Setting Events

In addition to the basic equation, sometimes children are more likely to have challenging behavior because of some other event (e.g., they are tired or don't feel well). These events are called setting events.

Ask the group to think about setting events on a personal level. "Imagine your own state of mind or mood when you have a headache, financial stress, a fight with a spouse, fatigue, allergies, or a cold. All of these may be setting events. They can set you up to have 'challenging behavior' or a 'bad day.'" Then ask the group to think about how similar setting events can happen with children. Or maybe the child has setting events that we don't know about such as medication, a difficult car ride, or an argument with a sibling. Imagine how the child may be feeling and how it can influence his or her behavior.

Show chart (Slide 27) that depicts triggers, behaviors, and maintaining consequences. Explain.

Show next slide (Slide 28) that puts setting events into the formula.

VI. Activity: Behavior Is Communication
(15 minutes)

29

Evan

•Evan is playing with Duplos. He tries to attach a block to his stack of 3. He can't quite get the blocks to connect. He looks up at the adult and begins fussing. He holds the stack of blocks up, looks at the blocks, and looks at the adult. The adult helps him put the blocks together.

30

Evan

Setting Event	Trigger	Behavior	Maintaining Consequence
	Playing with Duplos, can't connect blocks	Looks up at adult, fusses, holds up blocks, looks at block/adult	Adult helps put blocks together.
Function: Get help			

31

Shana

Shana is sitting in her high chair with nothing on the tray. Her mother is stirring her oatmeal. Shana begins crying and bangs her head on the back of the seat. Her mother says to her, "It's not cool enough, honey, just a minute." Shana stops crying when the oatmeal is placed on her tray.

32

Shana

Setting Event	Trigger	Behavior	Maintaining Consequence
? Hungry	Sitting in high chair with nothing on tray, mom stirring oatmeal.	Cries, bangs head.	Mom says, "It's not cool enough, just a minute," then gives oatmeal.
Function: Get oatmeal			

33

Gabriella

Gabriella is playing in her room. Her mom says, "Come on Gabriella. Time to go to school." Her mom pulls on her arm to try to get Gabriella to stand and go to the car. Gabriella yells, screams, and begins kicking at her toys. Her mother says, "All right, 5 more minutes. But then we must go." Gabriella's mom walks away, and Gabriella continues playing with her toys.

34

Gabriella

Setting Event	Trigger	Behavior	Maintaining Consequence
	Playing in room, time to get in car for school. Mom pulls on arm to get to stand.	Yells, screams, kicks at toys.	Mom gives her 5 more minutes of play time.
Function: Escapes, prolongs transition			

VI. Activity: Behavior is Communication (15 minutes)

Slides 29-38. Tell participants that you're going to show them several scenarios of children communicating something and that you'll want them to identify what the child is communicating.

Show five written examples of situations (**Slides 29-38**), and ask the group to identify the triggers, challenging behavior, maintaining consequences, and function of the behavior. You can even chart responses on **chart paper** using the Behavior Equation chart.



There may be more than one possible explanation of some of these situations, but listed below are some possible functions:

Evan

- Trigger—Evan can't get the blocks together.
- Behavior—Evan fusses, holds up the blocks, and looks at the teacher.
- Maintaining Consequence—Teacher puts the blocks together for him.
- Function—Request help.

Shana

- Trigger—Shana is sitting in the high chair with nothing to do and sees the oatmeal.
- Behavior—Shana cries and bangs her head.
- Maintaining Consequence—Oatmeal is placed on her tray.
- Function—Request food.

Gabriella

- Trigger—Gabriella is playing.
- Behavior—Gabriella yells, screams, and begins kicking.
- Maintaining Consequence—Mom gives her 5 more minutes to play.
- Function—Escape going to the car.

Tim

- Trigger—A child moves to the sandbox where Tim has just built something.
- Behavior—Tim tackles and hits the child.
- Maintaining Consequence—Adult intervenes and scolds Tim and comforts other child; Tim continues road-way.
- Function—Gets his road-way back.

35

Tim

Tim is riding a trike on the playground bike path. He sees a child move to the sandbox where he had just finished building a road-way. He leaps off his trike and tackles the child. He hits the child. An adult comes over to intervene. She comforts the child, and scolds Tim. Tim goes to the sandbox and continues construction on his road-way.

36

Tim

Setting Event	Trigger	Behavior	Maintaining Consequence
	A child moves to the sandbox where Tim has just built something.	Tackles and hits child.	Adult intervenes and scolds Tim, comforts other child. Tim continues road-way.
Function: Get toy back.			

37

Madison

Madison is in housekeeping, putting on high heels and a hat. Emily moves into the area and selects a purse from the dress-ups. Madison shouts "no" and bites Emily. A teacher comes over, she asks Madison to go to the thinking chair and takes Emily to the bathroom to look at the bite. After 4 minutes, Madison leaves the thinking chair and returns to housekeeping. She grabs the purse Emily had selected and continues to play. Emily leaves the bathroom with the teacher and then begins an art activity where the teacher is present.

38

Madison

Setting Event	Trigger	Behavior	Maintaining Consequence
	Another child moves to area and gets a toy (purse).	Shouts "no," bites child.	Sent to "thinking chair," other child consoled. 4 minutes later, Madison leaves chair and returns to play with purse.
Function: Avoid sharing the purse.			

VII. Process of PBS, Building a Team (25 minutes)

39

Process of Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Madison

- Trigger—Another child takes a toy from the area where Madison is playing.
- Behavior—Madison shouts at the child and bites her.
- Maintaining Consequence—Madison goes back and gets the toy, and the other child goes with the teacher to another activity.
- Function—Avoid sharing the purse.

VII. Process of PBS, Building a Team (25 minutes)

Slide 39. Tell participants, "Now that we have described the philosophy and theory behind PBS, we are going to talk a little about the process and how it may be used in participants' classrooms." Show slide of the process.

1. Establishing a team and identifying goals of intervention
2. Gathering information—functional assessment
3. Developing hypotheses about challenging behaviors (best guess)
4. Designing a behavior support plan
5. Implementing, monitoring, and evaluating outcomes and refining plan in natural environments.

Before beginning the process outlined above, the first step is to identify a team and to come together to develop a vision for the child.

40

Potential Team Members

- Parents/Family
- Teacher
- Assisting Teacher/Paraprofessional
- Therapists
- Administrative Staff
- Other(s)

Potential Team Members

Slide 40. Show slide of potential team members, and ask participants to identify what each member would bring to the process of working together to change a child's behavior. Write down their responses on **chart paper**.



Explain that if we are going to encourage families to be part of a team with us, we have to pay attention to making sure that they are comfortable and feel welcomed from the very beginning.

41

Group Discussion: Welcoming Families

-Chart on chart paper

Group Discussion: Welcoming Families

Slide 41. Using **chart paper**, ask the participants to identify strategies that they have used to make sure the family can be an equal partner when focusing on a child's special support needs.

VIII. Introduction to Functional Assessment (10 minutes)

One of the most difficult things is discussing a child's severe challenging behavior with the family. Ask participants to identify do's and don'ts when talking to family members about their child's challenging behavior. Write these suggestions on **chart paper**.



42

Process of Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Refer group to **Talking with Families: Do's and Don'ts, (Handout 3a.2)**.

Talking with Families about Problem Behavior: Do's and Don'ts	
Do	Don't
1. Explain the assessment by explaining reasons about the child.	1. Explain the assessment by referring to the child's behavior and diagnosis.
2. Let the parent know that your goal is to help the child.	2. Explain that the child must be punished or held up to consequences.
3. Ask the parent if you wish the assessment could include their own observations.	3. Ask the parent if something has happened recently that you can observe.
4. Ask the parent if you wish to work with the child's behavior and address oppositional behavior and social skills.	4. Explain that the parent should not address the child's behavior.
5. Set the parent's goal as helping the child's behavior and after the parent understands why the child's behavior is occurring.	5. Explain the responsibility for helping the child's behavior is the parent's.
6. Offer to work with the parent to the identification of assessment questions that are most likely to be answered.	6. Explain that the parent's strategy for addressing the child's behavior is not your responsibility.
7. Explain that your focus will be to help the child's behavior and address the child's behavior and social skills.	7. Ask the parent to do the child's behavior and social skills.
8. Explain that your focus will be to help the child's behavior and address the child's behavior and social skills.	8. Explain the importance of making the child's behavior and social skills.

3a.2

VIII. Functional Assessment (10 Minutes)

Slides 42-44. The second step of the process of PBS is to conduct a functional assessment.

43

Functional Assessment

- A process for developing an understanding of a person's challenging behavior and, in particular, how the behavior is governed by environmental events.
- Results in the identification of the "purpose" or "function" of the challenging behavior.

1. Point out that the functional assessment is an assessment process that gives you information on the purpose of the child's challenging behavior.
2. Stress that the assessment is not a formal test but a set of observations and questions that you will use to dig deeper into the meaning of the child's challenging behavior.

44

Functional Assessment

- Observe the child in target routines and settings
- Collect data on child behavior, looking for situations that predict challenging behavior and that are linked with appropriate behavior.
- Interview persons most familiar with the child
- Review records.

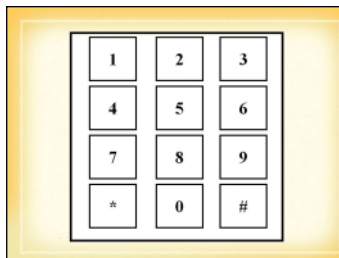
Show **Slide 44** of the process of functional assessment.

1. Explain that, earlier, participants looked at some examples of challenging behavior from which they were able to interpret the meaning of the child's behavior.

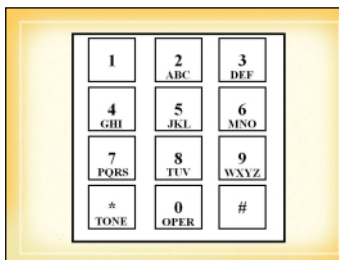
2. Note that you will do the same thing in the process of functional assessment.
3. Point out that functional assessment involves observing the child in settings where challenging behavior may occur and observing what circumstances are associated with appropriate behavior.
4. Note that as they observe, they will collect data on the child's behavior; that is, they will record information that can later be analyzed to determine the function of the child's behavior.
5. Explain that they will also use interviews to capture the perspectives of people who know the child best and who can provide important information that will assist them in understanding the child (e.g., the family).
6. Finally, reviewing a child's records may give important information about the child.

IX. Activity: Observation with Intention
(5 minutes)

45



46



IX. Telephone Activity (5 minutes)

Slides 45-46. *Telephone letters.* Tell all participants with cell phones to put them under the table.

Point out that, looking at the PowerPoint slide in the handout, they have the numbers that appear on the keypad of a telephone.

Ask participants to quickly fill in where the letters go. Give participants 1-2 minutes to complete activity.

Ask whether anyone was able to do it; then, provide the answer.

Talk about how we can see something every day, even multiple times a day, and not really notice all the details. Ask whether this task was easier for individuals who use “text messaging.” Individuals who use text messaging pay more attention to the detail of where letters are present on the keypad because they carry meaning and importance to delivering their messages. Because the letters are observed and used, text messengers are more likely to get this activity correct.

X. Functional Assessment Observation
(5 minutes)

47

Observation Card		
Name:	Observer:	Date:
General Context:	Time:	
Social Context:		
Challenging Behavior:		
Social Reaction:		
Possible Function:		

48

Observation Card Example		
Name: Karna	Observer: teacher	Date: 1/22
General Context: Choice time/art	Time: 10:00	
Social Context: <i>Playing alone in house. Teacher comes over to Karna and asks her to come to the art table for art. When she doesn't respond, the teacher tries to assist her by taking her arm to walk her to stand.</i>		
Challenging Behavior: <i>Karna pulls away and begins to protest, saying "No! I not go to art!" as she pulls away from the teacher.</i>		
Social Reaction: <i>The teacher walks away and says, "I will be back in a few minutes to see if you are ready."</i>		
Possible Function: <i>Escape Art</i>		

XI. Activity: Observing the Function of Behavior
(20 minutes)



50

Observation Card Example		
Name: August	Observer:	Date:
General Context: Choice time	Time:	
Social Context: <i>Playing alone in his playroom. He has a group of children nearby.</i>		
Challenging Behavior: <i>August sits on the floor and begins to cry. He has a tantrum and says "No!"</i>		
Social Reaction: <i>August's mother says, "I will be back in a few minutes to see if you are ready."</i>		
Possible Function: <i>Escape Art</i>		

X. Functional Assessment Observation (5 minutes)

Observation Card

Slides 47-48. Stress that observation is a critical component. Show a blank observation card as one format for collecting observation information.

Note that this is one very simple method to use for observation.

Explain that they write down their names, the child's name, date of observation, and the general setting of the observation.

Explain that they then describe the social context in which the challenging behavior occurs, the behavior with detail, and what follows the behavior.

Explain that information recorded on the observation cards helps one to determine the possible function of the behavior.

XI. Activity: Observing the Function of Behavior (25 minutes)

Observation Vignettes

Slides 49-60. Ask participants to observe each video clip and then write what they observe on the **Observation Card**, (**Handout 3a.3**). (Show video vignettes of three different children. They will see each child twice. To play video, double click on the slide picture.)

Note: Participants will need six blank cards if you feel that they need to practice writing out each observation.

This is one simple method for observation. You write down your name, the child's name, date of observation, and the general setting of the observation. Then, you describe the social context in which the challenging behavior occurs (triggers), describe the behavior with detail, and describe what follows the behavior (maintaining consequences). From this information gathered, the observer can come up with a possible function of the behavior observed—what the behavior is communicating. Show sample card (**Slide 48**).

Note: It might be helpful if the participants record

3a.3

51



or
(video clip 3a.11)

52

Observation Card Example	
Name: August 2	Date:
Observer: [redacted]	Site:
Child: August - Playing with a yellow toy truck. The parent is standing next to him and watching him play.	
Behavioral Objective: To see if the child can play with a toy truck without help.	
Goal Behavior: Child will play with a toy truck for 5 minutes without help.	
Priority Behavior: Child will play with a toy truck for 5 minutes.	

53



or
(video clip 3a.12)

54

Observation Card Example	
Name: August 2	Date:
Observer: [redacted]	Site:
Child: August - Sitting in a car seat. The parent is sitting next to him.	
Behavioral Objective: To see if the child can sit in a car seat without help.	
Goal Behavior: Child will sit in a car seat for 5 minutes without help.	
Priority Behavior: Child will sit in a car seat for 5 minutes.	

55



or
(video clip 3a.13)

56

Observation Card Example	
Name: August 2	Date:
Observer: [redacted]	Site:
Child: August - Lying on the sidewalk. The parent is standing next to him.	
Behavioral Objective: To see if the child can lie on the sidewalk without help.	
Goal Behavior: Child will lie on the sidewalk for 5 minutes without help.	
Priority Behavior: Child will lie on the sidewalk for 5 minutes.	

57



or
(video clip 3a.14)

58

Observation Card Example	
Name: August 2	Date:
Observer: [redacted]	Site:
Child: August - Sitting in front of the teacher. The teacher is talking to him.	
Behavioral Objective: To see if the child can sit in front of the teacher without help.	
Goal Behavior: Child will sit in front of the teacher for 5 minutes without help.	
Priority Behavior: Child will sit in front of the teacher for 5 minutes.	

observations for two of the observation vignettes and then talk through the remaining observations. This will save on time. However, if the participants need practice with observing and recording, they can fill out as many observation cards as the presenter feels is needed.

As the presenter, please be aware that at times the observations of the video vignettes leads to discussion about possible functions of the child's behavior. Participants may disagree as to the function of the behavior. It is important to allow for discussion and to replay video clips if needed. Remind participants, however, that in the "real world" we only get to watch a sequence of events once. Point out that it is important to do many observations of a child in a variety of settings before determining the function of the child's behavior. Multiple observations will lead you to the true function of the behavior, and that is why multiple observations are so critical. This becomes more apparent to participants when they observe video observations #5 and #6. The instructor displays the completed observation card after each observation. Click on the picture to start video. Watch each video clip and then display the completed observation cards.

Video Observation #1: Point out boy near shelves playing with truck.

Video Observation #2: Point out boy in "Bob the Builder" shirt.

Video Observation #3: Point out boy standing next to chair.

Video Observation #4: Point out boy lying on sidewalk in front of library. Tell participants that it took this mother about 25 minutes to get from the car to the front door.

Video Observation #5: Point out boy in white shirt, blue shorts, sitting in front of teacher. Tell participants the child's name is Ryan because an adult calls to him but is not visible on screen.

Video Observation #6: Point out boy walking with teacher.

59



or

(video clip 3a.15)



60

Observation Card Example

Name: _____ Date: _____
 Observed: _____
 Observed Location: _____
 Observed Behavior: _____
 Observed Duration: _____
 Observed Frequency: _____

XII. Conducting Observations: Data to Collect (30 minutes)

61

Sample Setting Event Chart

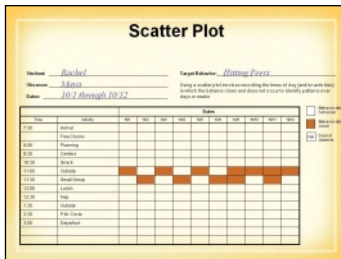
	MON	TUES	WED	THURS	FRI	SAT	SUN
What happened the night before?	Slept Poorly	Yes	Yes	Yes	Yes	Yes	Yes
	Mom on midnight shift	Yes	Yes	Yes	Yes	Yes	Yes
How was his behavior?	Tantrum in A.M.	Yes	Yes	Yes	Yes	Yes	Yes
	Tantrum in P.M.	Yes	Yes	Yes	Yes	Yes	Yes

62

Sample Setting Event Chart

	Mon	Tues	Wed	Thurs	Fri
How does he come to school?	Rides the bus	Yes	Yes	Yes	Yes
	Mom brings	Yes	Yes	Yes	Yes
His behavior?	Tantrum at a.m. circle	Yes	Yes	Yes	Yes
	Tantrum at snack	Yes	Yes	Yes	Yes
	Tantrum at small group	Yes	Yes	Yes	Yes

63



64

Activity Analysis

Child: Rachel | Routine/Activity: House Center

Activity Description	Behavior Expectations	Problems
Steps: 1. Select materials	1. Pick materials that no one is using	
2. Pretend in roles	2. Use materials appropriately	
3. Exchange materials with peers	3. Don't take from peer	3. Takes materials from others
4. Follow peers' lead or accept role assignment	4. Maintain engagement	4. Ignores peers, interferes in play
5. Clean-up	5. Put materials on shelf in correct area	

XII. Conducting Observations: Data to collect (30 minutes)

Slides 61-65. Point out that other observation forms can also be helpful.

Sample Setting Event Charts

Show setting event forms that are completed; ask participants what can be determined. Responses from group may include (Slide 61) that the child has more challenging behavior when he has slept poorly and that something else in the morning must also be related to tantrums. On Slide 62, the child is more likely to have a tantrum if he has come to school on the bus.

Scatter Plot

Explain scatter plot; show form that has been completed. A scatter plot involves recording the times of the day (and/or activities) in which the behavior does and does not occur to identify patterns that occur over days or weeks. Ask participants what can be determined (e.g., the challenging behavior occurs right before lunch; child may be hungry, or the child might be tired).

Activity Analysis

Show activity analysis slides. Explain that the activity analysis may be used to determine what the problem areas are within an activity or routine. Ask participants what can be determined (e.g., the child is having peer exchange/interaction difficulties, and child is having difficulty taking one item and only eating items on her plate).

65

Activity Analysis			
Child: Rachel	Activity Description	Behavior Expectations	Routine/Activity: Snack
Steps:			
1. Sit in chair		1. Stay in seat	
2. Take food from plate when passed		2. Take one item, wait for turn	2. Takes multiple items, puts hand in bowl, grabs while plate is passed
3. Eat food on plate		3. Eat from own plate	3. Takes food from other children's plates
4. Drink juice from own cup		4. Drink and put cup on table	
5. Ask for more food		5. Ask using please	5. Grabs food when she wants more
6. Wipe face with napkin		6. Use napkin, not clothing	
7. Throw plate/napkin away when finished		7. Clear, place, throw in trash	

Everybody Helps/KIS

Slides 66-67. It's very helpful for families to also contribute observations of challenging behavior at home.

The rule is to KIS it (Keep It Simple) and create user-friendly forms.


66

- Everybody Helps**
- Family collects data
 - Educational staff collects data
 - Therapists collect data
 - Collect data in ALL settings

67

"KIS"

•"KIS It" (Keep It Simple)-
- Create simple, user-friendly forms to collect information (e.g., rating scales, check sheets)



Home Observation Card

Slides 68-69. Show the two slides of the Home Observation Card (front/back) and refer to **Home Observation Card, (Handout 3a.4)**. This card can be used by families when doing observations.

68

Home Observation Card

Home Observation Form Page 1

Child Name: _____ Date/TIME: _____

Activity: _____ Observer: _____

Describe Challenging Behavior: _____

What Happened Before?

Child asked to do something Being done Changed or added activity

Requested an object Object wanted/looked to receive Object out of reach

Child said something Said "No," "Don't," "Stop" Child responded

Child had something Something given to child Other: _____

What Happened After?

Child said something Requested or added Put in "time out"

Object or item denied/requested Request or demand withdrawn Ignored

Requested item activity or area Request or demand allowed Request withdrawn help

Other: _____

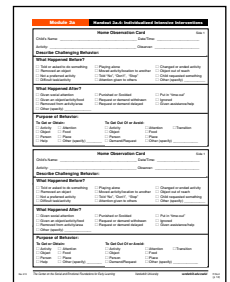
Purpose of Behavior?

To Get Out of or Avoid:

Anxiety Attention Denial Discomfort Dislike

Escape Fear Hunger Pain

Tired Other: _____



3a.4 front

69

Home Observation Card

Home Observation Card Page 2

Setting Events/Lifestyle Influences:

Hunger

Uncomfortable clothing

Exposure to loud activities, high

Too hot or too cold

Presence of a person

Loud noise

Lack of sleep

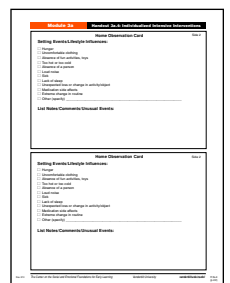
Uncomfortable shoes or change in activity/object

Medication side effects

Extreme change in routine

Other (specify): _____

List Notes/Comments/Unusual Events: _____




3a.4 back

XIII. Functional Assessment Interview
(50 minutes)

70 Functional Assessment Interview

- Define behavior (describe what you see)
- Describe frequency and intensity
- Explore possible setting events
- Identify predictors
- Identify maintaining consequences
- Identify current communicative functions
- Describe efficiency of the behavior
- Describe previous efforts
- Identify possible reinforcers



71 Functional Assessment Interview

Refer to sample of Tim's Functional Assessment Interview
• [TimFAI.pdf](#)

72 Large Group Activity: Complete Last Section of Tim's FAI

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

[LINK TO ANSWER.pdf](#)

XIV. Hypothesis Development
(15 minutes)

73 Process of Positive Behavior Support

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

74 Hypotheses Statements

- Triggers of the challenging behavior
- Description of the challenging behavior
- Responses that maintain the challenging behavior
- Purpose of the behavior

XIII. Functional Assessment Interview
(50 minutes)

Slides 70-71. Participants have a blank **Functional Assessment Interview Form, (Handout 3a.5)**. Discuss the need for and benefit of an interview, the value of different people's perspectives, and how interviews are useful for gathering comprehensive information in a short period of time.

If you are doing consultation in the classroom, you may want to do the interview first before observations. The interview will give you the opportunity to identify the behavior, define “what it looks like,” and identify the times of day that observations should occur.

Show completed interview on the sample child (*Click on the hyperlink on Slide 71 to link directly to the pdf file called TimFAI.pdf, and when done with overview, close the file and you will automatically return to the PowerPoint presentation.*) (Participants will need to turn to **Handout 3a.6**—Tim’s Functional Assessment Interview. After each section, point to what the interview captures.

Large Group Activity: Complete Last Section of Tim’s FAI

Slide 72. As a group, discuss and fill out the last section of Tim’s FAI.

XIV. Hypothesis Development (15 minutes)

Slide 73. Show process of PBS, and note that you have discussed the first two steps of the process. The third step is to develop a hypothesis (best guess).

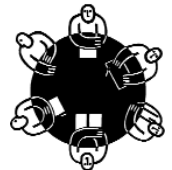
Hypotheses Statements

Slide 74. Explain that when functional assessment is complete, you develop a hypothesis. Show parts of a hypothesis.

(Refer to **Support Planning Chart Handout 3a.7**). When working as a team, it is helpful to use **chart paper** to analyze challenging behavior in routines, activities, or interactions.

3a.5

3a.6



3a.7



75

Tim's Support Planning Chart- Hypothesis		
Trigger	Behavior	Maintaining Consequence
• Group play, centers and outside play	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention on Tim
Setting Events (if applicable):		
Function: obtain toy/play		
Preventions	New Skills	New Responses

Identify the basic equation (trigger, behavior, maintaining consequence) of the challenging behavior, and write the equation on the chart paper. Show slide with sample (Slide 75) of Tim’s behavior equation charted on the Support Planning Chart. Show how when you have the basic behavior equation, you can then determine the function of the challenging behavior. Once you have the trigger, behavior, maintaining consequence, and the function you have all the components of the hypothesis statement. Put up written hypothesis statements, and comment on the parts (Slides 76-78). Use Tim as an example:

76

Hypothesis Statement

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

1. Trigger—group indoor and outdoor play
2. Challenging behavior—verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction
3. Maintaining consequences—peers give up toys/items, peers leave area, adults intervene with excessive negative attention on Tim
4. Purpose of behavior—obtain toy/play

77

Hypothesis Statement

Billy will use tantrums to request a social interaction. Billy will initiate a chase game or request to be held by pulling the adult’s hand or positioning the adult. If the adult does not comply, Billy will cry loudly, scream, and bring his hands to his face or ears. Often the adult will comply with his request or pick him up.

78

Hypothesis Statement

Marcia tantrums to escape moving to a new activity. When she is asked to transition from an activity (e.g., playing in the sandbox) to another activity, she will whine, cry, pretend to vomit, slap at the adult, and scream. When she does this, the adult lets her stay a little longer with the original activity or picks her up kicking and screaming.

79

Not Sure About the Hypothesis?

- What would make the *challenging behavior stop*? Is it something you would provide or allow the child to access? Or is there something to remove? Or can you allow the child to leave?
- If still unsure, collect *more data* in the same context.
- Some challenging behavior may have the *same form* but serve *multiple functions*.
- Some challenging behaviors may begin around *one function* (e.g., escape) and *continue to serve another function* (e.g., gain attention).

Not Sure about the Hypothesis?

Slide 79. If one is unsure of the hypotheses that have been developed, it is important to think about “what would make the challenging behavior stop.” One could also ask: “Is there something that could be done to allow the child to obtain a desired item/activity or escape an activity/use of an item?”

If after thinking about these things, you are still unsure, collect more data in the same context. It is important to be aware that some challenging behavior may have the same form but serve multiple functions. It is also important to realize that some challenging behaviors may begin around one function (e.g., escape) and continue to serve another function (e.g., gain attention).

XV. Case Study Activity: Hypothesis Development
(50 minutes)

80

Working as a Collaborative Team

- Assign roles
- Determine agenda and time for meetings
- Ensure group participation through facilitation and participatory processes

81

Roles

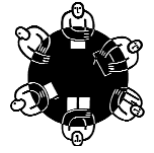
- **Facilitator** – person who guides group in stating agenda, work goals, time allocation
- **Recorder** – person who writes down the discussion
- **Time Keeper** – Person who tracks time and warns when agenda item is ending
- **Reporter** – person who shares group information, makes presentation
- **Encourager** – person who provides feedback to group members
- **Jargon-buster** – person who asks the question “what do you mean when you say ‘gobbley-gook’” and helps the group with communicating clearly

82

Hypothesis Development

- Assign roles.
- Review child description, observation, and interview.
- Complete final page of interview.
- Determine functions of challenging behavior.
- Write hypothesis statement for at least one function.
- Report to group.

XV. Case Study Activity: Hypothesis Development
(50 minutes)



Small Group Activity

Slides 80-82. Use slides of “Working as a Collaborative Team” and “Roles.” Discuss briefly how these steps help foster the development of teams who work well together.

Ask the groups to divide into case study teams (no more than five to seven in a team). Provide each case study team materials on the same child.

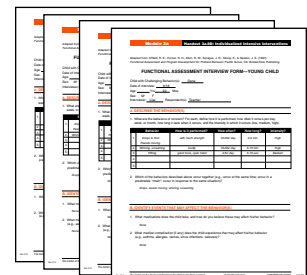
1. Once teams are formed, ask each team member to identify his/her role on the collaborative team, and provide each team with handouts for its case study child (Dana, Pablo, Sarah, Sashi) **(Handouts 3a.8D, 3a.8P, 3a.8S, 3a.8SH).**



3a.8D, P, S, SH

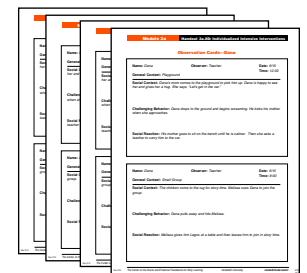
Ask the teams to review their materials (silently for about 15 minutes), and then discuss the functions of their case study child’s challenging behavior. (Discussion and recording takes 20 minutes)

2. Each group should develop at least one behavior equation. Instruct groups to chart the equation of the target behavior’s setting events (if applicable), triggers, description of the behavior, the maintaining consequences, and function on the last page (Section I) of the Functional Assessment Interview. Caution the groups that the behavior may serve multiple functions and/or several behaviors could serve one function.



3a.8D, P, S, SH

3. After they chart the behavior equation, they need to write out the hypothesis statement to present to the group.



3a.8D, P, S, SH

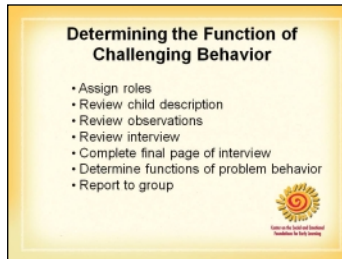
As the groups begin their work, the instructor should circulate and make sure that each group has assigned roles and is clear about the outcomes expected from the activity.

4. Each group takes a minute to briefly describe its child to the large group and then shares one of the behavior hypothesis statements.

Note: Module 3a Presenter's Answer Guide for "Case Study Activity: Determining the Function of Challenging Behavior" contains charts that provide all the components of each hypothesis for each case child. The "Presenters Answer Guide" is intended to be used by the presenter only and is located at the end of the "Presenter's Script."

XVI. Summary
(5 minutes)

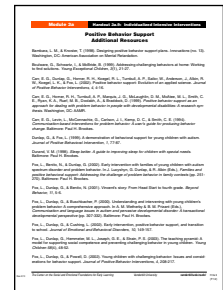
83



Major Messages (5 minutes)

Slide 83. Review the major messages of the workshop.

Included in handouts are additional resources on Positive Behavior Support. These resources can provide participants with more information on PBS.



Refer participants to Positive Behavior Support Additional Resources, (Handout 3a.9).

3a.9

This material was developed by the Center on the Social and Emotional Foundations for Early Learning with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families (Cooperative Agreement N. PHS 90YD0119). The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Health and Human Services, nor does mention of trade names, commercial projects, or organizations imply endorsement by the U.S. Government. You may reproduce this material for training and information purposes. The authors wish to acknowledge Larry S. Joireman for the illustrations.

We welcome your feedback on this Training Module. Please go to the CSEFEL Web site (<http://vanderbilt.edu/csefel>) or call us at (217) 333-4123 to offer suggestions.

Presenter's Answer Guide



Case Study Activity: Determining the Function of Challenging Behavior

These charts are provided to the presenter to assist you in guiding the case study activity. They are intended to be used by the presenter only. They provide the triggers, behaviors, maintaining consequences, and setting events associated with each case study child's challenging behavior.

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Children in his space (line, small group activities) • Children sharing toys/activities (centers, circle, playground) • Setting Events: On asthma medication, tired 	<ul style="list-style-type: none"> • Hit and/or pinch <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Obtain toy/activity</p> </div>	<ul style="list-style-type: none"> • Children leave play area • Children back away • Children give up toy
Preventions	New Skills	Responses

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Adult stops playing with him and gets up to leave • Setting Events: On asthma medication, tired 	<ul style="list-style-type: none"> • Hits <div data-bbox="631 720 998 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> • Adult sits back down to continue playing
Preventions	New Skills	Responses

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Child tries to take toy or activity (centers, playground) • Setting Events: On asthma medication, tired 	<ul style="list-style-type: none"> • Bites child <div data-bbox="631 722 998 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Access to toy</p> </div>	<ul style="list-style-type: none"> • Adult verbally scolds • Adult physically holds him until calm, then redirects • When released, he gets toy or activity that he wanted
Preventions	New Skills	Responses

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Difficult task • High demands • Sitting in circle • Undesired activity or materials • Small group • Setting Event: Tired 	<ul style="list-style-type: none"> • Screams, drops to floor, and hits adult <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escape demands</p> </div>	<ul style="list-style-type: none"> • Redirection • Adults decrease demands • Left alone
Preventions	New Skills	Responses

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Transition from one activity to another • Setting Event: Tired 	<ul style="list-style-type: none"> • Drops to ground, screams, cries, hits adult <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Function: Escape transitions</p> </div>	<ul style="list-style-type: none"> • Redirection • Allowed more time in current activity • Carried
Preventions	New Skills	Responses

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Adult or peers join him in play • Adult initiates new activity • Turn-taking • Setting Event: Tired 	<ul style="list-style-type: none"> • Screams and cries <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Function: Escape demands/turn-taking</p> </div>	<ul style="list-style-type: none"> • Left alone • Allowed to play his own way
Preventions	New Skills	Responses

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Unstructured activities (center) 	<ul style="list-style-type: none"> Mouth on toys/objects (sucking/chewing) <div data-bbox="625 722 1013 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult and peer attention</p> </div>	<ul style="list-style-type: none"> Children yell out that it is gross and yucky Children get teacher Teacher assists, helps her take toy to “dirty bucket” Redirection and teacher plays with her
Preventions	New Skills	Responses

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Children entering playground • Girl with bows, ribbons, or clips sits or plays nearby 	<ul style="list-style-type: none"> • Pulls bows, ribbons, and clips out of others' hair <div data-bbox="625 722 1013 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Initiate social interaction</p> </div>	<ul style="list-style-type: none"> • Children scream • Adult runs to and yells "No!" • Adult helps her play
Preventions	New Skills	Responses

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Difficult activities • Undesirable activities 	<ul style="list-style-type: none"> • Resists walking, pulls away, and/or drops to the ground <div data-bbox="634 720 1000 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escape activities</p> </div>	<ul style="list-style-type: none"> • Adults decrease demands • Left alone where she is to play
Preventions	New Skills	Responses

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Transitions from one activity to another • Asked to sit for more than 1-2 minutes 	<ul style="list-style-type: none"> • Wanders around classroom and sometimes drops to the ground <div data-bbox="631 695 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Delay or escape transition</p> </div>	<ul style="list-style-type: none"> • Adult will eventually redirect back to activity • Left alone
Preventions	New Skills	Responses

Sarah

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Unstructured activities (centers, play-ground) 	<ul style="list-style-type: none"> Plays in isolation in the corner or under table <div data-bbox="631 682 998 884" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escape social interaction</p> </div>	<ul style="list-style-type: none"> Left alone to play
Preventions	New Skills	Responses

Sarah

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Adult leaves (arrival/ departure) • Adult is nearby (centers, table activities) 	<ul style="list-style-type: none"> • Whines and cries <div data-bbox="634 722 1000 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> • Adult goes to her • Consoled by adult • Adult rubs back, rocks, or holds her
Preventions	New Skills	Responses

Sarah

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Wakes at night 	<ul style="list-style-type: none"> • Cries <div data-bbox="631 722 997 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> • Foster mother goes to her • Foster mother lies with her until she falls asleep
Preventions	New Skills	Responses