**Introductions**

- Peabody College of Vanderbilt University
- University of Arizona
- Lehigh University

**Agenda**

- Brief Overview
- Behavior
- Functional Behavioral Assessment (FBA)
- Functional Assessment-Based Intervention
- Q&A
Dunlap and Colleagues (2006)


5 Intervention Elements
#1 Interventions Based on a Functional Behavioral Assessment (FBA)

**Why Do Challenging Behaviors Occur?**

*Review of the Literature*

**Wood, Blair, & Ferris (2009)**
- Variety of methods
- No systematic approach for ECE

**Wood, Oakes, Fettig, & Lane (2015)**
- Reviewed evidence base
- Potential evidence-based practice for use with young children
Functional Behavioral Assessment (FBA)

- Indirect Measures
  - Interviews
  - Record Review
  - Rating Scales / Checklists
- Direct Measures
  - Observations (ABC Data)
  - Scatter plots
  - Functional analysis

Important to remember...

Indirect and Direct Measures
- Instructional variables
- Instructional environment
- Early skill development

Early academic performance
- Attendances
- Task difficulty
- Duration of task / instruction
- Description of instruction
- Scheduling of instruction
- Seating
- Social configurations

Hojnoski & Wood (2012)
Operationally Define the Target Behavior(s)

- Following an initial team meeting / informal observation*
- Measurable / Observable
- Kyle is disruptive?*
- What does “disruptive” look like…?

Interviews

- Teacher
- Family Members
- Child**
- And?

Form for Interviewing Adults
Form for Interviewing the Target Child

A-B-C Observations

Setting Event

Antecedent → Behavior → Consequence
### Function Matrix

*Umbreit et al., 2007*

<table>
<thead>
<tr>
<th>Positive Reinforcement (Get Something)</th>
<th>Negative Reinforcement (Avoid Something)</th>
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### Kyle

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### Hypothesis Statement

- **1. The target behavior**
- **2. When the behavior occurs**
- **3. Function of the target behavior**

Kyle engages in disruptive behavior (shouts, makes animal noises, touches peers) during circle time activities to obtain access to teacher/peer attention.
Select a Replacement Behavior

- Define
  - Observable / Measurable
  - Stated Positively
  - “Replace”

Can the Child Perform the Replacement Behavior?

- Replacement Behavior Worksheet
  - Figure 6, Page 14

- Can’t Do
- Won’t Do
- Trouble Doing
Do Antecedent Conditions Represent Effective Practice?

- Checklist for Assessing the Classroom Environment
- Figure 8, Page 16

*Remember:
For the target child

Example: Paul

- Graph showing behavior over sessions

Flowchart:

1. Conduct FBA
2. Select Replacement Behavior
   - Yes: Conduct FBA
   - No: Select Replacement Behavior

Method 1: Teach the Replacement Behavior
Method 2: Implement the Environment
Method 3: Adjust the Consequences
**Intervention Development**

- Identify method
- Methods 1, 2, 1 & 2, 3
- Key Components:
  - A-R-E
    - Antecedent adjustments
    - Reinforcement adjustments
    - Extinction
- Lane, Oakes & Cox (2012)

**Methods 1 & 2: Paul’s Intervention Elements**

- Antecedent adjustments made
  - Visual schedule
  - Choice / Visuals
  - Reminders
- Reinforcement adjustments
  - Taught replacement behaviors
  - Praised for on-task
- Extinction
  - If disruption occurred:
    - Briefly reminder
- Example: Paul
Data, Data, Data!

- Data collection
- Data-based decisions
- Treatment integrity
- Social validity
Family Involvement & Teacher Involvement

Quick Review

- Why do Behaviors Occur?
- FBA
  - Indirect
  - Direct
- Identify the Function
- Intervention Development
  - Identity Method
  - A-B-C
- Data
- Families & Teachers

Q&A
References


Thank You!

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