A Systematic Approach to Designing Functional-Assessment Based Interventions: Addressing Challenging Behaviors in Preschools

Brenna K. Wood, PhD, BCBA-D
Lehigh University

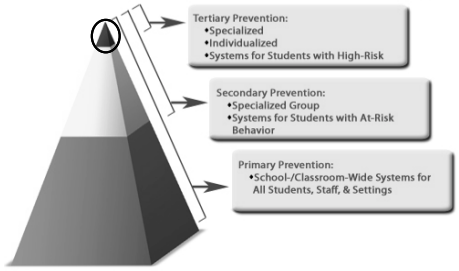
Introductions

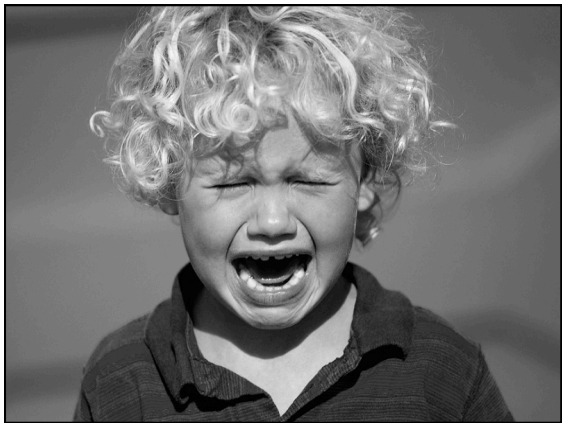
- Peabody College of Vanderbilt University
- University of Arizona
- Lehigh University

Agenda

- Brief Overview
  - Behavior
- Functional Behavioral Assessment (FBA)
- Functional Assessment-Based Intervention
- Q&A

Positive Behavior Interventions & Supports The Pyramid Model (YC)





Dunlap and Colleagues (2006)

- Dunlap, G., Strain, P. S., Fox, L., Carta, J. J., Conroy, M., Smith, B., et al. (2006). Prevention and intervention with young children's challenging behavior: Perspectives regarding current knowledge. *Behavioral Disorders, 32,* 29-45.

- 5 Intervention Elements

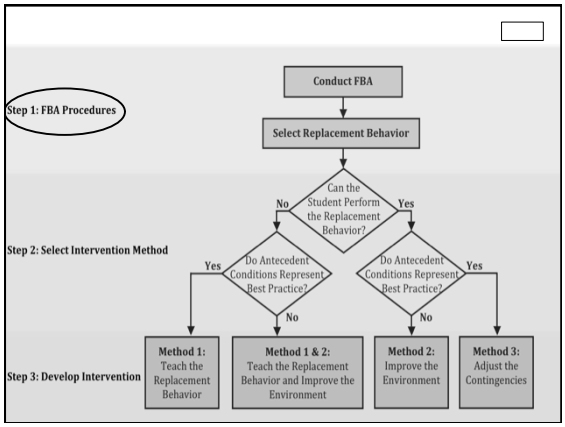
#1 Interventions Based on a Functional Behavioral Assessment (FBA)

Why Do Challenging Behaviors Occur?

Review of the Literature

Wood, Blair, & Ferro (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

Attendance

Task difficulty

Duration of task / instruction

Description of instruction

Scheduling of instruction

Seating

Social configurations

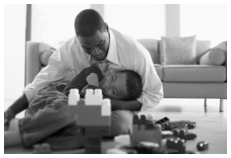
Hojnoski & Wood (2012)

Operationally Define the Target Behavior(s)

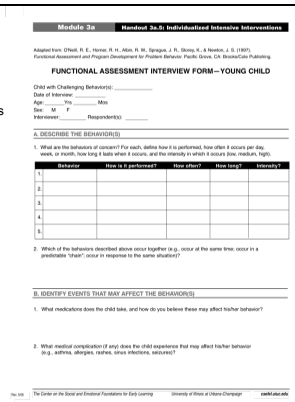
- Following an initial team meeting / informal observation*
- Measureable / Observable
  - Kyle is disruptive??
  - What does "disruptive" look like…

Interviews

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



Form for Interviewing Adults



Module 3a | **Handout 3a.5: Individualized Intensive Interventions**

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior.* Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): _____
Date of Interview: _____
Age: _____ Yrs _____ Mos
Sex: M F
Interviewer: _____ Respondent(s): _____

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.					
2.					
3.					
4.					
5.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

B. IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

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Form for Interviewing the Target Child

ECE Child-Focused Interview

Child: _____ Interviewer: _____

Date/Time(s): _____

Locations/Class Activity: _____

Part 1: Child/Interviewer Introduction

1. Point (or take me) to your favorite thing to do here.

2. Show me what you do with it.

Responses and Comments:

Part 2: Classroom Structure

I. Classroom Rules

Do you have rules in school?

- Tell me what they are. List what the child says.
- Are they written somewhere in the classroom?
- Show me the rules. Does the child take you to posted rules?
- Have the child read the rules with you.
- Identify each rule for the child and ask if he/she follows the rules. List which rules are identified as known by the child. If the rules are informal rules enforced by the teacher, identify them prior to this interview.

Responses and Comments:

II. Classroom Schedule

What are you supposed to be doing now? _____

- How do you know you're supposed to be (what the child said)?
- Show me the schedule.
- (If no schedule): What do you do after (this activity)?

Responses and Comments:

Ferro & Wood, 2015
Contact J. Ferro at: jbferro@usf.edu for information and permissions

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III. Transitions

How do you know when it's time to go to a new activity? If no answer or not what you've observed:

- What does it mean when the lights go on and off?
- What does it mean when you sing (transition song name)?
- Other based on the transition activity.

Responses and Comments:

Part 3: Consequences (Appropriate Behavior)

I. Ask the following questions: ***I know that teachers like it when children follow the classroom rules. Do your teachers like it when you follow the rules? Tell me what your teachers do when you follow the rules. What do your friends do?*** If the child needs the question to be more concrete you can insert rules into the question. Some examples include, Tell me what your teachers do when you:

- Share with a friend? What does the teacher do? What does your friend do?
- Are a "super friend" or similar language used in the classroom?
- Follow directions?
- Ask for help?

II. These sample questions are examples but you should identify questions that make sense for this child based on your observations and interview.

- How do you know when you're doing what you're supposed to do?
- What do you get when you _____?
- Could you tell me what happens when you _____ (e.g., wipe the table)?
- What does your friend do? What does the teacher do?
- Do you ever get to be the (activity the teacher uses to reinforce such as teacher's helper)? Tell me about a time when that happened.

Responses and Comments:

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Part 4: Consequences (Target Behavior)

I. Rule Infractions

What happens when you _____? Provide examples of rule infractions (e.g., run) for this student. What does your teacher do? What do other children do?

Responses and Comments:

II. Target Behavior

What happens when you (target behavior)? What does your teacher do? What do other children do?

Responses and Comments:

Part 5: Wants, Likes & Dislikes

I. Do you like to:	No	Sometimes	Yes
1. Play in the block center? If yes: (*Questions can be adjusted to include other classroom centers/activities/routines)			
• Do you like to build with the blocks?			
• Do you like to play with the cars?			
• Do you like (other activity in the block center)?			
• What is your favorite thing to play with?			
• Play with your friends in block center?			
• Do you share?			
• Do your friends share with you?			
2. Play in the dress up/housekeeping/dramatic play center? If yes:			
• Do you like to dress up?			
• Do you like to play with dolls?			
• What is your favorite thing to play with?			
• Do you like to play with your friends?			
• Do you share?			
• Do your friends share with you?			
3. Put the puzzles together?			
• Show me your favorite.			

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4. Circle time?			
• Do you like when the teacher tells a story?			
• Do you like when Miss (teacher's name) tells/ shows you new things?			
• Do you like when you say the letters and numbers?			
• Do you like when you sing and dance?			
5. Read/look at books?			
• Show me your favorite.			
6. Write stories?			
• Can you show me something you've written?			
7. Make pictures?			
• Do you have a picture you've made? Show me.			
8. Play with my friends			
• Who are your friends?			
• Who is your favorite friend?			
• Who is your favorite teacher?			
• Is (name of child with whom there seems to be a conflict) your friend? Why or why not?			

*Table note: Make sure to ask: What do you like to do in (here you would identify the activity in which the target behavior occurs).

II. Identify centers in which you know challenging behavior occurs and take the child to those areas for the next round.

1. Show me what you do in the (center or circle).
2. What don't you like about (center or circle).

Responses and Comments:

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+ A-B-C Observations

Setting Event

Antecedent ⇨ **Behavior** ⇨ **Consequence**

Function Matrix

Umbreit et al., 2007

	Positive Reinforcement (Get Something)	Negative Reinforcement (Avoid Something)
Attention		
Tangibles/Activities		
Sensory		

Kyle

	Positive Reinforcement (Get Something)	Negative Reinforcement (Avoid Something)
Attention	•Teacher interview: Kyle receives a lot of attention during circle time. Peers usually laugh and Ms. Mary asks Kyle to be quite. •Parent interview: Mother reports similar behavior when Kyle wants her attention. •Kyle interview: Kyle says he likes when his friends laugh during circle. •ABC Data: 10 occasions of teacher/peer attention.	
Tangibles/ Activities		
Sensory		

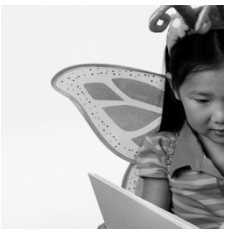
Hypothesis Statement

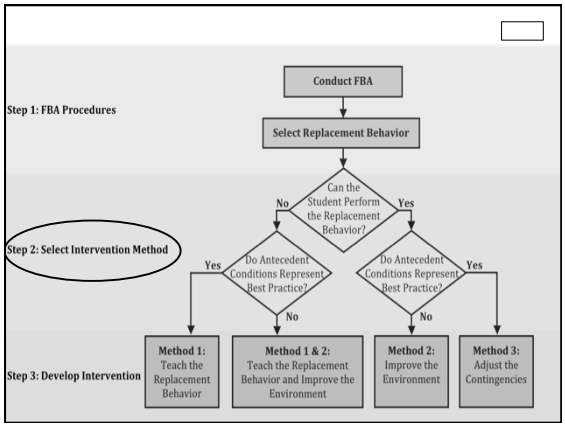
- 1. The target behavior
- 2. When the behavior occurs
- 3. Function of the target behavior

- 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 / Measureable
  - Stated Positively
- "Replace"





Can the Child Perform the Replacement Behavior?

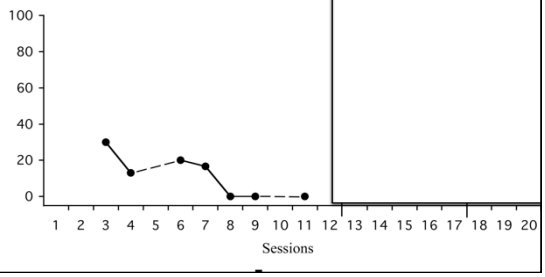
- Replacement Behavior Worksheet
  - Figure 6, Page 14
  - Can't Do
  - Won't Do
  - Trouble Doing

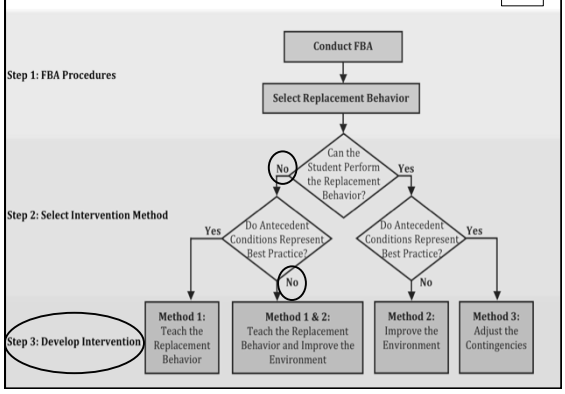
Do Antecedent Conditions Represent Effective Practice?

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

*Remember:
For the target child

Example: Paul





Intervention Development

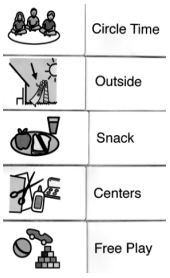
- Identify method
  - Methods 1, 2, 1 & 2, 3
- Key Components:

A-R-E
- **A**ntecedent adjustments
- **R**einforcement adjustments
- **E**xtinction

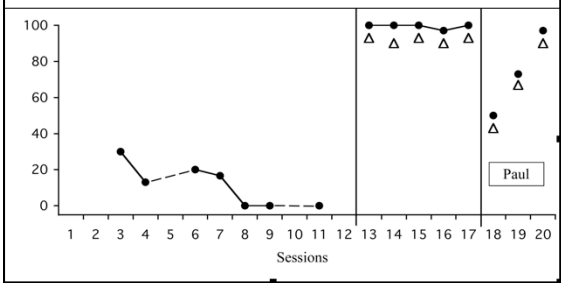
Lane, Oakes,& Cox (2012)

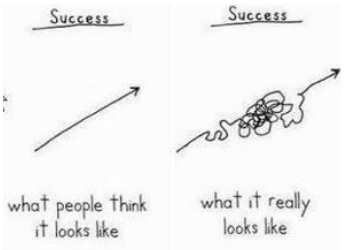
Methods 1 & 2: Paul's Intervention Elements

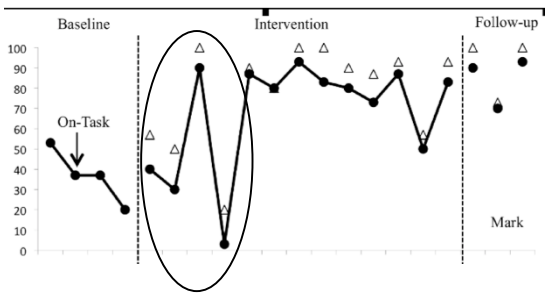
- **A**ntecedent adjustments made
  - Visual schedule
  - Choice / Visuals
  - Reminders
- **R**einforcement adjustments
  - Taught replacement behaviors
  - Praised for on-task
- **E**xtinction
  - If disruption occurred:
    - Briefly reminder



Example: Paul







Data, Data, Data!

- Data collection
  - Data-based decisions
- Treatment integrity
- Social validity

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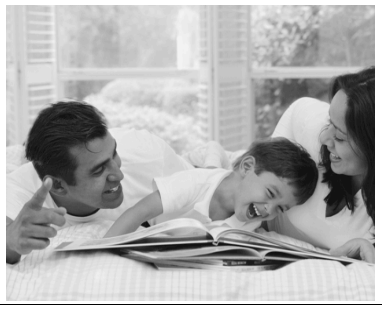
Family Involvement & Teacher Involvement



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Quick Review

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

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Q&A

References

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Thank You!

- Contact Information
- Brenna.wood@lehigh.edu