

FBA Worksheet:

Understanding the Function of Behavior

**Cory Dunn
Willamette Associates
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Working Hypothesis

A working hypothesis is based on available information as much as possible as well as common sense and speculation. The hypothesis is based on an attempt to think independently in the endeavor to discover a descriptive truth, or to make combinations of truth, or at least to develop an individualized aggregation of truth. The endeavor is to think independently and not the mere following of previous lines of thought ending in predetermined results. A working hypothesis needs to be confirmed by investigation including a Functional Behavior Assessment

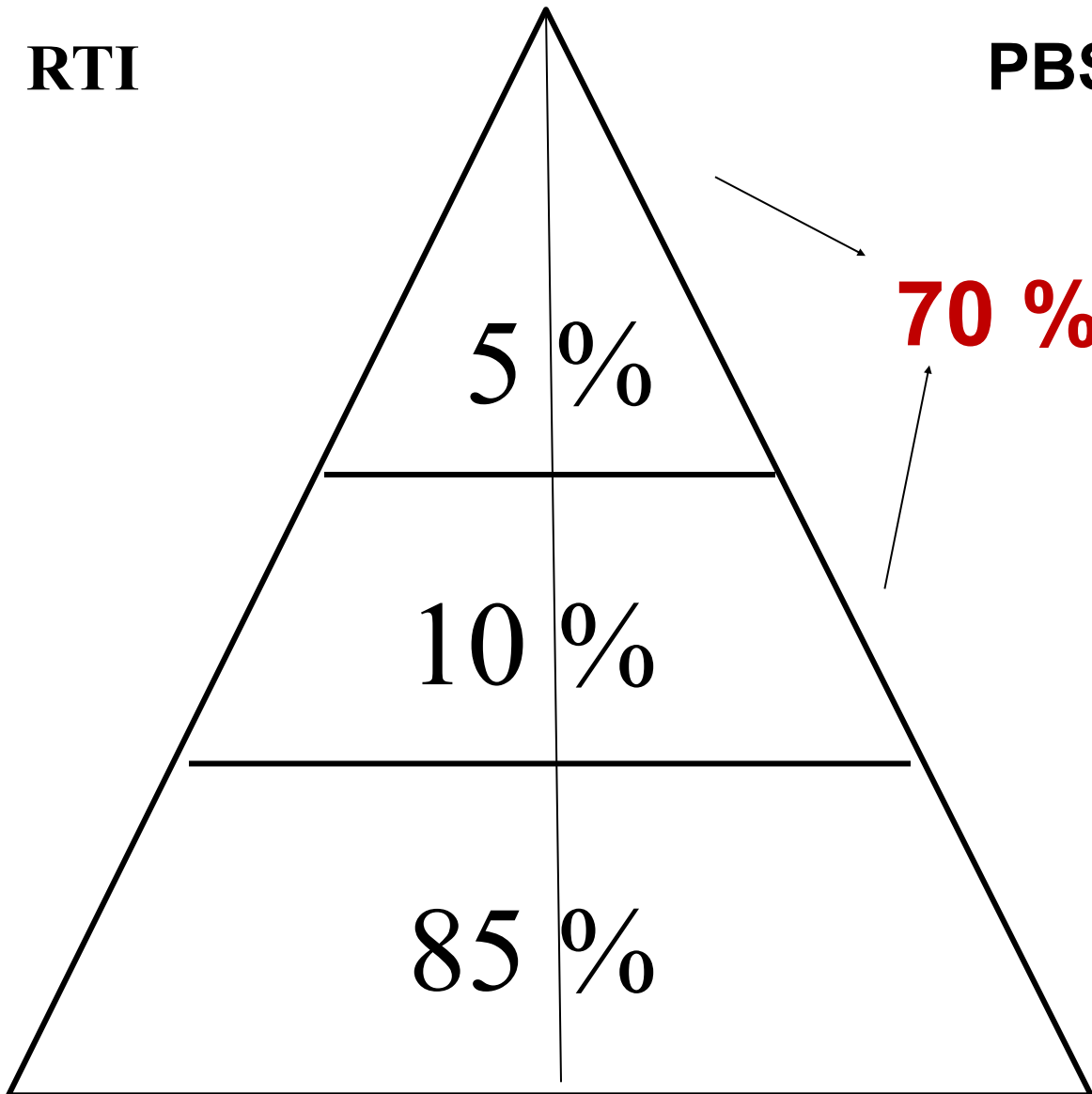
Promoting Self Directed Learners

Process

Content

RTI

PBS



Characteristics of Students with Challenging Behaviors

1. Shame Based Vulnerability

Fundamentally individuals with Emotional Disturbance (ED) are fearful that during intense interaction with others that they are going to get psychologically and/or physically hurt. Consequently they develop:

- Porous Emotions
- Emotional Boundary Issues
- Emotional Reactivity
- Affective Volatility
- Affective Imperatives
- Exaggerated sense of self-importance
- (Maladaptive coping to respond to self generated shame)

2. Intensity, Frequency, and Duration of Behaviors

These individuals display inappropriate behaviors just as others do however theirs are more intense, happen more often and last longer.

3. Social Perception Deficits

When interacting with others ED's have difficulty understanding the impact of their behavior on others and they do not they read others' body language very well.

4. External Locus of Control

ED's have an inclination to blame others for their problems and avoid responsibility. They are constantly in the market for what is going on outside of them to explain what is going on inside them.

5. Victims

ED's blame others to prove they are not in control or responsible for themselves; they also rescue others, and persecute authority figures. Being a victim gives them the framework to explain their experiences.

6. Control Issues

ED's do not like having limits set and understand questions from authority figures as a set-up. When questioned they will respond to implied questions and not the surface question.

7. Experts at Manipulation

ED's are constantly looking for ways to avoid direction and control and how to avoid responsibility. They become system-wise and their currency is in avoiding and avoiding accountability.

8. Poor Communicators

ED's have short attention spans, avoid eye contact, and limited verbal skills when it is unimportant to them. They are generally unwilling to engage in genuine communication, as they do not experience communication as working for them.

9. Poor Problem Solvers

Ed's are unwilling to see themselves as having a part in problems. They know what the problem is and it is not them.

10. Political Experts

Understand how the system works, learns where the inconsistencies are and manipulate them to their own advantage.

11. Magnetic

Drawn to others with similar ways of thinking and behavioral issues. They feel acceptance, included, and valued for who they are.

Seeking Engagement with High Risk Students

- **High risk students exhibiting:**
 - Anxiety
 - Depression
 - Aggression
- **Long term goal is developing:**
 - Interest
 - Motivation
 - Participation
- **Immediate concerns are:**
 - Support
 - Containment
 - Focus

Support

Relationship building that is designed to build trust and create safety for the student. The ideal is having a dialog that is personal, individualized, based on the child's experience and ability, supports the student becoming a learner, and would make emotional connections with the student.

Containment

Is provided by the adults to create safety. This is both physical safety for the student, as well as creating the feeling of being safe for the student

Focus

Learning interaction leading to involvement in activities other than the student's internal preoccupation with their locus of control. Ideally the activity would have an emotional connection for the student, the learning process, and with others the students is engaged with.

Orders of Change

I	More of the same
II	Self Examination
III	Generalization
IV	Values
V	Meaning Making

UNDERSTANDING THE FUNCTION OF BEHAVIOR

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Student: _____ Date: _____

Team Members: _____

(Because of these circumstance When these events occur.... This behavior is occurring...
For these reasons...)

3. Set Up ("slow trigger")	2. Set Off ("fast trigger")	1. Problem Behavior	4. Reinforces (gain/avoid)



5. Options, Modifications, Interventions, and Potential Support:			
Resources/Supports for Setting Events	Change the Environment and Change our Behavior	Skills to Teach	How to Reinforce New Behavior

Plan of Action

Student _____

Date _____

Student Support	Staff Involved	Timeline
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UNDERSTANDING THE FUNCTIONS OF BEHAVIOR

Responding to Escalating Behavior

Date: 3/15/06

Set Up	Set Off	Problem Behavior	Reinforcers
<ul style="list-style-type: none"> • Basic needs unmet • Schedule changes • Self talk • Anxiety bound • Tired or hungry • Medication • Mental Health issues • Self medication • Reported home issue • Processing skills • Dysfunctional coping 	<ul style="list-style-type: none"> • Changes & transitions • Self talk • Peer interaction • Perceived threats • Feeling disrespected • Feeling threatened • Performance or academic expectations • Skill deficits 	<ul style="list-style-type: none"> • Escalation of verbal or physical aggression 	<ul style="list-style-type: none"> • Reactive or negative attention • Avoidance of work • Sense of control • Release of anxiety • Direction for action • Dysfunctional Congruence • Sense of peer identification
Options Modifications Interventions & Potential Support			
<ul style="list-style-type: none"> • Engage student in relevant topics • Teach student skills in problem solving • Grounding exercise • Teach critical thinking skills • Accommodations for Special needs 	<ul style="list-style-type: none"> • Pre correction • Debrief incidents • Teaching options for anxiety • Shadowing • Offering choices • Teach skills • Linking cause & effect 	<ul style="list-style-type: none"> • Student responding to adult directions & able to make responsible choices • Increase on task rates 	<ul style="list-style-type: none"> • Recognition & encourage for effort • Positive attention when responsive • Options for becoming frustrated • Validate feelings

UNDERSTANDING THE FUNCTIONS OF BEHAVIOR

Name: Jenny
2006

Date: Mach

Set Up	Set Off	Problem Behavior	Reinforcers
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<ul style="list-style-type: none"> • Reactive Attachment • Uncertainty about Placement • Oppositional Defiance Disorder • History at school • High anxiety • Hyper vigilant • Previous experience With staff 	<ul style="list-style-type: none"> • Compliance expectations • Internal self talk • Staff behavior Jenny thinks as unfair • Changes in routine • Staff reactivity • Perceived peer or staff aggression 	<ul style="list-style-type: none"> • Aggressive Reactive Behavior 	<ul style="list-style-type: none"> • Sense of control • Getting her way • Attention • Confirming her assumptions • Escape situations • Protecting herself
Options Modifications Interventions & Potential Support			
<ul style="list-style-type: none"> • Pre-correction • Choice points • Social skill group • Positive confederates 	<ul style="list-style-type: none"> • Offering choices • Responding to cues • Plan for Success • Checking for understanding 	<ul style="list-style-type: none"> • Responding to adult directions 	<ul style="list-style-type: none"> • Teach problem solving • Reinforce Jenny when she makes responsible choices

UNDERSTANDING THE FUNCTION OF BEHAVIOR¹²

Name: Edward
Kindergarten)

(Grade-

Date: 2/12/03

Set Up	Set Off	Problem Behavior	Reinforcer
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<ul style="list-style-type: none"> • Difficulty in transitions • Likes things to go his way • Empowered to refuse • Does not like to wait • Fear or anxiety • Does not like to change tasks when he is engaged • Sensitive to noise and light (?) 	<ul style="list-style-type: none"> • Adult requests • Schedule changes • Having to wait • Being “unfair against” 	<ul style="list-style-type: none"> • Refusal & oppositional behavior 	<ul style="list-style-type: none"> • Attention from adults • Gets his way • Sense of control • Emotional release
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Involve parents • Choice points when appropriate and possible • Problem solving • Reinforce when responding appropriately • Social Skills 	<ul style="list-style-type: none"> • Pre-correct • Respond to safety and shame issues • 5-minute advance notice • Frustration choice points • Reflective listening • Respond to early signals 	<ul style="list-style-type: none"> • Engage appropriately in tasks and responding to staff direction 	<ul style="list-style-type: none"> • Limit adult reaction and number of adults responding • Avoid forced compliance • Ignore w/possible and appropriately

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UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Daniel (Grade 5)

Date: 2/12/03

Set Up	Set Off	Problem Behavior	Reinforcer
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<ul style="list-style-type: none"> • Unresolved trauma • Grief (loss issue) • Academic needs 	<ul style="list-style-type: none"> • Being asked to perform • Being held accountable (right that minute) • Anxiety rises • Peer interaction 	<ul style="list-style-type: none"> • Oppositional and defiant behavior that disrupts the academic process for others 	<ul style="list-style-type: none"> • Goes home to see grandmother • Avoids academics • Engages other and negative attention • Sense of some control
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Social skills intervention • Pre-correction • Establishing options • Reading assessment and support plan • Examine academics schedule • Increase consistency • Plan for Success 	<ul style="list-style-type: none"> • Respond early when signs occur that it's not working. • Training classmates to ignore disruptive 	<ul style="list-style-type: none"> • Cooperative and engaged working toward independent academic performance • Choice Points • Claming himself 	<ul style="list-style-type: none"> • Keep him in school • Home visit • Provide hands-on reinforcement • Catching him being good (4-B's) • Consequences for choices connected to logical consequences • Cause/effect and Choice Points training • Get Ron to support consequences • In-school suspension

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Kyle

(Grade 7)

Date: 12/04/03

Set Up	Set Off	Problem Behavior ₁₄	Reinforcer
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<ul style="list-style-type: none"> • Schedule • Being in hall • Reactive ADHD • Academic levels • Parent reports that Dad roughhouses with boys • Child reports problems at home 	<ul style="list-style-type: none"> • Transitions • Peers • R.C. performance 	<ul style="list-style-type: none"> • Noisy, obtrusive transitions 	<ul style="list-style-type: none"> • Negative attention • Relief from emotional distress • Sense of control • Sense of recognition • Avoidance of restrictions
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Medications? • Parent interview • 2-Parent interview • Pre-correction 	<ul style="list-style-type: none"> • Peer training to ignore behavior • Alternative choices • Transition before bell • Restrict movements until skills acquired • Group contingency 	<ul style="list-style-type: none"> • Transition in an orderly way 	<ul style="list-style-type: none"> • Redirect • Group training • Choice Points • Problem solving • Stress management

UNDERSTANDING THE FUNCTION OF BEHAVIOR

Name: Joe

(Grade 11)

Date: 11/25/03

Set Up	Set Off	Problem Behavior	Reinforcer
<ul style="list-style-type: none"> • Learns different • Feels unimportant • Externalizes his responsibility • Takes on being a victim • Has been victimized • Long history of school difficulty • Has negative anticipation fo day • Wants to be accepted by the “in” students • Feels disregarded • Less engaged in school than the 6th grade • Parent reports adjustment issues at home • History of trying to control other students • Normal developmental transition to becoming an adult 	<ul style="list-style-type: none"> • Compliance expectations • Calling his bluff (depending on the day and how he is approached) • Black cloud or “pigpen” effect <p style="text-align: center;">The following is a proposal and needs to be reviewed byt the SFS team for accuracy</p> <ul style="list-style-type: none"> • Peer interactions such as in academic processes. Joe may react to learning geared for all students. 	<ul style="list-style-type: none"> • Bored and engaging irresponsible behavior which becomes disruptive to the instructional process 	<ul style="list-style-type: none"> • Attention • Negative attention • Dysfunctional release of frustration • Provides meaning for his behavior • Provides a place to direct his frustration and other emotions • Confirms his being a victim
Potential Options, Modifications, Interventions, Support			
<ul style="list-style-type: none"> • Review Joe’s education program 	<ul style="list-style-type: none"> • Engage Joe personally prior to making requests • Increase his contact with male staff 	<p>The following is a proposal and needs to be reviewed by the SFS team for accuracy ¹⁶</p> <ul style="list-style-type: none"> • Engage in self-directed learning which is more focused and meaningful 	<ul style="list-style-type: none"> • Find positive reinforcers Joe will work for such as computer access or OSU classes

FUNCTIONAL ASSESSMENT OPTIONS

(3) SET UP	(2) SET OFF	(1) PROBLEM BEHAVIORS	(4) REINFORCER
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<p>Physical health factors Impulsive Self-stimulation, i.e., rocking, tapping Overly active Gets angry easily Highly distractible Anxious or fearful Lacks sleep frequently Ill often Complains of physical pains frequently Often hungry</p> <p>Emotional factors Frequent conflicts with peers Defiant to adults frequently Lack of friendships Gets angry easily Loner Frequently appears sad Frequently victimized by peers Lacks motivation for school or friendships</p> <p>Problems outside of school setting Family conflicts Alcohol/Drug problems in self Alcohol/Drug problems in family Other:</p>	<p>Academic Whole class work Receiving instruction Preparing for task Independent work Small group work Content too difficult Length of assignment New information Instruction unclear for student Finishes work quickly</p> <p>Authority Males Females Regular teacher Other staff (music, EAs) Substitutes</p> <p>Peer Problems with most peers Problems with specific peers With increased numbers of peers present During less supervision</p> <p>Procedure Transitions Start-stop procedures Less structured areas Access to desirable objects, tasks or people i.e., can't wait</p> <p>Communication Student lacks skills to indicate needs or wants clearly</p>	<p>Tunes Out Instruction Doesn't take instruction Doesn't start assignment Doesn't work consistently Doesn't turn work in Doesn't ask for help Distracts others by talking to peers Talks out frequently</p> <p>Non-Compliance Simple refusal Direct defiance Escalates into temper outbursts Argues Inappropriate language</p> <p>Problems with Peers Bully Victim Intrusive verbally Intrusive physically Peculiar behavior or communications Escalating patterns Takes other's belongings</p> <p>Resists Changes Agitation Refusal, verbal/physical Appears confused or overwhelmed Withdraws Destroys property</p> <p>Inappropriate Behaviors</p>	<p>Avoidance of task(s) Avoidance of demands Avoidance of correction Avoidance of task(s) Attention from adults Attention from peers Get an activity Get an item Avoidance of peer teasing</p>
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BEHAVIOR INTERVENTION PLAN

STUDENT TARGET GOALS

I. Classroom Survival

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

II. Friendship-Making

1. Introducing Yourself
2. Beginning a Conversation
3. Ending a Conversation
4. Joining In
5. Playing a Game
6. Asking a Favor
7. Offering Help to a Classmate
8. Giving a Compliment
9. Accepting a Compliment
10. Suggesting an Activity
11. Sharing
12. Apologizing

III. Managing Feelings

1. Knowing Your Feelings
2. Expressing Your Feelings
3. Recognizing Another's Feelings
4. Showing Understanding of Another's Feelings
5. Expressing Concern for Another
6. Dealing with Your Anger
7. Dealing with Another's Anger

8. Expressing Affection
9. Dealing with Fear
10. Rewarding Yourself

IV. Understanding the Feelings of Others

1. Watch the other person.
2. Listen to what the person is saying.
3. Figure out what the other person might be feeling.
4. Think about ways to show you understand what she/he is feeling.
5. Decide on the best way and do it!

V. Alternatives to Aggression

1. Using Self-control
2. Asking Permission
3. Responding to Teasing
4. Avoiding Trouble
5. Staying Out of Fights
6. Problem Solving
7. Accepting Consequences
8. Dealing with an Accusation
9. Negotiating

VI. Managing Stress

1. Dealing with Boredom
2. Deciding What Caused a Problem
3. Making a Complaint
4. Answering a Complaint
5. Dealing with Losing
6. Showing Sportsmanship
7. Dealing with Being Left Out
8. Dealing with Embarrassment
9. Reacting to Failure
10. Accepting No
11. Saying No

12. Relaxing
13. Dealing with Group Pressure
14. Dealing with Wanting Something
That Isn't Mine
15. Making a Decision
16. Being Honest

VII. Problem Solving

1. Define the problem in specific terms.
2. List possible solutions to the problem.
3. List advantages of each solution
4. List the disadvantages of each solution.
5. Decide on one of the solutions.
6. Implement the solution.
7. Choose another solution if the first one doesn't work.

VIII. Resist Peer Pressure

1. Eye contacts.
2. Calm voice tone.
3. Thank them for including you.
4. Explain that you do not want to participate.
5. Offer an alternative activity.
6. Continue to refuse to participate (if necessary).

IX. Asking for Help

1. Decide what the problem is.
2. Practice working the question or problems so it is specific.
3. Think about which teammate might help you. Pick one.
4. Tell the person about the problem and ask that person to help you.

X. Receiving a Compliment

1. Eye contact.
2. Smile.
3. Say "thank you".
4. Pleasant voice tone.
5. Do not disagree with the compliment.

XI. Listening

1. Look at the speaker
2. Think about what the speaker is saying, not just what you'll say next.
3. Encourage the speaker to talk.
4. Let the speaker finish speaking.
5. Question the speaker to have ideas more fully explained.
6. Smile and nod head to show interest.
7. Ignore distractions about you.

XII. Asking a Question

1. Decide what you need to ask.
2. Decide whom you will ask
3. Decide how you will ask.
4. Choose a good time and place.
5. Ask your question.
6. Thank the person for giving you the answer.

XIII. Ignoring a Distraction

1. Count to five.
2. Say to yourself "I won't look I'll keep on working."
3. Continue to work.
4. Say to yourself "Good for me, I did it"!

XIV. Answering a Complaint

1. Listen to the complaint.
2. Asking the person to explain anything you don't understand.
3. Tell the person that you understand the complaint.
4. State your ideas about the complaint, accepting the blame if appropriate.
5. Suggest what each of you could do about the complaint.

XV. Giving a Compliment

1. Decide what you want to compliment about the other person.
2. Decide how to give the compliment.
3. Choose the right time and place to say it.
4. Give the compliment.

XVI. Disagreeing Appropriately

1. Eye contact.
2. Calm voice tone.
3. Empathy or concern statement.
4. State the disagreement specifically.
5. Give rationale.
6. Thank the person for listening.

XVII. Self Acceptance

1. Knowing strengths and growth areas
2. OK to make mistakes
3. Identifying feelings
4. Accepting praise and correction.
5. Value clarification
6. Coping with frustration and failure
7. Talking to self in a positive way.
8. Building self worth.

XVIII. Communication

1. Listening
2. Initiating conversation (conversational skills)
3. Group skills
4. Giving and accepting feedback
5. Clarity of expression.
6. Verbalizing positive and negative feelings.
7. Organizing thoughts into speech.

XIX. Roles and Personal Accountability

1. Knowledge of one's own

roles/expectations

2. Recognizing others' roles/rules of school, home.
3. Dealing with conflicting roles.
4. How to change others expectations.
5. Knowing and taking care of own needs.
6. Knowing an accepting consequences for your behavior (blaming).
7. Developing problem solving/ decision making skills.
8. Leadership
9. Knowing student rights.

XX. Improving Relationship With Peers and Adults.

1. Dealing with peer pressure.
2. Making and keeping friends.
3. Accepting others.
4. Dealing with teasing
5. Cooperating/sharing
6. Coping with success
7. Solving conflicts and knowing alternative behaviors.
8. Recognizing and dealing with controls.
9. Talking with adults: solving conflicts: making friends.
10. Awareness of adult needs.

XXI. Self Control

1. Awareness of behavior.
2. Attendance; punctuality.
3. Being on task.
4. Physical and verbal abuse.
5. Controlling temper.
6. Being able to change behavior.
7. Coping with change.
8. Accepting others' mistakes.
9. Following through on desired Behavior.

