

Functional Behaviour Assessment

Using Summary Statements to Generate
Positive Behaviour Support Ideas

Scope Therapy & Psychology Team Development Day

"Rocking, hand-shaking, head-banging, flicking
objects, chin-tapping -

Provides security and release, and thereby
decreases built-up inner anxiety and tension,
thereby decreasing fear. The more extreme
the movement, the greater the feeling I was
trying to combat".

Donna Williams (1992) Nobody Nowhere



**Gunilla
Gerland**

"I very much wanted to understand and that led me to think up something, a theory about how things worked, that always applied to whatever I saw. Every time my mother came (to collect her from school), one thing was always the same: she always came into the hall. What if that meant I had to be in the hall for her to come at all? That's what it was. That must be it, I thought. If she came in and I wasn't in the hall, if she didn't see me, would she then go home again? And perhaps it also meant that if I wanted to go home,

then she would appear if I went out into the hall. I had actually never seen my mother in any other room except the hall, so I associated her appearance with the actual room, as if she just materialised in the doorway. Every thing had to hang together in some logical way and now I had probably found it: as long as I was in the hall, the room to which my mother always came, then she would come. If on the other hand I was in the wrong room, in any of the rooms into which she never came, then she wouldn't come. (page 70)"

**What the person is
doing tells us we have
to do something...**

**But it's the why that
tells us what to do.**

**Goal: To understand the
function or purpose**

**Methods:
interviews, file review,
scales, observations,
summary statements**

Goal:
Accurate information
that leads to design of a
Positive Behaviour
Support Plan

Broader Context

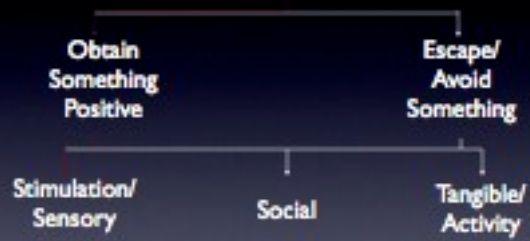


Basic Concepts

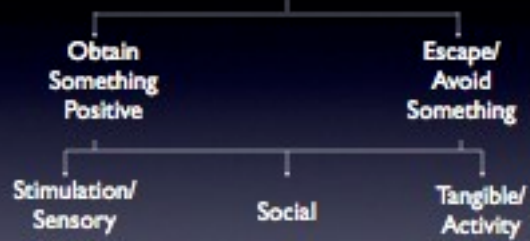
All Behaviour Happens
for a Reason



Eats a cake



Behaviour



Most Common Functions

To Get:

- peer attention
- others' attention
- desired activity
- desired object/items
- sensory stimulation

To Escape/Avoid

- difficult task
- boring task
- anxiety/arousal
- physical demand
- non-preferred activity
- people

Setting Events
Antecedents
Behaviours
Consequences

Slow Triggers
Fast Triggers
Behaviours
Consequences

Slow Triggers → Fast Triggers → Behaviour → Consequence

Summary Statements

Summary Statements

Applies the process of *Functional Behaviour Assessment* to Problem Routines

Summary Statements

Don't forget:

- Get to know the person
- Improve Quality of Life
- Promote engagement
- Focus on strengths
- Find out what works & magnify it
- Find out what doesn't work & minimise it

Based on

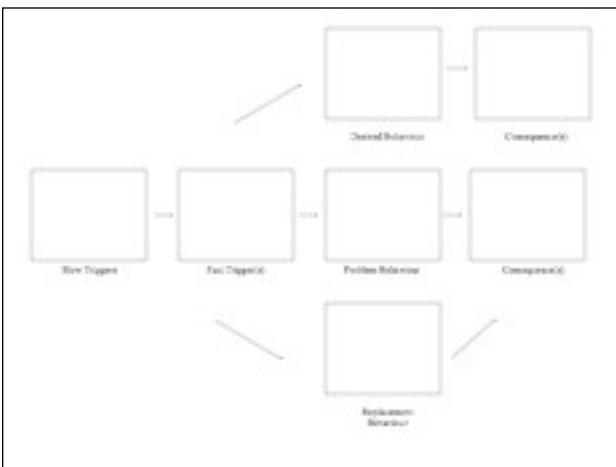
- Lucyshyn, J., Kayser, A.T., Irvin, L.K., & Blumberg, E.R. Functional assessment and positive behaviour support at home with families.

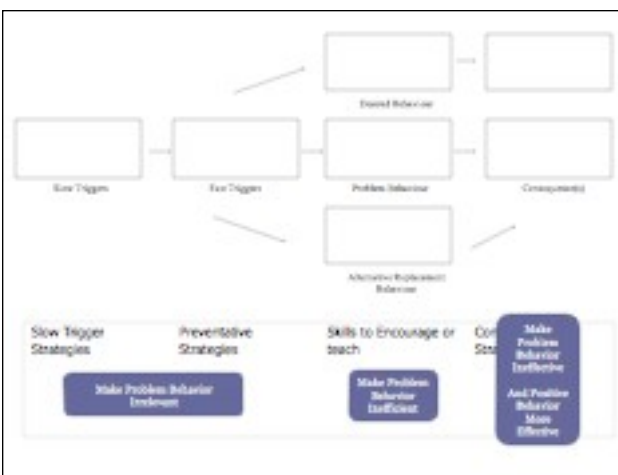


- In J. Lucyshyn, G. Dunlap, & R. Albin (Eds.) (2002) *Families and Positive Behavior Support: Addressing Problem Behaviors in Family Contexts*. Baltimore: Paul H Brooks Publishing Co.

Where to start

- Problem routine
- One at a time
- Do a Summary Statement
- Work out why the behaviour is happening in the routine





Vision

If you had your way what would the routine be like?

Plan Consequence

- *There needs to be a reinforcer ... a pay-off*

Problem Behaviours?

- Include the **WHISPERS**
- ...the **SHOUTS**

Antecedents?

- What happens immediately before?
- Fast triggers

Setting Events?

- Background Influences
- Slow Triggers
- Predisposing Factors

Consequences?

- What happens immediately after
- The reinforcers
- The pay-offs

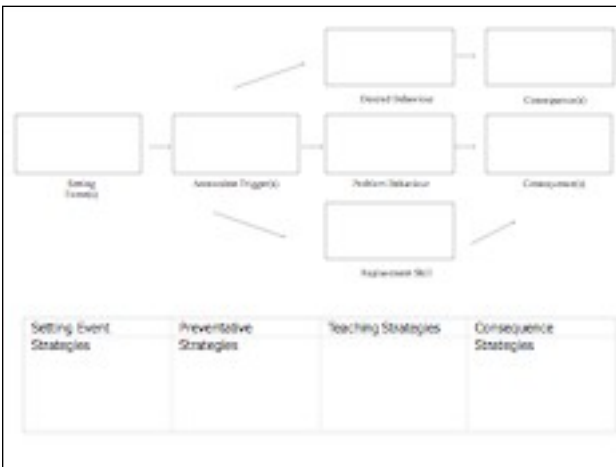


Message?

- "I'm scared"
- "Come and spend some time with me!"
- "Can you please go away?"
- "This gives me some control"
- "This makes me feel important"
- "?????"

Replacement Skill?

- Making the problem behaviour inefficient
- A better way of getting the consequence for the problem behaviour



In small groups complete one or more of the summary statements activity.

- fill in the boxes
- generate some slow trigger, preventative, teaching and consequence strategy ideas

FBA Myths

Only one way to conduct FBA

-From George Sugai, PBIS

FBA Myths

Must do everything every time

-From George Sugai, PBIS

FBA Myths

FBA is it

- One component of assessment
- academic, medical, vocational, mental health, etc

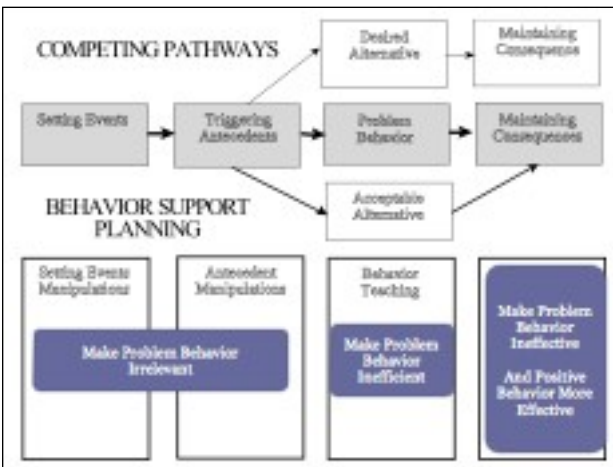
-From George Sugai, PBIS

Leading a Team from FBA to BSP

- 1. Summarize FBA
- 2. Define goals of BSP process:
 - Make problem behavior irrelevant
 - Make problem behavior inefficient
 - Make problem behavior ineffective
 - Do all this in a contextually appropriate manner
- 3. Lead discussion to identify options
 - Ask questions, don't give solutions
 - Paraphrase, elaborate, integrate
 - Always bring group back to FBA logic
 - Produce multiple ideas (elements)

Rob Horner
University of
Oregon

www.pbis.org



Rob Horner
University of
Oregon

www.pbis.org

Leading a Team from FBA to BSP

- 4. Given an array of possible BSP elements, shift discussion to contextual fit.
 - What elements are feasible, acceptable, sustainable?
 - What is the smallest change that will produce the largest effect?
- Contextual Fit:
 - The extent to which the people who will implement a behavior support plan find the elements of the plan
 - Consistent with their personal values
 - Consistent with the professional skills
 - Consistent with the resources available in the setting
 - Consistent with the available administrative support

Leading a Team from FBA to BSP

- 5. Transform ideas for BSP elements into a formal **plan for implementation**
 - Who will do what, when, and how will we know?

Rob Horner
University of
Oregon
www.pbis.org