Antecedent

Behavior

Consequence

Charts

ABC Analysis

			No. 145 and 15 a	
Possible Function	Escape, Avoidance, Attn. Seeking etc			
Consequence	What happened after the behavior or as a result of the behavior			
Behavior	What the behavior looked like		***	
Antecedent	What happened right before the behavior that <u>may</u> have triggered the behavior			
Activity	Date/Time when What activity was behavior going on (Class, toccurred teacher)			
Date/Time	Date/Time when behavior occurred		6	

Direct Observation

Student:	Observation I	Date(s):
Observation Setting(s):		
Problem Behavior (operationalize		
Positive Replacement Behavior (operationalized terms):	
Has the IEP Team determined the ineffective? Yes	No No	
OBSERVER'S ANALYSIS OF ANTECEDENTS	ANTECEDENTS & CONSECTION Operationalized Problem	
ANTECEDENTS	Behaviors	CONSEQUENCES
	A.	
	See above	
		_
ANTECEDENTS (currently present)	Operationalized Problem Behaviors	(currently in effect)
	See above	
Tentative hypotheses of Functions	s of Problem Behavior:	

ABC Analysis

Name: George

Description of behavior(s) of interest: humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.

Date	Time	Antecedent	Behavior	Consequence	Possible Function
2/7/99	9:40am	Teacher announces it is time for reading		Peers laugh, class disrupted	Escape/Atten.
2/7/99	9:45am	Teacher calls on George to read first	Throws book	Sent to office	Escape
2/8/99	9:35am	Teacher asks George to pay attention	George crouches down so he can't see	George can't see instruction	Escape
2/8/99	9:40am	Teacher instructs class to move into reading groups	George sighs, puts head on desk	George doesn't join his group	Escape
		Teacher asks George to move to	George slams his book shut	George's teacher warns him not to throw book	Escape
2/8/99	9:50am		George throws his book and walks out of the class towards the principal's office	Avoids reading group	Escape

Reprinted with permission: Freeman, R. L., Britten, J., McCart, A., Smith, C., Poston, D., Anderson, D., Edmonson, H., Baker, D., Sailor, W., Guess, D., & Reichle, J. (1999). (Module 2) Functional Assessment [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: uappbs.lsi.ku.edu

Functional Behavior Assessment Observation Form

ame:

bserver:

Dates Observed - From

Directions: <u>Preparing the form</u>: Before you begin observing, enter: 1. The client's name under "Name"; 2. Your name under "Observer"; 3. Dates for which you will be using this form under "Dates Observed"; 4. Time intervals when you will be observing under "Time intervals" (beginning on the left side); 5. Target behaviors being monitored next to "Target Behaviors"; 6. Additional antecedents and perceived functions, if number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event, c. The antecedent, d. The actual consequence, and e. The perceived function. necessary, and 7. If known, usual setting events and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. Event Numbers correspond to the order that larget behaviors, or clusters, occur in time. When you observe, every time a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number; 2. The event When you are done using this observation form: Look for patterns of behavior.

Event # Date	T et a	Time Intervale:	1000	1						
		(Enter time intervals)	11 co 17 du 17 du 17 du 17 du 18 du 19 du	17 OT 01	md 77 cp. 17	md 1 or 71	1 to 2 pm	2 to 3 pm	3 to 4 pm	
2	Target Behaviors									T
3	List behaviors									
4										
5	(Enter event number									
9	under time intervals)									
7	Setting Event									Ī
8	List setting events									
6	,									
10	(Enter event number									
11	under time intervals)									
12	Antecedent	Demand/Request								
13	List other antecedents if	Difficult Task								
14	needed	Transition								
15		Interruption								
16	(Enter event number	Told "No"								
17	under time intervals)	Told "Wait"								
18		Alone (No Attention)								
19		Free Time								
20										
21	Actual Consequence	Request repeated								
22	List actual consequences	Ignored								
23	î	Threatened								
24	(Enter event number	Attention								
25	under time intervals)	Sent away								
26										
27										
28	Perceived Function	Obtain Attention								
29	List other functions if	Obtain Item								
30	necessary	Obtain:								
31		Escape Demand/Request								
32	(Enter event number	Escape Activity								
33	under time intervals)	Escape Person								
34		Escape:								
35		Self-Stimulation								
									THE REAL PROPERTY.	

Patterns Observed:

- 1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2-3 pm (free time)
 - 2. Not sleeping well seems to be a setting event for putting head on table
- 3. The function of humming loudly and telling inappropriate jokes seems to be to obtain attention
- 4. The function of putting head on table, refusing to participate, and throwing books seems to be to escape a request

Functional Behavior Assessment Observation Form

George Name:

Observer:

Ms. England

မ Feb 8th Dates Observed - From

Feb 12th

necessary; and 7. If known, usual setting events and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. Event Numbers correspond to the order that target behaviors, or clusters, occur in time. When you observe, every time a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number; 2. The event number under the appropriate event number; 2. The event number are done using this observation form; Look for patterns of behavior. Directions: <u>Preparing the form</u>: Before you begin observing, enter: 1. The client's name under "Name"; 2. Your name under "Observer"; 3. Dates for which you will be using this form under "Dates Observed"; 4. Time intervals when you will be observing under "Time Intervals" (beginning on the left side); 5. Target behaviors being monitored next to "Target Behaviors"; 6. Additional antecedents and perceived functions, if

2/8 Target Behaviors (Enter intervals) 7 out off in the print Local point L	Event #	Date		Time Infervals:	me 01 04 0	4 c - c - c - c - c - c - c - c - c - c		20101	11000	1		
2/8 Target Behaviors Humming loudly q 2/9 List behaviors Humming loudly q 2/9 Enter event number 13.13.14 6 2/9 (Enter event number intervals) Througing books 5; 11 6 2/10 List setting Event Not sieep uell 1; 17 6 2/10 List setting event number Head ache 5; 11 6 2/10 List setting event number Instruction 1; 1; 12 6 2/11 Antecdent Difficult Task 1; 1; 12 6 2/12 List office event number Transition 1; 1; 1; 12 6 2/12 List actual consequence Request repeated 1 1; 1; 1 List actual consequence Request repeated 1; 1; 1 6 List actual consequence Request repeated 1; 1; 1 1 List actual consequence Request repeated 1; 1; 1 1 List actual consequence Request repeated 1; 1; 1 1 List actual	_	2/8			_	דון כו דד סוון		12:30 Lunch	IIId 7 Oct 1	md s or 7	3 to 4 pm	
2/8 List behaviors ∏appropriate jokes 1; 11; 14 6 2/9 Genter event number Head on table 1; 11; 14 6 2/9 Genter event number Réfusing to participate 1; 11 1; 11 2/10 List setting event number Mot Sieep well 1; 11 6 2/11 List other event number Mot Sieep well 1; 11 6 2/11 Antecedent Demand/Request 1; 4; 5; 11; 19 6 2/12 Antecedent Demand/Request 1; 4; 5; 11; 19 6 2/12 Interruption Interruption 1; 4; 5; 11; 19 6 2/12 Antecedent Interruption 1; 4; 5; 11; 19 6 2/12 Intervent number Actual Consequences Request repeated 1 1; 4; 4; 5; 11; 19 6 Actual Consequences Gent event number Actual Consequences Retraction 4 6 List actual consequences Ignored 3; 19 6 7 Actual Consequences Ignored 4 </td <th>2</th> <td>2/8</td> <td>Target Behaviors</td> <td>Humming loudly</td> <td>ħ</td> <td></td> <td></td> <td></td> <td></td> <td>2; 7; 13</td> <td></td> <td>I</td>	2	2/8	Target Behaviors	Humming loudly	ħ					2; 7; 13		I
2/9 (Enter event number Red On table 1; 13; 14 6 2/9 vinder time intervals Throuting books 1; 17 1; 17 2/10 List setting event number Refusible books 1; 17	2	2/8		Inappropriate jokes	<i>b</i>			8; 12; 15			6	
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2/10 Center event number 2/11 Antecedent Demand/Request 1;4;5;11;14 6 2/11	6	2/10										
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2/12 needed	13	1/17	List other antecedents if	Difficult Task								
Interruption Interruption Interruption Interruption Told "Wo" Told "Wait" Alone (No Attention)	14	2/12		Transition								
(Enter event number Told "No"	15	2/12		Interruption								
Actual Consequence Pree Time	16		(Enter event number	Told "No"								
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Actual Consequence Request repeated 1; 14 List actual consequences Ignored 1; 14 (Enter event number under time intervals) Attention 4 Perceived Function Obtain Attention 4 List other bunctions if necessary Obtain item 4 (Enter event number Escape Demand/Request 1;4;5;11;14 6 (Enter event number Escape Activity 6 under time intervals) Escape Person 5	20											
List actual consequences	21		Actual Consequence	Request repeated	1					7; 13		
Threatened Threatened Threatened Attention 4	22		List actual consequences	Ignored	1; 14					2	3; 9	
(Enter event number Attention 4	33		Û	Threatened							٣	
Perceived Function Obtain Attention List other functions if Obtain item necessary	24		(Enter event number	Attention	t t			8; 12; 15				
Perceived Function Obtain Attention # List other functions if Obtain Item necessary	55		under time intervals)	Sent away	5; 11		9				10	
Perceived Function Obtain Attention	97											
Perceived Function Obtain Attention List other functions if Obtain item necessary	1 /7											
List other functions if Obtain item	28		Perceived Function	Obtain Attention	ъ			8; 12; 15		2; 7; 13	6	
Decessory Obtain: Escape Demand/Request 1;4;5;11;14	59		List other functions if	Obtain Item								
Escape Demand/Request 1;4;5;11;14	30			Obtain:								
(Enter event number under time intervals)	31			//Request	1;4;5;11;14		9				10	
under time intervals)	32		(Enter event number	Escape Activity							3	
	33		under time intervals)	Escape Person								
	34			Escape:								
	35			Self-Stimulation								

Patterns Observed:

- 1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2.3 pm (free time)
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Behavioral Record

Student Name:	Period Covered:	

	Behav	viors			
Date and Time				Antecedent What led to the event?	Consequence Staff intervention and outcome
PT 1117 - 111-22					
					2
50 30. Tanan Tanan					

SECTION 6:

FUNCTIONAL FACTORS

FUNCTIONAL FACTORS Lines 8, 9

The Big Idea

- All problem behavior serves a purpose (function) for the student who uses it. This behavior has worked in the past, or is working currently to achieve an outcome desired by the student.
- Problem behaviors have often developed as a reaction to environmental demands which have overwhelmed a student's coping system.
- Problem behaviors continue and generalize over time because they work.
 Remember, these problem behaviors help the student achieve a desirable outcome.
- Knowing what the student is achieving that is desirable to him/her is critical so we can design a way for him/her to get this outcome in an appropriate way. This is a Functionally Equivalent Replacement Behavior (FERB).
- All successful plans address two parts: In addition to changing the
 environment to remove the need for the student to use the problem behavior,
 we need to teach the student a FERB that is more socially acceptable than
 the problem behavior, yet allow the student to meet the same outcome as the
 problem behavior.

All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:

- 1) Get Something—e.g., an object; attention from peers or adults; an activity, self-stimulation, money, desirable comments from peers
- 2) Reject Something—Avoid, Escape or Protest Something Undesired—
 e.g., escape an assigned task the student states is "too long, too hard, too boring, not meaningful, or too easy and I don't want others to see me doing this," to protest negative peer comments or interactions, to protest an adult's public comment on the student's low skills.

The BIP Team's task: Identify the function, teach a FERB and reinforce the student's conditional use of this FERB (i.e., under conditions student would use the problem behavior, the FERB is used instead).

Ultimately, we want the student to not use problem behavior, but rather use all appropriate, socially acceptable positive behaviors associated with academic and social success. However, when a problem behavior achieves a specific outcome, it is necessary to accept a different, but more socially acceptable way of getting or rejecting something while we continue to alter environments and teach and reinforce those desired general positive behaviors.

BEHAVIOR INTERVENTION PLAN

for Behavior Interfering with Learning of Student's Learning or the Learning of His/Her Peers

ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

Line 8. Team believes the behavior occurs because:

Observation & Analysis

Specify the function of behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior on line 9. DO NOT use: revenge, vengeance, control, power because a FERB will be developed to get that function met in a socially acceptable way, e.g., vengeance in another way is not acceptable.

Getting Examples:

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of "power")
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of "control")

Reject: (Escape/Protest/Avoid) Examples:

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To protest past actions of peers (use instead of "vengeance or revenge"
- To escape or avoid specific people or activities

Line 9. What the team believes the student should do instead of problem behavior?

The functionally equivalent replacement behavior (FERB) is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided, i.e., s/he gets something or rejects something in a manner that is acceptable in the environment. A FERB is NOT the absence of the problem, nor the presence of general positive behaviors. The FERB must be as easily performed as the problem behavior. Environmental changes and/or general skill acquisition may reduce or remove the conditions that reinforce the problem behavior.

Examples:

- (Swears at teacher: protesting a lack of attention) FERB: Verbally state a desire for attention from the teacher
- (Fights: protesting not getting his way during a recess game) FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior
- (Loud verbal requests for alternate activity, to get a choice of which activity to perform) FERB: express desired activity through demonstrating task order using picture cards

ANALYZING BEHAVIOR WORKSHEET

Student:		
Behavior of Concern:		
Informant:	Date:	

Who:

Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

What:

What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

When:

This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

Where:

In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

Why:

What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.

Based upon an excerpt that appeared in Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.

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Behavior of Concern:		
Informant:	Date:	

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Thinking About the "Why" of Behavior (Function of the Behavior)

Form vs. Function:

Do not confuse the **form** of the behavior with the **function** of the behavior. The form of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, and sensory system (seeking and/or avoiding input). Regardless of the form of the behavior (what it looks like) **analyze the function** of the behavior.

The team will need to: ask questions, observe, use data collection/interview forms, and consider the antecedents, consequences and contributing environmental factors.

G	et/Obtain	P	rotest/Escape/Avoid
•	Choice	•	Tasks, a demand/request being made
•	Attention in the form of: ✓ social status in a group ✓ interaction with peer(s) ✓ interaction with adults	•	A specific person or group of people
•	Objects, including money	•	Undesired objects
•	Internal events (e.g., brain chemical release/on some occasions in selfabusive behavior)	•	Internal events (e.g. upcoming seizure or migraine)
·	Make instructional material more meaningful	•	Lack of meaning/relevance of instructional material
•	Self-stimulation	•	Protest a past action by a person (do not use the terms "revenge" or "vengeance")
•	Play, fun	•	Protest a lack of choice (do not use the term "control")
•	Replication of a chain of behavior	•	Avoidance of step one in an anticipated chain of behavior
•	Justice or fairness	•	Protest a lack of fairness, justice (do not use the terms "revenge" or "vengeance")
•	Sensory input	•	Sensory input

The Goal of Behavioral Assessment: is to "identify a better way for an individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes."

Hypothesizing the "Why" of Behavior

Student:	Da	ate:
Informant(s):		
Behavior of Concern:	What could the student be trying to Gain?	What could the student be trying to Avoid, Escape, Protest?
25		

Notes on Lines 8 and 9:					

Section 6 Page 10 of 12

Replacement Behavior Checklist

	# #	Q # 2	Q#3	Q#4	Q#5
Target/Replacement Behavior # 1	Will it result in the same outcome as the targeted behavior?	Is it something that is easily done by the student?	Can he/she be taught it?	Will it work in the classroom?	Is it something that is easily acknowledged?
	Yes	Yes	Yes	Yes	Yes
	N _O	°N	No	°N	ON ON
Target/Replacement Behavior # 2	0 #1	Q#2	Q#3	Q # 4	Q#5
	Yes	Yes	Yes	Yes	Yes
	No	No	No No	S S	N _o