



# **FUNCTIONAL BEHAVIOUR ANALYSIS TO SUPPORT INCLUSION**

By Emma McCarthy 2019

# Today we are learning

---

Explore effective interventions to reduce difficulties and address learning needs, supporting both staff and students

---

Develop a solution based approach to meeting the needs of students

---

FBA techniques to address behaviours of concern

## **Emerson's Definition of Challenging Behaviours**

Behaviours of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviours which is likely to seriously limit or deny access to the use of ordinary community facilities (Emerson)

# Definition of FBA

- FBA is aimed at understanding the functions or reasons for behaviours. It looks at the factors in the environment that precede ( antecedent ) or reinforce the occurrence of the behaviour.
- FBA involves examining the behaviours of the student before, during and after the behaviour with the key aim of establishing the functions of behaviour.
- The functional assessment may include interviews, questionnaires, a descriptive analysis as well as direct observation.



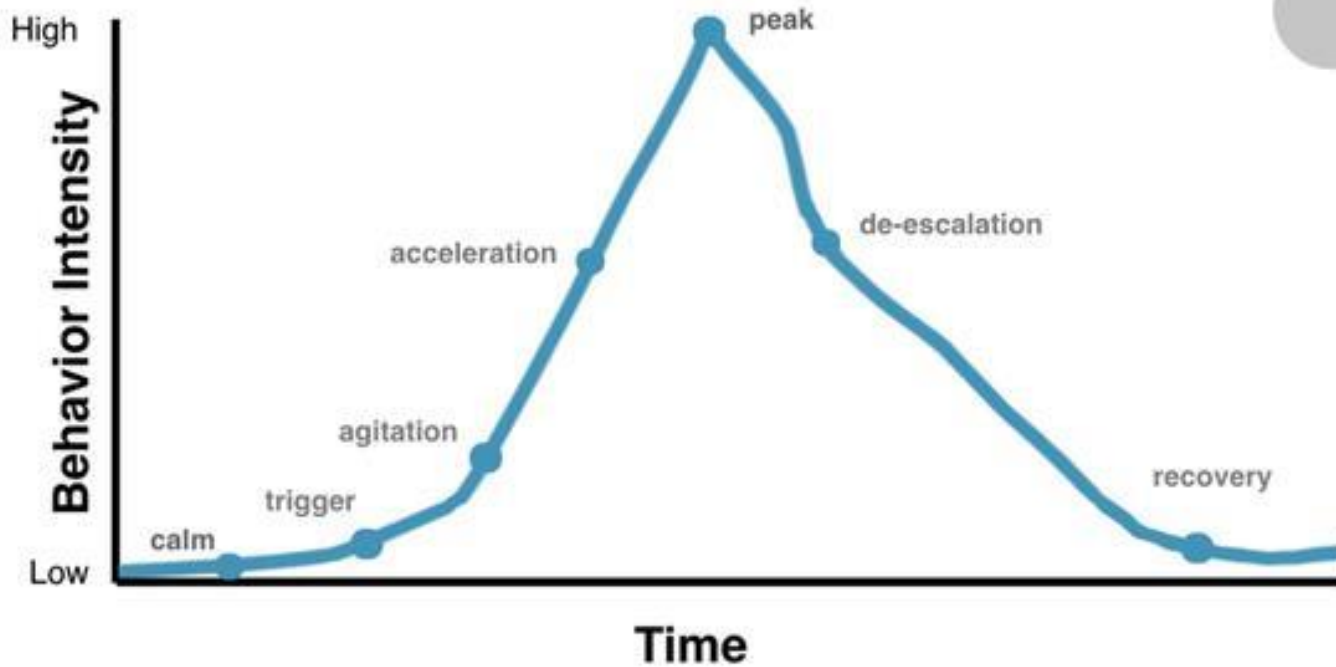
## The problem

Sometime we are so caught in distress we can get stuck in the pain of the event.

Think of the last serious incident you were involved in and discuss how it was resolved.

What supports were put in place to understand and reduce the behaviours of concern?

# The Escalation Cycle



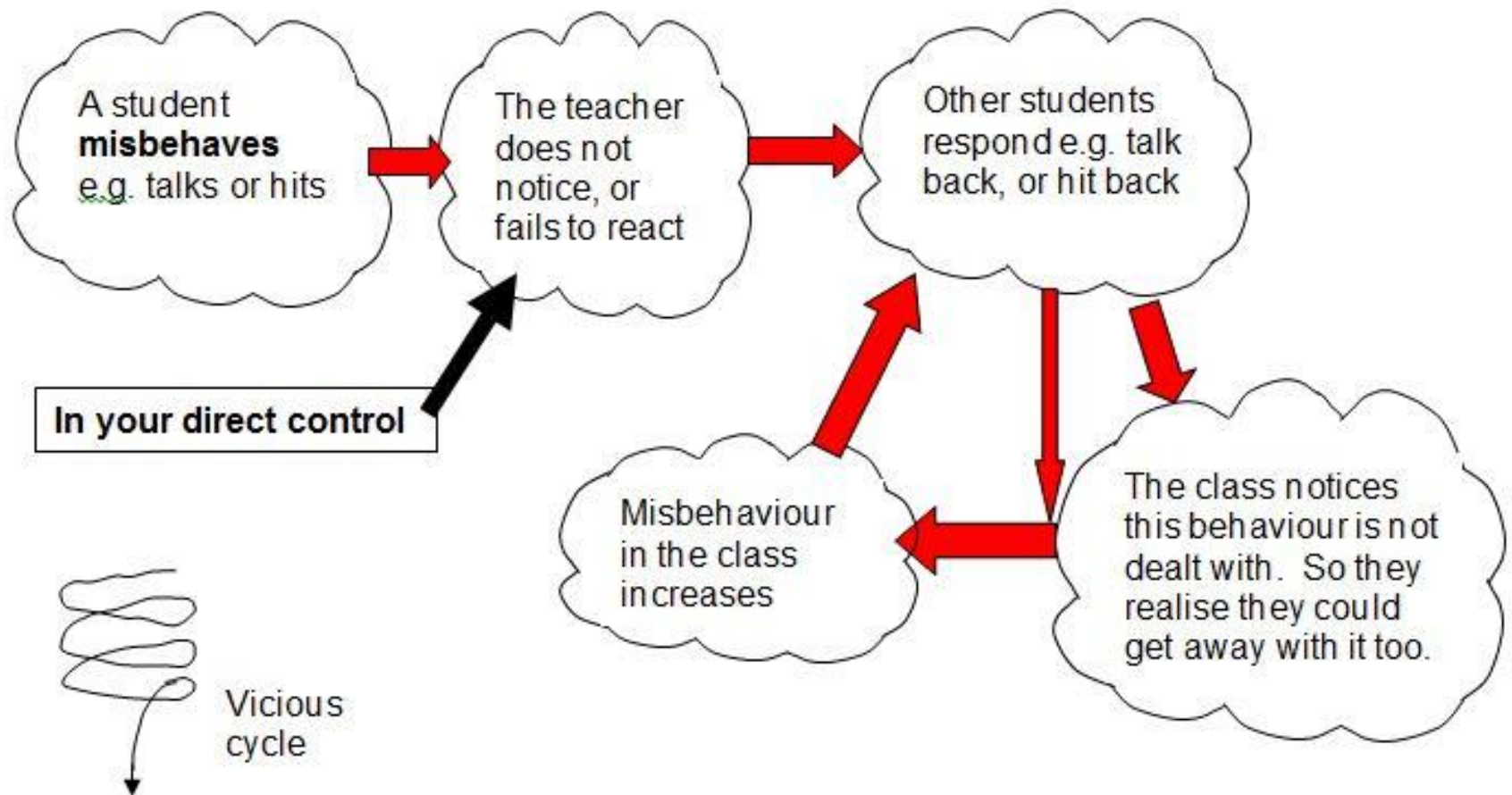
# Behaviour can have medical and social causes

*Often Behaviours of concern are part of wider learning needs including disability*

*Effects of Challenging Behaviours / Impact*

- *Danger to self and others*
- *Social isolation*
- *Lack of social inclusion opportunities in life*







# Medical causes of behaviour

Many children with behaviours of concern may have a diagnosis of Oppositional Defiant Disorder and display oppositional behaviours at times.

ODD (*DSM-IV*) is described as including persistent symptoms of “negativistic, defiant, disobedient, and hostile behaviours toward authority figures.” A child with ODD may argue frequently with adults; lose his temper easily; refuse to follow rules; blame others for his own mistakes; deliberately annoy others; and otherwise behave in angry, resentful, and vindictive ways.

# Social Causes of Behaviours

- **Social factors influence student behaviours,** including where a student's problem behaviours has been learned through reinforcement, consequences or adaptation to social practices. ( Can you think of examples? )
- For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- Or seek to access supported problem solving and emotional regulation through time with a key relationship

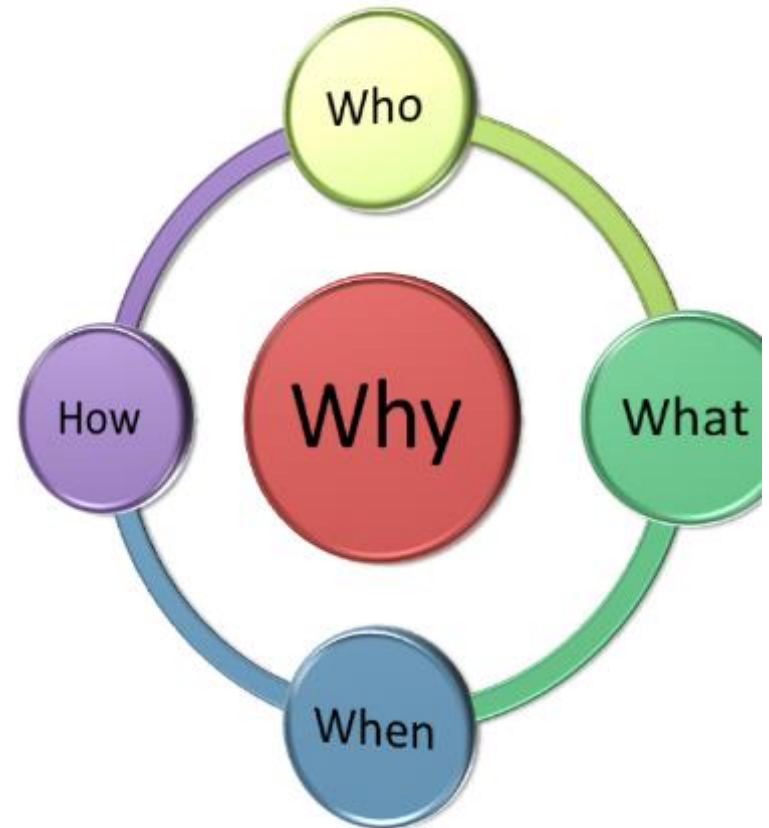


# Behaviour is Communication

All behaviour is communicating a function.

Three key functions

- Access
- Avoid
- Tangible sensory



# One behaviours can have more than one function

E.g. Child distracting another student in class with attention seeking behaviours may be

- Avoiding work
- Accessing a social interaction
- Might be seeking a tangible object like a coloured pencil

# Replacement Behaviour Must have Same Function

With out the replacement behavior providing the same function for the student behaviours change does not occur.

What is the function of your chocolate eating behaviours?

Do you eat to satisfy hunger or meet an emotional/ pleasurable need? What replacement food/ activity would meet the same need?



## **Understanding Triggers**

When seeking to understand challenging behaviours, it is important to understand the role of behavioural triggers.

Triggers are actions or events that play a role in prompting particular behaviours. Triggers are an emotional reactions that the child cannot control.

# Common Triggers



TRANSITIONS  
BETWEEN  
ACTIVITIES



TONE OF VOICE



NOISE LEVELS



REJECTION BY  
PEERS



ACADEMIC TASKS



DIRECT  
INSTRUCTION



BEING PUNITIVE

# FBA Process

1. Identify the serious nature of the problem ( is the frequency and intensity high )

2. Define the problem behaviour

Create a succinct definition of the problem behaviour

( must be clear and observable )

Remain in seat is observable and measurable

Enjoy being in the seat is not measurable or observable

3. Data collection on possible functions of behaviour



# Creating a process

## Gather Data Phase

- Teacher
- Student
- Family
- Other people with significant relationships

## Problem Solving using FBA

- Create a FBA team that meets at regular intervals to identify strategies and review them
- Identify one behaviours of concern and focus on one intervention
- Collect data

Behavior Data Sheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

|   |   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Write date and time                                 |   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Write staff initials                                |   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Setting Events</b>                               | Med change  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Sick/ill  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Sleepy  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Disruption in Transportation                      |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Vacation/holiday/Extended Absence                 |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Other   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Immediate Antecedents (check all that apply)</b> |   | <b>Immediate Antecedents</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Work Demand                                       |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Environmental noise                               |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Ending break/Free Choice                          |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Denied requested activity                         |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Location (check all that apply)</b>              |   | <b>Location</b>              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Desk  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Classroom   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Hallway   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Other   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Behavior (check all that apply)</b>              |   | <b>Behavior</b>              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Hit   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Kick  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Spit  |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Directed at Peers                                 |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Behavior directed at Adults                       |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Consequences (check all that apply)</b>          |   | <b>Consequences</b>          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Verbal ignore                                     |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Reminder of item/activity being earned            |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Teacher Directed break Principal's office/hallway |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Other   |                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



# **ANALYSE AND ASSESS DATA**

---

# Competing Behaviour Pathway

## Sequence of pathway

- Identify setting event
- Trigger antecedent
- Problem behaviour
- Maintaining consequence
- Function

## Example

Starting new unfamiliar activity

Teacher is busy and unable to provide one to one and close proximity

Student demands attention and yells at teacher , then engages in high order disruption distracting others spinning in chair

Ignoring student

Access support

# **Generate an hypothesis statement**

When the student begins the lesson and is presented with an unfamiliar task the student seeks support to understand and begin the task. If the student is not provided with support in a timely way when starting an unfamiliar task, he will escalate into disruptive behaviours and be sent out of class. Once withdrawn from class the student is able to access individual support to access support attempt the learning task.

# **Exercise:**

## **Test your hypothesis**

Develop strategies that attempt to create a replacement behaviour for your hypothesis statement.

Test your approach and gather data to assess the success of your intervention.

# FBA format for meeting

## Case study

ASD student becomes easily overwhelmed. Teacher changes program and instructs students to work in a team on project and a new unfamiliar topic . Student becomes upset, walks out of class and starts swearing at teacher and peers, refusing to return to class and participate

## Map CBP

- Setting event
- Trigger antecedent
- Problem Behaviour
- Maintaining Consequence

# Exercise:

Activity : Describe a behavior of a student you work with.  
Map the behaviours using a Competing Behaviour pathway



# Acknowledging good choices

## Check in Check Out

| Goal                        | Session 1 | Session 2 | Session 3 | Session 4 |
|-----------------------------|-----------|-----------|-----------|-----------|
| Keep hands and feet to self | 0/1/2     | 0/1/2     | 0/1/2     | 0/1/2     |
| Sit at the table            | 0/1/2     | 0/1/2     | 0/1/2     | 0/1/2     |
| Use kind words              | 0/1/2     | 0/1/2     | 0/1/2     | 0/1/2     |
| Ask for help                | 0/1/2     | 0/1/2     | 0/1/2     | 0/1/2     |

|                           |  |
|---------------------------|--|
| <b><u>Explain</u></b>     | <ul style="list-style-type: none"><li>• What is the problem behaviour?</li><li>• Can you describe it in a way that someone else could act it out?</li><li>• When and where does it occur?</li><li>• What happens as a consequence of the problem behaviour?</li></ul>                        |
| <b><u>Reason</u></b>      | <ul style="list-style-type: none"><li>• What is [add student name] getting out of this behaviour?</li><li>• Or what are they able to avoid by exhibiting this behaviour?</li></ul>   |
| <b><u>Appropriate</u></b> | <ul style="list-style-type: none"><li>• What do you want [add student name] to do instead?</li><li>• Describe it in a way that someone else could act it out.</li><li>• When does [add student name] exhibit this behaviour?</li></ul>   |
| <b><u>Support</u></b>     | <ul style="list-style-type: none"><li>• How can you help this behaviour to happen more often?</li><li>• What ideas do you have for this?</li><li>• What is happening when they do behave appropriately?</li><li>• How can you draw on the student's strengths in developing ideas?</li></ul> |
| <b><u>Evaluate</u></b>    | <ul style="list-style-type: none"><li>• How will you know if your strategies have worked?</li></ul>  |

# FBA Practise

Using completing behaviour pathways template provided map a student that has behaviours of concern in your classroom.

# Reflection:

How could you use this approach in your school?  
Discuss in teams.

