

**Module 3**  
***Functional Assessment and Analysis***

**Participant Workbook 3**

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## **Objectives of Functional Assessment**

1. Define goals of intervention and target behaviors
2. Review history of previous interventions
3. Identify setting events and broad ecological variables
4. Identify immediate antecedents to the behavior
5. Delineate stimuli and settings associated with the absence of target behaviors
6. Identify consequences
7. Identify functional reinforcers
8. Generate hypotheses
9. Determine appropriate interventions
10. Assess potential adaptive skills

## **Conducting Functional Analysis Manipulations**

1. Gather baseline data.
2. Identify the variables or environmental affecting behavior.
3. Manipulate conditions in a systematic fashion.
4. Determine how the manipulation affects behavior.
5. Withdraw the manipulation; measure resulting changes in behavior.
6. Present and withdraw the variables several times until a clear pattern in the data is achieved.

## Approaches to Manipulations

A. Iwata, Dorsey, Slifer, Bauman, & Richman, (1982).

1. Reason: A functional analysis manipulation is performed to determine the function(s) of problem behavior. It involves the manipulation of consequences contingent upon occurrence of the target behavior.
2. Manipulation conditions
  - a) Social attention
    - Setting: Subject is directed to play with toys provided.
    - Consequence: Social attention is given to the subject contingent upon each episode of the problem behavior.
  - b) Escape
    - Setting: Educational activities considered to have a low probability of spontaneous, correct completion by the subject are presented.
    - Consequence: Social praise is given to the subject contingent upon correct completion. A thirty second reset extinction is performed contingent upon occurrence of problem behavior.
  - c) Alone
    - Setting: Subject is placed in a room alone, without access to toys or any other materials that might serve as an external source of stimulation.
    - Consequence: No consequence is given.
  - d) Tangible
    - Setting: A favorite toy is available, but out of the subject's reach. Subject is directed to play with toys while experimenter does some work.
    - Consequence: Social praise and physical contact contingent upon appropriate behavior (the absence of the problem behavior) are presented every 30 seconds.
  - e) Unstructured play
    - Setting: A variety of toys are present for the subject to play with. Throughout sessions, the experimenter maintains close proximity to subject, allowing him/her to play with toys as desired.
    - Consequence: Social praise and physical contact contingent upon appropriate behavior (the absence of the problem behavior) are presented every 30 seconds.

3. Interventions: Interventions based on the functional analysis are typical consequence-based behavior management techniques (DRO, DRI, extinction).

B. Durand & Crimmins, (1988)

1. Reason: The functional analysis manipulations are performed to determine what general antecedents result in occurrence of problem behavior. This knowledge is used in determining the function(s) of the behavior. Problem behavior is ignored, except when the behavior posed a physical risk. If this occurred, the experimenter would block all of the student's attempts to harm him/herself or others.
2. Manipulation Conditions
  - a) Baseline
    - Setting: Subjects were asked to work on an easy match-to-sample task (100% correct responding).
    - Consequence: Social praise was presented in each 10-second recording interval (100%). For every third correct response, subjects were given access to a favorite tangible reinforcer. All problem behavior was ignored.
  - b) Attention
    - Setting: Subjects were asked to work on an easy match-to-task (same as baseline).
    - Consequence: Social praise was presented during one-third of the 10-second recording intervals (33%), but were programmed in the same interval rather than in different intervals. So for an average of two out of every three intervals, no adult attention was given while one out of every three contained a command, a praise statement, and a comment. All problem behavior was ignored.
  - c) Escape
    - Setting: Subjects were asked to work on a more difficult match-to-sample task (30% correct responding).
    - Consequence: Social praise was presented in each 10 second recording interval (100%). For every third correct response, subjects were given access to a favorite tangible reinforcer. All problem behavior was ignored.
  - d) Tangible
    - Setting: Subjects were asked to work on a task. Not clear from article whether it was easy or difficult.
    - Consequence: Favorite tangibles were visible, but were available to the subject approximately every 9<sup>th</sup> correct answer.

e) Unstructured

- Setting: Favorite foods and toys were placed within the subject's reach, the adult was present and would interact with the subject if solicited verbally or nonverbally. Task materials were placed on desk if subject choose to work.
- Consequence: Not clear from this article.
- Interventions: Interventions are based on the function(s) of the problem behavior in the specific situation. They may emphasize skill building, and are generally communication based, involving teaching a functionally equivalent communicative behavior.

**Action Plan #1/Functional Assessment and Analysis**

<b>OBJECTIVES AND ACTIVITIES</b>	<b>TIME LINES</b>	<b>TEAM MEMBER RESPONSIBLE</b>
(File Review, Interview, Direct Observation)		



## Direct Observation /Anecdotal Information Form

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

Activity: \_\_\_\_\_ Time: \_\_\_\_\_

Social Context

Behavior Exhibited

Reaction/Results

## Record Review Form

Summarize historical information, data from evaluations, and intervention methods that may be relevant in interpreting the individual's behavior.

Name of Individual: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

### General History

### Medical Issues/Treatment

### Educational Programs/Related Services

### Social Histories

### Intervention History

### Other

## **Extension Activity: Functional Assessment and Analysis**

Functional assessment involves a process of information gathering and hypothesis development. Team members should now begin the process of working together to establish a plan for completing a functional assessment and performing preliminary information gathering. This extension activity will require obtaining the following information:

- Develop an action plan for conducting a functional assessment, identifying objectives and activities, time lines, and people responsible for aspects of the assessment.
- Preview the data collection tools and instruments included in Module 4.
- Each team member should conduct a brief (15 minute), informal observation of your focus individual and complete an anecdotal record prior to the next session.
- Complete a file review of your focus individual's records.

## **NOTES**