

Module 3

Functional Assessment and Analysis

Trainer Outline

The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.

| Time Required | Training Activities | Key Concepts | Materials* |
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| 45 minutes | <p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 2. Ask teams to provide reports on their team's goals and operating principles. Remind teams to use their ground rules as they progress through the training. Have participants share what they learned from the Positive Environment Checklist</p> | <p>Working together productively toward a common goal is an essential foundation of positive behavior support</p> <p><u>Updates</u> Participants will be given an opportunity to provide feedback on Module 2. Teams updates will include:</p> <ul style="list-style-type: none"> • Members of the support team • Goals for the focus individual and team (Identified via person-centered planning) • One thing each person/team member learned from completing the Positive Environment Checklist | |
| 15 minutes | <p><u>II. Overview of Purpose and Goals</u></p> <p>Review agenda and timelines for session</p> | <p>Goal: To provide an overview of the conceptual foundations and process of functional assessment.</p> | <p>OH 3.1: "Module 3"</p> <p>Purpose and objectives</p> <p>Agenda</p> |

* OH - over head from Power Point presentation PWB - activity from Participant Workbook

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| 15 minutes | <p><u>III. Conceptual Foundations for Functional Assessment: Assumptions</u></p> <p><i>Activity: Ask participants what they know or believe about behavior.</i></p> <p>Review the assumptions regarding behavior, discussing the implications of different view on intervention approaches.</p> | <ul style="list-style-type: none"> • Behavior is lawful • Behavior is governed by its context • Behavior is functional | <p>OH 3.2: “Characteristics of PBS”</p> <p>OH 3.3: “Beliefs about Behavior”</p> <p>OH 3.4: “Connect the Dots”</p> <p>OH 3.5: “Outside the Box, 1”</p> <p>OH 3.6: “Outside the Box, 2”</p> |
| 15 minutes | <p><u>IV. Process of Functional Assessment</u></p> <p>Briefly describe the steps in conducting functional assessments and behavior support plans.</p> <p><i>Use a single case to illustrate all aspects of this process, including samples of the data collected, hypotheses generated, and intervention ideas.</i></p> | <p>A functional assessment process can be conducted with varying levels of formality and incorporate different data collection methods depending upon the needs and circumstances.</p> <p>(Provide the background on the case-profile of individual, intervention history, etc.)</p> | <p>OH 3.7: “The Process of Positive Behavior Support”</p> |
| 15 minutes | <p><u>A. Establishing a Team</u></p> <p>Discuss the teams that have been established and briefly review teaming content from module 2.</p> | <p>Behavior support team members can and should take part in all aspects of the assessment and intervention.</p> <p>(Describe members of the team for the case study - roles, contributions made, coordination of activities, and challenges experienced)</p> | <p>OH 3.8: “Establishing a Team”</p> <p>OH 3.9: “Support Team”</p> |

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| 15 minutes | <p>B. Identifying Goals of Intervention</p> <p>Review goal setting and processes by which a vision can be established (e.g., person-centered planning)</p> | <p>Shared goals provide the focus for intervention and evaluation efforts.</p> <p>(Present goals and target behaviors that were identified for the person in the case example and the process by which they were established).</p> | <p>OH 3.10: “Identifying Goals of Intervention, 1”</p> <p>OH 3.11: “Identifying Goals of Intervention, 2”</p> |
| 30 minutes | <p>C. Definition, Rationale, & Desired Outcome</p> <p><i>Activity: Provide a vignette regarding methods to address a person’s problem behavior or an anecdote that describes arbitrary approaches to problem solving (e.g., medical interventions, car repair). Contrast this with diagnostic approaches.</i></p> <p>Define and discuss the rationale for conducting functional assessments. Contrast the purposes and processes of functional assessment and functional analysis.</p> | <ul style="list-style-type: none"> • Functional assessment is the process by which we identify the variables affecting behavior. • Conducting functional assessments minimize risks of arbitrary decision-making and increases the likelihood of designing effective interventions <p>Objectives for functional assessment and functional analysis:</p> <ul style="list-style-type: none"> • Functional assessment - understanding relationships between a person’s behavior and the environment in order to design successful interventions • Functional analysis - testing strength and validity of relationships | <p>OH 3.12: “History of FBA”</p> <p>OH 3.13: “Functional Assessment”</p> <p>OH 3.14: “FBA is a Process”</p> <p>OH 3.15: “Objective of FBA”</p> <p>OH 3.16: “What does that mean”</p> <p>OH 3.17: “Functional Analysis”</p> <p>PWB: Objectives of Functional Assessment</p> |

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| <p>45 minutes</p> | <p><u>V. Conceptual Foundation for Functional Assessment: ABC Model</u></p> <p><i>Activity: Ask participants to brainstorm variables that have contributed to their best performance and worst behavior (e.g., like an Olympic athlete). Refer to this list when reviewing the ABC Model.</i></p> <p>Review the ABC Model describing antecedents and consequences and providing multiple examples.</p> <p><i>Activity: Have participants review a videotape, identifying the ABC patterns. Ask them to consider broader ecological factors (i.e., setting events) that could be affecting the behavior observed.</i></p> | <ul style="list-style-type: none"> • Antecedents can include a variety of events (e.g., social, curricular, physical) that precipitate behavior. • Consequences can include a variety of results of behavior (i.e., what the person gets or avoids through his/her behavior). • Behavior is affected also by broader contextual factors (i.e., setting events) that alter the way that antecedents and consequences influence behavior. • For every problem behavior, there are specific contexts and functions; to intervene optimally, we must identify and understand these patterns. | <p>OH 3.18: “ABC Model”</p> <p>OH 3.19: “What are the ABC’s”</p> <p>OH 3.20: “Non-Examples”</p> <p>OH 3.21: “Target Behavior”</p> <p>OH 3.22: “Avoid Nonspecific..”</p> <p>OH 3.23: “Describing Antecedents”</p> <p>OH 3.24: “Slow Triggers”</p> <p>OH 3.25: “Fast Triggers”</p> <p>OH 3.26: “Examples of Antecedents”</p> <p>OH 3.27: “Consequences”</p> <p>OH 3.28: “Functions, 1”</p> <p>OH 3.29: “Functions, 2”</p> <p>Sample ABC Records (<i>not provided</i>)</p> |
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| 30 minutes | <p><u>VI. Process of Functional Assessment: Information Gathering</u></p> <p>1) <u>Indirect Measures:</u> Discuss the rationale for conducting file reviews and the general content of interest. Provide examples of completed indirect data instruments (e.g., FAIF).</p> <p>2) <u>Direct Observation:</u> Provide examples of various completed data collection tools (e.g., ABC, scatter plot, etc.). Explain that data collection methods will be discussed in greater depth in the next module.</p> | <ul style="list-style-type: none"> • Record reviews can assist in the identification of variables affecting a person’s behavior and provide an historical perspective. • Interviews obtain information about behavior patterns (contexts/functions) and help in generating hypotheses. • Direct observation data collection is done to assess patterns of behavior, track changes over time, and to further clarify hypothesis statements. <p>(Present samples of data from the case example - how the data was collected and analyzed.)</p> | <p>OH 3.30: “Gathering Information”</p> <p>OH 3.31: “Strategies for FBA”</p> |
| 30 minutes | <p><u>VII. Determining When to Intervene</u></p> <p><i>Activity: Brainstorm with participants the criteria for intervention in response to: “When do we have a right to intervene?”</i></p> <p>Review transparency content, comparing it with the participant’ input.</p> | <p>Before initiating interventions, we are obligated to evaluate the degree to which we have a right to intrude upon a person’s lifestyle.</p> | <p>OH 3.32: “When is Intervention Necessary?”</p> |
| 15 minutes | <p><u>VIII. Process of Functional Assessment</u></p> <p>A. Hypothesis Development</p> <p>Discuss the importance of accurate hypotheses in driving interventions. Explain that hypothesis development will be discussed further in the next module.</p> | <ul style="list-style-type: none"> • Pattern analysis is conducted to identify conditions in which behaviors are most likely/least likely to occur and functions for behavior. • Hypothesis statements summarize these relationships and provide the foundation for intervention. (Present sample hypothesis statements from the case study.) | <p>OH 3.33: “Synthesizing Information and Generating Hypotheses”</p> |

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| 30 minutes | <p>B. Functional Analysis Manipulations</p> <p>Review the rationale, conditions, and steps for conducting functional analyses, including considerations for implementation.</p> <p><i>Activity: Have teams define the conditions and procedures that could be used to test one of the hypothesis presented in the previous discussion. Have groups report.</i></p> | <p>Hypotheses are tested by manipulating the specific events affecting behavior</p> <p>(If hypothesis testing was done with the case study, describe how it was conducted to the participants. If not, explain why it was not and/or how the hypotheses could have been tested.)</p> | <p>OH 3.34: “Functional Analysis manipulations”</p> <p>PWB: Conducting Functional Analysis Manipulations</p> <p>PWB: Approaches to Manipulations</p> |
| 15 minutes | <p><u>IX. Process of Functional Assessment: Implications for Intervention</u></p> <p>Review the objectives of functional assessment described earlier and the probable outcomes of engaging in this process (i.e., how information obtained naturally leads to intervention. Provide examples and solicit ideas based on the team’s suggested hypotheses.</p> | <p>Hypotheses provide the foundation for comprehensive, individualized interventions.</p> <p>(Mention a couple of plan elements for the case example and the rationale for their selection, i.e., how were they tied to the hypotheses and context of intervention)</p> | <p>PWB: Objectives of Functional Assessment</p> |
| 30 minutes | <p><u>X. Case Study Assignments</u></p> <p><i>Extension Activity: Ask the teams to preview the data collection tools and to begin to develop an action plan for completing the file reviews, interviews, and observations in the various environments in which the person participates. If possible, prior to the next session, the participants should conduct one informal observation of the individual’s behavior. To be reviewed at next session.</i></p> | <p>Goal: Develop an action plan to gather the information needed for the functional assessment.</p> <p>Begin creating Action Plan #1 to include:</p> <ul style="list-style-type: none"> • People to be interviewed • Records to be reviewed • Contexts for data collection • Team members’ responsibilities <p>Participants will preview the interview and data collection tools.</p> | <p>PWB: Action Plan #1</p> <p>PWB: Direct Observation/ Anecdotal Information Form</p> <p>PWB: Records Review Form</p> <p>PWB: Extension Activity: Functional Assessment and Analysis</p> |

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| 15 minutes | <p><u>XI. Review and Preview of Next Module</u></p> <p>Provide a summary of what was covered during this module and introduce the topic for the next session. Draw participants' attention to the readings for Module 4.</p> | <p>This time: describe the rationale and process for conducting functional assessments.</p> <p>Next time: review methods and tools used in conducting functional assessments.</p> | Readings for Module 4 (select from Module 4 References) |
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