

Module 4
Data Collection and Hypothesis Development

Participant Workbook 4

Contents

Interview Guide for Functional Assessment

Functional Assessment Interview

Data Collection Systems

ABC Recording Form

Scatter Plot

Event Recording Data Sheet

Duration Recording Data Sheet

Selecting the Right Data System

Guidelines for Data Collection

Assessment Methods

Extension Activity: Data Collection and Hypothesis Development

Interview Guide for Functional Assessment

Student: _____ Interviewer: _____

Respondent: _____ Relationship: _____

Date: _____

Interviews should be conducted with individuals who know the student well and interact with them in a variety of settings and situations (e.g., parents, teachers). In order to get useful information from the interview, questions may need to be repeated and clarified for some respondents. Probing should be done to encourage thoughtful, open communication (e.g., nonjudgmental, unhurried). It may be necessary to record some responses on the back or on a separate page.

1. What are the student's strengths, skills, and interests?

2. What are the student's challenges and areas of greatest difficulty?

3. What people, things, and activities does the student like most?

4. What people, things, and activities does the student like least?

5. What are the student's problem behaviors?

 How would you describe these behaviors?

 Which are the most problematic for you?

 How often do these behaviors occur?

6. What do you think causes (motivates) the behavior (why do they do it)?

7. Under what circumstances do these behaviors occur most frequently?

With whom (who)?

In what settings (where)?

What times of the day (when)?

8. Can you tell when the student is going to behave this way (how)?

9. Do you think there are medical reasons for these behaviors?

Is the student sick, tired, hungry?

10. Are there situations in which the behaviors never or rarely occur (what)?

11. Does the student have better and more appropriate ways to:

deal with difficult situations?

communicate their wants/needs?

12. What skills is the student lacking that might help their behavior?

13. How do you react/respond to the student's:

problem behavior?

positive behavior?

14. Does the student's behavior allow them to get things? If so, what?

15. Does the student's behavior allow them to avoid things? If so, what?

16. What do you think needs to be done to help this student?

Functional Assessment Interview (FAI)

Person of concern: _____ Age: _____ Sex: M F

Date of interview: _____ Interviewer: _____

Respondents: _____

A. DESCRIBE THE BEHAVIORS

1. For each of the behaviors of concern, define the topography (how it is performed), frequency (how often it occurs per day, week, or month), duration (how long it lasts when it occurs), and intensity (how damaging or destructive the behaviors are when they occur).

<i>Behavior</i>	<i>Topography</i>	<i>Frequency</i>	<i>Duration</i> <i>Intensity</i>
-----------------	-------------------	------------------	-------------------------------------

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

2. Which of the behaviors described above are likely to occur together in some way? Do they occur about the same time? In some kind of predictable sequence or “chain”? In response to the same type of situation?

B. DEFINE ECOLOGICAL EVENTS (SETTING EVENTS) THAT PREDICT OR SET UP THE PROBLEM BEHAVIORS.

1. What medications is the person taking (if any), and how do you believe these may affect his or her behavior?

2. What medical or physical conditions (if any) does the person experience that may affect his or her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures, problems related to menstruation)?

3. Describe the sleep patterns of the individual and the extent to which these patterns may affect his or her behavior.

4. Describe the eating routines and diet of the person and the extent to which these may affect his or her behavior.

5a. Briefly list below the person's typical daily schedule of activities. (Check the boxes by those activities the person enjoys and those activities most associated with problems.)

Enjoys	Problems		Enjoys	Problems	
9	9	<u>6:00</u>	9	9	<u>2:00</u>
9	9	<u>7:00</u>	9	9	<u>3:00</u>
9	9	<u>8:00</u>	9	9	<u>4:00</u>
9	9	<u>9:00</u>	9	9	<u>5:00</u>
9	9	<u>10:00</u>	9	9	<u>6:00</u>
9	9	<u>11:00</u>	9	9	<u>7:00</u>
9	9	<u>12:00</u>	9	9	<u>8:00</u>
9	9	<u>1:00</u>	9	9	<u>9:00</u>

5b. To what extent are the activities on the daily schedule predictable for the person, with regard to what will be happening, when it will occur, with whom, and for how long?

5c. To what extent does the person have the opportunity during the day to make choices about his or her activities and reinforcing events? (e.g., food, clothing, social companions, leisure activities)

6. How many other persons are typically around the individual at home, school, or work (including staff, classmates, and housemates)? Does the person typically seem bothered in situations that are more crowded and noisy?

7. What is the pattern of staffing support that the person receives in home, school, work, and other settings (e.g., 1:1, 2:1)? Do you believe that the number of staff, the training of staff, or their social interactions with the person affect the problem behaviors?

C. DEFINE SPECIFIC IMMEDIATE ANTECEDENT EVENTS THAT PREDICT WHEN THE BEHAVIORS ARE LIKELY AND NOT LIKELY TO OCCUR.

1. Times of Day: When are the behaviors most and least likely to happen?

Most likely: _____

Least likely: _____

2. Settings: Where are the behaviors most and least likely to happen?

Most likely: _____

Least likely: _____

3. People: With whom are the behaviors most and least likely to happen?

Most likely: _____

Least likely: _____

4. Activity: What activities are most and least likely to produce the behaviors?

Most likely: _____

Least likely: _____

5. Are there particular or idiosyncratic situations or events not listed above that sometimes seem to “set off” the behaviors, such as particular demands, noises, lights, clothing?

Most likely: _____

Least likely: _____

6. What one thing could you do that would most likely make the undesirable behaviors occur?

7. Briefly describe how the person’s behavior would be affected if...

a. You asked him or her to perform a difficult task.

b. You interrupted a desired activity, such as eating ice cream or watching TV.

c. You unexpectedly changed his or her typical routine or schedule of activities.

d. She or he wanted something but wasn't able to get it (e.g., a food item up on a shelf).

e. You didn't pay attention to the person or left her or him alone for a while (e.g., 15 minutes).

D. IDENTIFY THE CONSEQUENCES OR OUTCOMES OF THE PROBLEM BEHAVIORS THAT MAY BE MAINTAINING THEM (I.E., THE FUNCTIONS THEY SERVE FOR THE PERSON IN PARTICULAR SITUATIONS).

Think of each of the behaviors listed in Section A, and try to identify the specific consequences or outcomes the person gets when the behaviors occur in different situations.

<i>Behavior</i>	<i>Particular situations</i>	<i>What exactly does he or she get?</i>	<i>What exactly does she or he avoid?</i>
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			

E. CONSIDER THE OVERALL EFFICIENCY OF THE PROBLEM BEHAVIORS. EFFICIENCY IS THE COMBINED RESULT OF (A) HOW MUCH EFFORT IS REQUIRED, (B) HOW OFTEN THE BEHAVIOR IS PERFORMED BEFORE IT IS REWARDED, AND (C) HOW LONG THE PERSON MUST WAIT TO GET THE REWARD.

Behavior	Low Efficiency				High Efficiency
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

F. WHAT FUNCTIONAL ALTERNATIVE BEHAVIORS DOES THE PERSON ALREADY KNOW HOW TO DO?

What socially appropriate behaviors or skill can the person already perform that may generate the same outcomes or reinforcers produced by the problem behaviors?

G. WHAT ARE THE PRIMARY WAYS THE PERSON COMMUNICATES WITH OTHER PEOPLE?

1. What are the general expressive communication strategies used by or available to the person? These might include vocal speech, signs/gestures, communication boards/books, or electronic devices. How consistently are the strategies used?

2. On the following chart, indicate the behaviors the person uses to achieve the communicative outcomes listed:

<i>Communicative Functions</i>	Complex speech (sentences)	Multiple-word phrases	One-word utterances	Echolalia	Other vocalizing	Complex signing	Single signs	Pointing	Leading	Shakes head	Grabs/reaches	Gives objects	Increased movement	Moves close to you	Moves away or leaves	Fixed gaze	Facial expression	Aggression	Self-injury	Other
Request attention																				
Request help																				
Request preferred food/objects/activities																				
Request break																				
Show you something or someplace																				
Indicate physical pain (headache, illness)																				
Indicate confusion or unhappiness																				
Protest or reject a situation or activity																				

3. With regard to the person's receptive communication, or ability to understand other persons...

a. Does the person follow spoken requests or instructions? If so, approximately how many? (List if only a few.)

b. Does the person respond to signed or gestural requests or instructions? If so, approximately how many? (List if only a few.)

c. Is the person able to imitate if you provide physical models for various tasks or activities? (List if only a few.)

d. How does the person typically indicate yes or no when asked if she or he wants something, wants to go somewhere, and so on?

H. WHAT ARE THINGS YOU SHOULD DO AND THINGS YOU SHOULD AVOID IN WORKING WITH AND SUPPORTING THIS PERSON?

1. What things can you do to improve the likelihood that a teaching session or other activity will go well with this person?

2. What things should you avoid that might interfere with or disrupt a teaching session or activity with this person?

I. WHAT ARE THINGS THE PERSON LIKES AND ARE REINFORCING FOR HIM OR HER?

1. Food items: _____

2. Toys and objects: _____

3. Activities at home: _____

4. Activities/outings in the community: _____

J. WHAT DO YOU KNOW ABOUT THE HISTORY OF THE UNDESIRABLE BEHAVIORS, THE PROGRAMS THAT HAVE BEEN ATTEMPTED TO DECREASE OR ELIMINATE THEM, AND THE EFFECTS OF THOSE PROGRAMS?

Behavior

*How long has this been
a problem?*

Programs

Effects

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

K. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR PREDICTOR AND/OR CONSEQUENCE.

<i>Distant Setting Event</i>	<i>Immediate Antecedent (Predictor)</i>	<i>Problem Behavior</i>	<i>Maintaining Consequence</i>

Data Collection Systems

<u>Data System</u>	<u>Definition</u>
Frequency	Measure of the number of times a behavior occurs.
Rate	Measure of how often a behavior occurs during a given period of time.
Duration	Measure of how long the behavior lasts.
Latency	Measure of how much time elapses between the presentation of a cue, and the occurrence of the behavior.
Interval Recording	Provides an estimate of how often a behavior occurs by recording the occurrence or nonoccurrence of the behavior <u>during</u> each of the equal time intervals.
Time Sampling	Provides an estimate of how often a behavior occurs by recording the occurrence or nonoccurrence of the behavior at the end of each equal time interval. Generally, the time intervals are longer than those encountered in the interval recording system.
Magnitude/Intensity	Measure of how strongly (i.e., volume, force) a behavior occurs. This should be used in addition to another measure (i.e., frequency or duration).
Levels of Assistance	Measure of the number and type(s) or levels of assistance (prompts) that the instructor provides a student.
Anecdotal (A-B-C)	Provides a descriptive account of the behavior. The purpose of this data is for analysis rather than evaluation. It describes the setting, individuals present, the activities and interactions of these individuals, and any other relevant variable.
Scatter Plot	Provides a visual display of the patterns of the targeted behavior by recording the occurrence and nonoccurrence of the behavior across activities/time frames and days.

ABC Recording Form

Individual: _____ Date: _____ Observer: _____ Staff: _____

Activity	Time	A	B	C

Scatter Plot

Student:

Observer:

Dates: _____ through _____

Target Behavior:

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

		Dates									
Time	Activity										

= Behavior did not occur
 = Behavior occurred
 NA = Did not observe

Selecting the Right Data System

Which aspects of the behavior should be captured?

- < How often: frequency, rate, interval, time sampling
- < How long: duration, latency
- < To what degree: magnitude, levels of assistance, variability, context, function(s)

Which elements of the context should we considered?

- < Settings
- < Circumstances
- < Social environment
- < Materials/surroundings

How long should data be collected?

- < Opportunities for collection
- < Specific aspects of behavior and context
- < Potential for variation in behavior
- < Length of time behavior has been occurring
- < Influence and stability of potential environmental variables

Guidelines for Data Collection

- Define behavior in observable and measurable terms.
- Insure reliability of definition (i.e., Can another person identify the same behavior based on your definition?).
- Determine what data collection method would most adequately measure the relevant properties of the behavior.
- Create a data collection system that fits given the nature of the behavior and the circumstances.
- Provide training for the individuals who will be collecting data.
- Collect data...
 - for multiple days and across time periods.
 - during a variety of activities and circumstances.
 - across settings and support providers.
 - via multiple trained observers.
 - until a consistent trend and patterns begin to emerge.
- Analyze trends and patterns in the data (i.e., times, settings, and circumstances in which the behavior does and does not occur).

ASSESSMENT METHODS

Procedure	Example	Advantages	Disadvantages
Clinical Intuition		Possibility of sampling a wide range of circumstances	Lacks demonstrated reliability and validity. No specific guidelines to assist identifying stimuli. Retrospective reporting of events.
Structured Interviews	Baily & Pyles, 1989. O'Neill, et al., 1989	Possibility of sampling a wide range of stimuli. Ease of use. Specific guidelines to assist in identifying stimuli.	Retrospective reporting of events. Lack of reliability and validity.
Rating Scales	Durand & Crimmins, 1988. Weiseler, et al., 1985.	Ease of use. Some have demonstrated reliability and validity. Specific guidelines to assist in identifying stimuli.	Some scales lack demonstrated reliability and validity. Retrospective reporting of events.
Record Reviews	Crimmins & Durand, 1990.	Can assess history of success and failures. Ease of use.	Sample of stimuli limited to history of assessment and intervention and to thoroughness of documentation. Lack reliability and validity. No specific guidelines to assist in identifying stimuli. Retrospective reporting of events.
Informal Observations	Repp, et al., 1988.	Possibility of sampling a wide range of stimuli. Ease of use.	Lack reliability and validity. No specific guidelines to assist in identifying stimuli.
Logs/Incident Reports	Evans & Meyer, 1985.	Ease of use. Can point to schedule and activity-related influences. Concurrent reporting of events.	Lack of reliability and validity. Sample of stimuli assessed guided by form used and training of staff.
Scatter Plot	Touchette, et.al., 1985.	Ease of use. Can point to schedule and activity-related influences. Concurrent reporting of events.	Limited guidelines for assessing stimuli. Limited validity data.
ABC Charts	Bijou, et.al, 1968. Evans & Meyer, 1985.	Ease of use. Possibility of sampling a wide range of stimuli. Concurrent reporting of events.	Limited guidelines for assessing stimuli. Lack of reliability and validity.
Analogue Assessments	Durand & Crimmins, 1988. Iwata, et al., 1982.	Possibility of sampling a wide range of stimuli. Concurrent reporting of events. Experimental demonstration of influence.	Difficult to conduct in some settings. Can be time consuming and labor intensive. Limited use with life-threatening behavior.

Durand, V.M. (1990). Functional Communication Training: An intervention program for severe behavior problems. New York: Guildford Press.

Extension Activity: Data Collection & Hypothesis Development

Comprehensive data collection and hypothesis development will allow team members to identify potential variables that may contribute to the behavior of their focus individual. This extension activity will require obtaining the following information:

- < Looking back at the goals for your focus individual, define behaviors targeted for increase and decrease in measurable terms.
- < Select data collection methods for assessing and measuring your focus person's behavior based on the considerations presented during the training.
- < Complete functional assessment interviews with all individuals who care for or work with the focus individual on a consistent basis.
- < Conduct direct observations of the focus individual using the methods discussed during the training session (e.g., ABC, Scatter Plot, FAOF). Identify patterns in the data in order to develop preliminary hypotheses.

NOTES