



Getting to the Source

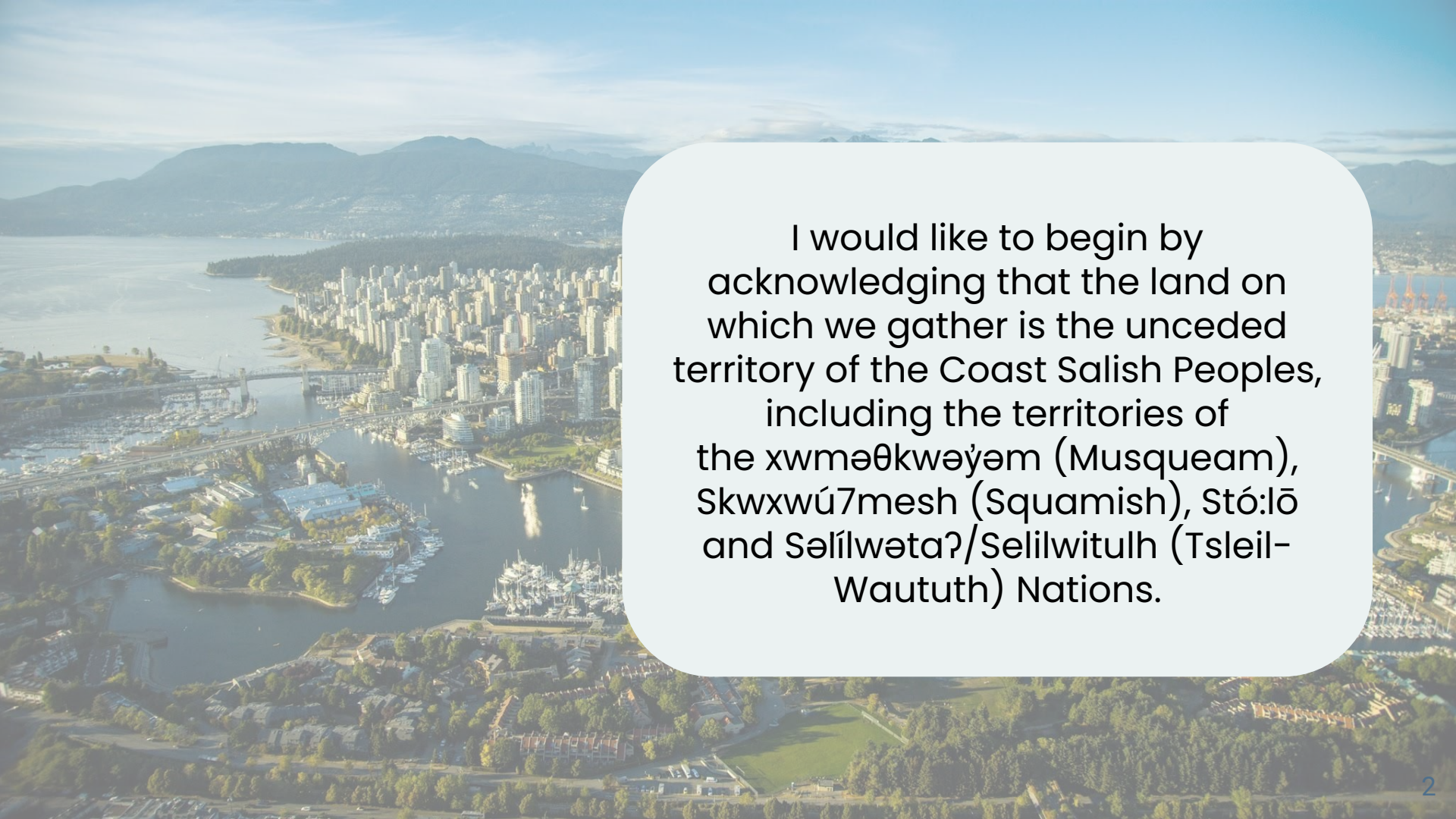
February 14, 2022



THE UNIVERSITY
OF BRITISH COLUMBIA



FAMILY SUPPORT
Institute of BC



I would like to begin by acknowledging that the land on which we gather is the unceded territory of the Coast Salish Peoples, including the territories of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

About Me



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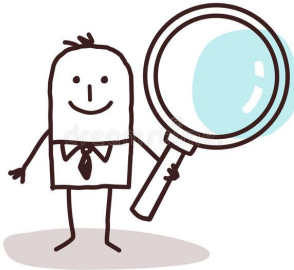


Katie Allen
M.S. BCBA

Overview

Structured Behavioural Observation

What is the problem behaviour?



Functional Behavioural Assessment (FBA)

What is causing the problem behaviour?



Practical Functional Assessment (PFA)

How do I control the problem behaviour?



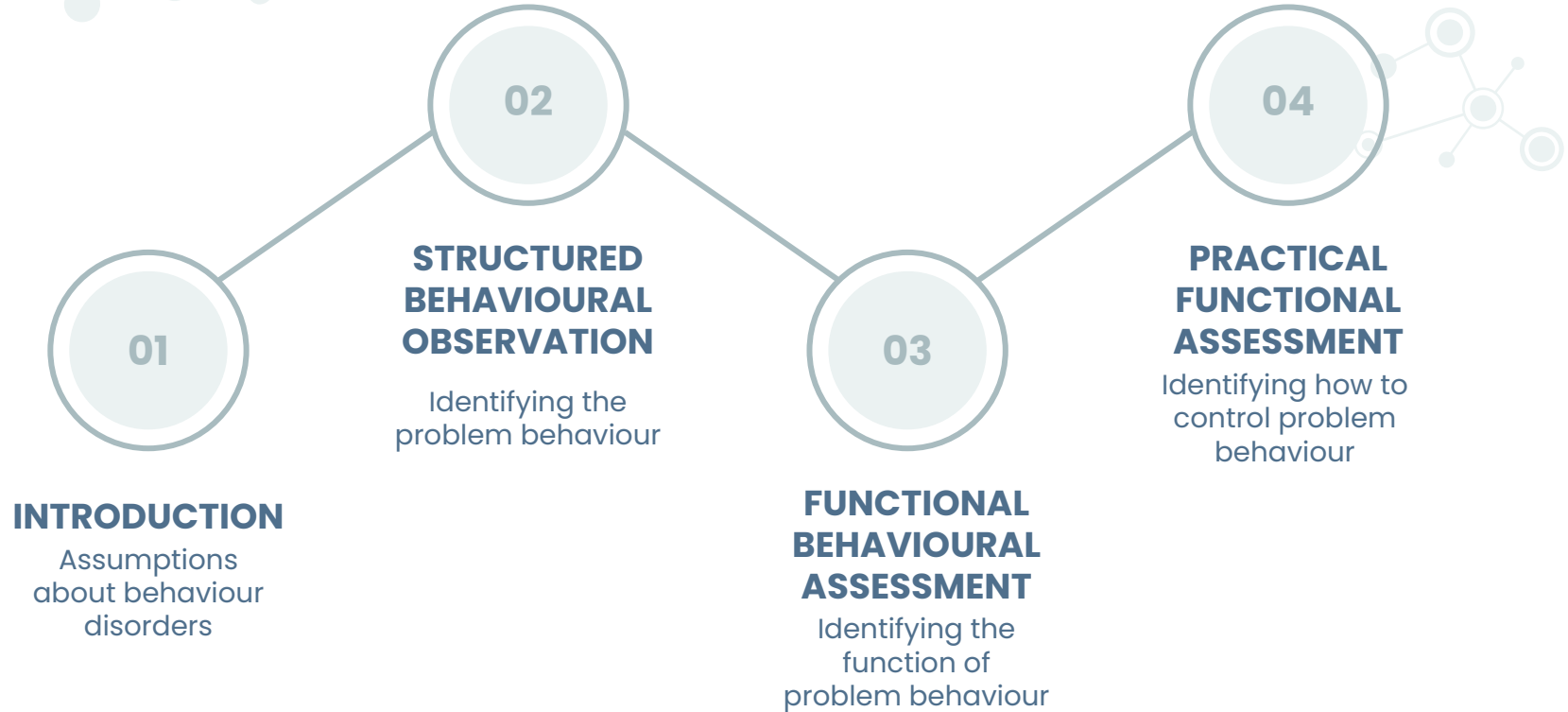
Learning Objectives



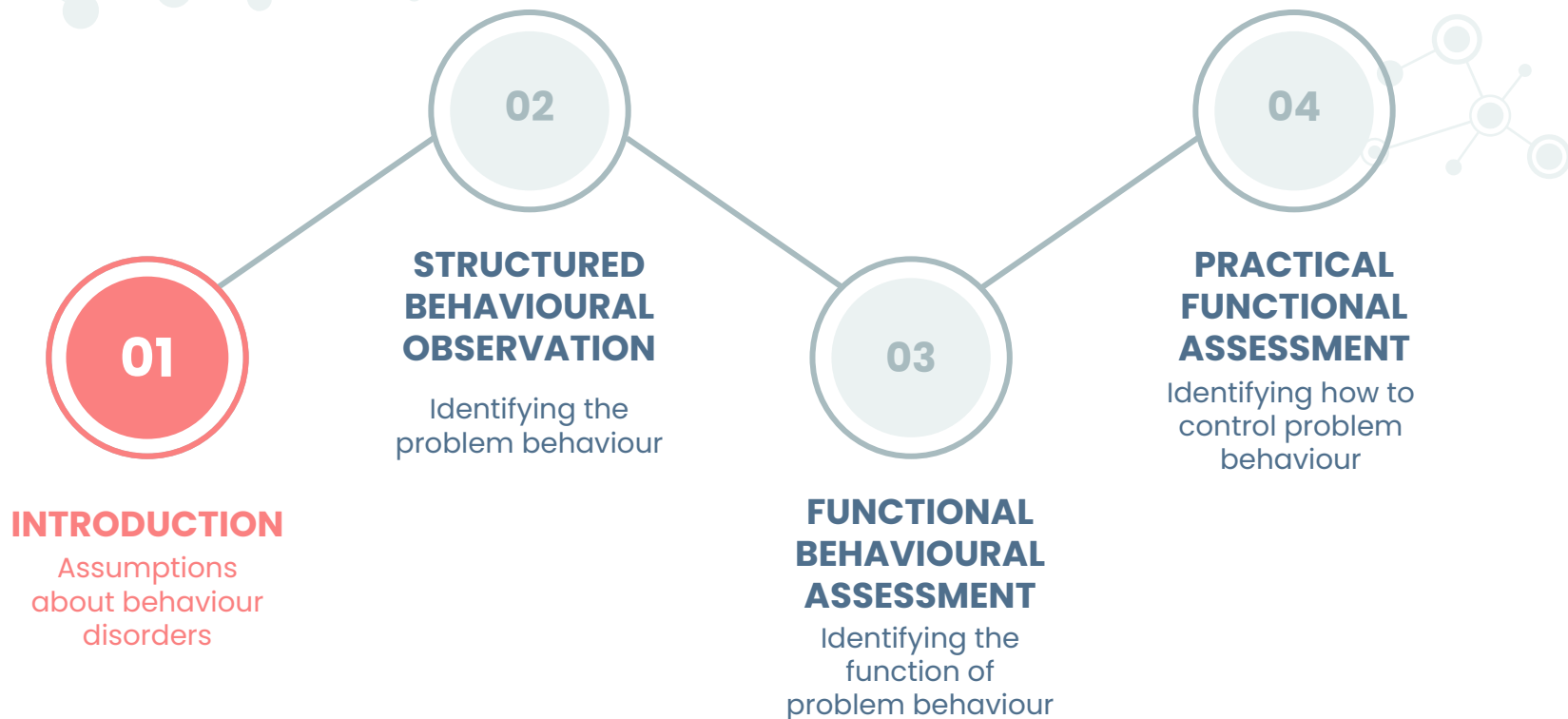
1. Identify the different methods of structured behavioural observation
2. Recognize the components of a Functional Behavioural Assessment (FBA)
3. Recognize the components of a Practical Functional Assessment (PFA)
4. Differentiate between a functional analysis and an Interview Informed Synthesized Contingency Analysis (IISCA)



Outline



Outline



Assumptions About Behaviour Disorders

01

Behaviour serves as a form of communication

Most problem behaviours are used to communicate a need for attention, access to items/activities, or to escape unwanted tasks

02

Behaviours are learned and can be reinforced

Positive Reinforcement
Negative Reinforcement
Automatic Reinforcement

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4 Functions of Behaviour



Attention

To receive attention
from parents,
teachers, siblings, etc



Tangibles

To receive tangible
items such as food or
toys



Escape

To escape from
unwanted tasks,
situations, or people



Automatic

Behaviour is being
reinforced internally
as it is rewarding

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Positive Reinforcement
Negative Reinforcement
Automatic Reinforcement

Positive Reinforcement

- **Definition:** Adding something to increase the likelihood of a behaviour
- **Example:** Attention/activities/tangible items are given to a child after an occurrence of SIB; this makes SIB more likely to occur.



Negative Reinforcement

- **Definition:** Removing something to increase the likelihood of a behaviour
- **Example:** Escaping/avoiding demands after an occurrence of SIB; this makes SIB more likely to occur



Automatic Reinforcement

- **Definition:** Self-stimulation produces rewarding feelings that increases the likelihood of the behaviour that produced it
- **Example:** If a child is left in an environment with minimal stimulation, they may feel the need to self-stimulate through SIB



Assumptions About Behaviour Disorders

01

Behaviour serves as a form of communication

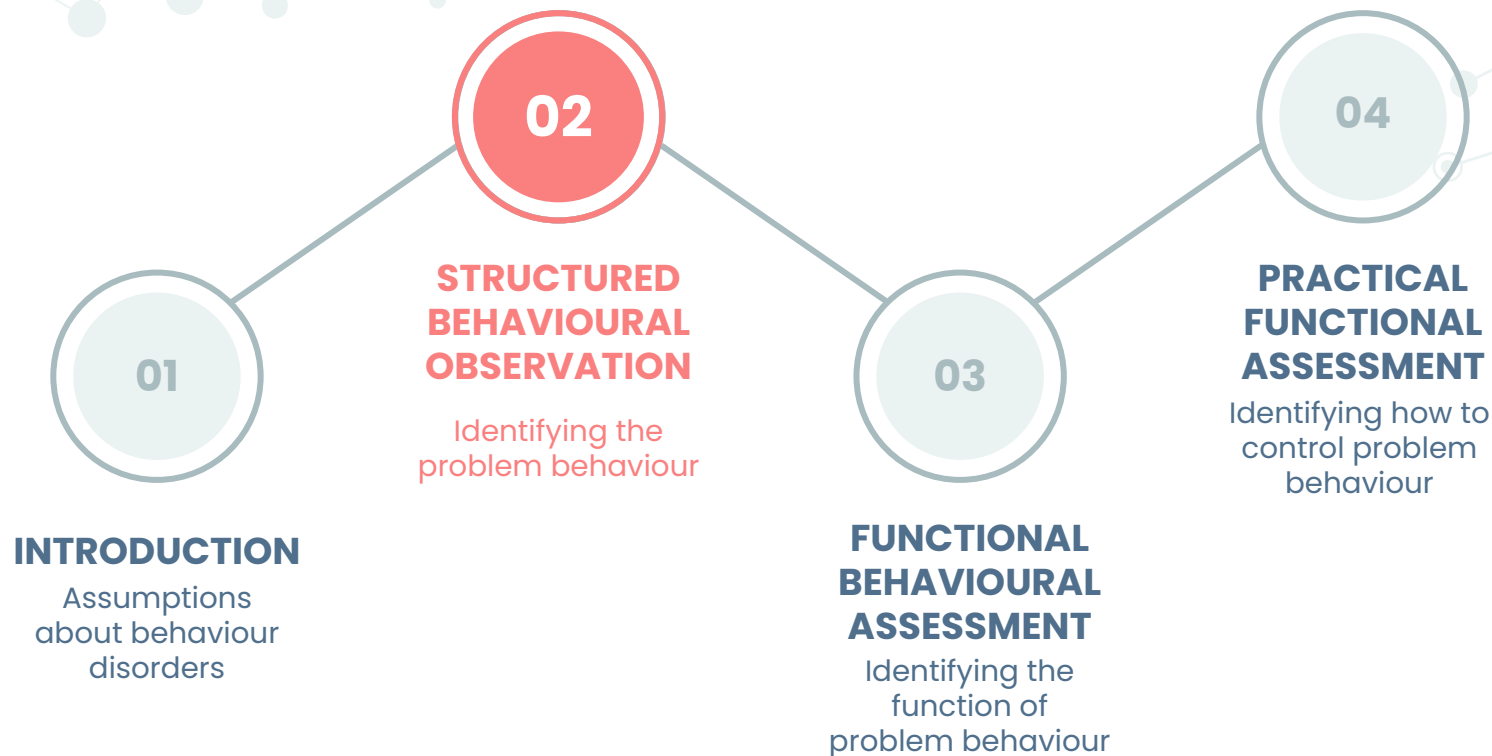
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Outline



Structured Behavioural Observation

- Observing and recording a specific problem behaviour
- Emphasizes recording quantitative data:
 - Frequency
 - Duration
 - Latency
 - Interval



Frequency Recording

Date					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					

Total

3

0

5

1

Rate

0.1/min

0

0.17/min

0.03/min

Duration Recording

Date	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted
05/18	9:55 AM	10:06 AM	11 min
05/18	10:19 AM	10:28 AM	9 min
05/18	10:43 AM	10:51 AM	8 min
05/18	11:23 AM	11:38 AM	15 min



Latency Recording

Directive Given? What?	Directive Time	Behaviour Initiated Time	Total difference:
Pick up your toys	8:46 AM	8:52 AM	6 min
Do your work	9:32 AM	9:35 AM	3 min
Eat your food	10:55 AM	11:02 AM	7 min
Sit down	11:37 AM	11:41 AM	4 min



Interval Recording

1. Whole Interval Recording

- Behaviour occurred for the entire duration of the observation period

2. Partial Interval Recording

- Behaviour occurred at any point in time during the observation period

3. Momentary Time Sampling

- Behaviour occurs at the very end of the interval

Behaviors		Behavior 1		
7:00	7:30	Y	N	N/A
7:30	8:00	Y	N	N/A
8:00	8:30	Y	N	N/A
8:30	9:00	Y	N	N/A
9:00	9:30	Y	N	N/A
9:30	10:00	Y	N	N/A

Why do we need structured behavioural observation?

Perform structured behavioural observations before and after an intervention to judge its efficacy

Unsuccessful Intervention

Frequency, magnitude, duration, and interval of problem behaviour are unchanged/increased



Successful Intervention

Frequency, magnitude, duration, and interval of problem behaviour are decreased



Structured Behavioural Observation

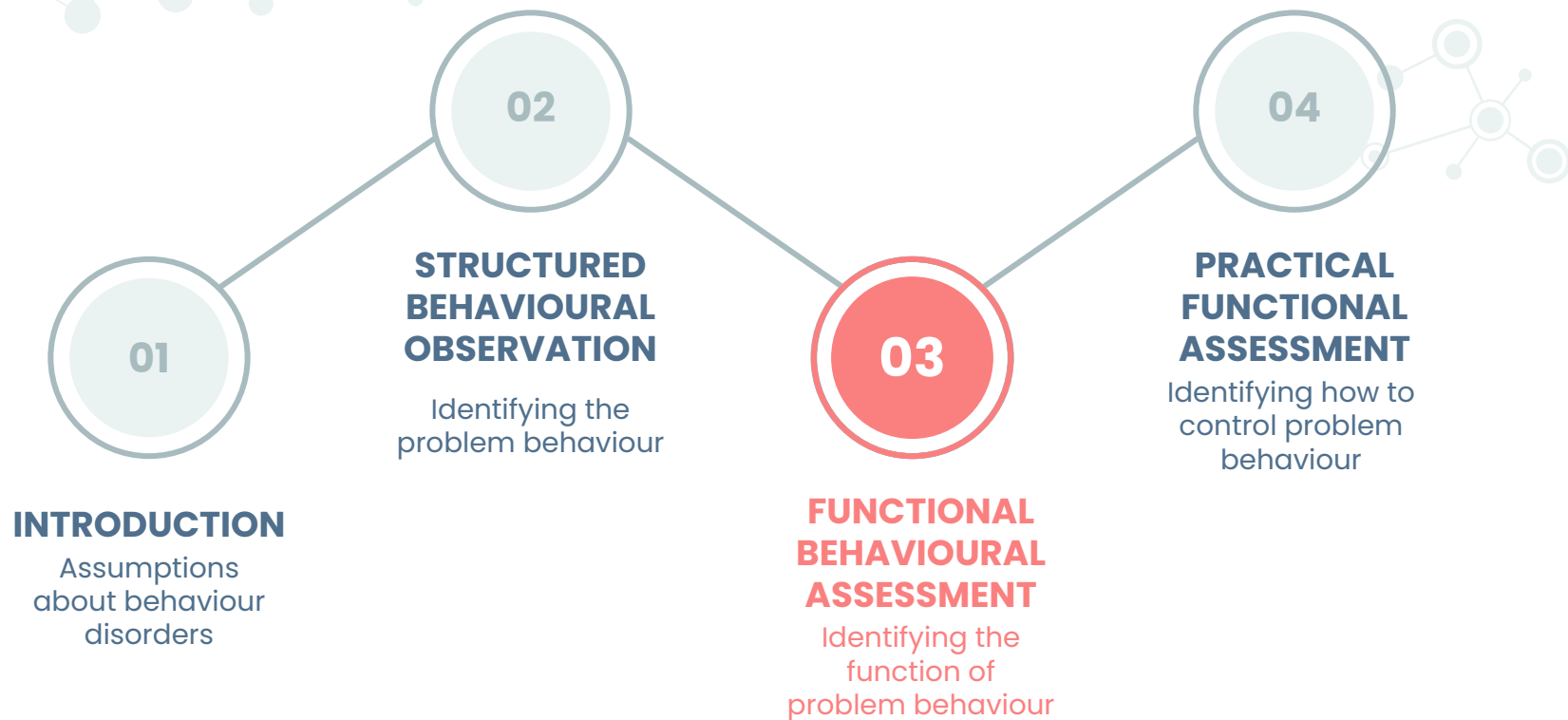


https://www.youtube.com/watch?v=B_xPqWCoHuM&ab_channel=behaviorfrontiers

Resources

- <https://masteraba.com/data-collection-methods/> - interactive videos
- <http://www.behavioradvisor.com/BehRecord.html>
- <https://ca01000043.schoolwires.net/cms/lib08/CA01000043/Centricity/domain/361/positive%20behavior/Data/Data%20Collection%20Methods.pdf>
- <https://howtoaba.com/partial-interval-recording/>
- <https://www.earlywood.org/Page/556> - data recording sheets

Outline



Functional Behavioural Assessment (FBA)

Used to identify the *reinforcers* (positive, negative, or automatic) of problem behaviour



Functional Behavioural Assessment

1

Indirect Assessments

2

Descriptive Assessments

3

Functional Analysis

- Used to understand what situations the problem behaviour occur in
- Information is gathered from informants (caregivers, teachers, etc.), there is no direct observation
- Most simple method of assessment, but also the least reliable/accurate
 - Good for preliminary understanding

Examples of Indirect Assessments

Closed-ended Interviews

- Answers are “Yes” or “No”
- Conducted with at least 2 individuals who have been present during the problem behaviour

FUNCTIONAL INTERVIEW	
FUNCTIONAL ANALYSIS INTERVIEW	
Student:	_____ ID# _____ date: ____/____/____
Teacher:	_____
Behavior of Concern:	_____
Positive Reinforcers:	_____
Negative Reinforcers:	_____
Instructions: Interview a person who has observed the behavior of the student for an extended period of time in many different situations. Check the boxes whenever the respondent answer “YES” to a question. For every “YES” response there should be a qualifying comment written on the line corresponding to the question.	
1. Physiological, Medical, EO Factors	
<input type="checkbox"/>	Does the behavior occur during certain seasons of the year? _____
<input type="checkbox"/>	Could the behavior be the result of any form of discomfort (escape response to headache, stomach ache, dizziness, blurred vision, ear infection, etc.). _____
<input type="checkbox"/>	Could the behavior be signaling some deprivation condition? (Thirst, hunger, lack of rest, etc.) _____
<input type="checkbox"/>	Could the behavior be a side effect of medication? (Tired, unsteady, thirst, confused, toxic levels) _____
<input type="checkbox"/>	Could the behavior be the result of a medical condition? (Seizures, PKU, allergies, CP) _____
2. Antecedents and Setting Event Factors	
<input type="checkbox"/>	Are there any circumstances in which the behavior ALWAYS occurs? _____
<input type="checkbox"/>	Are there any circumstances in which the behavior NEVER occurs? _____
<input type="checkbox"/>	Does it occur at certain times of the day? _____
<input type="checkbox"/>	Does the behavior occur only with certain people? _____
<input type="checkbox"/>	Could the behavior be related to any skill deficits? (Communication, excessive task requirements, physical ability) _____
<input type="checkbox"/>	Is the behavior related to any particular activities? _____
<input type="checkbox"/>	Is the behavior in response to aversive stimuli? (Tone of voice, ignoring, demands, noise level, number of people in the room, agitation/consequences delivered to other students, lighting, change in routine, transitions) _____
3. Operant (consequences) Factors	
<input type="checkbox"/>	What does the behavior allow the student to gain? (Attention, preferred activities or items) _____
<input type="checkbox"/>	Does the behavior allow the student to postpone, avoid, or escape aversive stimulation? (Unpreferred activities, demands, social interaction, pain) _____
<input type="checkbox"/>	Does the behavior provide self-stimulation activity? (Boredom, impoverished environment) _____
<input type="checkbox"/>	Does the behavior occur collateral with any other behavior or as part of a chain of behaviors? _____
<input type="checkbox"/>	Does the behavior occur as a result of having a preferred activity terminated? _____

Examples of Indirect Assessments

Closed-ended Interviews

3. Operant (consequences) Factors

- ☐ What does the behavior allow the student to gain? (Attention, preferred activities or items) _____
- ☐ Does the behavior allow the student to postpone, avoid, or escape aversive stimulation? (Unpreferred activities, demands, social interaction, pain) _____
- ☐ Does the behavior provide self-stimulation activity? (Boredom, impoverished environment) _____
- ☐ Does the behavior occur collateral with any other behavior or as part of a chain of behaviors? _____
- ☐ Does the behavior occur as a result of having a preferred activity terminated? _____

Examples of Indirect Assessments

Motivational Assessment Scale

- Used to identify motivators that reinforce behaviour
- Informant ranks situations on a scale of 0-6
- Highest scoring category indicates the most likely cause of behaviour

MOTIVATION ASSESSMENT SCALE

Student: _____ ID#: _____ Date: ____/____/____

Interviewer: _____ Behavior: _____

Instructions: For each FUNCTION area add the numerals and place the sum on the line marked TOTAL. The area with the highest score suggests the function of the behavior.

Function: **SENSORY**

1. Would this behavior occur continuously if your child was left alone for long periods of time (e.g., one hour?)
2. Does this behavior occur repeatedly, over and over, in the same way (e.g., rocking back and forth for 5 minutes)?
3. Does it appear to you that the child enjoys performing this behavior and would continue even if no one was around?
4. When this behavior is occurring does the child seem unaware of anything else going on around her/him?

Function: **ESCAPE**

1. Does this behavior occur following a command to perform a difficult task?
2. Does the behavior occur when any request is made of your child?
3. Does the child seem to do this behavior to upset or annoy you when you are trying to get her/him to do what you ask?
4. Does the behavior stop occurring shortly after you stop working or making demands of her/him?

Function: **ATTENTION**

1. Does this behavior occur when you are talking to other persons in the room?
2. Does the behavior occur whenever you stop attending to the child?
3. Does the child seem to do this behavior to upset or annoy you when you are not paying attention to her/him (e.g., sitting in a separate room, interacting with another child)?
4. Does the child seem to do this behavior to get you to spend time with her/him?

Function: **TANGIBLE**

1. Does this behavior ever occur to get a toy, food, or game that they had been told they can't have?
2. Does the behavior occur when you take away a favorite toy or food?
3. Does this behavior stop occurring shortly after you give the child the toy or food they have requested?
4. Does this behavior seem to occur when the child has been told that they can't do something they wanted to do?

N	N	H	U	A	A
E	E	E	S	L	L
V	V	L	E	A	A
E	E	T	T	L	L
R	R	H	I	W	W
		O	M	A	A
		M		Y	Y
				S	S

Total ____

0 1 2 3 4 5 6

Total ____

0 1 2 3 4 5 6

Total ____

0 1 2 3 4 5 6

Total ____

0 1 2 3 4 5 6

Adapted from: Durand, V.M. & Crimmins, D.B. (1988). Identifying the variables maintaining self-injurious behavior. Journal of Autism and Developmental Disorders, 18, 99-107)

Examples of Indirect Assessments

Motivational Assessment Scale

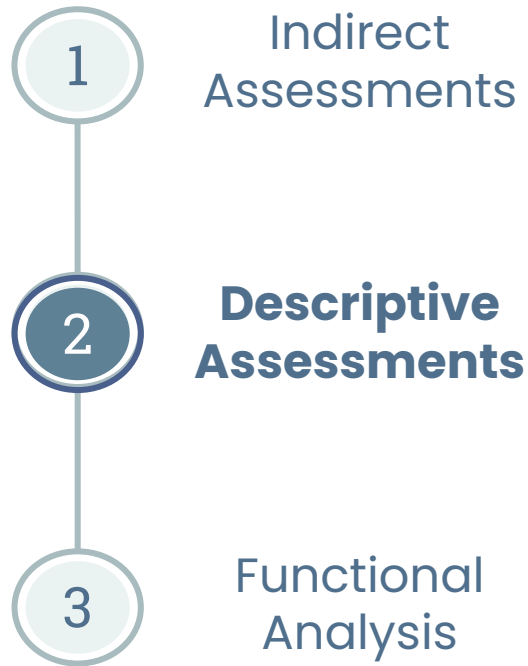
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Total —

0	1	2	3	4	5	6
0	1	2	3	4	5	6
0	1	2	3	4	5	6
0	1	2	3	4	5	6

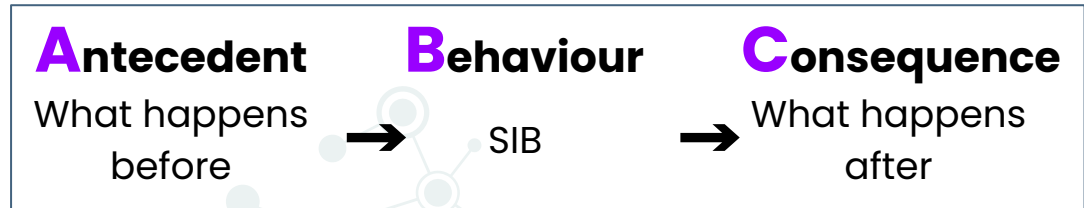
Functional Behavioural Assessment



- Information is gathered through direct observation

Antecedents-Behaviour-Consequences (ABC) Assessment

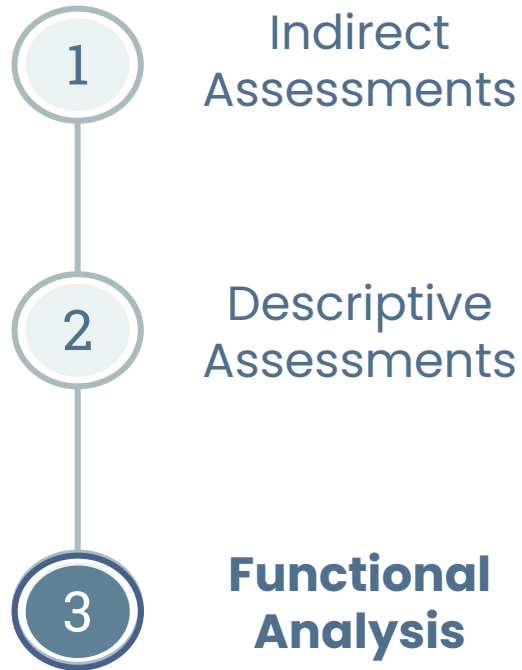
- Record antecedents and consequences of the problem behaviour
- This helps identify which activities cause an occurrence of SIB



Example of Descriptive Assessment

Antecedent	Behaviour	Consequence	Possible Function
Child is alone	Child presses on eye	Nothing	Automatic reinforcement
Parent is talking to a friend	Child bangs head on floor	Parent stops talking to pick up child (Given attention)	Positive social reinforcement
Parent asks child to put toys away	Child bites hand	Parent takes child to another room (Removal of task)	Negative reinforcement by escape
Parent is on telephone	Child slaps face repeatedly	Parent distracts child with favourite toy	Positive reinforcement by access to tangibles

Functional Behavioural Assessment



- Used to determine the function of problem behaviours through experimental manipulation of antecedents and consequences
- Most precise method of assessment, but also the most complex/time consuming



Functional Analysis

(Carbone & Zecchin, 2015; Iwata, 2010)

Condition	Environment	Antecedent	Consequence if SIB occurs	Purpose
Play	Attention given. Toys available. No demands presented.	Experimenter provides attention in the absence of SIB	Ignored - unless severe enough to end the session.	Control condition: Designed to prevent occurrences of SIB



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Attention	Attention withheld. Toys available. No demands presented.	Experimenter directs child to play with toys while they 'work'	Experimenter provides brief attention through statements of concern ("Don't do that, you'll hurt yourself") and physical contact (hand on shoulder). Then, returns to 'working'.	Tests for positive social reinforcement

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Escape	Attention given. Toys withheld. Demands presented.	Experimenter presents challenging tasks.	Experimenter terminates trial and turns away from child for 30 seconds. Then re-presents the demand.	Tests for negative social reinforcement.

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(Carbone & Zecchin, 2015; Iwata, 2010)

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Escape	Attention given. Toys withheld. Demands presented.	Experimenter presents challenging tasks.	Experimenter terminates trial and turns away from child for 30 seconds. Then re-presents the demand.	Tests for negative social reinforcement.
Alone	No materials/demands presented	N/A	If the behaviour is being reinforced internally, we would expect to see increased occurrences of SIB in environments with minimal stimulation.	Tests for automatic reinforcement

Interpreting the Results



- The conditions last for 15 minutes each and conditions alternate non-consecutively
- The amount of time the child engages in SIB during each condition is recorded and compared across all conditions
- Conditions that present the highest rates of SIB are assumed to be the reinforcers of SIB

Functional Analysis In Action



https://www.youtube.com/watch?v=9W2qSgi1R10&t=4199s&ab_channel=AutismCenterofExcellence

Variations of Functional Analysis Methodology

Time Consuming

Duration of a traditional FA tends to exceed the limited amount of time available for clinic appointments



Brief FA

Conditions only last 5–10 minutes.
Not all 4 conditions are conducted.



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Setting Constraints

Difficult to conduct a traditional FA in non-clinical settings



Trial-Based FA

Trials are 2-4 minutes instead of 10-20 minutes. Designed to be conducted in school settings



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Risk

Involves eliciting a severe problem behaviour which raises concerns about the child's safety



Latency FA

Sessions are terminated after the first instance of SIB

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Reinforcement-Based Treatments

Noncontingent Reinforcement

- Eliminate the antecedent event
- Provide reinforcer frequently on a fixed schedule so that the child is no longer motivated to engage in SIB to obtain the reinforcer

Extinction

- Eliminate reinforcer

Positive: Attention and tangibles are withheld following occurrences of SIB

Negative: Continuation of the task presented during instances of SIB

Automatic: Block sensory stimulation through the use of protective equipment

Differential Reinforcement

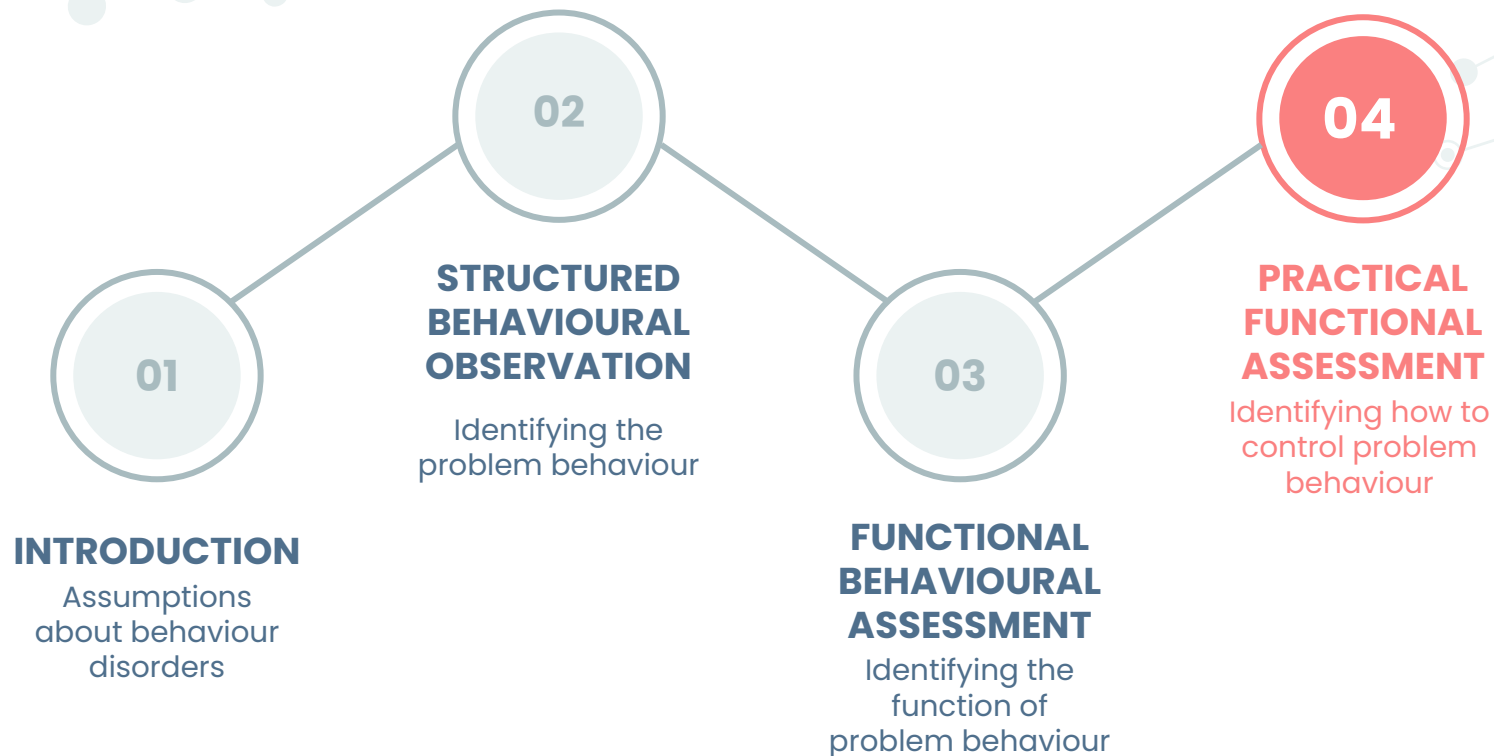
- Replacing SIB with an alternative response
- Functional Communication Training (more on this later)

Resources

- <https://www.carautismroadmap.org/functional-behavioral-assessment/>
- <https://docplayer.net/38720-How-to-conduct-a-functional-assessment-develop-behavior-plans-to-reduce-problem-behavior.html>
- <https://wmuace.com/videos/functional-analysis>



Outline



Practical Functional Assessment (PFA)

An experimental method used to control problem behaviour

1

Open-Ended Interview

2

Brief Observation (not always necessary)

3

Interview Informed Synthesized Contingency Analysis (IISCA)



Practical Functional Assessment (PFA)



Aims to identify:

1. The most concerning problem behaviour and other behaviours that co-occur
2. Events that evoke/co-occur with the problem behaviour
3. Events following the problem behaviour that are able to stop the problem behaviour

Example of Open-Ended Interview

To determine which problem behavior(s) will be targeted in the functional analysis:

- 6. What is the single-most concerning problem behavior?**
- 7. What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:

- 10. Under what conditions or situations are the problem behaviors most likely to occur?**
- 11. Do the problem behaviors reliably occur during any particular activities?**
- 12. What seems to trigger the problem behavior?**
- 13. Does problem behavior occur when you break routines or interrupt activities? If so, describe.**
- 14. Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**

To determine the test condition(s) that should be conducted and the specific type(s) of consequences that may be incorporated into the test condition(s):

- 15. How do you and others react or respond to the problem behavior?**
- 16. What do you and others do to calm him/her down once he/she engaged in the problem behavior?**
- 17. What do you and others do to distract him/her from engaging in the problem behavior?**

Practical Functional Assessment (PFA)



Practical Functional Assessment (PFA)



- Experimental manipulation used to turn problem behaviour on and off
- The main difference between a PFA and a FBA
 - IISCA (PFA)
 - 2 Conditions
 - Control behaviour
 - FA (FBA)
 - 4 Conditions
 - Determine cause of behaviour

Interview Informed Synthesized Contingency Analysis (IISCA)

Control Condition

- “Dream Condition”
- All variables thought to cause SIB are absent
- Reinforcers are given the entire time
- There should be no instances of SIB



Test Condition

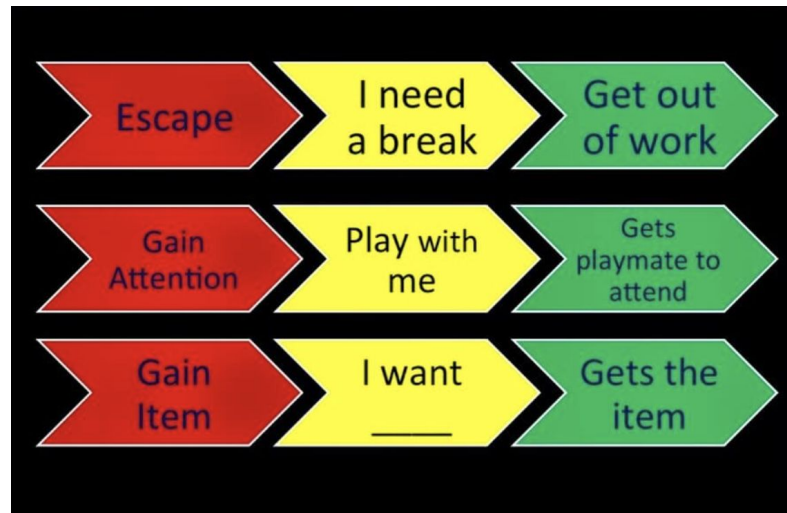
- “Nightmare Condition”
- All variables thought to cause SIB are present
- Reinforcers are withheld until SIB occurs
- If SIB occurs, reinforcers are delivered for a short period of time



Function-Based Treatment

Functional Communication Training (FCT)

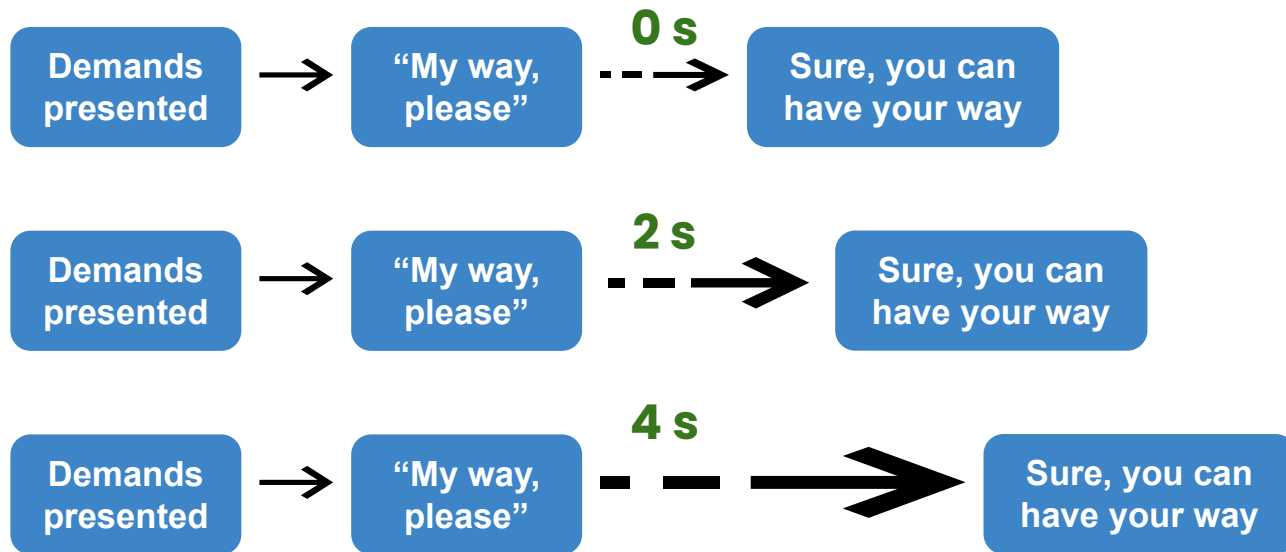
- Differential reinforcement procedure
- SIB will be replaced by teaching the child an easy communication response (“My way, please”)
- The communication response will allow the child to obtain the same reinforcers in a more effective manner, thus, SIB will no longer be reinforced



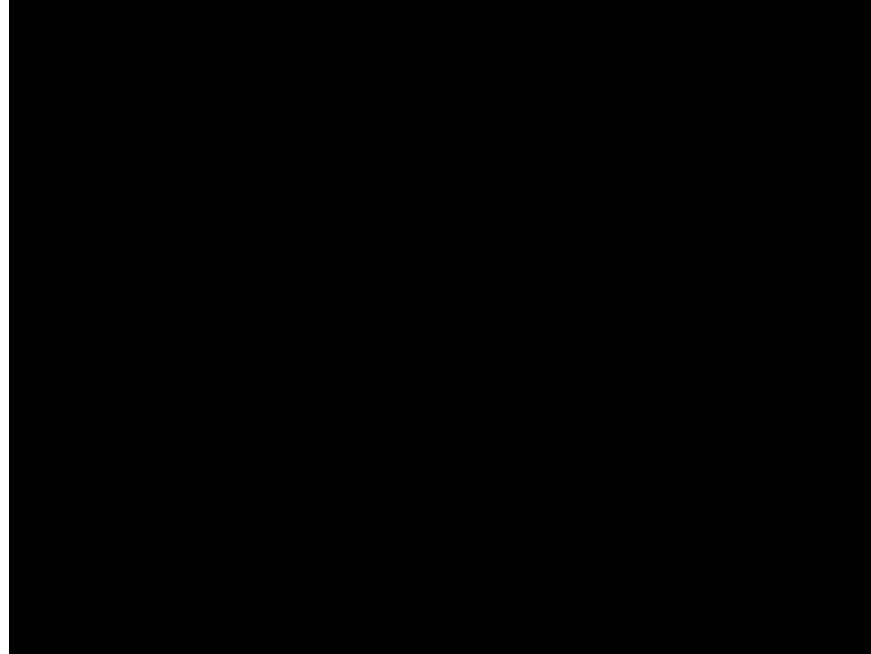
Function-Based Treatment

Delay Tolerance Training

- As the child becomes more comfortable using the communication responses, intermittent delays of requested reinforcers will be introduced



IISCA In Action



<https://practicalfunctionalassessment.files.wordpress.com/2015/06/gavin-walker-website-video.mp4>

Resources

- <https://practicalfunctionalassessment.com/>
- <https://wmuace.com/videos/functional-communication-clinical>

Questions?

Thank you for listening!

If you have any questions, please feel free to email us at sstephens@fsibc.com and we will be sure to discuss them in our upcoming session:



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Thanks!

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