

1 ☐ **B03 Functional Assessment Procedures**

2 ☐ **Let's learn the functions before we learn about assessment**

3 ☐ **Assessment Procedures**

4 ☐ **Overview of FBA Methods**

- FBA methods can be classified into three types:
 - Functional (experimental) analysis
 - 1.) _____ B03.1 assessment
 - 2.) _____ B03.2 assessment
- Functional analysis is the only method that allows practitioners to confirm hypotheses regarding functional relations between problem behavior and environmental events

5 ☐ **Functional (Experimental) Analysis**

- Basic Procedure
 - Antecedents and consequents representing those in the natural environment are arranged so their effects on problem behavior can be observed and measured
- Often referred to as an 3.) _____ B03.3
 - Antecedents and consequences similar to those occurring in the natural routines are presented in a systematic manner
 - Not conducted in the context of naturally occurring routines
- Typically comprise four conditions:
 - Three test conditions
 - Contingent attention, contingent escape, and alone
 - Control condition

6 ☐ **Example of Analogue Procedures**

7 ☐ **Variations of Functional Analysis Procedures**

- 4.) _____ B03.4 functional analysis
 - Only one or two (5- to 10-min) sessions are conducted for each condition
 - Demonstration of function can be achieved by
 - Either alternating a condition that produces problem behavior with one that does not
 - Conducting a contingency reversal

- Reveals a function clearly in fewer cases than a full functional analysis

8 ☐ **Trial-Based Functional Analysis**

- Consists of a series of trials interspersed among classroom activities
 - Each trial consists of two components (1-min each)
 - 5.) _____^{B03.5} Condition - Presenting the establishing operation and contingency for problem behavior
 - Control Condition - Continuous access to the reinforcer

9 ☐ **Advantages of Functional Analysis**

- Primary advantage
 - Ability to yield a clear demonstration of the variable or variables that influence the occurrence of problem behavior

10 ☐ **Limitations of Functional Analysis**

- May temporarily strengthen the undesirable behavior
- Little is known about the 6.) _____^{B03.6} of functional analysis procedures to practitioners
- Some behaviors may not be amenable due to setting and other factors
- Functional analyses that are conducted in contrived settings might not detect the variables that account for the occurrence of the problem behavior in the natural environment
- Time, effort, and professional expertise required to conduct and interpret functional analyses have been frequently cited as obstacles to its widespread use in practice

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12 ☐ **Descriptive Functional Behavior Assessment**

13 ☐ **ABC Continuous Recording**

- An observer records occurrences of the targeted problem behaviors and selected environmental events in the natural routine
- The 7.) _____^{B03.7} of a specified event is marked on the data sheet
 - The targeted environmental events (antecedents and consequences) are recorded whenever they occur, regardless of

whether problem behavior occurred

- Recorded data in this manner may reveal events that occur in close temporal proximity to the target behavior

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15 ☐ **Example**

16 ☐ **Example**

17 ☐ **Data Collection Sheet**

18 ☐ **DATA COLLECTION SHEET**

19 ☐ **Advantages of ABC Continuous Recording**

- Descriptive assessments based on continuous recording use precise measures
 - In some cases the correlations may reflect causal relations
- Likely to provide useful information for designing a functional analysis
- Do not require disruption to the persons routine

20 ☐ **Considerations for ABC Continuous Recording**

- 8.) _____^{B03.8} between particular events and the problem behavior may be difficult to detect
 - It may be necessary to calculate conditional probability or conduct a contingency space analysis

21 ☐ **ABC Narrative Recording**

- A form of descriptive assessment
- Differs from continuous recording in that
 - Data are collected when behaviors of interest are observed
 - The recording is open-ended
- May be less time-consuming than continuous recording

22 ☐ **Indirect Functional Behavior Assessment**

- Uses structured 9.) _____^{B03.9}, checklists, rating scales, or questionnaires
- Identifies possible conditions or events in the natural environment that correlate with the problem behavior
- Referred to as “indirect” because they do not involve direct observation of the behavior

23 ☐ **Behavioral Interviews**

- Goal is to obtain information about the problem behaviors, antecedents, and consequences
 - Might include
 - Clarifying descriptions of the behavior
 - When, where, with whom, how often it occurs
 - What typically precedes the behavior
 - What the child and others typically do immediately following the behavior
 - What steps have been taken to address the problem
- Similar information might be solicited about desirable behavior
- Information can also be obtained about preferences, skills, and means of communicating

24 ☐ **Behavioral Rating Scales**

- Ask informants to estimate the extent to which behavior occurs under specified conditions, using a Likert scale
 - Hypotheses about the function of a behavior are based on the scores associated with each condition
 - Those conditions assigned the highest cumulative or average rating are hypothesized to be related to the problem behavior

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