Determining the Meaning of Challenging Behavior

Presenter’s Materials

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Positive Beginnings is administered through the Department of Childhood Education, Reading, and Disability Services at Florida State University in coordination with the Department of Communication Disorders at FSU and the Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute at the University of South Florida. Funding for this project was provided by the U.S. Department of Education (Grant number H325N010022). The opinions and other content contained in this material do not necessarily reflect the opinion of the agency, and no official endorsement should be inferred.
Determining the Meaning of Challenging Behavior

Module Contents

Presenter’s Materials
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Presenter’s Instructions
Presenter’s Agenda
Presenter’s Manual (Sections 1-3)
Presenter’s Answer Guide for Case Study Activity

Participants’ Materials (listed in order of use)
Table of Contents
Participants’ Agenda
Participants’ Handout Slides
Blank Observation Cards (8 total)
Home Observation Form
Blank Functional Assessment Interview Form
Brendan’s Sample Functional Assessment Interview Form
Determining the Meaning of Challenging Behavior
Positive Behavior Support Additional Resources

Case Study Activity Materials
Case Study Instructions and Materials
  Child Descriptions, Functional Assessment Interview Forms, Data
  Chart (for Carlos only), and Observation Cards on Case Study
  Children: Carlos, Danny, Madison, Sarah, and Tim

Application Exercise
Application Exercise for Pre-Service/In-Service Participants
Blank Observation Cards
Blank Functional Assessment Interview Form
List of Materials

Materials Needed:

- Presenter's Materials
- PowerPoint Presentation on Laptop CD and LCD
- Chart Paper or White Board
- Markers
- Video Vignette Links
- Participants’ Materials
- Application Exercises

Video Links on PowerPoint Slides: (listed are in order of use)

- Severe Challenging Behavior
  (note that these 2 vignettes do not have a title)
- 8 Observation Vignettes

Case Studies Activity Materials

Case Study materials packet should include: child description, completed interviews, and completed observation cards for each child (Carlos, Danny, Madison, Sarah, and Tim).

- Case study materials are to be used within the case study activity during the presentation. There are 5 different case studies (Carlos, Danny, Madison, Sarah, and Tim). To prepare materials for the activity, divide the number of participants by 5 (the number of case studies) and make that number of copies for each case study. Ask the participants to form groups of 5-7 members. Each group will receive case study materials relating to the same child and there may be multiple groups who will receive the same materials.
Presenter’s Instructions

This set of instructions provides a flexible guide for the presenter to use while discussing both slides and video segments with participants. For slides, text has been provided within quotations to serve as a sample script. For each video segment an extended description has been provided. This description will cue the instructor to anything that should be noted within each example and provides information for guiding group discussion of video clips.

Presenter’s Agenda

**Section 1 (60 minutes)**

<table>
<thead>
<tr>
<th>Slides</th>
<th>Time</th>
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<tbody>
<tr>
<td>1-5</td>
<td>15 min.</td>
<td>4</td>
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<tr>
<td>Introduction to the Topic</td>
<td></td>
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<tr>
<td>Learner Objectives</td>
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<td>Old Way/New Way</td>
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<td>Video Vignettes of Severe Challenging Behavior</td>
<td></td>
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<tr>
<td>History and Research on PBS</td>
<td>6-7</td>
<td>10 min.</td>
</tr>
<tr>
<td>Behavior is Communication</td>
<td>8-16</td>
<td>15 min.</td>
</tr>
<tr>
<td>Children Communicate a Variety of Messages</td>
<td></td>
<td></td>
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<tr>
<td>Group Activity: Children Communicate</td>
<td></td>
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<tr>
<td>Behavior Equation</td>
<td>17-20</td>
<td>10 min.</td>
</tr>
<tr>
<td>Setting Events</td>
<td></td>
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<tr>
<td>PBS Process and Functional Assessment</td>
<td>21-23</td>
<td>5 min.</td>
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**Section 2 (60 minutes)**

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<thead>
<tr>
<th>Slides</th>
<th>Time</th>
<th>Page</th>
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<tbody>
<tr>
<td>24-42</td>
<td>35 min.</td>
<td>10</td>
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<tr>
<td>Observation is Critical</td>
<td></td>
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<tr>
<td>Activity: Telephone</td>
<td></td>
<td></td>
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<tr>
<td>Observation is a Critical Component</td>
<td></td>
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<tr>
<td>Activity: Observation Vignettes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting Observations &amp; Data Collecting</td>
<td>44-48</td>
<td>10 min.</td>
</tr>
<tr>
<td>Functional Assessment Interview</td>
<td>49-50</td>
<td>15 min.</td>
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</tbody>
</table>

**Section 3 (60 minutes)**

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<thead>
<tr>
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<tbody>
<tr>
<td>51-54</td>
<td>50 min.</td>
<td>16</td>
</tr>
<tr>
<td>Case Study Activity: Determining the Function</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Messages</td>
<td>55</td>
<td>5 min.</td>
</tr>
</tbody>
</table>
Introduction to the Topic

Slide 1

Describe the session, activities, and outcomes. “This module provides you with the information needed to understand the purpose of challenging behavior. In the “Social and Communication Development” module, we discussed the development of communication skills with a focus on the form and function of communication. Understanding development is essential to intervention. In this module and the following two modules (Positive Behavior Interventions and Supports and Teaming to Build a Behavior Support Plan, you will be learning about the process of Positive Behavior Support. Positive Behavior Support or PBS is based on the assumption that all behavior is communicative. In this process, you will use a procedure to determine the function or communicative message of challenging behavior and then develop intervention strategies to support the child in learning to communicate in new ways.

PBS was developed to address the intervention needs of children with the most challenging behavior. The full process, as we will learn it in these modules, is elaborate, thorough and very effective. It is not a process that you would use with every child who has behavioral concerns; it is for the child whose challenging behavior continues after you have tried prevention approaches and developmentally appropriate child guidance procedures.

In this three-hour session, we will be talking about how challenging behavior occurs and is maintained through environmental factors. I will provide you with a method for analyzing challenging behavior as it occurs within natural contexts that may be used to identify the purpose of challenging behavior. We will view video vignettes where you can practice those methods. Finally, we will learn how to use multiple sources of data to determine the function of challenging behavior and you will have an opportunity to apply those skills with a case study example.”

The objectives for this module are as follows:

Slide 2

Learner objectives:

1. Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
2. Participants will identify methods that may be used to determine the function of challenging behavior.
3. Participants will be able to use interview and observation data to determine the communicative function of challenging behavior.

Optional Group Activity: Problem Behavior Challenges

Use chart paper to complete this large group activity. (Title 1st chart “Problem Behavior”) Ask the group to identify problem behaviors that have occurred in their classrooms or that they have seen and are beyond what they expect developmentally from a child. “I’m sure many of you have worked with children who have persistent challenging behavior. Tell me the kind of behaviors you have seen. Remember, we are talking about problem behavior that is persistent and unresponsive to the use of good guidance procedures.” List their responses on the chart paper. Ask
Determining the Meaning of Challenging Behavior

Presenter’s Materials

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Page 6

Introduction (Continued)

3

Old Way/New Way

Old Way
- General intervention for all behavior challenges
- Intervention is reactive
- Focus on behavior reduction
- Quick fix

New Way
- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long-term interventions

4

5

Video Vignettes – Severe Challenging Behavior. (Note: There are no titles on footage.) “We are going to talk about a process, the process of Positive Behavior Support, that may be used to address the needs of children with persistent challenging behavior. Let’s look at the kind of behaviors that can be addressed using this process.”

Show center-based video clip of a child playing with peers, and home-based video clip of a mother and child visiting a public library. These clips depict children having severe challenging behavior to illustrate the topic (click on pictures on slides 4-5), “these are the kind of behaviors we are talking about.” Ask the group: Are these behaviors similar to what you all are seeing in early childcare settings and in homes where you support families? What if this happened on the first day of teaching? How does severe challenging behavior make you feel?
Positive Behavior Support (PBS). PBS is an approach for changing a child’s behavior. It is based on humanistic values and research. It is an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. PBS is a holistic approach that considers all of the factors that impact on a child, family, and the child’s behavior.

Research of PBS. Through emerging research, we have found that PBS is a very powerful intervention approach that is quite effective with all ages, diverse groups, and people of various cultures and disabilities. It is the only comprehensive approach that is evidence-based and addresses challenging behavior within a variety of natural settings.

Challenging Behavior Communicates. Explain that challenging behavior carries meaning and communicates a message. In some instances, when children do not have the language skills necessary to communicate appropriately they will resort to using challenging behavior as a means of communications. A child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs may also use challenging behavior instead of language, as was discussed in the module Social and Communication Development.

Children engage in challenging behavior because “it works” for them. Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Every communicative behavior can be described by the form and function.

- **Function:** the reason or purpose of the communicative behavior
- **Form:** the behavior used to communicate
Behavior is Communication

11

Children Communicate a Variety of Messages

- Functions of communication
  - Request object, activity, person
  - Escape activity
  - Request help
  - Request social interaction
  - Comment
  - Request information
  - Request sensory stimulation
  - Escape sensory stimulation

12

Children Communicate in Many Ways:

- Forms of communication
  - Words
  - Sentences
  - Point to a picture
  - Eye gaze
  - Pulling Adult
  - Crying
  - Blushing
  - tantrums
  - ?

13

Evan

- Evan is playing with Duplos. He tries to attach a block to his stack of 3. He can’t quite get the blocks to connect. He looks up at the adult and begins fussing. He holds the stack of blocks up, looks at the blocks, and looks at the adult. The adult helps him put the blocks together.

14

Shana

- Shana is sitting in her high chair with nothing on the tray. Her mother is stirring her oatmeal. Shana begins crying and bangs her head on the back of the seat. Her mother says to her “It’s not cool enough, honey. Just a minute.” Shana stops crying when the oatmeal is placed on her tray.

15

Cameron

- Cameron is riding a trike on the playground bike path. He sees a child move to the sand box where he had just finished building a road-way. He leaps off his trike and tackles the child. He hits the child. An adult comes over to intervene. She comforts the child and scolds Cameron. Cameron goes to the sand box and continues construction on his road-way.

16

Michelle

- Michelle is in housekeeping, putting on high heels and a hat. Emily moves into the area and selects a purse from the dress-ups. Michelle shouts “no” and bites Emily. A teacher comes over, she asks Michelle to go to the thinking chair and tells Emily to the bathroom to look at the bite. After 4 minutes, Michelle leaves the thinking chair and returns to housekeeping. She grabs the purse Emily had selected and continues to play. Emily leaves the bathroom with the teacher and then begins an art activity where the teacher is present.

Behavior is Communication

Slides 11-12

Children Communicate a Variety of Messages. Explain how each function of communication may have different forms including challenging behavior. As children learn to communicate, they communicate about many things. What are some of the first things that children communicate? When children first communicate they may use different forms of communication behavior. How do children first tell you “no” or “want?” What about when they are 9 months old and don’t have words? So, in communication behavior, we can identify both the function of communication (e.g., request, protest, comment) and the form of communication (e.g., cry, point, word). Show slides that depict functions and forms of communication.

Slides 13-16

Group Activity: Children Communicate. “I’m going to show you several scenarios of children communicating something. I’ll want you to identify what the child is communicating.” Show 4 written examples of situations and ask the group to identify the function of the behavior. Once you have completed the scenarios, ask the group how they were able to determine the function. What gave them information that made it possible? Would it be enough to know that Shana was crying and banging her head? What helped you identify the function?
We use context to figure out the meaning of children's behavior as we did in the previous examples. In behavioral theory, the analysis of context occurs in the following way. We look at the basic behavioral equation.

There are triggers in the environment that occasion behavior. For example, Joey is asked to come to circle (trigger), he resists and hits his teacher (the behavior), and then the teacher lets him find something else to do (maintaining consequence).

Setting Events. “In addition to the basic equation, sometimes children are more likely to have challenging behavior because of some other event, they are tired or don't feel well. These events are called setting events.”

Ask the group to think about setting events on a personal level. “Imagine your own state of mind or mood when you have a headache, financial stress, a fight with a spouse, fatigue, allergies or a cold…all of these may be setting events. They can set you up to have 'challenging behavior' or a ‘bad day.’” Then ask the group to think about how similar setting events can happen with children. Or maybe the child has setting events that we don't know about such as medication, a difficult car ride, or an argument with a sibling…imagine how the child may be feeling and how it can influence his or her behavior.

Show chart that depicts triggers, behaviors, and maintaining consequences. Provide explanation.

Add new overhead that puts setting events into the formula of the basic behavior equation. Discuss how a setting event can influence a situation.
**PBS Process and Functional Assessment**

**Slides 21**

**Review process of PBS.** The first step of the process involves convening a collaborative team and identifying goals for the child. This team should include, at a minimum, the child’s teacher or in-home support person and a parent. Ideally, you will want to involve everyone who cares for the child on the team. At a minimum, two people who know the child should collaborate. The goals you identify will include challenging behavior reduction and also include communication and social skill development.

**Slides 22**

**Functional assessment** is a process that is used to determine the function of challenging behavior.

**Slides 23**

**Functional Assessment.** “Earlier we looked at examples that included challenging behavior and others that did not include challenging behavior where you were able to interpret the meaning of the child's behavior. That is what we will do in the process of functional assessment. Functional assessment involves observing the child in settings where challenging behavior may occur and observing what circumstances are associated with appropriate behavior.

The second step is to conduct a functional assessment. As we observe, we will take data on the child's behavior; meaning we will record information that can later be analyzed to determine the function of the child's behavior. We will also use interviews to capture the perspectives of people who know the child best, for example the family, and who can provide important information that will assist us in understanding the child. We may also use record review to identify factors that may influence the child's development and history of challenging behavior. Some use portfolio assessment, which includes developmental assessment data and observations. Functional assessment can be an ongoing process as the child and the environment change.”
Observation is Critical

Slides 24-25

Activity: Telephone. “Before we start talking about functional assessment, let’s do a quick activity. All of you with cell phones, put them under the table. Looking at your handout (refer to p. 9, #21 in the Participants’ Materials), you have the numbers that appear on the keypad of a telephone. I want you to quickly fill in where the letters go.” Ask if anyone was able to do it (slide 25 provides answer). Talk about how we can see something every day, even multiple times a day and not really notice all the details. For individuals who use “text messaging,” was this easier for you? Individuals who use text messaging pay more attention to the detail of where letters are present on the keypad because they carry meaning and importance to delivering their messages. Because the letters are observed and used, text messengers are more likely to get this activity correct. Discuss how observation of children needs to be focused. We need to really try to determine what happens before and after the behavior so that we can better understand what the behavior communicates.

Slide 26-27

Observation is a Critical Component. Show blank observation card as one format for collecting observation information (slide 26, also in the Participant’s Materials, p. 15, called Observation Card with 2 observation cards on a page). “This is one, very simple method to use for observation. You write down your name, the child’s name, date of observation, and the general setting of the observation. Then you describe the social context in which the challenging behavior occurs (triggers), describe the behavior with detail, and describe what follows the behavior (maintaining consequences). From this information gathered, the observer can come up with a possible function of the behavior observed; what the behavior is communicating.” Show sample card (slide 27).
Activity: Observation Vignettes. Ask the group to observe each vignette and then write on the Observation Card, p. 15 in their materials what they observed. Note: It might be helpful if the participants record observations for two of the observation vignettes and then talk through the remaining observations. This will save on time. However, if the participants need practice with observing and recording, they can fill out as many observation cards as the presenter feels is needed. As the presenter, please be aware that at times the observations of the video vignettes leads to discussion about possible functions of the child’s behavior. Participants may disagree as to the function of the behavior. It is important to allow for discussion and to replay video clips if needed. Remind participants, however, that in the “real world” we only get to watch a sequence of events once. Point out that it is important to do many observations of a child in a variety of settings before determining the function of the child’s behavior. Multiple observations will lead you to the true function of the behavior and that is why multiple observations are so critical. This becomes more apparent to participants when they observe video observations #5 and #6. The instructor displays the completed observation card after each observation. Click on the picture to start video.

Slide 28-29
Video Observation #1: Point out boy near shelves playing with truck

Slide 30-31
Video Observation #2: Point out boy in “Bob the Builder” shirt
Slide 32-33

Video Observation #3: Point out boy standing next to chair.

**Observation Card**

- **Name**: Student 1
- **Observer**: Date
- **Context**: Classroom
- **Time**: 10:00 AM
- **Trigger**: Statue of Liberty
- **Challenging Behavior**: Sitting in chair
- **Maintaining Consequences**: Unknown

**Possible Function**: Adult attention

Slide 34-35

Video Observation #4: Point out boy lying on sidewalk in front of library.

Tell participants that it took this mother about 25 minutes to get from the car to the front door.

**Observation Card**

- **Name**: Student 2
- **Observer**: Date
- **Context**: Classroom
- **Time**: 10:15 AM
- **Trigger**: Statue of Liberty
- **Challenging Behavior**: Lying on sidewalk
- **Maintaining Consequences**: Unknown

**Possible Function**: Adult attention

Slide 36-37

Video Observation #5: Point out boy in white shirt, blue shorts, sitting in front of teacher. Tell participants the child’s name is Ryan because an adult calls to him but is not visible on screen.

**Observation Card**

- **Name**: Student 3
- **Observer**: Date
- **Context**: Classroom
- **Time**: 10:30 AM
- **Trigger**: Statue of Liberty
- **Challenging Behavior**: Sitting in chair
- **Maintaining Consequences**: Adult attention

**Possible Function**: Adult attention

Slide 38-39

Video Observation #6: Point out boy walking with teacher.

**Observation Card**

- **Name**: Student 4
- **Observer**: Date
- **Context**: Classroom
- **Time**: 10:45 AM
- **Trigger**: Statue of Liberty
- **Challenging Behavior**: Walking with teacher
- **Maintaining Consequences**: Unknown

**Possible Function**: Adult attention
Slide 40-41

**Video Observation #7:** Point out the toddler in diapers.

Once the activity is complete, the instructor explains that an observer can use the observation cards to collect data on a single child and then sort cards according to the functions of the behavior on each card. The cards will sort into major functions of challenging behavior. Observation cards can also be filled out by family members allowing for a broader perspective on what is happening with the child.

Slide 44-45

Share sample of *Home Observation Form* in Participant’s Materials, pp. 19-20. Point out that *Home Observation Forms* can be copied front-to-back to use as individual “cards.”
Conducting Observations & Collecting Data

Other observation forms can also be helpful. Point out that these setting event observation forms are only samples and that participants can decide which forms they may want to use for their child or develop their own forms for their situation.

Slide 46

**Sample Setting Event Chart.** Ask the group what can be determined from data on this chart. The chart provides evidence that when this child rides the bus, he/she is more likely to have tantrums.

Slide 47

**Another Sample Setting Event Chart.** The data indicates this child is more likely to have tantrums when he or she sleeps poorly, which is more likely to occur when the mother works the midnight shift.

Slide 48

**Scatter Plot Form.** Explain that scatter plots allow us to look to see if there is a pattern as to when the behavior is occurring. Ask the group what can be determined from the data. This scatter plot indicates that 11:30-12:00 is a difficult time for Rachel. Reasons why it may be difficult may include: (a) doesn’t eat well at snack and is still hungry or (b) is getting fatigued.

Slides 49-50

**Activity Analysis.** Show Rachel’s activity analysis – ask group what can be determined. An activity analysis can be helpful when trying to see if a child has difficulty at a specific step or steps of an activity, either with the transition to that step or with the actual step itself. This activity analysis shows that Rachel is having a hard time with peer interactions and with understanding the concept of “taking only one item” or “asking for an item.” This can be valuable information to a parent or teacher. Comment on the importance of understanding where the activity breaks down for the child with challenging behavior. Think about your expectations for the child’s behavior and how the child responds. Challenging behavior could be linked to a specific component of the activity.
Determining the Meaning of Challenging Behavior

Functional Assessment Interview (15 minutes)

Slide 51-52

Discuss the need for a Functional Assessment Interview and the value of different people's perspectives. Show completed interview on the sample child, Brendan (Refer participants to Brendan's FAI handout, pp. 29-36 in the Participant's Materials, text on the linked file of Brendan's FAI may be too small for some participants to read so participants may want to follow along with the handout). After each section, point to what the interview captures.

(NOTE: To link to text file on PowerPoint, click cursor on underlined text file on PowerPoint slide. This will link you to Brendan's FAI pdf document. Once you have reviewed Brendan's FAI, simply close the document by clicking on the "x" in upper right corner and that will bring you back to where you left off in the PowerPoint presentation.)
Case Study Activity

(50 minutes)

Use slides of working in a collaborative team and roles. Discuss briefly how these steps help foster the development of teams who work well together. Ask the groups to divide into case study teams (no more than 5-7 in a team). Provide each case study team materials on the same child.

Once teams are formed ask each group to identify their roles on their collaborative team and provide each team with handouts of the child description, completed Functional Assessment Interview, and observation cards for their case study child. Ask the groups to review their materials (silently for about 15 min.), and then discuss the functions of their case study child’s challenging behavior. (Discussion and recording takes 20 min.)

Each group should develop at least one behavior equation. Instruct groups to chart the equation of the target behavior’s setting events (if applicable), triggers, description of the behavior, the maintaining consequences, and function on the last page (Section I) of the Functional Assessment Interview. Caution the groups that the behavior may serve multiple functions and/or several behaviors could serve one function.

As the groups begin their work it is helpful if the instructor circulates and makes sure that each group has assigned roles and is clear about the outcomes expected from the activity.

Each group presents their behavior equation to the large group.

Slide 55

**Major Messages.** Review slide as a summary of this module.
Answer Guide for Case Study Activity: Determining the Function of Challenging Behavior

These charts are provided to the presenter to assist you in guiding the case study activity. They are intended to be used by the presenter only. They provide the setting events, triggers, behavior, maintaining consequences, and function associated with each case study child's challenging behavior. The use of these charts will be introduced to the participants in the Teamming to Build a Behavior Support Plan module.

NOTE: Participants record their case study child’s setting events, triggers, behavior, maintaining consequences, and function on the last page of the Functional Assessment Interview Form for the Case Study Activity.

### Carlos (1)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children in his space (line, small group activities)</td>
<td>• Hit and/or pinch</td>
<td>• Children leave play area</td>
</tr>
<tr>
<td>• Children sharing toys/activities (centers, circle, playground)</td>
<td></td>
<td>• Children back away</td>
</tr>
<tr>
<td>• Setting Events: On asthma medication, tired</td>
<td></td>
<td>• Children give up toy</td>
</tr>
</tbody>
</table>

**Function:** Obtains toy/activity

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>Responses</th>
</tr>
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<tbody>
<tr>
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### Carlos (2)

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<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adult stops playing with him and gets up to leave</td>
<td>• Hits</td>
<td>Adult sits back down to continue playing</td>
</tr>
<tr>
<td>• Setting Events: On asthma medication, tired</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Function:** Adult Attention

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>Responses</th>
</tr>
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<tbody>
<tr>
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</table>
### Carlos (3)

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<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Child tries to take toy or activity (centers, playground)</td>
<td>• Bites child</td>
<td>• Adult verbally scolds</td>
</tr>
<tr>
<td>• Setting Events:</td>
<td></td>
<td>• Adult physically holds him until calm, then redirects</td>
</tr>
<tr>
<td>On asthma medication, tired</td>
<td></td>
<td>• When released, he gets toy or activity that he wanted.</td>
</tr>
</tbody>
</table>

**Function:**

**Access to toy**

**Preventions New Skills Responses**

### Danny (1)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Difficult Task</td>
<td>• Screams, drops to floor, and hits adult</td>
<td>• Adults decrease demands</td>
</tr>
<tr>
<td>• High Demands</td>
<td></td>
<td>• Left alone</td>
</tr>
<tr>
<td>• Sitting at Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undesired activity or materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Small group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Function:**

**Escapes Demands**
## Danny (2)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transition from one activity to another</td>
<td>• Drops to ground, screams, cries, hits adult</td>
<td>• Redirection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allowed more time in current activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Carried</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escapes Transitions</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Preventions | New Skills | Responses

## Danny (3)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adult or peers join him in play area</td>
<td>• Screams and cries</td>
<td>• Left alone</td>
</tr>
<tr>
<td>• Adult initiates new activity</td>
<td></td>
<td>• Allowed to play his own way</td>
</tr>
<tr>
<td>• Playing along side others with train track</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escapes Demands/playing near others</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Preventions | New Skills | Responses


### Danny (4)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Adult announces “Time to eat”</td>
<td>- Goes to table, gets portion of food and walks around while eating (repeats until done eating). If assisted to sit drops to ground, screams, cries, hits adult</td>
<td>- Allowed to walk around while eating</td>
</tr>
<tr>
<td>- Adult assists to sit at table</td>
<td></td>
<td>- Left alone</td>
</tr>
</tbody>
</table>

**Function:** Escapes sitting

### Madison (1)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Unstructured activities (center time)</td>
<td>- Mouth on toys/objects (sucking/chewing)</td>
<td>- Children yell out that it is gross and yucky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Children get teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher assists, helps her take toy to “dirty bucket”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Redirection and teacher plays with her</td>
</tr>
</tbody>
</table>

**Function:** Adult and peer attention

### Preventions | New Skills | Responses

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**Presenter’s Answer Guide**

**Answer Guide for Case Study Activity (Continued)**
### Madison (2)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children entering playground</td>
<td>• Pulls bows, ribbons, and clips out of others’ Hair</td>
<td>• Children scream</td>
</tr>
<tr>
<td>• Girl with bows, ribbons, or clips sits or plays nearby</td>
<td></td>
<td>• Adult runs to and yells “No!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult helps her play</td>
</tr>
</tbody>
</table>

**Function:** Initiate social interaction

### Madison (3)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Difficult activities</td>
<td>• Resists walking, pulls away, and/or drops to the ground</td>
<td>• Adults decrease demands</td>
</tr>
<tr>
<td>• Undesirable activities</td>
<td></td>
<td>• Left alone where she is to play</td>
</tr>
</tbody>
</table>

**Function:** Escapes Activities
### Madison (4)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
</table>
| • Transitions from one activity to another  
  • Asked to sit for more than 1-2 minutes | • Wanders around classroom and sometimes drops to the ground | • Adult will eventually redirect back to activity  
  • Left alone |

**Function:** Delays or escapes transition

### Sarah (1)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unstructured Activities (centers, playground)</td>
<td>• Plays in isolation in the corner or under table</td>
<td>• Left alone to play</td>
</tr>
</tbody>
</table>

**Function:** Escapes social interaction
### Sarah (2)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adult leaves (arrival/departure)</td>
<td>• Whines and cries</td>
<td>• Adult goes to her</td>
</tr>
<tr>
<td>• Adult is nearby (centers, table activities)</td>
<td></td>
<td>• Consoled by adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult rubs back, rocks, or holds her</td>
</tr>
</tbody>
</table>

**Function:** Adult attention

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
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### Sarah (3)

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<thead>
<tr>
<th>Triggers</th>
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<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wakes at night</td>
<td>• Cries</td>
<td>• Foster mother goes to her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foster mother lays with her until she falls asleep</td>
</tr>
</tbody>
</table>

**Function:** Adult attention

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Tim (1)

<table>
<thead>
<tr>
<th>Triggers</th>
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<th>Maintaining Consequences</th>
</tr>
</thead>
</table>
| • Group play (playground, centers)  
• Highly preferred “single item” toys | • Verbal and physical aggression and sometimes property destruction | • Children leave area  
• Children give up toys/items |

**Function:** Obtain/keep desired toy or activity

### Tim (2)

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
</table>
| • Child or adult approaches to greet him | • Verbal aggression (“I hate you”/ “I’m gonna kill you.”) | • Adult verbally reprimands  
• Adult helps him find an activity to play with |

**Function:** Adult attention

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**Preventions**  
**New Skills**  
**Responses**
## Tim (3)

<table>
<thead>
<tr>
<th>Triggers</th>
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</tr>
</thead>
</table>
| • Transition from preferred activity (e.g., toy play to dinner time) | • Throws toys or rams toys into objects, furniture, or other toys | • Mother plays with him  
• Mother allows him to continue preferred activity a bit longer |

**Function:** Delays or escapes transitions