Determining the Meaning of Challenging Behavior

Case Studies

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Case Studies

Case Study Instructions

The case studies provide groups with the experience of applying their knowledge to an actual case study of a child. To use the case studies, have the participants form groups of no more than five individuals. These groups should continue to work together across the case study activities in modules.

We have provided you with materials for five different case study children. Each case study group should receive materials on one child (and only their case study child). If you have large groups, form multiple groups with the same child. When it comes time to report, have a group report on their child and then ask the other groups who worked on the same case study to report back. They should confirm that they had similar ideas or share their additional thoughts or different perspectives.

Copying Instructions:

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.

PLEASE NOTE:

The Case Study Materials (child description, observation cards, and functional assessment interview) that are distributed in this module will also be used again in Teaming to Build a Behavior Support Plan module. Please ask participants to hold on the case study materials if this module is being done in conjunction with Teaming to Build a Behavior Support Plan module. During the Teaming to Build a Behavior Support Plan module Case Study Activities, participants will receive hypotheses statements and information on monitoring their case study child’s outcomes.
Child Description:

Carlos is a two and a half year old little boy who lives with his mother, father, and 5-year-old sister. He attends a local community preschool. Carlos is able to communicate using 2-4 word combinations, is toilet trained, and enjoys eating and listening to stories. Carlos is on a special diet due to multiple food allergies and he is on medication for chronic asthma and allergies.

Carlos’ parents report that they have had a very difficult time getting his allergies and asthma under control and they think that when he has a flare up and is on multiple medications that he loses sleep and his challenging behaviors seem to increase. When his sister tries to use the same toys that Carlos is playing with, he will hit and pinch her until she returns the toys or plays with something else. He is constantly trying to get his parents to play with him and when they can’t he will hit them. Parents admit that they often “give in” to him because they don’t want him to continue hitting.

At preschool, his teachers report that Carlos is very aggressive towards the other children and at times with the adults. He will hit, pinch, and sometimes bite. He is most likely to have challenging behaviors during activities where he has to share or turn take or when a peer takes a toy that he wants.

Observation Card

<table>
<thead>
<tr>
<th>Name: Carlos</th>
<th>Observer: Teacher</th>
<th>Date: 1/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Context: 1st Circle</td>
<td></td>
<td>Time: 9:05 a.m.</td>
</tr>
<tr>
<td>Trigger: Teacher comes around with the basket of instruments. Each child pulls a choice out of the bucket. The child next to Carlos makes a choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging Behavior: Carlos hits and then pinches the child next to him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining Consequence: The child cries out and then puts the instrument back in the basket and gets another. Teacher tells Carlos, “No! Gentle touches.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSSIBLE FUNCTION:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Observation Card

<table>
<thead>
<tr>
<th>Name: Carlos</th>
<th>Observer: Teacher</th>
<th>Date: 1/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Context: Centers</td>
<td>Time: 9:45 a.m.</td>
<td></td>
</tr>
</tbody>
</table>

**Trigger:**

*Children are playing in centers. Carlos is playing in blocks with the blocks and dump truck. Child reaches for a block.*

**Challenging Behavior:**

*Carlos goes to hit the child on the arm when he takes the block.*

**Maintaining Consequence:**

*The child quickly drops the block and goes to the shelf to get another block.*

**POSSIBLE FUNCTION:**

---

### Observation Card

<table>
<thead>
<tr>
<th>Name: Carlos</th>
<th>Observer: Teacher</th>
<th>Date: 1/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Context: Outside Play</td>
<td>Time: 4:35 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

**Trigger:**

*Teacher gets up from the sand box and begins to leave.*

**Challenging Behavior:**

*Carlos hits the teacher’s leg as she begins to leave.*

**Maintaining Consequence:**

*The teacher sits back down and says, “Oh you want me to play with you some more. Tell me, sit down.”*

**POSSIBLE FUNCTION:**
### Observation Card

**Name:** Carlos  
**Observer:** Mother  
**Date:** 1/6

**General Context:** Visit same age cousin  
**Time:** 1:00 p.m.

**Trigger:**
Cousins are playing with cars and trucks.

**Challenging Behavior:**
Carlos hits, then pinches his cousin.

**Maintaining Consequence:**
Aunt goes to help the cousin and Carlos plays with cars and trucks.

**POSSIBLE FUNCTION:**

---

**Name:** Carlos  
**Observer:** Mother  
**Date:** 1/8

**General Context:** Outside Play  
**Time:** 6:00 p.m.

**Trigger:**
Daddy and Carlos are playing together with the “Bob-the-Builder Legos.” Mommy comes to the doorway to tell them it’s time to wash for dinner. Dad gets up.

**Challenging Behavior:**
Carlos hits Dad’s leg.

**Maintaining Consequence:**
Dad sits back and says, “a few more minutes, then wash hands.”

**POSSIBLE FUNCTION:**
**Observation Card**

Name: **Carlos**
Observer: **Mother**
Date: **1/8**

**General Context:** Nebulizer treatment

**Trigger:**

*Sit on the couch with mommy watching “Bob-the-Builder” while doing nebulizer treatment.*

**Challenging Behavior:**

*Begins to hit mommy.*

**Maintaining Consequence:**

*Dad physically holds Carlos while mother finishes the treatment.*

**POSSIBLE FUNCTION:**

---

**Carlos’ Chart**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular medication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prednisone and used nebulizer</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Slept through night</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woke 2 or more times night prior</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Has sinus ear</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A few problems</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very aggressive</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>No problems</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Functional Assessment Interview Form – Young Child

Child with Challenging Behavior(s): **Carlos**  
Interview Date: 1/15

Age: Years 2  Months 6  Sex: [X] Male  [ ] Female

Interviewer: **Rochelle**

#### Respondent(s):
- Teacher

#### A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>How Is It Performed</th>
<th>How Often</th>
<th>How Long</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hits children and adults</td>
<td>Open handed on limbs, face, chest</td>
<td>2-4x/day</td>
<td>10-20 sec</td>
<td>High</td>
</tr>
<tr>
<td>2. Pinches children</td>
<td>Usually on arms and legs, leaves a welt</td>
<td>3-5x/wk</td>
<td>5-15 sec</td>
<td>High</td>
</tr>
<tr>
<td>3. Bites children</td>
<td>Leaves a mark, but never has broken skin</td>
<td>3-5x/mo</td>
<td>5-10 sec</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

- Hits then bites
- Hits then pinches

#### B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

- Hits then bites
- Hits then pinches

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

   *Takes asthma meds daily (fluvast, singular, nasonex). Also takes additional meds as needed (proventil, nebulizer with albuterol, and prednisone). When he needs to take any of the additional meds we see an increase in challenging behavior. If he takes all of the meds it is guaranteed that he will be in an agitated and hyper state and challenging behaviors increase.*

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

   *Asthma, allergies, ear infections, sinus infections, bronchitis, occasionally pneumonia*

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

He is on a special diet due to multiple food allergies. With asthma and sinus infections he tends to eat less. When on prednisone, he can’t seem to get enough food.

5. Briefly list the child’s typical daily schedule of activities and how well he/she does within each activity.

### Daily Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Behavior</th>
<th>Child’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>8:40 Dad drops off at preschool</td>
<td></td>
<td>Says goodbye and joins kids in open play</td>
</tr>
</tbody>
</table>
| 9:00 AM | 9:00 Circle (Instruments, puppets, story)  
9:20 Centers |                                       | When maniples are handed out will hit or pinch  
Wanders, hits, pinches, and bites |
| 10:00 AM | 10:00 Outside play  
10:40 Circle (Wiggle time)/Bathroom |                                       | Wanders, hits  
Sometimes hits waiting in line at bath |
| 11:00 AM | 11:00 Lunch  
11:30 Nap |                                       | Usually eats ok unless sick  
Naps well, unless on additional meds, then he’s restless |
| 12:00 PM | Nap |                                       | Sometimes wakes coughing and needs a nebulizer treatment, then he will hit the adult |
| 1:00 PM | 1:30 Quiet play  
1:45 Bathroom |                                       | Plays, reads nicely on cot  
Sometimes hits waiting in line |
| 2:00 PM | 2:00 Snack  
2:20 Art/Water table/Table toys |                                       | Sits nicely  
Wanders, hits, pinches, bites |
| 3:00 PM | 3:00 Outside play  
3:40 Centers |                                       | Wanders hits, pinches  
Wanders, hits, pinches, bites |
| 4:00 PM | 4:15 Late small snack  
4:30 Outside play |                                       | Sits nicely  
Wanders, hits, pinches |
| 5:00 PM | 5:00-5:15 Mommy picks up |                                       | Runs to her and hugs her. Leaves holding hands |

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

The routine is pretty much the same daily. The teacher announces to the class when it is time to clean up and get ready to go to the next activity.

7. What choices does the child get to make each day (e.g., food, toys, activities)?

Snack choices, art material choices, centers, toys, instruments...
C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day**: *When* are the behaviors most and least likely to happen?
   - Most likely: *When instruments are handed out, centers, bathroom time, and outside. More intense in the afternoon*
   - Least likely: *Arrival and dismissal*

2. **Settings**: *Where* are the behaviors most and least likely to happen?
   - Most likely: *The block area, sand box, in lines*
   - Least likely: *Circle/wiggle time, snack*

3. **Social Control**: *With whom* are the behaviors most and least likely to happen?
   - Most likely: *With a child who takes a toy that he is playing with or takes a toy that is near him. With the teacher if she is on the floor nearby and playing with another child.*
   - Least likely: *Teacher Assistant and parents and girls.*

4. **Activity**: *What* activities are most and least likely to produce the behaviors?
   - Most likely: *Blocks, waiting in line, instruments*
   - Least likely: *Snack and lunch.*

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?
   - No

6. What one thing could you do that would most likely make the challenging behavior occur?
   - *Take a toy he is playing with.*

7. What one thing could you do to make sure the challenging behavior did not occur?
   - *Let him play with anything he wants and sit right with him.*
D. Describe the Child’s Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).
   
   He likes to put all the blocks in the dump truck, push it, dump it, then fill it again. Usually plays with it daily during centers.

2. Does your child have challenging behavior when playing? Describe.
   
   Yes, he will hit, pinch or bite to get toys that he wants.

3. Does your child play alone? What does he/she do?
   
   Most of the time. He will parallel play, but now the other children seem scared of him.

4. Does your child play with adults? What toys or games?
   
   Yes, he prefers playing along side adults and if you try to leave he will hit you.

5. Does your child play with other children his/her age? What toys or games?
   
   He will play ring-around-the-rosie and chase when outside. Otherwise he does mostly parallel or solitary play.

6. How does your child react if you join in a play activity with him/her?
   
   If you join without taking the toys that he is using he loves it. If you try to take a toy, he will hit.

7. How does your child react if you stop playing with him/her?
   
   He will reach for you. If you don't come back, he will hit you.

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?
   
   He will hit, especially if you take the toy in front of him and put it out of reach. But if he is going from a less desirable toy, like a baby doll to a more desirable toy, like the dump truck he will make the switch.
E. Identify the “Function” of the Challenging Behavior(s)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>What does he/she get? OR What exactly does he/she avoid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hits children</td>
<td>Gets toy back and/or adult attention (scolded then redirected)</td>
</tr>
<tr>
<td>2. Hits adults</td>
<td>Gets adult attention (talks with, then plays with)</td>
</tr>
<tr>
<td>3. Pinches children</td>
<td>Gets adult attention (scolded then redirected), sometimes gets the toy back</td>
</tr>
<tr>
<td>4. Bites children</td>
<td>Gets adult attention (scolded, held by adult)</td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

2. Describe the child’s most typical response to the following situations:
   a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
      More likely
   
   b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
      More likely
   
   c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
      More likely
   
   d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
      More likely
   
   e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
      Unaffected, (unless the change means that center time is cut)
   
   f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can’t get it (i.e., a desired toy that is visible but out of reach)?
      More likely
   
   g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?
      Less likely
F. How Well Does the Behavior Work?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?  
   *When Carlos bites, an adult needs to physically hold him. Otherwise he’s redirected and played with for a bit.*

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?
   *Almost every time. An adult needs to attend to the situation. Sometimes he will hit or go to hit and the child will just give him the toy he wants.*

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?
   *Most of the time it is immediate or a few seconds. Concerned about children getting hurt.*

G. How Does the Child Communicate?

1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?
   *He says 2-4 word combinations.*

2. If your child is trying to tell you something or show you something and you don’t understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)
   *He will first take your hand or direct you physically. Sometimes he will try to restate it. If not understood, he will hit and grunt in frustration (but this is rare).*
Determining the Meaning of Challenging Behavior

3. Tell me how your child expresses the following:

<table>
<thead>
<tr>
<th>FUNCTION OF COMMUNICATION</th>
<th>NONSYMBOLIC FORM</th>
<th>SYMBOLIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulate Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request Object</td>
<td>X X X X</td>
<td>X X</td>
</tr>
<tr>
<td>Protest Object</td>
<td>X X X X</td>
<td>X X</td>
</tr>
<tr>
<td>Draw Attention to Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request Social Game</td>
<td>X X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>Request Comfort</td>
<td>X X X X</td>
<td>X X</td>
</tr>
<tr>
<td>Greet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call</td>
<td>X X X</td>
<td></td>
</tr>
<tr>
<td>Take Turn</td>
<td>X X X X</td>
<td>X X</td>
</tr>
<tr>
<td>Show Off</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td>Draw Attention to Object or Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label or Comment</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>Provide Information</td>
<td></td>
<td>X X X</td>
</tr>
<tr>
<td>Request Information</td>
<td>X X X X</td>
<td>X X</td>
</tr>
</tbody>
</table>

4. With regard to receptive communication ability:

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

   *He can follow simple one-step directions*

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

   *Yes, but will not share or turn-take.*

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

   *“Come” gesture, “tap on chair” for sit*

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?

   *He can say yes and no and shake his head. Although he will hit if asked to give up a toy or told to go play (rather than stay with the teacher).*
H. Explain Child’s Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

   *Sitting in the teacher’s lap, block play (dump/fill), sand play*

2. What kinds of things have you or your child’s care providers done to try and change the challenging behaviors?

   *Holding him until he is calm, redirection*

I. Develop Summary Statements for Each Major Trigger and/or Consequence

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggers</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Danny

**Child Description:**

Danny is a 22-month old boy that lives with his mother, father, and 12-month old sister. He is a new child at a community childcare program where he attends childcare 5 mornings a week. Danny is language delayed and does not use words. He does repeat consonant-vowel combinations and will occasionally repeat simple words, often repeating the initial sound over and over with a whiny frustrated sounding voice. Danny has very limited play skills and is likely to manipulate toys by repetitive actions of spinning moving parts or mouthing them.

Danny’s parents report that he is very difficult to manage at home and in the community. They describe that Danny as being “very rigid” about what he wants to do and difficult to redirect. When pushed to comply, he often becomes aggressive and hits his parents or throws toys and tries running away. During meals he never sits with his parents to eat. He will come to the table periodically, pick up food from his plate and walk off to eat it. His mother also shared that she is very concerned about how he plays because he doesn’t seem to use toys correctly. He likes spinning in circles with toys and twirling spinning toy parts. His parents are reluctant to take him to the store or other places in the community because he has severe tantrums, resists getting in the car, and/or resists leaving places.

Danny’s childcare teacher visited him at home to welcome him to his new childcare. She was distressed to observe that Danny seems to be “in charge.” His parents are reluctant to place limits on him. He insists on watching videos repetitively, while rewinding favorite sequences over and over, or running up and down their hallway.

At his childcare, Danny has tantrums that include crying, screaming, dropping to the floor, and hitting at adults. Danny refuses to eat and will tantrum if guided to the table. He is most likely to have challenging behavior during small group activities (like story time, puppet play, and music time), clean-up time, and when transitioning from activities.
### Observation Card

**Name:** Danny  
**Observer:** Teacher  
**Date:** 9/15  
**Time:** 12:30 p.m.

**General Context:** Playground

**Trigger:**

Danny’s mom comes to the playground to pick him up. Danny is happy to see her and gives her a hug. She says, “Let’s get in the car.”

**Challenging Behavior:**

Danny drops to the ground and begins screaming. He kicks his mother when she approaches.

**Maintaining Consequence:**

His mother goes to sit on the bench until he is calmer. Then she asks the teacher to carry him to the car.

**POSSIBLE FUNCTION:**

---

### Observation Card

**Name:** Danny  
**Observer:** Teacher  
**Date:** 9/15  
**Time:** 9:00 a.m.

**General Context:** Story time with puppet

**Trigger:**

The children come to the rug for story time. An adult cues Danny to join the group by going over to him and pointing to the story area.

**Challenging Behavior:**

Danny backs away and swings his arms at the adult in an attempt to push the adult away.

**Maintaining Consequence:**

The adult gives him squishy balls at a table and then leaves him to play as she joins story time.

**POSSIBLE FUNCTION:**
Observation Card

Name: Danny Observer: Teacher Date: 9/15
General Context: Centres/Snack Time: 9:15 a.m.
Trigger: The teacher asks Danny to come eat snack while holding a cracker.

Challenging Behavior: Danny comes to the table takes 2 crackers and walks around the room while eating.

Maintaining Consequence: The teacher leaves him alone and sits with other children at the snack table.

POSSIBLE FUNCTION:

Observation Card

Name: Danny Observer: Mother Date: 9/16
General Context: Playing on swing Time: 4:15 p.m.
Trigger: Grandmother comes to pick him up to visit at her house. Danny giggles when he sees her. She says, “Come on Danny, let’s go get your suitcase,” while reaching for his hand.

Challenging Behavior: Danny drops to the ground and screams and hits at his grandmother.

Maintaining Consequence: His grandmother turns to talk to his mother until he calms and then his mother carries him inside to get the suitcase.

POSSIBLE FUNCTION:
Observation Card

Name: Danny  Observer: Mother  Date: 9/17

General Context: Dinner time  Time: 6:00 p.m.

Trigger:

Danny is watching videos. His mother asks him, "Are you ready for dinner?"

Challenging Behavior:

Danny whines and kicks at his mother. He pulls away then goes to the food, takes 2 french fries and goes back to watch television.

Maintaining Consequence:

Danny's mother sits and joins him in watching the video.

POSSIBLE FUNCTION:

Observation Card

Name: Danny  Observer: Mother  Date: 9/17

General Context: Diaper changing  Time: 10:30 a.m.

Trigger:

Dad goes to Danny who is spinning toy car wheels and says, "let's go change your diaper" while taking his hand.

Challenging Behavior:

Danny screams, drops to the floor, throws car and hits at his dad.

Maintaining Consequence:

His dad tries to pick Danny up and he rolls away and grabs car and runs away screaming.

POSSIBLE FUNCTION:
Functional Assessment Interview Form – Danny

Child with Challenging Behavior(s): Danny  Interview Date: 9/18
Age: Years _______ Months 22 _______ Sex: [X] Male [ ] Female  Interviewer: Lise

Respondent(s): Teacher, Mother

A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>How Is It Performed</th>
<th>How Often</th>
<th>How Long</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drops to floor, resists moving</td>
<td>With much strength</td>
<td>10-20x/day</td>
<td>2-5 min.</td>
<td>High</td>
</tr>
<tr>
<td>2. Whining, screaming</td>
<td>Loudly</td>
<td>10-20x/day</td>
<td>5-15 min.</td>
<td>High</td>
</tr>
<tr>
<td>3. Hitting</td>
<td>Good force, open hand</td>
<td>4-5x/day</td>
<td>5-15 sec.</td>
<td>High</td>
</tr>
<tr>
<td>4. Walks around while eating</td>
<td>Ongoing with meals</td>
<td>All meals</td>
<td>Entire meal</td>
<td>Medium</td>
</tr>
</tbody>
</table>

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

Drops, resists moving, whining, screaming

B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

None

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

None

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

Mother reports that it takes a while for him to fall asleep. He resists the transition going to bed.

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

   *Danny is a picky eater, prefers salty foods, walks around while eating meals/snacks, continually comes back to the table for more food until he is done. He never sits to eat.*

5. Briefly list the child’s typical daily schedule of activities and how well he/she does within each activity.

<table>
<thead>
<tr>
<th>Daily Activities</th>
<th>Behavior</th>
<th>Child’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Gets up/dressed/breakfast</td>
<td>Screams and drops between each, doesn’t sit to eat</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>To car</td>
<td>Screams/drops/ carried to car, sometimes hits</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Mom leaves school</td>
<td>Cries, clings</td>
</tr>
<tr>
<td></td>
<td>Danny plays</td>
<td>Rigid, only plays with puzzles or computer</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:00 Planning</td>
<td>Doesn’t want to try new things</td>
</tr>
<tr>
<td></td>
<td>9:15 Centers</td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>10:45 Clean-up</td>
<td>O.K., but won’t participate</td>
</tr>
<tr>
<td></td>
<td>Handwashing, snack</td>
<td>Washes hands, then wanders/resists direction</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Movement circle</td>
<td>Resists, plugs ears, cries</td>
</tr>
<tr>
<td></td>
<td>11:30 Small group</td>
<td>Wanders, resists, cries</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>If touched—screams/drops; roams room while eating</td>
</tr>
<tr>
<td></td>
<td>Outside</td>
<td>Resists direction, only wants to stand by gate</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Out of car to house</td>
<td>Cries, resists, carried</td>
</tr>
<tr>
<td></td>
<td>Diaper change/nap</td>
<td>O.K. with diaper change, takes about 30-40 min. to fall asleep, stares at spinning mobile</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>3:45 Wakes/diaper change</td>
<td>O.K.</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Plays with toys</td>
<td>Goes from toy to toy, spins, hums</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Outside (pool or swings)</td>
<td>Loves</td>
</tr>
<tr>
<td></td>
<td>5:45 Inside/change clothes</td>
<td>Cries, resists</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Videos/toys</td>
<td>O.K.</td>
</tr>
<tr>
<td></td>
<td>6:45 Dinner</td>
<td>Roams house while eats</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>7:15 Bath</td>
<td>O.K.</td>
</tr>
<tr>
<td></td>
<td>7:40 Dress in pajamas</td>
<td>Cries, resists getting out of tub</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>Rock in rocking chair</td>
<td>O.K.</td>
</tr>
<tr>
<td></td>
<td>8:15 Bed</td>
<td>Takes about 30-40 minutes to fall asleep, stares at spinning mobile</td>
</tr>
<tr>
<td>9:00 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

   *General class schedule, Danny doesn’t seem aware of what he should do.*

7. What choices does the child get to make each day (e.g., food, toys, activities)?

   *Classroom activity choices, Danny’s pretty limited in what he tries. At home, he will choose toys and sometimes snacks.*
C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?
   - Most likely: *After 11 a.m.*
   - *Coming in from outside*
   - Least likely: *Choice time, unless adult makes demands. After nap, during play.*

2. **Settings:** *Where* are the behaviors most and least likely to happen?
   - Most likely: *Structured activities; Moving from one location to another.*
   - Least likely: *Free choice, no structure; At home, in pool, on swing.*

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?
   - Most likely: *Unfamiliar people; Teacher.*
   - Least likely: *Mother*

4. **Activity:** *What* activities are most and least likely to produce the behaviors?
   - Most likely: *Any activity an adult directs; Stopping swinging, stopping bath, end swimming; Sitting at a table.*
   - Least likely: *Videos, spin toys, toys with wheels, balls, pool, swing.*

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?
   - * Interruption of pool play or bath, transitions.*

6. What one thing could you do that would most likely make the challenging behavior occur?
   - *Ask him to sit for a story, ask him to sit at a table*

7. What one thing could you do to make sure the challenging behavior did not occur?
   - *Play with water activity.*
D. Describe the Child’s Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).
   
   *Solitary play, balls, wheels, trains*

2. Does your child have challenging behavior when playing? Describe.
   
   *Only if adult joins or makes him stop.*

3. Does your child play alone? What does he/she do?
   
   *Balls, wheels, trains, hums while he does the activity.*

4. Does your child play with adults? What toys or games?
   
   *Only in rigid ways. Trains always need to be in same order and connected.*

5. Does your child play with other children his/her age? What toys or games?
   
   *No, leaves area when other children join him.*

6. How does your child react if you join in a play activity with him/her?
   
   *Cries, screams, or leaves*

7. How does your child react if you stop playing with him/her?
   
   *Will ignore you or come and bring you back (if you play his way)*

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?
   
   *Has challenging behavior.*
## E. Identify the “Function” of the Challenging Behavior(s)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>What does he/she get?</th>
<th>OR</th>
<th>What exactly does he/she avoid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drops, resists moving</td>
<td>Picked up by adult</td>
<td></td>
<td>Transition is delayed,</td>
</tr>
<tr>
<td>Cries, screams when you play wrong way</td>
<td>Adult plays “his way”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roams room while eating</td>
<td>Ignored, gets out of sitting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Describe the child’s most typical response to the following situations:
   a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
      More likely

   b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
      More likely

   c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
      Does not occur

   d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
      Less likely

   e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
      More likely

   f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can’t get it (i.e., a desired toy that is visible but out of reach)?
      More likely

   g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?
      Less likely
F. How Well Does the Behavior Work?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

   Tantrums last 5-15 minutes; Roaming while eating is during the whole meal.

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?

   Almost every time, we try to keep him happy.

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?

   Few seconds

G. How Does the Child Communicate?

1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?

   Pulls you to object or area and hums loudly

2. If your child is trying to tell you something or show you something and you don’t understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

   Repeats movement, hums louder and may whine.
3. Tell me how your child expresses the following:

<table>
<thead>
<tr>
<th>FUNCTION OF COMMUNICATION</th>
<th>NONSYMBOLIC FORM</th>
<th>SYMBOLIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Facial Expression</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Laughing/Squealing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crying/Whining</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tapping/Touching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulling by the hand</td>
<td></td>
<td></td>
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<tr>
<td>Tantrum</td>
<td></td>
<td></td>
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<tr>
<td>Aggression (hit, pinch)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulling/Pushing Away</td>
<td></td>
<td></td>
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<tr>
<td>Slowling</td>
<td></td>
<td></td>
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<tr>
<td>Reaching</td>
<td></td>
<td></td>
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<tr>
<td>Waving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pointing</td>
<td></td>
<td></td>
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<tr>
<td>Head Shake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head nod</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocalizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otter:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single Words (spoken)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Echolalia</td>
<td></td>
<td></td>
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<tr>
<td>Word Combinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures/ Written Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Regulate Behavior**
- Request Object: X X X X X
- Request Action/Activity: X X X X X
- Protest Object: X X X X X
- Protest Action/Activity: X X X X X

**Draw Attention to Self**
- Request Social Game: X X
- Request Comfort: X
- Greet: X
- Take Turn: X
- Show Off: X
- Draw Attention to Object or Event
  - Label or Comment: X X X
  - Provide Information: X X X
  - Request Information: X X X

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).
   
   *Hold hand; show me; etc.*

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?
   
   *Resists new tasks.*

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)
   
   *Gestures – Hold hand, eat, drink.*

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?
   
   *Whines or hums louder for “no,” pushes hand or item for “no,” takes item for “yes.”*
H. Explain Child’s Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

   *Swings, water, toy mower, “Thomas the Train” videos.*

2. What kinds of things have you or your child’s care providers done to try and change the challenging behaviors?

   *Following through, don’t give up. Tell him “show me.” At home they verbally reprimand.*

I. Develop Summary Statements for Each Major Trigger and/or Consequence

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggers</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Madison**

**Child Description:**

Madison is a Romanian little girl who is 3 years and 11 months. Madison lives with her mother and father who adopted her when she was 2 years old. She has been going to a community preschool for about 5 weeks. Madison has developmental delays in the areas of speech and language, gross and fine motors skills, and cognition. She uses a few single words and she knows about 10 signs. She learned to walk about 8 months ago, but she has an awkward gait and is a bit unbalanced when she runs. She is in the process of being toilet-trained.

Madison’s parents report that Madison is very active and most often in movement. Her parents commented that they are madly in love with their little girl, but that their dreams were somewhat shattered because they were expecting to adopt a child of typical development. They report that Madison likes pretty hair bows, ribbons, and clips and will try to pull them out of people’s hair, although she does not like to wear them in her own hair. They have a very difficult time in the community because often times Madison will resist moving by either pulling away from them or dropping to the ground. Madison will also try to wander off when they are in stores, restaurants, and other community places. When Madison wanders, she often will mouth objects within her reach. In the home, they need to keep the bathroom and bedroom doors closed so that she cannot get access to items in these rooms. Also for her safety, they have Madison sleep in a crib.

At preschool, Madison seems to have a very short attention span and will move from one activity to the next. She seems very interested in her peers, but doesn’t seem to know how to greet or interact with them. She is a very happy child. She is beginning to imitate her friends’ gross motor activities and loves to dance and listen to music. The school staff reports that Madison engages in challenging behaviors throughout the day. These behaviors include mouthing toys, pulling hair, resisting to move, and wandering around the classroom. Because Madison has several challenging behaviors, she needs one-on-one assistance or guidance during unstructured activities (playground and centers).
## Observation Card

**Name:** Madison  
**Observer:** Teacher  
**Date:** 9/2  
**General Context:** Arrival/Playground  
**Time:** 9:00 a.m.

### Trigger:
Ashley arrives to school and enters the playground.

### Challenging Behavior:
Madison runs over to her and smiles. Then she pulls the bow out of Ashley’s hair.

### Maintaining Consequence:
Ashley cries. The teacher comes and tells Madison “no” and helps her give the bow back to Ashley.

### POSSIBLE FUNCTION:

---

## Observation Card

**Name:** Madison  
**Observer:** Teacher  
**Date:** 9/2  
**General Context:** Story time  
**Time:** 9:35 a.m.

### Trigger:
Class is sitting on a rug listening to the teacher read a story.

### Challenging Behavior:
Madison gets up and walks over to the table toys and begins playing.

### Maintaining Consequence:
After about 1 minute, the Assistant Teacher goes to her and holds her hand and tries to get her to come back to the group. Madison drops to the ground and the Assistant Teacher lets go of her hand and leaves her to play.

### POSSIBLE FUNCTION:
Observation Card

Name: Madison Observer: Teacher Date: 9/15
General Context: Small Group Time: 11:10 a.m.
Trigger:
Teacher has just verbally directed all of the children to go to the tables for the small group art activity.

Challenging Behavior:
Madison walks in the opposite direction.

Maintaining Consequence:
Once children are all seated, the teacher goes to redirect Madison to the tables. She resists and drops to the floor. Teacher gives up and lets Madison find another activity.

POSSIBLE FUNCTION:

---

Observation Card

Name: Madison Observer: Teacher Date: 9/4
General Context: Outside Time: 2:30 p.m.
Trigger:
Madison slides down the slide. When she reaches the end of a slide a young girl approaches her.

Challenging Behavior:
Madison smiles at the girl, giggles, and pulls at the shiny clip in her hair.

Maintaining Consequence:
The young girl cries and runs. The Assistant Teacher goes to Madison and reprimands her by telling her “No!” and then takes her to the swings and begins pushing Madison on the swing.

POSSIBLE FUNCTION:
Observation Card

Name: Madison  Observer: Father  Date: 9/6
General Context: Dinner time  Time: 6:30 p.m.

Trigger:
Madison is watching Teletubbies. Mom goes to Madison to help her to the table for dinner.

Challenging Behavior:
Madison pulls away then drops to the floor.

Maintaining Consequence:
Mom lets go, goes back to the dinner area to pour drinks. She then comes back over to Madison and begins counting down from 5 before turning off the TV.

POSSIBLE FUNCTION:

Observation Card

Name: Madison  Observer: Father  Date: 9/6
General Context: Bedtime story  Time: 9:00 p.m.

Trigger:
Madison and her mother walk into the bedroom to read a story. Mother tells Madison to pick a story off the shelf.

Challenging Behavior:
Madison pulls away from her mother and drops to the floor.

Maintaining Consequence:
Mother says, “Come on let’s get a book.” When Madison won’t get up, Mother lets go of her hand and gets a book for her.

POSSIBLE FUNCTION:
Functional Assessment Interview Form – Madison

Child with Challenging Behavior(s): Madison Interview Date: 9/5

Age: Years 3 Months 11 Sex: [□] Male [X] Female Interviewer: Rochelle

Respondent(s): Assistant Director, Teacher

A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>How Is It Performed</th>
<th>How Often</th>
<th>How Long</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mouths toys</td>
<td>Sucks and chews on toys</td>
<td>3-5x/day</td>
<td>Until redirected</td>
<td>Medium</td>
</tr>
<tr>
<td>2. Pulls hair</td>
<td>Pulls hair bows, clips</td>
<td>3-5x/day</td>
<td>5-15 sec</td>
<td>High</td>
</tr>
<tr>
<td>3. Resists moving</td>
<td>Pulls away and/or drops</td>
<td>2-3x/day</td>
<td>1-3 min</td>
<td>High</td>
</tr>
<tr>
<td>4. Wanders</td>
<td>Leaves designated areas</td>
<td>2-4x/day</td>
<td>30 sec-2min</td>
<td>Medium</td>
</tr>
</tbody>
</table>

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

Wanders, then when you try to direct she will resist moving or she will physically resist if a demand is placed then wander off.

B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

   None

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

   None (Does have a diagnosis of developmentally delayed with reactive attachment disorder.)

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

   Goes to bed late (9:30 or 10:00), but then sleeps through the night. Mother reports she still sleeps in a crib because she would get up in the night if in a bed.

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

*Eats like an adult. May not know when to stop eating.*

5. Briefly list the child’s typical daily schedule of activities and how well he/she does within each activity.

<table>
<thead>
<tr>
<th>Daily Activities</th>
<th>Behavior</th>
<th>Child’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 AM</td>
<td>8:45 Mother/father drops off on playground Playground</td>
<td>Gives good-bye hug, runs to play As children arrive, she will pull their hair bows/ clips</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:30 Story time 9:45 Small group</td>
<td>Pulls hair bows/ clips, sits a few minutes then wanders Needs one-to-one assistance, otherwise wanders, resists</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Wiggle time 10:15 Planning/ Centers</td>
<td>Imitates well, enjoys moving and dancing Flits from activity to activity, mouths, resists when redirected</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Centers/ Snack (cont.) 11:30 Playground</td>
<td>Dumps toys, uses toys inappropriately, pulls off diaper Loves to run, pulls hair bows/ clips</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:15 Lunch 12:45 Nap</td>
<td>Sits and eats nicely Rocked to sleep and then sleeps nicely</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>2:15 Snack 2:35 Centers</td>
<td>Sits and eats nicely Dumps toys, uses toys inappropriately, pulls off diaper</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>3:10 Playground 3:50 Closing Circle</td>
<td>Loves to run, pulls hair bows/ clips Pulls hair bows/ clips, sits a few minutes then wanders</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>4:10 Dismissal circle 4:15 Mother/ father picks up</td>
<td>Sits and waits Hugs and waves bye-bye</td>
</tr>
<tr>
<td>5:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

*Madison does not know her preschool schedule yet. Photo schedule is on the wall. Her behaviors are unpredictable at this time.*

7. What choices does the child get to make each day (e.g., food, toys, activities)?

*Playground activities, books, snack, center activities, colors of markers, etc.*
C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?
   - Most likely: *Center Time (too much action, too many choices)*
   - Least likely: *During Wiggle Time (all children are up and moving, really enjoys.)*

2. **Settings:** *Where* are the behaviors most and least likely to happen?
   - Most likely: *When she does not get what she wants. During story time*
   - Least likely: *Snack*

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?
   - Most likely: *Any child or adult (females) who has bows/ribbons/clips in their hair. Adult who is trying to direct.*
   - Least likely: *Boys*

4. **Activity:** *What* activities are most and least likely to produce the behaviors?
   - Most likely: *Any activity when she is required to stay focused for more than one minute.*
   - Least likely: *Playing dress-up, especially when she is wearing a heavy item like a coat or rain jacket.*

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)? *Pulls wet diapers off during center time.*

6. **What one thing could you do that would most likely make the challenging behavior occur?**  
   *Tell her “no,” have expectations too high (like sitting for too long).*

7. **What one thing could you do to make sure the challenging behavior did not occur?**  
   *Giving her lots of loving (hugs, cuddles) and attention, giving her whatever she wants, and never telling her “no.”*
D. Describe the Child’s Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).
   Loves gross motor activities (dancing, running, pulling wagon...), although her movements are a bit awkward and she can get off balance. She also enjoys playing dress up. She especially likes wearing big heavy clothing and hats. She also loves the sensory table, but someone needs to be right there with her because she tends to dump contents onto the floor or onto children’s heads.

2. Does your child have challenging behavior when playing? Describe.
   Is often too rough with toys and she does not seem to know how to interact with or greet the other children. She also has much difficulty staying focused for more than 1-2 minutes.

3. Does your child play alone? What does he/she do?
   Yes, for very short periods.

4. Does your child play with adults? What toys or games?
   Very short periods of play. Likes ball play, Legos (but gets upset when it doesn’t fit together the first time), and chase.

5. Does your child play with other children his/her age? What toys or games?
   No, she engages mostly in solitary play, sometimes parallel play (in house and sensory table). However, she will play chase with children, but then pulls hair.

6. How does your child react if you join in a play activity with him/her?
   No different, unless demands are placed. She will then physically resist and try to wander off.

7. How does your child react if you stop playing with him/her?
   She just goes about doing what she wants.

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?
   She will physically resist, pull away, drop to the floor and possibly wander off.
E. Identify the “Function” of the Challenging Behavior(s)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>What does he/she get?</th>
<th>OR</th>
<th>What exactly does he/she avoid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mouths toys</td>
<td>Gets oral input and attention from peers and adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pulls hair</td>
<td>Adults telling her “no” and children screaming,</td>
<td>Escaping a demand or delaying the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>adults help her with interactions with peers and</td>
<td>transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with play with peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Resists moving</td>
<td></td>
<td>Escaping an activity</td>
<td></td>
</tr>
<tr>
<td>4. Wanders</td>
<td>Escaping an activity</td>
<td></td>
<td></td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

2. Describe the child’s most typical response to the following situations:

a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
   
   Wandering and resisting is more likely

b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
   
   Unaffected, unless it is dress up, then it is more likely

c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
   
   More likely (If she is already engaging in challenging behavior she just continues the inappropriate behavior.)

d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
   
   More likely

e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
   
   Unaffected, she doesn’t seem to know the schedule yet

f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can’t get it (i.e., a desired toy that is visible but out of reach)?
   
   More likely

g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?
   
   Has never been done
F. How Well Does the Behavior Work?
1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?
   
   *Not much. She is not out to inflict pain.*

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?
   
   *Almost every time*

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?
   
   *With adults, there is a quick payoff. (5-20 sec.) With children it is delayed (up to 1-2 min.)*

G. How Does the Child Communicate?
1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?
   
   *Single words, some signs and will scream and grunt.*

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)
   
   *Her requests are so basic that we pretty much understand what she wants*

3. Tell me how your child expresses the following:

<table>
<thead>
<tr>
<th>FORM OF COMMUNICATION</th>
<th>NONSYMBOLIC FORM</th>
<th>SYMBOLIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulate Behavior</td>
<td>Request Object</td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>Request Action/Activity</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>Protest Object</td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>Protest Action/Activity</td>
<td>X X X</td>
</tr>
<tr>
<td>Draw Attention to Self</td>
<td>Request Social Game</td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>Request Comfort</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Greet</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Call</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Take Turn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show Off</td>
<td></td>
</tr>
<tr>
<td>Draw Attention to Object or Event</td>
<td>Label or Comment</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Provide Information</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>Request Information</td>
<td>X X</td>
</tr>
</tbody>
</table>

*Communication Form and Function Matrix*

**Child's Name:** MADISON

**Language Stage:**

**Context/Activity:**

**Date:**

*Madison*

*Not much. She is not out to inflict pain.*

*Almost every time*

*With adults, there is a quick payoff. (5-20 sec.) With children it is delayed (up to 1-2 min.)*
4. With regard to receptive communication ability:

   a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).
      
      Yes, simple one-step commands (wash hands, put water away, pick up...)

   b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?
      
      Yes, especially if it involves gross motor skills.

   c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few)
      
      Yes, 10+ (all done, drink, eat, later, help, more, sit, dance, wash hands, open, pour...)

   d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?
      
      Vocalizes “no,” sometimes screams or shakes head no. Indicates “yes” by echoing what was asked.

H. Explain Child’s Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?
   
   Dress up, gross motor activities, eating, dumping and pouring, being rocked.

2. What kinds of things have you or your child’s care providers done to try and change the challenging behaviors?
   
   Redirection, modeling appropriate behavior/play/interactions with other children, and telling her “no.”
## I. Develop Summary Statements for Each Major Trigger and/or Consequence

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggers</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Child Description:**

Sarah is a 3-year-old little girl who lives with her foster parents. She visits with her mother and father for short 2-3 hours time blocks about 3 times a week and stays over-night once a week. Sarah has normal language development, although she rarely talks. She most often uses gestures and a few signs. Although Sarah is toilet-trained, she has several nighttime accidents a week.

Sarah's foster parents report that Sarah seems to be very sad, quiet, and plays alone most of the time. She will interact with adults if rocked or sitting in an adult's lap. When Sarah visits with her parents she comes home with a very small appetite and has very restless nights waking 3-4 times a night crying. When this happens, her foster mother will lay with her until she falls asleep again. Sarah's foster parents will often times find her playing under tables or in her closet.

At preschool, Sarah seems to be socially isolated and weepy. She doesn't really talk much during school. Her teacher reports that Sarah plays under furniture during centers. During arrival and dismissal times Sarah cries. She will sometimes cry throughout the day. Teachers can console her if they rock her or hold her.
Observation Card

Name: Sarah  Observer: Teacher  Date: Wednesday
General Context: Centers/small group  Time: 11:35 a.m.

Trigger:
Children are playing in centers. Teacher and assistant teacher are floating and assisting various children.

Challenging Behavior:
Sarah begins to whine and builds up to a cry.

Maintaining Consequence:
Assistant teacher goes to Sarah and picks her up and rocks her.

POSSIBLE FUNCTION:

---

Observation Card

Name: Sarah  Observer: Teacher  Date: Wednesday
General Context: Centers  Time: 9:00 a.m.

Trigger:
Center time as children arrive to school. Assistant teacher is setting up breakfast and teacher is greeting children as they arrive.

Challenging Behavior:
Sarah sits under the table reading a book.

Maintaining Consequence:
Ignored until time to transition to breakfast.

POSSIBLE FUNCTION:
**Observation Card**

Name: **Sarah**  
Observer: **Teacher**  
Date: **Tuesday**  
Time: **3:45 p.m.**

**General Context:** **Dismissal**

**Trigger:**  
*Children are sitting on the sidewalk waiting to be picked up to go home. Sarah sees the buses pulling up.*

**Challenging Behavior:**  
*Sarah cries.*

**Maintaining Consequence:**  
*Her mother comes to pick her up for an evening of visitation and Sarah stops crying.*

**POSSIBLE FUNCTION:**

---

**Observation Card**

Name: **Sarah**  
Observer: **Foster father**  
Date: **Tuesday**  
Time: **7:30 p.m.**

**General Context:** **Mother drops off to foster parents**

**Trigger:**  
*Mother drops off Sarah at her foster home and says good-bye.*

**Challenging Behavior:**  
*Sarah cries loudly and reaches for her mother.*

**Maintaining Consequence:**  
*Mother picks her up, begins to cry and rocks her.*

**POSSIBLE FUNCTION:**
Observation Card

Name: Sarah  Observer: Foster father  Date: Tuesday
General Context: Night  Time: 11:30 p.m.

Trigger: All are sleeping in bed. Parents are in their bed and Sarah is in her bed.

Challenging Behavior: Sarah wakes, crying loudly, and saying “Mommy, Mommy.”

Maintaining Consequence: Foster mother goes to her and lays next to her. Sarah stops crying. Her foster mother rocks Sarah until she falls asleep.

POSSIBLE FUNCTION:

Observation Card

Name: Sarah  Observer: Foster father  Date: Wednesday
General Context: Early Morning  Time: 3:45 a.m.

Trigger: Everyone is sleeping. Parents are in their bed and Sarah is in her bed.

Challenging Behavior: Sarah wakes again, crying loudly, and saying “Mommy, Mommy.”

Maintaining Consequence: Foster mother goes to her again and lays next to her. Sarah stops crying. They sleep together until morning.

POSSIBLE FUNCTION:
**Functional Assessment Interview Form – Sarah**

Child with Challenging Behavior(s): Sarah  
Interview Date: 10/22

Age: Years 3  Months 3  Sex: □ Male  □ Female  Interviewer: Rochelle

Respondent(s): Teacher, Assistant Teacher

### A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>How Is It Performed</th>
<th>How Often</th>
<th>How Long</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays in isolation</td>
<td>In corner or under table</td>
<td>3x/day</td>
<td>10-15 min</td>
<td>Medium</td>
</tr>
<tr>
<td>Whines, cries</td>
<td>Softly, then increases intensity</td>
<td>5x/day</td>
<td>3-5 min.</td>
<td>High</td>
</tr>
<tr>
<td>Wakes at night</td>
<td>Wakes care provider</td>
<td>2-3x/night, 4-5x/week</td>
<td>20-30 min</td>
<td>High</td>
</tr>
</tbody>
</table>

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

- Wakes at night, whines and cries.
- Plays in isolation, whines and cries.

### B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

   *None*

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

   *None*

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

   Foster parents report that she wakes 4-5 nights per week. When she wakes once during the night she will usually wake 2 or 3 more times in that same night. When she has restless nights, the next day she will cry more and go under furniture more.

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

*She tends to eat less when she goes on home visits to her father’s house or mother’s house.*

5. Briefly list the child’s typical daily schedule of activities and how well he/she does within each activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Child’s Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:40 Foster mother drops off school</td>
<td>Cries and clings</td>
</tr>
<tr>
<td></td>
<td>Sarah goes to open centers</td>
<td>Sits in bean bag in story area</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Breakfast</td>
<td>Usually eats most of breakfast</td>
</tr>
<tr>
<td></td>
<td>10:30 Circle</td>
<td>Sits quietly, doesn’t sing or talk</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>11:00 Outside Play</td>
<td>Usually swings or sits in sandbox alone</td>
</tr>
<tr>
<td></td>
<td>11:30 Centers/small group</td>
<td>Plays alone, cries, whines, sometimes under table</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>12:15 Story time</td>
<td>Sits quietly, looks away when asked questions and whines</td>
</tr>
<tr>
<td></td>
<td>12:30 Lunch</td>
<td>Sits quietly, sometimes eats</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Nap</td>
<td>Sleeps, often whimpering in sleep, sometimes wets</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>2:15 Table activities</td>
<td>Does activities with head down, when spoken to whines</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Snack</td>
<td>Will drink, most often will not eat</td>
</tr>
<tr>
<td></td>
<td>3:20 Circle</td>
<td>Sits nicely</td>
</tr>
<tr>
<td></td>
<td>3:40 Departure to Bus</td>
<td>Whines</td>
</tr>
<tr>
<td>4:00 PM</td>
<td></td>
<td></td>
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<tr>
<td>5:00 PM</td>
<td></td>
<td></td>
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<tr>
<td>6:00 PM</td>
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<td></td>
</tr>
<tr>
<td>7:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

*Routine is pretty much the same everyday and teacher announces what to do next.*

7. What choices does the child get to make each day (e.g., food, toys, activities)?

*Center choices, table activity choice.*
C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?
   - Most likely: *In centers, arrival, and departure*
   - Least likely: *When in circle*

2. **Settings:** *Where* are the behaviors most and least likely to happen?
   - Most likely: *Centers, arrival, and departure*
   - Least likely: *Circle, meals, outside*

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?
   - Most likely: *Adults who approach her*
   - Least likely: *Children*

4. **Activity:** *What* activities are most and least likely to produce the behaviors?
   - Most likely: *Inside activities that are open ended, unstructured*
   - Least likely: *Structured activities with a designated seat, lead by an adult*

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?
   - *If a parent doesn’t pick her up at the end of the day for visitation.*

6. What one thing could you do that would most likely make the challenging behavior occur?
   - *Tell her that her mommy can’t pick her up today.*

7. What one thing could you do to make sure the challenging behavior did not occur?
   - *Tell her mommy is coming today.*
D. Describe the Child’s Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).

   *Looks mostly at books and draws alone when that is a choice.*

2. Does your child have challenging behavior when playing? Describe.

   *Only when an adult approaches the area she is in. She will then cry until an adult holds and rocks her.*

3. Does your child play alone? What does he/she do?

   *She will not initiate peer interaction, but will allow kids to play along side.*

4. Does your child play with adults? What toys or games?

   *Not at school. She will watch others play with adults. Then whine and cry.*

5. Does your child play with other children his/her age? What toys or games?

   *She will allow others to parallel play, but if they try to interact with her she walks away.*

6. How does your child react if you join in a play activity with him/her?

   *She will whine and try to get in the adult’s lap.*

7. How does your child react if you stop playing with him/her?

   *Will crawl under the table or into a corner and cry louder until held.*

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

   *Will cry if it is a book or coloring.*
E. Identify the “Function” of the Challenging Behavior(s)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>What does he/she get?</th>
<th>OR</th>
<th>What exactly does he/she avoid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plays in isolation</td>
<td></td>
<td></td>
<td>Avoids direct interaction with children</td>
</tr>
<tr>
<td>2. Whines, cries</td>
<td>Adult attention (held, rocked, talked to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Wakes at night</td>
<td>Adult attention (foster mother lays with until falls asleep)</td>
<td></td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td></td>
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<tr>
<td>8.</td>
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</tbody>
</table>

2. Describe the child’s most typical response to the following situations:
   a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
      More

   b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
      More

   c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
      More

   d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
      More, especially if nearby.

   e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
      More

   f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can’t get it (i.e., a desired toy that is visible but out of reach)?
      More

   g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?
      Less
F. How Well Does the Behavior Work?
1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

If whine becomes a good cry, then adult rocks to calm for about 15 min.-20 min.

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?

Crying results in a payoff almost every time to make her calm or happy.

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?

Sometimes a few seconds, other times 1-2 minutes.

G. How Does the Child Communicate?

1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?

Although Sarah rarely speaks, her language has developed normally. She will often make requests through gestures.

2. If your child is trying to tell you something or show you something and you don’t understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

She will cry. If you say “show me” she will try to take you to what she wants or repeat her gesture.

3. Tell me how your child expresses the following:

<table>
<thead>
<tr>
<th>FORM OF COMMUNICATION</th>
<th>NONSYMBOLIC FORM</th>
<th>SYMBOLIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity</td>
<td>Facial Expression</td>
<td>Laughing/Squealing</td>
</tr>
<tr>
<td>Proximity</td>
<td>Crying/Whining</td>
<td>Tapping/Touching</td>
</tr>
<tr>
<td>Proximity</td>
<td>Pulling by the Hand</td>
<td>Tantum</td>
</tr>
<tr>
<td>Proximity</td>
<td>Aggression (hit, pinch)</td>
<td>Giving</td>
</tr>
<tr>
<td>Proximity</td>
<td>Pulling/Pushing Away</td>
<td>Slowing</td>
</tr>
<tr>
<td>Proximity</td>
<td>Reaching</td>
<td>Waving</td>
</tr>
<tr>
<td>Proximity</td>
<td>Pointing</td>
<td>Painting</td>
</tr>
<tr>
<td>Proximity</td>
<td>Waving</td>
<td>Head Shake</td>
</tr>
<tr>
<td>Proximity</td>
<td>Head nod</td>
<td>Vocalizing</td>
</tr>
<tr>
<td>Proximity</td>
<td>Label or Comment</td>
<td>Other: CRANE UNDER</td>
</tr>
<tr>
<td>Proximity</td>
<td>Provide Information</td>
<td>Single Words (spoken)</td>
</tr>
<tr>
<td>Proximity</td>
<td>Request Information</td>
<td>Echola</td>
</tr>
<tr>
<td>Proximity</td>
<td>Other: Pictures/ Written Words</td>
<td>Other</td>
</tr>
</tbody>
</table>

Regulate Behavior
- Request Object
- Request Action/Activity
- Protest Object
- Protest Action/ Activity

Draw Attention to Self
- Request Social Game
- Request Comfort
- Greet
- Call
- Take Turn
- Show Off

Draw Attention to Object or Event
- Label or Comment
- Provide Information
- Request Information
4. With regard to receptive communication ability:
   
a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).
   
   Yes, most class routine instructions.

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

   Yes, unless it involves a lot of peer interaction.

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

   Yes, but will follow verbal requests.

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?

   Will say “no” or sign “all done,” nods head yes (but it is harder for her to respond to questions with a “yes” response.)

H. Explain Child’s Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

   Mommy; rocking with adult, books, drawing

2. What kinds of things have you or your child’s care providers done to try and change the challenging behaviors?

   Sometimes we ignore her whining. But when it becomes a loud cry we go to her and rock her so she doesn’t disrupt the other children.
I. Develop Summary Statements for Each Major Trigger and/or Consequence

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggers</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Child Description:

Tim is a three and half year old boy who lives with his mother and father. He is a very verbal and smart little boy who is very interested in how things work and where things come from. He is attending a community preschool in a classroom with other 3 and 4-year-old children. He currently wears pull-ups, although he will indicate when his pull-up is soiled and needs changing.

Tim’s parents report that now that Tim is attending preschool, their routine at home has become better established. His parents feel that the most difficult part of their routine is around dinner and bedtime. He becomes verbally and physically aggressive during both routines. Bedtime is more difficult and they often let Tim fall asleep on the couch and then carry him to his crib. During meals, Tim’s mother feeds him while he sits in a high chair. They cannot eat out at restaurants because Tim will try to leave and then hit, push, and kick if they try to make him sit. He will also hit, push, and kick or ram objects and use verbal aggression if you try to take a preferred toy away or remove him from a favorite activity. His parents admit that he can be quite physically draining.

At preschool, Tim uses verbal and physical aggression towards his peers and adults. He will hit, push, or kick other children to obtain toys. He seems to have difficulty initiating social greetings and interacting appropriately with other children. He is also destructive with toys. He will throw or ram toys/objects. Most of the other children seem to be scared of him. His best friend will warn other children not to play with Tim’s preferred toys. He is most likely to have challenging behaviors during unstructured activities like playground or center time. The school staff reports that he is very aggressive and that they feel he is becoming a danger to the other children.
### Observation Card

**Name:** Tim  
**Observer:** Teacher  
**Date:** 1/20  
**Time:** 8:45 a.m.

**Trigger:**

Tim comes in the playground gate. Assistant teacher says “Hi Tim.”

**Challenging Behavior:**

Tim holds his finger like a gun and says, “I’m gonna shoot you dead.”

**Maintaining Consequence:**

Assistant teacher reprimands, and then says, “Let’s find something to play with.”

**POSSIBLE FUNCTION:**

---

**Observation Card**

**Name:** Tim  
**Observer:** Teacher  
**Date:** 1/20  
**Time:** 11:15 a.m.

**Trigger:**

Children are playing in blocks. Team teacher drops accessory pieces on the floor for the children to use with magnetic bendable people. A girl goes to play with the accessory pieces and Tim’s best friend yells out, “No, those are Tim’s Toys” as the girl picks up the ladder piece.

**Challenging Behavior:**

Tim rushes over to the girl, stands over her and pulls her hair.

**Maintaining Consequence:**

The girl screams, lets go of the ladder, and 3 teachers come running to help the girl. Tim goes to time-out for 3 minutes. Tim then returns to the same toy set.

**POSSIBLE FUNCTION:**
Observation Card

Name: Tim  Observer: Teacher  Date: 1/20
General Context: Playground  Time: 11:55 a.m.

Trigger:

Children are playing on the trikes.

Challenging Behavior:

Tim goes over to the boy on "his" favorite bike and rams the toy grocery cart into the trike.

Maintaining Consequence:

The boy gets off the trike and Tim gets on.

POSSIBLE FUNCTION:

Observation Card

Name: Tim  Observer: Father  Date: 1/18
General Context: Centers  Time: 10:30 a.m.

Trigger:

Children are playing with blocks, trucks, and lizards on the floor

Challenging Behavior:

Tim approaches a boy playing with a lizard and sticks his tongue out at the boy and then scratches him.

Maintaining Consequence:

Tim's best friend brings him a lizard to play with.

POSSIBLE FUNCTION:
**Observation Card**

Name: **Tim**
Observer: **Mother**
Date: **1/18**

**General Context:** Bedtime

**Time:** 9:45 p.m.

**Trigger:**

*Tim’s father is trying to get him in his crib. He says, “You need to climb into the crib right now.”*

**Challenging Behavior:**

*Tim kicks him in the shins and runs to the living room.*

**Maintaining Consequence:**

*Mother tells Tim, “You can lay on the couch and watch TV if you promise to stay laying down.”*

**POSSIBLE FUNCTION:**

---

**Observation Card**

Name: **Tim**
Observer: **Mother**
Date: **1/18**

**General Context:** Floor play before dinner

**Time:** 6:20 p.m.

**Trigger:**

*Mother is making dinner. Tim is playing with trucks.*

**Challenging Behavior:**

*He starts ramming the truck into the coffee table.*

**Maintaining Consequence:**

*Mother goes over to Tim and sits down to play with him.*

**POSSIBLE FUNCTION:**
Functional Assessment Interview Form – Tim

Child with Challenging Behavior(s): Tim Interview Date: 1/24

Age: Years 3 Months 6 Sex: [X] Male [ ] Female Interviewer: Lise

Respondent(s): Teacher, Assistant, and Mother

A. Describe the Behavior(s)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>How Is It Performed</th>
<th>How Often</th>
<th>How Long</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal aggression</td>
<td>Threatens (“I’m gonna kill you” while pointing a finger gun, “Get away,” growls…)</td>
<td>2-5x/day</td>
<td>5sec-1 min</td>
<td>Low-high</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Hits, pushes, kicks, punches, rams w/toy</td>
<td>2-3x/wk</td>
<td>5-30 sec</td>
<td>High</td>
</tr>
<tr>
<td>Property destruction</td>
<td>Throwing or banging toys</td>
<td>2-5x/wk</td>
<td>5-30 sec</td>
<td>High</td>
</tr>
</tbody>
</table>

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable “chain”; occur in response to the same situation)?

Seems unpredictable at this point. At times he will verbally aggress, then do either physical aggression or property destruction or they happen independent of each other. Other times he will begin with either property destruction and/or physical aggression and intersperse verbal aggression.

B. Identify Events that may Affect the Behavior(s)

1. What medications does the child take, and how do you believe these may affect his/her behavior?

None

2. What medical complication (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

None

3. Describe the sleep cycles of the child and the extent to which these cycles may affect his/her behavior.

His mother reports that now that he is in school a routine is better established and will sleep through the night. Although she also reports that getting him to “go to bed” is very difficult and that he falls asleep on the couch around 9:00 or 9:30 and is carried to his bed. Then he sleeps very restlessly and is all over the bed. (Did not sleep through the night until he was 2.5 years old.)

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

*Eats independently at school for snack. At home, his mother reports that “he sees food as a temporary interruption of play and only eats to live.” He sits in a high chair while she feeds him. Won’t sit in restaurants to eat.*

5. Briefly list the child’s typical daily schedule of activities and how well he/she does within each activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Daily Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Wakes, gets dressed, breakfast</td>
<td>Better the last 2-4 weeks, prior to this time he would physically resist dressing and eating</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>8:30 to school</td>
<td>Does nicely</td>
</tr>
<tr>
<td>8:45 AM</td>
<td>Arrives at school</td>
<td>Greets by shooting with his finger gun, sometimes cries for hug</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Playground</td>
<td>Verbal and physical aggression, property destruction</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Story time 9:45 Small group</td>
<td>Sits and attends nicely</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Wiggle time</td>
<td>Follows directions and enjoys movement and dancing</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Plan/Centers</td>
<td>Plans nicely, once in centers, verbal and physical aggression, property destruction</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Centers/Snack (cont.)</td>
<td>Eats snack and plays computer nicely. Other center areas, especially blocks, he will use verbal and physical aggression, property destruction</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Circle</td>
<td>Sits and attends nicely</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Playground</td>
<td>Verbal and physical aggression, property destruction</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>Eats nicely</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Nap</td>
<td>Lays on cot nicely with a book</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>2:15 Snack</td>
<td>Eats nicely</td>
</tr>
<tr>
<td>2:35 PM</td>
<td>Good-bye circle</td>
<td>Sits, attends</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Mother picks up</td>
<td>Goes nicely</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Then the schedule is not consistent:</td>
<td>shopping or home, goes to mall or Target or home to play or sometimes the park, likes to stay busy</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Drives home</td>
<td>Goes nicely</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>5:30 Arrives at home, plays on floor</td>
<td>Enjoys</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>6:00 continues playing</td>
<td>Does ok</td>
</tr>
<tr>
<td>6:30 PM</td>
<td>Dad home/dinner</td>
<td>Picky about what he will eat, resistant, must sit in high chair</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>Play</td>
<td>Chooses activities, sometimes rough with toys</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>Bath</td>
<td>Difficult to get out, gets physically aggressive</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td></td>
<td>Difficult, runs around house, falls asleep on couch, carried to crib</td>
</tr>
</tbody>
</table>

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

*Both family and school feel that his schedule is predictable because they follow the same schedule every day.*

7. What choices does the child get to make each day (e.g., food, toys, activities)?

*School-chooses activities and play partner outside, during centers, and snack; Home-food, afternoon activities, “chooses to behave”*
C. Identify Events and Situations that may Trigger Behavior(s)

1. **Time of Day**: *When* are the behaviors most and least likely to happen?
   - Most likely: Centers, playground; between 8:45-9:30 at night during bedtime and when he is waiting for dinner (Especially if he is hungry.)
   - Least likely: In the morning at home; during circle, story, small group, structured activities

2. **Settings**: *Where* are the behaviors most and least likely to happen?
   - Most likely: Playground with train or bikes or a new toy and in centers in blocks in the house.
   - Least likely: Story time, wiggle time, planning, small group.

3. **Social Control**: *With whom* are the behaviors most and least likely to happen?
   - Most likely: With teacher or with someone who does not know him (substitute teacher), Mom
   - Least likely: With team teacher next door.

4. **Activity**: *What* activities are most and least likely to produce the behaviors?
   - Most likely: With a highly preferred item or activity or a novel activity, blocks/cars/magnet people, With family outings (with new and different places, especially restaurants), change in routine.
   - Least likely: Quiet time, story time, At home– when he is playing alone and doing what he wants.

5. Are there particular situations, events, etc. that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?
   - (Note: still in diapers, will indicate when soiled and needing to be changed. Often after bowel movement, seems agitated.)

6. What one thing could you do that would most likely make the challenging behavior occur?
   - Take a preferred toy away or remove him from computer.
   - Mother reports that he will become angry and aggressive if she changes her response to him or ignores him. She says, “He likes to have total control over his mother.”

7. What one thing could you do to make sure the challenging behavior did not occur?
   - Do not set limits. Let him have whatever he wants. Sit and give him one-on-one attention and talk to him.
   - Mother reports- if you let him do whatever he wants, play by his rules, do what he says, and do not change anything.
D. Describe the Child’s Play Abilities and Difficulties

1. Describe how your child plays (with what? how often?).
   
   Solitary play in dress-up and sometimes at computer. Parallel play at blocks, water table, and science area. At home, plays alone with trucks, planes, trains, puzzles, books, and computer.

2. Does your child have challenging behavior when playing? Describe.
   
   Computer and dress-up, usually plays nicely, but during outside play and blocks (cars, trucks, magnetic bendable people, Legos, blocks, bright builders...) he will get aggressive if he sees something he wants, if he wants to join other’s play, if a child takes his toy or a piece of his toy or if he perceives a child is going to take his toy. When playing with neighborhood friends the same occurs.

3. Does your child play alone? What does he/she do?
   
   Yes, he prefers it.

4. Does your child play with adults? What toys or games?

   Yes, school reports that he craves one-on-one adult attention. At home he wants to play with mom with everything. With dad, he will play rough and he is tolerant of the roughness.

5. Does your child play with other children his/her age? What toys or games?

   Yes, one boy in particular at school and the boy will give in to Tim and try to "fix" situations when he becomes aggressive with others by telling the kids to give him the toy or by giving Tim a duplicate toy. Occasionally he will play with neighborhood friends (one boy and one girl his age), but he needs to be closely monitored because they will be aggressive with one another. Plays with trucks, cars, trains, and planes.

6. How does your child react if you join in a play activity with him/her?

   He’s fine at both school and home.

7. How does your child react if you stop playing with him/her?

   He’s fine at both school and home.

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

   At school he does not like it. He would want to negotiate more time, give reasons why, and tell you he is not finished. At home he does not transition well, says: “no” or “just a minute.”
E. Identify the “Function” of the Challenging Behavior(s)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?).

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<tr>
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<th>OR</th>
<th>What exactly does he/she avoid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal aggression</td>
<td>Children react, adult attention</td>
<td>Children leave him alone</td>
<td></td>
</tr>
<tr>
<td>2. Physical aggression</td>
<td>Gets a toy or activity</td>
<td>Avoids group play or transitions</td>
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<tr>
<td>3. Property destruction</td>
<td>Gets a toy or activity</td>
<td>Children run away or back off</td>
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</table>

2. Describe the child’s most typical response to the following situations:
   a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
      *More likely*
   b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
      *More likely*
   c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
      *More likely at home, less likely with stern short command at school.*
   d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
      *More likely*
   e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
      *More likely*
   f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can’t get it (i.e., a desired toy that is visible but out of reach)?
      *More likely*
   g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?
      *Less likely*
F. How Well Does the Behavior Work?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

   If “verbal negotiation” is not successful, he will be physically aggressive and then it takes much physical effort to hold him. At home, they give him what he wants to avoid physical effort, although he will kick, hit, and throw toys at adults. If escalated can last up to 15 minutes.

2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?

   Almost every time.

3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff?” Is it immediate, a few seconds, longer?

   A few seconds. If he does something like crashes a tower or steps on a finger then the children react and an adult moves in.

G. How Does the Child Communicate?

1. What are the general expressive communication strategies used by or available to the child? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?

   Very verbal.

   At home he tries to negotiate everything.

2. If your child is trying to tell you something or show you something and you don’t understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

   At school he seems to be understood. At home, he will try to explain it to you and then start screaming.
3. Tell me how your child expresses the following:

<table>
<thead>
<tr>
<th>FORM OF COMMUNICATION</th>
<th>NONSYMBOLIC FORM</th>
<th>SYMBOLIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulate Behavior</td>
<td></td>
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<tr>
<td>Request Object</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Request Action/Activity</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Protest Object</td>
<td>X</td>
<td>X X X</td>
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<tr>
<td>Protest Action/Activity</td>
<td>X</td>
<td>X X X</td>
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<tr>
<td>Draw Attention to Self</td>
<td></td>
<td></td>
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<tr>
<td>Request Social Game</td>
<td>X</td>
<td></td>
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<tr>
<td>Greet</td>
<td>X</td>
<td>X X X</td>
</tr>
<tr>
<td>Call</td>
<td>X</td>
<td>X X X</td>
</tr>
<tr>
<td>Take Turn</td>
<td>X</td>
<td>X X X</td>
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<tr>
<td>Show Off</td>
<td>X</td>
<td>X X X</td>
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<tr>
<td>Draw Attention to Object or Event</td>
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<tr>
<td>Label or Comment</td>
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<td>X X X</td>
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<tr>
<td>Provide Information</td>
<td>X</td>
<td>X X X</td>
</tr>
<tr>
<td>Request Information</td>
<td>X</td>
<td>X X X</td>
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Note: he seems to be trying to initiate social interaction through his aggression.

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).
   Yes. He doesn’t have problems with this. Very smart.

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?
   Excellent independent play. Imitates well.

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)
   N/A

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?
   Verbally

H. Explain Child’s Preferences and Previous Behavior Interventions

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?
   At school – computer, outside push toys, train, trucks, adult one-to-one interaction, talking about how things work and why things happen. At home – any kind of interaction with mommy or daddy especially floor time (cars, crash ‘em games).

2. What kinds of things have you or your child’s care providers done to try and change the challenging behaviors?
   At school - explicit rules, started 5 day attendance, anticipate negative behaviors, warnings with transitions
   At home – rules given before outings, if rules not followed they leave, snacks in stores when he starts getting aggressive, school 5 days a week.
### I. Develop Summary Statements for Each Major Trigger and/or Consequence

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggers</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequence</th>
<th>Function</th>
</tr>
</thead>
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