



Session 2

EDSPE 520Y



Our agenda this evening...

- Welcome
- Correct Martin & Pear Assignments
- Review behavior targeted for FBA & dimension you plan to count
- The functions of misbehavior
- FBA data collection
 - Narrative data
 - Functional Assessment Observation Form
 - Functional Analysis Interview
 - Functional assessment rating scales
 - Motivation Assessment Scale



Correcting the Martin & Pear Assignment


Please...

- Trade papers with a peer
- Evaluate their answers to each question
 - ✓ = answered fully and accurately
 - ✓+ = answered exceptionally well
 - ✓- = answered incompletely or with some minor inaccuracies
- Michael will review each and assign points


Reviewing targeted behavior and behavioral dimension

Please tell us...

- First name of the student
- The behavior targeted for reduction
- The behavioral dimension you plan to measure
- Why that dimension is most relevant
- Other dimensions you considered but rejected and why




The Possible Functions of Misbehavior



Some laws of behavior...

- All behavior that continues is reinforced
- Reinforcement increases the likelihood the person will behave similarly under similar conditions in the future
- Private events do not cause behavior
- All behavior is functional—serves a purpose—for the individual



A word about reinforcement

- 2 types
 - **Positive** reinforcement
 - **Negative** reinforcement
- Positive & negative refer to direction not preference
- Positive = something goes into the behavioral system
- Negative = something comes out of the behavioral system

The possible functions of misbehavior

- Get something
 - Positive reinforcement
- Avoid something
 - Negative reinforcement

Types of consequences that maintain positively reinforced behavior

- Food
- Attention
 - Positive or negative
- Preferred activity

Types of consequences that maintain negatively reinforced behavior

- Escape from situation
- Escape from person

Let's practice....

- During math class, Johnny's teacher instructs the class to take out their book and begin working on a difficult exercise. Johnny swears at the teacher under his breath. The teacher hears this and sends him to the office.
- What kind of reinforcement?

Let's practice....

- While playing with peers on the playground, Jeffery spits at one of his classmates. The classmate moves to another piece of play equipment.
- What kind of reinforcement?

Let's practice....

- When told to come home by 9:00 PM, Cheryl yells at her mother. Her mother yells back and Cheryl yells again.
- What kind of reinforcement?

Functions of misbehavior commonly discussed in FBA


- SEAT
 - Sensory
 - Behavior produces events only perceptible to the individual
 - Escape
 - Behavior results in the ending of an aversive situation
 - Attention
 - Behavior produces social consequences (positive or negative)
 - Tangible
 - Behavior produces nonsocial consequences (e.g., a favorite activity, food)

Let's practice....


- Given the following topographies of misbehavior, create fictitious situations where each topography is maintained by sensory, escape, attention, and tangible consequences.
- Describe the entire contingency
 - Setting event
 - Antecedent conditions
 - Behavior
 - Consequences
- Identify whether the behavior is positively or negatively reinforced.

Practice topographies...

- Hitting
- Yelling
- Swearing
- Throwing an object
- Masturbating
- Skipping class




Collecting FBA data



Types of data systems:

- Direct observation:
 - Narrative
 - Functional Assessment Observation Form (FAOF)
- Interview
 - Functional Analysis Interview Form
 - Functional assessment rating scales (e.g., MAS)

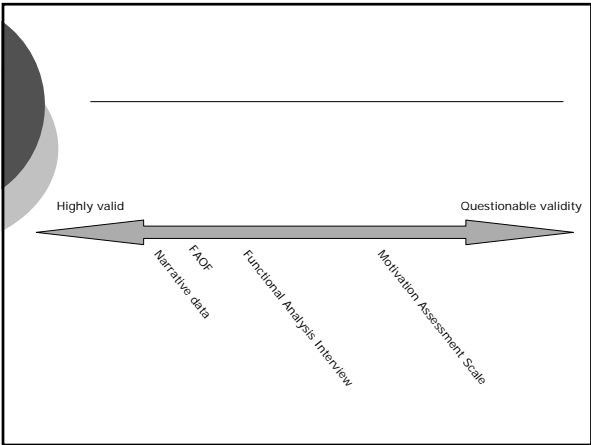


Which data collection systems you use depends on what question you are trying to answer

- "What events make the problem behavior more likely to occur and what events reinforce it?"
 - Narrative data
 - FAOF
- "How do other people perceive the problem behavior?"
 - Functional Analysis Interview
 - Functional assessment rating scales

Talking about behavior vs. behavior

- o Talking about behavior is not the same as observing the behavior directly
- o You must directly observe the problem behavior



Suggested order for data collection...

- o Functional Analysis Interview
- o Narrative data
 - You collect
- o Functional Assessment Observation Form

Functional Analysis Interview

- A broad description of misbehavior, its history, and how others perceive it
- You must interview more than one person
- You must interview the student if they are capable of responding

Narrative data

- Journal style
- Narrative descriptions that include:
 - When (time, setting, activity)
 - What (problem behavior that occurred)
 - Why (what does the observer perceive the student was trying to get?)
 - What happened immediately after

FAOF data

- Quick notation style
- Tells
 - What behaviors occurred
 - Times and order of occurrence
 - What preceded (predicted) each
 - What followed (maintained) each
- You must train to reliability on the FAOF and report the reliability data in your FBA/BSP report

Assignments
(due at next meeting)

- Collect functional assessment data
 - Narrative
 - Interview
 - FAOF
 - Baseline data on dimension of interest
 - 4 data points per week

Readings to complete before Session 3

- Chapter 3 of O'Neil
- Wolery, M., Bailey, D.B., & Sugai, G.M. (1988). Writing behavioral objectives. In M. Wolery, D.B. Bailey, and GM Sugai *Effective teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston: Allyn and Bacon, Inc. 📖
- Cooper, J. (1981). Graphic presentations. In J.O. Cooper's *Measuring behavior*. Columbus, OH: Charles E. Merrill Publishing Company 📖
