

**Functional Assessment and Behavior Support Plan
for John Smith
Spring 2001**

Michael A. Fabrizio, M.A, BCBA
Sara Pahl, B.A.
Fabrizio/Moors Consulting
Seattle, Washington

This document contains information that is legally and/or ethically privileged and confidential. If the reader of this document does not have consent to access such information, you are hereby notified that any disclosure, dissemination, copying, or the taking of any action in reliance on the contents of this document is strictly prohibited. If you have received this information in error, please notify us immediately, and you are to maintain its confidentiality by destroying or returning the document to us. Thank you.

<u>FUNCTIONAL ASSESSMENT</u>	<u>3</u>
STUDENT, CONTEXT, AND PROBLEM BEHAVIORS.....	3
DATA COLLECTED.....	4
RELEVANT ANTECEDENT AND POSTCEDENT FACTORS	6
ANTECEDENT PREDICTORS	6
POSTCEDENT EVENTS	8
SUMMARY STATEMENT/FUNCTION HYPOTHESES.....	8
BEHAVIOR PATHWAY SUMMARIES.....	10
<u>BEHAVIOR SUPPORT PLAN.....</u>	<u>12</u>
PROBLEM BEHAVIORS.....	12
FUNCTIONAL ASSESSMENT SUMMARY STATEMENTS.....	12
GENERAL APPROACHES - SCHOOL	13
ANTECEDENT STRATEGIES:.....	13
INSTRUCTIONAL STRATEGIES:.....	14
CONSEQUENCE MANAGEMENT:	14
USE OF AVERSIVE TECHNIQUES.....	14
GENERAL APPROACHES - HOME	16
ANTECEDENT STRATEGIES:.....	16
INSTRUCTIONAL STRATEGIES:.....	16
CONSEQUENCE MANAGEMENT:	17
<u>MONITORING AND EVALUATION</u>	<u>19</u>
<u>APPENDIX A: BEHAVIOR SUPPORT PLAN SCHOOL IMPLEMENTATION</u>	
<u>CHECKLIST.....</u>	<u>20</u>
<u>APPENDIX B: BEHAVIOR SUPPORT PLAN HOME IMPLEMENTATION</u>	
<u>CHECKLIST.....</u>	<u>22</u>

Functional Assessment

Student, Context, and Problem Behaviors

John is a six-year-old boy with a diagnosis of severe autism. He has no intact and functional communication and usually communicates through grunting, screaming, and leading an individual to a desired item. John lives at home with his mother, father, and three other siblings. John currently receives intensive, one-on-one intervention focused on skill building five days per week for three hours per day and attends his neighborhood school four afternoons per week for 2.5 hours per day. A major goal of the current intervention is to increase the amount of instruction John receives in his neighborhood school. His in-home program is currently serving as a prosthetic until an appropriate school program is developed and implemented.

John's recent past has been one of significant transition for him. During that time, his family moved to a different house in a different school district, a new behavior analyst began supervising his in-home therapeutic intervention program, and he began attending a new school. The school John attends is his neighborhood school, which had no intact program for children of John's age with severe learning and behavioral needs.

John's current school placement is within a Preschool Handicapped classroom. John's classmates are younger typical students and students with disabilities. The room is staffed by a teacher with a history of success working in programs for children with autism, one full-time classroom paraeducator, and John's one-on-one paraeducator. John started attending his neighborhood school following a court mediated settlement agreement between his family and their local school system.

Attending the same school as his neighborhood, typical peers is an important issue for John's family. His school staff is open and willing to build a program for John, and appears to be committed to John's success. The classroom staff members have strong building and District-level leadership, and the entire IEP team functions very well together.

The problem behaviors of interest for this document are John's hitting and screaming. Hitting and screaming occur across his home and school setting, and so were assessed in both locations. Hitting is defined as striking or attempting to strike another person with an open or closed hand. Screaming is defined as any instance of vocal protestation that is easily heard above the ambient noise level in the environment.

Data Collected

Data collected for this functional assessment included baseline frequency measures of rates of problem behavior, Functional Assessment Observation Form data, and Functional Analysis Interview data. John's in-home therapists collected baseline frequency data across topographies for six days across all three hours per day of one-on-one in-home instruction. Hitting occurs at a median rate of .04 times per minute (four times every hundred minutes), and screaming occurs at a median frequency of .1 times per minute (once every ten minutes). Both baselines are stable with no definite trend.

Frequency data were not consistently collected in the school environment, but functional analysis interview indicated that rates were comparable here to those observed at home.

Functional Assessment Interviews were conducted across both settings. For the home setting, John's mother and one-on-one intervention therapist acted as respondents. The interview was conducted by a staff member of Fabrizio/Moors Consulting trained in conducting FAI's serving as the interviewer. For the school setting, the same interviewer completed the FAI with John's teacher and paraeducator serving as respondents.

Functional Assessment Observation Form data were also collected across both environments. For the in-home data, John's one-on-one therapist collected these data during across the three hours she worked with John. John's paraeducator and classroom teacher in school collected these same data on his behavior across the entire time he was in school.

Relevant Antecedent and Postcedent Factors

Antecedent Predictors

Setting Events

All four respondents for the Functional Analysis Interviews indicated that John tends to display a higher frequency of problem behavior during his school time than he does during his in-home therapy time. With the exception of gastrointestinal reflux, no other physiological conditions were noted as present and potentially impacting John's problem behavior. Given the presence of GI reflux, it is possible that John might be in some discomfort after eating a large meal, however respondents noted that he almost never consumes large quantities of food at any one time. Respondents did indicate that while the levels of staffing John experiences are consistent from the home to the school (one-on-one), the training of these staff members is quite different and may impact the problem behavior. John's in-home therapist has received approximately 40 hours of training over the past three months. His paraeducator at school, however, has received approximately five hours of such training.

John is currently not on any medication. He has recently been titrated off both Buspar and Seroquel, with no concomitant increases in frequency or intensity of problem behavior noted. He sleeps 8-9 hours per night and seems to wake in a fine mood. He is on a gluten and casein restricted diet due to suspected intolerances to these substances. This is another change John experienced within the past six months, however no change in problem behavior as a function of diet changes is reported.

Discriminative Stimuli

Discriminative Stimuli for hitting appear to be contextually sensitive and change as a function of location and personnel. For example, in his home, John is most likely to hit when a demand is placed on him following greater than approximately 15 minutes of on-task time. At school, however, he appears most likely to hit during group instruction time, with his paraeducator. John is least likely to hit at home when engaged in a student-selected task alone. He is least likely to hit at school during one-on-one instructional activities with his paraeducator.

This same pattern of context-dependent cues for misbehavior extends to John's screaming. At home, John is most likely to scream outside of the context of therapy, when he is alone or during setting-to-setting transitions (e.g., school to home). He is least likely to scream at home when he is engaged in a task. It does not appear that whether the task is teacher or student directed impacts the frequency of John's screaming at home. At school, John is most likely to scream during group instruction or when he is experiencing an unresolved problem. For example, John recently slid down the slide on the playground against his choice. The slide was wet due to a recent rain, and John's pants became wet as a result. This agitated John quite a bit and he ended recess time by laying on the ground, kicking his feet, and screaming almost nonstop for approximately 7-minutes. John is least likely to scream in school during one-on-one instructional activities.

All respondents indicated that setting-to-setting transitions are particularly difficult times for John and very likely to occasion problem behavior.

Postcedent Events

When John hits at home, this results in three discernable consequences. First, the on-going instructional task is interrupted briefly while his therapist attempts to resolve the problem. Second, John's schedule is presented to him again to indicate what events are upcoming and when he may take a break. Third, a brief non-task interaction occurs between John and his therapist where she asks him what he wants to work for as she attempts to mitigate the problem. When John hits at school, he is removed from group instruction and provided with one-on-one instructional activities or interaction.

When John screams at home, people move closer to him and ask him what he wants. They console him and present him with choices of other activities in which he might engage. This is a particularly consistent pattern when John screams while he is off by himself engaged in an activity of his own choosing. When John screams at school, he is initially redirected to task and then, if he continues screaming, he is removed from the situation (usually group instruction) and provided with one-on-one instruction with his paraeducator.

Summary Statement/Function Hypotheses

Based on the relevant interview and observation data, we offer the following summary statements regarding John's problem behavior:

- a. While at school, John is most likely to hit when he is in a situation where he does not have the necessary prerequisite skills to participate and wishes to have the activity change so that he can participate.

b. At home, John tends to hit during therapy time when he has been engaged with his therapists on work activities for more than 15 minutes. He hits in these situations to change the task and engage with the therapist in an activity that he chooses.

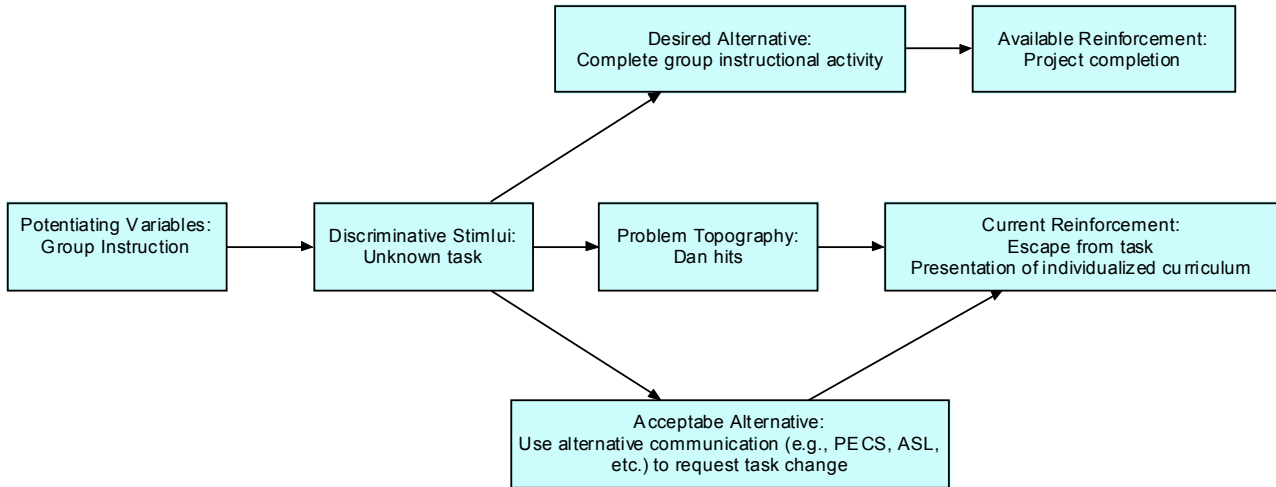
c. While at school John tends to scream when he wants to leave a situation or needs help getting something he needs for comfort such as dry clothes

d. While at home, John tends to scream in order to have someone help him choose what he might like to do.

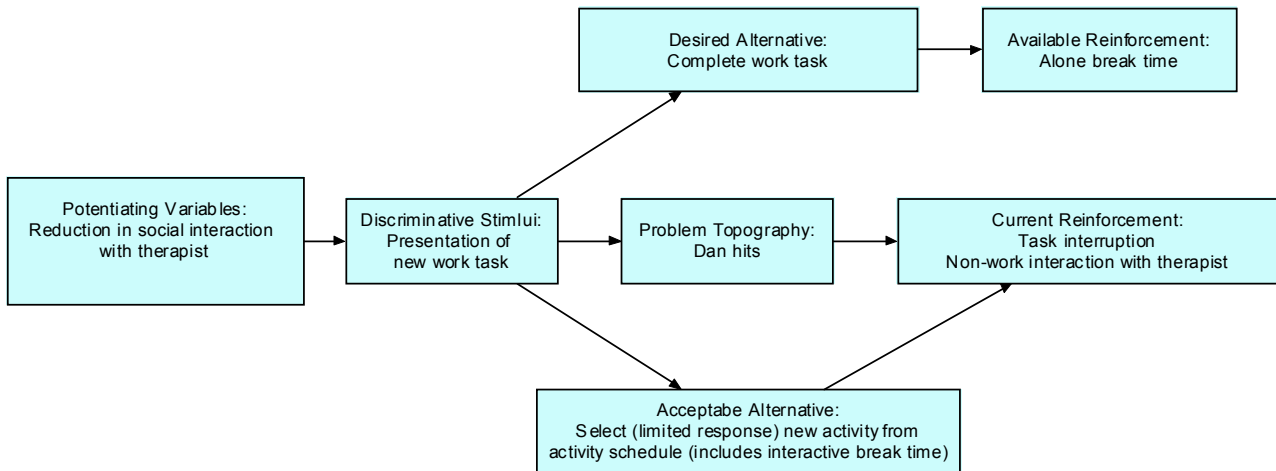
Competing pathway summaries are provided in the following section. These indicate the current putative maintaining contingencies as well as a diagram of the contingencies involved in the desired alternative to John's misbehavior. Acceptable alternative topographies that would be functionally equivalent to the problem behavior of interest are also suggested.

Behavior Pathway Summaries

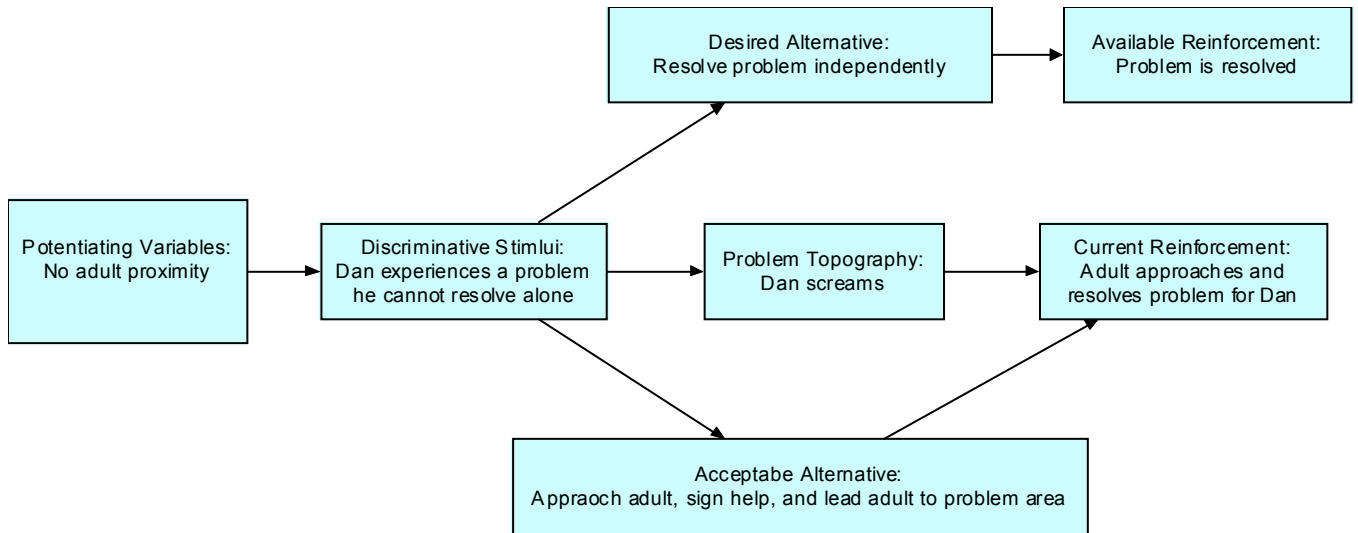
Competing Pathway Summary: Hitting at School



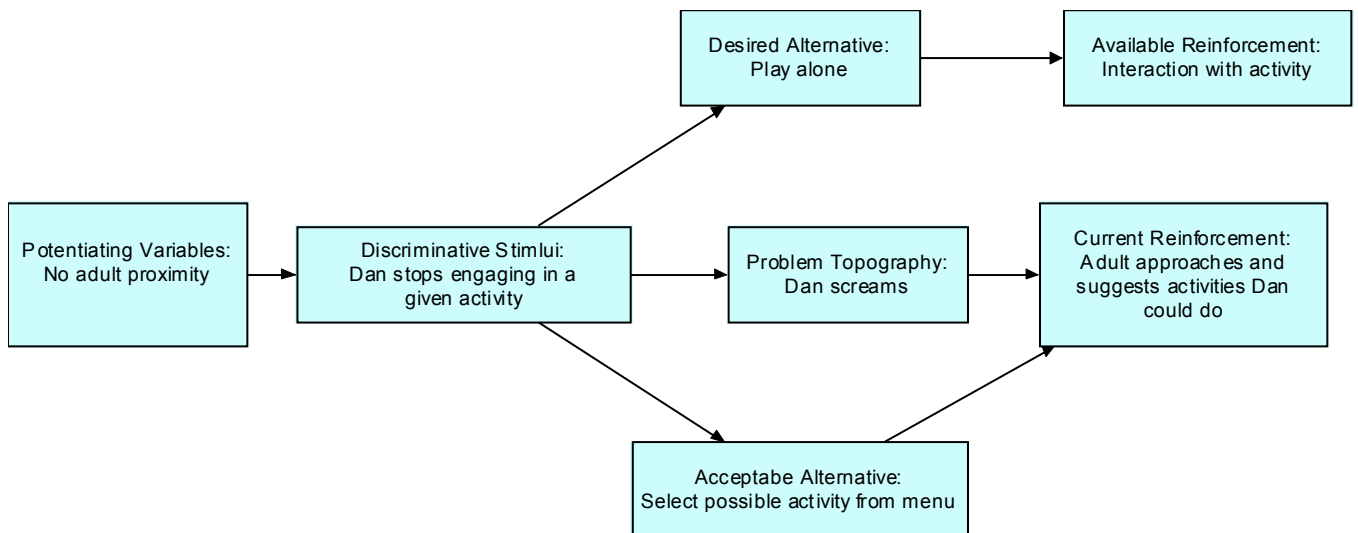
Competing Pathway Summary: Hitting at Home



Competing Pathway Summary: Screaming at School



Competing Pathway Summary: Screaming at Home



Behavior Support Plan

Problem Behaviors

1. *Hitting* - striking or attempting to strike another person with either an open or closed hand
2. *Screaming* - emission of any vocal protestation that rises significantly above the ambient noise level

Functional Assessment Summary Statements

<p>While at school, John is most likely to hit when he is in a situation where he does not have the necessary prerequisite skills to participate and wishes to have the activity change so that he can participate.</p>	<p>At home, John tends to hit during therapy time when he has been engaged with his therapists on work activities for more than 15 minutes. He hits in these situations to change the task and engage with the therapist in an activity that he chooses.</p>
<p>While at school John tends to scream when he wants to leave a situation or needs help getting something he needs for comfort such as dry clothes.</p>	<p>While at home, John tends to scream in order to have someone help him choose what he might like to do or help him with a problem he is experiencing.</p>

General Approaches - School

Setting Event Strategies: None

Antecedent Strategies:

- ✓ Have John participate in group instructional situations (such as circle time, story readings, etc.) for no more than five minutes at any one time.
- ✓ During John's day, alternate his schedule so that a group activity is "sandwiched" in between two one-on-one instructional activities. Doing two or more one-on-one instructional activities in a row is fine, but do not schedule him to engage in two group instructional activities in a row.
- ✓ Be sure you have all of the materials you need so that you can implement all of his one-on-one instructional IEP objectives. These will help ensure that you have enough meaningful one-on-one instructional tasks to fill his day.
- ✓ Expand John's picture schedule and be sure that you use it consistently so that he can see when an individual activity and when a group activity is scheduled. You may even want to color code his schedule so that group activities are in one color and one-on-one activities are in another color.
- ✓ Be sure to start each of John's school days with one or more one-on-one instructional tasks. Do not start him off with a group activity. This might mean that the rest of the class starts with circle time, while John does some one-on-one work with Carrie. John could join for part of circle time once he completes the one-on-one instructional with Carrie. Remember to have him participate in group instruction for 5-minutes or less.
- ✓ When John enters the room at the start of his school day, notice how he appears to be feeling. Does he seem like he is in a good mood? Will he follow list directions you give him easily? Is he responsive to your praise and feedback? Check his home/school notebook and see if his family indicated what type of morning he had. If John appears to be highly aroused or upset when he enters the room, change his schedule before he sees it so that activities he seems to like or are easier for him are the first ones he encounters.
- ✓ Use a choice board PECS system for John's free time. At the start of free time, allow him to select what activity he wants to do. Do not "force" him to do what other children might be doing during free time.

Instructional Strategies:

- ✓ Because one of the things John communicates to us by his screaming and hitting is that he is displeased with a situation and wants to leave it, it is important for us to teach him a more appropriate way to request this. Since he already uses a PECS system, add a "Leave" card to his system. This should always be available to him. At the end of each activity, prompt him to use his "leave" card to indicate that he is going to change tasks. Reinforce his using his "Leave" card.
- ✓ In case John does not have his PECS board with him, also teach him the American Sign Language sign for "finished." He can do an approximation of the true ASL sign. Have him both sign "finished" and then select his PECS "leave" card."

Consequence Management:

- ✓ When John is in group instruction, set a timer for yourself. For every one minute that John sits in group instruction without hitting or screaming, put a token on his token board. Be sure the board is placed in front of him where he can see it. Also, when you give him the token praise him for sitting quietly.
- ✓ If John hits or screams during group instruction, redirect him to his PECS system, prompt him to select his "Leave" card, and then remove him from the group. When you remove him, also take off any tokens he earned while in the group instruction situation. In addition, it is very important that when you remove him; do not start an activity with him that he really enjoys. You should select a one-on-one instructional activity from his IEP that he does not seem to enjoy as much.
- ✓ During free time, set a timer and give John a token on his token board for every 5-minutes that he engages in any activity(ies) without screaming.

Use of Aversive Techniques

Should it become necessary to utilize aversive techniques with John due to his misbehavior representing an immediate and probable risk of harm to himself or others, his school staff may, consistent with System X School District approved and provided training and policy, use restraint, physical escorting, and/or geographic isolation with John.

The following guidelines are to be followed should use of any of the above be necessary:

- ✓ Within 8 hours of the use of the aversive technique, his educational staff should complete an incident report. This report should be sent to at least the following people: John's parents, the school building administrator, and John's attending Behavior Analyst (Michael A. Fabrizio, M.A., BCBA, fax number: 206-324-3805). A copy of the incident report should also be placed into his school file.
- ✓ The incident report is to detail the date of the incident, a detailed description of what aversive technique was used, the location of the event, other people who were witness to the event and use of the aversive technique, the length of time (in minutes) the behavioral incident lasted and aversive techniques were used, the situation in which the incident occurred, other less restrictive intervention the staff tried prior to instituting use of an aversive technique, and whether John appeared to suffer any physical injuries as a result of either the incident or the use of the aversive technique.
- ✓ In addition to the incident, John's school staff should fax a completed School Implementation Checklist for his Behavior Support Plan within 8 hours to all of the people indicated above.
- ✓ While any staff member trained within the previous 12-months in System X School District approved and provided passive restraint methods may implement the use of restraint, physical escorting, or geographical isolation with John, a certificated professional staff member who is a member of John's IEP team (e.g., certificated teacher, administrator) must approve the initiation of any of the above techniques each time they are used.
- ✓ Physical restraint should be used only as a last resort.
- ✓ If John is restrained, the restraining staff member must release him at least every two minutes and allow him the opportunity to calm down on his own without being restrained.
- ✓ Mechanical restraint is not approved for use with John
- ✓ If geographic isolation is used, John must be within the attending staff member's line of sight at all times. He may never be isolated without being in a staff member's line of sight. During geographic isolation, John must be allowed the opportunity to engage in an appropriate activity (e.g., one-on-one instruction, a recreational activity, etc.), at least every 5-minutes.

General Approaches - Home

Setting Event Strategies: None

Antecedent Strategies:

- ✓ Have John participate in therapy instructional situations for no more than 10-minutes at any one time.
- ✓ During John's day, alternate his schedule so that a work activity is "sandwiched" in between two free play or rec./leisure l activities.
- ✓ Expand John's picture schedule and be sure that you use it consistently. Allow John to select what instructional activity will come next in his schedule or what free time activity he would like to do. Be sure to start each of John's therapy sessions with one free time task where Tricia is interacting with him while he engages in an activity that he likes.
- ✓ When you arrive at John's house, notice how he appears to be feeling. Does he seem like he is in a good mood? Will he follow list directions you give him easily? Is he responsive to your praise and feedback? Talk with Carolee and see how John's morning has been going up to the time that you arrive. If John appears to be highly aroused or upset when you arrive change his schedule before he sees it so that activities he seems to like or are easier for him are the first ones he encounters.
- ✓ Use a choice board PECS system for John's free time. At the start of free time, allow him to select what activity he wants to do.

Instructional Strategies:

- ✓ Because one of the things John communicates to us by his hitting is that he is displeased with a situation and wants to leave it, it is important for us to teach him a more appropriate way to request this. Since he already uses a PECS system, add a "Leave" card to his system. This should always be available to him. At the end of each activity, prompt him to use his "leave" card to indicate that he is going to change tasks. Reinforce his use of his "Leave" card.
- ✓ In case John does not have his PECS board with him, also teach him the American Sign Language sign for "finished." He can do an approximation

of the true ASL sign. Have him both sign “finished” and then select his PECS “leave” card.”

- ✓ Set “quiet hands” as an expectation at the start of each instructional activity. John should earn approximately half of his tokens for an activity by showing quiet hands and good learning position.
- ✓ Because John tends to use his screaming at home to tell us that he needs our help resolving a problem or selecting an activity to do while he is engaged in free play, teach him the American Sign Language sign for “help”. Reinforce its use by coming closer to him, asking him what he needs help with, and providing him with more options as to what he might do or helping to resolve an apparent problem. Be sure to set up situations during therapy time for him to practice using his “help” sign when you are right there and can step in and reinforce it by providing him help quickly. You might do that by pacing a toy he wants out of reach in the therapy room, or removing a piece of a toy that is needed to make the toy work. The point here is to give him at least 10 opportunities each day during therapy to practice using his help sign so that he sees that using the sign really works.
- ✓ Gradually, shift yourself further away from him when he needs help and prompt him to walk to you and then sign, “help.” Our goal is to teach John that sometimes he will have to walk to someone and sign “help” because the person will not be in his immediate vicinity.
- ✓ Allow John to select one new toy each week and teach him how to play with it. Carolee will supply you with a range of new toys for him to learn to play. Our goal is to teach John how to fill his free time. This should help reduce his screaming during free time when he does not know what he should or can do. Once John has learned to play with a new toy, place it somewhere he can easily find it in his house. DO not keep it in the therapy room, because this room is often locked when no therapy is occurring.

Consequence Management:

- ✓ If John hits during therapy time, firmly tell him “No.” Be stern. Be clear with him. Redirect him to his PECS board and prompt him to use his “leave” card if he wants to change the task.
- ✓ Following a hit or attempted hit, remove any tokens he has earned during that instructional task.

- ✓ While you should allow him to leave the situation, do not engage him during free play activity. We want to send the message to John that hitting is not okay, that there is a better way to get what he wants, and that if he hits you will not play with him during the next free play activity.
- ✓ During work time, if John uses his “Leave” card or signs “Finished”, immediately stop the task, redirect him to his choice board for free time, and play with him. We want to send him the message that if he does not hit, but communicates appropriately instead, this will pay off nicely for him by stopping the activity, and having you interact with him.
- ✓ During free time in his house, his family should set a 10-minute timer. For each 10-minutes that he does not scream, go to John, praise him for playing quietly, and redirect him to his choice board (unless he is highly engaged in an activity). You are presenting his choice board to him at this point to see if there is something else he would like to do.
- ✓ If John does scream during free time, prompt him to sign, “help.” Only when he signs, “help” should you provide him with assistance or attention.

Monitoring and Evaluation

We will use three main pieces of data to monitor John's Behavior Support Plan. We will use these both at home and at school. The three types of data will we use are:

- ✓ Frequency data for both hitting and screaming. These data are to be collected and charted on the Daily Standard Celeration Chart. John should have one chart for home and a separate one for school.
- ✓ Implementation Checklist Data. We will generate a checklist of all of the steps involved in correctly and completely implementing John's Behavior Support Plan. One time per week, you are to evaluate whether or not you implemented each piece of his plan completely and correctly. During our regular consultation visits with you, we will also monitor how thoroughly and correctly the parts of the BSP were implemented.
- ✓ Frequency of appropriate responses. John's frequency of signing "help", signing "finished" and using his "Leave" PECS card will be monitored collectively (i.e., as one dot per day) for both home and school. These data are to be charted on a Daily Standard Celeration Chart. John should have one chart for home and a separate one for school.

Michael A. Fabrizio, M.A., BCBA
Educational/Behavioral Consultant
Fabrizio/Moors Consulting
Board Certified Behavior Analyst (#1-00-0044)

Date

Sara Pahl, B.A.
Program Manager
Fabrizio/Moors Consulting

Date

Appendix A: Behavior Support Plan School Implementation Checklist

John Smith Behavior Support Plan School Implementation Checklist

Person Completing Checklist: _____

Date: _____ **Time:** _____

Notes of Special Consideration: _____

Antecedent Strategies

1. Group instruction for no more than 5-minutes at a time
2. Schedule alternates group with individual instruction
3. All materials needed for instruction are complete & easily accessible
4. Picture schedule is used consistently between each activity
5. First 1-2 activities each day are 1:1 instruction
6. Staff checks John's state of arousal when he first enters the room
7. Staff checks home/school communication notebook before first activity
8. Choice board is used at start of free time activities

Instructional Strategies

9. "Leave" card is on PECS board
10. PECS board is readily available to him at all times
11. John uses "Leave" card at end of each activity
12. Staff heavily reinforces John's use of "Leave" card
13. John signs or approximates ASL "Finished" at end of each activity
14. Staff heavily reinforces John's attempts to sign "Finished"

Consequence Management

15. FI-1 reinforcement schedule during group instruction with tokens
16. Token board is placed where John can easily see it
17. Staff praises John immediately before delivering token
18. If John hits or screams during group instruction, staff prompts John to use "Leave" card
19. If John selects "Leave" card or signs "Finished," without misbehaving remove him from activity to highly preferred activity
20. If John uses "Leave" or Finished" after misbehaving, staff immediately removes John to less preferred 1:1 instruction and removes tokens from token board
21. FI-5 schedule of reinforcement during free play

Features Complete & Correct: _____ # Features Incomplete or Incorrect: _____
Strength Areas:

To Improve Upon Before Next Observation:

Appendix B: Behavior Support Plan Home Implementation Checklist

John Smith Behavior Support Plan Home Implementation Checklist

Person Completing Checklist: _____

Date: _____ **Time:** _____

Notes of Special Consideration: _____

Antecedent Strategies

1. Therapy for no more than 10-minutes at a time
2. Schedule alternates therapy with free play/rec leisure activities
3. John uses picture schedule to select upcoming activity
4. Picture schedule is used consistently between each activity
5. First 1-2 activities each day are free play w/therapist or rec./leisure
6. Staff checks John's state of arousal when they arrive
7. Staff checks with family about John's morning and night before starting
8. Choice board is used at start of free time activities

Instructional Strategies

9. "Leave" card is on PECS board
10. PECS board is readily available to him at all times
11. John uses "Leave" card at end of each activity
12. Staff heavily reinforces John's use of "Leave" card
13. John signs or approximates ASL "Finished" at end of each activity
14. Staff heavily reinforces John's attempts to sign "Finished"
15. "Quiet hands" stated as explicit learning skills expectation before each activity
16. John earns ½ of tokens for displaying "quiet hands"
17. Staff establishes greater than 10 opportunities each day for John to practice signing "Help" in context

18. Staff heavily reinforces John's use of "Help" sign
- 19.. Staff gradually decreases proximity to encourage John to find them when he needs help
20. Staff teaches John to play with one new toy per week
21. Once taught, toys are readily available to him in his house

Consequence Management

22. Token board is placed where John can easily see it
23. Staff praises John immediately before delivering token
24. If John hits or screams during therapy, staff prompts John to use "Leave" card
25. If John selects "Leave" card or signs "Finished," without misbehaving remove him from activity to highly preferred & interactive activity

- 26. If John uses "Leave" or Finished" after misbehaving, removes tokens from token board
- 27. John allowed to leave instruction for 3-minutes, but no interaction if he hits (only allow this after he uses his "Leave" card)
- 28. FI-10 schedule of reinforcement during free play
- 29. Assistance is provided during free play by family only after John signs "Help"

Features Complete & Correct: _____ # Features Incomplete or Incorrect: _____

Strength Areas:

To Improve Upon Before Next Observation: