Some material presented during this webinar may not represent the views or opinion of Advanced Bionics.

Housekeeping

• You must stay logged in for the duration of this course in order to be eligible to earn CEU credit.

• This course is offered for Continuing Education Units (CEUs) from AudiologyOnline if you are a CEU Total Access member.

• Be sure to take the exam following course completion to earn credit.

• Need Technical Support?
  Contact AudiologyOnline at 1-800-753-2160
Introductions

- Christy
- Stacey
Have you ever thought...

- He is being defiant. He just threw his cochlear implant across the room!
- He ripped off his socks! He does it all the time.
- He can do it when he wants to.
- He does it for no reason.
- Why does he do the things he does?
- How do I make him stop?
- If he just had language, then his behavior would disappear!

REMEMBER: Behavior equals communication

Functional Assessment Defined

- It is a means for understanding the function or purpose of a student’s behavior
- “Function” is associated with what the student achieves by engaging in a problem behavior: “the payoff.”

Purpose of Functional Behavior Assessment

- To identify the function of a behavior
- In order to identify positive or socially acceptable behaviors
- To meet the same function or needs he or she formally met through the problem behavior.
What is the History of Functional Behavioral Assessment?

- Originally used in the 1960s and 1970s to understand why individuals used self-injurious behavior.
  - Age of behavioral psychoanalysis
  - Little emphasis during the late 70s or 80s as behavior modification was the guiding philosophy.
- Resurgence in the 90s
- Now required as part of IDEA 2004

Importance of Understanding Basic ABA Terminology

- What is Reinforcement?
  - Reinforcement is an item, activity or event that follows a behavior and leads to an increase in the chances that the behavior will occur again.
Remember!

If a challenging behavior is occurring, it is being reinforced.

Punishment

- Reduces the chance that a behavior will occur again in the future
- Short-lasting effects
- May invoke aggression or more severe behavior

What is an antecedent?

- Events that proceed the behavior
  - Personal factors
  - Time of day
  - Activities and situations
  - People
  - Stimulation
- Sets the behavior in motion
  - Fast and Slow Triggers
Slow and Fast Triggers

- **Slow** triggers (setting events) are present over a longer period of time. Examples might include illness, a crowded area, an unfamiliar setting, or an unexpected change in routine.

- **Fast** triggers (antecedents) occur immediately prior to a challenging behavior. Examples might include a loud noise, a difficult task, "No", or denied access to a favorite item/activity.

What are Consequences?

- Consequences are events that immediately follow a behavior that make it more or less likely to occur.
  - may be reinforcing
  - may be punishing

Consequences

- Praise
- Reprimand
- Ignoring
- Attention
- Loss of points
- Teacher assistance
- Redirection
- Criticism
- Change of activity
- Peer rejection/acceptance
- Adult rejections/acceptance
- Time out
- Sent to principal
  (Sims, 2005)
What are some of the functions of behavior?

- Sensory
- Escape
- Attention
- Tangible
  (Remember SEAT)
- And, Power and Control

Behavior & Functions

- Hitting
  - attention
  - escape
  - control

- Attention
  - throwing a pencil
  - tantrum
  - talk out
  - refuse

Think about this... 

- You are an individual with DHH and ASD who is 10 years old and has low communication.
- The only kind of cracker your teacher has is cheddar cheese.
- How do you tell your teacher that you want Goldfish crackers and that you do not want to be near Cheez-It?
Where do you begin?

- Description of the inappropriate behavior (target behavior)
- Determine the antecedents
- Identification of functions
- Description of positive alternatives
- Identification of prior interventions

Specifically Define the Inappropriate Behavior

- Clearly and concisely describe the behavior.
  - Does it pass the Stranger test?
  - What does the behavior look like?
  - When does it begin and end?
- Target a specific behavior
- An operational definition needs to be:
  - observable
  - measurable
  - clearly understood by all

Specific Target Behaviors

- Examples
  - High pitched scream
  - Kicks chairs over
  - Hits others/self
  - Completes tasks

- Non-examples
  - Poor impulse control
  - Agitated
  - Aggressive
  - Pays attention
Embedded Activity
Operationally Define Behaviors

Think of a student you know and operationally define a challenging behavior.

- How often does it occur and last?
- Who does it occur with more frequently?
- Where does it occur most often?
- Does it pass the stranger or two person test?

Determining Antecedents and Consequences

- How?
  - Data, my friend!

Select an Appropriate Data Collection System

- Decisions based on data, not guesses.
- Establish a baseline of the dimensions of the behavior.
- Provides a clear, measurable description of the behavior.
- Consists of at least 3 data points.
- Serves a descriptive function by telling us the student's current performance level.
- Provides a predictive function.
Methods for Gathering Information

- Gather additional information about the target behavior to provide a full description

- Methods that you can use include:
  - Interviewing others
  - Reviewing the student’s records
  - Direct observation

Direct Observation

- Most accurate representation of the student’s behavior
- Observe the behaviors as they occur in the environment
- Analyze the antecedents and consequences
- Use to predict when the behavior will occur and why it is occurring (function)

Dimensions of Behavior

- Behavior may be observed/measured through the following dimensions:
  - Frequency
  - Rate
  - Duration
  - Latency
  - Topography
  - Force
  - Locus
Graph the Information

- Is it really necessary to graph??
  - Absolutely!!
    - It allows you to see patterns in the behavior
    - It allows you to see change that may be too slow to see with the naked eye
    - It allows for better interpretation of your data
    - It makes sense out of the numbers
    - We are visual beings

Form Your Hypothesis

What is the communicative message?

Teaching Alternative/Replacement Behaviors

- The communicative intent of the replacement behavior must match the same communicative intent of the inappropriate behavior
What makes one behavior easier than another?

- How much time does it take?
- How hard is it to do?
- How easy is it for someone else to understand?
- How quick is the payoff?

What behavior would you choose to gain someone’s attention?

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<thead>
<tr>
<th></th>
<th>Screaming</th>
<th>Raising Hand</th>
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<tbody>
<tr>
<td>Faster</td>
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<td>Easier</td>
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<td>More Consistent</td>
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Sims, 2004

BSP

Any mat /or ust
Behavior support plans include:

- A summarization of the findings of the FBA
- Student strengths
- A summary of all prior interventions implemented
- Positive behavioral supports

BSP’s also include...

- Restrictive interventions to be used, if needed
- Data collection procedures and methods for monitoring interventions
- Communication between all environments of which the student interacts including home, school, and the community

Goal of Intervention

- Teach behaviors that are:
  - Relevant - Must look like what others in the environment do under similar circumstances – Must be appropriate for student
  - Effective - Must serve the same function and obtain the same outcome as the inappropriate behavior
  - Efficient - Must work at least as quickly and easily as the problem behavior

Scott, 2005
Review and change the BSP when your data supports or refutes effectiveness

- The child has reached the behavioral goals and objectives and new goals and objectives need to be established
- New behaviors emerge
- The original behavior intervention plan is not bringing about positive changes in the student’s behavior.

Questions?

Where to Start

Planning for Intervention for Children with Deafness and Autism Spectrum Disorder

Core Strategies for Supporting Children with Deafness and Autism Spectrum Disorder: Part 2

October 23, 2014 • 12:00 p.m. Eastern/9:00 a.m. Pacific