Functional Behavioral Assessment
and Behavior Support Planning
from J. Squires & D. Bricker, Social emotional intervention for young children and their families using an activity-based approach (pp. 255-270)

For children with challenging problem behaviors who are not responding to initial activity-based intervention approaches, a more thorough assessment of problem behavior and the context in which that behavior is occurring may be helpful. Functional behavioral assessment is a systematic process for developing hypotheses about factors that contribute to the occurrence and maintenance of problem behaviors. In addition, this approach assists in developing effective, function-based interventions and supports for decreasing problem behavior and increasing pro-social behaviors (O’Neill, et al., 1997). This appendix outlines the processes and procedures for completing a functional behavioral assessment and planning for function-based behavioral support interventions. While the completion of a functional behavioral assessment (FBA) and a corresponding behavioral support plan (BSP) can be effective in targeting challenging problem behaviors such as noncompliance and defiance, disruption, inappropriate language and minor aggressive behaviors; however, dangerous behaviors that may cause risk to the target child or others require the consultation of a behavior specialist.

FBA has three features: a) attending to environmental context and adult behavior, b) determining the “purpose” or function of the behavior, and c) teaching of appropriate behaviors (Carr, et al., 2002; Koegel, Koegel, & Dunlap, 1996). Problem behavior often serves a function or purpose for the individual who exhibits it and therefore, it is important to examine the environments and context in which the behavior occurs. For example, when a child repeatedly engages in tantrums in the grocery store, the environmental context and his mother’s behavior may need to be examined. The presence of candy bars in the checkout line, the disapproving looks given to his mother by other patrons, and his mother’s tendency to acquiesce to the child’s
crying may serve to maintain this behavior. Completion of a FBA and corresponding BSP should assist in identifying the eliciting factors and developing an intervention plan designed to eliminate the tantrums. The FBA/BSP process also addresses the importance of teaching appropriate replacement behaviors that a child can use instead of tantruming. Providing alternative behaviors, such as teaching the child to request the candy bar, should allow the child to access the desired object in a more socially acceptable manner.

The FBA/BSP process is composed of five steps: 1) define the problem behavior, 2) develop a hypothesis statement identifying when the behavior is most likely to occur, what the behavior is, and what usually takes place after the behavior occurs, 3) identify the hypothesized purpose or function of the behavior, 4) collect observational data to support the developed hypothesis, and 5) develop strategies for implementing function-based and contextually appropriate interventions.

The first three steps can be completed within the context of a functional assessment interview. A suggested interview format is contained in Table 8-A1. The Early Childhood Functional Assessment Interview form is divided into three sections and should be completed through discussion with those who know the child well (e.g., teachers, parents) and have had opportunities to observe the child engage in problem behaviors. It may also be beneficial to review personal and medical history information and academic records and other permanent products if the child has entered formal schooling.

Part A of the interview form addresses both child strengths and problem behaviors. Targeting of specific routines and activities when problem behaviors occur is the focus of Part B. The second page of the form provides space for recording specific information about the most disruptive or troubling of the child’s problem behaviors.
To summarize, the first three steps in the FBA/BSP process can be completed through interviews with the child’s parents and teachers and the acquired information noted on the Early Childhood Functional Assessment Interview form. The five steps in the FBA/BSP process are described next.

**Step 1. Define the problem behavior using objective, observable terms.** The problem behavior should be defined using terms that are observable and measurable. Terms such as hyperactive and aggressive, for example, may seem descriptive but are not. “Aggressive” may mean a verbal assault to one observer, while to another observer “aggressive” may mean hitting and kicking. A useful guideline for describing a problem behavior is to define it so that two independent observers can agree that the behavior (e.g., hitting) did or did not occur. For example, aggression may be more specifically defined as “hits other children with his fist.” When defining problem behavior it is helpful to consider various dimensions of the behavior, including the frequency or how often it occurs; the duration or how often it lasts; the intensity of the behavior; the latency of the behavior or how long to onset after being triggered; and the function or focus of the problem behavior. Clarifying a description and definition of the problem behaviors will make observations and potential interventions more accurate and productive.

**Step 2. Develop a hypothesis statement identifying when the behavior is most likely to occur, what the behavior is, and what usually occurs following the behavior.** Developing a hypothesis statement helps to clarify the context in which problem behavior is occurring and provides useful information for a BSP.

The first step in developing a hypothesis statement is to complete Part A of the Early Childhood Functional Assessment Interview form, the problem behavior section. Completing the problem behavior section should assist in formulating a clear description for the hypothesis/summary statement.
Next, antecedent events that precede or trigger a problem behavior should be identified, using Part B of the interview form. Antecedents are events or other stimuli that occur before the problem behavior and signal or cause the problem behavior to occur. The daily routines and behavior analysis section of the interview form may be helpful in narrowing antecedent events, and pinpointing times of the day or specific activities that elicit the problem behavior. For example, when a teacher asks Deidre to put away her toys, Deidre kicks and hits the teacher. Asking her to clean up is an antecedent or trigger that elicits the hitting and kicking behaviors. Identifying these events (i.e., antecedents) may provide insight about why the problem behavior is occurring and may help to identify strategies for removing triggering events and, therefore, decrease the likelihood of problem behavior occurring.

Once the problem behavior and antecedent event boxes of the hypothesis statement are completed, it is important to identify the response or consequence that usually follows the problem behavior should be identified. Consequences are events that follow the problem behavior and serve to maintain, or increase or decrease the likelihood of the behavior reoccurring. For example, when Deidre hits her teacher, she receives attention. In this case, the response or consequence is the teacher’s attention. Understanding the response to problem behavior usually helps in understanding why problem behavior continues to occur and how to decrease these occurrences.

Step 3. Identify the purpose or function of the behavior. Part C on the Functional Assessment Interview form includes formulating a hypothesis statement of the problem behavior that identifies the function the problem behavior serves for the child. Challenging behaviors can serve several functions for children, including getting or escaping from attention, getting desired items, being able to do tasks, and sensory stimulation (O’Neill, et al., 1997). These potential functions for problem behavior are listed in the final box in Part C of the interview form. In the
case was teacher attention. It can then be hypothesized that the function of her problem behavior falls into the category of accessing a preferred activity (gaining the teacher’s attention). It is important to check only one box in Part C, as interventions are defined by this statement. In choosing only one box, determine the function that is most likely or seems to be occurring the majority of the time. Keep in mind that for different children, the same problem behavior may be maintained by different consequences and functions. For example, another student in Deidre’s preschool also engages in kicking and hitting behaviors when a peer tries to take a preferred toy from him. Typically, the child’s aggress response is followed by the peer giving the toy back. For this child, the function of his hitting and kicking is getting to play with the preferred toy. This distinction between the kicking and hitting behaviors of Deidre and her peer provides important information for developing a BSP.

**Step 4. Collect observation data to support the developed hypothesis.** Once a hypothesis statement about the child’s behavior has been developed and noted in Part C of the Early Childhood Functional Assessment Interview, the child should be observed to verify the hypothesis. It is important to review the definition developed for the problem behavior contained in Part A of the interview form. What does the behavior look like? How often does the behavior occur and how long does it last? What is the focus or function of the behavior? Most importantly, what is the biggest concern? If the student is refusing to follow directions, the concern might be how frequently this is happening, if it is a persistent problem. If, however, the student is refusing to follow directions that are meant to keep the student safe (e.g., stopping at a cross walk), the concern might be focused on the type of directions not followed. Observations and data collection should be tailored to provide information about the behavior of concern. In the first instance, information can be collected on the number of times the student fails to follow directions. In the second instance, information about the type of direction given or by whom can
be gathered. Collecting observational data in a consistent way allows monitoring the student’s progress over time. If the student is following only one out of every four directions given prior to intervention, and afterwards is following three out of every four directions, it can be seen that the behavior has improved.

The final question on the Early Childhood Functional Assessment Interview form asks the interviewee how accurately the hypothesis statement describes their experiences with the child. If the interviewee(s) rates the summary statement with a five or a six (i.e., high accuracy), it may not be necessary to collect additional observation information about the student’s behavior in order to develop a BSP. Collecting observational information, however, can still provide useful information for making comparisons between behavior patterns before and after intervention. If the interviewee(s) rates the summary statement low in terms of accuracy (i.e., 1 or 2), observing the student’s behavior patterns may provide clarification as to when and why problem behavior is occurring.

**Step 5. Develop strategies for implementing function-based and contextually appropriate interventions (BSP).** This final step involves identifying alternate, desirable behaviors that can replace the problem behaviors. A hypothesis or summary statement that accurately describes the child’s problem behavior patterns should have been developed, and if needed, observation data collected to confirm that summary during Step 4. Information related to the description of problem behavior, identification of events that reliably predict problem behavior, and identification of the maintaining consequences or “function” of the problem behavior can be used to develop BSP. The Competing Behavior Pathway: Behavior Support Planning form contained in Table 8A-2 has been included in this appendix to aid in this process. First, the problem behaviors and antecedents and consequences identified in Steps 1-3 should be written in the corresponding boxes on the Competing Behavior Pathway form.
“A fundamental rule of behavior support is that you should not propose to reduce a problem behavior without also identifying the alternative, desired behaviors the person should perform instead of the problem behavior” (O’Neill et al., 1997, p. 71). In the development of a BSP, the desired behaviors that you would like the child to display are identified first. For example, if Jenny grabs toys from her peers, the desired behavior might be to ask instead to play with her peers. This desired behavior would be written in the corresponding box on the top of the Behavior Support Planning form. The consequence that would take place following this desired behavior goes in the corresponding consequence box. In this case, the consequence might be making friends and playing cooperatively.

Having identified the desired behavior for Jenny, it is important to recognize that moving from grabbing and snatching behaviors to the desired sharing behaviors may not be a one-step process for Jenny. Identifying an acceptable alternative behavior can be viewed as one initial step toward the desired behavior. As noted, identifying an alternative acceptable behavior, it is important to take into consideration the consequence or function that has been maintaining the child’s behavior. In Jenny’s case, accessing a preferred toy appeared to be encouraging her to take toys from her peers. In order to eliminate toy taking, an alternative behavior that also provides her access to the preferred toy must be identified. For Jenny, an acceptable alternative behavior might be to offer the other child a different toy and trade for the toy that she wants. It is important to make this alternative behavior easy for Jenny and to make sure that it results in access to the preferred toy or activity. Initially, a staff person may need to be near Jenny during free choice time to facilitate the trading of toys. On the Behavior Support Planning form, the alternative behavior box is connected to the same consequence box as the problem behavior. Remember, it is important that the acceptable alternative behavior allows the child to access the
consequence that was maintaining problem behaviors, so that more appropriate alternative behaviors result in getting the child what he or she wants, if possible.

Using the competing behavior pathway, behavior intervention strategies can be developed. The Competing Behavior Pathway: Behavior Support Planning form contains three columns for listing antecedent, behavior teaching, and consequences strategies. The strategies column focuses on antecedent events that predict and/or are triggered when problem behaviors occur. Strategies in this column focus on making the problem behavior irrelevant by preventing it from occurring, by either removing or decreasing the triggering antecedents, or mediating their effects if they do occur. In Jenny’s case, her problem behaviors may become irrelevant when more than one of each toy is available during free choice time. By preventing peers from taking a desired toy, Jenny’s grabbing behaviors will become irrelevant.

The second column, behavior teaching, focuses on making the problem behavior inefficient by giving the child more appropriate behaviors that provide easier and quicker access to the desired consequence (e.g., obtaining the desired toy or activity). This column includes spaces to list new skills that will be taught. In some cases, there may be several precursor skills that need to be taught before the alternative behavior is addressed. In other cases, only one skill may be needed in the process of introducing the alternative behavior, and other skills will be needed for the transition from the alternative behavior to the desired behavior. In Jenny’s case, she will need to be taught how to ask a peer to play. Other skills include teaching Jenny to ask the teacher for a desired toy rather than grabbing from peers. In either case, it is important to note that the child’s behavior will have to be monitored and that the process of teaching the child the desired behavior is just that - a process. Several steps may be involved to move the child from engaging in problem behaviors to engaging in desired behaviors, with close monitoring of child behaviors throughout the process.
The final column, consequence strategies, on the Competing Pathway form focuses on strategies to make the problem behavior ineffective by developing adult-focused interventions. These interventions are designed to increase appropriate behaviors and appropriate consequences and decrease inappropriate behaviors. In Jenny’s case, a reward for appropriate behavior might consist of extra time to play with the desired object when she plays with peers. A consequence for problem behavior might be to remove the desired toy when Jenny grabs it from her peers. In this column, it is important that the rewards for appropriate behaviors provide access to the consequence that was previously maintaining the problem behaviors. In addition, the consequences for problem behaviors must also remove access to the previous desired consequence. Examples for using the Early Childhood Functional Assessment Interview and Competing Behavior Pathway: Behavior Support Planning Forms are included at the end of this appendix. In addition, examples for Deirdre and for Robby, who was described earlier in Chapter 8, are included.

In the development of behavior support interventions, it is important to consider the context in which the behavior is occurring, not only to better understand the variables affecting the problem behavior but also to understand the variables that will affect implementation of the developed interventions. The goal in designing behavioral interventions is always to implement the least intensive interventions that will be effective. In other words, using the least amount of time, resources, and support for the desired effect is optimal. It is not always necessary to implement the most intensive strategy. The intensity level of the intervention should also match the values, skills, and resources of the interventionists and parents who will be implementing the plan. Intervention plans may not be successfully implemented if they are inconsistent with the views and beliefs of the interventionists and families.
This appendix was designed to help develop hypothesis statements and function-based interventions to eliminating problem behaviors. A brief introduction to the process and procedures that may help to develop comprehensive, function-based supports for young children exhibiting challenging behaviors was provided. Examples were offered to illustrate the process with some sample children. Equally important to developing an effective plan that is consistent with the values and beliefs of the teachers and families is monitoring the progress of that plan and the child’s behavior. Teaching a child to use a desired behavior rather than to engage in problem behavior is not a one-step fix, but rather a process of teaching and reinforcing new appropriate behaviors, removing reinforcement for inappropriate behaviors, and monitoring progress during the process.
Table 8-A1. Early Childhood Functional Assessment Interview

### Early Childhood Functional Assessment Interview

**Name:**

**Age:**

**Date:**

**Respondent(s):**

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**PART A**

**Child strengths** (identify at least 3 strengths and contributions the child brings to school and/or home):

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**Identify the problem behavior(s):**

- Withdrawn
- Physical Aggression
- Disruptive
- Theft
- Unresponsive
- Verbally Inappropriate
- Work not done
- Tantrums
- Self-injury
- Verbal Harrassment
- Noncompliance/not following directions
- Other:

---

**What does the problem behavior look like?**

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**What do you do now when problem behavior occurs?**

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**PART B**

**Daily Routines and Behavior Analysis:**

<table>
<thead>
<tr>
<th>Activity/Routine</th>
<th>Type of Problem Behavior</th>
<th>How likely is problem behavior during this routine?</th>
<th>What strategies are you currently using?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6 High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

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Early Childhood Functional Assessment Interview Form, P. 2

Problematic activity/routine #1: Choose the activity/routine that is the most problematic and complete the following section.

Activity/Routine: _____________________________

Behavior: _____________________________

How often does problem behavior occur? _____________________________

How long does it usually last when it does occur? _____________________________

How concerned are you about this problem behavior?
A little 2 Somewhat 3 Very 4

What happens before the problem behavior (antecedents/triggers)?
__ structured activity __ unstructured time/transition __ socially isolated
__ with peers __ reprimand/correction __ physical demand
__ difficult task __ tasks too boring __ activity too long
__ other, describe _____________________________

What happens after the problem behavior (response/consequence)?
__ adult attention (including correction/reprimand) __ peer attention
__ preferred activity __ gets money/things __ escapes a hard task
__ escapes an undesired activity __ escapes physical effort __ escapes reprimand
__ escapes adult attention __ escapes peer negatives _____________________________
__ other, describe: _____________________________

PART C

SUMMARY

<table>
<thead>
<tr>
<th>Antecedents/ Triggers</th>
<th>Problem Behavior</th>
<th>Response/ Consequence</th>
<th>Maintaining Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Get peer attention</td>
<td>□ Get adult attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Access preferred activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Access tangible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Escape task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Escape peer attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Escape adult attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Sensory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How accurately does this summary describe your experience with this child?
Low 1 2 3 4 5 High 6

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Table 8-A2. Early Childhood Competing Behavior Pathway: Behavior Support Planning Form.

### EARLY CHILDHOOD COMPETING BEHAVIOR PATHWAY: BEHAVIOR SUPPORT PLANNING FORM

<table>
<thead>
<tr>
<th>Antecedent Strategies (prevention strategies)</th>
<th>Behavior Teaching Strategies (teaching new skills)</th>
<th>Consequence Strategies (new adult responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to prevent antecedents/ triggers from occurring:</td>
<td>Strategies for teaching new skill #1 (replacement behavior):</td>
<td>Adult response to appropriate behavior (reward – access to desired consequence):</td>
</tr>
<tr>
<td>Strategies to alter antecedents to decrease the triggering effects:</td>
<td>Strategy for teaching new skill #2:</td>
<td>Adult response to problem behavior (minimize access to desired consequence):</td>
</tr>
<tr>
<td>Strategies to minimize effects of antecedents/triggers if they do occur:</td>
<td>Strategy for teaching new skill #3:</td>
<td>Punishment strategy (if needed):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety procedures (if needed):</td>
</tr>
</tbody>
</table>
SAMPLE - DEIDRE
Early Childhood Functional Assessment Interview Form

Name: Deidre  Age: 4  Date: September 30, 2005
Respondent(s): Jane Smith, Teacher  Lisa Jones, Assistant Teacher

PART A

Child strengths (identify at least 3 strengths and contributions the child brings to school and/or home): Deidre likes to help the teachers in class (setting up lunch, cleaning up the room), she is aware of the classroom routines/schedules, and is advanced in terms of knowing her letters.

Identify the problem behavior(s):
- __ Withdrawn
- X Physical Aggression
- __ Disruptive
- __ Theft
- __ Unresponsive
- __ Verbally Inappropriate
- __ Work not done
- __ Tantrums
- __ Self-injury
- __ Verbal Harrassment
- __ Noncompliance/not following directions
- __ Other: __________________________

What does the problem behavior look like? Deidre kicks and hits teachers.

What do you do now when problem behavior occurs? Teacher takes Deidre out of classroom into hall.

PART B

Daily Routines and Behavior Analysis:

<table>
<thead>
<tr>
<th>Activity/Routine</th>
<th>Type of Problem Behavior</th>
<th>How likely is problem behavior during this routine?</th>
<th>What strategies are you currently using?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6 High</td>
<td></td>
</tr>
<tr>
<td>Arrival</td>
<td>None</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Circle Time</td>
<td>Pushing to get desired carpet square</td>
<td>1 2 3 4 5 6</td>
<td>Have her go back and come to circle again</td>
</tr>
<tr>
<td>Free Choice</td>
<td>Kicks, hits teacher</td>
<td>1 2 3 4 5 6</td>
<td>Separate Deidre</td>
</tr>
<tr>
<td>Lunch</td>
<td>None</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Recess</td>
<td>Sticks with one activity</td>
<td>1 2 3 4 5 6</td>
<td>Encourage her to join in other activities</td>
</tr>
<tr>
<td>Circle Time</td>
<td>Pushing to get desired carpet square</td>
<td>1 2 3 4 5 6</td>
<td>Have her go back and come to circle again</td>
</tr>
<tr>
<td>Dismissal</td>
<td>None</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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SAMPLE - DEIDRE
Early Childhood Functional Assessment Interview Form, P. 2

Problematic routine/behavior #1: Choose the routine/behavior that is the most problematic and complete the following section in reference to that routine/behavior.

Activity/Routine:  __Free Choice__
Behavior:  __Kicks and hits teachers__

How often does problem behavior occur?  __1 time per free choice, almost daily__

How long does it usually last when it does occur?  __Very brief, 1-3 seconds__

How concerned are you about this problem behavior?  6

What happens before the problem behavior (antecedents/triggers)?

__structured activity  __unstructured time/transition  __socially isolated
__with peers  X  __reprimand/correction  X  __physical demand
__difficult task  __tasks too boring  __activity too long
X  __other, describe  __Teacher asks Deidre to clean up toys__

What happens after the problem behavior (response/consequence)?

__adult attention (including correction/reprimand)  __peer attention
X  __preferred activity  __gets things  __escapes a hard task
X  __escapes an undesired activity  __escapes physical effort  __escapes reprimand
__escapes adult attention  __escapes peer negatives  __other, describe:  __Gets adult teacher attention__

PART C

SUMMARY

<table>
<thead>
<tr>
<th>Antecedents/Triggers</th>
<th>Problem Behavior</th>
<th>Response/Consequence</th>
<th>Maintaining Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>During free choice time with peers, when teacher asks to clean up</td>
<td>Deidre hits/kicks teacher for 1-3 seconds, sometimes leaving marks but never breaking the skin</td>
<td>Teacher takes Deidre out of the room</td>
<td>Get peer attention  ☒  Get adult attention  ☒  Access preferred activity  ☐  Access tangible  ☐  Escape task  ☒  Escape peer attention  ☐  Escape adult attention  ☐  Sensory  ☐</td>
</tr>
</tbody>
</table>

How accurately does this summary describe your experience with this child?

Low  1  2  3  4  5  High  6

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SAMPLE - DEIDRE
EARLY CHILDHOOD
COMPETING BEHAVIOR PATHWAY: BEHAVIOR SUPPORT PLANNING FORM

Desired Behavior
(long-term goal)
Comply with adult requests

Consequence
Follows routines, makes friends with peers

Antecedent/Trigger
Teacher asks Deidre to clean up at the end of free choice time

Problem Behavior
Deidre kicks/hits teacher for 1-3 seconds

Response/Consequence
Teacher takes Deidre into hall, gets adult attention and avoids next small group activity

Alternative Behavior
(short-term goal)
Help teacher set up for next small group activity

<table>
<thead>
<tr>
<th>Antecedent Strategies (prevention strategies)</th>
<th>Behavior Teaching Strategies (teaching new skills)</th>
<th>Consequence Strategies (new adult responses)</th>
</tr>
</thead>
</table>
| Strategies to prevent antecedents/ triggers from occurring:  
  Teacher asks Deidre to help her set up next group activity before clean up time. | Strategies for teaching new skill #1 (replacement behavior):  
  Clean up, transition to next activity and help set up. Practice during clean up. | Adult response to appropriate behavior (reward – access to desired consequence):  
  When Deidre engages in appropriate behavior, allow her to be teacher helper. |
| Strategies to alter antecedents to decrease the triggering effects:  
  Have teacher help Deidre clean up and transition. | Strategy for teaching new skill #2:  
  Teach Deidre to ask teacher if she can be helper after she’s cleaned up. | Adult response to problem behavior (minimize access to desired consequence):  
  When Deidre hits/kicks, tell her “no hitting” and physically prompt her to clean up and transition. |
| Strategies to minimize effects of antecedents/triggers if they do occur:  
  Teacher physically assists Deidre to clean up and transition. | Strategy for teaching new skill #3:  
  Teach Deidre to clean up fast and be first in activity corner. | Punishment strategy (if needed):  
  Isolate in corner of room. |
| Safety procedures (if needed):  
  Standard safety procedures will apply. |

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SAMPLE – ROBBY
Early Childhood Functional Assessment Interview Form

Name: Robby Age: 2 ½ Date: September 30, 2005
Respondent(s): Jim Monroe, Father

PART A

Child strengths (identify at least 3 strengths and contributions the child brings to school and/or home): Robby is very inquisitive and interested in things around him, he is affectionate toward his father, and uses a lot of language for a child his age.

Identify the problem behavior(s):

__ Withdrawn  __ Physical Aggression  __ Disruptive  __ Theft
__ Unresponsive  __ Verbally Inappropriate  __ Work not done  __ Theft
__ Self-injury  __ Verbal Harrassment  __ Noncompliance/not following directions
__ Other: ________

What does the problem behavior look like? Robby gets frustrated and upset and cries/whines

What do you do now when problem behavior occurs? Go and comfort him

PART B

Daily Routines and Behavior Analysis:

<table>
<thead>
<tr>
<th>Activity/Routine</th>
<th>Type of Problem Behavior</th>
<th>How likely is problem behavior during this routine?</th>
<th>What strategies are you currently using?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mealtime</td>
<td>None</td>
<td>Low 1 2 3 4 High 5 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Getting Dressed</td>
<td>Gets frustrated without a lot of help</td>
<td>1 2 [3] 4 5 6</td>
<td>Provide assistance as needed</td>
</tr>
<tr>
<td>Independent play time</td>
<td>Cries/whines/tantrums</td>
<td>1 2 3 4 5 6</td>
<td>Comfort him</td>
</tr>
<tr>
<td>Independent play time</td>
<td>None</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Bath time</td>
<td>None</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Bedtime</td>
<td>Sometimes cries a little before sleeping</td>
<td>1 2 [5] 4 5 6</td>
<td>Read him another story/comfort him</td>
</tr>
<tr>
<td>Community visits</td>
<td>None</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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SAMPLE – ROBBY

Early Childhood Functional Assessment Interview Form, P. 2

Problematic routine/behavior #1: Choose the routine/behavior that is the most problematic and complete the following section in reference to that routine/behavior.

Activity/Routine: Independent play time

Behavior: Cries and whines/tantrums

How often does problem behavior occur? Always after being alone more than a few min.

How long does it usually last when it does occur? 1-5 minutes or until comforted

How concerned are you about this problem behavior?

A little 2 3 Somewhat 4 5 Very 6

What happens before the problem behavior (antecedents/triggers)?

□ structured activity
□ with peers
□ difficult task
□ other, describe: __

X socially isolated
□ unstructured time/transition
□ reprimand/correction
□ tasks too boring
□ physical demand
□ activity too long

What happens after the problem behavior (response/consequence)?

X adult attention (including correction/reprimand)
□ preferred activity
□ escapes an undesired activity
□ escapes adult attention
□ other, describe: __

□ gets money/things
□ escapes physical effort
□ escapes peer negatives
□ other, describe: __

□ escapes a hard task
□ escapes reprimand
□ peer attention

PART C

SUMMARY

<table>
<thead>
<tr>
<th>Antecedents/Triggers</th>
<th>Problem Behavior</th>
<th>Response/Consequence</th>
<th>Maintaining Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>When left alone to play independently for more than a few minutes</td>
<td>Robby cries and whines and gets frustrated (stops playing, stomps feet, etc.)</td>
<td>Dad comforts Robby until he stops crying and then plays along with him</td>
<td>□ Get peer attention  X Get adult attention □ Access preferred activity □ Access tangible □ Escape task □ Escape peer attention □ Escape adult attention □ Sensory</td>
</tr>
</tbody>
</table>

How accurately does this summary describe your experience with this child?

Low 1 2 3 4 5 High 6

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### Antecedent/Trigger

- Left alone to play independently for more than a few minutes

### Problem Behavior

- Cries and whines and gets frustrated (stops playing, stomps feet, etc.)

### Alternative Behavior (short-term goal)

- Play independently for two minutes

### Desired Behavior (long-term goal)

- Play independently for 15-30 minutes

### Consequence

- Independent play, Dad able to complete other tasks

### Response/Consequence

- Dad comforts Robby until he stops crying and then plays with him

### Antecedent Strategies (prevention strategies)

- Leave Robby alone only for up to two minutes at a time initially (set a timer to signal to go and check on him)
- Have Dad work nearby rather than leaving the room
- Have another adult available to play with Robby, leave something of Dad’s in the room with Robby, or set timer so that Robby learns when buzzer goes off that Dad will be back.

### Behavior Teaching Strategies (teaching new skills)

- Strategies for teaching new skill #1 (replacement behavior):
  - Teach Robby to play independently for two minutes. Initially, engage Robby in an activity, leave the room for only two minutes and then come back. Slowly fade time to longer and longer durations.
  - Strategy for teaching new skill #2:
    - Teach Robby to come and ask for help/ask to play with Dad.
  - Strategy for teaching new skill #3:
    - Consider leaving a timer with Robby so that he can learn that when the buzzer goes off, Dad will be back.

### Consequence Strategies (new adult responses)

- Adult response to appropriate behavior (reward – access to desired consequence):
  - When Robby has played independently for 2 minutes (longer as fading occurs) go and engage with him and give him attention.
- Adult response to problem behavior (minimize access to desired consequence):
  - When Robby becomes upset, do not go and comfort him/give him attention until he stops crying/whining
- Punishment strategy (if needed):
  - Timeout – remove Robby from access to attention
- Safety procedures (if needed):
  - N/A

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*a Presented in Chapter 8

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References


