Individualized Intensive Interventions:
Determining the Meaning of Challenging Behavior

Presenter’s Script

3a

Module 3a

The Center on the Social and Emotional Foundations for Early Learning

Office of Child Care

Office of Head Start

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# Learner Objectives

- Participants will understand the difference between PBS and traditional discipline approaches.

- Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.

- Participants will describe methods that may be used to determine the function of challenging behavior.

- Participants will be able to use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.

## Suggested Agenda

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<td>Introduction to the Topic</td>
<td>20 min.</td>
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<tr>
<td>II</td>
<td>Group Discussion: Challenging Behavior Challenges</td>
<td>15 min.</td>
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<tr>
<td>III</td>
<td>Overview of Positive Behavior Support (PBS)</td>
<td>25 min.</td>
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<td>IV</td>
<td>Dimensions of Communication: Form and Function</td>
<td>5 min.</td>
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<td>V</td>
<td>Activity: Behavior Is Communication</td>
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<td>VI</td>
<td>Process of PBS: Building a Team</td>
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<td>VII</td>
<td>Introduction to Functional Assessment</td>
<td>10 min.</td>
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<td>VIII</td>
<td>Functional Assessment Observation</td>
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<td>IX</td>
<td>Activity: Observing the Function of Behavior</td>
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<td>X</td>
<td>Conducting Observations, Data to Collect</td>
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<td>XI</td>
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<td>50 min.</td>
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<td>XII</td>
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<td>XIII</td>
<td>Case Study Activity: Hypothesis Development</td>
<td>50 min.</td>
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<tr>
<td>XIV</td>
<td>Summary</td>
<td>5 min.</td>
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Materials Needed

- PowerPoint
- Module 3a: Presenter’s Answer Guide (at end of presenter’s script)
- Chart Paper or White Board and Markers
- Video Clips
  - 3a.1 Challenging Behavior
  - 3a.2 Brendan—Before
  - 3a.3-3a.4 Brendan’s Family—Before
  - 3a.5 Brendan—With a support plan
  - 3a.6 Brendan’s Family—With PBS
  - 3a.7 Tim—Before
  - 3a.8 Tim—With a support plan
  - 3a.9-3a.12 Observation Vignettes #1-4

- Handouts
  - 3a.1 Participants’ PowerPoint Slides
  - 3a.2 Talking with Families Do’s and Don’ts
  - 3a.3 Observation Cards (eight copies for each participant)
  - 3a.4 Home Observation Card
  - 3a.5 Functional Assessment Interview Form
  - 3a.6 Tim’s Functional Assessment Interview Form
  - 3a.7 Support Planning Chart
  - 3a.8D, 3a.8P, 3a.8S, 3a.8SH Child Descriptions/Interviews/Observation Cards
  - 3a.9 Positive Behavior Support Additional Resources
  - Inventory of Practices (Participants might return with the Inventory used in previous module training)

Case Study Instructions

The case studies provide participants 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 to seven individuals. We have provided you with materials for four different case study children. Each case study group should receive materials on one child (and only its 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 its child and then ask the other groups that 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 (3a.8D, P, S, SH) are to be used within the case study activity during the presentation (Slides 63-65). There are four different case studies (Pablo, Dana, Sashi, Sarah). To prepare materials for the activity, divide the number of participants by four (the number of case studies) and make that number of copies for each case study.

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 Module 3b. Please ask participants to keep the case study materials if this module is being done in conjunction with the Module 3b Case Study Activity.
Slide 1: Explain that this workshop will provide participants with the information needed to understand the purpose of challenging behavior. It is part one of two workshops that provide the skills needed to implement a process of Positive Behavior Support.

Point out that Positive Behavior Support or PBS was developed to address the intervention needs of children with the most challenging behavior.

Note that the full process, as participants will learn in these two workshops, is elaborate, thorough, and very effective. It is not a process that they would use with every child who has behavioral concerns; it is for the child whose challenging behavior continues after participants have tried prevention approaches and developmentally appropriate child guidance procedures.

Explain that today you will be talking about how challenging behavior occurs and is maintained through environmental factors.

Note that you will discuss a method for analyzing challenging behavior as it occurs within natural contexts that may be used to identify the purpose of challenging behavior.

Note that participants will view video clips that will offer a context from which they can practice those methods.

Finally, explain that participants will learn how to use multiple sources of data to determine the function of challenging behavior, and they will have an opportunity to apply those skills with a case study example. Point out to participants that they can use Participants' PowerPoint Slides (Handout 3a.1) to take notes during the workshop.
Module 3a

Individualized Intensive Interventions

Agenda/Learner Objectives

Slide 2: Show today’s topics.

1. Participants will understand the difference between PBS and traditional discipline approaches.

2. Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.

3. Participants will describe methods that may be used to determine the function of challenging behavior.

4. Participants will be able to use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.

Explain that you are going to talk about a process—the process of Positive Behavior Support—that may be used to address the needs of children with persistent challenging behavior.

Slide 3: (Handout: Inventory of Practices)

Have participants take out the inventory of practices and look at p.13 and 14. They should review the practices and then select their strengths and identify practices they could improve. Do a share back or table share as appropriate for the audience size.

Challenging Behavior

Slide 4: What we are referring to when we say “challenging behavior” is:

- Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.
Say, “Let’s look at the kind of behaviors that can be addressed using this process.”

**Slide 5: (Video 3a.1: Challenging Behavior)** Show the short video clip that depicts several children having severe challenging behavior to illustrate the topic. These are the kind of behaviors we are talking about.

**The Pyramid Model**

**Slide 6:** Point out that the training today will focus on the top of the pyramid.

Explain that you will be discussing an intervention process that is designed to address the challenging behaviors of children with the most challenging behavior.

Remind participants that the top of the pyramid is reserved for a very few number of children who still exhibit challenging behavior even when teachers have addressed everything else in the pyramid: staff has positive relationships with the children; the classroom has been arranged carefully to promote appropriate behavior; and there is a systematic approach to teaching social and emotional skills.

**Intensive Individualized Instruction**

**Slide 7:** Intensive individualized interventions are used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

**II. Group Discussion: Challenging Behavior Challenges**

(15 minutes)

**Slide 8:** Using chart paper, ask participants to list challenging behaviors that occur that are beyond what they expect developmentally from a child. “I’m sure many of you have worked with children who have persistent challenging behavior. Tell me the kind of behaviors you have seen. Remember, we are talking about challenging behavior that is persistent and unresponsive to the use of good guidance procedures.”
Ask participants to list the interventions that they have tried on a new piece of chart paper (examples of responses may be redirect, ignore, time-out).

Ask participants to reflect on whether the interventions were effective, and allow them to discuss their feelings and perspectives on the methods they have used. You may want to comment that the interventions listed, the interventions that are in the typical early educator’s toolbox, may not be systematic or comprehensive enough to address these types of challenging behaviors. This module and the next module will offer a process and approach for successfully making a difference for these types of behaviors.

Ask participants if they knew why the child that they were thinking about during the previous three points was engaging in the challenging behavior.

Facilitate a discussion that helps participants understand that if they know why children have challenging behavior, it may be easier to develop effective interventions.

III. Overview of Positive Behavior Support (PBS) (25 minutes)

Slides 9-10: Positive Behavior Support (PBS) is an approach for changing a child’s behavior. It is based on humanistic values and research. It is an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. PBS is a holistic approach that considers all of the factors that impact on a child, family, and the child’s behavior.

Through emerging research, we have found that PBS is a very powerful intervention approach that is quite effective with all ages, diverse groups, and people of various cultures and disabilities. It is the only comprehensive approach that is evidence-based and addresses challenging behavior within a variety of natural settings.
Old Way/New Way

**Slide 11:** Explain that over the next two days, participants will be learning about the process of Individualized Positive Behavior Support (PBS). Explain that, traditionally, we have learned to deal with behavior challenges by using general interventions. For instance, if a child were to do something that he/she was not supposed to do, he/she would be placed in “time-out” regardless of the “function of the behavior.” With PBS, we are now matching the intervention to the purpose of the child’s behavior. These types of interventions were typically “reactive” in nature; they were applied after the child had challenging behavior in an effort to deliver a powerful enough consequence that the child would not do the behavior again. PBS uses a proactive approach; most of the power in the intervention approach is preventing the behavior from occurring in the first place.

Reactive strategies might provide a quick fix in getting the child to not use the challenging behavior. The problem with these kinds of approaches is that they don’t respond to what the child is attempting to achieve by using challenging behavior. In PBS, challenging behavior is viewed as meeting a need for the child. Children use challenging behavior because they lack more appropriate social or communication skills to get their needs met. So, the PBS approach involves strategies that move beyond the “quick fix” and are long term interventions. Interventions that give children new skills to use may take time. Learning a new skill takes time, but the child is also more likely to sustain it over time because the child no longer needs to use challenging behavior to meet his/her needs.

**Challenging Behavior Communicates**

**Slide 12:** Explain that challenging behavior carries meaning and communicates a message. In some instances, when children do not have the language skills necessary to communicate appropriately, they will resort to using challenging behavior as a means of communication. A child who has limited social skills or has learned that challenging behavior will result in meeting his/her needs may also use challenging behavior instead of language.
Challenging Behavior Works

**Slide 13:** Children engage in challenging behavior because “it works” for them. Challenging behavior results in the child gaining access to something/someone (i.e., obtain) or avoiding something/someone (i.e., escape).

**Video Observations: Brendan and Tim/Importance of PBS**

**Slides 14-20:** Video Observations: Tell the group, “Now that I’ve explained the research and how PBS is different from traditional approaches, I want to show you the “power of PBS.” Show brief video vignettes of “Before PBS and With PBS”. “You will see videos of two different children before and after the implementation of Positive Behavior Support. Let’s watch these to see how it can affect a child’s behavior.”

**Slides 14-18:** (Videos 3a.2, 3a.3, 3a.4, 3a.5, 3a.6: Brendan Before and After PBS). The first boy is at the public library with his mother. The parents indicated that the library was the most difficult public place for them to visit due to their son’s behavior. In fact, every time they visited the library, they were asked to leave. Brendan is a child with Autism Spectrum Disorder. In the before intervention video, you see him having a tantrum about entering the library. He has been engaging in the tantrum for about 20 minutes when the video was started. In the video of Brendan going to the library with a support plan, Brendan is much more receptive to going in the library. The supports that were put in place included a visual schedule in the car to let Brendan know where he was going, a scripted story that provided the steps and expectations of the library routine, and visual cue cards (his mother has those on her wrist) that help Brendan remember expectations. Brendan was prepared for this routine by reviewing the scripted story for a week before trying the routine again.
Slides 19-20: (Videos 3a.7 and 3a.8: Tim Before and After PBS). The second boy is a child, without a diagnosed disability, who had attended a high-quality preschool program and had severe challenging behavior. Tim had great difficulty playing with other children and taking turns. His intervention included brief social skills training before center time where he was taught how to share, take turns, enter play appropriately, and accept other children’s play ideas. His intervention also included a scripted story about these skills framed in a “super-friend” context. Finally, he used a self-monitoring form prior to centers to remember what skills to use and after centers to reflect on his use of the skills.

IV. Dimensions of Communication: Form and Function
(5 minutes)

Slides 21-23: We are focusing on two dimensions of communication. Every communicative behavior can be described by the “form” and “function” of the communication. Once again, children engage in challenging behavior because “it works” for them. Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Positive Behavior Support is based on the assumption that children’s challenging behavior has meaning. Explain how we have many forms of communication to express functions. For example, to express dissatisfaction with a workshop:

1. Participants might complain; they might find something else to do (i.e., engage in off-task behavior).
2. They might leave the room (in behavioral terms that is elopement!).
3. If it really became too much to bear, they might scream. Point out that all of these forms of communication tell you that they want to change the workshop content or escape. As children learn to communicate, they
communicate about many things. Pose these questions to the group: What are some of the first things that children communicate? When children first communicate, they may use different forms of communicative behavior. How do children first tell you “no” or “want?” What about when they are 9 months old and don’t have words? Explain that, in communicative behavior, we can identify both the function of communication (e.g., request, protest, comment) and the form of communication (e.g., cry, point, use words).

**Slide 24:** We use the behavior equation to interpret what is the function of communication. The behavior equation has three foundational parts: 1) the trigger or antecedent to the behavior; 2) the behavior or what the child says and does; and 3) the maintaining consequence or the events that follow the behavior. In slide 24, point out the elements of the equation and then ask participants what they believe is the function of Joey’s communication.

**V. Activity: Behavior is Communication**
(15 minutes)

**Slides 25-32:** Tell participants that you’re going to show them several scenarios of children communicating something and that you’ll want them to identify what the child is communicating. Show four written examples of situations and ask the group to identify the triggers, challenging behavior, maintaining consequences, and function of the behavior. You can even chart responses on *chart paper* using the Behavior Equation chart. There may be more than one possible explanation of some of these situations, but listed below are some possible functions:

**Evan**
- **Trigger**—Evan can’t get the blocks together.
- **Behavior**—Evan fusses, holds up the blocks, and looks at the teacher.
- **Maintaining Consequence**—Teacher puts the blocks together for him.
- **Function**—Request help.
Gabriella
- Trigger—Gabriella is told that she should stand up and go to the car.
- Behavior—Gabriella yells, screams, and begins kicking.
- Maintaining Consequence—Mom gives her 5 more minutes to play.
- Function—Escape going to the car.

Tim
- Trigger—A child moves to the sandbox where Tim has just built something.
- Behavior—Tim tackles and hits the child.
- Maintaining Consequence—Adult intervenes and scolds Tim and comforts other child; Tim continues constructing his road-way.
- Function—Gets his road-way back.

Madison
- Trigger—Another child takes a toy from the area where Madison is playing.
- Behavior—Madison shouts at the child and bites her.
- Maintaining Consequence—Madison goes back and gets the toy, and the other child goes with the teacher to another activity.
- Function—Get the purse.
VI. Process of PBS: Building a Team (25 minutes)

Slide 33: Tell participants, “Now that we have described the philosophy and theory behind PBS, we are going to talk a little about the process and how it may be used in participants’ classrooms.” Show slide of the process.

1. Establishing a team and identifying goals of intervention
2. Gathering information—functional assessment
3. Developing hypotheses about challenging behaviors (best guess)
4. Designing a behavior support plan
5. Implementing, monitoring, and evaluating outcomes and refining plan in natural environments. Before beginning the process outlined above, the first step is to identify a team and to come together to develop a vision for the child.

Potential Team Members

Slide 34: Show slide of potential team members, and ask participants to identify what each member would bring to the process of working together to change a child’s behavior. Write down their responses on chart paper. Explain that if we are going to encourage families to be part of a team with us, we have to pay attention to making sure that they are comfortable and feel welcomed from the very beginning.

Group Discussion: Welcoming Families

Slide 35: (Handout 3a.2: Talking with Families: Do’s and Don’ts) Using chart paper, ask the participants to identify strategies that they have used to make sure the family can be an equal partner when focusing on a child’s special support needs. One of the most difficult things is discussing a child’s severe challenging behavior with the family. Ask participants to identify do’s and don’ts when talking to family members about their child’s challenging behavior. Write these suggestions on chart paper.
VII. Functional Assessment
(10 Minutes)

Slides 36-38: The second step in the process of PBS is to conduct a functional assessment.

1. Point out that the functional assessment is an assessment process that gives you information on the purpose of the child’s challenging behavior.

2. Slide 37: Stress that the assessment is not a formal test but a set of observations and questions that you will use to dig deeper into the meaning of the child’s challenging behavior.

Explain that, earlier, participants looked at some examples of challenging behavior from which they were able to interpret the meaning of the child’s behavior.

Note that you will do the same thing in the process of functional assessment.

Point out that functional assessment involves observing the child in settings where challenging behavior may occur and observing what circumstances are associated with appropriate behavior.

Note that as they observe, they will collect data on the child’s behavior; that is, they will record information that can later be analyzed to determine the function of the child’s behavior.

Explain that they will also use interviews to capture the perspectives of people who know the child best and who can provide important information that will assist them in understanding the child (e.g., the family).

Finally, reviewing a child’s records may provide important information about the child.
VIII. Functional Assessment Observation (5 minutes)

Observation Card

Slides 39-40: (Handout 3a.3: Observation Cards) Stress that observation is a critical component. Show a blank observation card as one format for collecting observation information. Note that this is one very simple method to use for observation. Explain that they write down their names, the child’s name, date of observation, and the general setting of the observation. Explain that they then describe the social context in which the challenging behavior occurs, the behavior with detail, and what follows the behavior. Explain that information recorded on the observation cards helps one to determine the possible function of the behavior.

IX. Activity: Observing the Function of Behavior (25 minutes)

Observation Vignettes

Slides 41-48: (Handout 3a.3: Observation Cards) Ask participants to observe each video clip and then write what they observe on the Observation Card (Show video vignettes of three different children. They will see each child twice.) To play the video, double click on the slide picture. Note: Participants will need six blank cards if you feel that they need to practice writing out each observation.

This is one simple method for observation. You write down your name, the child’s name, date of observation, and the general setting of the observation. Then, you describe the social context in which the challenging behavior occurs (triggers), describe the behavior with detail, and describe what follows the behavior (maintaining consequences).

From this information gathered, the observer can come up with a possible function of the behavior observed—what the behavior is communicating. Note: It might be helpful if the participants record observations for two of the observation.
vignettes and then talk through the remaining observations. This will save on time. However, if the participants need practice with observing and recording, they can fill out as many observation cards as the presenter feels is needed.

As the presenter, please be aware that at times the observations of the video vignettes lead to discussion about possible functions of the child’s behavior. Participants may disagree as to the function of the behavior. It is important to allow for discussion and to replay video clips if needed. Remind participants, however, that in the “real world” we only get to watch a sequence of events once. Point out that it is important to do many observations of a child in a variety of settings before determining the function of the child’s behavior. Multiple observations will lead you to the true function of the behavior, and that is why multiple observations are so critical. This becomes more apparent to participants when they observe video observations #5 and #6. The instructor displays the completed observation card after each observation. Click on the picture to start the video. Watch each video clip and then display the completed observation cards.

**Slides 41-42:** *(Video 3a.9: Video Observation #1)* Point out the boy near the shelves playing with the truck.

**Slides 43-44:** *(Video 3a.10: Video Observation #2)* Point out the boy in the “Bob the Builder” shirt.

**Slides 45-46:** *(Video 3a.11: Video Observation #3)* Point out the boy in the white shirt, blue shorts, sitting in front of the teacher. Tell participants the child’s name is Ryan because an adult calls to him but is not visible on screen.

**Slides 47-48:** *(Video 3a.12: Video Observation #4)* Point out the boy walking with the teacher.
X. Conducting Observations: Data to Collect (30 minutes)

**Scatter Plot**

*Slide 49:* Explain scatter plot; show form that has been completed. A scatter plot involves recording the times of the day (and/or activities) in which the behavior does and does not occur to identify patterns that occur over days or weeks. Ask participants what can be determined (e.g., the challenging behavior occurs right before lunch; child may be hungry, or the child might be tired).

**Everybody Helps/KIS**

*Slides 50-51:* It’s very helpful for families to also contribute observations of challenging behavior at home. The rule is to “KIS it” (Keep It Simple) and create user friendly forms.

**Home Observation Card**

*Slides 52-53:* (Handout 3a.4: Home Observation Card) Show the two slides of the Home Observation Card (front/back). This card can be used by families when doing observations.
XI. Functional Assessment Interview (50 minutes)

Slides 54-55: (Handout 3a.5: Functional Assessment Interview Form) Discuss the need for and benefit of an interview, the value of different people’s perspectives, and how interviews are useful for gathering comprehensive information in a short period of time. If you are doing consultation in the classroom, you may want to do the interview first before observations. The interview will give you the opportunity to identify the behavior, define “what it looks like,” and identify the times of day that observations should occur. Show completed interview on the sample child (Click on the hyperlink on Slide 55 to link directly to the pdf file called TimFAI.pdf, and when done with overview, close the file and you will automatically return to the PowerPoint presentation.). After each section, point to what the interview captures.

Large Group Activity: Complete Last Section of Tim’s FAI

Slide 56: (Handout 3a.6 Tim’s FAI Form) As a group, discuss and fill out the last section of Tim’s FAI. Click on the hyperlink to display answer.

XII. Hypothesis Development (15 minutes)

Slide 57: Show the process of PBS, and note that you have discussed the first two steps of the process. The third step is to develop a hypothesis (best guess).

XII. Hypothesis Development (15 minutes)
Hypotheses Statements

**Slide 58: (Handout 3a.7: Support Planning Chart)**

Explain that when functional assessment is complete, you develop a hypothesis. Show parts of a hypothesis. When working as a team, it is helpful to use chart paper to analyze challenging behavior in routines, activities, or interactions. Identify the basic equation (trigger, behavior, and maintaining consequence) of the challenging behavior, and write the equation on the chart paper.

**Slide 59:** Show slide with the sample of one of Tim’s behavior equations that is charted on the Support Planning Chart. Show how when you have the basic behavior equation, you can then determine the function of the challenging behavior. Once you have the trigger, behavior, maintaining consequence and the function you have all the components of the hypothesis statement.

**Slides 60-61:** Put up the written hypothesis statements, and ask the group to identify the parts. Use Tim as an example:

1. **Trigger**—group indoor and outdoor play
2. **Challenging behavior**—verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction
3. **Maintaining consequences**—peers give up toys/items, peers leave area, adults intervene with excessive negative attention on Tim
4. **Purpose of behavior**—obtain toy/play

**Not Sure about the Hypothesis?**

**Slide 62:** If one is unsure of the hypotheses that have been developed, it is important to think about “what would make the challenging behavior stop.” One could also ask: “Is there something that could be done to allow the child to obtain a desired item/activity or escape an activity/use of an item?” If after thinking about these things, you are still unsure, collect more data in the same context. It is important to be aware that some challenging behavior may have the same form but serve multiple functions. It is also important to realize that some challenging behaviors may begin around one function (e.g., escape) and continue to serve another function (e.g., gain attention).
XIII. Case Study Activity: Hypothesis Development (50 minutes)

Slides 63-65: (Handouts 3a.8D, 3a.8P, 3a.8S, 3a.8SH) Discuss briefly how these steps help foster the development of teams who work well together.

Ask the groups to divide into case study teams (no more than five to seven in a team). Provide each case study team materials on the same child.

1. Once teams are formed, ask each team member to identify his/her role on the collaborative team, and provide each team with handouts for its case study child (Dana, Pablo, Sarah, Sashi). Ask the teams to review their materials silently for about 15 minutes. Then discuss the functions of their case study child’s challenging behavior. (Discussion and recording takes 20 minutes)

2. Each group should develop at least one behavior equation. Instruct groups to chart the equation of the target behavior’s setting events (if applicable), triggers, description of the behavior, the maintaining consequences, and the function on the last page (Section I) of the Functional Assessment Interview. Caution the groups that the behavior may serve multiple functions and/or several behaviors could serve one function.

3. After they chart the behavior equation, they need to write out the hypothesis statement to present to the group. As the groups begin their work, the instructor should circulate and make sure that each group has assigned roles and is clear about the outcomes expected from the activity.

4. Each group takes a minute to briefly describe its child to the large group and then shares one of the behavior hypothesis statements.
Module 3a  Individualized Intensive Interventions

Note: Module 3a Presenter’s Answer Guide for “Case Study Activity: Determining the Function of Challenging Behavior” contains charts that provide all the components of each hypothesis for each case child. The “Presenter’s Answer Guide” is intended to be used by the presenter only and is located at the end of the “Presenter’s Script.”

XIV. Summary (5 minutes)

Slide 66: (Handout 3a.9: Positive Behavior Support Additional Resources) Review the major messages of the workshop. Included in the handouts are additional resources on Positive Behavior Support. These resources can provide participants with more information on PBS.
Case Study Activity:
Determining the Function of Challenging Behavior

These charts are provided to the presenter to assist you in guiding the case study activity. They are intended to be used by the presenter only. They provide the triggers, behaviors, and maintaining consequences associated with each case study child’s challenging behavior.
### Pablo

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<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
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| • Child tries to take toy or activity (centers, playground) | • Bites child | • Adult verbally scolds  
• Adult physically holds him until calm, then redirects  
• When released, he gets toy or activity that he wanted |

**Function:** Access to toy

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<th>Maintaining Consequences</th>
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| • Children in his space (line, small group activities)  
• Children sharing toys/activities (centers, circle, playground) | • Hit and/or pinch | • Children leave play area  
• Children back away  
• Children give up toy |

**Function:** Obtain toy/activity
## Pablo

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<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
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<tbody>
<tr>
<td>• Adult stops playing with him and gets up to leave</td>
<td>• Hits</td>
<td>• Adult sits back down to continue playing</td>
</tr>
</tbody>
</table>

**Function:**
- Adult attention

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Dana

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Difficult task</td>
<td>• Screams, drops to floor, and hits adult</td>
<td>• Redirection</td>
</tr>
<tr>
<td>• High demands</td>
<td></td>
<td>• Adults decrease demands</td>
</tr>
<tr>
<td>• Sitting in circle</td>
<td></td>
<td>• Left alone</td>
</tr>
<tr>
<td>• Undesired activity or materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Small group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Function:**

Escape demands

<table>
<thead>
<tr>
<th>Preventions</th>
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<tbody>
<tr>
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### Dana

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<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transition from one activity to another</td>
<td>Drops to ground, screams, cries, hits adult</td>
<td>Redirection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allowed more time in current activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carried</td>
</tr>
</tbody>
</table>

**Function:**
Escape transitions

<table>
<thead>
<tr>
<th>Preventions</th>
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## Dana

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</thead>
</table>
| • Adult or peers join him in play  
• Adult initiates new activity  
• Turn-taking | • Screams and cries | • Left alone  
• Allowed to play his own way |

**Function:**
Escapes demands/turn-taking

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Sashi

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unstructured activities (center)</td>
<td>• Mouth on toys/objects (sucking/chewing)</td>
<td>• Children yell out that it is gross and yucky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Children get teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher assists, helps her take toy to “dirty bucket”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Redirection and teacher plays with her</td>
</tr>
</tbody>
</table>

**Function:**
Adult and peer attention

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## Sashi

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<tr>
<th>Triggers</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Children entering playground</td>
<td>• Pulls bows, ribbons, and clips out of others’ hair</td>
<td>• Children scream</td>
</tr>
<tr>
<td>• Girl with bows, ribbons, or clips sits or plays nearby</td>
<td></td>
<td>• Adult runs to and yells “No!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult helps her play</td>
</tr>
</tbody>
</table>

**Function:**
Initiate social interaction

<table>
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<tr>
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</table>
| • Difficult activities  
| • Undesirable activities | • Resists walking, pulls away, and/or drops to the ground | • Adults decrease demands  
|                    |                                                                  | • Left alone where she is to play           |

**Function:**
Escape activities

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## Sashi

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<tr>
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</thead>
<tbody>
<tr>
<td>• Transitions from one activity to another</td>
<td>• Wanders around classroom and sometimes drops to the ground</td>
<td>• Adult will eventually redirect back to activity</td>
</tr>
<tr>
<td>• Asked to sit for more than 1-2 minutes</td>
<td></td>
<td>• Left alone</td>
</tr>
</tbody>
</table>

**Function:**
Delays or escape transition

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## Sarah

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<tr>
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<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unstructured activities (centers, playground)</td>
<td>• Plays in isolation in the corner or under table</td>
<td>• Left alone</td>
</tr>
</tbody>
</table>

**Function:**
Escape social interaction

### Preventions

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### Sarah

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</thead>
<tbody>
<tr>
<td>• Adult leaves (arrival/ departure)</td>
<td>• Whines and cries</td>
<td>• Adult goes to her</td>
</tr>
<tr>
<td>• Adult is nearby (centers, table activities)</td>
<td></td>
<td>• Consoled by adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult rubs back,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rocks, or holds her</td>
</tr>
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**Function:**
Adult attention

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Sarah

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</thead>
<tbody>
<tr>
<td>• Wakes at night</td>
<td>• Cries</td>
<td>• Foster mother goes to her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foster mother lies with her until she falls asleep</td>
</tr>
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Function: Adult attention

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