

# Individualized Intensive Interventions:

## Determining the Meaning of Challenging Behavior



**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

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- 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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<b>I.</b>	Introduction to the Topic	20 min.
<b>II.</b>	Group Discussion: Challenging Behavior Challenges	15 min.
<b>III.</b>	Overview of Positive Behavior Support (PBS)	25 min.
<b>IV.</b>	Dimensions of Communication: Form and Function	5 min.
<b>V.</b>	Activity: Behavior Is Communication	15 min.
<b>VI.</b>	Process of PBS: Building a Team	25 min.
<b>VII.</b>	Introduction to Functional Assessment	10 min.
<b>VIII.</b>	Functional Assessment Observation	5 min.
<b>IX.</b>	Activity: Observing the Function of Behavior	25 min.
<b>X.</b>	Conducting Observations, Data to Collect	30 min.
<b>XI.</b>	Functional Assessment Interview	50 min.
<b>XII.</b>	Hypothesis Development	15 min.
<b>XIII.</b>	Case Study Activity: Hypothesis Development	50 min.
<b>XIV.</b>	Summary	5 min.

## 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.

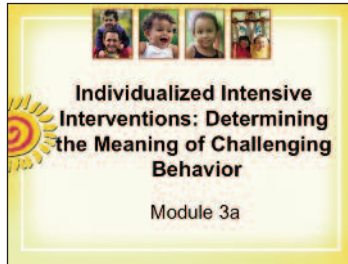
## Copying Instructions:

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.

## I. Introduction to the Topic (20 minutes)

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## I. Introduction to the Topic (20 minutes)

**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.

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**Topics**

- Case study illustrations
- Understand form and function of challenging behavior
- Learn the process to develop and implement a behavior support plan

## 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.

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**Intensive Individualized Interventions**

- Examine the Inventory of Practices
- Review the practices listed in the Individualized Intensive level
- Select your 3 greatest strengths and put a \* by them
- Identify the three practices you could improve, mark with a √
- Share 1 strength and 1 area to improve

**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.



Inventory of Practices

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**Challenging Behavior**

What we are referring to when we say "challenging behavior" is:

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social 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.

## Challenging Behavior

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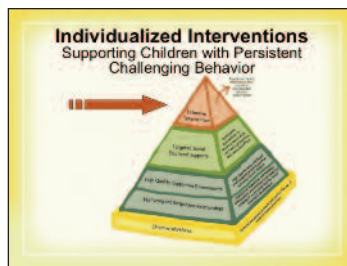


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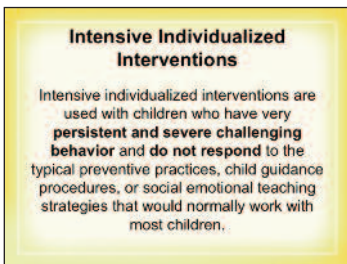


Video 3a.1

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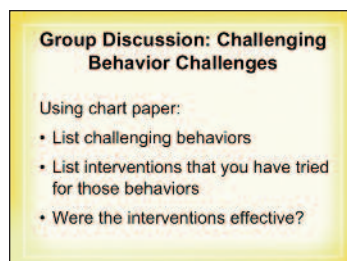


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## II. Group Discussion: Challenging Behavior Challenges (15 minutes)

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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)

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#### Individualized Positive Behavior Support (I-PBS)

- An approach for changing a child's behavior
- Is based on humanistic values and research.
- An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
- A holistic approach that considers all of the factors that impact on a child, family, and the child's behavior.

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#### Research on I-PBS

- Effective for all ages of individuals with disabilities 2-50 years.
- Effective for diverse groups of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.
- PBS is the only comprehensive and evidence-based approach to address challenging behavior within a variety of natural settings.

### 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.

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Old Way – New Way	
Old Way	New Way
<ul style="list-style-type: none"> <li>• General intervention for all behavior challenges</li> <li>• Intervention is reactive</li> <li>• Focus on behavior reduction</li> <li>• Quick fix</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention matched to purpose of the behavior</li> <li>• Intervention is proactive</li> <li>• Focus on teaching new skills</li> <li>• Long-term interventions</li> </ul>

### 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

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Challenging Behavior Communicates
<ul style="list-style-type: none"> <li>• Communicates a message when a child does not have language.</li> <li>• Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.</li> </ul>

**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.



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**Challenging Behavior Works**

- 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).

**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).

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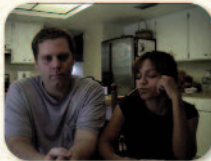
**Brendan Before Intervention**

Video 3a.2

**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.”

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**Brendan’s Family Before Intervention**

Video 3a.3

**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.

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**Brendan’s Family Continued**

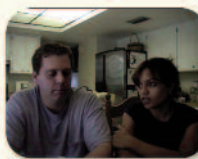
Video 3a.4

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**Brendan With a Support Plan**

Video 3a.5

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**Brendan’s Family: What PBS has Done for Us**

Video 3a.6

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Tim Before Intervention



Video 3a.7

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Tim With a Support Plan



Video 3a.8

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

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##### Dimensions of Communication

Every communicative behavior can be described by the form and function.

- **Form:** the behavior used to communicate.
- **Function:** the reason or purpose of the communicative behavior.

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##### Children Communicate in Many Ways:

Forms of communication

- Words
- Sentences
- Point to a picture
- Eye gaze
- Pulling adult
- Crying
- Biting
- Tantrums
- ?



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##### Children Communicate a Variety of Messages

Functions of communication

- Request object, activity, person
- Escape demands
- Escape activity
- Escape a person
- Request help
- Request social interaction
- Comment
- Request information
- Request sensory stimulation
- Escape sensory stimulation
- ?



**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

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Behavior Equation		
Trigger	Behavior	Maintaining Consequence
Joey is asked to come to circle. Teacher provides physical prompt to move him to group.	Joey resists, cries, and hits teacher.	Teacher moves away from Joey and allows Joey to select a different activity.

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

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Evan		
Evan is playing with Duplos. He tries to attach a block to his stack of 3. He can't quite get the blocks to connect. He looks up at the adult and begins fussing. He holds the stack of blocks up, looks at the blocks, and looks at the adult. The adult helps him put the blocks together.		

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Evan		
Trigger	Behavior	Maintaining Consequence
Playing with Duplos, can't connect blocks.	Looks up at adult, fusses, holds up blocks, looks at block/adult.	Adult helps put blocks together.
	Function: Get help	

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.



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**Gabriella**

Gabriella is playing in her room. Her mom says, "Come on Gabriella. Time to go to school." Her mom pulls on her arm to try to get Gabriella to stand and go to the car. Gabriella yells, screams, and begins kicking at her toys. Her mother says, "All right, 5 more minutes. But then we must go." Gabriella's mom walks away, and Gabriella continues playing with her toys.

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**Gabriella**

Trigger	Behavior	Maintaining Consequence
Playing in room, time to get in car for school.  Mom pulls on arm to get to stand.	Yells, screams, kicks at toys.  <b>Function:</b> Escapes-Going to the car	Mom gives her five more minutes of play time.

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**Tim**

Tim is riding a trike on the playground bike path. He sees a child move to the sandbox where Tim had just finished building a road-way. He leaps off his trike and tackles the child. He hits the child. An adult comes over to intervene. She comforts the child and scolds Tim. Tim goes to the sandbox and continues construction on his road-way.

30

**Tim**

Trigger	Behavior	Maintaining Consequence
A child moves to the sandbox where Tim has just built something.	Tackles and hits child.  <b>Function:</b> Obtain access to roadway	Adult intervenes and scolds Tim, comforts other child.  Tim continues road-way.

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**Madison**

Madison is in housekeeping, putting on high heels and a hat. Emily moves into the area and selects a purse from the dress-ups box. Madison shouts "no" and bites Emily. A teacher comes over, she asks Madison to go to the thinking chair and takes Emily to the bathroom to look at the bite. After 4 minutes, Madison leaves the thinking chair and returns to housekeeping. She grabs the purse Emily had selected and continues to play. Emily leaves the bathroom with the teacher and then begins an art activity where the teacher is present.

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**Madison**

Trigger	Behavior	Maintaining Consequence
Another child moves to area and gets a toy (purse).	Shouts "no," bites child.  <b>Function:</b> Get the purse	Sent to "thinking chair," other child consoled, four minutes later, Madison leaves chair and returns to play with purse.

**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)

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**Process for Individualized Interventions**

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

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**Potential Team Members**

- Parents/Family
- Teacher(s)
- Assisting Teacher/Paraprofessional
- Therapists
- Administrative Staff
- Other(s)

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**Group Discussion:  
Welcoming Families**

Using chart paper:

- Identify strategies you have used with family's to ensure an equal partnership when focusing on their child's needs.
- Identify do's and don'ts when communicating with families about their child's challenging behavior.

## 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**.

**Handout 3a.2: Talking with Families: Do's and Don'ts**

Do	Don't
1. Establish a relationship by listening and understanding the family's perspective.	1. Assume that the family is not interested or that they are not capable of understanding the situation.
2. Ask the parent if they have any questions or concerns.	2. Assume that the parent will not ask for help or support.
3. Ask the parent if they have any suggestions or ideas.	3. Assume that the parent will not offer any input or feedback.
4. Establish a partnership by listening to the family's perspective and understanding the situation.	4. Assume that the parent will not be a partner in the process.
5. Establish a partnership by listening to the family's perspective and understanding the situation.	5. Assume that the parent will not be a partner in the process.
6. Establish a partnership by listening to the family's perspective and understanding the situation.	6. Assume that the parent will not be a partner in the process.
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8. Establish a partnership by listening to the family's perspective and understanding the situation.	8. Assume that the parent will not be a partner in the process.

**Handout 3a.2**

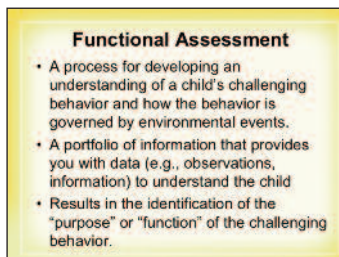


## VII. Functional Assessment (10 Minutes)

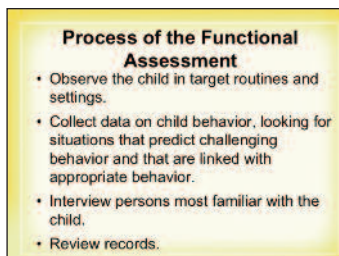
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## VII. Functional Assessment (10 Minutes)

**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)

39

Observation Card		
Name:	Observer:	Date:
General Context:	Time:	
Social Context:		
Challenging Behavior:		
Social Reaction:		
POSSIBLE FUNCTION:		

40

Observation Card Example		
Name: Aaron	Observer: arachis	Date: 1/22
General Context: Classroom	Time: 11:00	
Social Context: Playing alone in blocks. Teacher comes over to Aaron and asks her to come to the art table for art. When she doesn't respond, the teacher tries to assist her by taking her arm to guide her to art.		
Challenging Behavior: Aaron gets upset and begins screaming by saying "No! I can go to art!" as she pulls away from the teacher.		
Social Reaction: The teacher walks away and says, "I will be back in a few minutes. Does it you are made."		
POSSIBLE FUNCTION: Escape art		

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



42

Observation Card		
Name: Suzanne T.	Observer:	Date:
General Context: Classroom	Time:	
Social Context: Playing alone in block play. Goes over to a group of children playing.		
Challenging Behavior: Starts out happy and makes exploratory sound. But then becomes less audible.		
Social Reaction: She calls out to him, "David, David, David a David." but gets no reaction.		
POSSIBLE FUNCTION: Initiate social interaction with peer		

## 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.

Handout 3a.3

## 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

**Observation Vignette #2**

**Video 3a.10**



**Video 3a.10**

Observation Card		
Name: <i>Seymour 2</i>	Observer:	Date:
General Context: <i>Playground</i>		Time:
<p><b>Social Context:</b> <i>Playground play with 2 boys. Give pipe to brother and go to track just like the other friends track.</i></p>		
<p><b>Challenging Behavior:</b> <i>He tries to take her track, stones, pokes, and continues saying for her.</i></p>		
<p><b>Social Reaction:</b> <i>Continue play as normal, continues to fight for her, brother approaches and carries her away.</i></p>		
<p><b>POSSIBLE FUNCTION:</b> <i>Obtain the pipe (water truck or "Three pipes")</i></p>		

Name: <i>Seamus 2</i>	Observer:	Date:
General Context: <i>Playground</i>	Time:	
<p><b>Social Context:</b> <i>Playground. The play play with 2 friends. One goes to basket and gets to mark you the other other friend mark.</i></p>		
<p><b>Challenging Behavior:</b> <i>He tries to interfere track. Moves, pushes, and continues tagging for fun.</i></p>		
<p><b>Social Reaction:</b> <i>Kate begins to second, continues to fight girl for tag, becomes aggressive and starts to kick away.</i></p>		
<p><b>POSSIBLE FUNCTION:</b> <i>Obtain the tag name track or "best friend's".</i></p>		

Observation Vignette #3

Video 3a.11



**Video 3a.11**

Observation Card		
Name: <i>Seamus J.</i>	Observer:	Date:
General Context: <i>Circle with paper.</i>		Time:
<p><b>Social Context:</b> Teacher assesses children's circle with paper. Says: "See, how big is this? Teacher puts up to put away paper."</p> <p><b>Challenging Behavior:</b> <i>Putting self on head to hit fist, just as circle.</i></p>		
<p><b>Social Reaction:</b> Adult says: "Ready to dance? What is dance?" "Yes" Once and sits on her feet and a swing.</p> <p><b>POSSIBLE FUNCTION:</b> Adult attention.</p>		

Name: <i>Sequoyia J.</i>	Observer:	Date:
General Context: <i>Circle with puppet.</i>	Time:	
<p><b>Social Content:</b> <i>Teacher kisses children's cheeks with puppet. Says, "Be gentle, be gentle." Teacher puts up a put away puppet.</i></p>		
<p><b>Challenging Behavior:</b> <i>Diming self on head with fox, just at start.</i></p>		
<p><b>Social Reaction:</b> <i>Adult says "Ready to dance?" "Want to dance, Ryan?" "Yes and sit on her lap and sit on her lap and sit on her lap."</i></p>		
<p><b>POSSIBLE FUNCTION:</b> <i>Adult attention</i></p>		

Observation Vignette #4

Video 3a.12

A person wearing a white t-shirt and dark shorts is seen from behind, standing in a room. They are positioned in front of a blue sofa. In the background, there is a window with purple curtains and a wooden cabinet. The person appears to be looking towards the window or the cabinet.

**Video 3a.12**

Observation Card		
Name: Segment 4	Observer:	Date:
General Content: Civic duty		Time:
<p><b>Social Context:</b> Zoules helps child to air their doubts as to that this is a worthwhile action. "Let's do. Because you're someone really."</p>		
<p><b>Challenging Behavior:</b> Refuses to sit at chair, sits up on stool at first, throws backpack, pulls out shirt, kicks.</p>		
<p><b>Social Reaction:</b> Teacher responds, tells to do to do get your shirt back on, and steps</p>		
<p><b>POSSIBLE FUNCTION:</b> Adult attention</p>		

<b>Name:</b> Sessoun A.	<b>Observer:</b>	<b>Date:</b>
<b>General Context:</b> Cursive class		<b>Time:</b>
<b>Social Context:</b> Teacher helps child to sit there while trying to find him a toy while sitting. "Zu-Mu, Gueu-pu to me some balls."		
<b>Challenging Behavior:</b> Pulls away, out of chair, looks up and down the floor, demands his demands, pulls at child, hits.		
<b>Social Reaction:</b> Teacher requests, tells to do for does get what demands, and stops.		
<b>POSSIBLE FUNCTION:</b> demand attention		

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.

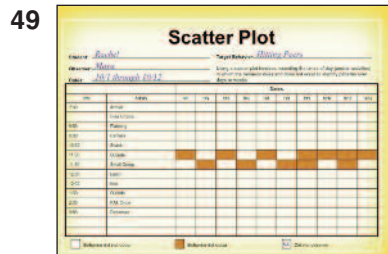
**Slides 43-44: (Video 3a.10: Video Observation #2)**  
Point out the boy in the “Bob the Builder” shirt.

**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)



50

### Everybody Helps

- Family collects data
- Educational staff collects data
- Therapists collect data

51

### "KIS"

"KIS it" (Keep It Simple) - Create simple, user-friendly forms to collect information (e.g., rating scales, checklists).

52

### Home Observation Card

Home Observation Card (Front)

Child Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

What Happened Before?

What Happened After?

Parental Behavior:

53

### Home Observation Card

Home Observation Card (Back)

Setting Events/Influences:

List Notes/Comments/Unusual Events:

## 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.

Handout 3a.4

## XI. Functional Assessment Interview (50 minutes)

**54**

**Functional Assessment Interview**

- Define behavior (describe what you see)
- Describe frequency and intensity
- Explore related factors (e.g., sleep, medications)
- Identify predictors (triggers)
- Identify maintaining consequences
- Identify current communicative functions

**55**

**Functional Assessment Interview**

Refer to Tim's Sample Functional Assessment Interview

[TimFAI.pdf](#)

**56**

**Large Group Activity: Complete Last Section of Tim's FAI**

Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

[LINK TO ANSWER](#)

## XII. Hypothesis Development (15 minutes)

**57**

**Process for Individualized Interventions**

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

## 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.

Handout 3a.5

## 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.*

Handout 3a.6

## 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).

Handout 3a.7

58

**Hypotheses Statements**

- Triggers of the challenging behavior
- Description of the challenging behavior
- Responses that maintain the challenging behavior
- Purpose of the behavior

59

**Tim's Support Planning Chart - Hypothesis**

Trigger	Behavior	Maintaining Consequence
• Group play, centers and outside play	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention on Tim
Preventions	New Skills	New Responses

60

**Hypothesis Statement**

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

61

**Hypothesis Statement**

Billy will use tantrums to request a social interaction. Billy will initiate a chase game or request to be held by pulling the adult's hand or positioning the adult. If the adult does not comply, Billy will cry loudly, scream, and bring his hands to his face or ears. Often the adult will comply with his request or pick him up.

62

**Not Sure About the Hypothesis?**

- What would make the *challenging behavior stop*? Is it something you would provide or allow the child to access? Or is there something to remove? Or can you allow the child to leave?
- If still unsure, collect *more data* in the same context.
- Some challenging behavior may have the *same form* but serve *multiple functions*.
- Some challenging behaviors may begin around *one function* (e.g., escape) and *continue to serve another function* (e.g., gain attention).

## 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)

- 63 Working as a Collaborative Team**
- Assign roles.
  - Determine agenda and time for meetings.
  - Ensure group participation through facilitation and participatory processes.
- 64 Roles**
- **Facilitator** – person who guides group in stating agenda, work goals, time allocation
  - **Reporter** – person who shares group information, makes presentation
  - **Recorder** – person who writes down the discussion
  - **Encourager** – person who provides feedback to group members
  - **Time Keeper** – Person who tracks time and warns when agenda item is ending
  - **Jargon-buster** – person who asks the question "what do you mean when you say 'gobbly-gook' and helps the group with communicating clearly"
- 65 Hypothesis Development**
- Assign roles.
  - Review child description, observation, and interview.
  - Complete final page of interview.
  - Determine functions of challenging behavior.
  - Write hypothesis statement for at least one function.
  - Report to group.
- 3a.8D, 3a.8P, 3a.8S, 3a.8SH

### 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.



Handout 3a.8D



Handout 3a.8P



Handout 3a.8S



Handout 3a.8SH



Small Group Activity



#### XIV. Summary (5 minutes)

## Major Messages

1. Challenging behavior has meaning for the child.
2. Children use behavior to access something or someone (obtain/request) or avoid something or someone (escape/protest).
3. The process of Functional Assessment is used to determine the function or purpose of challenging behavior.
4. Hypotheses statements describe the triggers, challenging behavior, maintaining consequences, and function.

**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.



# Presenter's Answer Guide



## 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**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Child tries to take toy or activity (centers, playground)</li> </ul>	<ul style="list-style-type: none"> <li>Bites child</li> </ul> <div>Function: Access to toy</div>	<ul style="list-style-type: none"> <li>Adult verbally scolds</li> <li>Adult physically holds him until calm, then redirects</li> <li>When released, he gets toy or activity that he wanted</li> </ul>
Preventions	New Skills	Responses

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Children in his space (line, small group activities)</li> <li>Children sharing toys/activities (centers, circle, playground)</li> </ul>	<ul style="list-style-type: none"> <li>Hit and/or pinch</li> </ul> <div>Function: Obtain toy/activity</div>	<ul style="list-style-type: none"> <li>Children leave play area</li> <li>Children back away</li> <li>Children give up toy</li> </ul>
Preventions	New Skills	Responses

**Pablo**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Adult stops playing with him and gets up to leave</li> </ul>	<ul style="list-style-type: none"> <li>Hits</li> </ul> <div> <b>Function:</b> Adult attention         </div>	<ul style="list-style-type: none"> <li>Adult sits back down to continue playing</li> </ul>
Preventions	New Skills	Responses



**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Difficult task</li> <li>• High demands</li> <li>• Sitting in circle</li> <li>• Undesired activity or materials</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Screams, drops to floor, and hits adult</li> </ul> <div> <b>Function:</b>            Escape demands         </div>	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Adults decrease demands</li> <li>• Left alone</li> </ul>
Preventions	New Skills	Responses

**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Transition from one activity to another</li> </ul>	<ul style="list-style-type: none"> <li>Drops to ground, screams, cries, hits adult</li> </ul> <div> <b>Function:</b>            Escape transitions         </div>	<ul style="list-style-type: none"> <li>Redirection</li> <li>Allowed more time in current activity</li> <li>Carried</li> </ul>
Preventions	New Skills	Responses

**Dana**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Adult or peers join him in play</li> <li>• Adult initiates new activity</li> <li>• Turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Screams and cries</li> </ul> <div> <b>Function:</b>            Escapes            demands/turn-taking         </div>	<ul style="list-style-type: none"> <li>• Left alone</li> <li>• Allowed to play his own way</li> </ul>
Preventions	New Skills	Responses

**Sashi**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Unstructured activities (center)</li> </ul>	<ul style="list-style-type: none"> <li>Mouth on toys/objects (sucking/chewing)</li> </ul> <div> <b>Function:</b>            Adult and peer attention         </div>	<ul style="list-style-type: none"> <li>Children yell out that it is gross and yucky</li> <li>Children get teacher</li> <li>Teacher assists, helps her take toy to “dirty bucket”</li> <li>Redirection and teacher plays with her</li> </ul>
Preventions	New Skills	Responses



**Sashi**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Children entering playground</li> <li>Girl with bows, ribbons, or clips sits or plays nearby</li> </ul>	<ul style="list-style-type: none"> <li>Pulls bows, ribbons, and clips out of others' hair</li> </ul> <div> <b>Function:</b>            Initiate social interaction         </div>	<ul style="list-style-type: none"> <li>Children scream</li> <li>Adult runs to and yells "No!"</li> <li>Adult helps her play</li> </ul>
Preventions	New Skills	Responses

**Sashi**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Difficult activities</li> <li>• Undesirable activities</li> </ul>	<ul style="list-style-type: none"> <li>• Resists walking, pulls away, and/or drops to the ground</li> </ul> <div> <b>Function:</b>            Escape activities         </div>	<ul style="list-style-type: none"> <li>• Adults decrease demands</li> <li>• Left alone where she is to play</li> </ul>
Preventions	New Skills	Responses

**Sashi**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Transitions from one activity to another</li> <li>• Asked to sit for more than 1-2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Wanders around classroom and sometimes drops to the ground</li> </ul> <div> <b>Function:</b>            Delays or escape transition         </div>	<ul style="list-style-type: none"> <li>• Adult will eventually redirect back to activity</li> <li>• Left alone</li> </ul>
Preventions	New Skills	Responses

**Sarah**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Unstructured activities (centers, playground)</li> </ul>	<ul style="list-style-type: none"> <li>Plays in isolation in the corner or under table</li> </ul> <div> <b>Function:</b>            Escape social interaction         </div>	<ul style="list-style-type: none"> <li>Left alone</li> </ul>
Preventions	New Skills	Responses



**Sarah**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>• Adult leaves (arrival/ departure)</li> <li>• Adult is nearby (centers, table activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Whines and cries</li> </ul> <div> <b>Function:</b>            Adult attention         </div>	<ul style="list-style-type: none"> <li>• Adult goes to her</li> <li>• Consolated by adult</li> <li>• Adult rubs back, rocks, or holds her</li> </ul>
Preventions	New Skills	Responses

**Sarah**

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> <li>Wakes at night</li> </ul>	<ul style="list-style-type: none"> <li>Cries</li> </ul> <div> <b>Function:</b> Adult attention         </div>	<ul style="list-style-type: none"> <li>Foster mother goes to her</li> <li>Foster mother lies with her until she falls asleep</li> </ul>
Preventions	New Skills	Responses