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Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 7 Function

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Process of FBA for Individuals with Challenging Behavior:

Why? Function of the Target Behavior

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Answering “WHY”?

Antecedent-Behavior-Consequence (A-B-C) information will funnel into the possible function questions and team hypothesis. This statement will summarize what you discovered that causes and continues the target behavior.

You will be using Section 10 “Why?” Function of the Target Behavior

10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	
Why does s/he want this?	
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	
Why is s/he searching for this experience/benefit?	
Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	
Why does s/he wish to escape this?	
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because

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Functions of Behavior: Obtains

Obtains a desired object, person, activity, or experience

Does the individual:

- want an object s/he likes a lot?
- want to spend time with a desired person?
- want to engage in an activity s/he enjoys?
- want to participate in an experience?



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But Why? Attention vs. Connection

- Go deep into the “why”
- Think about what is driving the behavior using Underlying Issue information from Day 1

“

Every time you think of calling a kid 'attention-seeking' this year, consider changing it to 'connection-seeking' and see how your perspective changes.

— Dr. Jody Carrington
PSYCHOLOGIST



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Functions of Behavior: Sensory

Sensory experience or physiological benefit

Does the individual:

- seek input of sensory experiences?
- avoid situations that offer sensory input?
- seek movement to try to regulate his/her body?



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Functions of Behavior: Escapes

Escapes an undesirable object, person, activity, or experience

Does the individual:

- try to avoid an object s/he doesn't like?
- try to avoid time with a specific person or persons?
- try to avoid an activity s/he doesn't enjoy?
- try to avoid an experience?



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Functions of Behavior: Communication

Provides **communication**

Is the individual trying to:

- get you to understand something with the challenging behavior?
- get you to know or understand something through the challenging behavior?



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Molly's A-B-C Driving Factors

3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	Mondays; poor communication skills; unfinished activity or rushing her through an unfinished activity; circle time; social space "invaded" by others
Quick Triggers	Beginning of circle time; academic demands; Shelly who wants to be friendly by patting/touching/high 5 with Molly
Precursor Behavior(s)	When sitting at circle time, Molly begins to rock in her chair and flaps her hands
4. Target Behavior [Leave Blank]	
Target Behavior	Molly screams loudly enough to interrupt the teacher's instruction to class
5. Consequences (Use Guiding Questions document)	
Consequences/what happens after the behavior	Aide puts Molly in lap and tries to quiet her with hugs; adults and peers move away from Molly; sometimes behavior escalates to hitting and kicking staff; aide directs Molly to take a break; sometimes Molly sits at table by herself and gets to finish the work she had to leave when asked to come to circle time



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Why? Function: Molly

10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	A preferred activity that wasn't finished
Why does s/he want this?	She wants/needs to finish the activity; wants to engage in activity that she finds interesting and that she is capable of doing
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	Gets personal space away from a peer
Why is s/he searching for this experience/benefit?	She experiences anxiety when others touch her or get too close to her



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Why? Function: Molly Continued

Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	Large group with peers too close to her; academic activities she doesn't understand
Why does s/he wish to escape this?	Because of her sensory issues, she needs to get away from peers; academics are confusing to her especially at circle time and she knows she is able to do them when she is at the table by herself
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	"I need to leave this place or person" or "I need a break"
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	Molly is screaming to escape academic activities at circle time
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because she is frustrated with not being able to participate in the academic activities



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Joe's A-B-C Driving Factors	
3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	Large groups, including general education classroom; not having enough personal space; lack of auditory processing time; type of assignment given; required to give verbal answers
Quick Triggers	Teacher's verbal request to sit and complete an assignment
Precursor Behavior(s)	Looks away from teacher/aide
4. Target Behavior [Leave Blank]	
Target Behavior	When given a direction to sit and start an assignment, Joe pushes books off his desk, kicks at furniture, and bolts down the hall.
5. Consequences (Use Guiding Questions document)	
Consequences/what happens after the behavior	Joe is given more verbal directions to sit and do his work; adults may come closer to him or may just give verbal directions; when he bolts out of the room an adult follows him; when he returns to the room he is assisted with cleaning up the materials on the floor; adult helps him to organize and complete the assignment

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Why? Function: Joe	
10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	The aide
Why does s/he want this?	To help him cope with the demands of large group and complete the assignment
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	Gets to leave the large group setting
Why is s/he searching for this experience/benefit?	He is uncomfortable in an environment that is too loud and visually active

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Why? Function: Joe Continued	
Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	Being in the large group and completing the assignment
Why does s/he wish to escape this?	Noise and high activity in the large group; may lack understanding of directions and/or the assignment
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	Frustration; lack of understanding of direction and/or assignment; "I need help" or "It is too loud"
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	Escape from the environment
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because Joe doesn't understand the directions or how to complete the actual assignment and he doesn't know how to ask for help/indicate it is too loud

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Rubin's Driving Factors	
3. Antecedents (Use Guiding Questions document)	
Setting Events/Slow Triggers	ADD & depression; medications; challenging home situation; doesn't always sleep well; reading and math not at grade level
Quick Triggers	Being asked to join a small group; being given school work he perceives as "stupid" or too hard or too long; encouraged to try work he doesn't want to do
4. Target Behavior [Leave Blank]	
Target Behavior	Puts his head down on his desk and does not complete his assignments or small group work.
5. Consequences (Use Guiding Questions document)	
Consequences/what happens after the behavior	Staff repeat requests for him to try the work or to join the small group; peers encourage him to join the small group; doesn't have to start the work due to behaviors; sometimes he threatens staff and/or punches furniture/walls/lockers; is sent to the office and sometimes is assigned detention or is suspended

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Why? Function: Rubin

10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	Completion of assignments delayed or not completed at all; doesn't participate in small group
Why does s/he want this?	He is embarrassed in front of his peers because he can't do the work independently; doesn't see the connection of the assignment and how it relates to becoming a mechanic
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	None noted
Why is s/he searching for this experience/benefit?	N/A

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Why? Function: Rubin Continued

Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	Having to do work he thinks is "stupid"; having to work in the small group
Why does s/he wish to escape this?	Work may be too difficult; doesn't see the purpose of the assignment; doesn't want to work in small group; is embarrassed in front of peers
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	"I don't want to do what you are asking me to do" (complete assignment, join small group) and/or "I am not going to look stupid in front of my peers"
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	Rubin is putting his head down to avoid doing work (completing assignments and/or participating in small group)
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because the work is difficult, the work is not meaningful to him, and he doesn't want to be embarrassed in front of his peers.

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Behavior Steps Plan Chart: Why? Function of the Target Behavior

Behavior Plan Steps Chart

3	When Complete	<p>Challenging Behavior: Expect Success Process Complete Each Step</p> <p>Select the target individual. Create the behavior team.</p> <p>Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues</p> <p>Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior</p> <p>Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers</p> <p>Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions</p>
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Your Team's Turn: Why? Function of the Target Behavior

FBA & BIP Form

10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	
Why does s/he want this?	
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	
Why is s/he searching for this experience/benefit?	
Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	
Why does s/he wish to escape this?	
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because

- Complete Section 10 "Why? Function of the Target Behavior"**

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