



*Functional Behavioral Assessment*

*Summary Analysis*

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## *Developing Functional Assessment Summary Statements*

Once the functional behavioral assessment information has been collected, summary statements should be developed to synthesize information across the different assessment instruments. These statements should identify the situations, times, and settings when the problem behavior is most likely and least likely to occur, and should identify the possible function of the behavior. In some instances, the functions identified may be different for different instruments. In such cases, more information is necessary before summary statements can be developed. Summary statements are important because they pull information from each source into a single statement about the possible function of problem behavior. A statement might be: "During snack time, Justin throws food and steals juice in order to **gain teacher attention.**" or "Following a request to write his name, Zeron will throw his materials on the floor to **escape the demand.**" The functions for each child are written in bold: gaining attention, or escaping demands. The functions are different for each child, and for different types of problem behavior.

With this summary function statement, interventions can be developed to address the function of the behavior, or to eliminate the opportunity for the behavior to occur. In either case, it is important that the intervention strategy provide the child with an opportunity to learn a positive alternative to problem behavior, such as asking for help with difficult tasks. Interventions might include rearranging the classroom environment or using alternative instructional strategies that promote positive behaviors and reduce the opportunity for problem behaviors, or teaching the child alternative replacement behaviors that serve the same function as the problem behavior. The following form, *Functional Assessment Summary*, helps synthesize the sample assessment information and guide decisions regarding interventions. Also included is a case study for Tim to show how all the pieces come together.

# *Functional Assessment Summary*

1. Description of child (give positive examples):

2. Behavior description (include definitions):

3. Frequency of behavior (list frequency of each behavior of concern):

4. Length of behavior:

List daily schedule (continue on back if necessary):

## *Results of Functional Assessment*

1. Summary from Functional Analysis Interview:
  - a. \_\_\_\_\_ behavior is most likely to occur when \_\_\_\_\_.
  - b. \_\_\_\_\_ is more likely to engage problem behavior during activities where \_\_\_\_\_.
  - c. \_\_\_\_\_ is more likely to engage in problem behavior when \_\_\_\_\_.
  - d. \_\_\_\_\_ is least likely to engage in problem behavior during \_\_\_\_\_.
  - e. \_\_\_\_\_ is least likely to engage in problem behavior when \_\_\_\_\_.
  - f. \_\_\_\_\_ is least likely to engage in problem behavior where \_\_\_\_\_.
  
2. Summary from the Motivation Assessment Scale (rank according to directions):
  - a. \_\_\_\_\_'s behavior is primarily motivated by \_\_\_\_\_.
  - b. \_\_\_\_\_'s problem behavior occurs frequently when:
    - 1)
    - 2)
    - 3)
    - 4)
  - c. \_\_\_\_\_'s problem behavior will stop occurring after \_\_\_\_\_.
  
3. Example from the A-B-C Analysis:
  - a. List immediate antecedents and consequences to target behaviors. If possible, list possible function)
  - b. List interventions that have been tried. What has and hasn't worked?

## *Functional Intervention Plan*

List in detail the types of strategies that will be implemented. Include any special instructions or supports that will be necessary for the plan to be successful.

Best guess statement (hypothesis):

Prevention strategies:

Skills to teach (replacement skills):

New responses:

<b>Triggers</b>	<b>Behaviors</b>	<b>Maintaining Consequence</b>
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	<div data-bbox="667 842 989 1012" style="border: 1px solid black; padding: 5px;">Function:</div>	
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<b>Prevention</b>	<b>New Skills</b>	<b>New Responses</b>
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## Tim's Functional Assessment Summary

### 1. Description of child (give positive examples):

Tim is a four-year old child who attends an all-day, all year Head Start preschool. Tim enjoys going to school and is brought to school each day by his baby-sitter at about 9:30 a.m. He enjoys going to school and does well in 1 on 1 activities and playing structured games (e.g., memory games).

### 2. Behavior description (include definitions):

Tim engages in problem behaviors throughout the day, but primarily in the hours between arrival and lunch time. His target problem behaviors include physical aggression (e.g., forceful physical contact with another person, including hitting, pushing, and kicking), and occasionally tantrum behaviors (i.e., kicking, screaming, crying, for extended periods of time).

### 3. Frequency of behavior (list frequency of each behavior of concern):

Tim engages in physical aggression approximately 10 times per day.

Tim engages in tantrums approximately 2 times per week.

### 4. Length of behavior:

Tim's tantrums will continue the entire length of the activity or until he is left alone to quiet down. When the behavior is severe (attempts to hurt another person), Tim is removed from the classroom until he is quiet or indicates he is ready to return to the classroom.

### List daily schedule (continue on back if necessary):

9:30 Arrival, go to learning centers  
10:00 Transition (clean up)  
10:10 Outdoor learning centers  
11:10 Transition (come indoors, wash up)  
11:30 Lunch  
12:00 Story time, brush teeth  
12:15 Nap time  
2:30 Wake up, get ready for snack  
2:45 Snack  
3:00 Free choice (e.g., learning centers, outside)  
4:00 Leave for home (Mom pick up)

## *Results of Tim's Functional Assessment*

1. Summary from Functional Analysis Interview:
  - a. **Tim's behavior is most likely to occur when he is in a group setting, such as small and large group activities.**
  - b. **Tim is more likely to engage problem behavior during activities where he has to share supplies or toys, such as housekeeping area, blocks, and art activities.**
  - c. **Tim is more likely to engage in problem behavior when he has to wait for a turn, or when he has been denied a preferred activity.**
  - d. **Tim will sometimes engage in problem behavior when given the direction to clean up.**
  - e. **Tim is least likely to engage in problem behavior during naptime, lunch time, outside (especially at the end of the day), and afternoon snack.**
  - f. **Tim is least likely to engage in problem behavior when he is in a one-on-one activity with an adult or he is alone.**
  - g. **Tim is least likely to engage in problem behavior when he is sitting next to the adult at lunch.**
  
2. Summary from the Motivation Assessment Scale (rank according to directions):
  - a. **Tim's behavior is primarily motivated to "obtain something", such as attention or tangibles.**
  - b. His problem behavior occurs frequently when:
    - 1) **Denied a preferred item or activity**
    - 2) **Teacher or peer takes away a favorite toy or activity**
    - 3) **Teacher turns her attention away from him and toward someone else**
    - 4) **When he has been told he cannot do something he wants to do**
  - c. **Tim's problem behavior will stop occurring after the teacher stops requesting or prompting him to do something he does not want to do.**
  
3. Example from the A-B-C Analysis:
  - a. List immediate antecedents and consequences to target behaviors. If possible, list possible function)  
**Center time--Peer sitting at computer table; Tim hits peer; peer leaves computer table**  
**Lining up for outside--Peer at first of line; Tim tries to get in front and peer shoves him; Tim shoves peer and gets place in line**  
**Circle time--Peer sitting in circle; Tim kicks peer; peer cries and hits back; adult intervenes**  
**Center time--Playing with cars; rolling car on wall and asked to stop; non-compliant-teacher took car away**

## FUNCTIONAL ASSESSMENT INTERVIEW FORM - TIM

Child with Problem Behavior(s): Tim P. Date of Interview: 4/4/04

Age: 4 Sex:  M  F

Interviewer: Ms. Simpson, PBS Facilitator Respondent(s): Classroom teacher (Mrs. Jones)

### A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

Behavior	How is it performed?	How often?	How long?	Intensity?
a) non compliant	does not complete requested activity within 5 seconds	10x/day	1 minute	low
b)				
c) aggression	forceful contact with another person	5x/day	1 minute	hits hard
d) tantrum	screaming, hitting, crying, kicking objects	1x/week	15+ runs	high
e)				
f)				

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

**Physical aggression, when interrupted, may lead to a tantrum.**

### B. DEFINE POTENTIAL ECOLOGICAL EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

**None**

2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

**Seasonal allergies that may cause drowsiness or irritation to his eyes**

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

**More apparent**

4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

**"Picky" eater and will refuse lunch or snack items**

5. Below, briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

DAILY ACTIVITIES		
	Activity	Child's Reaction
9:30 am	Arrival, go to learning centers	Comes in okay, then has aggressive episode in centers
10:00 am	Transition (clean up)	Little or no problem behavior
10:10 am	Outdoor learning centers	Little or no problem behavior
11:10 am	Transition (come indoors, wash up)	Little or no problem behavior
11:30 am	Lunch	Little or no problem behavior
12:00 pm	Story time, brush teeth	Has trouble during story time
12:15 pm	Nap time	Little or no problem behavior
2:30 pm	Wake up, get ready for snack	Little or no problem behavior
2:45 pm	Snack	Little or no problem behavior
3:00 pm	Free choice (e.g., learning centers, outside)	Very aggressive during free play situations
4:00 pm	Leave for home (Mom pick up)	Little or no problem behavior

6. Describe the extent to which you believe activities that occur during the day are *predictable* for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

**We have the same classroom routines each day. We go over the daily schedule at the beginning of our class time.**

7. What choices does the child get to make each day (e.g., food, toys, activities?)

**He can select which centers he plays in and which toys or activities to play.**

**C. DEFINE EVENTS AND SITUATIONS THAT PREDICT OCCURRENCES OF THE BEHAVIOR(S)**

1. **Time of Day:** *When* are the behaviors most and least likely to happen?

Most likely:

***During circle time, center times, story time when he has to wait for a turn***

Least likely:

***Nap time, lunch time/snack, outdoors***

2. **Settings:** *Where* are the behaviors most and least likely to happen?

Most likely:

***Group settings, during activities where he has to share; when given a direction to clean up (sometimes)***

Least likely:

***Where adults are nearby; where he has a lot of room to move around (i.e. outside)***

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?

Most likely:

***When he is with his peers***

Least likely:

***One on one with an adult or alone***

4. **Activity:** *What activities* are most and least likely to produce the behaviors?

Most likely:

***Group, centers***

Least likely:

***Meals/snacks, 1:1 activities with adults***

5. Are there particular situations, events, etc. that are not listed above that "set off" the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?  
***Waiting or giving a direction to clean up will sometimes "set off" the behaviors***

6. What one thing could you do that would most likely make the problem behavior occur?

***Put him in a group to play by himself***

7. What one thing could you do to make sure the problem behavior did not occur?

***Have an adult with him all of the time***

**D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES**

1. Describe how your child plays (with what? how often?).

***He has difficulty playing with others***

2. Does your child have problem behavior when playing? Describe.

***In play situations with peers, he is aggressive, takes toys away without asking, and will hit or kick peers when they try to play with something he wants.***

3. Does your child play alone? What does he/she do?

***He will play alone for about 10 minutes at a time. He will work puzzles or blocks pretty well by himself.***

4. Does your child play with adults? What toys or games?  
**He will seek out adults to play games like hide and seek. He wants adults to play cars and trucks with him.**
5. Does your child play with other children his/her age? What toys or games?  
**See above.**
6. How does your child react if you join in a play activity with him/her?  
**He does better if an adult is present.**
7. How does your child react if you stop playing with him/her?  
**He may whine or cry if you stop unexpectedly.**
8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?  
**He sometimes gets upset if you do this.**

**E. IDENTIFY THE "FUNCTION" OF THE UNDESIRABLE BEHAVIOR(S)**

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she *get* and/or *avoid* by doing the behavior?)

	<u>Behavior</u>	<u>What does he/she get?</u>	<u>Or</u>	<u>What exactly does he/she avoid?</u>
1.	<b>Physical aggression</b>	<b>Obtain tangibles or attention</b>		
2.	<b>Tantrums</b>	<b>To obtain something</b>		

2. Describe the child's most typical response to the following situations:
  - a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task? **Less likely.**
  - b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)? **Sometimes less likely.**
  - c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand? **Unaffected.**
  - d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes. **More likely.**
  - e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine? **Unaffected.**
  - f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)? **More likely.**
  - g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)? **Less likely.**

**F. DEFINE THE EFFICIENCY OF THE UNDESIRABLE BEHAVIOR(S)**

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?  
**Some force with aggressive behavior tantrums last 15 minutes or longer and are intense**

- Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time? Almost every time? Once in a while?  
**Almost every time**
- How much of a delay is there between the time the child engages in the behavior and gets the “payoff”? Is it immediate, a few seconds, longer?  
**A few seconds**

**G. DEFINE THE PRIMARY METHOD(S) USED BY THE CHILD TO COMMUNICATE**

- What are the general expressive communication strategies used by or available to the child? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?  
**Verbal communication - he is a good communicator**
- If your child is trying to tell you something or show you something and you don’t understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)  
**Repeat the statement**
- Tell me how your child expresses the following:

**MEANS OF COMMUNICATION**

FUNCTIONS	GRAB & REACH	GIVE	POINT	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD / HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF-INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER	NONE
Requests an Object			X							X									X			
Requests an Action										X									X			
Protests or Escapes										X										X		
Requests Help										X												
Requests a Social Routine										X												
Requests Comfort										X												
Indicates Illness										X										X		
Shows you something			X							X												

NOTES:

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

**yes**

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

**yes**

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

**no**

d. How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?

**says it**

#### **H. WHAT EVENTS, ACTIONS, AND OBJECTS ARE SUPPORTIVE OR PRESENT CHALLENGES TO THE CHILD**

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

**He really enjoys reading with adults and playing games. He likes to go on field trips with his class.**

2. What kinds of things have you or your child's care providers done to try and change the problem behaviors?

- We remove him from the situation to prevent him from harming others**
- We let his parents know when he has had a bad day**

I. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR PREDICTOR AND/OR CONSEQUENCE

Immediate Antecedent (Predictor)

*denied object or activity*

*peer with preferred  
object or activity*

*teacher turns attention  
away*

Problem Behavior

*tantrum or  
physical  
aggression*

*tantrum or  
physical  
aggression*

*tantrum or  
physical  
aggression*

Maintaining Consequence

*gets object or  
activity*

*gets object  
or activity or  
teacher  
intervenes*

*adult intervenes*

Function

*to obtain something*

*to obtain something*

*to obtain attention*

# Motivation Assessment Scale - Tim

Name: Tim Rater: M. Simpson Date 4/4/04

Behavior Description: Physical aggression, forceful physical contact with another person  
contact with another person, including hitting, pushing, kicking, may lead to a tantrum

Instructions: The **Motivation Assessment Scale** is a questionnaire designed to identify those situations in which a child is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. It is important that you identify the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

1. Would this behavior occur continuously, if the child was left alone for long periods of time? (For example, one hour.)

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

2. Does this behavior occur following a command or prompt to perform a difficult task?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

3. Does this behavior occur when you are talking to other persons in the room?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

4. Does this behavior ever occur to get a toy, food, or game that the child has been refused?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

5. Does this behavior occur repeatedly, over and over, in the same way? (For example, rocking back and front for five minutes.)

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

6. Does this behavior occur when any request is made of the child?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

7. Does this behavior occur whenever you stop attending to the child?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

8. Does this behavior occur when you take away a favorite toy, object, or food?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

9. Does it appear to you that the child enjoys performing this behavior and would continue even if no one was around?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

10. Does the child seem to do this behavior to upset or annoy you when you are trying to get him or her to do what you ask?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

11. Does the child seem to do this behavior to upset or annoy you when you are not paying attention to him or her? (For example, sitting in a separate room, interacting with another child.)

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

12. Does this behavior stop occurring shortly after you give the child a toy, object, or food s/he has requested?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

13. When this behavior is occurring, does the child seem unaware of anything else going on around him or her?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

14. Does this behavior stop occurring shortly after (one to five minutes) you stop working or stop making demands of him or her?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

15. Does he or she seem to do this behavior to get you to spend time with him/her?

Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
0	1	2	3	4	5	6

16. Does this behavior seem to occur when the child has been told that he or she can't do something he or she had wanted to do?

Never      Almost      Seldom      Half the      Usually      Almost      Always  
 0          1          2          Time          3          4          5          6

### SUMMARY

Place the score for each item next to the corresponding number. Add down each column to obtain the total score for each category; divide by 4 to obtain the mean. Rank the total scores:

Highest = 1, Lowest = 4.

SENSORY		ESCAPE		ATTENTION		TANGIBLE	
1.	<u>0</u>	2.	<u>2</u>	3.	<u>3</u>	4.	<u>5</u>
5.	<u>0</u>	6.	<u>1</u>	7.	<u>3</u>	8.	<u>4</u>
9.	<u>0</u>	10.	<u>2</u>	11.	<u>3</u>	12.	<u>4</u>
13.	<u>0</u>	14.	<u>2</u>	15.	<u>3</u>	16.	<u>4</u>
Total = <u>0</u>		Total = <u>7</u>		Total = <u>12</u>		Total = <u>17</u>	
Mean = <u>0</u>		Mean = <u>1.75</u>		Mean = <u>3</u>		Mean = <u>4.25</u>	



# Scatterplot - Tim

Name: Tim

Description of behavior(s) of interest: Physical aggression, forceful physical contact with another person contact with another person, including hitting, pushing, kicking, may lead to a tantrum

Directions: At the end of each interval, fill in the square indicating the appropriate time and date on the chart using the code given below.

1 to 3 times 
4 or more 
none 
no opportunity

Time	Date																		
	MON	TUES	WED	THURS	FRI														
9:30	X		X																
10:00																			
10:30					X														
11:00																			
11:30																			
12:00	X	X	X	X	X														
12:30	█	X	█	█	█														
1:00	█	█	█	█	█														
1:30	█	█	█	█	█														
2:00	█	█	█	█	█														
2:30					X														
3:00	X	█	X	X	█														
3:30	█	█	X	█	█														
4:00	█	█	█	█	█														

Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatterplot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 18, 343-351.

## *Functional Intervention Plan - Tim*

List in detail the types of strategies that will be implemented. Include any special instructions or supports that will be necessary for the plan to be successful.

Best guess statement (hypothesis):

During group situations, Tim will hit, kick, or take objects from peers in order to gain access to a preferred object or activity. If he is denied access, his behavior will often escalate into a tantrum that includes screaming, hitting, kicking, and destroying classroom materials. When Tim uses aggressive behavior to obtain something, his peers either give in to his demands or hit back, and the adults usually intervene.

Prevention strategies:

- 1) Tim will be supported during learning centers by: a) breaking center time into two shorter periods and use the break to do small groups; b) provide Tim with cues as to what his expectations are for learning centers; and c) teach Tim to use a picture schedule to plan his time in centers. Staff will assist Tim in making a selection of the center or activity that he wants to play in using the visual picture schedule. Use picture schedule throughout the day to prompt expected behaviors.
- 2) Staff will use social stories to teach new skills for circle time, line leader, and turn-taking/sharing. Prepare Tim for targeted situations by reading the appropriate social story and asking him questions about what he should do in a given situation. Staff should monitor Tim during high-risk times or activities (e.g., circle time or learning centers) to ensure that an adult is available to bridge his interactions with peers and provide prompts back to the social story or to his schedule.
- 3) Staff will teach Tim to use feelings cue cards to express how he is feeling when he arrives each day. When he arrives at school, Tim will place a clothespin on the picture that most closely displays how he is feeling that day.
- 4) Staff should modify the length of tasks and behavioral expectations if necessary to provide support to Tim as he learns new skills. Decreasing waiting time and providing cues for Tim about the next activity may help ease the difficulty of transitions. Modifying the expectations of certain undesirable tasks may also prevent problem behaviors from occurring. For example, when given the direction to "clean-up", have Tim pick up X# things, rather than a non-specific time period. When he does this, let him be all-done and have an activity for him to move on to (e.g., help get balls to take outside or whatever). Slowly increase the expectations or task length, as he is able to complete the requested activity.

5) Staff should teach expectations in multiple situations whenever Tim is NOT displaying problem behavior. Be aware of trigger situations and pre-teach what is expected in those situations. Try to anticipate the level of support he will need to be successful in each situation that previously triggered problem behaviors. For example, when Tim approaches the block area, provide him with instructions on how to play with his friends or initiate a play as he approaches the center. If a peer is playing with a preferred toy, prompt him to ask if he can share or join in. Give him the opportunity to receive adult attention or assistance any time he feels he needs it. Let him know that his request will be honored.

6) Staff should define expectations in positive “to do” terms. This will tell Tim what behaviors he *should* do rather than what not to do. For example, when Tim is entering the block area say “Tim, first ask Tommy if you can have a block to play with”, rather than “Tim, don’t take blocks from Tommy.” Be sure to provide positive attention to Tim whenever he responds using a targeted replacement skill.

7) Staff should provide Tim with frequent and specific praise for following his schedule and classroom rules, using his words to express feelings and wants, taking turns and sharing with peers, and for asking for help or adult attention.

Skills to teach (replacement skills):

- Follow schedule and classroom rules
- Uses words to express feelings and wants
- Take turns and share
- Ask for help or attention

New responses:

- Cue to use new replacement skill
- Prompt with appropriate prevention support (i.e., social story, schedule or picture card)
- Praise when new skill is performed
- Report back home on new skills used appropriately

Triggers	Behaviors	Maintaining Consequence
<ul style="list-style-type: none"> <li>• Denied preferred activity</li> <li>• Peer with toy or preferred activity</li> <li>• Teacher turns attention away</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Tantrum</li> </ul> <div data-bbox="659 835 980 1008" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Function:</b> To obtain attention or preferred object or activity</p> </div>	<ul style="list-style-type: none"> <li>• Adult intervenes</li> <li>• Gets toy or activity</li> <li>• Loses preferred object or activity</li> </ul>
Prevention	New Skills	New Responses
<ul style="list-style-type: none"> <li>• Use social stories to teach new skills: <ul style="list-style-type: none"> <li>◊ Circle time</li> <li>◊ Line leader</li> <li>◊ Turn-taking/sharing</li> </ul> </li> <li>• Provide mini-schedule</li> <li>• Use feelings cue cards</li> <li>• Modify task length and expectations if necessary</li> <li>• Teach expectations in multiple situations</li> </ul>	<ul style="list-style-type: none"> <li>• Follow schedule and classroom rules</li> <li>• Uses words to express feelings and wants</li> <li>• Take turns and share</li> <li>• Ask for help or adult attention</li> </ul>	<ul style="list-style-type: none"> <li>• Cue to use new replacement skill</li> <li>• Prompt with appropriate prevention support (i.e., social story, schedule or picture card)</li> <li>• Praise when new skill is performed</li> <li>• Report back home on new skills used appropriately</li> </ul>