

Function-Based Thinking
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Think of a challenging behavior (one you don't like) from one of your students.

FBA's are designed to answer _____ challenging behaviors are occurring.

Why can't we do FBA's for all students with challenging behaviors? _____

The 3 steps of Function-Based Thinking are:

1. _____
2. _____
3. _____

In the first step of FBT, the information we gather should answer 2 questions:

1. _____
2. _____

The "What is happening?" question is answered when we have selected and operationally defined a target behavior (or behavior of concern).

Our selected target behavior should be _____ and _____.

A formula for our operational definition:

_____ = _____ + _____ + _____

Write an operational definition for the student's behavior you listed on page 1.

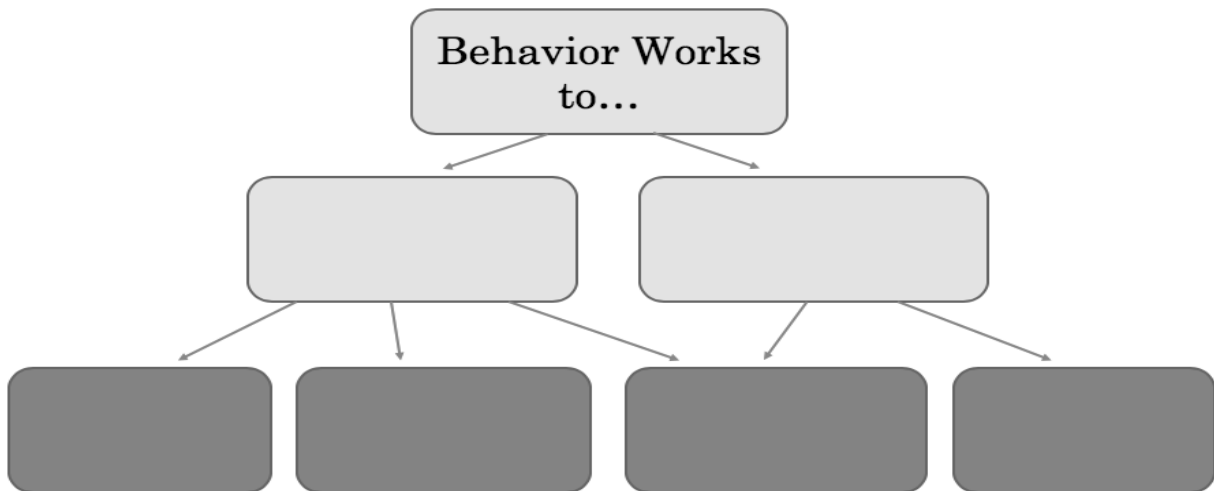
Rate your current confidence (scale of 1-10) in appropriately selecting and operationally defining your students' target behavior. _____

The "Why is it happening?" question relies on us being able to see the behavior in the context of the environment. This requires an understanding of _____.

As new behaviors are learned, some "work" and survive (_____) while others fail to work and do not survive (_____).

The underlying assumption of FBT and FBA: Behaviors are not _____; they exist and continue because they _____.

Label the boxes below.



Possible functions:

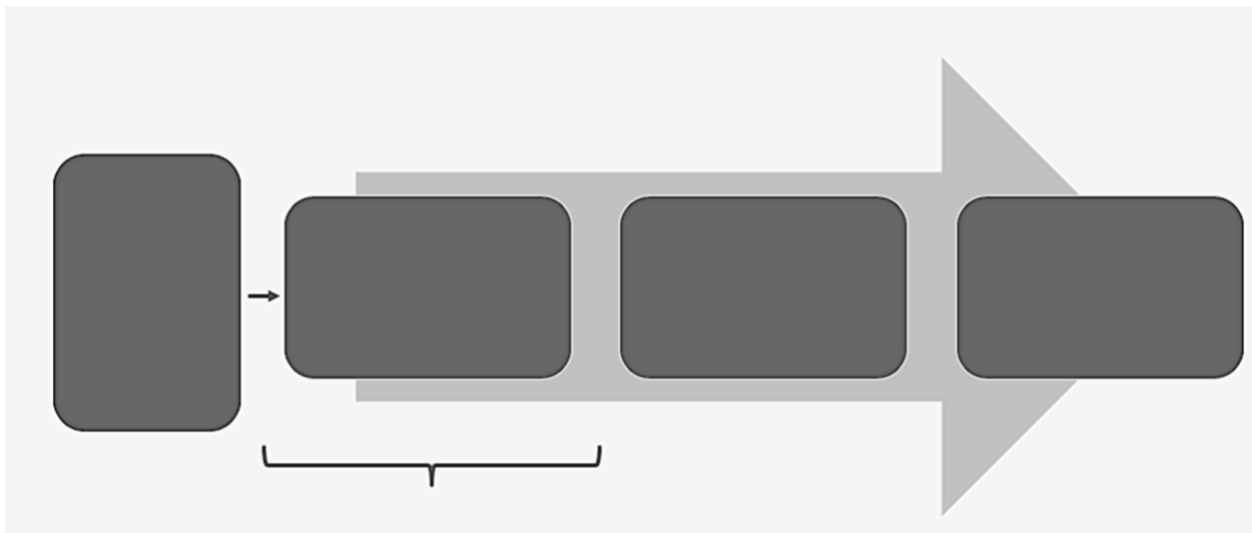
_____ = The target behavior is reinforced and maintained by access to the attention of others. This can be specific to one _____ or _____, or can include the attention of many.

_____ = The target behavior is reinforced and maintained by access to preferred "stuff," including _____
_____.

_____ = The target behavior is reinforced and maintained by the removal or avoidance of _____.

_____ = The target behavior is reinforced and maintained by _____
_____.

Label the boxes below.



"B" is for _____. This is the _____ that we have operationally defined.

“A” is for _____. This is what happens (cues, situations, events) immediately before the behavior and is sometimes referred to as the _____.

“C” is for _____. This is what _____ the behavior.

Setting events are _____ antecedents that affect the probability of behavior by affecting the _____ of a reinforcer.

Some examples of potential setting events:

_____ might make teacher attention more reinforcing. _____
might make peer attention more reinforcing. _____
_____ might make escape/avoidance of instruction more reinforcing.

Motivating operations have to do with _____ and _____.
These also affect the value of a reinforcer.

A _____ or “Hypothesis Statement” describes a predictable sequence of the student’s target behavior in the context of its environment. It should include the target behavior, antecedents, consequences, and – when relevant – _____.

Thinking of the challenging student behavior you operationally defined above, write a Summary Statement.

Based on the Summary Statement above, what is the hypothesized function of the behavior?

Rate your current confidence (scale of 1-10) in developing Summary Statements for your students demonstrating challenging behaviors. _____

We should use our understanding of function to inform the intervention plans that we develop. How? The “pay out” of the _____ should match the “pay out” of the _____ behavior. If we know the function of the student’s problem behavior, we know what _____ the student.

Questions I have...