

Functional Analysis and Treatment of Behavior Disorders Consent Form

I give permission for _____ (name) to participate in a functional analysis of _____ (problem behavior). The purposes of this assessment are to identify: (a) situations in which problem behavior is most likely to occur, and (b) strategies that might be effective as treatment. During the assessment, we will observe the individual for brief periods of time (usually 10 – 15 minutes) in several situations that have been known to produce problem behavior: (a) when attention is unavailable unless problem behavior occurs, (b) when tasks are presented but breaks are given following problem behavior, and (c) when leisure activities and attention are unavailable. We will also observe the individual when attention and leisure activities are freely available because we have found that this situation is unlikely to produce problem behavior.

The following descriptions below describe each condition in which your child may participate in. Please read each of the descriptions. See reference below.

1. Free Play

The free play condition is used as a control for the other four conditions. During free play, the participant will have access to preferred toys, neutral activities and the adult provides positive attention in a continuous, non-contingent rate, approximately 5 times per minute per free play session. No instructional demands are placed on the participant.

2. Tangible

During the tangible condition, the participant is presented with the preferred item, which was previously determined by pre-assessment interview. The item is removed after a set interval of 20 seconds. The adult maintains a distance of three to six feet from the participant. Upon demonstration of a disruptive behavior, the adult presents the participant with the tangible reinforcement with the statement “Now it’s your turn with the toy.” After 30 seconds, the tangible item was removed again with the statement “Now it’s my turn with the toy.” Demonstration of the behavior resulted in the item being returned. No other demands are placed on the child. All other behaviors that did not meet the response definition criteria are ignored and the adult provides non-contingent attention statements to the participant on a fixed 30 second interval.

3. Attention

In the attention condition, the adult maintains a distance of three to six feet from the participant and pretends to be occupied with paperwork. When the participant engages in the disruptive behavior, the adult approaches the participant, places a hand on the child’s back and gave a verbal reprimand that represents what might typically happen during demonstrations of this challenging behavior (e.g. “Stop doing that. You shouldn’t do that because it is against the rules. You are not following directions when you do that.”) Participant children have access to the neutral activity and no other demands were placed on them. When the behavior is not occurring, the adult does not engage in social attention.

4. Escape

In the escape condition, the participants are assigned a predetermined task that is determined by the adult to be challenging, but within their intellectual ability (i.e. copying his name 10 times). Verbal instructions and modeling of the task are provided at the beginning of the session. When the participant engages in the target behavior, the task is removed for 30 seconds and the adult said, "Time to take a break." Following a 30 second break, the task and demand are presented again. The neutral activity is not available. The adult provides non-contingent attention statements to the participant on a fixed 30 second interval.

5. Ignore

During the ignore condition, the participant is directed to stay in the assigned area. The preferred tangible item and neutral activity materials are accessible but no direct interaction with the adult occurs and no demands are placed on the participant child.

We expect that problem behavior will occur more often during one of the above conditions. This information will be helpful in developing an individualized treatment plan. The primary risk of the assessment may be self-inflicted injuries (only for individuals who have self-injury as a behavior problem), which may be as serious as those caused previously by the individual and may require medical treatment. To prevent serious injuries, it may be necessary to have the individual wear protective devices (ie. gloves, hats) during sessions. Also, sessions may be stopped, and emergency procedures may be required to prevent injuries.

I have read the procedure described above or have had it read to me. I have received a copy of this statement and agree to allow participation. I am free to ask any questions or to express any concerns that I have about the program. I am free to withdraw consent at any time, and will have no effect on other services provided to the participant.

(Signature)

(Staff Signature)

(Date)

(Date)

(Relation to participant)

Questions may be directed to:
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Alter, P., Conroy, M., Mancil, G., & Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. *Journal of Behavioral Education, 17*, 200-219.