



Sashi is a Romanian girl who is 3 years and 11 months. Sashi lives with her mother and father who adopted her when she was 2 years old. She has been going to a community preschool for about 5 weeks. Sashi has developmental delays in the areas of speech and language, gross and fine motors skills, and cognition. She uses a few single words, and she knows about 10 signs. She learned to walk about 8 months ago, but she has an awkward gait and is a bit unbalanced when she runs. She is in the process of being toilet-trained.

Sashi's parents report that Sashi is very active and most often in movement. Her parents commented that they are madly in love with their little girl, but that their dreams were somewhat shattered because they were expecting to adopt a typically developing child. They report that Sashi likes pretty hair bows, ribbons, and clips and will try to pull them out of people's hair although she does not like to wear them in her own hair. They have a very difficult time in the community because often Sashi will resist moving by either pulling away from them or dropping to the ground. Sashi will also try to wander off when they are in stores, restaurants, and other community places. When Sashi wanders, she often will mouth objects within her reach. In the home, they need to keep the bathroom and bedroom doors closed so that she cannot get access to items in these rooms. Also for her safety, they have Sashi sleep in a crib.

At preschool, Sashi seems to have a very short attention span and will move from one activity to the next. She seems very interested in her peers but doesn't seem to know how to greet or interact with them. She is a very happy child. She is beginning to imitate her friends' gross motor activities and loves to dance and listen to music. The school staff report that Sashi engages in challenging behaviors throughout the day. These behaviors include mouthing toys, pulling hair, resisting to move, and wandering around the classroom. Because Sashi has several challenging behaviors, she needs one-on-one assistance or guidance during unstructured activities (playground and centers).

Observation Cards—Sashi**Name:** *Sashi***Observer:** *Teacher***Date:** *9/2***Time:** *9:00***General Context:** *Arrival/Playground***Social Context:** *Ashley arrives to school and enters the playground.***Challenging Behavior:** *Sashi runs over to her and smiles and then she pulls the bow out of Ashley's hair.***Social Reaction:** *Ashley cries and the teacher comes and tells Sashi "no" and helps her give the bow back to Ashley.***Name:** *Sashi***Observer:** *Teacher***Date:** *9/2***Time:** *9:35***General Context:** *Story Time***Social Context:** *Class is sitting on a rug listening to the teacher read a story.***Challenging Behavior:** *Sashi gets up and walks over to the table toys and begins playing.***Social Reaction:** *After about 1 minute, the Assistant Teacher goes to her and holds her hand and tries to get her to come back to the group. Sashi drops to the ground and the Assistant Teacher lets go of her hand and leaves her to play.*

Name: Sashi

Observer: Teacher

Date: 9/2

Time: 11:10

General Context: Small group

Social Context: Teacher has verbally directed all of the children to go to the tables for the small group activity.

Challenging Behavior: Sashi walks in the opposite direction.

Social Reaction: Once children are all seated, the teacher goes to redirect Sashi to the tables as she resists and drops to the floor. Teacher gives up and lets Sashi find another activity.

Name: Sashi

Observer: Teacher

Date: 9/4

Time: 2:30

General Context: Outside

Social Context: Sashi slides down the slide. When she reaches the end of the slide, a peer approaches her.

Challenging Behavior: Sashi smiles at the peer, giggles, and pulls at the shiny clip in her hair.

Social Reaction: The peer cries and runs. The Assistant Teacher goes to Sashi and reprimands her by telling her, "No!" and then takes her to the swings and begins pushing Sashi on the swing.

Name: Sashi

Observer: Father

Date: 9/6

Time: 6:30

General Context: Dinner Time

Social Context: Sashi is watching "Telletubbies." Mom goes to Sashi to help her to the table for dinner.

Challenging Behavior: Sashi pulls away then drops to the floor.

Social Reaction: Mom lets go, goes back to the dinner area to pour drinks. She then comes back over to Sashi and begins counting down from 5 before turning off the TV.

Name: Sashi

Observer: Father

Date: 9/6

Time: 9 pm

General Context: Bedtime Story

Social Context: Sashi and her mother walk into the bedroom to read a story. Mother tells Sashi to pick a story off the shelf.

Challenging Behavior: Sashi pulls away from her then drops to the floor.

Social Reaction: Mother says, "Come on let's get a book." When Sashi won't get up, Mother lets go of her hand and gets a book for her.

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): Sashi
 Date of Interview: 9/5
 Age: 3 Yrs 11 Mos
 Sex: M F*
 Interviewer: Rochelle Respondent(s): Assistant Director, Teacher

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?
1.	<i>Mouths toys</i>	<i>Sucks and chews on toys</i>	<i>3-5 x/day</i>	<i>Until redirected</i>	<i>Medium</i>
2.	<i>Pulls hair</i>	<i>Pulls hair bows, clips, etc.</i>	<i>3-5 x/day</i>	<i>5-15 sec.</i>	<i>High</i>
3.	<i>Resists moving</i>	<i>Pulls away and/or drops</i>	<i>2-3 x/day</i>	<i>1-3 min.</i>	<i>High</i>
4.	<i>Wanders</i>	<i>Leaves designated areas</i>	<i>2-4 x/day</i>	<i>30-sec-2 min.</i>	<i>Medium</i>
5.					
6.					

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)?

Wanders, then when you try to direct, she will resist moving or she will physically resist if a demand is placed, then wander off.

B. IDENTIFY 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)?

None (Does have a diagnosis of developmentally delayed with reactive attachment disorder.)

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

Goes to bed late (9:30 or 10:00) but then sleeps through the night. Mother reports she still sleeps in a crib because she would get up in the night if in a bed.

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

Eats like an adult. May not know when to stop eating

5. 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
8:45 AM	Mother/Father drops off on playground Playground	Gives good-bye hug, runs to play As children arrive, she will pull their hair bows/clips
9:30 AM	Story Time	Pulls hair bows/clips, sit few minutes, then wanders
9:45 AM	Small Group	Needs one-to-one assistance, otherwise wanders, resists
	Wiggle Time	Imitates well, enjoys moving and dancing
10:15 AM	Planning Centers	Flits from activity to activity, mouths, resists when redirected
	Centers/Snacks (cont.)	Dumps toys, uses toys inappropriately, pulls off diaper
11:30 AM	Playground	Loves to run, pulls hair bows/clips
12:15 PM	Lunch	Sits and eats nicely
12:45 PM	Nap	Rocked to sleep and then sleeps nicely
2:15 PM	Snack	Sits and eats nicely
2:35 PM	Centers	Dumps toys, uses toys inappropriately, pulls off diaper
3:20 PM	Playground	Loves to run, pulls hair bows/clips
3:50 PM	Closing Circle	Pulls hair bows/clips, sit few minutes then wanders
4:10 PM	Dismissal	Sits and waits
4:15 PM	Mother or Father picks up	Hugs and waves goodbye.
6:00 PM		
6:30 PM		
7:00 PM		
9:00 PM		

- 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?

Sashi does not know her preschool schedule yet. Photo schedule is on the wall. Her behaviors are unpredictable at times.

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

Playground activities, books, snack, center activities, colors of markers, etc.

C. DEFINE EVENTS AND SITUATIONS THAT MAY TRIGGER BEHAVIOR(S)

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

Most likely: - *Center Time (too much action, too many choices)*

Least likely: - *During Wiggle Time (all children are up and moving, really enjoys.)*

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

Most likely: - *Social situations (she does not know how to greet her friends); when she does not get what she wants; during Story Time*

Least likely: - *Snack; dismissal*

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

Most likely: - *Any child or adult (females) who has bows/ribbons/clips in their hair; adult who is trying to direct.*

Least likely: - *Boys*

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

Most likely: - *Any activity when she is required to stay focused for more than one minute.*

Least likely: - *Plays dress-up, especially when she is wearing a heavy item like a coat or rain jacket.*

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.)?

Pulls wet diapers off during center time.

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

Tell her “no,” have expectations too high (like sitting for too long).

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

Giving her lots of loving (hugs, cuddles) and attention, giving her whatever she wants, and never telling her “no.”

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

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

Loves gross motor activities (dancing, running, pulling wagon, etc.) although her movements are a bit awkward and she can get off balance. She also enjoys playing dress up. She especially likes wearing big heavy clothing and hats. She also loves the sensory table, but someone needs to be right there with her because she tends to dump contents onto the floor or onto children's heads.

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

Is often too rough with toys, and she does not seem to know how to interact with or greet the other children. She also has much difficulty staying focused for more than 1-2 minutes.

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

Yes, for very short periods.

4. Does your child play with adults? What toys or games?

Very short periods of play. Likes ball play. Legos (but gets upset when it doesn't fit together the first time), and chase.

5. Does your child play with other children his/her age? What toys or games?

No, she engages mostly in solitary play, sometimes parallel play (in house and sensory table). However, she will play chase with children, but then pulls hair.

6. How does your child react if you join in a play activity with him/her?

No different, unless demands are placed. She will then physically resist and try to wander off.

7. How does your child react if you stop playing with him/her?

She just goes about doing what she wants

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

She will physically resist, pull away, drop to the floor and possibly wander off.

E. IDENTIFY THE “FUNCTION” OF THE CHALLENGING 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?)

Behavior	What does he/she get? Or What exactly does he/she avoid?
1. <i>Mouths toys</i>	<i>Gets oral input and attention from peers and adults</i>
2. <i>Pulls hair</i>	<i>Adults telling her “no” and children screaming, adults help her with interactions with peers and with play with peers.</i>
3. <i>Resists</i>	<i>Moving from/escaping a demand or delaying the transition</i>
4. <i>Wanders</i>	<i>Escaping an activity</i>
5.	
6.	
7.	
8.	
9.	

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?
Wandering and resisting is more 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)?
Unaffected, unless it is dress up, then it is more likely.
 - c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
More likely (If she is already engaging in problem behavior, she just continues the inappropriate behavior).
 - 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, she doesn't seem to know the schedule yet
 - 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)?
Has never been done.

F. HOW WELL DOES THE BEHAVIOR WORK?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

Not much. She is not out to inflict pain.

2. 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

3. 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?

With adults, there is a quick payoff (5-20 sec.)

With children, it is delayed (up to 1-2 min.)

G. HOW DOES THE CHILD COMMUNICATE?

1. 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?

Single words, some signs, and will scream and grunt.

2. 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?)

Her requests are so basic that we pretty much understand what she wants.

3. Tell me how your child expresses the following:

MEANS

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		X								
Requests an Action				X						X			X	X									
Protests or Escapes							X			X								X		X			
Requests Help						X				X			X										
Requests a Social Routine	X			X						X										X			
Requests Comfort																							X
Indicates Illness																							X
Shows You Something																							X

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, simple one-step commands (wash hands, put away water, pick up)

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

Yes, especially if it involves gross motor skills

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

Yes, 10+ (all done, drink, eat, help more, sit, dance, wash hands, open, pour)

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

*Vocalizes “no,” sometimes screams or shakes head no
Indicates “yes” by echoing what was asked*

H. EXPLAIN CHILD’S PREFERENCES AND PREVIOUS BEHAVIOR INTERVENTIONS

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?

Dress up, gross motor activities, eating, dumping and pouring, being rocked.

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

Redirection, modeling appropriate behavior/play/interactions with other children telling her “no.”

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

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function