

# **Functional Interventions in Versatile Environments Questionnaire (FIVE-Q)**

Tary J.Tobin, Ph.D.  
Educational and Community Supports  
University of Oregon

Date:

Name of Student:

Name of Recorder:

## **Functional Interventions in Versatile Environments**

“Versatile,” according to Webster’s Dictionary, means “capable of being moved or turned around, turning with ease from one thing to another; readily applying one’s self to a new task.” *Function-based support* seeks to help “turn around” students who have or are at risk for behavior disorders. Yet factors in the school environment often must change first if these students are to be successfully included and educated. *Functional assessment* seeks to identify environmental variables that are related to a problem behavior, such as laughter from peers or corrections from teachers that may (inadvertently) function to maintain problem behavior. The purpose of this questionnaire is to understand how an environment can be “turned around” when people in the environment applying themselves to the new tasks required to fully implement function-based support.

### **Section 1. The Functional Behavioral Assessment (FBA) Process**

#### *A. How will information be gathered?*

1. Interview a teacher or other school staff member?
2. Prepare a summary of relevant information from the student’s cumulative folder, discipline referrals, and IEP if in Special Education?
3. Interview the student?
4. Interview the student’s parent(s)?
5. Fill out a rating scale or other form? (Which one?)
6. Create a scatter plot (record of observations of times in the day when problem behavior occurred most and least often)?
7. Record direct observations that show behavioral sequences (i.e., antecedents, behaviors, and consequences)?
8. Review *Post Hoc* records of antecedents, behaviors, and consequences (i.e., written descriptions of the sequence of events following a critical incident)
9. Try functional analysis or experimental manipulations?
10. Other FBA procedures?

#### *B. Are any of the following **behaviors** of concern?*

1. Disruption (includes talk outs and making unnecessary noises in class, or other behaviors of concern primarily because of interference with school activities)?
2. Missing school (includes skipping or running away from class, hiding, attendance problems, chronic tardiness)?
3. Theft?
4. Verbal abuse (includes threatening, profanity, obscene gestures, name calling, teasing, or screaming)?
5. Weapon carrying or use?  
Type of weapon:
6. Noncompliance (includes insubordination, defiance, “does not follow directions,” “willful disobedience”)?

7. Off task?
8. Incomplete or carelessly completed work (includes other academic activity problems, such as lack of participation, chronic error patterns)?
9. Physical abuse of others (includes fighting, hitting, kicking, etc.)?
10. Self-injurious behavior?
11. Brings alcohol, illegal drugs, tobacco, or other substances causing health concerns to school?  
If yes, which substance?
12. Inappropriate sexual behavior or harassment?
13. Other behavior? If yes, what?

*C. What do you think is the **function** of the behavior of concern?*

1. Attention from peer(s)?
2. Attention from teacher or other adult(s)?
3. Escape or avoid task?
4. Escape or avoid a social situation or conflicts with other people?
5. Sensory stimulation?
6. Obtains some tangible object (e.g., gets food, toy, money, not as a planned “reward for good behavior” but following inappropriate behavior such as bullying or throwing tantrums)?
7. Obtains opportunity to continue with or start to engage in a preferred activity?
8. Other function? If yes, what?

## **Section 2. Implementation of Function-Based Behavior Support and Teaching**

***A. How will the plan be developed? and the support started?***

1. Functional assessment information will be used to brainstorm ideas for an intervention (e.g., the Competing Pathways Summary related to strategies for changing setting events, antecedents, behaviors, and consequences, or other indicators linking FBA to intervention).
2. Other process for developing the plan? If yes, what?

***B. How will the support get started?***

1. The written Behavior Intervention Plan (BIP) will be prepared by \_\_\_\_\_  
and shared with \_\_\_\_\_.
2. The plan will start being implemented on \_\_\_\_\_.
3. \_\_\_\_\_ will take the lead in getting it started.
4. The first step is to \_\_\_\_\_.

*C. What are the key features of interventions?*

***1. Teaching and Reinforcing Replacement Behaviors***

- a. Teaching a replacement behavior (or increasing the use of a behavior the student already knows that could replace the problem behavior). What is the replacement behavior?
- b. Teaching a way to ask appropriately for help, a break, feedback, or a different activity.
- c. Teaching a way to express one's opinions appropriately.
- d. Teaching a way to get attention from peers appropriately.
- e. Teaching a way to get adult attention appropriately.
- f. Teaching routines of appropriate behavior for specific situations.
- g. Teaching a way to appropriately obtain preferred activities.
- h. Teaching a way to appropriately obtain desired objects.
- i. Teaching conflict resolution, mediation, or negotiating skills.
- j. Teaching other social skills.  
What were the other social skills?
- k. Teaching coping or relaxation techniques.
- l. Teaching problem solving skills for interpersonal and personal problems.
- m. Teaching academic skills relevant to the behavior of concern.
- n. Teaching study or organizational skills.
- o. Teaching self-management skills.
- p. Reinforcing a replacement behavior (providing some incentive or positive consequence or arranging circumstances so that when the student does use the replacement behavior, he or she will be more likely to perform the replacement behavior again instead of the problem behavior).
- q. Reinforcement for replacement behavior is the **same type** of consequence (e.g., attention from peers, escape from aversive tasks) that maintained the problem behavior.  
If some other type of reinforcement is used, what is it?
- r. Reinforcement for replacement behavior is not only the same type of consequence (e.g., attention from peers, escape from aversive tasks) that maintained the problem behavior, but is

**more powerful** (i.e., meets the student's needs -- from his or her point of view -- more completely, or is made available more often or more quickly).

## ***2. Changing Old Consequences***

a. **Extinction** of previous maintaining consequence for problem behavior. For example, if attention from the teacher, even if negative, was functioning as a maintaining consequence for the problem behavior, the plan includes systematic ways to reduce or delay attention to the behaviors of concern. Another example would be if adults previously had been in the habit of letting the child get out of tasks when he or she had a tantrum, now the plan will be to require that the task be done regardless of tantrums, even if it means something inconvenient like staying after school to do it. **Extinction** means changing the environment so that the problem behavior is no longer followed by whatever used to reinforce it. Is extinction planned or implemented as a part of this intervention?

b. Increase amount or improve quality or frequency of **positive reinforcement for desired, teacher-preferred, appropriate behaviors** that the student needs to increase (e.g., staying on task, completing assignments, following rules). Unlike the reinforcement needed for replacement behaviors that are designed to replace the problem behavior, in some cases it is reasonable to provide reinforcement for typical desired behaviors that is not necessarily the same type as the maintaining consequence for the problem behavior.)

## ***3. Changing Antecedents***

- a. Curricular modification.
- b. Precorrection, prompting, coaching, reminding.
- c. Signs, posters, signals, other indirect cues.
- d. Opportunities for choice provided.
- e. Student-preferred activities or "easy" tasks interspersed or embedded.
- f. Other antecedent changes: (What?)

## ***4. Changes Related to Setting Events***

- a. Physical needs met at school (e.g., food or clothes, place to sleep or clean up, medical care)
- b. Emotional needs met at school (e.g., place to calm down, someone to talk to)
- c. Different schedule of activities at school when needed due to setting events (e.g., plan for parent or student to communicate special situations and accommodations needed).
- d. Attempt to directly affect setting events that do not happen at school (e.g., counselor works with Family, child's route to school changed)
- e. Attempt to create or increase positive setting events at school (e.g., opportunities for supportive interactions, friendships, developing talents or hobbies, part-time work or service learning activities before school or at lunch).
- f. Other setting event changes:

## ***5. Implementation of Function-Based Support***

- a. Who is most essential to the implementation of the FBA-based behavior support intervention?
- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| (1) Teacher                          | (2) Educational Assistant           |
| (3) School counselor or psychologist | (4) Other school staff              |
| (5) Student's peer(s)                | (6) University student or personnel |
| (7) Other: _____                     | (8) Unknown or no one               |
- b. Who is the second most essential person in implementing the FBA-based behavior support intervention?
- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| (1) Teacher                          | (2) Educational Assistant           |
| (3) School counselor or psychologist | (4) Other school staff              |
| (5) Student's peer(s)                | (6) University student or personnel |
| (7) Other: _____                     | (8) Unknown or no one               |
- c. How long will the intervention be tried before a decision is made about continuing it?
- 1 day            1 week            2 weeks            about 3 weeks
- Other: \_\_\_\_\_
- d. To what extent will the student's parents be involved in the function-based support?

### ***6. Emergency or Crisis Intervention Plans***

Does the intervention include plans for handling behavioral emergencies or crises?  
 Not needed    Yes (if yes, what?)

### ***7. Other Aspects of the Plan***

Does the intervention include other elements that are not function-based?

No

Yes, punishments. (What? \_\_\_\_\_)

Yes, cognitive restructuring or rational emotive therapy (strategies intended to change the way the student thinks about behavior).

Yes, other. (What? \_\_\_\_\_)

### ***8. Measures of the Effects of the Intervention***

- a. Teacher/staff ratings of student's progress.
- b. Records of direct observation of the student's behavior by a trained and paid data collector.
- c. Records of direct observation of the student's behavior kept by teacher or \_\_\_\_\_.
- d. Student's self-monitoring records.

- e. School records of discipline referrals, attendance, grades, etc.
- f. Permanent products (e.g., student's assignments, video or audio tapes)
- g. Other measure: (What?)

### ***9. Documentation of School's Efforts***

- a. Teacher or staff implementation activities will be monitored by someone (e.g., district psychologist, another school staff member, a parent advocate, or a volunteer).  
Who?
- b. Records of direct observation of the staff or teacher's behavior by a trained and paid data collector.  
Who provides training and funding?
- c. Staff or teacher's self-monitoring records (e.g., checklist of steps marked when implemented).
- d. Permanent products (e.g., records placed in cumulative folders, behavior plan included in IEP, related lesson plans or scripts for routines, video or audio tapes)
- e. Other documentation: (What?)

### ***10. Evaluation and the Decision-Making Process***

- a. Will there be documentation that the intervention was formally evaluated at school? For example are there notes from a meeting of a team (e.g., Teacher Assistance Team, IEP team) in which a decision to continue, discontinue, or modify the plan was made?
- b. Who will formally evaluate the intervention and when?
- c. Where will the record of the intervention and the outcome be kept? In the student's cumulative school folder? With an IEP? In a staff person's office? Whose?

### ***11. Long Term Plans and Changes Over Time***

*Student's needs may change over time or when he/she moves to different situations or places. The successful and versatile environment that can nurture and sustain the student's behavioral gains will plan for transitions, generalization, fading of intrusive interventions when no longer needed, conducting additional assessments as needed, and for seeking expert advice or community resources when more help is needed.*

- a. Are there any plans for, or activities related to, generalization?
- b. Are there any plans for, or activities related to, transitions (e.g., from year to year or from place to place)?
- c. Will any community agencies provide assistance in connection with long-term support?