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## Function Wheels™

- Provide a hands on, interactive, means to correlate "a function" and environmental condition.
- Shapes staff to think about FUNCTION(s) (root) of problem behavior as opposed to "smoke screens" or manifestations of problem behavior (i.e. what is seen).
- Provide immediate management information related to function(s) of aberrant behavior.
- **A efficient way to provide immediate support to staff who need pro-active behavior support** (i.e., resources, availability, geographical location).



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## Function Wheels™ Development

- Function Wheels™ were created based on 20 years of clinical and experiences in behavior treatment.
- A select group of Board Certified Behavioral Analyst (BCBA), Board Certified Associate Behavioral Analyst (BCABA), and Educators:
  - Reviewed FBA and FA research
  - Identified common interventions and pro-active strategies
  - Cross intersected "common recommendations" with "effective research based interventions"
  - Streamlined information into 1 distinct double-sided Function Wheel and 2-double sided intervention wheels.
- Pilot study conducted and field tested in classrooms
- Changes made based on pilot and field tests.



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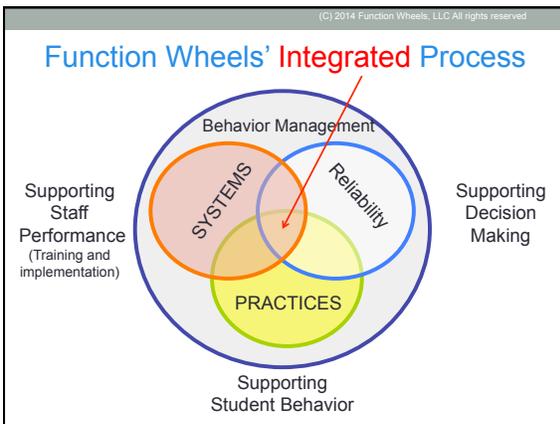
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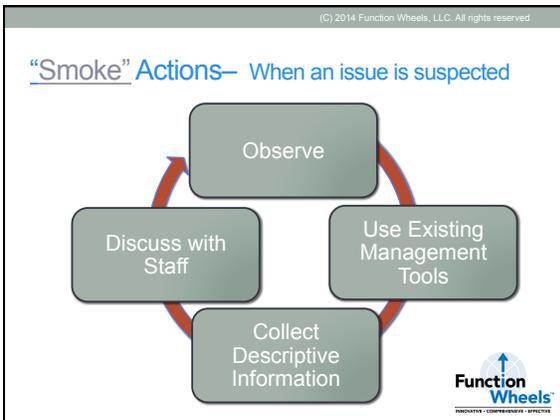
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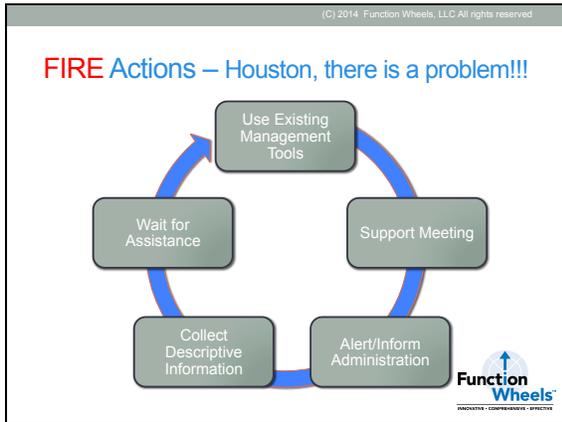
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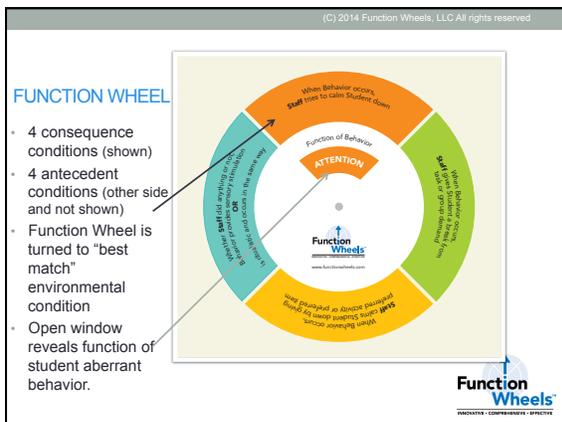
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Use one check mark or one screening mark for a description of one functional category event.

**Student Screening Sheet**

DESCRIPTION OF OBSERVABLE BEHAVIOR	FUNCTIONAL CATEGORIES			
	Attention	Escape	Request	Stimulus
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

- Allows staff to track occurrence of behavior across functional categories
- Total amount of events collected can vary as based on student.
- Provides visual pattern of function(s)
- Staff can write descriptive information about behavior

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**Descriptive Information**

- Information collected about triggers (antecedents)
- Information collected on maintaining variables
- Form can be additionally used to denote:
  - Staff with student
  - Time of day
  - Academic area
  - Presence of peers
  - Etc.

	BEFORE (Antecedent)	AFTER (Maintaining Variable)
	Presence of Staff/Teacher/Parent & Student / Time of Day / Academic Area / Presence of Peers / Other	Presence of Staff/Teacher/Parent/Student / Time of Day / Academic Area / Presence of Peers / Other
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

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**Jayden Interactive Video -1**

Function Wheels logo and tagline: INNOVATIVE • COMPREHENSIVE • EFFECTIVE

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## Intervention Wheels

- 4 Unique intervention wheels.
  - Escape
  - Attention
  - Tangible
  - Automatically Reinforcing
- Provides immediate "what to do" across 6 relevant categories:
  - Peers
  - Environment
  - Curriculum
  - Pro-active
  - How to Respond
  - Research Interventions

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## Intervention (Video)

1. Ignore Attention Seeking Behavior
2. Remain Calm
3. Provide an alternative to get attention appropriately & reinforce it

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## Supplemental Behavior Guide

- Provides additional research based interventions in each functional category
  - Escape
  - Attention
  - Tangibles
  - Automatically Reinforcing
  - NO PAIN ATTENUATION
- Provided step-by-step procedures on how to do it.
- Provides key considerations for each intervention
- Totally customizable

Escape Behaviors	Attention Seeking Behaviors
<p><b>Behavioral Definition:</b> Behaviors that are used to avoid or delay participation in a task or activity. These behaviors are often used when the individual is faced with a task or activity that is perceived to be aversive or difficult. Examples include: running away, leaving the room, covering ears, or refusing to participate.</p> <p><b>Prevalence:</b> Approximately 10-15% of children with autism spectrum disorders exhibit escape behaviors.</p> <p><b>Why Behaviors:</b> Escape behaviors are often used to avoid or delay participation in a task or activity that is perceived to be aversive or difficult. This behavior is often used when the individual is faced with a task or activity that is perceived to be aversive or difficult.</p> <p><b>Step 1:</b> Identify the behavior that is being targeted. This behavior should be clearly defined and measurable.</p> <p><b>Step 2:</b> Determine the function of the behavior. This behavior is often used to avoid or delay participation in a task or activity that is perceived to be aversive or difficult.</p> <p><b>Step 3:</b> Identify the antecedents and consequences of the behavior. This behavior is often used to avoid or delay participation in a task or activity that is perceived to be aversive or difficult.</p> <p><b>Step 4:</b> Develop a plan to address the behavior. This plan should include strategies to prevent the behavior, strategies to address the behavior when it occurs, and strategies to reinforce alternative behaviors.</p> <p><b>Step 5:</b> Implement the plan and monitor progress. This plan should be implemented consistently and progress should be monitored regularly.</p> <p><b>Step 6:</b> Evaluate the effectiveness of the plan. This plan should be evaluated regularly to determine if it is effective in reducing the behavior.</p>	<p><b>Behavioral Definition:</b> Behaviors that are used to gain attention from others. These behaviors are often used when the individual is seeking attention from others. Examples include: calling out, interrupting, or making noise.</p> <p><b>Prevalence:</b> Approximately 10-15% of children with autism spectrum disorders exhibit attention seeking behaviors.</p> <p><b>Why Behaviors:</b> Attention seeking behaviors are often used to gain attention from others. This behavior is often used when the individual is seeking attention from others.</p> <p><b>Step 1:</b> Identify the behavior that is being targeted. This behavior should be clearly defined and measurable.</p> <p><b>Step 2:</b> Determine the function of the behavior. This behavior is often used to gain attention from others.</p> <p><b>Step 3:</b> Identify the antecedents and consequences of the behavior. This behavior is often used to gain attention from others.</p> <p><b>Step 4:</b> Develop a plan to address the behavior. This plan should include strategies to prevent the behavior, strategies to address the behavior when it occurs, and strategies to reinforce alternative behaviors.</p> <p><b>Step 5:</b> Implement the plan and monitor progress. This plan should be implemented consistently and progress should be monitored regularly.</p> <p><b>Step 6:</b> Evaluate the effectiveness of the plan. This plan should be evaluated regularly to determine if it is effective in reducing the behavior.</p>

**NOTE:** Using the student's best level of understanding may trigger additional interventions.

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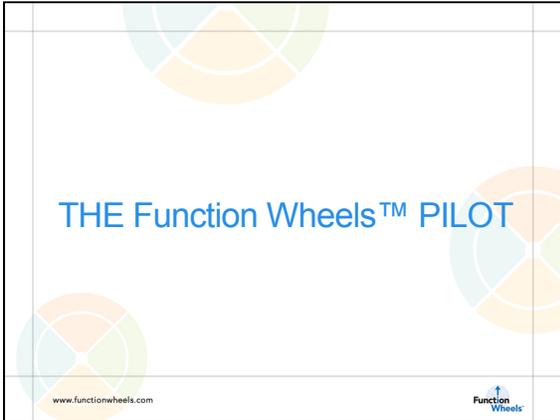
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### Pilot Program Demographics

- Gather qualitative and quantitative data
- New York State Board of Education Cooperative Service Program
- Duration of first pilot - 6 months (Oct – May)
- Across 3 classrooms containing students with multiple disabilities
- Staff received initial and ongoing training in Function Wheels Management System
- Provided ongoing program consultation
- Data collected by class, based on problem behavior in 30 min. partial intervals.

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### Pilot Qualitative Outcomes

- Function Wheel System was user friendly.
- Improved classroom treatment consistency.
- Increased staff's knowledge/competence about Functions of behavior.
- Centralized important information.

**REPORTED QUALITATIVE DIFFERENCES**

- Reduced frequency/intensity of consultation visits.
- Decreased Behavioral Specialists' contact time.

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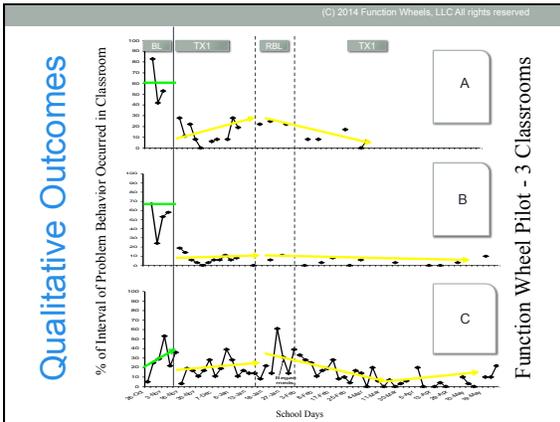
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### Key Considerations of Function Wheels™

- Function Wheels™ did not replace the need for face-to-face behavioral consultation.
- Function Wheels™ enhanced and did not replace individualized behavioral treatment and plans for students.
- Did not remove or compete with the need or Functional Behavioral Assessments process.
- Enhanced integrity of descriptive information when FBA's were completed.

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Function Wheel™

[www.functionwheels.com](http://www.functionwheels.com)  
Keith@functionwheels.com



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