



Complex Comunication Needs

- FBA and IPCA



Functional Assessment & Analysis





Functional Analysis is the process of determining the **intent** that a communicative behaviour serves for obtaining a desired outcome with the aim of replacing that behaviour with a more appropriate one that accomplishes the same goal.



Functional Assessment is a systematic process for identifying **events** that reliably predict and maintain communicative behaviour

Benefits of functional behavioural assessments



FBAs assist to determine goals for intervention

They identify *potential* communicative acts and the function and purpose of these.

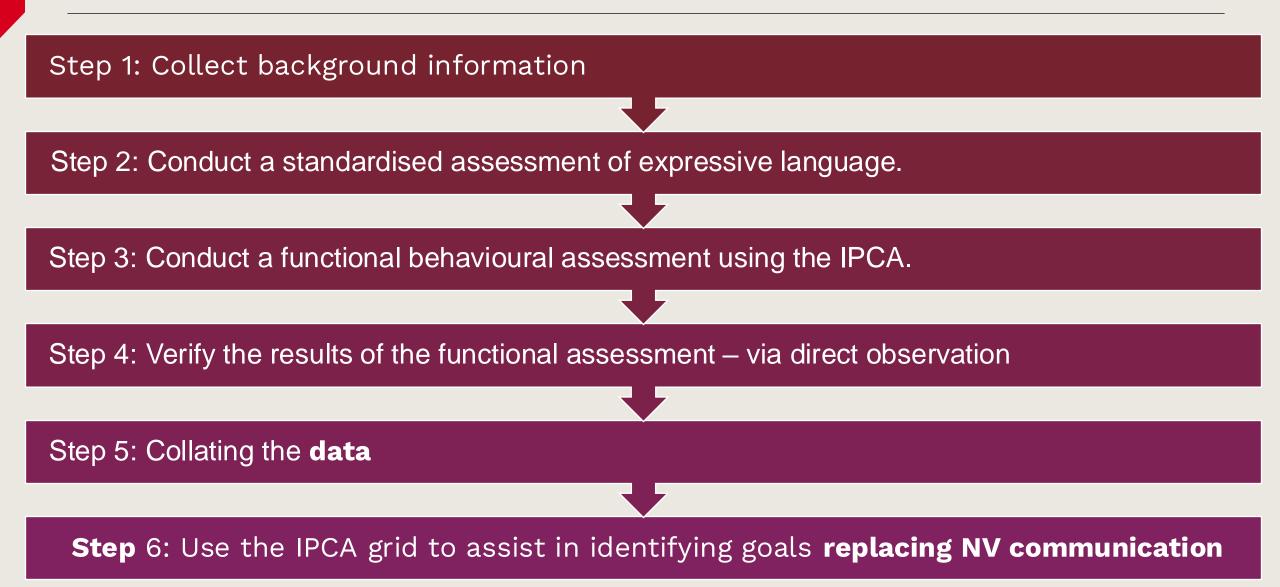
Careful observation and personal understanding is needed to "listen" to what the child is **saying... with their behaviours**.



If you can identify the **function** or the **purpose** of the current communication behaviour (ineffective or inappropriate), then you may be able to **replace** it with a communicative alternative.









Step 1: Collect background information

Gathering the facts.



Information that will help you understand the learner, their context and needs e.g. health or disability status; family context; skills or abilities

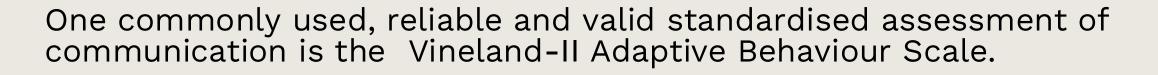
Step 2: Conduct a functional behavioural assessment of expressive language

Typically, this assessment would be conducted by a speech therapist or school counsellor

One measure that can be used is called the Vineland-II Adaptive Behaviour Scale. It contains a measure of communication.

Step 2: Conduct a standardised assessment of expressive language.





The scales of the Vineland II are organized within a three-domain structure:

- <u>Communication</u>,
- Daily Living,
- Socialisation.

NB: The Vineland-II does not assess children's non-verbal communication ability.

Step 3: Conduct a functional behavioural assessment using the IPCA.

A functional communication assessment is a behavioural interview completed using an indirect and a direct assessment method.

The assessment of a child's potential communicative acts are used to identify **observable** and **measurable** behaviour.





IPCA



Purpose:

to gather descriptive information on any informal or idiosyncratic behavior exhibited by the child that is interpreted by others as a form of communication.





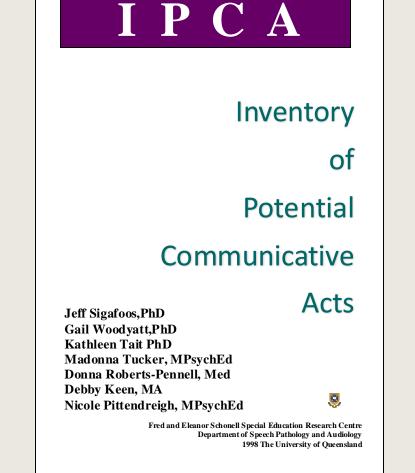


1.What are the communication behaviours?2.What does the communication behaviour look like?3.Why do you think that the child engages in the behaviour?4.When is the behaviour most likely to occur?5.When is the behaviour least likely to occur?

Features of the IPCA tool

The IPCA tool

- Can be used as an interview schedule OR completed independently
- Used by parents, teachers, therapists
- Has 53 questions
- 10 distinct pragmatic classes





Current Communication Behaviour



Current communication behaviour is defined individually for each child based on the responses given by the children's parents or teacher or therapist on the IPCA.





When completing the IPCA it is important to collect data on the <u>FORM</u> of the communicative behaviour, as well as obtain several <u>examples</u> of **when** the child might engage in the communicative behaviour.

The object is to answer the question.....

How do you know what the child is communicating?

MACQUARIE University Sydney-Australia

Sample response sheet from IPCA "Social Convention" Function

Please describe how the child.....

| SOCIAL CONVENTION | BEHAVIOURS | EXAMPLES |
|--------------------------------------|--|--|
| For Example: 1. Greets you/others | For her mother: She will give a smile. If she wants to be picked up at the time that she sees me she will put her hands out and lift | When I collect her from day care. |
| | up her arms. For her father: She smiles, he gets more of a reaction than I do. | When he comes home from work. |
| | For her brother: She smiles | When he comes in from play or school. |
| | For others: I have not noticed any reaction. | For anyone other than immediate family. At school, at day care etc |
| 2. Farewells you/others | | |
| 3. Responds to their own name | | |
| | | |
| 4. Other | | |
| | · | |



Step 4: Verify the results of the Functional Assessment – via direct observation



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Once we

- have collected data,
- 2 assessed expressive language, as well as
- 3 completed the functional behavioural assessment, we then verify the results through direct observation.

The direct observation permits a **verification** of the data collected via the indirect assessment (the adult interview).



Direct observation is used to confirm the information obtained via the indirect method (IPCA interview).

- This usually takes 3 4 days.
- This is when the examples gathered indirectly are useful.
- Using direct observation, watch the child and when the communication behaviour occurs, describe briefly what the child did.

Functional communication assessments and functional behavioural assessments .



A functional <u>behavioural</u> assessment looks beyond the communication behaviour itself.

This broader perspective offers a better understanding of the <u>function</u> or the <u>purpose</u> behind student's PCA.

Communication intervention plans, based on an understanding of "what" is the child trying to communicate and /or "why" a student appears to misbehave, are extremely useful in addressing a wide range of challenging (problem) behaviours.

Step 5: Collating the data

What are the child's <u>current</u> non-verbal communication skills?

<u>Target child</u>: to be able to effectively conduct a functional communication assessment, the informant needs to have had weekly contact with the target child for at least 6 months.

Current non-verbal communication skills are defined individually for each child based on the responses given by the child's parent, teacher or therapist on the IPCA.

The overall results (PCA's) for each child are then coded onto a grid.

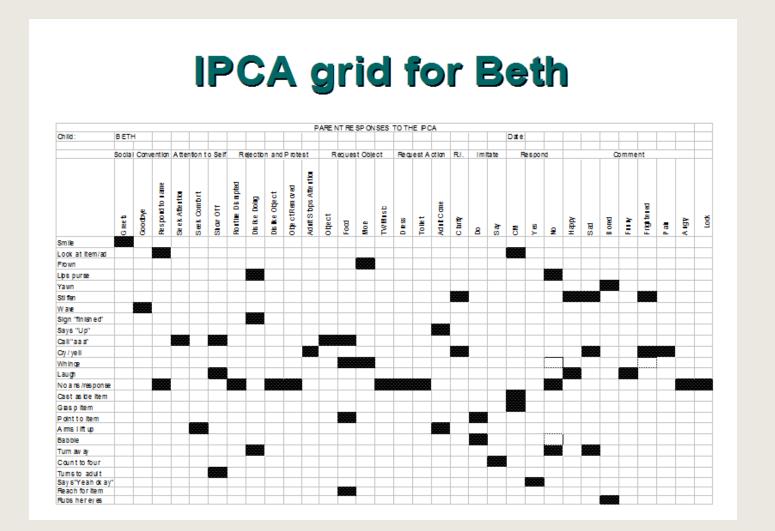




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Example of IPCA Grid







Step 6: Identify goals to have a more easily "readable" communication.

