

## Adolescent with ADHD and ODD Profile

A hypothetical open-ended interview has been completed below based on the following profile:

- Peter
- 14 years old
- Strong verbal behavior
- ADHD and ODD
- Problem behavior includes hitting, kicking, scratching, swearing, insulting
- At-risk for legal involvement
- Reinforcers include escape work to age-typical activities and mand compliance
- Lives at home
- Attends a public school during the day

A hypothetical Interview-Informed Synthesized Contingency Analysis (IISCA) was then designed.

Finally, a hypothetical skill-based treatment (SBT) was then designed, which includes 3 branches of contextually appropriate behavior (CAB) chains.

**Open-Ended Functional Assessment interview**  
Developed by Gregory P. Hanley, Ph.D., BCBA-D  
(August 2002; Revised August 2009)

**Date of Interview:** 11/18/19  
**Child/Client:** Peter  
**Respondent:** Anita  
**Respondent's relation to child/client:** Mother  
**Interviewer:** Carl Johnson, BCBA

**RELEVANT BACKGROUND INFORMATION**

**1. His/her date of birth and current age:**

- 5/8/2005
- 14 years, 6 months
- Male

**2. Describe his/her language abilities.**

- Fully fluent and age-typical

**3. Describe his/her play skills and preferred toys or leisure activities.**

- Peter likes to play with his iPad, iPhone, computers, X-box, bike, scooter, skateboard, drawing, comic books

**4. What else does he/she prefer?**

- Telling jokes, funny stories, pizza, soda, candy

**QUESTIONS TO INFORM THE DESIGN OF A FUNCTIONAL ANALYSIS**

**To develop objective definitions of observable problem behaviors:**

**5. What are the problem behaviors? What do they look like?**

- Hitting, kicking, scratching, swearing, insulting

**To determine which problem behavior(s) will be targeted in the functional analysis:**

**6. What is the single-most concerning problem behavior?**

- Hitting

**7. What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

- Hitting
- Kicking
- scratching

**To determine the precautions required when conducting the functional analysis:**

**8. Describe the range of intensities of the problem behaviors and the extent to which he/she or others may be hurt or injured from the problem behavior.**

- Hitting, kicking, and scratching range from light touches to contact that leaves tissue damage.

**To assist in identifying precursors to or behavioral indicators of dangerous problem behaviors that may be targeted in the functional analysis instead of more dangerous problem behaviors:**

**9. Do the different types of problem behavior tend to occur in bursts or clusters and/or does any type of problem behavior typically precede another type of problem behavior (e.g., yells preceding hits)? Are there behaviors that seem to indicate that severe problem behavior is about to occur?**

- Yes, the behaviors do typically occur in clusters, but generally start with insults and swearing.

**To determine the antecedent conditions that may be incorporated into the functional analysis test conditions:**

**10. Under what conditions or situations are the problem behaviors most likely to occur?**

- When he is asked to do schoolwork, homework, and chores.

**11. Do the problem behaviors reliably occur during any particular activities?**

- English class, social studies class, during all types of homework, when asked to clean his room, empty the dishwasher, rake the leaves, shovel the snow, and stack the wood.

**12. What seems to trigger the problem behavior?**

- Being asked to stop playing with his screens and to do with schoolwork, homework, or chores.

**13. Does problem behavior occur when you break routines or interrupt activities? If so, describe.**

- Yes, when his screen time or drawing is interrupted.

**14. Does the problem behavior occur when it appears that he/she won't get his/her way? If so, describe the things that the child often attempts to control.**

- At school, when he transitions to English class or Social Studies class, he will often hit or kick a classmate and get sent to the principal's office.

**To determine the test condition(s) that should be conducted and the specific type(s) of consequences that may be incorporated into the test condition(s):**

**15. How do you and others react or respond to the problem behavior?**

- Kids and siblings scream and cry when hurt.
- Teachers reprimand and send him to the principal's office.
- Parents yell, argue, negotiate, and give in to things he wants and things he wants to get out of doing.

**16. What do you and others do to calm him/her down once he/she engaged in the problem behavior?**

- At school, the staff let him go to a chill-out space. At home, he is sent to his room.

**17. What do you and others do to distract him/her from engaging in the problem behavior?**

- At school, he goes back to class, but doesn't have to complete the assignment if he sits quietly without hurting anyone.
- At home, he is allowed more time on the screens if he apologizes and promises not to hurt anyone again.

**In addition to the above information, to assist in developing a hunch as to why problem behavior is occurring and to assist in determining the test condition(s) to be conducted:**

**18. What do you think he/she is trying to communicate with his/her problem behavior, if anything?**

- That he wants to get out of doing things he doesn't want to do and get to do the things he likes to do.

**19. Do you think this problem behavior is a form of self-stimulation? If so, what gives you that impression?**

- No.

**20. Why do you think he/she is engaging in the problem behavior?**

- To get his way.

## Form for Designing the IISCA

Once the open-ended functional assessment interview is complete, use this form to design an IISCA.

Client Pseudonym:	Peter	Names of caregivers in attendance:	Anita
Client language abilities:	Full vocal fluency	Primary language of caregivers:	English

1. **Implementor:** Note who will implement the analysis and why this person was selected to be the implementor.

- Carl Johnson, BCBA. He was selected because he know Peter very well and because he is experienced with the IISCA

2. **Location:** Describe the general location and specific area in which the analysis will take place. Consider the extent to which the location/area can be designed to be the most comfortable/preferred location for the child/client.

- Recreation Room with many of Peter's toys and games. This room will help minimize distractions and interruptions.

3. **Materials:** Describe the equipment and materials to be placed in the analysis space to immediately occasion engagement and maintain a happy, relaxed, and engaged demeanor.

- iPad
- iPhone
- Computer
- X-box
- Bike
- Scooter
- Skateboard
- Drawing
- Comic books

Also, describe the materials to be arranged in the area or on the table of high expectations

- English textbook, workbook, and flashcards
- Social Studies textbook, workbook, and flashcards

4. **Interactions during Reinforcement.** Describe where the implementor will be positioned and how they will interact with the child/client. Also note the interactions that will be minimized during this time.

-Remain in a seated/crouched and central position  
 -Be oriented toward child/client at all times  
 -Respond in kind to all questions, social bids, social referencing, joint initiations, etc.  
 -Provide a comment on engagement when the child does something impressive

-Refrain from asking any questions, placing social demands, issuing any instructions, redirecting behavior, touching any of the materials, offering choices, reminding the child about what they can do, following them around the area

- Follow the steps to the left
- Allow Peter free access to child-led play
- Follow his lead
- Fulfill all possible requests
- Respond with interest to his preferred topics
- Do not introduce other topics.

**5. Progressing the EO:** Describe how the implementor will progress the establishing operation, e.g.:

Stand  
Clap softly  
Move close  
Instruct child to stop or relinquish  
(vocal then model then physical prompts may be used in that order and as needed)  
Instruct child to transition to area of high expectations  
Instruct child to get ready to learn  
Provide instructions to complete challenging work, tasks, or expectations

Throughout progression:  
-Minimize stereotypic behavior with vocal and physical redirections  
-Do not comply with any requests  
-Redirect/minimize reinforcement for social bids  
-Engage and attend to others while the high expectations are in place

- Follow the steps to the left
- Interrupt on-going, child-led activity
- Instruct Peter to clean up his materials and begin an English or Social Studies assignment
- Don't do what he asks
- Don't fulfill his requests
- Don't engage in bargaining or arguing
- Don't engage in talk about his preferred topics

**6. Responding to problem behavior.** Describe how the implementor will respond to PB occurring in the EO.

- Remove demand using words and body language (get low, wave hands)
- Apologize
- Allow Peter free access to child-led play
- Follow his lead
- Fulfill all possible requests
- Respond with interest to his preferred topics
- Don't introduce other topics.

**7. Responding to leaving.** Describe how the implementor will act if the child leaves the analysis area.

- Follow Peter, see where he goes.
- A staff member will casually follow & be prepared to block any outside doors in case Peter attempts to elope.
- Either wait for Peter to return to the assessment room or conduct analysis by interrupting wandering & instructing him to go back.

**8. Changes for Safety.** Describe any changes to typical procedures must be made for safety reasons.

- Conduct an open door analysis.
- See #7 above.

**9. Data Collection.** Name and define the severe problem behaviors (these are referred to as R1s in data collection):

- Hitting, kicking, scratching

Name and define the precursors, associated-non-dangerous problem behaviors, and indicators (these are referred to as R2s in data collection):

- Verbal insults, swearing, pushing away work materials

Once the IISCA is complete (control over problem behavior has been shown), use the form below to design a skill-based treatment that will strengthen the life skills of communication, toleration, and compliance via intermittent and unpredictable reinforcement of each.

10. Describe the initial, intermediate, and then more complex communication response (i.e., the better mand) to produce the reinforcers; also describe how you will teach that behavior.

**Simple FCR:**

- "My way."

**Complex FCR:**

- Excuse me? [pause] May I have my way, please?

**Teaching Procedure:**

- Pre-session brief explanation, model, rehearsal.
- During session, vocal model prompt, immediate at first, then delayed.
- If problem behavior occurs, immediately prompt the FCR.

11. Describe which denial/delay signals you will use, which tolerance response(s) you will teach, and how you will teach the tolerance response.

**Delay/Denial Signals:**

- Shake head left to right a few times, say, "No," or "Not right now."

**Tolerance Response:**

- "OK, no problem."

**Teaching Procedure:**

- Pre-session brief explanation, model, rehearsal.
- During session, vocal model prompt, immediate at first, then delayed.
- If problem behavior occurs, immediately prompt the tolerance response.

12. Describe the initial contextually appropriate behaviors (CAB 1). These are the behaviors that will be instructed following tolerance responses and strengthened via the termination of the delay.

**CAB 1: Instructional control of stopping ongoing activity & relinquishing all positive reinforcers** (e.g., a. pause game, b. look up, c. hand me the iPad):

- Pause game or activity (press pause if electronic or put down item touching/holding)
- Hand item to adult or place in specified location

**Branch A: Cooperate with English assignments**

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- Stand up
- Walk across the room to desk
- Sit in chair
- Hands in lap

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

**Activity:**

- Write name on worksheet, write date on worksheet, read instructions

**Prompts:**

- Three-step (tell, show, help)

**CAB 4:** Instructional control of a few (1-3) responses/time units of cooperation within **multiple** relevant activities

**Activity: Circle Nouns**

1. Circle 1 noun
2. Circle 2 nouns
3. Circle 3 Nouns

**Activity: Underline Verbs**

1. Underline 1 verb
2. Underline 2 verbs
3. Underline 3 verbs

**Activity: Draw a Box Around Adjectives**

1. Box 1 adjective
2. Box 2 adjectives
3. Box 3 adjectives

**CAB 5:** Instructional control of **1-10+** responses/time units of cooperation w/in multiple activities

- 1, 3, 5 responses across above activities
- 1, 3, 6, 10 responses across above activities
- 1, 3, 6, 10, 10+ responses across above activities

**CAB 6:** Instructional control of 1-10+ responses/time units of cooperation w/in multiple activities **while being challenged**

- Correct performance
- Copy words into lists after marking them
- Doing tasks while adult looks at her phone or talks to someone else

**Branch B: Cooperate with English assignments**

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- Stand up
- Walk across the room to desk
- Sit in chair
- Hands in lap

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

**Activity:**

- Open book to specific page, read passage, start answering questions

**Prompts:**

- Three-step (tell, show, help)

**CAB 4:** Instructional control of a few (1-3) responses/time units of cooperation within **multiple** relevant activities

**Activity:** Social Studies Textbook

1. Turn to specified page
2. Read instructions and passage
3. Start answering questions

**Activity:** Social Studies Workbook

1. Turn to specified page
2. Read instructions and passage
3. Start answering questions

**Activity:** Social Studies Flashcards

1. Select specified deck
2. Read term on front aloud
3. Read definition on back aloud

**CAB 5:** Instructional control of **1-10+** responses/time units of cooperation w/in multiple activities

- 1, 3, 6 responses across above activities
- 1, 3, 6, 10 responses across above activities
- 1, 3, 6, 10, 10+ responses across above activities

**CAB 6:** Instructional control of 1-10+ responses/time units of cooperation w/in multiple activities **while being challenged**

- Correct performance
- Require recitation (no reading) of term's definition
- Complete work while teacher attends to another student

**Branch C:** Engage in conversation about non-preferred topics such as English and Social Studies

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- Stand up
- Walk across the room to desk
- Sit in chair
- Hands in lap

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

**Activity:**

- 1-3 conversational turns on adult-selected conversational topic (recent English and Social Studies assignments)

**Prompts:**

- Verbally suggest relevant comments, statements, and questions.

**CAB 4:** Instructional control of a few (1-3) responses/time units of cooperation within multiple relevant activities

**Activity:** Conversation about the importance of nouns, verbs, or adjectives

- |                          |                           |            |
|--------------------------|---------------------------|------------|
| 1. 1 conversational turn | 2. 2 conversational turns | 3. 3 turns |
|--------------------------|---------------------------|------------|

**Activity:** Conversation about the importance of voting for in the presidential election

- |                          |                           |            |
|--------------------------|---------------------------|------------|
| 1. 1 conversational turn | 2. 2 conversational turns | 3. 3 turns |
|--------------------------|---------------------------|------------|

**Activity:** Conversation about nouns, verbs, and adjectives in the Preamble to the Constitution

- |                          |                           |            |
|--------------------------|---------------------------|------------|
| 1. 1 conversational turn | 2. 2 conversational turns | 3. 3 turns |
|--------------------------|---------------------------|------------|

**CAB 5:** Instructional control of **1-10+** responses/time units of cooperation w/in multiple activities

- 1, 3, 6 turns
- 1, 3, 6, 10 turns
- 1, 3, 6, 10, 10+ turns

**OR:**

various durations of conversation:

- 10, 60, or 120 seconds
- 10, 60, 120, or 300 seconds
- 10, 60, 120, 300, or 300+ seconds

**CAB 6:** Instructional control of 1-10+ responses/time units of cooperation w/in multiple activities **while being challenged**

- Correct mistakes
- Ask for justification of answer
- Have the student converse with a classmate