

Young Verbal Autism Profile

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

- Johnny
- 4 years old
- Speaks in full sentences
- Autism
- Aggression, meltdowns, elopement
- Reinforcers include dressing up, playing iPad, Legos, action figures, dinosaurs, talking about his complex worlds.

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: 11/9/2019
Child/Client: Johnny
Respondent: Sarah
Respondent's relation to child/client: Mother
Interviewer: Glen House, BCBA

RELEVANT BACKGROUND INFORMATION

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

- 10/19/2015
- 4 years, 1 month
- Male

2. Describe his/her language abilities.

- Speaks in full sentences
- Makes lots of requests, including unusual and difficult-to-fulfill requests

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

- Dressing up in costumes
- Playing on the iPad
- Building with Legos
- Building complex worlds with action figures and dinosaurs
- Talking about his complex worlds
- Talking about dinosaurs and superheroes

4. What else does he/she prefer?

- Sometimes likes to play with others.
- Gets along with adults better than kids most of the time.
- Wants others to participate in his chosen activities and do what he wants.
- Doesn't like to follow the rules of games.
- Insists on winning the game regardless of the rules.

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?

- Extended tantrums: yelling, crying, flopping to the ground, kicking, verbally threatening, cursing, throwing things, breaking toys, hitting, pushing, running away.

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

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

- Physical aggression

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

- Physical aggression
- Property destruction
- Elopement

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.

- Worried about danger when he runs because he doesn't show awareness of surroundings (e.g., will run into the street).
- Targets younger siblings and other children with aggression. Worried he will hurt those children.
- Sometimes throws things that could break and hurt people. Often breaks things of monetary value.

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, often will say what he wants and if he doesn't get it, usually threatens, whines, or yells.
- More serious behaviors usually happen when that doesn't work.
- Sometimes property destruction or aggression happens right away without the other things happening first.

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 others don't do as he asks or interrupt his activities.
- If he loses a game or a piece is missing or doesn't work correctly.
- If he feels like he isn't good at something or gets corrected.

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

- When it's time to get dressed or get ready for bed.
- Very particular about his clothes, won't wear anything but athletic shorts, t-shirts, or costumes.
- Hates pants, long sleeves, collars.
- Hates cleaning up.
- Hates to lose at a game—could be a solitary game on the iPad or a social game like Candyland or kickball.

12. What seems to trigger the problem behavior?

- Every morning when it is time to get dressed and every night when it is time to change into pajamas.
- When his younger brother plays with his dinosaurs the wrong way.
- When mother is too busy to listen to a complex story about dinosaurs.
- When he loses at a game.
- When asked to clean up toys or clothes before breakfast, lunch, or dinner.

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

- Yes, often when so much when routines are broken,
- Very often when activities are interrupted, particularly if he was winning or at a higher level in a video game.

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.

- When he wants to wear particular clothing, but his mother wants him to wear different clothes.
- When it looks like someone else is going to win a game.
- When others won't play with dinosaurs the way he wants or won't ask him the right questions about his dinosaurs.

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?

- We give a lot of advance warnings and usually don't ask him to wear things he doesn't like.
- Separate him from the group, talk with him about it, give him a cool-down time.

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

- If the problem occurred around wearing clothes, we usually tell him that he can wear what he wants.
- If the problem occurred around a game, we typically allow for him to have a do-over and let him win.
- If the problem occurred around cleaning-up, we typically relieve him of the requirement.

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

- We let him play on the iPad and watch television and we also give him new Lego and Superhero toys.

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?

- Stop doing that, do what I said, don't make me do that.

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

- I don't think it is a form of self-stimulation.

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:	Johnny	Names of caregivers in attendance:	Sarah (mother)
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.

- Glen (BCBA) will conduct treatment sessions initially

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.

- Clinic room with many of Johnny's toys—a separate space so peers will not interfere with his items

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.

- Legos, iPad, action figures, dinosaurs, costumes

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

- Long sleeve shirts, bins for toys, neutral games or games he doesn't seem to prefer

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.

<ul style="list-style-type: none"> -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 -<u>Refrain from</u> 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 	<ul style="list-style-type: none"> Free access to toys Child-led play Undivided adult attention Mand compliance No demands
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5. **Progressing the EO:** Describe how the implementor will progress the establishing operation, e.g.:

<ul style="list-style-type: none"> Stand Clap softly 	<ul style="list-style-type: none"> Taking off costume (if applicable)
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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

- Putting on a long-sleeved shirt
- Cleaning up toys into bins
- Playing a less preferred game according to the rules
- Do not provide rationales, argue, or negotiate—simply progress with prompting.
- Do not allow Johnny to lead the interaction
- If you ask him to change his shirt, don't allow him to clean up first or "just finish one thing"
- Progress with prompting

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

- Terminate demand using words and body language (get low, wave hands)
- Apologize
- Allow Johnny free access to child-led play
- Follow his lead
- Fulfill all possible requests
- Respond with interest to his preferred topics.

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

- Follow Johnny, see where he goes.
- A staff member will casually follow & be prepared to block any outside doors in case Johnny attempts to elope.
- Either wait for Johnny 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.

- (See #7)

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

- Aggression, property destruction, darting motion towards door (elopement)

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

- Whining, cursing, verbal threats, arching back, sliding leg(s) or buttocks off chair towards floor.

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.

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, please.

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.

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:

- “No,” “Not right now,” “I’m sorry, we can’t”

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.

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 (press pause or put down item touching/holding)
- Hand item to adult or place in directed location nearby

Branch A: Cooperate with a variety of daily living activities (e.g., changing clothes, cleaning up toys)

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

- Stand up
- Walk across the room

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

Activity:

- Remove one arm from shirt, remove other arm, pull shirt over head

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: Changing shirt

1. Remove one arm
2. Remove other arm
3. Pull shirt over head

Activity: Changing pants

1. Pull pants down
2. Remove one leg
3. Remove other leg

Activity: Cleaning up toys

1. Place one item in specified location
2. Place second item
3. Place third item

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

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

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

- Correcting performance/changing mind (e.g., “actually, put it here” “actually, I’d like you to wear this one”)
- Putting item in an unusual location (not where it usually goes)
- Doing tasks while adult looks at her phone or talks to someone else

Branch B: Play another person’s way, according to the rules (which may include losing)

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

- Stand up

- Walk to designated area
- Get out adult-selected game
- Sit down

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

Activity:

- Adult selected board game—1-3 responses according to the game rules (e.g., roll die, move resulting number of spaces with own game piece, hand die to opponent)

Prompts:

- 3-step (tell, show, help)

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

Activity: Game (a)

1. Roll die
2. Move specified number of spaces
3. Hand die to opponent

Activity: Game (b)

1. Select card
2. Follow card directions
3. Discard card

Activity: Game (c)

1. Move game piece
2. Hands off game pieces
3. Sit with hands in lap while opponent moves

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

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

Or various durations of engagement in the above-noted activities:

- 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+ res/time units of cooperation w/in multiple activities **while being challenged**

- Consider playing a new way (adult's rules, not standard rules)
- Consider changing a rule
- Consider playing with an item missing
- Consider having the student lose

Branch C: Engage in conversation on non-preferred topics

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

- Transition as needed

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

Prompts:

- Verbal (e.g., “now you say something about ___”), model

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

Activity: Adult-selected conversational topic (a)

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

Activity: Adult-selected conversational topic (b)

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

Activity: Adult-selected conversational topic (c)

- | | | |
|--------------------------|---------------------------|------------|
| 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 a statement child makes
- Change conversational topic
- Introduce a third conversational partner and add a listening to others engage in conversation component