

How Does AlphaBee Assess and Treat Challenging Behaviours?

The **Practical functional assessment (PFA)** and **skill based treatment (SBT)** process differs from previous assessment procedures. It is considered to be a safer procedure by allowing the learner to have some choice in participating and by responding to warning signs of challenging behaviour instead of waiting for the learner to escalate to more severe problem behaviour.

PFA:

- Caregiver interview
- Initial assessment
- To identify all the possible reinforcers for challenging behaviour
- To make sure we can “turn behaviour on and off”

SBT:

- Teach the learner skills to tolerate tasks that often trigger challenging behaviour
- Move step by step as the learner is able to complete the current step independently without challenging behaviours, across several contexts

Steps in the SBT process:

- Simple Functional Communication Training, (e.g. “my way”)
- Complex Functional Communication Training, (e.g. “excuse me, can I have my way please”)
- Tolerance Response, TR (e.g. when told “no”, says “ok”)
- CAB1: Relinquish reinforcers
- CAB2: Transition to work area
- CAB3: 1-3 work tasks within 1 activity (e.g. 3 motor imitation responses)
- CAB4: 1-3 work tasks within multiple activities
- CAB5: 1-10 work tasks within multiple activities
- CAB6: 1-10 work tasks within multiple activities, while being challenged
 - Situations or items that are most difficult for the learner or caused the most challenging behaviour in the past
- Skills should be occurring with at least 3 branches (3 different skill areas e.g. academic tasks, leisure skills, daily living activities, etc.)
- Generalize to other people, locations, and across extended periods of time

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Frequently Used Terms

PB: Problem Behaviour	HRE: Happy, Relaxed and Engaged
TR: Tolerance Response	PFA: Practical Functional Assessment
SBT: Skill Based Treatment	BCBA: Board Certified Behaviour Analysts
EO: Establishing Operation	CAB: Contextually Appropriate Behaviour
SPB: Severe Problem Behaviour	FCT: Functional Communication Training
SR: Synthesized Reinforcement	FCR: Functional Communication Response
IISCA: Interview Informed, Synthesized Contingency & Analysis	

Guidelines for Parents:

Two options outside of session time:

1. **"Business as usual"** - Continue doing daily routines and activities in the same manner as you were doing before
2. Follow the **Universal Protocols** - Your BCBA will individualize these for you
 - Provide choice
 - Provide high quality attention as much as possible, but especially before placing demands
 - Place as few demands as possible
 - Honour all reasonable requests

Do have as many of your child's preferred items & activities available as possible

Don't refrain from placing demands if needed

Do be available and engaged

Don't refrain from correcting your child

Do honour all reasonable requests

Don't refrain from manipulating your child's toys

Do deny unreasonable requests and redirect to items or activities that are available

Don't provide choices following inappropriate behaviour

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<p>“HRE” - Happy, Relaxed, and Engaged</p>	<p>State of being where client is Happy, Relaxed, and Engaged in activities of their choice. The goal is for clients to be HRE when “my way” or “playtime” is granted. This often consists of access to highly preferred items, activities, interactions, etc. You may see this also referred to as “child-led play”, “my way”, or “play time”. During “HRE”, it will be important to:</p> <ul style="list-style-type: none"> • Follow the interest the client is expressing <u>in that moment</u> • Give client 100% of your attention (be ready and available to provide it) • Avoid asking questions or placing demands on client, even unintentionally (e.g., “isn’t this game so much fun?!”) <p><i>For _____, this will often (not always!) look like:</i></p>
<p>“sFCR” – Simple Functional Communication Response</p>	<p>This is a simple response that the client gives to terminate work demands and be granted access to HRE.</p> <p><i>For _____, this is</i></p> <p>E.g.: _____ is in HRE → IT says, “_____”, IT delivers all reinforcers that were blocked and returns _____ to HRE.</p>
<p>“cFCR” – Complex Functional Communication Response</p>	<p>This is a more complex version of the sFCR that results in the same outcomes.</p> <p><i>For _____, this is</i></p> <p>E.g. _____ is in HRE → IT... IT delivers all reinforcers that were blocked and returns _____ to HRE.</p>
<p>“TR” – Tolerance Response</p>	<p>A response given by the client when their request for “my way” (or “playtime”) is denied (i.e., when they are told “no”). This stage teaches the client how to handle disappointment. AT this stage they do not have to give up the items.</p> <p><i>For _____, this will look like...</i></p> <p>E.g. _____ is in HRE → IT says, “_____”, blocks HRE items/activities → _____ requests → IT says “no” or “not right now”, etc. → _____ gives TR (_____) → IT reinforces (“great job handling that! You can have playtime now”) → return _____ to HRE.</p>

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<p>“CAB 1” – Contextually Appropriate Behaviour 1</p>	<p>Client learns to stop any ongoing activity & give up all items/activities from HRE.</p> <p><i>For _____ this will often be...</i></p> <p>E.g.: _____ is in HRE → IT says, “okay, playtime is all done”, blocks HRE items/activities → _____ may or may not ask for “my way” → if so, IT says “not right now”. Regardless, IT gives CAB1 prompt (e.g., “hand me the iPad please”) → _____ gives up items → “great job! back to “playtime!””, return items and return _____ to HRE</p>
<p>“CAB 2” – Contextually Appropriate Behaviour 2</p>	<p>Client learns to transition to an alternative area (e.g., a clear workspace) and prepares to listen/learn (e.g., sitting in a chair awaiting instruction from IT). In this stage, we are only looking for the client to comply with the transition (no work is prompted in this stage).</p> <p><i>For _____ this will look like:</i></p> <ol style="list-style-type: none"> 1. <i>standing up</i> 2. <i>walking to the table</i> 3. <i>Siting (appropriately) in the chair at the worktable</i> <p>E.g. _____ is in HRE → IT says, “okay, Playtime is all done”, blocks HRE items/activities → _____ may or may not ask for “my way” → if so, IT says “not right now”. Regardless, IT gives the CAB2 instruction to transition to the workspace (e.g., “come sit at the table”) → _____ sits at the table → “great job! back to playtime!””, return _____ to HRE</p>
<p>“CAB 3” – Contextually Appropriate Behaviour 3</p>	<p>Client completes 1-3 tasks within a single activity. In this stage, we are working on “perfection”; only reinforce clean and perfect trials (i.e., do not reinforce if during the task they request “my way”, play with items, look for reinforcers, aren’t sitting correctly in chair, etc.)</p> <p><i>For _____, this is....</i> <i>The number of times he correctly _____ is random, and only known to the IT; do not signal to him how many he will have to do per trial (i.e., avoid sayings such as “great work, just two more now!” or “you just need to do this twice and then we can go back to playtime!”).</i></p> <p>E.g. _____ is in HRE → IT says, “okay, Playtime is all done”, blocks HRE items/activities → _____ may or may not request “may way” → if so, IT says “not right now”. Regardless, IT gives the CAB3 instruction to transition to workspace AND complete 1-3 tasks (e.g., “put the shape into the container”). Repeat up to 3 times → _____ completes tasks → “great job! back to “playtime!””, return _____ to HRE.</p>

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“CAB 4” – Contextually Appropriate Behaviour 4	
“CAB 5” – Contextually Appropriate Behaviour 5	
“CAB 6” – Contextually Appropriate Behaviour 6	

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