

How does Graham Behavior Services Assess and Treat My Child?

The **practical functional assessment** and **skill based treatment process** differs from previous behavioral assessment procedures. It is considered to be a safer procedure by allowing the child to have some choice in participating and by treating early warning signs of problem behavior instead of waiting for the child to escalate to more severe problem behavior. It is also easier to conduct in a home or school setting while addressing all potential causes for problem behavior at one time. This should hopefully decrease treatment time and decrease all problem behaviors with one procedure.

PFA:

This portion of the treatment includes the family interview and the initial assessment. The initial assessment is used to identify all the potential reinforcers for the problem behavior and make sure that we are able to “turn the behavior on and off”

SBT:

This is the process where we begin to teach the child skills to tolerate the tasks that frequently cause problem behavior. Skills are taught through a number of steps. We move to the next step once the child is consistently completing the current step independently across multiple contexts.

The steps in the SBT process are:

- ➔ Simple functional communication training (“my way”)
- ➔ Complex functional communication training (“excuse me, can I have my way please”)
- ➔ Tolerance training: the child says “excuse me, can I have my way please” → the adult says “no” or “not this time” → child says “ok”
- ➔ CAB 1: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers
- ➔ CAB 2: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers → adult asks child to transition to the work area
- ➔ CAB 3: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers → adult asks child to transition to the work area → adult presents 1-3 work tasks or demands within 1 activity
- ➔ CAB 4: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers → adult asks child to transition to the work area → adult presents 1-3 work tasks or demands within multiple activities
- ➔ CAB 5: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers → adult asks child to transition to the work area → adult presents 1-10 or more work tasks or demands within multiple activities
- ➔ CAB 6: child: “excuse me can I have my way please” → adult: “not this time” → child: “ok” → adult asks child to relinquish (“give up”) reinforcers → adult asks child to transition to the work area → adult presents 1-10 or more work tasks or demands within multiple activities *while being challenged*
 - ➔ This involves adding in those situations or items that are the most difficult for the child or caused the most problem behavior in the past
- ➔ Make sure that these skills are occurring with 3 branches (3 different skill areas such as academic tasks, leisure skills, daily living skills, etc.)
- ➔ Transfer to new/other people, to other locations, and across extended periods of time

Guidelines for times that you are providing high quality one on one attention:

Parent Recommendations

Be sure to follow us on **social media** for more information, how to guides, tips & tricks, and more!



Frequently Used Acronyms

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

During the process, there are two options for how you can interact with your child outside of session time:

- You can continue doing all routines and daily activities in the same manner as you were doing prior to the assessment and treatment
- OR -
- Follow the universal protocols; your BCBA will individualize these for your child, but it generally involves the following:
 - Providing your child with choices throughout the day to give them some control
 - Providing high quality attention to your child as much as possible, but especially prior to any demands you need to place
 - Generally placing as few demands as possible on your child
 - Honoring all feasible and reasonable requests from your child

Do be sure that many of your child's preferred items & activities are available.

Don't refrain from placing any demands, including instructions and questions.

Do be available and engaged.

Don't refrain from correcting your child.

Do honor 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 an inappropriate behavior.

Looking for more information? Don't hesitate to reach out to us!

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