



**Potential**

170 Pheasant Run, Suite 100, Newtown, PA 18940 ♦ [www.potentialinc.org](http://www.potentialinc.org) ♦ 888-AUTISM-0

# We Treat Autism



## Sample IISCA Roleplays- (Compiled by Karen Yosmanovich)

Instructions: Print and cut out. Learner will pull one of these cards to determine how to respond

<p>Comply until table of high expectations</p>	<p>Do not immediately go back to HRE after prob bx</p>
<p>Asks for something that you might be able to have but wouldn't usually have (e.g. Facetime parent)</p>	<p>Attempt to leave assessment area</p>
<p>During test condition exhibit a bx that was not planned for</p>	<p>In EO: Use appropriate mand to terminate the aversive condition</p>



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<p>Have prob bx at very start of EO</p>	<p>Asks for something that you can't allow or give them (e.g. Let's go to Disney) in SR</p>
<p>Have prob bx in middle of progression of EO</p>	<p>Don't engage in prob bx but also not really HRE either... keep looking &amp; scope out staff member(s) while barely looking at synthesized reinforcement</p>
<p>Have prob bx while still in SR</p>	<p>Keep having prob bx ongoing until assessment is called</p>



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Learner specific:	Learner specific:



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## Answer key:

<p>Comply until table of high expectations</p> <p>Staff: Immediately reinforce problem bx when it's exhibited</p>	<p>Do not immediately go back to HRE after prob bx</p> <p>Staff: Wait until learner is in HRE for a reasonable amount of time before doing EO AND/OR evaluate if there is something you more you can do or add to environment to get HRE</p>
<p>Asks for something that you might be able to have but wouldn't usually have (e.g. Facetime parent)</p> <p>Staff: If you can, comply with it. Why not?</p>	<p>Attempt to leave assessment area</p> <p>Staff: Learner is voting with their feet. Follow them and see what you can learn about what they do want. Follow company protocols as necessary but give as much grace as you can.</p>
<p>During test condition exhibit a bx that was not planned for</p> <p>Staff: Reinforce the problem bx. You can always go back and add it in. Remember SAFETY FIRST</p>	<p>In EO: Use appropriate mand to terminate the aversive condition</p> <p>Staff: Tough one! It depends. Remember this is role-play for the IISCA. Know your learner and keep the values of safety, dignity, and televisable at the forefront. I may deny the appropriate mand but again depends on learner.</p>
<p>Have prob bx at very start of EO</p> <p>Staff: Immediately reinforce problem bx when it's exhibited</p>	<p>Asks for something that you can't allow or give them (e.g. Let's go to Disney) in SR</p> <p>Staff: Show empathy. "Hey sorry we don't have that" or "I know it stinks we can't go to Disney today. I love space mountain" or "Ms. Heather is out today. She's so fun. Maybe she'll be in tomorrow"</p>



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<p>Have prob bx in middle of progression of EO</p> <p>Staff: Immediately reinforce problem bx when it's exhibited</p>	<p>Don't engage in prob bx but also not really HRE either... keep looking &amp; scope out staff member(s) while barely looking at synthesized reinforcement</p> <p>Staff: Wait until learner is in HRE for a reasonable amount of time before doing EO AND/OR evaluate if there is something you more you can do or add to environment to get HRE</p>
<p>Have prob bx while still in SR</p> <p>Staff: Immediately reinforce problem bx when it's exhibited. If in SR, are they really HRE? Does something need to change? Unplanned EO?</p>	<p>Keep having prob bx ongoing until assessment is called</p> <p>Staff: if the assessment is no longer safe, dignified, or televisable, end it. Anyone can call it (without shame) at any time.</p>
<p>Learner specific:</p> <p>Staff:</p>	<p>Learner specific:</p> <p>Staff:</p>