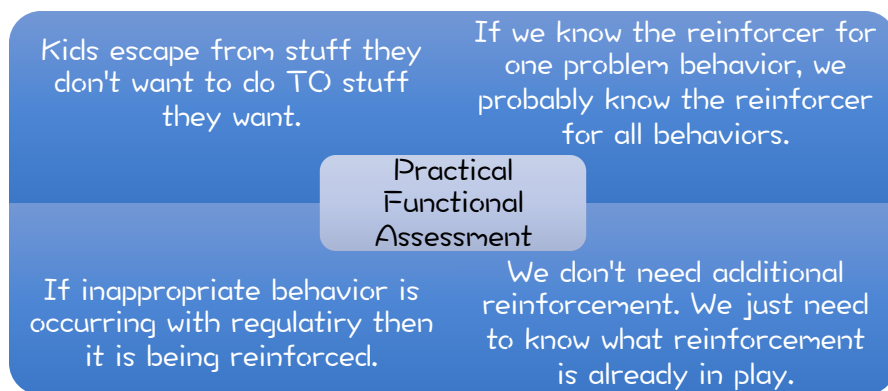


## Practical Functional Assessment and Skills Based Training Program

Persistent and severe problem behavior of children with autism or developmental disabilities often leads to a highly restrictive lifestyle for families, which can negatively affect overall family functioning and parental mental health.

Understanding why the problem behavior is occurring, through a process called functional assessment, is an important first step towards an effective treatment for problem behavior. This process has been refined over 50 years of research to be efficient, safe, and sufficiently precise.

Causes of problems are complex; all the reasons as to why problem behavior is occurring are not identified in a functional assessment. Nevertheless, the situations that occasion the problem behavior and the consequences that maintain the problem behavior are identified during the functional assessment process. These motivating situations are then used to teach skills that produce these same consequences.



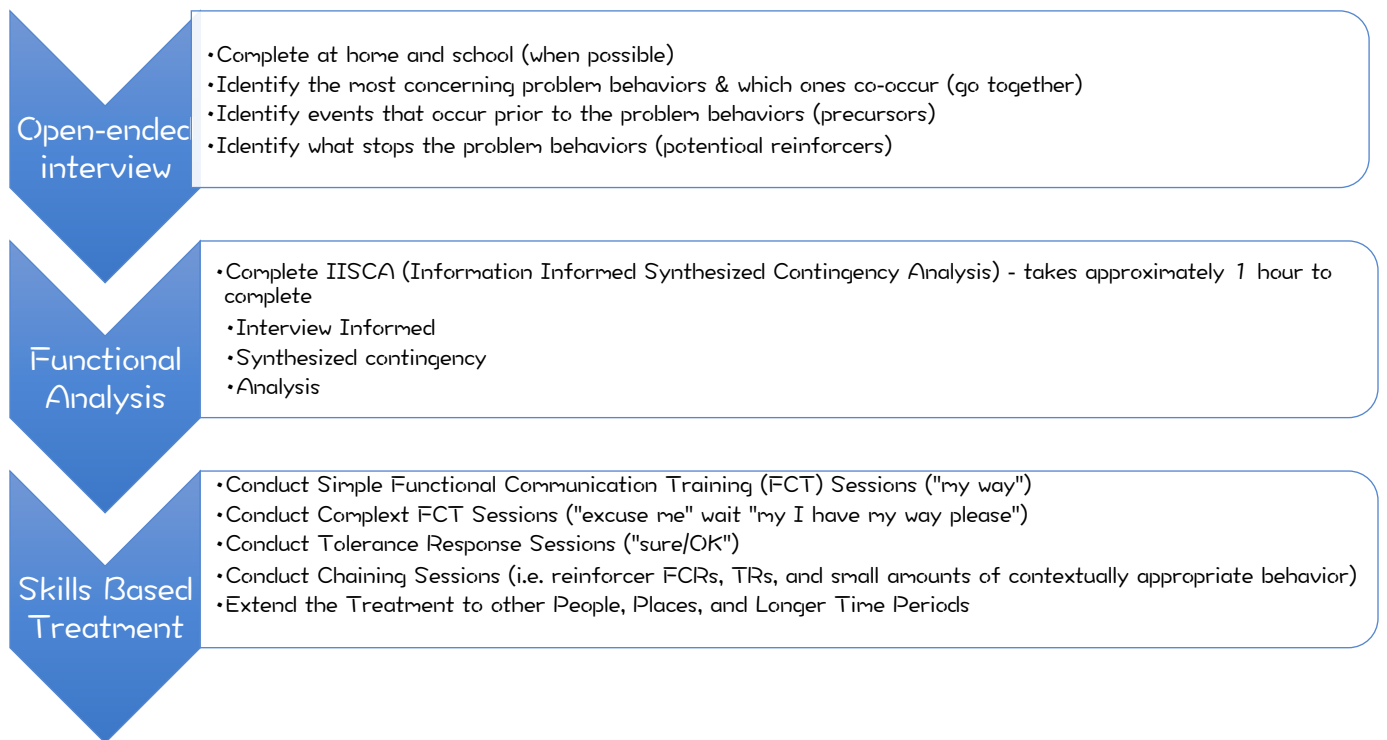
At treatment onset, problem behavior is initially replaced with a more efficient form of communication. This simple response is then shaped to be more developmentally appropriate and capable of being understood and acted upon by others. Skills are then taught relevant to tolerating delays and denials of the materials, activities, or actions of others that are often the target of the communications. Finally, important leisure, academic, or vocational skills are strengthened during treatment in the same situations that used to occasion problem behavior and relying on the same consequences that used to maintain problem behavior

[www.practicalfunctionalassessment.com](http://www.practicalfunctionalassessment.com)

What we need to do:

1. Replace the problem behaviors with Life Skills repertoire (Teach functional language to get needs/wants met).
2. Follow the student's request if given an appropriate request
3. Teach the replacement skills when the motivation is high

## Process and Procedures



Implementation of IISCA	Implementation of Treatment
<ol style="list-style-type: none"> <li>1. Control Condition- child is the lead- all reinforcers all the time</li> <li>2. Test condition- introduce EO for problem behavior</li> <li>3. 1<sup>st</sup> instance of problem behavior prompt "okay your way"- student goes back to control condition</li> <li>4. Repeat until we can clearly turn the behavior on and off (data trends)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach simple functional communication response "my way" or point to self</li> <li>2. Teach more complex mands- "Excuse me", "May I have my way please"</li> <li>3. Teach tolerance- teacher": "no not now"; student response- "no problem", "that's okay", "cool", or thumbs up</li> <li>4. Teach compliance to generalize</li> </ol>