(for notes)

Relevant abbreviations:	
IISCA: Interview-informed, synthesized contingency analysis	
BCBA: Board Certified Behavior Analyst	
EO: Establishing operation	**SR:** Synthesized reinforcement
BL: Baseline	**EXT**: Extinction
FCT: Functional communication training	**FCR**: Functional communicative response
TR: Tolerance response	**CAB:** Contextually appropriate behavior
TBPD: Time-based progressive delay	**CBPD**: Contingency-based progressive delay
SBT: Skill-based treatment; consists of intermittent and unpredictable reinforcement of three life skills (communication, toleration, and contextually appropriate behavior [also referred to as compliance])	

Open-Ended Functional Assessment Interview Date of Interview: _____

Developed by Gregory P. Hanley, Ph.D., BCBA-D
(Developed August, 2002; Revised: August, 2009)

Child/Client: _____ Respondent: _____
Respondent's relation to child/client: _____ Interviewer: _____

RELEVANT BACKGROUND INFORMATION

1. **His/her date of birth and current age: ___-____-_____ ___yrs ___mos Male/Female**
2. **Describe his/her language abilities.**
3. **Describe his/her play skills and preferred toys or leisure activities.**
4. **What else does he/she prefer?**

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?**

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

6. **What is the single-most concerning problem behavior?**
7. **What are the top 3 most concerning problem behaviors? Are there other behaviors of concern?**

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.**

T*o 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?**

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?**
11. **Do the problem behaviors reliably occur during any particular activities?**
12. **What seems to trigger the problem behavior?**
13. **Does problem behavior occur when you break routines or interrupt activities? If so, describe.**
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.**

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

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?**
19. **Do you think this problem behavior is a form of self stimulation? If so, what gives you that impression?**
20. **Why do you think he/she is engaging in the problem behavior?**

<u>Mission</u>: Identify (a) co-occurring non-dangerous and dangerous topographies of problem behavior to reinforce in analysis, (b) specific materials/events/interactions that appear to routinely evoke problem behavior to use as the establishing operations in analysis test condition (c) specific materials/events/interactions that follow problem behavior and are reported to stop it to use as consequences in test condition and to be continuously programmed in the control condition.

Task analysis for Practical Functional Assessment and Skill-Based Treatment

Once the open-ended functional assessment interview is complete, use the form below to design an IISCA and a skill-based treatment.

Pseudonym and age:	
Language abilities:	

1. **Describe the problem behaviors and their precursors and behavioral indicators** (i.e., all of the responses that will yield the reinforcers in the test condition)**.**

2. **Describe the reinforcers to be synthesized.** (These are provided [a] following problem behavior and their reported precursors in the test condition and [b] continuously in the control condition.)

3. **Describe the synthesized establishing operation.** (This situation is presented at the beginning or the test session and intermittently during the test session, e.g., after 30 seconds of synthesized reinforcement).

4. **Relying on the information above, describe your IISCA.**
   Who: *Where:* *Materials:*

Test:

Control:

IISCA Data Sheet

Student:_____

Date:_____ **Session#:_____** **Therapist:_____**

Data Collector: _____ **Prim/Reli (circle one)** **Condition: Test or Control**

Behaviors to be scored (and consequated):

Dangerous Problem Behavior: R1:

Non-Dangerous Problem Behavior: R2:

Count per interval

Min 0-1	**R1**	**R2**
1-10		
11-20		
21-30		
31-40		
41-50		
51-1:00		

Min 3-4	**R1**	**R2**
3:01-3:10		
3:11- 3:20		
3:21-3:30		
3:31-3:40		
3:41-3:50		
3:51-4:00		

Min 1-2	**R1**	**R2**
1:01-1:10		
1:11- 1:20		
1:21- 1:30		
1:31-1:40		
1:41-1:50		
1:51-2:00		

Min 4-5	**R1**	**R2**
4:01-4:10		
4:11-4:20		
4:21-4:30		
4:31-4:40		
4:41-4:50		
4:51-5:00		

Min 2-3	**R1**	**R2**
2:01-2:10		
2:11- 2:20		
2:21-2:30		
2:31-2:40		
2:41-2:50		
2:51-3:00		

Session notes:

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.

5. **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 functional communication response (FCR):

Intermediate FCR:

Complex FCR:

Teaching procedures:

6. **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:

Tolerance response (TR):

Teaching procedures:

7. **In general, describe the contextually appropriate behaviors (CABs) you would like the child to do when they cannot have their reinforcers. These are the behaviors that will be instructed or expected during the delay and strengthened via the termination of the delay.**

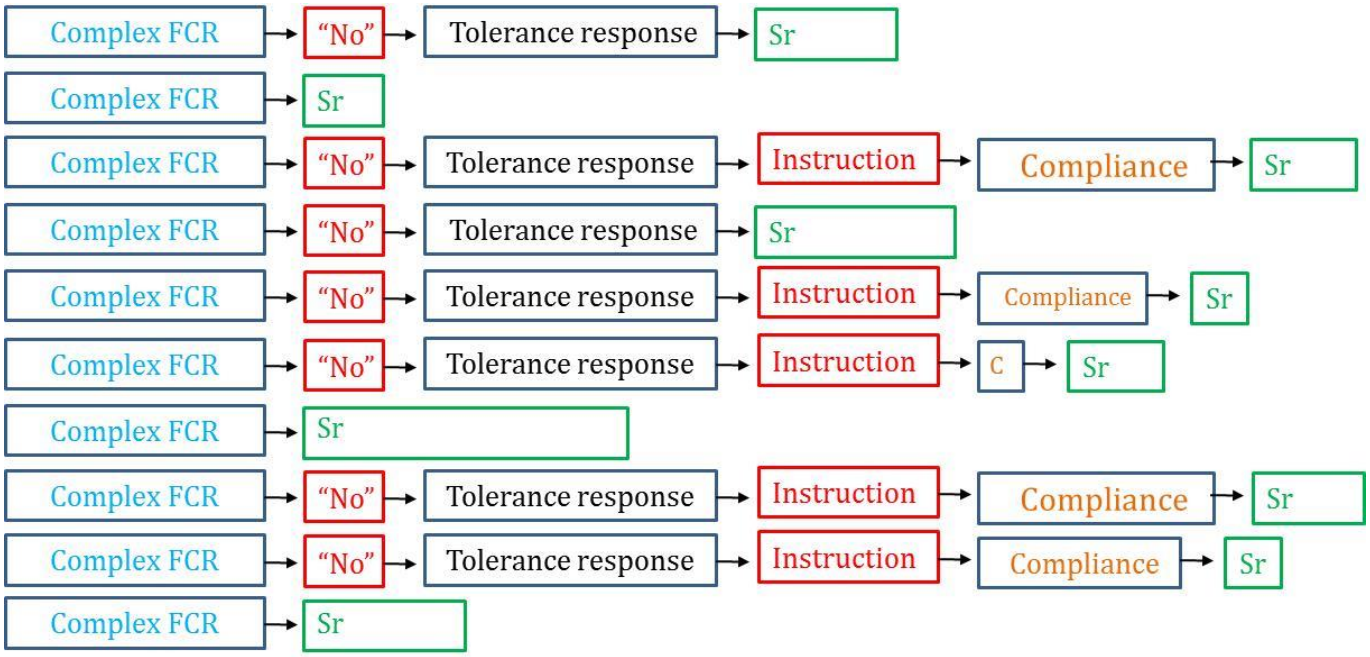
8. **Now be more specific: List the amount and type of contextually appropriate behaviors (CABs) that will be expected while the expected amount of CABs are progressively increased.**
Tip: We usually start by expecting very little and easy behavior and make initially small than larger advances over time. The final set of contextually appropriate behaviors should be related to the goals of the child, parent, and teacher.

Type of behavior		**Amount** *(suggested)* **or Duration** *(need to convert)*									
Easy:		*1*	*2*	*3*	*4*	*5*	*6*	*7*	*10*	*13*	*20*
Easy:		*1*	*2*	*3*	*4*	*5*	*6*	*7*	*10*	*13*	*20*
Hard:		*1*	*2*	*3*	*4*	*5*	*6*	*7*	*10*	*13*	*20*
Hard:		*1*	*2*	*3*	*4*	*5*	*6*	*7*	*10*	*13*	*20*
Hard:		*1*	*2*	*3*	*4*	*5*	*6*	*7*	*10*	*13*	*20*

General Treatment Integrity Check-in:

- ***Immediate sr for FCRs some of the time? ___*** ***What %? _____***
- ***Immediate sr of TRs some of the time? ___*** ***What %? _____***
- ***Delays end when expected amount of behavior occurs? ___***
- ***No signals of exact amount of behavior required to end the delay? ___***
- ***Variable durations of reinforcement? ___***

When the treatment is fully developed, it is important to recognize that the amount of reinforcement per response is thinned to about 1:10, but due of the development of appropriate response chains, the schedule of reinforcement may also be considered a continuous reinforcement schedule, with no delay to reinforcer. Here is an example treatment schematic emphasizing the chaining of the skills to the reinforcer:



WNE Life Skills Clinic

Parent Implemented Skill-Based Treatment Data Sheet

Data collector: _____ Date: _____ Session name:_____ Circle one: Primary IOA_____

	Context	Do:	Don't:
Skill-Based Treatment	**Child-led time** **(*Their way*)** **(Sr interval)**	A. _____Be sure that many of your child's preferred items/activities are available B. _____Be available to and engaged with your child (close in proximity, not distracted, and providing *high quality* attention in the manner your child prefers) C. _____Honor all reasonable requests for items, your attention, or saying/doing things a particular way D. _____ Program 'child-led' for an appropriate amount of time (i.e., at least 20 s); it should not feel unnaturally short or long E. _____If your child makes an unreasonable request, deny and re-direct to the items that are available	A. _____Refrain from placing any demands, including instructions and questions (i.e., make it clear that you child is in charge and you will follow their lead) B. _____Refrain from correcting your child (including providing feedback on past problem behavior) or the way they are engaging with an item/activity C. _____Refrain from manipulating child's toys, unless following the child's lead D. _____Refrain from reacting in any (obvious) way to ANY inappropriate behavior; do not attempt to redirect the child following inappropriate behavior, and refrain from offering choices or presenting different toys following inappropriate behavior
	Adult-led time **(*Your way*)** **(EO interval)**	F. _____Make it clear that you are in control by delivering an instruction as you terminate Child-led time G. _____Deliver clear, concise instructions to your child (e.g., put the blue ball in the bucket) H. _____When delivering each instruction, use the 3-step prompting method: *Tell them what to do, (wait 3 seconds, show them what to do, (wait 3 seconds) help them do it.* I. _____Only allow access to materials relevant to what your child is expected to do J. _____Only provide attention relevant to what your child is expected to do (prompting within the 3-step method and praise for compliance)	E. _____Do not *negotiate, argue, rationalize* or *cajole*; it is best not to respond to anything your child says during this period to make it clear to him/her that they are not on "their way" and that the only behavior that will be rewarded is compliance with your instruction (or the skills of functional communication and toleration) F. _____Do not comply with child attempts to lead instruction (e.g., "I want to clean up before I sit at the table") G. _____Do not present demands as questions/options H. _____Do not react in any (obvious) way to ANY inappropriate behavior, simply proceed with the 3-step prompting or agreed upon alternative I. _____ Do not change the demand contingent on problem behavior
	Transition from adult-led time to child-led time **(the schedule)** **(the unpredictable and intermittent contingency)**	K. _____Moving from adult-led time to child-led time should only occur following one of these three skills: *functional communication, delay/denial toleration,* or *compliance with your instruction/expectation following denial* L. _____It is important that each of the skills "payoff" some of the time. As such, always reward functional communication and toleration responses *some* of the time (1 out of every 5) M. _____Similarly, sometimes surprise reward *very small chains* of compliance following a denial (i.e., 2 compliances; e.g., "go take a seat") N. _____ Prompt the communication or toleration skills if they are not occurring (i.e., if they are simply complying with all of your requests); wait at least 30 s between prompts	J. _____Do not foreshadow which skills will be reinforced or how many demands will need to be completed prior to earning child led time (i.e., keep it unpredictable) K. _____Do not change your plans in response to your child's inappropriate behavior; namely, do not make your expectation easier if problem behavior is occurring (e.g. if your plan was to ask your child to complete 5 tasks before "their way," do not change that plan to reward functional communication because they began to tantrum)

Scoring: ***N/A*** *if* n*ot applicable*
Place a checkmark *if analysts/caregiver interacted correctly given every opportunity (100%),*
Place an 'X' *if analyst/caregiver did not interact correctly on all opportunities (<100%)*

% of items with checks: Child-led time: _____ Adult-led time: _____ Transition: _____

Notes:

	Context	Do:	Don't:
Skill-Based Treatment	**Child-led time** **(*Their way*)** **(Sr interval)**	A. _____ B. _____ C. _____ D. _____ E. _____	A. _____ B. _____ C. _____ D. _____
	Adult-led time **(*Your way*)** **(EO interval)**	F. _____ G. _____ H. _____ I. _____ J. _____	E. _____ F. _____ G. _____ H. _____ I. _____
	Transition from adult-led time to child-led time **(the schedule)** **(the unpredictable and intermittent contingency)**	K. _____ L. _____ M. _____ N. _____	J. _____ K. _____

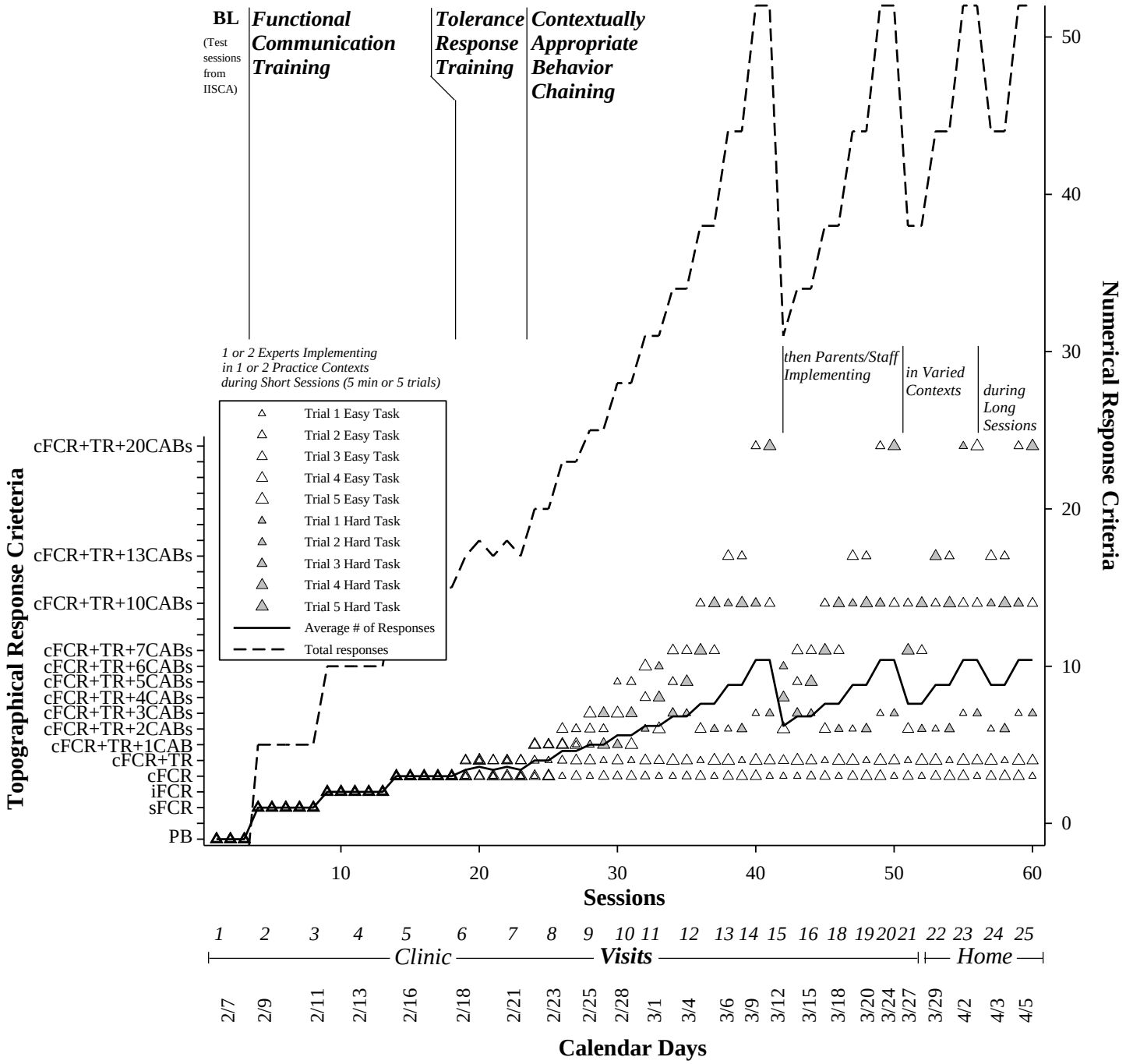


Figure. Depiction of process for treating severe problem behavior. The treatment relies on intermittent and unpredictable provision of synthesized reinforcers for progressively longer chains of responding, generally referred to as communication, toleration, and compliance (or contextually appropriat behavior. At the end of the process, parents or staff are implementing the treatment in homes and schools over extended time periods.

Notes. IISCA = interview-informed synthesized contingency analysis, PB = problem behavior (all forms reported to co-occur with most concerning and dangerous problem behavior), sFCR = simple functional communication response ("My way"), iFCR = intermediate FCR ("May I have my way please"), cFCR = complex FCR ("Excuse me, [...], May I have my way please"), TR = tolerance response, CABs = contextually appropriate behaviors

Created by Gregory P. Hanley (September, 2017)

Detailed Description of the Skill-Based Treatment of Problem Behavior Process *(developed by G. P. Hanley, October, 2017)*

Step	Objectives	Responses Reinforced	Sessions	Progressively Changing Response Requirements					x Rs per Sr	Total Rs	% in Sr	*Criteria to move on*
				Tr 1 Sr:	*Tr 2 Sr:*	*Tr 3 Sr:*	*Tr 4 Sr:*	*Tr 5 Sr:*				
1	Verifying hunch / Building Trust	PB	1--3	PB	PB	PB	PB	PB	-1	-5	90-99	*3 differentiated*
2	Shifting to Appropriate / Building Trust	sFCR *("My way")*	4--6	sFCR	sFCR	sFCR	sFCR	sFCR	1	5	90-99	*3 w/ 0 pb & all indep Rs*
3	Improving Form	iFCR *("May I have my way please")*	7--8	iFCR	iFCR	iFCR	iFCR	iFCR	2	10	85-95	*2 w/ 0 pb & all indep Rs*
4	Improving Form	cFCR *("Excuse me" [...] "May I have my way please")*	9--10	cFCR	cFCR	cFCR	cFCR	cFCR	3	15	85-95	*2 w/ 0 pb & all indep Rs*
5	Preparing for Inevitable Disappointment	cFCR/TR *("Okay, no problem")*	11	cFCR	TR	cFCR	TR	cFCR	3.4	17	80-90	
5	Preparing for Inevitable Disappointment	cFCR/TR	12	TR	cFCR	TR	cFCR	TR	3.6	18	80-90	
5	Preparing for Inevitable Disappointment	cFCR/TR	13	cFCR	cFCR	TR	TR	cFCR	3.4	17	80-90	*3 w/ 0 pb & all indep Rs*
6	Preparing for Inevitable Ambiguity	cFCR/TR/eCAB *(Adult expected work or play)*	14	cFCR	TR	1eCAB	cFCR	1eCAB	4	20	75-85	
6	Preparing for Inevitable Ambiguity	cFCR/TR/eCAB	15	TR	1eCAB	cFCR	1eCAB	cFCR	4	20	75-85	*2 w/ 0 pb & all indep Rs*
7	Preparing for Inevitable Ambiguity	cFCR/TR/eCAB	16	cFCR	TR	1eCAB	2eCAB	1eCAB	4.6	23	70-80	
7	Preparing for Inevitable Ambiguity	cFCR/TR/eCAB	17	1eCAB	2eCAB	cFCR	TR	1eCAB	4.6	23	70-80	*2 w/ 0 pb & all indep Rs*
8	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	18	cFCR	1hCAB	2eCAB	TR	3eCAB	5	25	65-75	
8	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	19	TR	2eCAB	cFCR	3hCAB	1hCAB	5	25	65-75	*2 w/ 0 pb & all indep Rs*
9	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	20	5eCAB	cFCR	1hCAB	TR	3eCAB	5.6	28	60-70	
9	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	21	TR	5eCAB	cFCR	3hCAB	1eCAB	5.6	28	60-70	*2 w/ 0 pb & all indep Rs*
10	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	22	2hCAB	cFCR	4eCAB	TR	6eCAB	6.2	31	55-65	
10	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	23	cFCR	6hCAB	TR	4hCAB	2eCAB	6.2	31	55-65	*2 w/ 0 pb & all indep Rs*
11	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	24	cFCR	5eCAB	3hCAB	7eCAB	TR	6.8	34	50-60	
11	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	25	3hCAB	cFCR	7eCAB	TR	5hCAB	6.8	34	50-60	*2 w/ 0 pb & all indep Rs*
12	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	26	TR	10eCAB	cFCR	2eCAB	7hCAB	7.6	38	45-55	
12	Building Stamina while Keeping Hope Alive	cFCR/TR/e&hCAB	27	cFCR	2hCAB	7eCAB	10hCAB	TR	7.6	38	45-55	*2 w/ 0 pb & all indep Rs*
13	Finding the Balance / Task Revaluing	cFCR/TR/e&hCAB	28	2eCAB	10hCAB	cFCR	13eCAB	TR	8.8	44	40-50	
13	Finding the Balance / Task Revaluing	cFCR/TR/e&hCAB	29	TR	13eCAB	2hCAB	cFCR	10hCAB	8.8	44	40-50	*2 w/ 0 pb & all indep Rs*
14	Finding the Balance / Task Revaluing	cFCR/TR/e&hCAB	30	3eCAB	10eCAB	20hCAB	cFCR	TR	10	52	35-45	
14	Finding the Balance / Task Revaluing	cFCR/TR/e&hCAB	31	cFCR	3hCAB	10eCAB	TR	20hCAB	10	52	35-45	*2 w/ 0 pb & all indep Rs*
15	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	32	cFCR	5eCAB	3hCAB	7eCAB	TR	6.8	34	45-55	
15	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	33	3hCAB	cFCR	7eCAB	TR	5hCAB	6.8	34	45-55	*2 w/ 0 pb & all indep Rs*
16	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	34	TR	1TR	cFCR	2eCAB	7hCAB	7.6	38	40-50	
16	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	35	cFCR	2hCAB	7eCAB	10hCAB	TR	7.6	38	40-50	*2 w/ 0 pb & all indep Rs*
17	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	36	2eCAB	10eCAB	cFCR	13eCAB	TR	8.8	44	35-45	
17	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	37	TR	13eCAB	2hCAB	cFCR	10hCAB	8.8	44	35-45	*2 w/ 0 pb & all indep Rs*
18	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	38	3eCAB	20eCAB	10hCAB	cFCR	TR	10	52	30-40	
18	Extending Effects to Relevant People	cFCR/TR/e&hCAB w/RP	39	cFCR	3eCAB	10eCAB	TR	20hCAB	10	52	30-40	*2 w/ 0 pb & all indep Rs*
19	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	40	TR	10eCAB	cFCR	2eCAB	7hCAB	7.6	38	40-50	
19	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	41	cFCR	2hCAB	7eCAB	10hCAB	TR	7.6	38	40-50	*2 w/ 0 pb & all indep Rs*
20	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	42	2eCAB	10eCAB	cFCR	13hCAB	TR	8.8	44	35-45	
20	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	43	TR	13eCAB	2hCAB	cFCR	10hCAB	8.8	44	35-45	*2 w/ 0 pb & all indep Rs*
21	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	44	3eCAB	20hCAB	10hCAB	cFCR	TR	10	52	30-40	
21	Extending Effects to Relevant Contexts	cFCR/TR/e&hCAB w/RP in RC	45	cFCR	3hCAB	10eCAB	TR	20hCAB	10	52	30-40	*2 w/ 0 pb & all indep Rs*
22	Extending Effects to Relevant Time Periods	cFCR/TR/e&hCAB w/RP in RC over RTP	46	TR	10eCAB	cFCR	2eCAB	13hCAB	8.8	44	35-45	
22	Extending Effects to Relevant Time Periods	cFCR/TR/e&hCAB w/RP in RC over RTP	47	TR	13eCAB	2hCAB	cFCR	10hCAB	8.8	44	35-45	*2 w/ 0 pb & all indep Rs*
23	Extending Effects to Relevant Time Periods	cFCR/TR/e&hCAB w/RP in RC over RTP	48	3eCAB	20hCAB	10hCAB	cFCR	TR	10	52	30-40	
23	Extending Effects to Relevant Time Periods	cFCR/TR/e&hCAB w/RP in RC over RTP	49	cFCR	3hCAB	10eCAB	TR	20hCAB	10	52	30-40	*2 w/ 0 pb & all indep Rs*

Notes: Tr = trial; Sr = synthesized reinforcement; Rs = responses; PB = problem behavior; sFCR = simple functional communication response; iFCR = intermediate FCR; cFCR = complex FCR; TR = tolerance response; e&hCAB = [easy and hard] contextually appropriate behavior; indep Rs = independent responses; RP = relevant people; RC = relevant context; RTP = relevant time period

The development of this assessment and treatment process can be found in these articles:

The current practical functional assessment and/or skill-based treatment process are best described in the articles in ***bold****.*

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