

Practical Functional Assessment and Treatment Workshop

Time & Date: 8:30 am – 4:30 pm on **Sunday, October 20**

Location: Green River College

CEUs: 6.5 hours of on-task time = 7 CEUs

Contacts: Christopher (“CJ”) Jones, Ph.D., BCBA-D and Ryan Hannig, LBA

Trainer: Gregory P. Hanley, Ph.D., BCBA-D

Primary aim: Attending BCBA’s should be able to describe the procedures and rationale for a practical functional assessment and skill-based treatment process and be confident enough to implement the process.

Part 1

Title: Functional Assessment of Severe Problem Behavior: A Focus on a Safer, Faster, and Still Effective Process

Abstract: Behavioral intervention can be effective for addressing problem behavior like meltdowns, self-injury, and aggression, especially when a functional assessment of the problem is conducted to determine why the problem behavior is occurring. A number of myths regarding the functional assessment process, which appear to be pervasive within different research and practice communities, will be reviewed in the context of a series of empirical evaluations demonstrating the effectiveness and social validation of a particular functional assessment process. Through lecture, interactive discussion, role play, and authentic application, attendees should be able to conduct interviews to discover reinforcement contingencies that may be influencing problem behavior and then design and implement safe, fast, and effective functional analyses from the interviews to determine the legitimacy and utility of suspected reinforcement contingencies. An iterative interview/analysis process will also be reviewed for situations in which initial analyses do not yield sufficient information to proceed to treatment.

Objectives:

1. An attendee should be able to describe the conditions under which the different types of functional assessment should and should not be used when attempting to understand why problem behavior is occurring.
2. An attendee will be able to describe multiple tactics to improve the efficiency and safety of the functional assessment process, especially when analyzing dangerous problem behavior.
3. Given the results of an open-ended interview, the attendee should be able to design an efficient, individualized (non-standardized) and synthesized functional analysis.

Part 2

Title: Treating Severe Problem Behavior: A Focus on Strengthening Socially Important Behavior

Abstract: The success of treatments for problem behaviors like meltdowns, self-injury, or aggression is largely dependent on whether the treatment is based on the function the problem behavior serves for the person with autism. But because of the seemingly obligatory focus on detecting the impact of single variables in good behavior analytic research, effective behavioral technology is often fractured across studies, resulting in a dearth of studies showing socially valid improvements in these problem behaviors and an absence of studies illustrating the treatment process from start to finish. In this session, an effective, comprehensive, and parent- and teacher-validated treatment process for problem behavior will be described. The comparative research that underscores the importance of focusing on the skills of communication, toleration, and contextually appropriate behavior will be reviewed. The logistics of implementing this treatment in a variety of contexts that differ in personnel will be discussed along with procedures for training parents and staff and extending the treatment into relevant contexts over realistic time periods.

Objectives:

4. An attendee will be able to describe several strategies for teaching individuals with severe problem behavior to engage in an interactive functional communicative repertoire and to tolerate both delays to and denials of reinforcers previously maintaining their problem behavior.
5. An attendee should be able to describe how compliance and leisure skills may be shaped during delays to the reinforcers that historically maintained problem behavior.
6. An attendee will be able to describe how to implement the treatment process given different situational constraints and transfer it to all-day implementation while maintaining its initial effects.

Relevant Readings:

- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5, 54-72.
- Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16-36.
- Ghaemmaghani, M., Hanley, G. P., Jin, S., and Vanselow, N. R. (2015) Affirming control by multiple reinforcers via progressive treatment analysis. *Behavioral Interventions*. 31, 70-86.
- Jessel, J., Hanley, G. P., & Ghaemmaghani, M. (2016). Interview-informed synthesized contingency analyses: Thirty replications and reanalysis. *Journal of Applied Behavior Analysis*. Advance online publication. doi: 10.1002/jaba.316
- Santiago, J. L., Hanley, G. P., Moore, K., & Jin, C. S. (2016). The generality of interview-informed functional analyses: Systematic replications in school and home. *Journal of Autism and Developmental Disorders*, 46, 797-811.
- Ghaemmaghani, M., Hanley, G. P., & Jessel, J. (2016). Contingencies promote delay tolerance. *Journal of Applied Behavior Analysis*. Advance online publication.
- Strand R. C. W., Eldevik S. (2017). Improvements in problem behavior in a child with autism spectrum diagnosis through synthesized analysis and treatment: A replication in an EIBI home program. *Behavioral Interventions*. 1–10.
- Slaton, J. D., Hanley, G. P. & Raftery, K. J. (2017). Interview-informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, 50, 252–277.
- Jessel, J., Ingvarsson, E. T., Metras, R., Kirk, H. & Whipple, R. (2018). Achieving socially significant reductions in problem behavior following the interview-informed synthesized contingency analysis: A summary of 25 outpatient applications. *Journal of Applied Behavior Analysis*, 51, 130–157.
- Herman, C., Healy, O., & Lydon, S. (2018). An interview-informed synthesized contingency analysis to inform the treatment of challenging behavior in a young child with autism. *Developmental Neurorehabilitation*, 21, 202–207.
- Taylor, S. A., Phillips, K. J., & Gertzog, M. G. (2018). Use of synthesized analysis and informed treatment to promote school reintegration. *Behavioral Interventions*. Online version: <https://doi.org/10.1002/bin.1640>
- Beaulieu, L., Van Nostrand, M.E., Williams, A.L., & Herscovitch, B. (2018). Incorporating interview-informed functional analyses into practice. *Behavior Analysis in Practice*.
- Slaton, J. D. and Hanley, G. P. (2018). Nature and scope of synthesis in functional analysis and treatment of problem behavior. *Journal of Applied Behavior Analysis*, 51, 943-973. doi:10.1002/jaba.498
- Jessel, J., Hanley, G. P., Ghaemmaghani, M., & Metras, R. (2018). An evaluation of the single-test interview-informed synthesized contingency analysis. *Behavioral Interventions*. 1–17. doi.org/10.1002/bin.1650
- Rose, J. C. & Beaulieu, L. (2018). Assessing the generality and durability of interview-informed functional analyses and treatment. *Journal of Applied Behavior Analysis*. doi:[10.1002/jaba.504](https://doi.org/10.1002/jaba.504)