Functional Analysis Protocol

Client: XXXX
Parents/Careproviders: XXXX
Program Supervisor: Lindsay Parrott, MEd (candidate)
Behavior Consultant: XXXX
Date: XXXX

Setting:

- In therapy room with door closed.
- The room contains a child sized table and two child sized chairs, a twin bed and shelving along one wall containing toys.

Experimenters:

- One experimenter will present the conditions.
- Two experimenters will observe and record data.

Target Behaviors:

- **Aggression** – Student will engage in:
  - Hitting – Student hits another person with an open or closed hand.
  - Pinching – Student grasps another person’s skin between his finger and thumb and squeezes with force.
  - Scratching – Student presses his nails into another person’s skin and moves his hand up or down or side to side while maintaining pressure.
  - Biting - Student puts his mouth around another person’s body part (e.g., hand, arm) and bites down with force with his teeth. Including attempted biting (i.e., occurrences when a tutor blocks Student from biting and/or moves their hand in time to avoid the bite).

  Non-exemplar: Student is playing catch and accidently scrapes another person while attempting to catch the ball.

- **Property Destruction** - Student manipulates items in such a way that they may be damaged or broken, including (but not limited to): throws any object any distance (i.e., moves arm back and then forward, letting go of the object held in his hand), pushes items off a table.

  Non-exemplar: Student stumbles and drops an object carried in his hand.
Events of property destruction should be separated by at least one minute of the absence of the behavior.

- **Inappropriate Vocalizations/Over-excited Behaviors** - Student engages in yelling, high pitched screaming/shrieking, flopping, high volume repetitive speech (repeating the same phrase or word), saying words/phrases quickly, pronouncing words using incorrect sounds, saying nonsense words (e.g., “I want to work for Ka”), incorrect statement related to clothing (e.g., “I’m wearing pajamas” while wearing t-shirt and jeans) or saying an appropriate statement/question in an unnatural tone of voice, opposite statements or repetitive sounds with or without smiling/laughing.

Each event must be separated by at least 30 seconds of the absence of the behavior.

Non-exemplar: Student asks a question and the other person does not hear him so he repeats the question.

**Conditions and Protocol:**

- **Demand**
  - Antecedent Event: Enter the room and tell Student, “It’s time to work” and sit at the table. When Student sits at the table, begin presenting learning trials from one of Student’s home programs. If Student does not respond within 5 seconds of issuing the SD, provide corrective feedback and re-present the SD. Run - - P + for all errors. Following all correct responses, provide brief verbal praise. A new trial would be presented with in 2 to 3 seconds of the previous trial ending (i.e., 2 to 3 second inter trial interval).

  - Consequence Event: Contingent upon the occurrence of the target behavior, terminate the demand and turn away from Student for 30 seconds. Then, turn back to Student and re-present the SD.

  - Session Duration: 5 minutes

  - All other behaviors exhibited than that outlined for each session should be ignored.

  - Termination Criteria: If Student engages in 5 events of self-injury per session, the session should be discontinued.

- **Negative Attention**
  - Antecedent Event: Enter the room and tell Student, “I’m here if you need me”, sit across the room and read a book.
o Consequence Event: Contingent upon the occurrence of the target behavior, briefly attend to Student by expressing disapproval (e.g., “Don’t hit me like that. That hurts”). Then, return to sitting across the room and reading a book.

o Session Duration: 5 minutes

o All other behaviors exhibited than that outlined for each session should be ignored.

o Termination Criteria: If Student engages in 5 events of self-injury per session, the session should be discontinued.

- Positive Attention
  o Antecedent Event: Enter the room and tell Student, “I’m here if you need me”, sit across the room and read a book.

  o Consequence Event: Contingent upon the occurrence of the target behavior, briefly attend to Student by expressing concern and physical attention (e.g., “Are you ok?” and provide hug). Then, return to sitting across the room and reading a book.

  o Session Duration: 5 minutes

  o All other behaviors exhibited than that outlined for each session should be ignored.

  o Termination Criteria: If Student engages in 5 events of self-injury per session, the session should be discontinued.

- Play (Control)
  o Antecedent Event: Enter the room and begin interacting with Student in a playful manner (e.g., present toys and suggest play actions). Demands should not be placed on him during this interaction. Provide attention to Student by commenting on play items/actions and high 5’s once every 30 seconds regardless of the occurrence of behaviors (i.e., on a noncontingent schedule).

  o Consequence Event: All target behaviors should be ignored.

  o Session Duration: 5 minutes

  o Termination Criteria: If Student engages in 5 events of self-injury per session, the session should be discontinued.
Condition Order:

- **Session One – Inappropriate Vocalization/Over-excited Behaviors**
  - Play (Control)
  - Demand
  - Positive Attention
  - Negative Attention

- **Session Two – Property Destruction**
  - Play (Control)
  - Demand
  - Positive Attention
  - Negative Attention

- **Session Three – Aggression**
  - Play (Control)
  - Demand
  - Positive Attention
  - Negative Attention

Format:

- **Session One**
  - Each condition will last 5 minutes with a 3 minute break in between conditions.
  - Student is permitted to play in the basement playroom during breaks.

- **Break**
  - Each break will last 5 minutes.
  - Student is permitted to play in the basement playroom during breaks.

- **Session Two**
  - Each condition will last 5 minutes with a 3 minute break in between conditions.
  - Student is permitted to play in the basement playroom during breaks.

- **Break**
  - Each break will last 5 minutes.
  - Student is permitted to play in the basement playroom during breaks.

- **Session Three**
  - Each condition will last 5 minutes with a 3 minute break in between conditions.
- Student is permitted to play in the basement playroom during breaks.
  - **Break**
    - Each break will last 5 minutes.
    - Student is permitted to play in the basement playroom during breaks.

**Data Collection:**

- Aggression and Property Destruction: Frequency data on each occurrence of the target behavior per condition (see data sheet below).
- Inappropriate Vocalizations/Over-excited Behaviors: Time sampling data using partial interval recording with 30 second intervals.
**Data Sheet:**

Experimenter: _________________________  Date: _________________________

**Session One:**

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Play (Control)</th>
<th>Demand</th>
<th>Positive Attention</th>
<th>Negative Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Vocalizations/Over-excited Behaviors</td>
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<td></td>
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</tbody>
</table>

**Session Two:**

<table>
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<tr>
<th>Target Behavior</th>
<th>Play (Control)</th>
<th>Demand</th>
<th>Positive Attention</th>
<th>Negative Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Destruction</td>
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<td>Aggression</td>
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