Chok et al. (*BAP*, 2012)

**Participant Accuracy Checklist: Attention Condition**

|  |  |  |
| --- | --- | --- |
| Time | Participant Response | Present? + or - |
| :00 | Puts toys on table |  |
|  | Says “play w/ toys” or similar comment |  |
|  | Says “I’m going to do some work” |  |
| :05 | Says “Don’t do that” or similar comment  |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| :10 | Ignores knee bang |  |
| :15 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| :55 | Ignores double hand table bang |  |
| 1:10 | Ignores aggression |  |
| 1:50 | Ignores squeezing of head |  |
| 2:10 | Ignores aggression |  |
| 2:20 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 2:30 | Says “Don’t do that” or similar comment  |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 3:00 | Ignores double elbow bang |  |
| 3:10 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 3:20 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 3:30  | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 4:05 | Ignores swiping of materials |  |
| 4:15 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 4:25 | Says “Don’t do that” or similar comment |  |
|  | Provides brief physical contact |  |
|  | Walks away, orients to work |  |
| 4:30 | Ignores client putting head on table |  |

Participant’s Percent Accuracy (out of 38 steps): \_\_\_\_\_\_\_\_

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**Scoring Rubric for Selecting Interventions**

Points are given as follows:

1. 1 point for selecting an intervention that maps onto the function of the behavior
	1. 0.5 pts for selecting a function-based treatment to increase an appropriate alternative behavior and 0.5 pts for selecting a function-based treatment to decrease the problem behavior
	2. If two functions, 0.25 pts for each intervention to increase a functional behavior, and 0.25 pts for each intervention to decrease the behavior according to each function
2. 1 point for describing how to implement the intervention to increase the rate of an alternative to the problem behavior (if two functions, 0.5 pts for each)
	1. E.g., Allow child to access a tangible item after asking politely
	2. E.g., Allow child to escape if they ask
3. 1 point for providing an accurate name for the reinforcement procedure described
	1. E.g., Functional communication training
	2. E.g., Positive reinforcement
	3. E.g., Shaping
4. 1 point for describing an intervention that should result in a decrease in the rate of a problem behavior (if two functions, 0.5 pts for each)
	1. E.g., Ignore aggression E.g., Maintain academic demands if child engages in aggression E.g., Provide frequent attention prior to the client emitting aggression
5. 1 point for providing the technically accurate name for described intervention
	1. E.g., Extinction
	2. E.g., Negative punishment (e.g., response cost, time-out)
	3. E.g., Noncontingent reinforcement

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**Functional Analysis Script: Attention Condition**

Date: \_\_\_\_\_\_

Experimenter: \_\_\_\_\_\_\_\_\_\_

Target Behavior:Self-injurious behavior (open-handed hits to head and bites to wrist)

|  |  |
| --- | --- |
| :05 | **Slap side of head with right hand** |
| :10 | Bang knee on bottom of table |
| :15 | **Three open handed hits to head** |
| :55 | Double hand table bang with fists |
| 1:10 | Aggress on staff slap one of their arms |
| 1:50 | Squeeze head with fists and close eyes for 5 sec |
| 2:10 | Aggress on staff with hit to arm |
| 2:20 | **Bite to right wrist for 3 sec** |
| 2:30 | **Slap side of head with right hand** |
| 3:00 | Double elbow bang to table |
| 3:10 | **Bite to right wrist for 3 sec** |
| 3:20 | **Two open handed hits to head** |
| 3:30  | **Bite to wrist for 3 sec** |
| 4:05 | Swipe materials off of table |
| 4:15 | **Two open handed hits to head** |
| 4:25 | **One open handed hit to head** |
| 4:30 | Put head down on table for 10 sec |

\*All target behaviors are highlighted in bold for illustration purposes

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Worksheet for Multielement Functional Analysis Graph Interpretation**(referenced on p. xx of article) |  |  |  |  |
| Condition names/functions: | **Tangible** | **Demand (Escape)** | **Alone (Automatic)** | **Attention** |
| **Setup** |
| 1. Draw a horizontal line between the second and third highest play points. | *Draw Upper CL ("Criterion Line")* |
| 2. Draw a horizontal line between the second and third lowest play points. | *Draw Lower CL* |
| 3. Make sure upper line is at least at 0.5 responses per minute (if not, make it 0.5). | *Adjust if necessary* |
| **Determine when conditions may be differentiated** |
| 4. Enter the total number of points for each condition that are above the upper CL. |  |  |  |  |
| 5. Enter the total number of points for each condition that are below the lower CL. (if the lower CL is zero, count zeroes as below the line). |  |  |  |  |
| 6. Subtract line 5 from line 4. |  |  |  |  |
| 7. Enter "DIFF" for each condition with a result on the above line that is greater than or equal to 5 (those conditions are differentiated) |  |  |  |  |
| **Check for trends for each condition** |
| 1. Do at least two of the data points above the upper CL occur in the second half of the assessment? |
| NO - Enter "Not DIFF" (Apply Rules for Downward Trends)  |  |  |  |  |
| 2. Do all five data points that are above the upper CL occur in the second half of the assessment? |
| YES - Enter "DIFF" (Apply Rules for Upward Trends) |  |  |  |  |
| **When one or more conditions are differentiated** |
| 1. If Alone is differentiated along with another condition then: |
| IF alone is highest enter "AUTOMATIC" (apply criteria for automatic reinforcement.) |  |
| IF alone is not the highest\* then enter "DIFF" (apply criteria for multiple maintaining variables). \*relative to other differentiated conditions |  |  |  |  |
| 2. If there is more than one point slightly above the upper CL in a condition that meets criteria for differentiation: |
| IF all five pts in the last half are above the upper CL the enter "DIFF" ( apply rules for Upward Trends) |  |  |  |  |
| IF all five pts in the last half are NOT above the upper then enter "LME" (apply the rules for low magnitude of effects) |  |  |  |  |
| 3. IF more than one condition meets criteria for differentiation then: |
| IF alone is the highest, then enter "AUTOMATIC" (apply rules for auto. reinforcement) |  |
| IF alone is the lower of two differentiated conditions, then enter "DIFF" (apply criteria for multiple maintaining variables.) |  |  |  |  |
| IF alone is not the highest of three differentiated conditions, then ignore the alone and apply criteria for multiple maintaining variables - Enter "NOT DIFF" for Alone Cond. |  |  |  |  |
| IF none of the above (step 3) then enter "DIFF" (apply the rules for Multiple Maintaining Variables) |  |  |  |  |
| **When no condition is differentiated** |
| 1. IF the rates are higher in conditions with less stimulation (alone, social attention, and tangible) and lower in demand and play, then enter "AUTOMATIC" (apply criteria for automatic reinforcement) |  |
| 2. IF the rates are high (> 1.5 per minute) and relatively stable for all conditions, and are there less than five zero points in the whole assessment, then enter "AUTOMATIC" (apply criteria for automatic reinforcement. Further analysis is also recommended.) |  |
| 3. IF there is an overall trend across all conditions without any condition being differentiated, then enter "DIFF" for any condition that is consistently higher than play (apply the rules for overall trends.) |  |  |  |  |
| 4. IF most of the data points are low but for a few high ones, enter "DIFF" for the condition in which all or most of the higher rate behavior occurs (apply the rules for low-rate behavior) |  |  |  |  |
| 5. If steps 1 through 4 yield no result, enter "Undifferentiated"Adapted from:Hagopian, L. P. (1997). Toward the development of structured criteria for interpretation of functional analysis data. Journal of Applied Behavior Analysis, 313-326. |  |  |  |  |

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| **Adapted Structured Criteria for Functional Analyses with More or Less Than 10 Points Per Condition**(referenced on p. xx of article) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of data points per condition | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Draw upper CL between X and Y highest data points in the play condition | 1st & 2nd  | 1st & 2nd | 1st & 2nd | 2nd & 3rd  | 2nd & 3rd | 2nd & 3rd | 2nd & 3rd | 2nd & 3rd | 3rd & 4th  | 3rd & 4th | 3rd & 4th |
| Draw lower CL between X and Y lowest data points in the play condition | 1st & 2nd  | 1st & 2nd | 1st & 2nd | 2nd & 3rd  | 2nd & 3rd | 2nd & 3rd | 2nd & 3rd | 2nd & 3rd | 3rd & 4th  | 3rd & 4th | 3rd & 4th |
| Number of points above upper CL – number of points below lower CL. If the result is > this number, then the condition is differentiated. | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 |
| Does at least this number of data points above the upper CL occur in the second half of the assessment? If not, there is a downward trend and the condition is not differentiated (apply rules for downward trends). | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| Does this number of data points that are above the upper CL occur in the second half of assessment? If so, data points that fall below the lower CL should be ignored and the condition is differentiated (apply rules for upward trends). Do not adjust upper CL (see exception for low magnitude of effects). | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 |
| If differentiated, is this number of data points in the last half of the condition above the upper CL? If so, apply rules for upward trends. | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 |

CL = Criterion line