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Lose the lab coats: Application of a Trial-Based Functional Analysis in a Classroom Setting

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Background

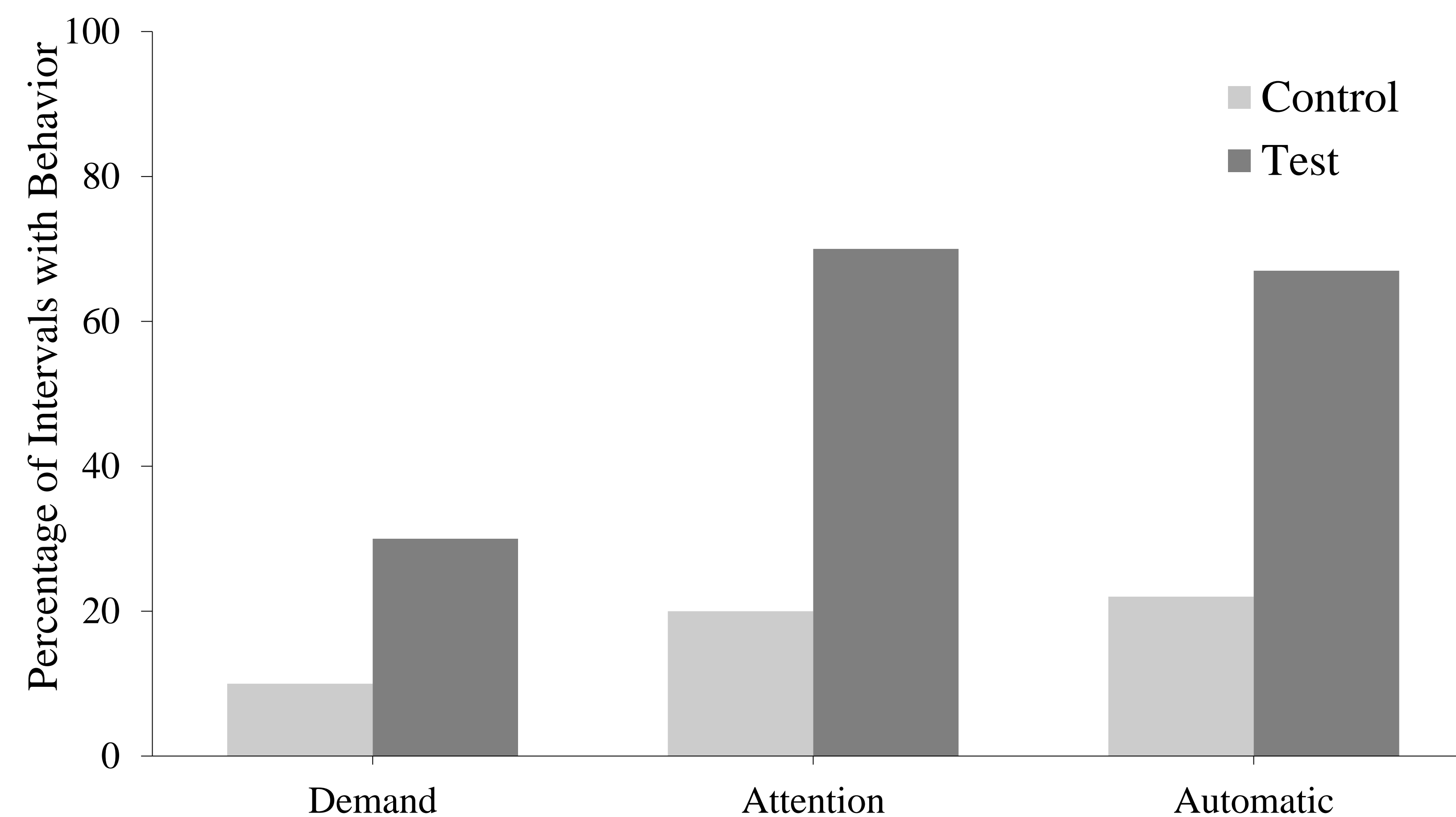
- Functional analysis is the “gold standard” methodology in the analyses of problem behavior (Schlinger & Normand, 2013)
- Limitations for use in school settings (Ellis & Magee, 2004)
- Trial-based functional analysis (TBFA) is a viable alternative (Bloom, Iwata, Fritz, Roscoe, & Carreau, 2011)

Methods

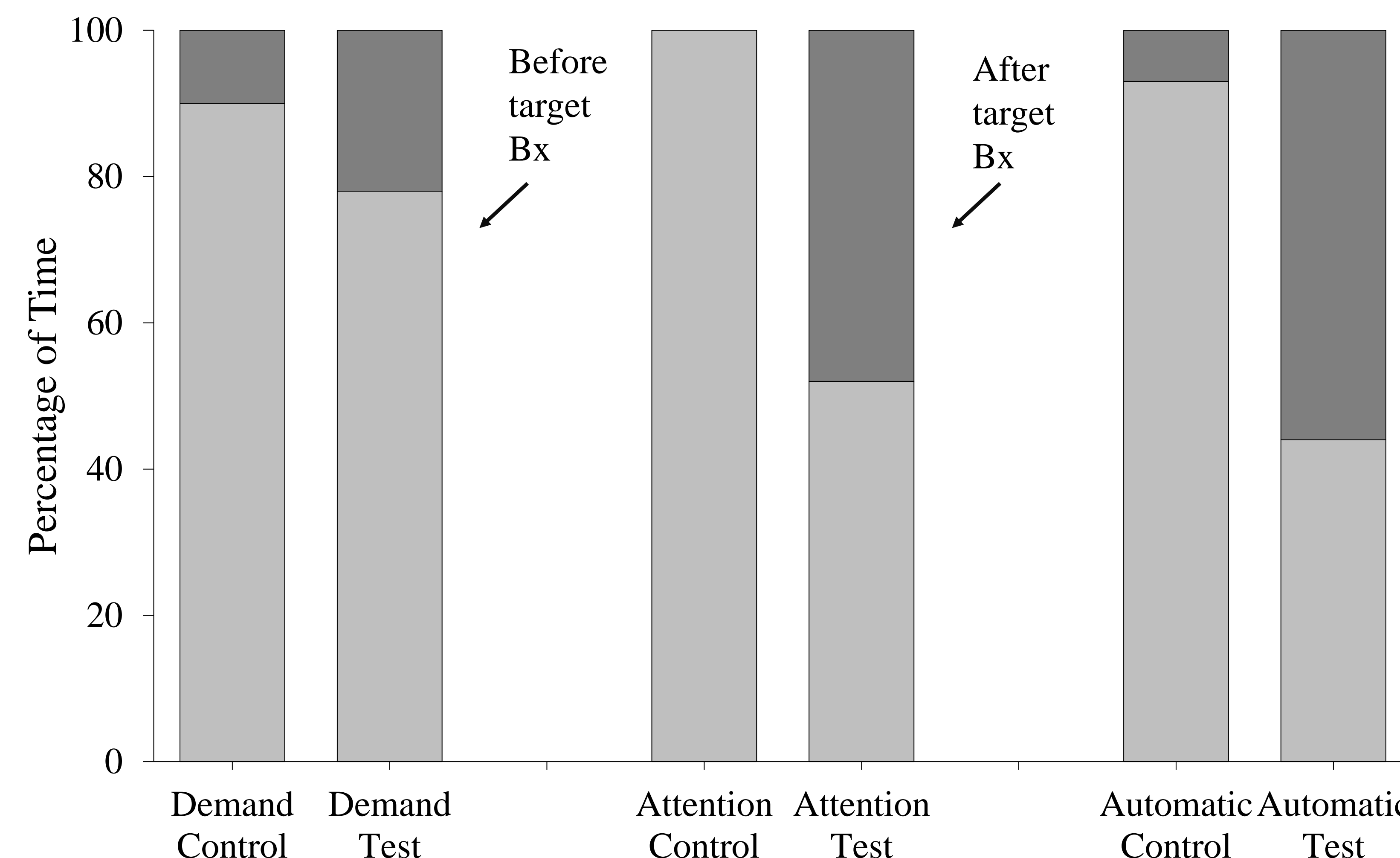
- 14-year-old student, diagnosed with severe cognitive, physical, & visual impairments
- Setting: school for students with severe cognitive impairments, & other disabilities
- Behavior: loud vocalizations
 - Disruptive to classroom
 - Resulted in aggression from peers
- Indirect assessment: inconclusive of maintaining function(s)
- Direct observations: high variability
- TBFA: based on Bloom et al. (2011)
 - Functions tested: attention, tangible, demand removal, automatic
 - Tangible condition was terminated

Results

Occurrences of Target Behavior



Time Before and After Target Behavior



Permission to share this was obtained from the author by the Michigan Autism Conference on 3.28.22

Outcomes

- Higher percentages of vocalizations during attention and sensory conditions:
 - Social attention from adults
 - Access to items that produce sensory stimulation
- Higher percentage of time before first vocalization in control trials

Limitations:

- Items used to test for automatic function produced tactile and auditory stimulations simultaneously
- Low levels of responding in demand condition potentially due to access to adult attention

Future Directions

- Function-based interventions
 - FCT with Speech Generating Device
 - DTT to teaching use of SGD
- Consider additional assessments to test effects of various auditory and tactile stimulations