

**Part 2: Unique Aspects of the Treatment Approach**

1. **Our treatments are always evaluated from the effective test condition of a functional analysis.**
2. **Our function-based treatments are always skill-based**
3. **We always increase the complexity, flexibility, and/or interactional nature of the FCR before teaching delay/denial tolerance**
4. **We always explicitly teach delay/denial tolerance (see below) and use the delayed reinforcer to shape up either compliance or independent play**
5. **We work hard to ensure that the process is agreeable and outcome is meaningful to both children and parents (eventually teach caregivers to implement the treatment in the most challenging contexts).**

**Five Critical Aspects of Delay/Denial Tolerance Training**

1. **Always provide *immediate sr* for some FCRs and some tolerance responses (TRs).**  
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2. **Teach an appropriate response to *multiple cues* of delay, denial, or disappointment.**  
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3. ***Progressively increase* the average amount of behavior (not just time) required to terminate the delay.**  
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\_\_\_\_\_
4. **Terminate the delay for *various amounts of behavior* (sometimes expect very little behavior; sometimes request larger or more complex types of behavior during the delay)**  
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\_\_\_\_\_
5. **Probably *best to not signal* how much behavior is required to terminate the delays.**  
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\_\_\_\_\_  
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## Designing function-based treatments

Pseudonym and age:	
Language abilities:	
Form of problem behavior:	
Reinforcer(s) for problem behavior:	
Conditions under which reinforcer(s) are valuable:	

How are you going to strengthen some response to produce the same reinforcer maintaining problem behavior?	
How are you going to withhold or minimize that same reinforcer from following problem behavior?	
How will you teach the person to tolerate progressively longer periods of time when that reinforcer is not available?	
How will you use that reinforcer to develop important and developmentally and socially appropriate repertoires?	

**Supplemental Notes**

**The treatment commitments outlined in this presentation are described in:**

Hanley, G. P. (2010). Prevention and treatment of severe problem behavior. In E. Mayville & J. Mulick (Eds.) *Behavioral foundations of autism intervention*. Sloan Publishing: New York.

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.

Hanley, G. P., Piazza, C. C., Fisher, W. W., Contrucci, S. A., & Maglieri, K. M. (1997). Evaluation of client preference for function-based treatments. *Journal of Applied Behavior Analysis*, 30, 459-473.

Luczynski, K. C. & Hanley, G. P. (2013). Preventing the development of problem behavior by teaching functional communication and self-control skills to preschoolers. *Journal of Applied Behavior Analysis*, 46, 355-368.

Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice*, 1, 16-23.