



Caregiver Packet
Functional Communication Training
Escape from Demands Packet

Vocabulary in this training:

1. **FCT:** stands for functional communication training and is the function-based intervention we will use to reduce your child's challenging behaviors. FCT can be used across attention, tangible, and escape functions of problem behavior.
2. **Reinforcement/Reinforcer:** Reinforcement and reinforcers are the things that motivate your child to learn. In this intervention, we will consider escape from demands as the reinforcer for your child. When your child communicates appropriately, that behavior will be reinforced with a break from demands that are placed on them.
3. **Prompt/Manual Guidance:** Prompts or manual guidance are what we will use to teach your child. We will go over this more in depth later in this training. For now, know that prompts and manual guidance are how we guide your child to respond correctly.
4. **Escape Function:** An escape function of problem behavior means that problem behavior is occurring consistently in order to escape demands that are being placed on the child.
5. **Reversal:** A reversal is when we briefly stop reinforcing appropriate requests for escape, or breaks from demands, by your child and reinforce their problem behavior instead. We will discuss reversals at the end of this training. They are done to ensure that our intervention works.

For the purposes of this training, the actor playing the child will have certain target and non-target problem behaviors. They will also have highly preferred and moderately preferred items. Use what is listed here for this training.

TARGET Problem Behavior: Self biting

NON-TARGET Problem Behavior: Property destruction
(Ripping paper, throwing things, hitting the table)

HIGHLY PREFERRED Item: Phone

MODERATELY PREFERRED Item: Book

Questions:

Let's Review: When first teaching your child, when will you prompt?

1. Five seconds after placing the first demand
2. Immediately (0 seconds) after placing the first demand
3. Ten seconds after placing the first demand
4. When the child engages in problem behavior

Fidelity Error 1:

What was wrong:

- The therapist provided _____ for target problem behavior

Instead, you should:

- _____ all problem behavior during FCT
- Hit _____ on the timer for target problem behavior

Fidelity Error 2:

What was wrong:

- The therapist _____ to the child correctly using their picture card

Instead, you should:

- Hit _____ on the timer to end the trial
- Give the child _____ as soon as they use their card

Fidelity Error 3:

What was wrong:

- The therapist hit _____ for _____ problem behavior

Instead, you should:

- Only hit lap for the first instance of _____ problem behavior

Fidelity Error 4:

What was wrong:

- The therapist forgot to place the child's _____ on the table. The child was not able to ask for a break.

Instead, you should:

- Make sure the _____ is always _____ and _____ to the child during FCT trials.

Fidelity Error 5:

What was wrong:

- The therapist did not remove a _____

Instead, you should:

- Remove _____ when conducting escape trials

Fidelity Error 6:

What was wrong:

- The therapist did not place enough _____ on the child. The child had no reason to ask for a break.

Instead, you should:

- Consistently place _____ until the _____ is used in escape trials.

Question 1: How does an FCT escape trial begin?

1. With a prompt
2. By placing demands
3. With 30 seconds of reinforcement
4. By giving attention every 10 seconds

Question 2: How do you respond to problem behavior in trials?

1. Hit lap and ignore problem behavior
2. Stop the problem behavior by redirecting
3. Stop the problem behavior by giving your child the reinforcer, a break
4. Ignore the first instance of problem behavior, but stop the trial if more problem behavior occurs

Question 3: When will an FCT trial end?

1. Once your child has requested and you've given them a break from demands
2. When problem behavior occurs
3. After 2 minutes
4. After 5 minutes