

Assessment of Adult Core Competencies: Teaching Skills to Adults with Autism and Severe Behavioral challenges. Assessment and Training Protocols for use in Environments Addressing Severe Problem Behavior in Adults with Autism

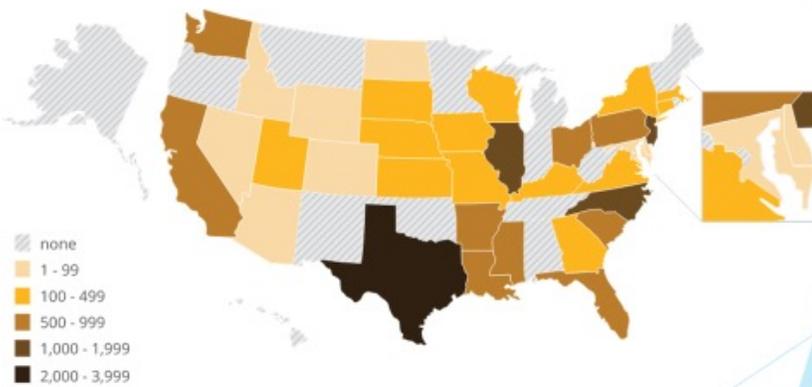
by

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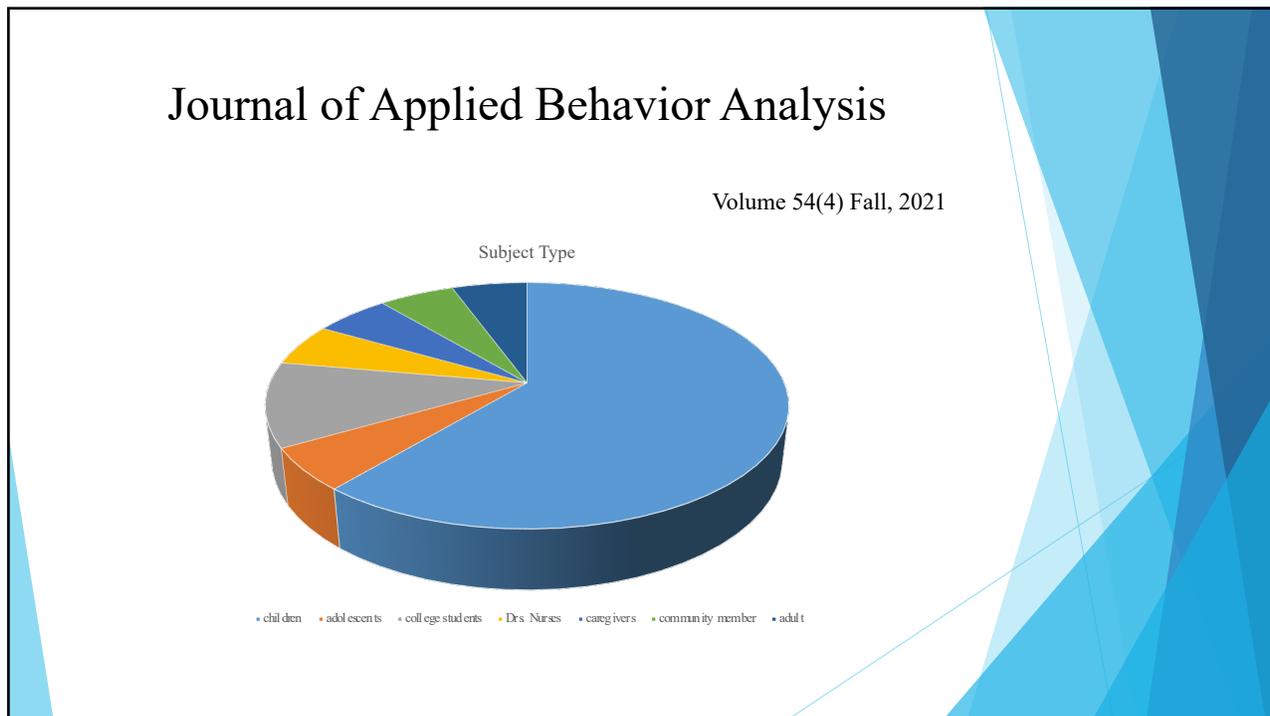


1

Number of people in large public residential IDD facilities (PRFs)
In 1977, there were 154,638 people with IDD living in 327 large PRFs in every US state.
By 2017, there were 18,239 people with IDD living in 119 PRFs in 34 states.



2



3

Our Roots

Volume 1(3); Fall 1968



[Cover page PDF-550K](#)

[Behavioral engineering: the reduction of smoking behavior by a conditioning apparatus and procedure](#)
 N. H. Azrin, J. Powell
 J Appl Behav Anal. 1968 Fall; 1(3): 193-200. doi: 10.1901/jaba.1968.1-193
 PMID: PMC1311001
[Summary](#) [Page Browse](#) [PDF-1.1M](#) [Cite](#)

[Generalization of punishment effects—a case study](#)
 J. S. Birnbrauer
 J Appl Behav Anal. 1968 Fall; 1(3): 201-211. doi: 10.1901/jaba.1968.1-201
 PMID: PMC1311002
[Summary](#) [Page Browse](#) [PDF-1.6M](#) [Cite](#)

[Achievement Place: token reinforcement procedures in a home-style rehabilitation setting for "pre-delinquent" boys](#)
 Elery L. Phillips
 J Appl Behav Anal. 1968 Fall; 1(3): 213-223. doi: 10.1901/jaba.1968.1-213
 PMID: PMC1311003
[Summary](#) [Page Browse](#) [PDF-1.2M](#) [Cite](#)

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Metropolitan State Hospital

The Behavior Analyst

2003, 26, 267–279

No. 2 (Fall)

Skinner Boxes for Psychotics: Operant Conditioning at Metropolitan State Hospital

Alexandra Rutherford
York University

Between 1953 and 1965, Ogden Lindsley and his associates conducted free-operant research with psychiatric inpatients and normal volunteers at Metropolitan State Hospital in Waltham, Massachusetts. Their project, originally named “Studies in Behavior Therapy,” was renamed “Harvard Medical School Behavior Research Laboratory” in 1955. This name change and its implications were significant. The role of the laboratory in the history of the relationship between the experimental analysis of behavior and applied behavior analysis is discussed. A case is made for viewing Lindsley’s early work as foundational for the subfield of the experimental analysis of human behavior that formally coalesced in the early 1980s. The laboratory’s work is also contextualized with reference to the psychopharmacological revolution of the 1950s. Finally, a four-stage framework for studying the historical and conceptual development of behavior analysis is proposed.

Key words: history, behavior analysis, free operant, human behavior

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Science and Measurement

Behav Analysis Practice (2015) 8:62–65
DOI 10.1007/s40617-014-0034-z



BAP BRIEF PRACTICES

Applied Behavior Analysis and the Autism Diagnostic Observation Schedule (ADOS): a Symbiotic Relationship for Advancements in Services for Individuals with Autism Spectrum Disorders (ASDs)

John M. Guercio · Adam D. Hahs

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Operational Definitions

Table 1 ADOS sections from modules 3 and 4 which are used to assess higher functioning individuals are presented in the first column on both the upper and lower panels. The second panel contains sample definitions as they appear in the test booklet published by Western Psychological Associates. The third column in each panel includes the operational definitions for each sample definition presented in the second column

Module 3	ADOS module 3 definition	Operational definition
ADOS module 3 section		
Stereotyped/Idiosyncratic use of words or phrases	<i>Often</i> uses stereotyped utterances or odd words or phrases, either with or without language.	Uses stereotyped utterances or odd words or phrases <i>at least five times</i>
Reciprocal social interaction	Uses <i>poorly modulated</i> eye contact to initiate, terminate, or regulate social interaction.	Uses eye contact in durations of <i>less than 2 s each</i> to initiate, terminate, or regulate social interaction during at least <i>70 % of the session</i> .
Quality of social response	<i>Odd, stereotyped responses</i> , or responses that are restricted in range or inappropriate to the context.	<i>More than 50 %</i> of the social responses are stereotyped or are inappropriate in context
Hand and finger and other complex mannerisms	<i>Very brief or rare</i> hand and finger mannerisms or complex mannerisms, OR mannerisms not as clear as specified below for a rating of 2.	Very brief (<i>less than 3 s</i>) or rare (<i>fewer than 3 instances</i>) hand and finger mannerisms or complex mannerisms
Module 4	ADOS module 4 definition	Operational definition
ADOS module 4 section		
Descriptive, conventional, instrumental, or informational gestures.	Some spontaneous use of informational, conventional, or instrumental gestures, but not descriptive.	Spontaneous use of AT LEAST 2 gestures that are used in communicating with the examiner.
Emphatic or emotional gestures	Odd, excessive, or definitely awkwardly integrated emphatic or emotional gestures.	At least 3 odd or awkwardly integrated emphatic or emotional gestures

Words highlighted in italics were identified as the key properties of each definition. The italicized words in the second column were deemed to be somewhat ambiguous and were replaced with the descriptors in bold in column

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Reliability Indices

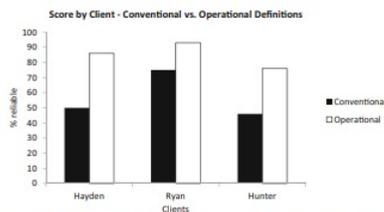


Fig. 2 Mean interobserver reliability scores for the clients. The black bars represent scoring with the standard definitions and the white bars represent scoring using operational definitions

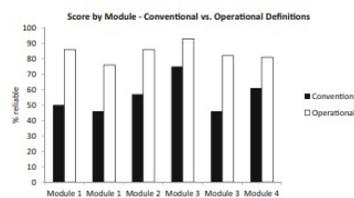
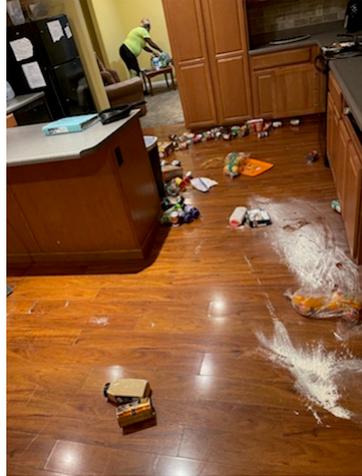


Fig. 1 ADOS sections from modules 1, 2, 3, and 4 along with their corresponding interobserver reliability scores. The black bars represent scoring with the standard definitions, and the white bars represent scoring using operational definitions

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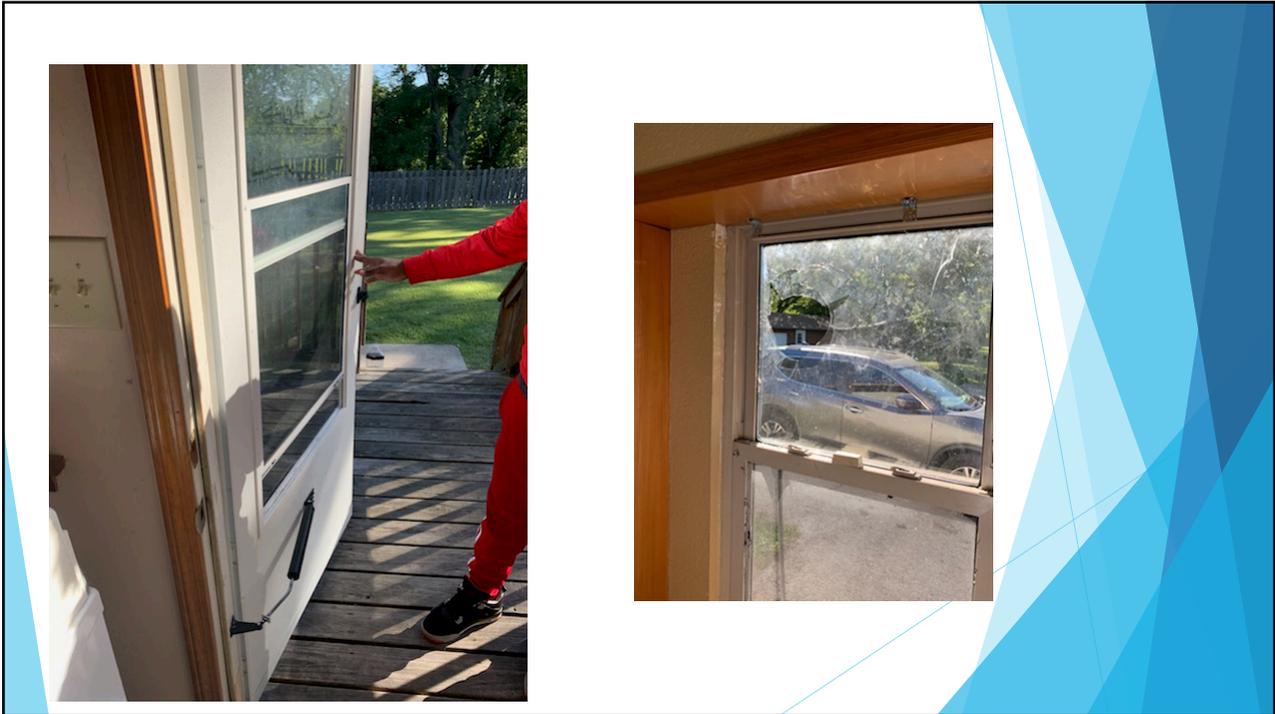
Property Destruction



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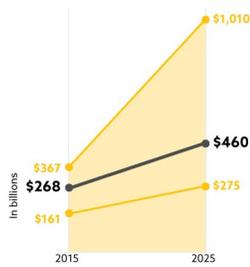
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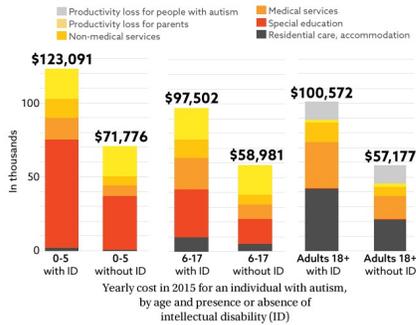
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The Facts

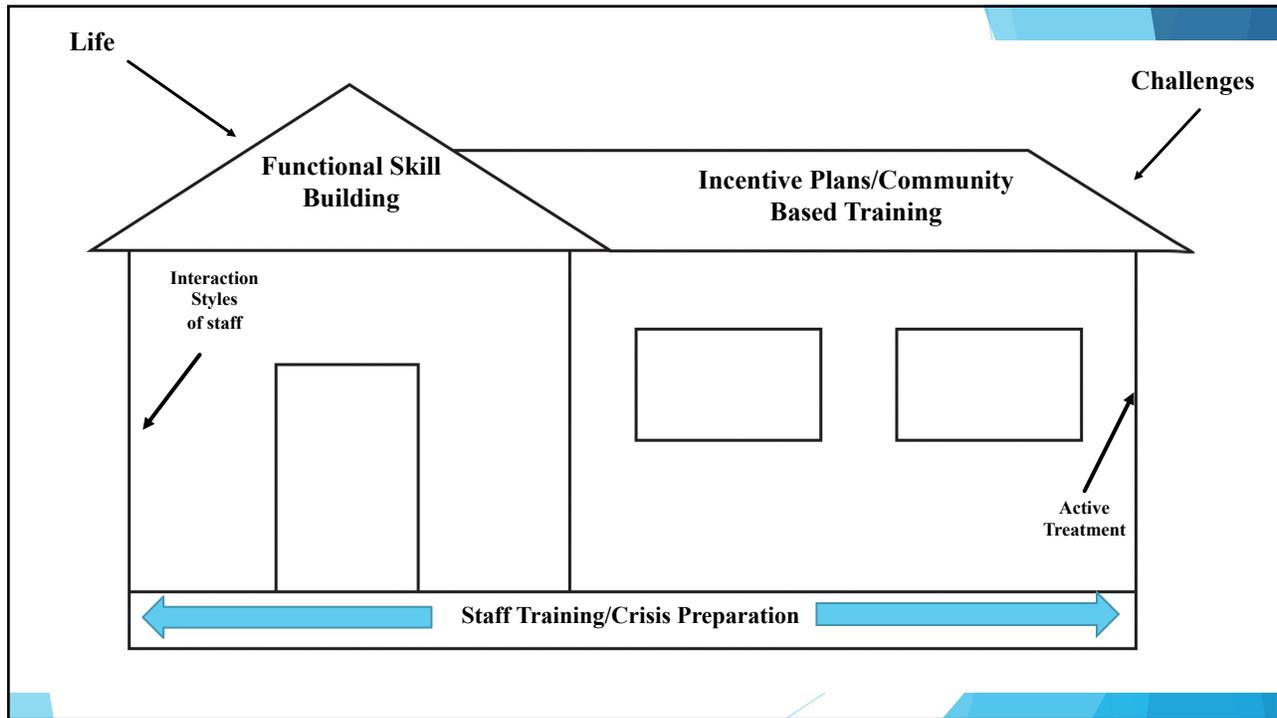
- ▶ What is generally accepted is that there are greater numbers of individuals being diagnosed with ASD than ever before.
- ▶ Steadily growing numbers of adolescent and young adults with autism spectrum disorders are flooding the market.
- ▶ The increase in prevalence has created an increased demand for appropriate services for adolescents and young adults with ASD.



Projected annual cost of autism assuming a prevalence of 1.1 percent
Alternative projections appear in orange



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Quality of Life

- ▶ Jennes-Coussens et al. (2006) sought to assess the quality of life of young men (mean age of 20.3 years) with Asperger Syndrome (AS) in Canada.
- ▶ All adults with ASD reported a lower quality of life than did those in a control group of age- and language-matched typical peers.
- ▶ Fifty percent of the ASD group were unemployed. Those who worked earned approximately half of what those in the control group did.

Year	Number of Adults
2005	1,407
2011	6,113
2015	17,075
2020	36,261
2025	58,746
2030	73,592

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Hassles Scale

Hassles Scale

Check each hassle that you are currently experiencing and circle the degree of severity using the following scale:

1 = Somewhat severe 2 = Moderately severe 3 = Extremely severe

- | | | | |
|---|-------|--|-------|
| 1) Misplacing or losing things | 1 2 3 | 53) Fear of confrontation | 1 2 3 |
| 2) Troublesome neighbors | 1 2 3 | 54) Not enough money for health care | 1 2 3 |
| 3) Social obligations | 1 2 3 | 55) Feeling lonely | 1 2 3 |
| 4) Inconsiderate smokers | 1 2 3 | 56) Concerns about accidents | 1 2 3 |
| 5) Troubling thoughts about your future | 1 2 3 | 57) Concerns about getting a loan/credit | 1 2 3 |
| 6) Thoughts about death | 1 2 3 | 58) Having to wait in lines | 1 2 3 |
| 7) Health of a family member | 1 2 3 | 59) Too much time on your hands | 1 2 3 |
| 8) Not enough money for clothing | 1 2 3 | 60) Unexpected company | 1 2 3 |
| 9) Not enough money for housing | 1 2 3 | 61) Too many interruptions | 1 2 3 |
| 10) Concerns about owing money | 1 2 3 | 62) Not enough money for food | 1 2 3 |
| 11) Concerns about money for emergencies | 1 2 3 | 63) No enough money for necessities | 1 2 3 |
| 12) Someone owes you money | 1 2 3 | 64) Dislike coworkers | 1 2 3 |
| 13) Financial responsibility for someone
who doesn't live with you | 1 2 3 | 65) Dislike current work duties | 1 2 3 |
| 14) Conserving electricity, water, etc. | 1 2 3 | 66) Laid-off or out of work | 1 2 3 |
| | | 67) Concerns about retirement | 1 2 3 |

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Scoring

Has there been a recent change in your life that affected how you answered this scale? What?

Total Number of Hassles _____ **Total Severity Points** _____

Typically, at any point in time, most individuals will endorse 25-30 hassles. If you have more than that number, you are experiencing more than the average stress from the small, frustrating events of daily life and are at greater risk for stress-related illness.

If your severity points are more than two times greater than the number of hassles, you may need to consider seeking help to moderate your response to small frustrations.

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Maslach Burnout Inventory

The Maslach Burnout Inventory

How do you perceive your work? Are you exhausted? How capable are you of shaping your relationship to others? To what degree are you personally fulfilled?

Indicate how frequently the following statements apply to you and add the points indicated on top of the respective box:

- 0 = Never
- 1 = At least a few times a year
- 2 = At least once a month
- 3 = Several times a month
- 4 = Once a week
- 5 = Several times a week
- 6 = Every day

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Scoring

Overall score for occupational exhaustion (EE)

Add together the answers to questions 01. 02. 03. 06. 08. 13. 14. 16. 20

Occupational exhaustion	EE < 17	EE 18 - 29	EE > 30
	Low degree	Moderate degree	High degree

Overall score for depersonalisation / loss of empathy (DP)

Add together the answers to questions 05. 10. 11. 15. 22

Depersonalisation	DP < 5	DP 6 - 11	DP > 12
	Low degree	Moderate degree	High degree

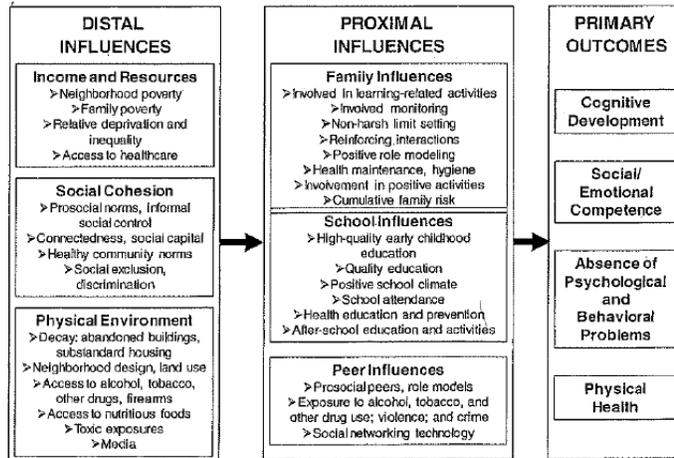
Overall score personal accomplishment assessment (PA)

Add together the answers to questions 04. 07. 09. 12. 17. 18. 19. 21.

Personal accomplishment assessment	PA < 33	PA 34 - 39	PA > 40
	Low degree	Moderate degree	High degree

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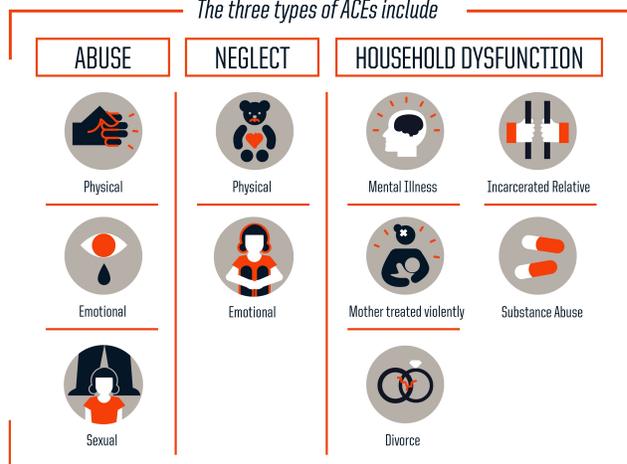
ACES: The Big Picture



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ACES

The three types of ACEs include

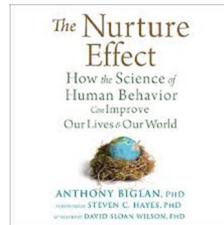


WHAT IMPACT DO ACEs HAVE?

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THE NURTURE EFFECT

<https://www.youtube.com/watch?v=8GQLnHKYHhg>



21

Blame

- ▶ <https://www.youtube.com/watch?v=1IRjymGsWxY&feature=youtu.be>
- ▶ Fix the problem, not the blame.
- ▶ We didn't screw up the math problem because you were a narcissist.
- ▶ We tend to blame behavioral episodes on conditions inside the person, not the contingencies.
- ▶ People don't slice their driver because they have OCD.
- ▶ Problems in living and behavioral problems are not equated the same.
- ▶ There is nothing wrong with those that we serve. The contingencies and circumstances cause this.

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Babies and Coercion

- ▶ Babies in coercive environments are more irritable and difficult to rear.
- ▶ ABUSE CAN RESULT (SHAKEN BABY SYNDROME).
- ▶ Abuse and neglect put children into states of constant high arousal.
- ▶ This alters the natural functioning of stress hormones.
- ▶ These kids feel as though they are in constant danger.

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Resiliency Score

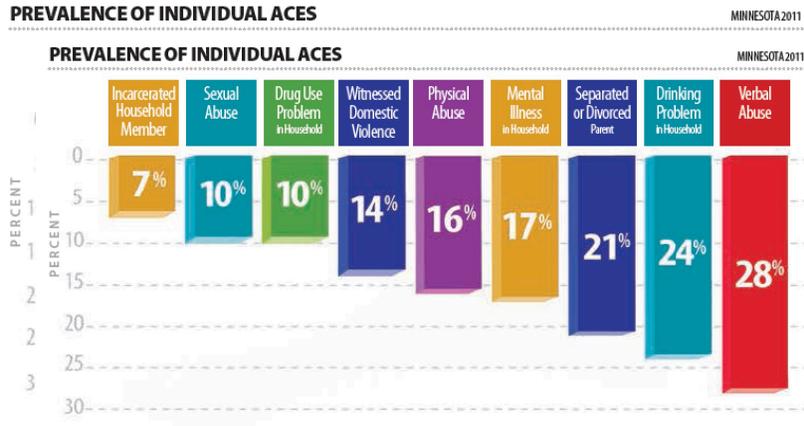
Please circle the most accurate answer under each statement:

1. I believe that my mother loved me when I was little.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
2. I believe that my father loved me when I was little.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
3. When I was little, other people helped my mother and father take care of me and they seemed to love me.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
4. I've heard that when I was an infant someone in my family enjoyed playing with me, and I enjoyed it, too.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
5. When I was a child, there were relatives in my family who made me feel better if I was sad or worried.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
6. When I was a child, neighbors or my friends' parents seemed to like me.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
7. When I was a child, teachers, coaches, youth leaders or ministers were there to help me.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
8. Someone in my family cared about how I was doing in school.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
9. My family, neighbors and friends talked often about making our lives better.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
10. We had rules in our house and were expected to keep them.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
11. When I felt really bad, I could almost always find someone I trusted to talk to.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
12. As a youth, people noticed that I was capable and could get things done.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
13. I was independent and a go-getter.
 Definitely true Probably true Not sure Probably Not True Definitely Not True
14. I believed that life is what you make it.
 Definitely true Probably true Not sure Probably Not True Definitely Not True

How many of these 14 protective factors did I have as a child and youth? (How many of the 14 were circled "Definitely True" or "Probably True?") _____

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Prevalence



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ACE STUDY DATA

Table 1. ACE-Related Odds of Having a Physical Health Condition^a

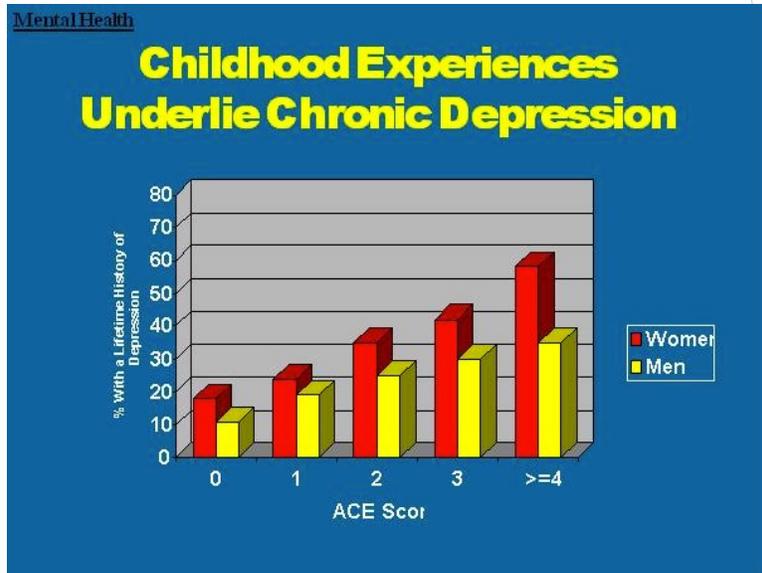
Health Condition	0 ACEs	1 ACEs	2 ACEs	3 ACEs	4+ ACEs
Arthritis	100%	130%	145%	155%	236%
Asthma	100%	115%	118%	160%	231%
Cancer	100%	112%	101%	111%	157%
COPD	100%	120%	161%	220%	399%
Diabetes	100%	128%	132%	115%	201%
Heart Attack	100%	148%	144%	287%	232%
Heart Disease	100%	123%	149%	250%	285%
Kidney Disease	100%	83%	164%	179%	263%
Stroke	100%	114%	117%	180%	281%
Vision	100%	167%	181%	199%	354%

CDC, 2013

SUSAN P. LAX PMHNP-BC
Psychiatric Nurse Practitioner

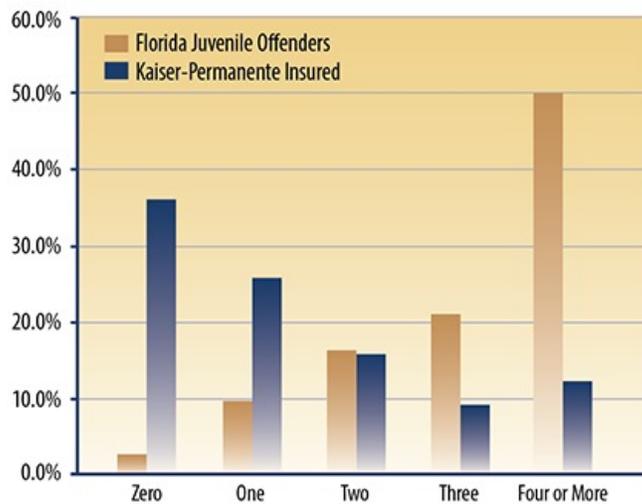
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Depression



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Criminal Activity



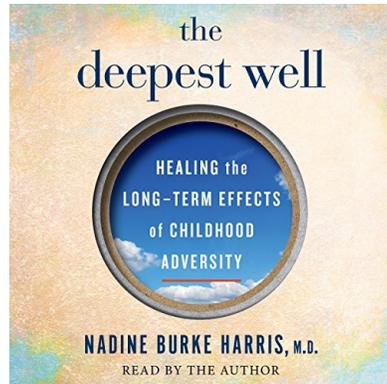
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Brain Effects



NERVOUS SYSTEM

Disruption to the developing brain, including changes to the hippocampus, prefrontal cortex and amygdala, may lead to an increase in risk of cognitive impairment, attention deficits, learning disabilities, hyperactivity, self-regulation, memory and attention, and anxiety.



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Lifelong Effects



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Whole Body Effects

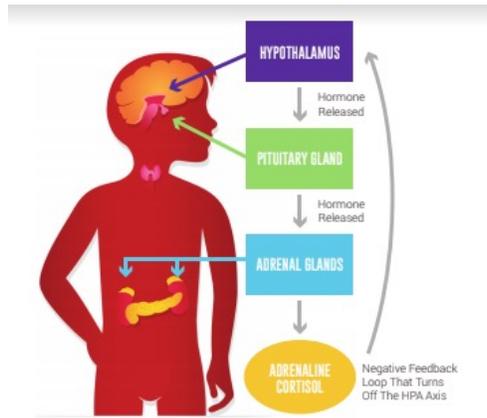
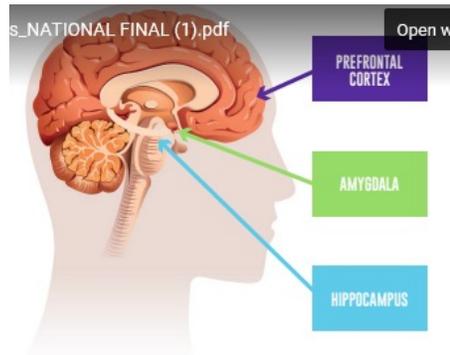


Figure 5: The hypothalamic-pituitary-adrenal (HPA) axis

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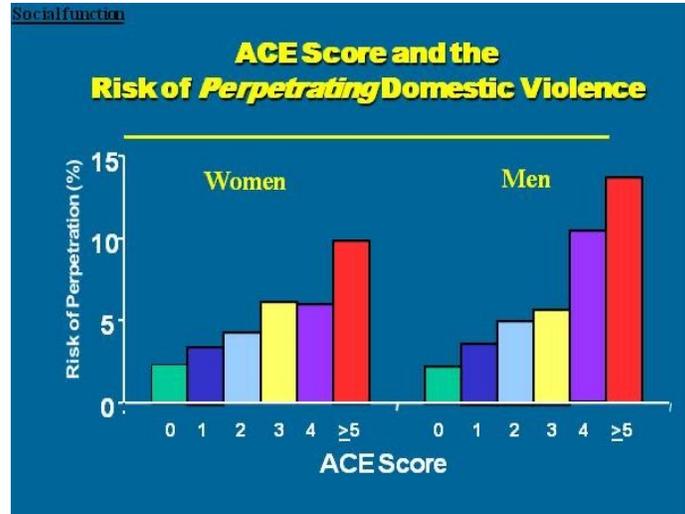


CHANGES IN BRAIN ARCHITECTURE DUE TO TOXIC STRESS INCLUDE:

- Loss of brain cells
- Damage to brain cell connections
- Enlargement or shrinking of certain parts of the brain
- Hyperactivity of certain parts of the brain

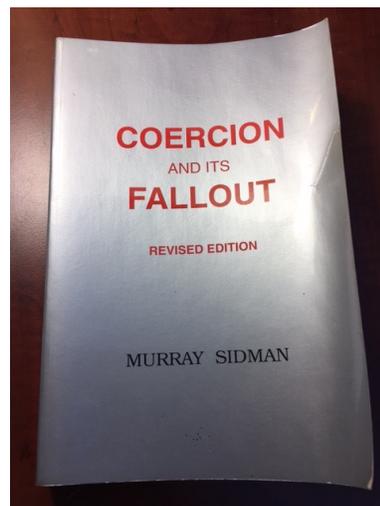
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Domestic Violence



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Coercion and it's Fallout



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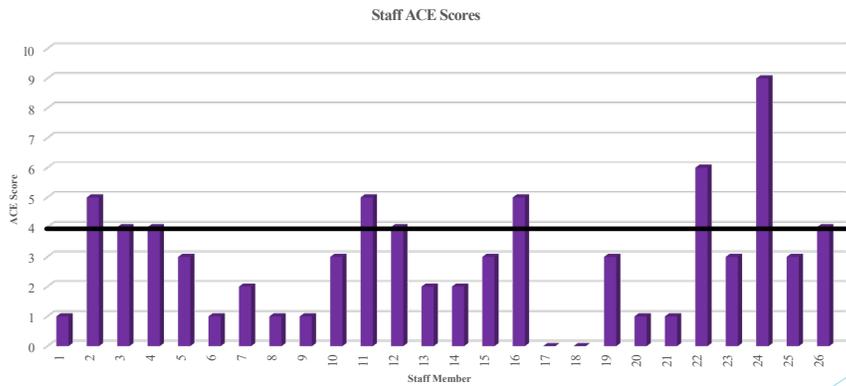
Coercion in our world

- ▶ Obey the law or go to jail.
- ▶ Spare the rod, spoil the child.
- ▶ Get here on time or be fired.
- ▶ Do what I want you to do.
- ▶ <https://www.youtube.com/watch?v=1xLEBtyar6M>



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Staff ACE Scores



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The Family

- ▶ 35% of babies born to teenage mothers were arrested by age 15.
- ▶ 80 out of 1000 teenage girls are getting pregnant each year.
- ▶ Have children while you still can.
- ▶ Prenatal and children centered care such as the Nurse Family Partnership in New York.

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Nurturing

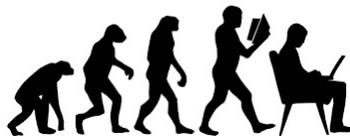
- ▶ The Obama administration has put billions of dollars into these programs.
- ▶ Prenatal care.
- ▶ Nurturing care and support.
- ▶ Mothers participating in this program had their children arrested half as much as children whose mothers did not go through the program.



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Evolution and attention

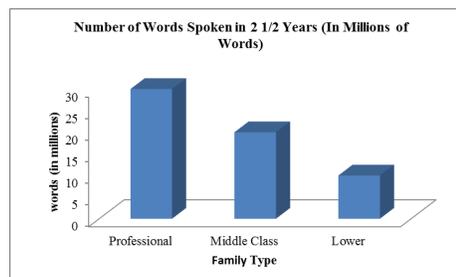
- ▶ Parents are highly motivated to calm them.
- ▶ Rather than a harsh and punitive environment, what all family members need is an environment where they are richly reinforced.
- ▶ That's what we do here.
- ▶ Soothing interactions are crucial (PEARLS).



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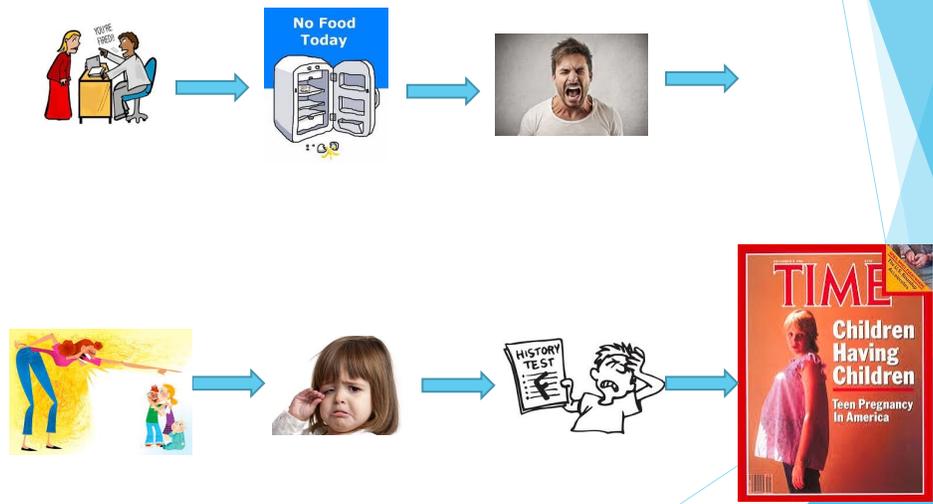
Verbal Development

- ▶ Hart and Risley spent 2 ½ years in the homes of families going in once per month.
- ▶ They studied literally thousands of parent child interactions during that time.
- ▶ In the first 3 years of kids lives:
 - ▶ In professionals homes, they spoke about 30 million words to their child.
 - ▶ In working class families, 20 million.
 - ▶ Those below that, about 10 million.



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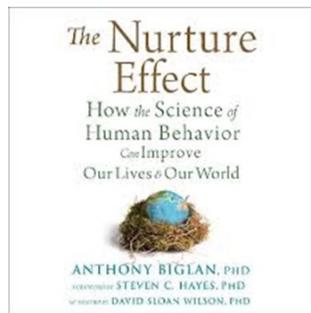
Here's How It Works



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The Nurture Effect

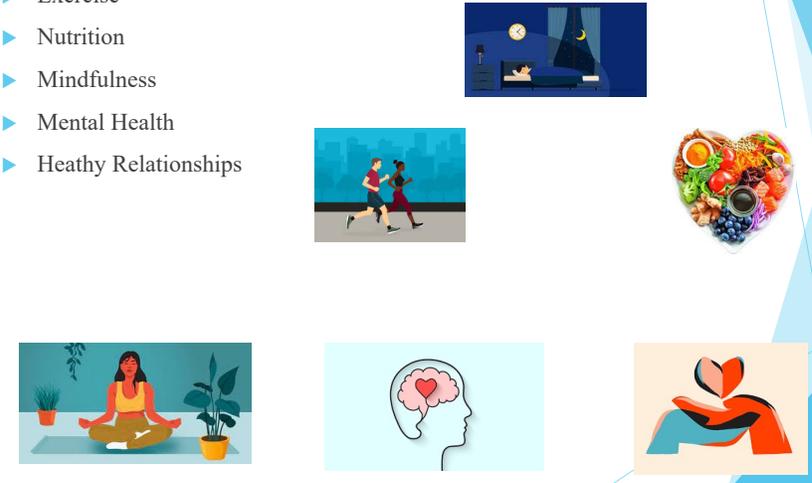
<https://www.youtube.com/watch?v=8GQLnHKYHhg>



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The 6 Basics of Resilience

- ▶ Sleep
- ▶ Exercise
- ▶ Nutrition
- ▶ Mindfulness
- ▶ Mental Health
- ▶ Heathy Relationships



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The 6 Basics of Resilience

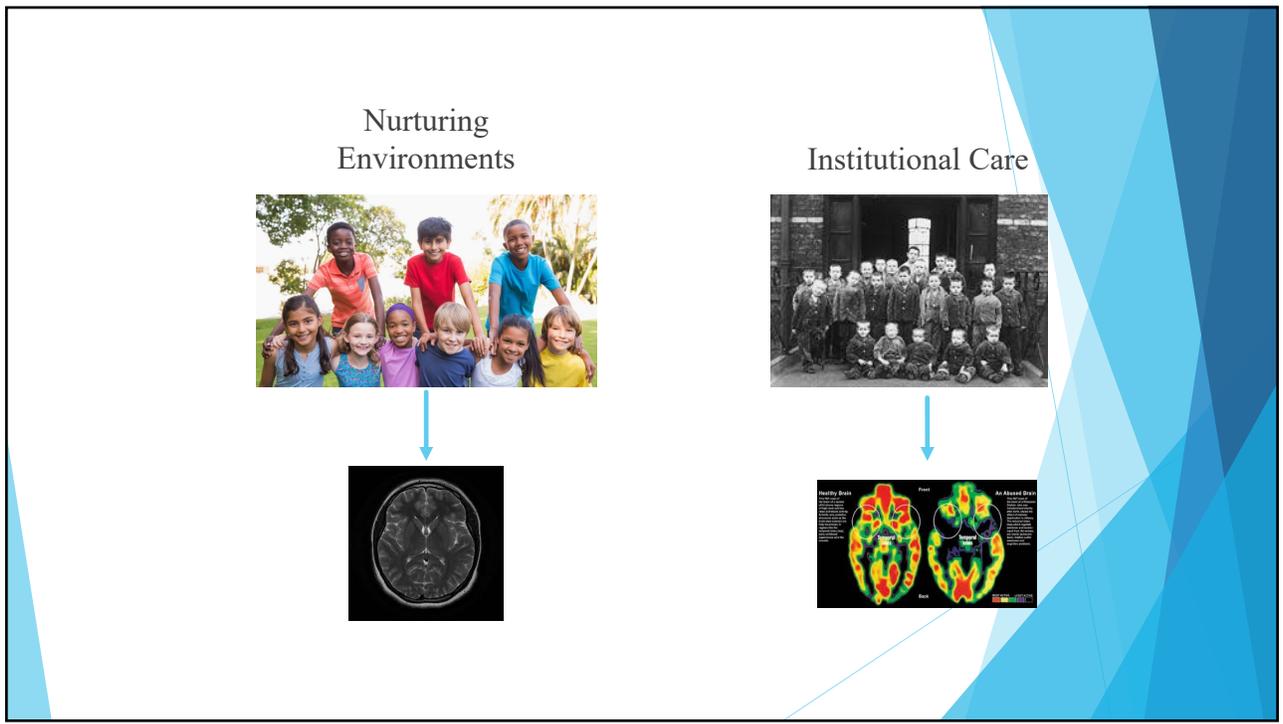
- ▶ Reduced stress hormone production.
- ▶ Reduction of inflammation.
- ▶ Enhancement of neuroplasticity.
- ▶ Delay in cellular aging.



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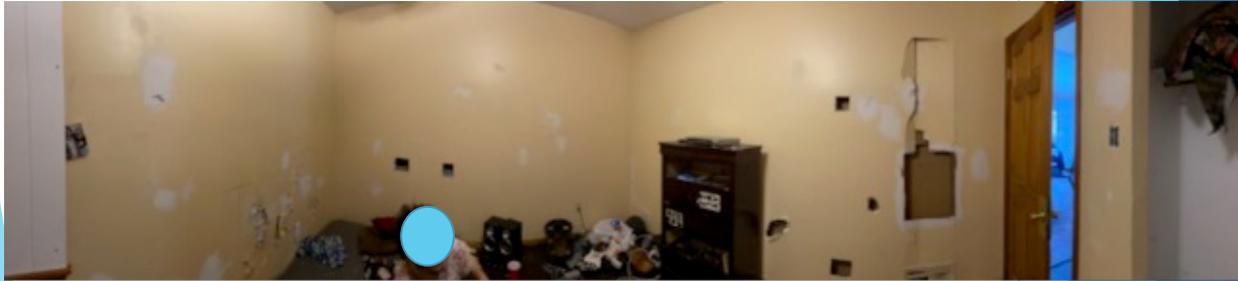


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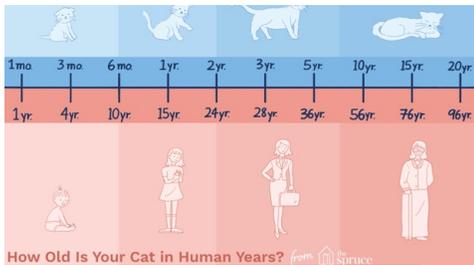
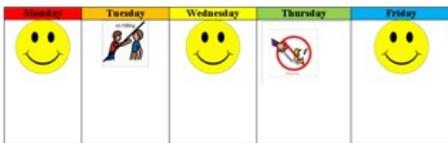
Severe Property Destruction



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Generalization

Safe Hands Calendar



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Family Involvement/Staff Training



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Environmental Damage Scale

Environmental Property Damage Scale
Diagram approximate locations of damage below:

Severity of Damage Scale (SDS)

1 - no damage noted. Some scratches or discoloration on walls, surfaces.

2 - small dents or fat marks noted on walls and surfaces.

3 - 1 or 2 holes 2-3 inches in diameter or less noted on walls, doors or other broken items discovered in home.

4 - 3-4 holes noted that are between 4-7 inches in diameter noted. Broken glass or other dangerous items observed.

5 - 3-4 holes noted that are greater than 8 inches in diameter noted. Several dangerous items noticed in the environment.

Damage Score: 1 2 3 4 5

Home: _____

Room Assessed: _____

Date Assessed: _____

Comments: _____

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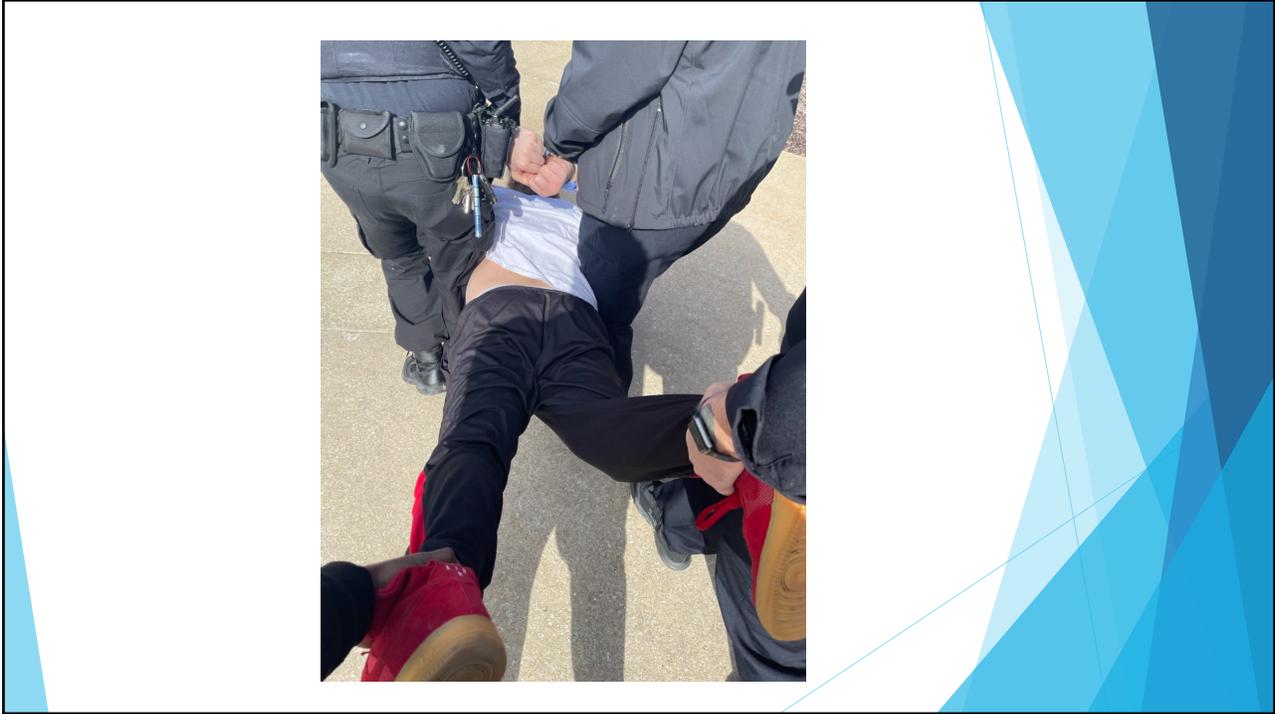
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54



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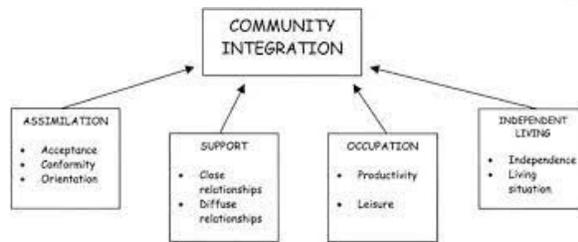
Adult Core Competencies

Transportation/Safety	
1.	Does not access transportation
2.	Accesses transportation for Dr. appointments or medical emergencies only, requiring sedation for safety.
3.	Accesses transportation with >3 staff members for safety concerns.
4.	Accesses transportation with 2-3 staff with sporadic issues of aggression (20-30% of trips).
5.	Accesses transportation with no noted behavioral issues.

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Community Access/Integration

1. Does not currently access the community safely.
2. Requires multiple staff (>4) in order to access the community. Displays more than 3 issues with orientation as measured on the Community Access Skills Assessment.
3. Displays more than 3 issues with orientation as measured on the Community Access Skills Assessment.
4. Requires some minor redirection (< 2 issues) from staff related to orientation issues
5. Full participation in community activities.



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Hygiene/Chores

Hygiene	
	1. Minimal participation/Refusal
	2. More than 5 prompts required. Areas of hygiene assessment left unfinished.
	3. Required 3-4 prompts to complete task, worked 60% of the time.
	4. Participated for 80% of the time with 1-2 prompts.
	5. Full participation.



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Tolerance for Medical Procedures

Tolerance for Medical Procedures	
1.	Does not access community based medical services.
2.	Requires medications and extensive staffing (> 3) to attend medical appointments.
3.	Requires > 2 staff to attend medical appointments off-site.
4.	Participates in medical appointments with behavioral issues noted on 20% of the trips.
5.	Attends medical appointments with 1 staff or can go in a group with 1 or more additional clients.

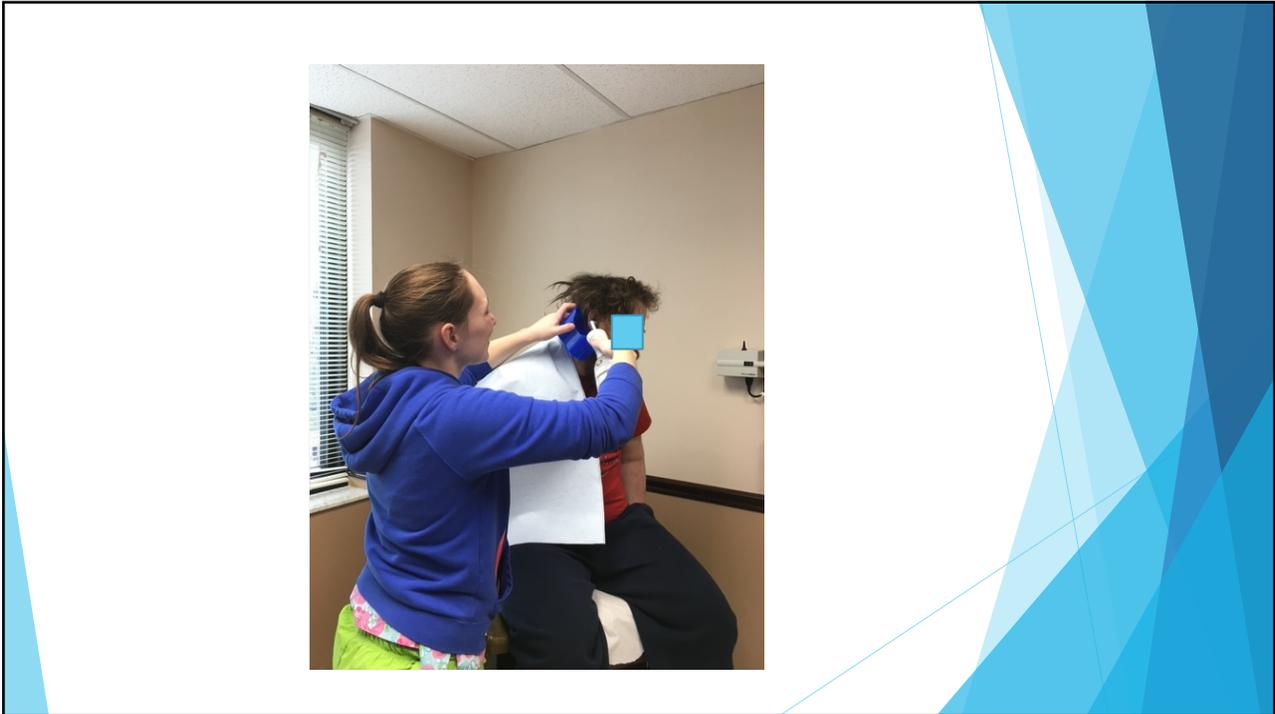


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Desensitization



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Measures of Well Being

Well -Being - A measure of behavior that one displays that is positively reinforcing for the individual and free from aversive consequences. An individual accomplishes personal well-being by allotting the majority of their responses and time to these activities, free from coercion from others.

Measures of Well Being	
1.	Minimal identification of reinforcing activities or items by the participant.
2.	Identifies at least 2 things that they enjoy and engages in these activities regularly.
3.	Can identify at least 5 items/activities that they enjoy and engages in the activities at least once per week.
4.	Can identify at least 7 items/activities that they enjoy and engages in the activities at least once per week.
5.	Can identify at least 10 items/activities that they enjoy and engages in the activities at least once per week.

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The Survey



Benchmark Human Services Participant Well Being Survey

Participant name: _____

Please respond to the following statements regarding your satisfaction with your program and the interests that you have. Your participation in this survey will assist Benchmark Human Services (BHS) employees in improving the quality and value of services offered to all participants. If you desire assistance completing this survey, a BHS employee will help you.

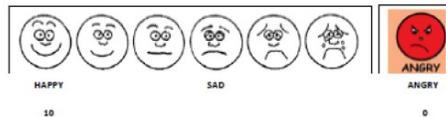
How frequently do you want to express your sexuality? [Sexuality]	Daily	Weekly	Monthly	<Monthly
Actual → 				
How often do you want to be a participant in your community? [Community Involvement]	Daily	Weekly	Monthly	<Monthly
How often would you like to provide input on decisions of importance in your life? [Input]	Daily	Weekly	Monthly	<Monthly

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Adjunct Measures

Happiness Indices – smiling, laughing, yelling while smiling, idiosyncratic behavior indicated in ISP/BSP _____

Unhappiness Indices – frowning, grimacing, crying, yelling without smiling, idiosyncratic indices as indicated in ISP/BSP _____



Rate your mood in the box using the numbers above. Write the number in the gray box above that says mood.

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Client Version

PICTORIAL VERSION

How frequently do you want to express your sexuality?  [Sexuality]	Daily	Weekly	Monthly	<Monthly
How often do you want to be a participant in your community?  [Community Involvement]	Daily	Weekly	Monthly	<Monthly
How often would you like to provide input on decisions of importance in your life?  [Input]	Daily	Weekly	Monthly	<Monthly
How often do you want to manage your finances?  [Money]	Daily	Weekly	Monthly	<Monthly

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A Case Example

- ▶ *Larry*
- ▶ Larry is a forty-two-year-old man diagnosed with an autism spectrum disorder. He was removed from his home at age twenty when his family could no longer tolerate his extreme agitation and physical aggression. He spent the next two decades in and out of various state institutions, culminating in placement in a forensic unit. His aggressive behavior there was described as unmanageable. Staff routinely wore kickboxing pads to deflect his blows. His records indicated that some staff had suffered broken noses. He had a history of property destruction during public outings, where, for example, he flipped over tables in restaurants and threw food containers on the floor. Police had to be called on several occasions. He also engaged in self-injurious behavior such as biting his forearms to the point that they bled, kicking the walls in his home hard enough to break his toenails and cause his toes to bleed, banging his head against the walls, and punching his fists into concrete walls until they bled. His living environment was extremely impoverished as a result of these behavioral issues. Larry's bed was placed on a hard concrete floor.

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		1	2	3	4	5
Transportation	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Community Integration	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Hygiene	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Chores	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Community Medical Appointment	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Vocational	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Measures of Well-Being	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Sexuality	Assessment Date:					
	Intervention Date:					
	Intervention Date:					
Primary Need Area: →						

Global Assessment of Outcome Areas on the ACCEA assessment. Each area can be viewed with those needing additional clinical attention being identified with lower numbers on the scoring scale.

1	2	3	4	5
Extreme levels of support required. High risk present. No compliance noted.	Significant levels of support still required, less risk involved. Minimal compliance noted.	Moderate presentation of risk. Increased compliance noted.	Minimal support required. Over 80% compliance in each outcome area.	Minimal to no support required. Over 90% compliance in each outcome area.

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More Details



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ACCEA WORKSHOPS IN EARLY 2022

ABAC IS ONCE AGAIN PARTNERING WITH DR. JOHN GUERCIO TO BRING YOU A SERIES OF LIVE ONLINE WORKSHOPS ON THE ASSESSMENT OF ADULT CORE COMPETENCIES CURRICULUM FOR EXTREME AGGRESSION (ACCEA)

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- ◆ Behavioral Relaxation Training: Third Wave Intervention for the Management of Stress, Anger, and Aggression in Special Populations
- ◆ Sexuality Issues as they apply to Adults with Autism and Intellectual Disabilities: Facilitating Relationships and Sexuality in a Proactive and Inclusive Manner
- ◆ Staff Training Issues in Adult Settings: Evidence Based Assessment and Training Agendas for Direct Support Professionals

- ◆ Vocational Opportunities for Adults with Severe Behavioral Challenges: Blending Applied Behavior Analysis with Vocational Supports
- ◆ Assessment of Risk and the Implementation of Tiered Treatment for Clients Diagnosed with Intellectual and Developmental Disabilities who Engage in Sexual Offending Behavior

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Behav Analysis Practice
DOI 10.1007/s40617-015-0060-5



BAP BRIEF PRACTICES

Blending Stimulus Fading Procedures with Forward Chaining to Address Treatment Resistance in an Adult with an Autism Spectrum Disorder

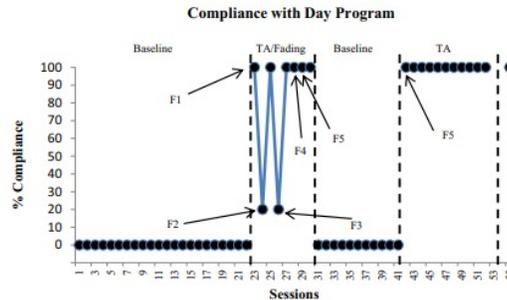
John M. Guercio¹ · Robert J. Cormier¹

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Results

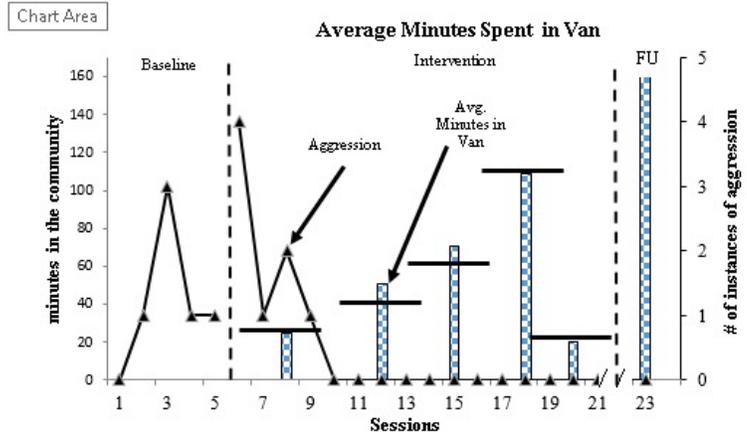
Behav Analysis Practice

Fig. 1 Compliance with TA in the program. Each of the steps from F1 through F5 was systematically faded until only step F5 was required



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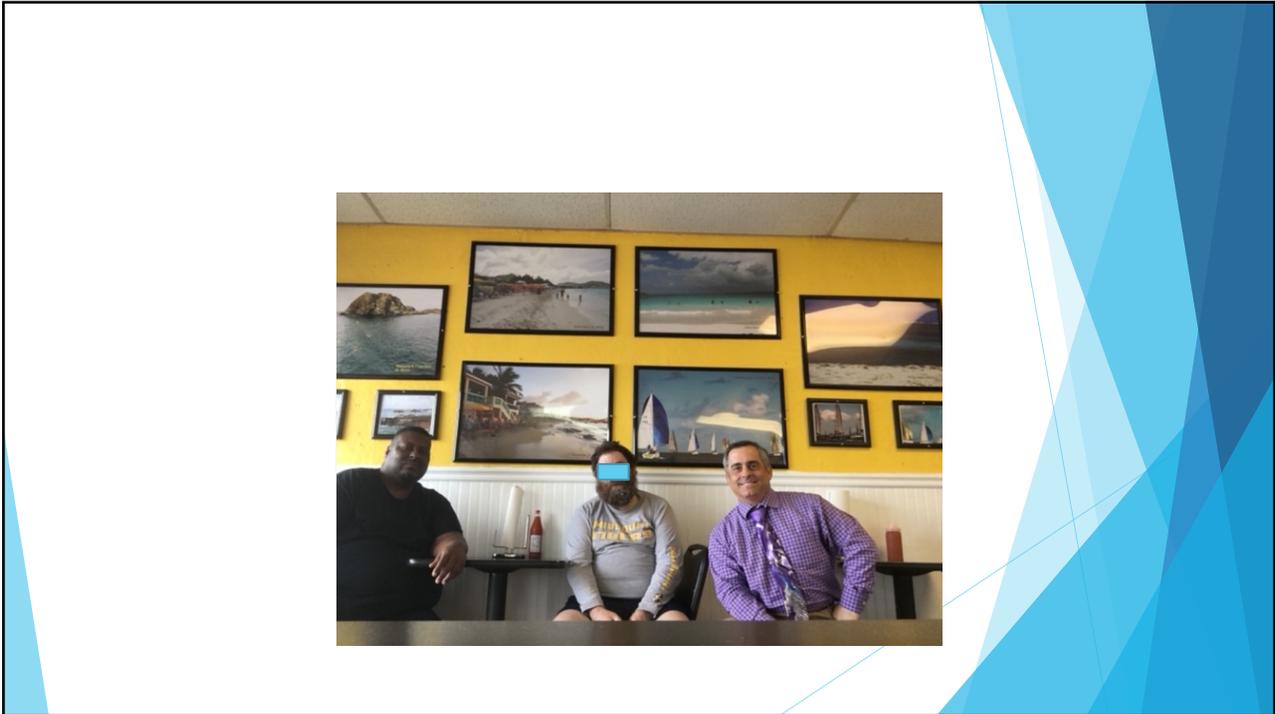
Results



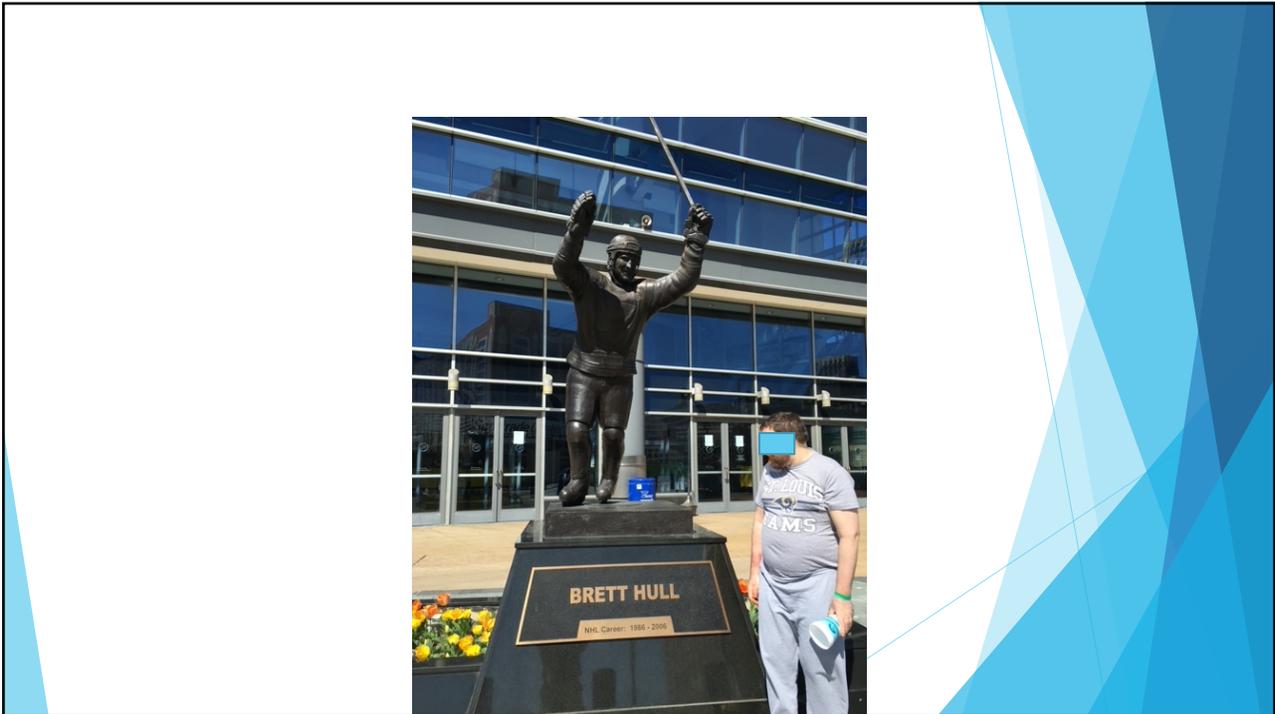
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