

# EFFECTS OF DISCRIMINATIVE STIMULI ON LATENCY AND FREQUENCY OF PROBLEM BEHAVIOR DURING A FUNCTIONAL ANALYSIS FOR A DUAL-LANGUAGE CHILD WITH ASD

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**INTRO:**

- Discriminative stimuli can be used in a functional analysis (FA) to increase differentiated responding across conditions and help signal conditions (Conners et al., 2000)
- Language can impact FA results in children who come from dual-language backgrounds (Rispoli et al., 2011)

**PURPOSE:**

- Evaluate the impact that discriminative stimuli have on participant discrimination between languages used, and if the presence of discriminative stimuli can impact behavior patterns observed during an FA

**Participant**

- 8-year-old male (ASD), dual-language background

**Dependent Variables**

- Frequency of Problem Behavior
- Latency to Problem Behavior

**Method**

- QABF (Matson & Vollmer, 1995)
- ABLA (Kerr et al., 1977)
- ABAB design + Alternating Treatment

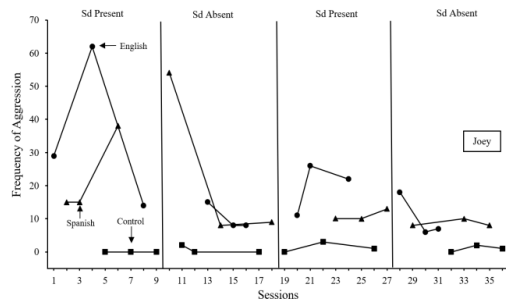
**Conditions**

- Sd Present
  - Yellow shirt – English
  - Red shirt – Spanish
  - Blue scrubs – Non-vocal
- Sd Absent
  - Blue scrubs – English, Spanish, Non-vocal

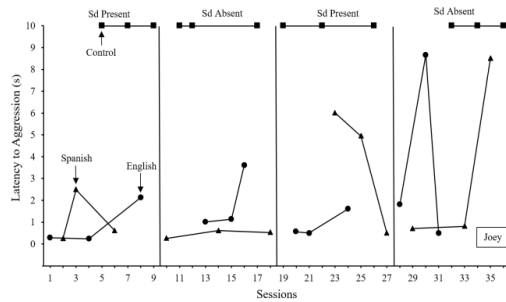
Results indicate correspondence of behavioral function across languages and higher frequency and latency to behavior in phases where discriminative stimuli were present.



**Figure 1. FREQUENCY OF AGGRESSION IN FUNCTIONAL ANALYSIS**



**Figure 2. LATENCY TO AGGRESSION IN FUNCTIONAL ANALYSIS**



## **Abstract**

Previous research describes functional analyses as the “gold standard” for identifying maintaining functions of problem behavior. Prior studies have also explained that environmental variables such as language used may affect behavior assessment outcomes for individuals who are exposed to various languages throughout their environment. The use of discriminative stimuli (e.g., colored shirts) has been shown to increase differentiated responses within a functional analysis. Researchers used an adapted alternating treatments design (AATD) to evaluate the effects of discriminative stimuli on participant discrimination between languages used in a functional analysis and if the presence of discriminative stimuli impact behavior patterns during a functional analysis. The current study depicts results of assessments (i.e., functional analysis and assessment for basic learning abilities) administered in both English and Spanish for one participant. Results indicate correspondence of behavioral function across both English and Spanish. Results suggest that the participant exhibited challenging behavior at a higher frequency in SD present phases than in SD absent phases and depicted a quicker latency to the first instance of challenging behavior when in SD present phases. Results of this study extend previous research evaluating dual-language functional analysis outcomes and the impact of discriminative stimuli during a functional analysis.

Figure 1. *Frequency of Aggression in Functional Analysis*

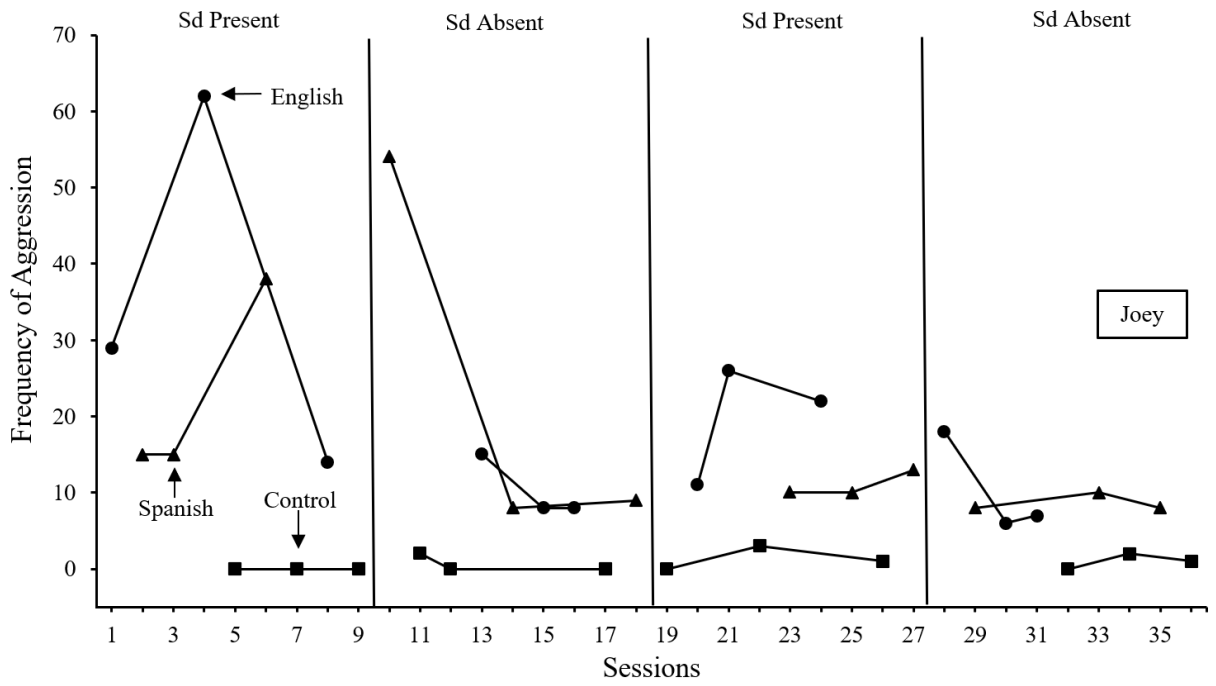
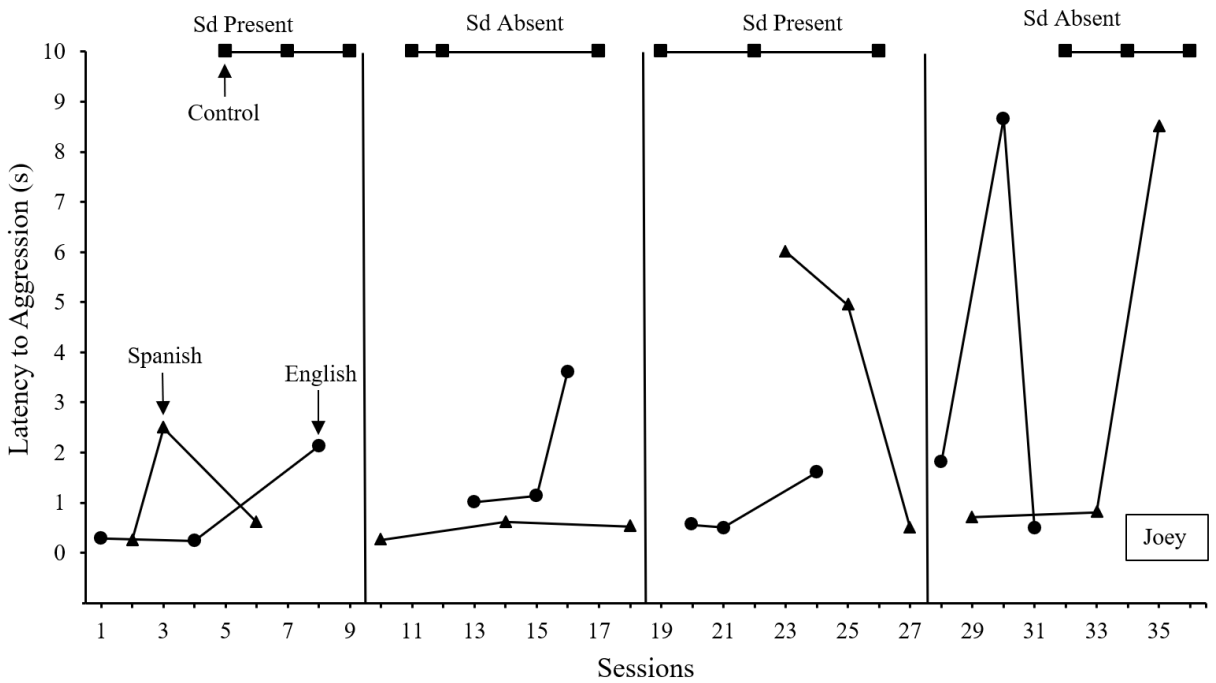


Figure 2. *Latency to Aggression in Functional Analysis*



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