

Evaluation of Language Preference Within Functional Communication Training: A Case Study

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INTRO:

- Functional communication training (FCT) decreases challenging behavior and increases appropriate communication across languages (Padilla Dalmau et al., 2011)
- Bilingual individuals with autism may have a preference for language of instruction, but it remains unclear if the choice of language is consistent after introducing FCT intervention (Aguilar et al., 2016)

PURPOSE:

- The purpose of this study was to evaluate whether language preference varied as a result of the functional communication training (FCT) intervention for a 6-year-old boy with autism from a bilingual Vietnamese-English family.

Participant

- 1 M (ASD; 6YRS)

Dependent Variables

- Functional communicative responses
- Screaming, crying, and dropping
- Language preference

Method

- Materials: two colored cards, data sheets, fidelity sheets, and toys
- Setting: University-based clinic
- Design: Alternating-Treatments

Conditions

- Baseline: no teaching, language-choice assessment
- Intervention: FCT

FCT was effective in decreasing challenging behavior and increasing independent functional communication responses across languages. A bilingual individual with autism demonstrated a language preference for communication after FCT.

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RESULTS:

- During pre-FCT, the participant preferred both languages. During the second post-FCT, the participant allocated his choice 100% toward English. In intervention, there was an increase in independent FCRs with an average of 81% for Eng. and 51% for VN during first FCT, 96% for Eng. and 80% during second FCT, and 100% for Eng. and 93% for VN during third FCT.

DISCUSSION:

- The participant demonstrated a language preference through FCT.
- Future research should further extend the diversity of this study by including more participants across ages from multicultural backgrounds.

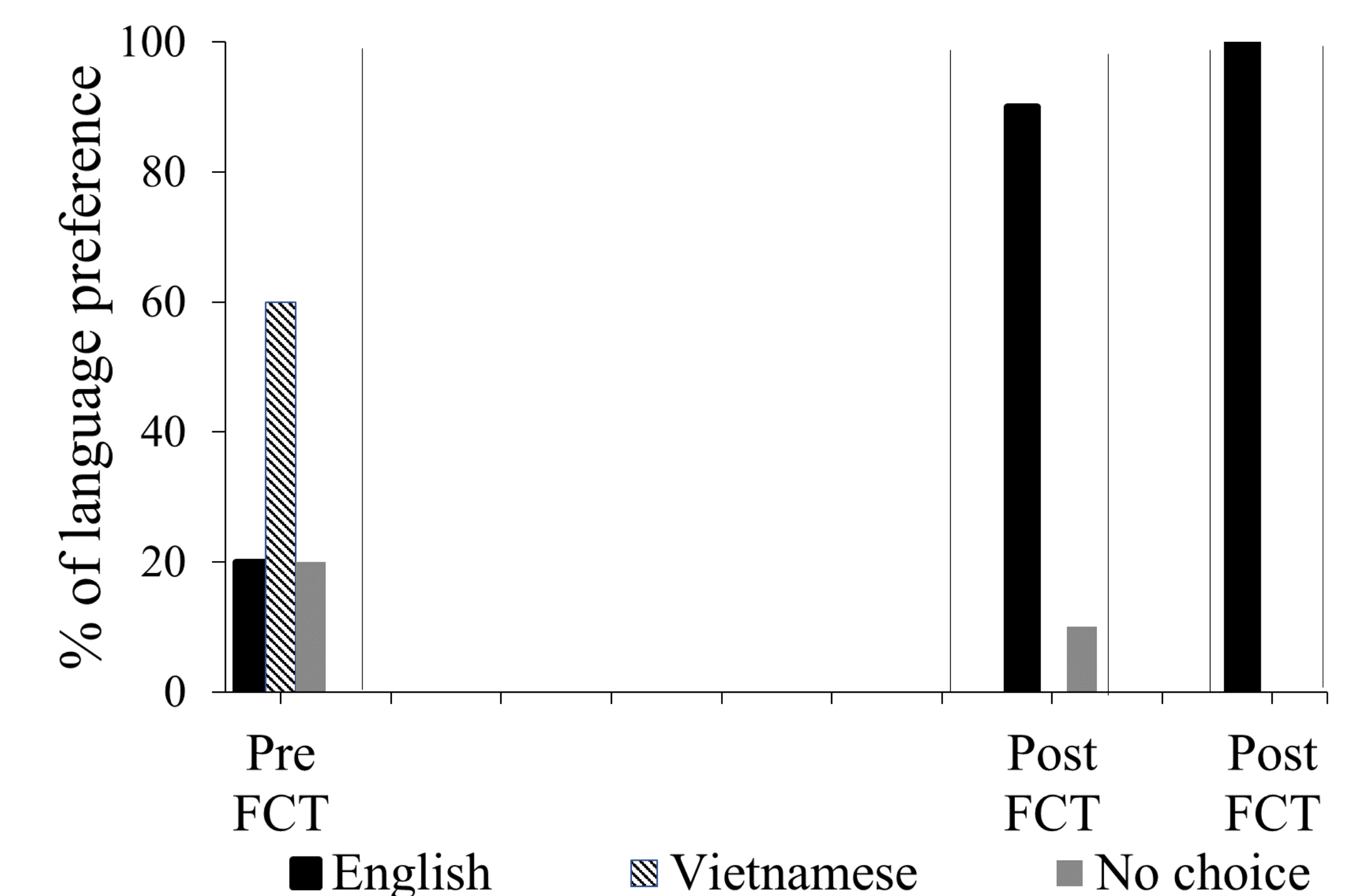


Fig 1. Results of language preference assessment

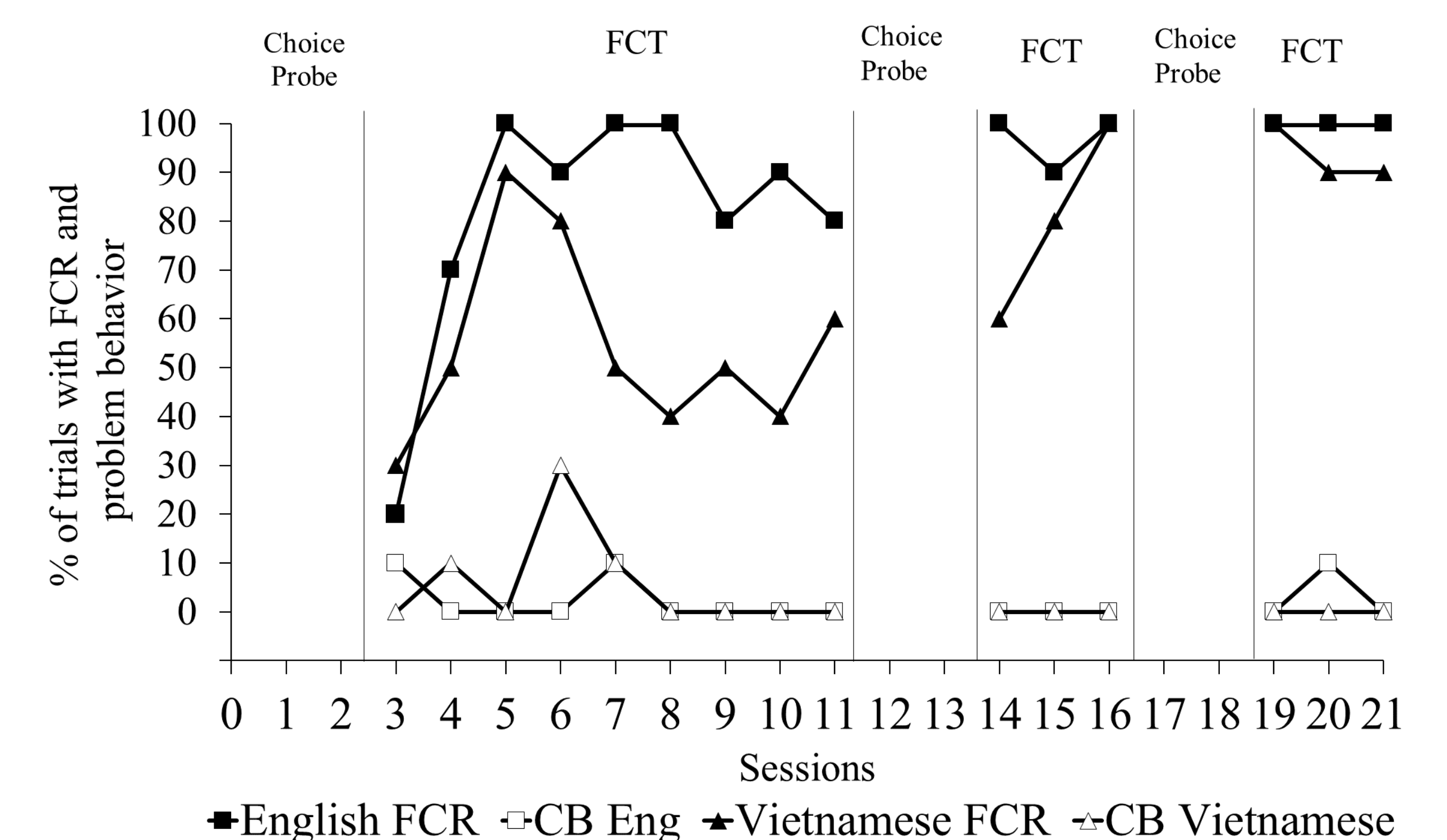


Fig 2. Results of FCT intervention

ABAI Poster Application

Title: Evaluation of Language Preference within Functional Communication Training

Program Area: AUT – The Autism Program

Submission Domain: Applied Research

Abstract: Prior studies have demonstrated the efficacy of Functional Communication Training (FCT) in reducing challenging behaviors while fostering communication. However, there has been a shortage of research investigating whether FCT can influence the language preference of bilingual individuals with autism. This study aims to assess whether language preference undergoes changes as a consequence of FCT, specifically focusing on a single case involving a 6-year-old boy with autism from a bilingual Vietnamese-English family. To investigate this, the researcher administered language preference assessments before, during, and after the implementation of FCT. During the FCT sessions, the participant was instructed in both languages to acquire functional communication responses (FCRs) that would replace challenging behaviors. The findings indicate a shift in the participant's language preference, with a quicker acquisition of English FCRs compared to Vietnamese. Additionally, the frequency of challenging behaviors decreased significantly to zero rates in both Vietnamese and English settings. The study concludes by acknowledging its limitations and offering suggestions for future research endeavors.

Supporting Graph or Table:

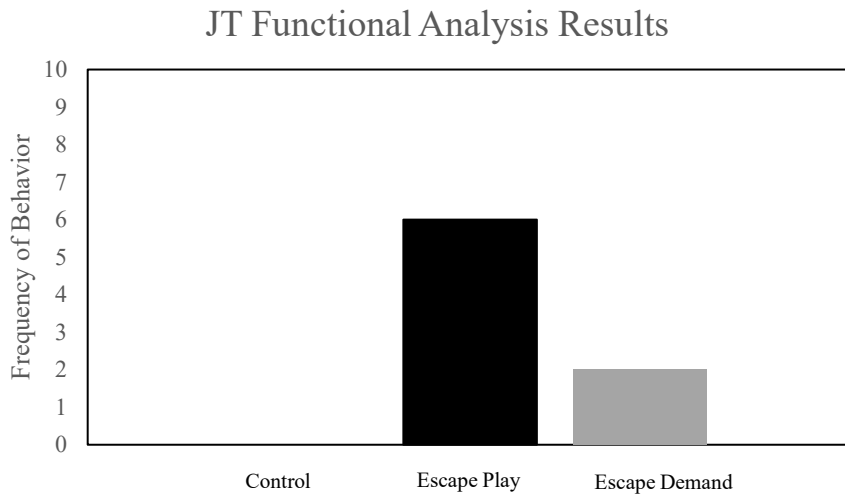


Fig 1. Results of brief functional analysis

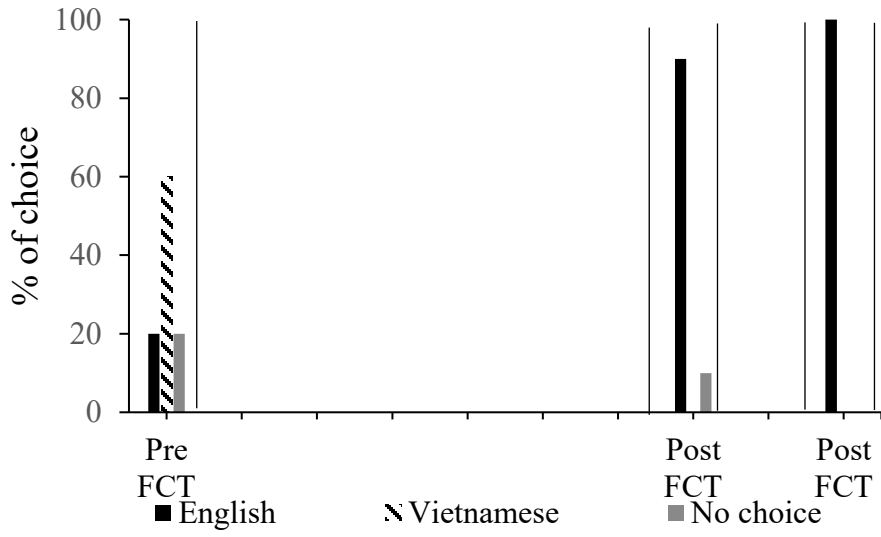


Fig 2. Results of language preference assessment

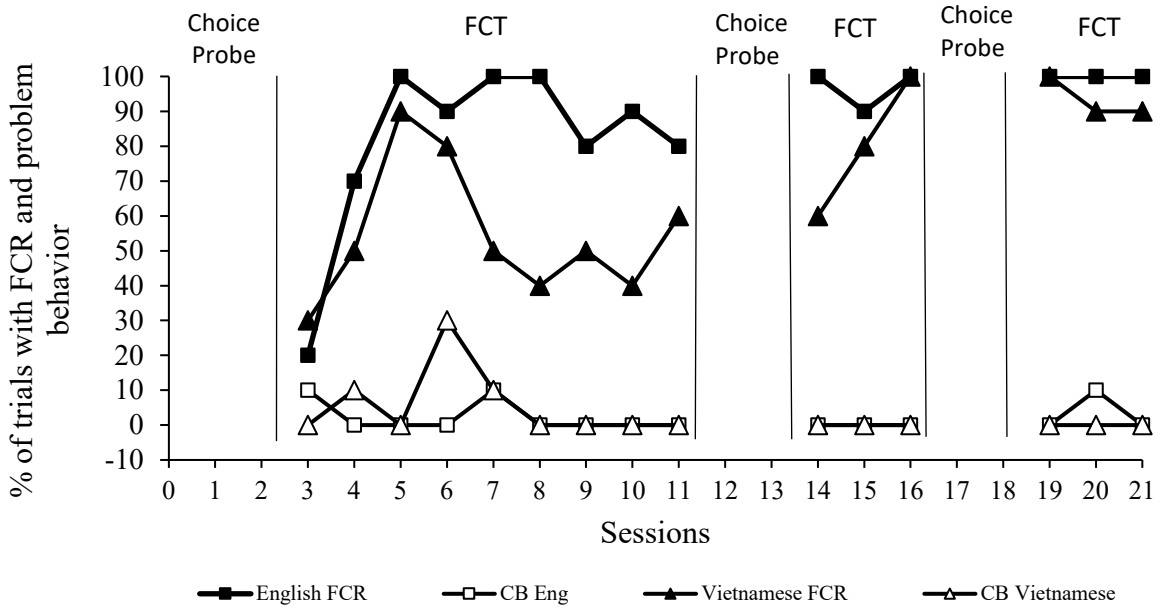


Fig 3. Results of FCT intervention

Keyword or Phrases: language preference, FCT, bilingual, Vietnamese

Funding: N/A

COI: N/A

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