

Graphed Data

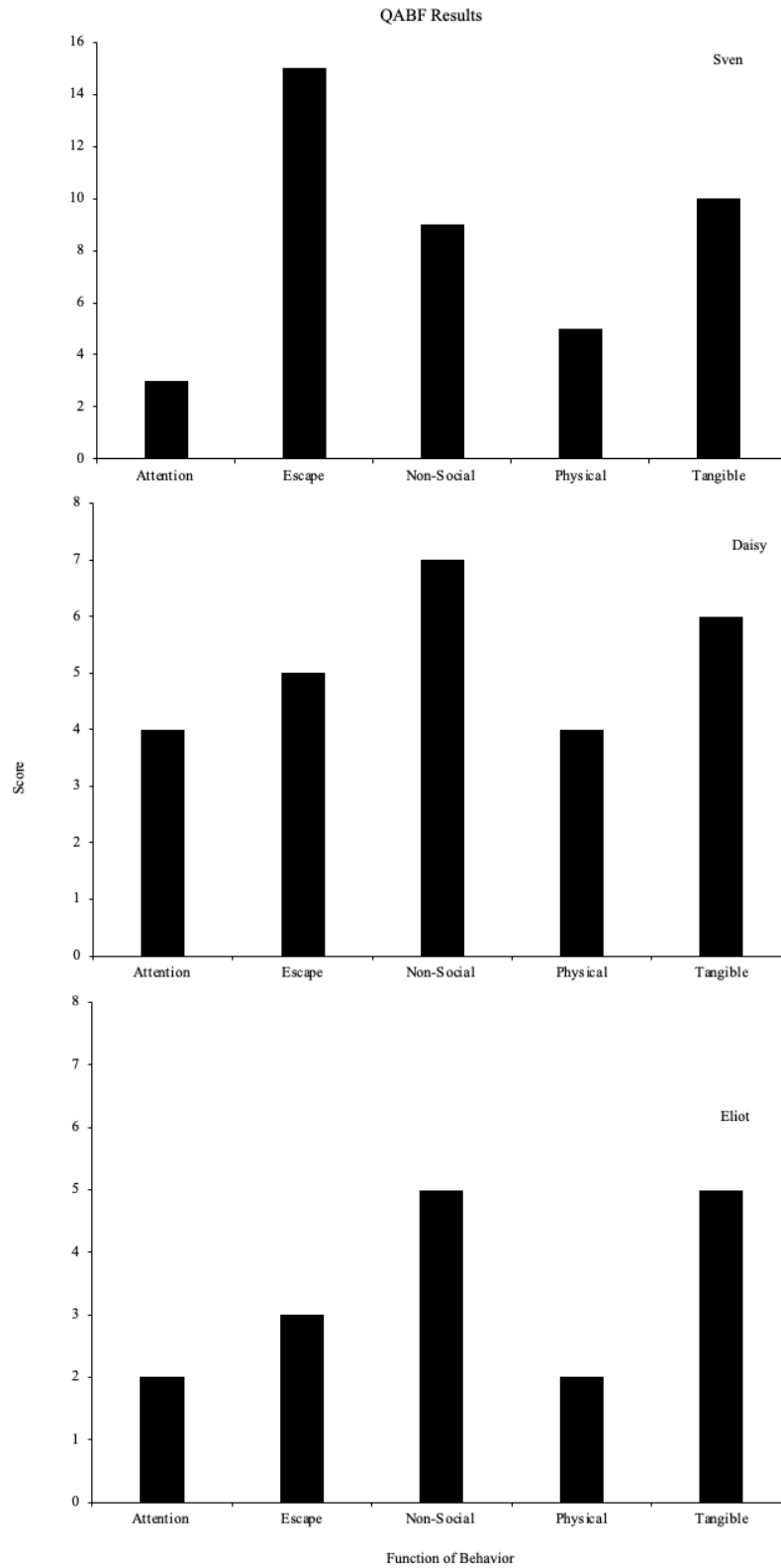


Figure 1. Results of the Questions About Behavioral Function (QABF).

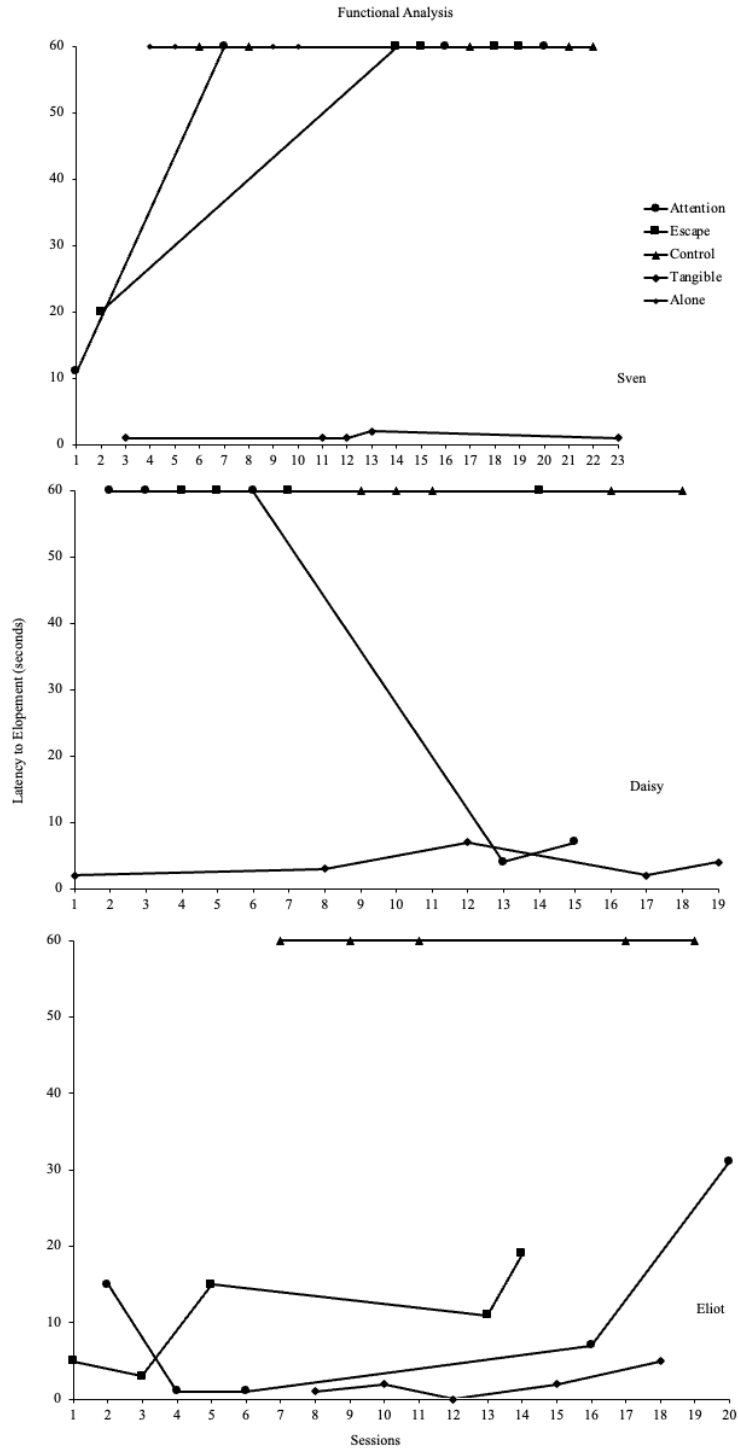


Figure 2. Functional analysis results for Sven (top tier), Daisy (middle tier), and Eliot (bottom tier).

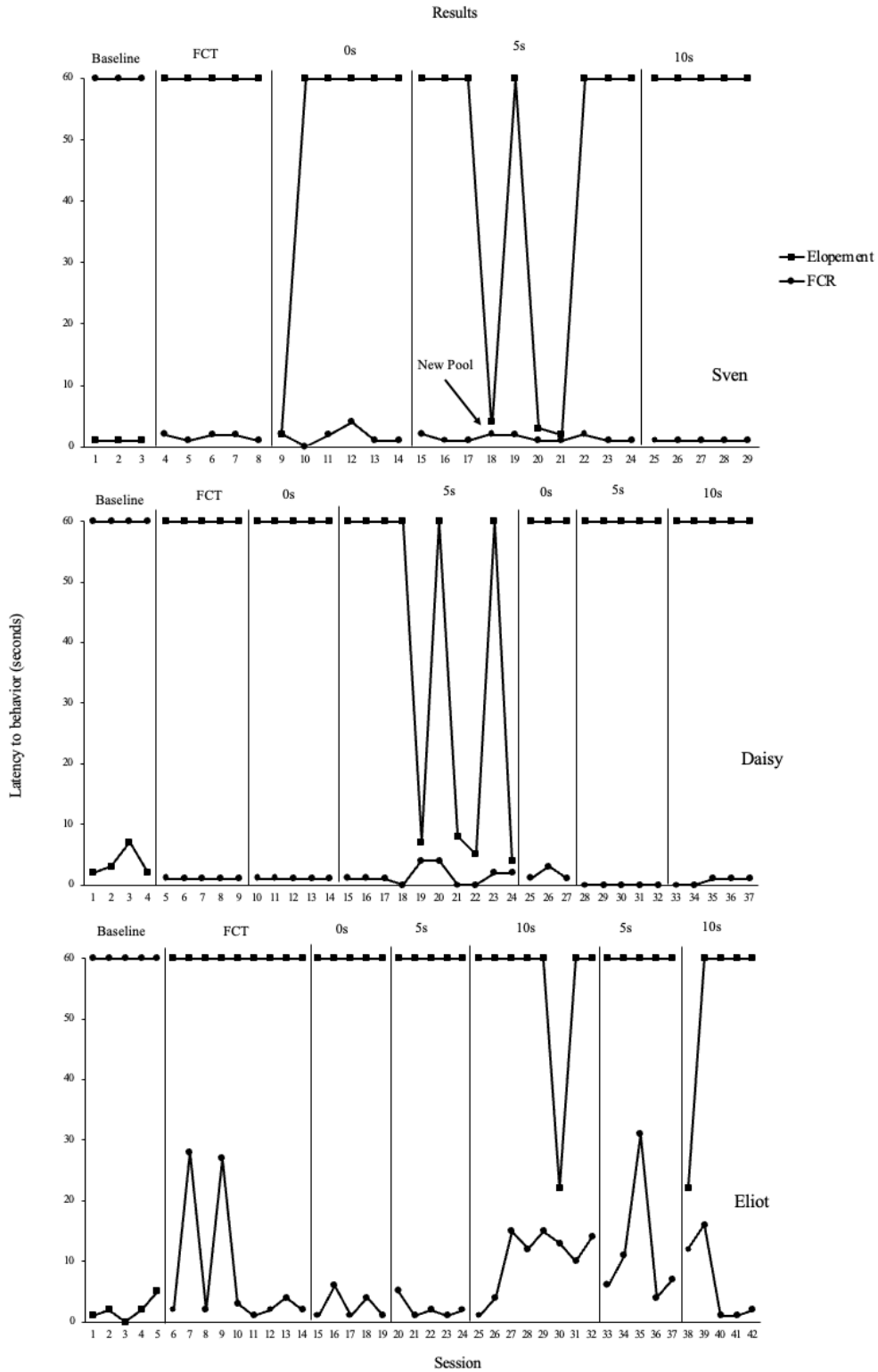


Figure 3. Results for Sven (top tier), Daisy (middle tier), and Eliot (bottom tier). FCT = Functional communication training.

Table 1

Table depicting the results of the Treatment Acceptability Rating Form (TARF-R).

Item	Question	<i>M</i>	Range
1	I find this approach to be an acceptable way of assessing and treating my child's elopement behavior.	5	5
2	I would be willing for this procedure to be used again to assess and treat my child's elopement behavior.	5	5
3	I believe it would be acceptable to use this assessment and treatment without my child's consent.	4	3-5
4	I like the procedures used in this assessment and treatment.	5	5
5	I believe this assessment and treatment is likely to be effective in identifying the factors that cause my child's elopement behavior.	4.67	4-5
6	I believe my child experienced discomfort during the assessment and/or treatment.	4.67	4-5
7	I believe the assessment and treatment is likely to result in permanent improvement in my child's elopement behavior.	4.67	4-5
8	I believe it would be acceptable to use this assessment and treatment with people who cannot choose assessment and treatment for themselves.	4.67	4-5
9	Overall, I had a positive reaction to this assessment and treatment.	5	5

References

- Anderson, C., Law, J. K., Daniels, A., Rice, C., Mandell, D. S., Hagopian, L., & Law, P. A. (2012). Occurrence and family impact of elopement in children with autism spectrum disorders. *Pediatrics, 130*(5), 870–877. <https://doi.org/10.1542/peds.2012-0762>.
- Boyle, M. A., & Adamson, R. M. (2017). Systematic Review of Functional Analysis and Treatment of Elopement (2000-2015). *Behavior Analysis in Practice, 10*(4), 375–385. <https://doi.org/10.1007/s40617-017-0191-y>.
- Call, N. A., Pabico, R. S., Findley, A. J., & Valentino, A. L. (2011). Differential reinforcement with and without blocking as treatment for elopement. *Journal of Applied Behavior Analysis, 44*(4), 903–907. <https://doi.org/10.1901/jaba.2011.44-903>.
- Cengher, M., Budd, A., Farrell, N., & Fienup, D. (2017). A review of prompt-fading procedures: Implications for effective and efficient skill acquisition. *Journal of Developmental and Physical Disabilities, 30*(2), 155–173. <https://doi.org/10.1007/s10882-017-9575-8>.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.
- Davis, T. N., Durand, S., Bankhead, J., Strickland, E., Blenden, K., Dacus, S., Pond Hannig, A., Hauptert, M., Fuentes, L., & Machalicek, W. (2013). Brief report: Latency functional analysis of elopement. *Behavioral Interventions, 28*(3), 251–259. <https://doi.org/10.1002/bin.1363>.
- Falcomata, T. S., Roane, H. S., Feeney, B. J., & Stephenson, K. M. (2010). Assessment and treatment of elopement maintained by access to stereotypy. *Journal of Applied Behavior Analysis, 43*(3), 513–517. <https://doi.org/10.1901/jaba.2010.43-513>.

- Foran-Conn, D., Hoerger, M., Kelly, E., Cross, R. R., Jones, S., Walley, H., & Firth, L. (2021). A comparison of most to least prompting, no-no prompting and responsive prompt delay procedures. *Behavioral Interventions*, *36*(4), 1024–1041. <https://doi.org/10.1002/bin.1808>.
- Hanley, G. P., Iwata, B. A., & Thompson, R. H. (2001). Reinforcement schedule thinning following treatment with functional communication training. *Journal of Applied Behavior Analysis*, *34*(1), 17–38. <https://doi.org/10.1901/jaba.2001.34-17>.
- Gerow, S., Hagan-Burke, S., Rispoli, M., Gregori, E., Mason, R., & Ninci, J. (2018). A systematic review of parent-implemented functional communication training for children with ASD. *Behavior Modification*, *42*(3), 335–363. <https://doi.org/10.1177/0145445517740872>.
- Ghaemmaghami, M., Hanley, G. P., & Jessel, J. (2021). Functional communication training: From efficacy to effectiveness. *Journal of Applied Behavior Analysis*, *54*(1), 122–143. <https://doi.org/10.1002/jaba.762>.
- Guan, J., & Li, G. (2017). Characteristics of unintentional drowning deaths in children with autism spectrum disorder. *Injury Epidemiology*, *4*(1), 32. <https://doi.org/10.1186/s40621-017-0129-4>.
- Jessel J., Ingvarsson E.T., Metras R., Whipple R., Kirk H. & Solsbery, L. (2018). Treatment of elopement following a latency-based interview-informed, synthesized contingency analysis. *Behavioral Interventions*, *33*(3), 271–283. <https://doi.org/10.1002/bin.1525>.
- Landa, R. K., Hanley, G. P., Gover, H. C., Rajaraman, A., & Ruppel, K. W. (2022). Understanding the effects of prompting immediately after problem behavior occurs

- during functional communication training. *Journal of Applied Behavior Analysis*, 55(1), 121–137. <https://doi.org/10.1002/jaba.889>.
- Lang, R., Rispoli, M., Machalicek, W., White, P. J., Kang, S., Pierce, N., Mulloy, A., Fragale, T., O'Reilly, M., Sigafos, J., & Lancioni, G. (2009). Treatment of elopement in individuals with developmental disabilities: A systematic review. *Research in Developmental Disabilities*, 30(4), 670–681. <https://doi.org/10.1016/j.ridd.2008.11.003>.
- Langthorne, P., & McGill, P. (2011). Assessing the social acceptability of the functional analysis of problem behavior. *Journal of Applied Behavior Analysis*, 44(2), 403–407. <https://doi.org/10.1901/jaba.2011.44-403>
- Lehardy, R. K., Tiger, J. H., & Toussaint, K. A. (2013). A simplified methodology for identifying the function of elopement. *Journal of Applied Behavior Analysis*, 46(3), 675–685. <https://doi.org/10.1002/jaba.78>.
- Levy, K., Ainsleigh, S., & Hunsinger-Harris, M. (2017). Let's go under! Teaching water safety skills using a behavioral treatment package. *Education & Training in Autism & Developmental Disabilities*, 52(2), 186–193. <https://doi.org/10.1177/215416471705200208>.
- Mancil, G. R. (2006). Functional Communication Training: A Review of the Literature Related to Children with Autism. *Education and Training in Developmental Disabilities*, 41(3), 213–224. <http://www.jstor.org/stable/23880196>.
- Martin, C., & Dillenburger, K. (2019). Behavioural water safety and autism: A systematic review of interventions. *Review Journal of Autism and Developmental Disorders*, 6(4), 356–366. <https://doi.org/10.1007/s40489-019-00166-x>.

- McIlwain, L., & Fournier, W. (2017). Mortality & risk in ASD wandering/elopement 2011–2016. National Autism Association. <https://nationalautismassociation.org/wp-content/uploads/2017/04/NAAMortalityRiskASDElopement.pdf>
- Neely, L., Garcia, E., Bankston, B., & Green, A. (2018). Generalization and maintenance of functional communication training for individuals with developmental disabilities: A systematic and quality review. *Research in Developmental Disabilities, 79*, 116–129. <https://doi.org/10.1016/j.ridd.2018.02.002>.
- Neely, L., Graber, J., Kunnavatana, S., & Cantrell, K. (2020). Impact of language on behavior treatment outcomes. *Journal of Applied Behavior Analysis, 53*(2), 796–810. <https://doi.org/10.1002/jaba.626>.
- Neely, L., Carnett, A., Cantrell, K., Svoboda, M., et al. (2022). Functional communication training for toddlers at-risk for autism with early problem behavior. *Advances in Neurodevelopmental Disorders, 6*, 537–548. <https://doi.org/10.1007/s41252-022-00306-1>.
- Neidert, P. L., Iwata, B. A., Dempsey, C. M., & Thomason-Sassi, J. L. (2013). Latency of response during the functional analysis of elopement. *Journal of Applied Behavior Analysis, 46*(2), 312–316. <https://doi.org/10.1002/jaba.11>.
- O'Brien, M. J., Pelzel, K. E., Hendrix, N. M., Schieltz, K. M., Miller, K., Call, N. A., Tsami, L., Lerman, D. C., Berg, W. K., Kopelman, T. G., Wacker, D. P., & Lindgren, S. D. (2022). Parent ratings of generalized and indirect effects of functional communication training for children with autism spectrum disorder. *Behavior Modification, 46*(5), 971–1001. <https://doi.org/10.1177/01454455211018815>.

- Perrin, C. J., Perrin, S. H., Hill, E. A., & DiNovi, K. (2008). Brief functional analysis and treatment of elopement in preschoolers with autism. *Behavioral Interventions, 23*(2), 87–98. <https://doi.org/10.1002/bin.256>.
- Pullen, M., Neely, L., Kirkpatrick, M., & Alaeddini, A. (2024). Teaching poolside safety skills to decrease elopement-related incidents for children with ASD. *Journal of Developmental and Physical Disabilities, 36*(6), 1055–1068. <https://doi.org/10.1007/s10882-024-09978-0>.
- Reimers, T. M., & Wacker, D. P. (1988). Parents' ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. *Behavior Disorders, 14*(1), 7–15. <https://doi.org/10.1177/019874298801400104>.
- Rogers, L., Hemmeter, M. L., & Wolery, M. (2010). Using a constant time delay procedure to teach foundational swimming skills to children with autism. *Topics in Early Childhood Special Education, 30*(2), 102–111. <https://doi.org/10.1177/0271121410369708>.
- Slocum, T. A., Pinkelman, S. E., Joslyn, P. R., & Nichols, B. (2022). Threats to Internal Validity in Multiple-Baseline Design Variations. *Perspectives on Behavior Science, 45*(3), 619–638. <https://doi.org/10.1007/s40614-022-00326-1>.
- Stevenson, M. T., Ghezzi, P. M., & Valenton, K. G. (2015). FCT and delay fading for elopement with a child with autism. *Behavior Analysis in Practice, 9*(2), 169–173. <https://doi.org/10.1007/s40617-015-0089-5>.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10*(2), 349–367. <https://doi.org/10.1901/jaba.1977.10-349>.

Tarbox, R. S. F., Wallace, M. D., & Williams, L. (2003). Assessment and treatment of elopement: A replication and extension. *Journal of Applied Behavior Analysis, 36*(2), 239–244.

<https://doi.org/10.1901/jaba.2003.36-239>.

Traub, M. R., & Vollmer, T. R. (2019). Response latency as a measure of behavior in the assessment of elopement. *Journal of Applied Behavior Analysis, 52*(2), 422–438.

<https://doi.org/10.1002/jaba.541>.

Tucker, M., & Ingvarsson, E. T. (2021). Teaching water safety skills to children with autism spectrum disorder. *Behavioral Interventions, 36*(3), 535–549. <https://doi.org/10.1002/bin.1791>.