EVALUATION OF LANGUAGE PREFERENCE WITHIN FUNCTIONAL COMMUNICATION TRAINING

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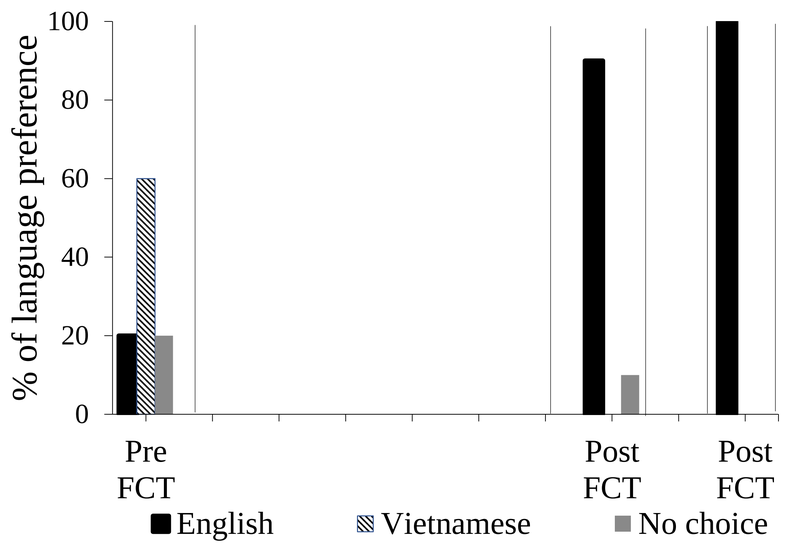
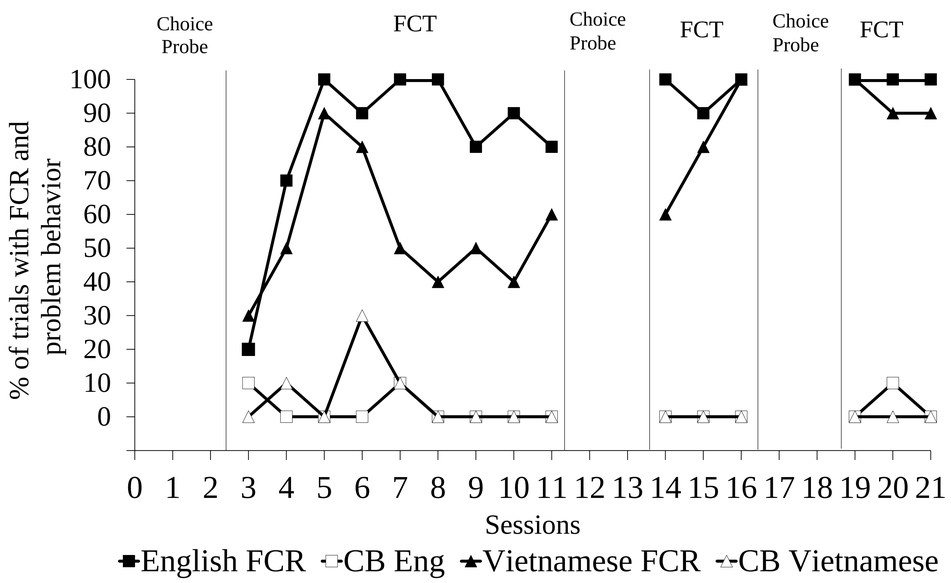
INTRO

- 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.





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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Participants

- 1 male (ASD)

Dependent Variables

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

Method

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

Conditions

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

Reliability

- IOA: 98% (R= 90-100%) for Vietnamese sessions, 100% for English sessions
- Fidelity: 100%

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.

Evaluation of Language Preference within Functional Communication Training

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Abstract

Previous research has shown that functional communication intervention (FCT) effectively reduces challenging behaviors while promoting communication; however, a limited number of studies have examined whether FCT intervention alters the language preference of bilingual individuals with autism. The purpose of this study is to evaluate whether language preference varied as a result of the intervention, specifically FCT. One 6-year-old boy with autism from a bilingual Vietnamese-English family participated. The researcher conducted a language choice assessment before, during, and after FCT. During FCT, the participant was

taught functional communication responses (FCRs) in both languages to replace challenging behavior. Results suggest that the participant's preference for the language of instruction changed after implementing FCT. For this participant, he acquired the English FCR faster than the Vietnamese FCR. The rate of challenging behavior decreased to zero rates in both Vietnamese and English. Limitations of this study and recommendations for future research will be discussed.

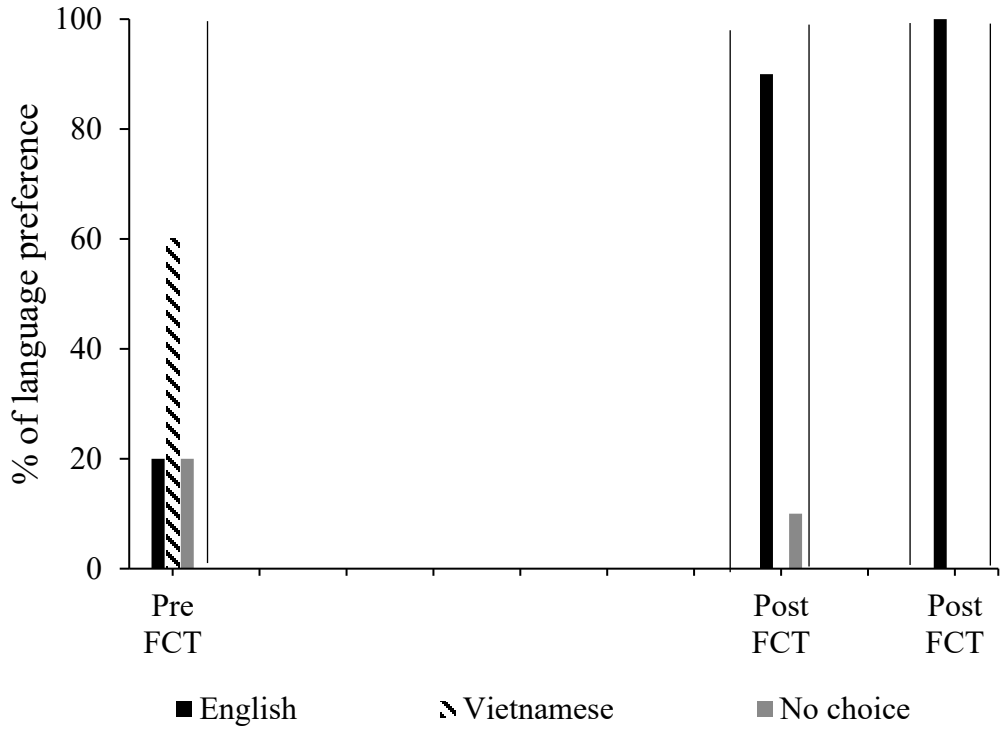

Figure 2. Results of language preference assessment

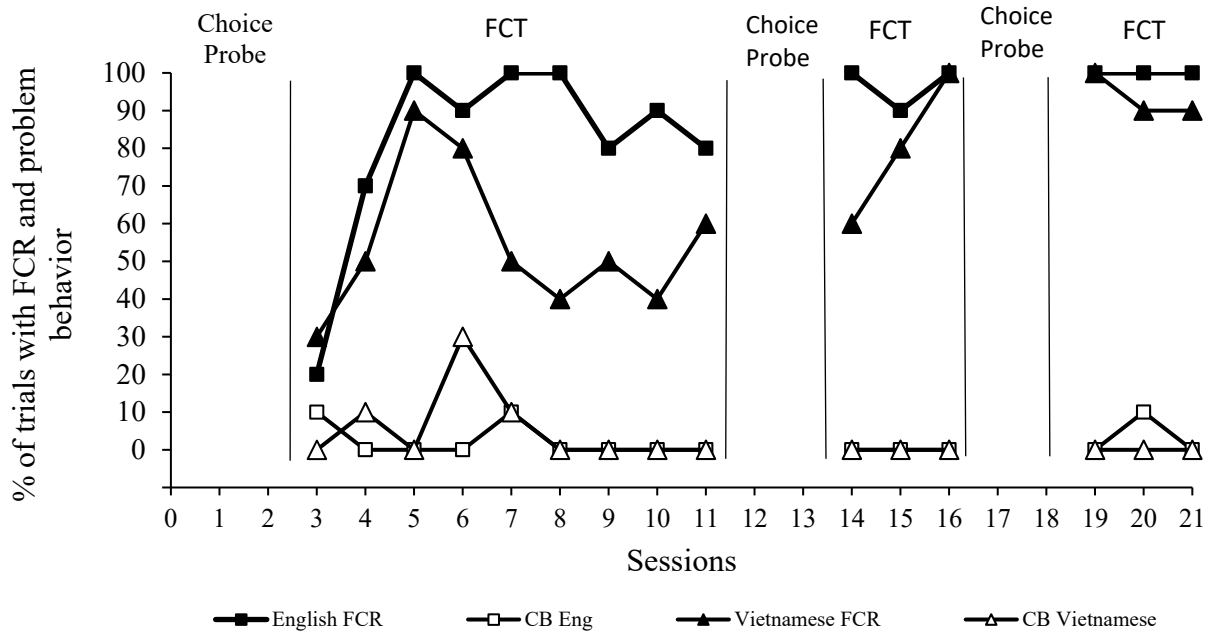

Figure 3. Results of FCT intervention

References

Aguilar, J. M., White, P. J., Fragale, C., & Chan, F. M. (2016). Preference for language of instruction of an English language learner with autism. *Developmental Neurorehabilitation, 19*(3), 207-210. doi:https://doi.org/10.3109/17518423.2015.1044133

Padilla Dalmau, Y. C., Wacker, D. P., Harding, J. W., Berg, W. K., Schieltz, K. M., Lee, J. F., . . . Kramer, A. R. (2011). A preliminary evaluation of functional communication training effectiveness and language preference when Spanish and English are manipulated. *Journal of Behavioral Education, 20*(4), 233-251. doi:https://doi.org/10.1007/s10864-011-9131-z

Functional Communication Training- Fidelity

ACCESS TO Preferred items

Client:	Rater:
Date:	Primary Reli
Caregiver/Researcher:	Session:

Directions for use: Mark (+) if implementer performed the step or (-) if implementer did not perform the step.

Target Problem Behavior:

Item	Criteria	+/-
1	The environment is prepared with highly preferred toys such as dinosaurs, slide, balls, scooter, elephant toy.	
2	Toys are within sight but out of reach of the child	
3	Teacher/parent engages the child in play	
4	When the child requests toy/activity, the teacher/parent repeats what they requested and gives access to the item	
6	Teacher/parent provides a new learning opportunity after 30s (says "my turn" and obtains preferred item)	
7	If the child engages in the target challenging behavior, the Teacher/parent does not provide access to preferred toys while maintaining child's safety	
8	If the child engages in the target challenging behavior, teacher/parent prompts the request (e.g., "dinosaur") only after child has ceased problem behavior for 3 sec	
9	To shape delay to independence, give more attention and praise to the good behavior and less attention and access to preferred items for problem behavior. For example, if the child engages in problem behavior during the wait period or requires prompting, the teacher/parent will give lower levels of reinforcement (neutral tone, less quantity/quality of reinforcer, etc.)	
10	If it is not possible to intrigue the child by adding to the play, the teacher/parent will allow access to preferred toy for 30s before initiating another trial (e.g., "my turn")	
	TOTAL	