## *Module:* Functional Communication Training (FCT)

# Implementation Checklist for Functional Communication Training (FCT)

Franzone, E. (2009). *Implementation checklist for functional communication training (FCT)*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

***Instructions**:* The Implementation Checklist includes each step in the process of implementing FCT. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

***Skills below can be implemented by a practitioner, parent, or other team member***

| | **Observation** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|---|---|---|---|---|---|---|---|---|---|
| | **Date** | | | | | | | | |
| | **Observer's Initials** | | | | | | | | |
| ***Planning (Steps 1 - 6 )*** | | | | | | | | | |
| **Step 1. Identifying the Interfering Behavior** | | **Score**** | | | | | | | |
| 1. Identify an interfering behavior or a subtle communicative form to be the interfering behavior. | | | | | | | | | |
| **Step 2. Completing a Functional Behavior Assessment (FBA)** | | | | | | | | | |
| 1. Complete a high-quality FBA that includes: | | | | | | | | | |
| a. indirect assessment (e.g., interviews, record reviews, questionnaires) and | | | | | | | | | |
| b. direct assessment (e.g., A-B-C observation). | | | | | | | | | |
| 2. Identify the function of the interfering behavior. | | | | | | | | | |

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| **Step 3. Identifying a Replacement Behavior as a Substitute for Interfering Behavior** | | **Score**** | | | | | | | |
| 1. Select a form of communication that is appropriate to the learner (e.g., signing, verbalizations, pictures). | | | | | | | | | |
| 2. Choose a replacement behavior that: | | | | | | | | | |
| a. can be taught in a short amount of time and | | | | | | | | | |
| b. allows the learner to quickly learn the behavior and gain access to the reinforcement. | | | | | | | | | |
| 3. Identify a replacement behavior that is acceptable and appropriate for the environment and the learner. | | | | | | | | | |
| 4. Choose a replacement behavior that is recognized by multiple communicative partners. | | | | | | | | | |
| 5. Incorporate attention-getting into the replacement behavior, if necessary (e.g., when using sign language). | | | | | | | | | |
| **Step 4. Designing Implementation Data Collection Procedures** | | | | | | | | | |
| 1. Implement data collection procedures that are functional, meaningful, and available to team members responsible for data collection. | | | | | | | | | |
| 2. Data are collected: | | | | | | | | | |
| a. before FCT is implemented (typically during the FBA process) and | | | | | | | | | |
| b. during the implementation of FCT (e.g., weekly). | | | | | | | | | |

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| **Step 4. Designing Implementation Data Collection Procedures (cont.)** | | **Score**** | | | | | | | |
| 3. Data collection focuses on: | | | | | | | | | |
| a. antecedents, | | | | | | | | | |
| b. prompts required by learner to produce the replacement behavior, | | | | | | | | | |
| c. frequency of the replacement behavior, | | | | | | | | | |
| d. frequency of the interfering behavior, and | | | | | | | | | |
| e. consequences of the replacement/interfering behavior (i.e., what happens right after the replacement/interfering behavior). | | | | | | | | | |
| 4. Use data to monitor FCT effectiveness and whether aspects of FCT need adjustment. | | | | | | | | | |
| **Step 5. Manipulating the Environment to Elicit the Interfering Behavior** | | | | | | | | | |
| 1. Teach the replacement behavior in the environments where the interfering behavior occurs. | | | | | | | | | |
| 2. Manipulate materials or activities to provide opportunities for repeated practice of the replacement behavior. | | | | | | | | | |
| **Step 6. Planning Opportunities for Generalization** | | | | | | | | | |
| 1. Teach the replacement behavior(s) with multiple communication partners. | | | | | | | | | |
| 2. Teach the replacement behavior(s) across multiple environments. | | | | | | | | | |
| 3. Train communicative partners to respond to the learner's use of the replacement behavior. | | | | | | | | | |

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| **Step 6. Planning Opportunities for Generalization (cont.)** | | **Score**** | | | | | | | |
| 4. Introduce varied vocabulary for requesting, if appropriate for learner's developmental level. | | | | | | | | | |
| ***Intervention ( Step 7 – 12)*** | | | | | | | | | |
| **Step 7. Prompting Learners to Use Replacement Behavior(s)** | | | | | | | | | |
| 1. Prompt the learner to use the replacement behavior, beginning with a prompt that ensures errorless learning. | | | | | | | | | |
| **Step 8. Not Reinforcing the Interfering Behavior** | | | | | | | | | |
| 1. Do not reinforce any instance of the interfering behavior, if possible. | | | | | | | | | |
| 2. Intervene as minimally as possible if the interfering behavior is potentially dangerous. | | | | | | | | | |
| 3. For subtle communicative acts, make the interfering behavior less efficient than the replacement behavior by: | | | | | | | | | |
| a. pausing after the learner uses the subtle communicative act,. | | | | | | | | | |
| b. asking, "What do you want?" | | | | | | | | | |
| c. prompting the learner to use the replacement behavior, and | | | | | | | | | |
| d. providing reinforcement for using the replacement behavior. | | | | | | | | | |
| **Step 9. Providing Reinforcement** | | | | | | | | | |
| 1. All communicative partners consistently provide immediate reinforcement in response to the replacement behavior. | | | | | | | | | |
| **Step 10. Shaping the Response** | | | | | | | | | |
| 1. Initially accept any approximation of the replacement behavior. | | | | | | | | | |

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| ***Progress Monitoring (Step 13)*** | | | | | | | | | |
| **Step 13. Monitoring Learner Progress** | | **Score**** | | | | | | | |
| 1. Collect progress monitoring data for individual learners to determine: | | | | | | | | | |
| a. learners' use of communicative acts in different settings, and | | | | | | | | | |
| b. the type and intensity of prompts needed by learners to use communicative acts correctly. | | | | | | | | | |
| 2. Use progress monitoring data to determine next steps. | | | | | | | | | |

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