

UNDERSTANDING RESTRICTED AND REPETITIVE BEHAVIORS IN HFA

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Behavioral Health Services

DSM-5

B. Restricted, repetitive patterns of behavior, interests, or activities...

1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat food every day).
3. Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest).

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RESTRICTED REPETITIVE BEHAVIORS (RRBs)

Lower-Order	Higher-Order
<ul style="list-style-type: none">• Hand Flapping• Vocal Babble• SIB	<ul style="list-style-type: none">• Insistence on Sameness• Ritualistic Patterns of Behavior• Perseverative Interest

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TOPOGRAPHY (WHAT DOES IT LOOK LIKE)





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PREFERRED INTEREST (PI)

<p>Pros</p> <ul style="list-style-type: none"> • Leisure / Hobbies • Connect Socially with others • Expertise 	<p>Cons</p> <ul style="list-style-type: none"> • Competes with other activities • Limits social opportunity/isolating • Increased parental stress
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THINGS TO CONSIDER...

- Is the PI topic socially appropriate? (i.e., content, age, setting)
- Frequency?
- Are they missing out on things? (i.e., academics, social time with friends and family)
- How do others respond or feel about this behavior? (i.e., adults, peers, novel persons, friends.)

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FIND THE “WHY” (WHAT DO THEY GET OUT OF THEIR RRB?)

1. Assess Function

- Interview
- Observation
- Hypothesis
- Test

2. Action Plan: Skill building and/or Behavior Reducing

3. Assessment Plan, Modify as Needed



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INTERVIEW

- Parents, Teachers, Friends, The PERSON
- How do they feel when they are talking about their PI? How do they feel when they are talking about other things?
 - Social interactions are hard for me, PI talk is less stressful.
 - PI talk is more fun!
 - When I talk about PI I can be the leader of the conversation or teacher.
- What do they get from the conversations?
 - Share my expertise.
 - Other people to stay on my topic.
 - I find my people.

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OPEN-ENDED ASSESSMENT INTERVIEW

Open-Ended Functional Assessment Interview

Developed by Gregory P. Hanley, PhD, BCBA-D (Revised August 2002; Revised August 2009)

Date of interview: Child/Client: Interviewer:

Respondent: Respondent's relation to child/client:

RELEVANT BACKGROUND INFORMATION

1. His/her date of birth: Age: yrs ☐ no ☐ Check one: Male ☐ Female ☐

2. Describe his/her language abilities:

3. Describe his/her play skills and preferred toys or leisure activities:

4. What else does he/she prefer?


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OBSERVATION

- Skill Deficits
 - Begin/End a conversation
 - Topic maintenance of other topics
 - Reciprocity
 - Perspective taking
 - Response to Interruption
- FA Conditions
 - Alone
 - Escape/Avoid
 - Attention
 - Answers
 - Access to Reciprocal Dialogue




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HYPOTHESIS

• When _____ is
(condition), likely to engage in
high rates of PI talk because
_____ & _____.

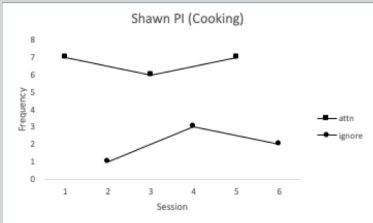


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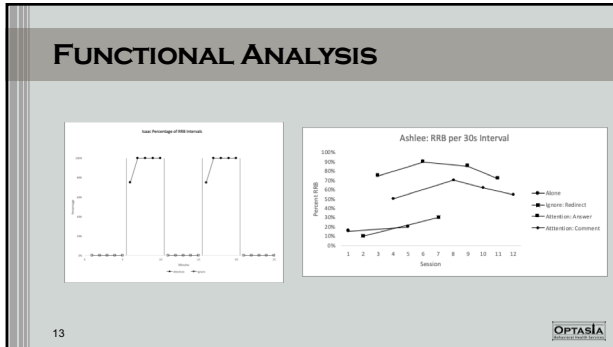
TEST: FA

- How Often?
- All The Time!



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- ### ACTION PLAN
- Whether or not to intervene.
 - How much to intervene?
 - How to intervene.
 - Skill Building
 - Behavior Reducing
 - Teaching Procedures: Modeling, Shaping, Prompting, Reinforcement...
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- Hanley, G., P., (2009). Open-Ended Functional Assessment Interview. Retrieved from: <https://www.abainternational.org/media/46721/HanleyFAInterview.pdf>
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