

## Functional Idiographic Assessment Template-2 (FIAT-2) Roadmap, Process, & Key Elements

Functional assessment of dynamic interpersonal interaction examines

- **2 people** (client and member of the community) with
- **2 roles** [behaving towards (speaker); behaving in response to: (listener)] across
- **5 Response Classes** using
- **3 Contingency Skills**

FIAT goal

- Create contextually based, dynamic idiographic case conceptualization to focus treatment given client values, goals, and current difficulties
- Determine client goals for dealing with own struggles and interpersonal relationships and where to help client develop broader, more flexible behavioral repertoires

FIAT assessment includes

- Client issues in context of other people in community AND with therapist in-session
- Assessment of community members who interact with client and could support client change

FIAT behaviors are defined

- As effective, ineffective, problematic based on context of client's history, client's community, client's goals, goals for therapy (Problems are repertoires that are narrow, ridged, or fixed)
- Through client reports, interview assessment, in-session therapist observations

<b>Roadmap for Assessment &amp; Case Conceptualization</b>			
Who is this client [identities, culture, history, etc.]? What are the client's problems?			
<b>FIAT</b> How are problems experienced interpersonally?			
Client problems in interactions <b>with others</b> are		As I interact with client <b>in-session</b> , problems are	
<i>as speaker</i> (behaving towards others)	<i>as listener</i> (responding to others)	<i>as speaker</i> (behaving towards therapist)	<i>as listener</i> (responding to therapist)
How do problems align with <b>5 Response Classes?</b>			
What would a broad, flexible, generative repertoire look like for each <i>Class</i> ?			
In-session		Outside with others	
<b>Functional Assessment of target problems</b>			
What are the antecedents?		What are the consequences?	
In-session	Outside with others	In the shorter-term (gains/costs)	In the longer-term (gains/costs)
What <b>Contingency Skills</b> are needed to help client change behavior?			
Antecedent Detection Skills	Response Skills	Consequence Reception Skills	
How do I help the client promote and maintain changes <b>in- AND outside session</b> in community? (Assessment of others' skills to prompt, respond, reinforce)			
Antecedent Skills	Response Skills	Consequence Skills	
Safely?		Supportively?	

## FIAT-2 PROCESS

### Context and Problem Identification

1. Who is this client as a person (identities, culture, current context, history)?
2. How are their problems experienced intrapersonally and interpersonally with others?
  - Watch for how problems show up in interactions client describes outside of session and in-session with therapist.
3. In what **role** does the client have difficulties/problems in the interaction with others AND therapist
  - as *speaker* – behaving towards others
  - as *listener* – responding to others
4. Determine which type of problematic behaviors client struggles with using **Five Response Classes**

Five Response Classes	
<b>Class A: Assertion of Needs &amp; Values</b>	Identification and assertion of needs or values
<b>Class B: Bidirectional Feedback &amp; Impact</b>	Identifying impact, giving feedback to others, & responding to feedback by others
<b>Class C: Conflict &amp; Compromise</b>	Identifying and responding to disagreement & conflict; moving to compromise & resolution
<b>Class D: Disclosure</b>	Disclosing personal content or experiences
<b>Class E: Emotion Experience &amp; Expression</b>	Identifying, experiencing, and expressing feelings

5. **In-session Assessment:** Identify how behavior will occur in-session with therapist
  - Targets & goals
    - Where, when, with therapist do these problems occur?
    - What do these look like?
    - What would improvement (broad, flexible, generative repertoire) look like here?
  - Does therapist have corresponding repertoire to address problem (ability to prompt/model/reinforce)?
    - Are there concerns about repertoire/skills/blind spots/similar problems?
6. **Community Assessment:** Identify how behavior can/does/will occur with others outside of session
  - Targets & goals
    - Where, when, with whom do these problems occur?
    - What do these look like?
    - What would improvement (broad, flexible, generative repertoire) look like here?
  - Consider
    - Are there safety issues/concerns/others with similar problems?
    - Are there others to practice with/likely support (prompt/model/reinforce)?

### Functional Assessment

7. Within each *Response Class*, use **Functional Assessment** (ABCs) to determine what gives rise to and maintains client problem behavior and what are short- and long-term gains/costs

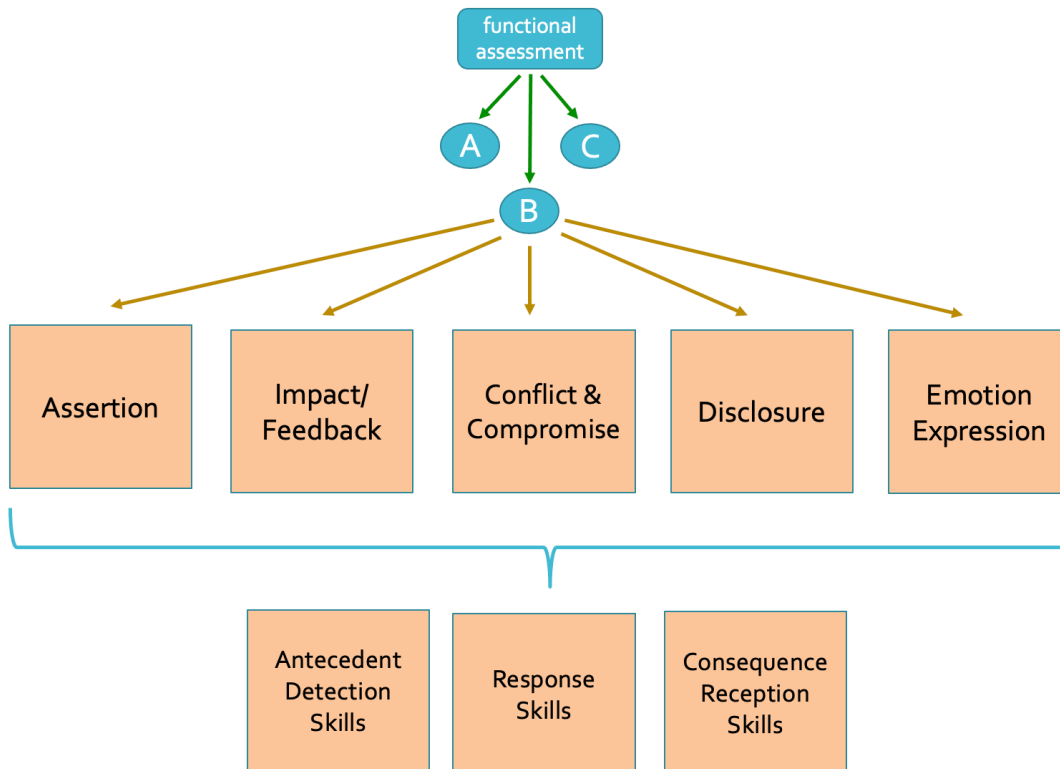
Functional Assessment		
3 Contingencies for client behavior		
A [ $S^D$ ] <i>Antecedents</i>	B [ $R$ ] <i>Behaviors</i>	C [ $S^R$ ] <i>Consequences</i>
Assessing what comes before/occasions behavior	Assessing what, specifically, person is doing	Assessing what sustains/reinforces behavior

## Targeting Skills for Change

8. Within each *Response Class* determine which **Contingency Skills** would help client accomplish their goal

3 Contingency Skills to focus intervention with FIAT-2 (full list below)		
<b>A</b> <i>Antecedent Detection/ Discrimination Skills</i>	<b>B</b> <i>Response Skills</i>	<b>C</b> <i>Consequence Reception Skills</i>
Teaching clients to discern context for behavior	Helping develop broad, flexible, generative responses	Helping clients contact and discern impact of their behavior

9. **In-session Targets** given assessment
- Clarify antecedent conditions that prompt behavior to occur in-session
  - Clarify how to supportively put client into contact with natural consequences of behavior
  - Differentially reinforce approximations to change shaping broad, flexible, generative repertoires
10. **Extending behavior to community**
- Identify how behavior can/does/will occur with others outside of session
    - Identify antecedent, response, or consequence skills of others
  - Prompt client practice
    - Identify others to practice with who will likely support behavior (prompt/model/reinforce)
    - Identify safety issues/concerns/others with similar problems



<b>3 Contingency Skills for each Response Class</b> [As Speaker or Listener across Response Classes A-E]	
<b>Antecedent Detection/Discrimination Skills</b>	
<b>Goals</b>	<b>Problems</b>
<p><b>Experience Discrimination</b></p> <p><b>Purpose discrimination</b> Interaction Purpose Discrimination [immediate] Relationship Purpose Discrimination [delayed] Interpersonal Repertoire Purpose Discrimination [distal]</p> <p><b>Opportunity discrimination</b> Situational &amp; Dispositional Discriminations</p>	<p><b>Discrimination Problems of Experience, Purpose, or Opportunity</b> Problems of frequency, duration, intensity Inability to Discriminate Problems with Generalization Restricted generalization &amp; Overgeneralization Hyperdiscrimination (hypervigilance to context)</p>

<b>Response Skills</b>	
<b>Goals</b>	<b>Problems</b>
<p><b>Response Discrimination</b></p> <p><b>Response Skills</b> Broad repertoire Flexible repertoire Generative repertoire</p>	<p><b>Response Discrimination Problems</b></p> <p><b>Response Skills Problems</b> Problems of frequency, duration, intensity Narrow, rigid, constrained responses Repertoire under aversive control (Escape/Avoid) Repertoire exerting aversive control</p>

<b>Consequence Reception Skills</b>	
<b>Goals</b>	<b>Problems</b>
<p><b>Orienting to Natural Consequences</b></p> <p><b>Impact Discrimination</b> Interaction Impact Discrimination [immediate] Relationship Impact Discrimination [delayed] Interpersonal Repertoire Discrimination [distal]</p> <p><b>Sensitivity to Direct Consequences</b></p>	<p><b>Problems with Orienting to Consequences and Impact Discrimination</b> Problems of frequency, duration, intensity Hyperdiscrimination (hypervigilance) Problems with Generalization Restricted generalization &amp; Overgeneralization</p> <p><b>Problems with Sensitivity to Consequences</b> Insensitivity to direct consequences Hypersensitivity to direct consequences</p>