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CORRECTION

# Correction to: Investigation of Functional Analysis Methodology in Adult Service Programs to Develop Efficient and Effective Treatment Approaches

Cynthia M. Anderson[1] · Sarah A. Weddle[1] · Margaret L. Walsh[1] · Jaclyn Guglielmo[1]

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**Correction to: Advances in Neurodevelopmental Disorders**
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The authors would like to correct three errors, none of which change the conclusions or interpretations presented. First, the text within the condition column label on Table 1 does not align with the corresponding description of the condition. The condition labels should be aligned with the description of the functional analysis conditions tested for each participant. Second, the symbol key for Fig. 1 was missing the labels which identify the condition being tested in the standard functional analysis. For both we neglected to detect the omissions and formatting errors that occurred when the final submission was converted to a proof. Third, Carlie's problem behavior for session 1 occurred at 2.4 responses per minute, and not 2.7 responses per minute as Fig. 1 depicted in the original article. This was an unintentional error during data entry.

The original article has been corrected.

The online version of the original article can be found at https://doi.org/10.1007/s41252-019-00118-w

✉ Cynthia M. Anderson
canderson@mayinstitute.org

[1] May Institute, Randolph, MA, USA

**Table 1** Description of standard functional analysis (FA) and IISCA conditions for Carlie, Parker, and Whitney

| Participant | Standard FA | | IISCA | |
|---|---|---|---|---|
| | Condition | Description | Condition | Description |
| Carlie | Escape | EO: sorting colored socks<br>C: 20-s break | Escape to attention + tangible test | EO: removal of tablet, sorting colored socks, diverted attention<br>C: 30-s break from task, statement of concern, access to tablet for 30-s, redirections and statements of |
| | Tangible | EO: tablet removed<br>C: 20-s access to tablet | | |
| | Attention | EO: attention diverted<br>C: 20-s redirections and statements of concern | | |
| | Control | Continuous attention and tablet, no demands | Control | Continuous attention and tablet, no demands |
| Parker | Escape | EO: fine motor demand with modeling clay (roll into forms)<br>C: 30-s break | Escape to attention test | EO: fine motor demand with modeling clay/stuffing envelopes & diverted attention<br>C: 30-s break with redirection and statement of concern |
| | Attention | EO: diverted attention<br>C: 30-s redirection and statement of concern | | |
| | Control | Continuous attention, preferred activity (shredding papers), no demands | Control | Continuous attention, preferred activity (shredding papers), no demands |
| Whitney | Escape | EO: fine motor task (inserting dominoes into a container with opening)<br>C: 20-s break | Escape to attention test | EO: fine motor task (inserting dominoes into container with opening) & diverted attention<br>C: 30-s break from task, redirection and statement of concern |
| | Attention | EO: diverted Attention<br>C: 20-s redirections or statements of concern | | |
| | Control | Continuous attention, preferred tangible (bean bag chair), no demands | Control | Continuous attention, preferred tangible (bean bag chair), no demands |

*EO* establishing operation for problem behavior. C consequence provided contingent on problem behavior.

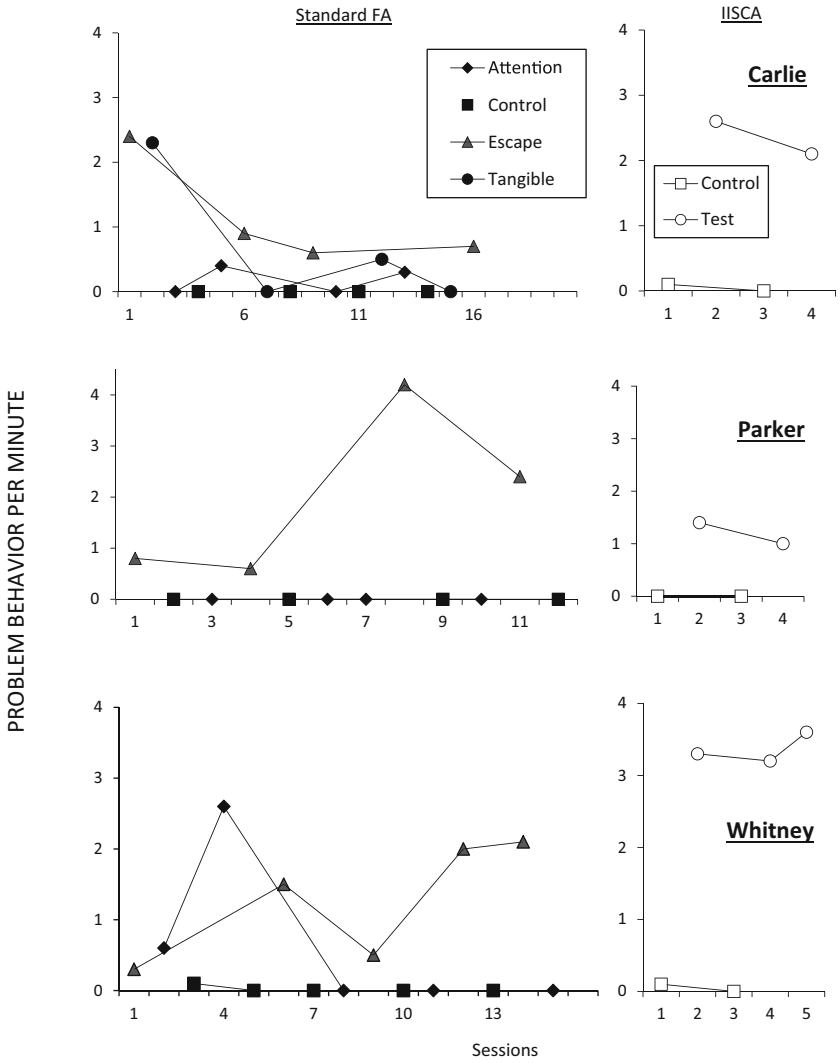


**Fig. 1** Problem behavior per minute for standard FA and IISCA for Carlie, Parker, and Whitney