Introduction
Tolu is 7 years old and has autism. He lives with his parents and younger brother. He has limited intellectual ability and does not use language to communicate. He enjoys listening to music and watching television.

Tolu’s parents both work and his mother would like to be able to go out to eat occasionally instead of cooking every meal. There is a fast food restaurant near their house that the family sometimes goes to. However, if Tolu’s father is not there, Tolu will stand on tables and chairs at the restaurant, refuse to leave the playground of the restaurant, and sometimes run away from his mother.

Functional Behavioral Assessment
The team interviewed Tolu’s mother and also observed Tolu’s behavior at the restaurant. They also videotaped Tolu at the restaurant. Tolu’s problem behaviors began while waiting in line. The team concluded that Tolu did not like waiting and line and would look for alternative, more desirable activities, which resulted in him trying to get away from his mother. The team also concluded that Tolu would display problem behaviors during the meal if he did not have enough social interaction from his mother and brother. Finally, Tolu would refuse to leave the playground because it meant giving up a highly desired activity for a less desired activity (riding in the car).

Measurement
The team attempted to find toys that Tolu liked and that could serve as reinforcers for desired behavior. They asked his mother what he preferred to play with and then presented the toy to Tolu to see his reaction. The team chose those toys that Tolu played with for the longest time—a tape recorder with his favorite music, bubbles, and a book with music.

The team measured Tolu’s problem behaviors such as hitting himself in the head, failing to listen to his mother, standing on tables or chairs, and running away from his mother. They also measured on-task behavior such as waiting in line and listening to his mother’s instructions.

Intervention
The team designed the intervention to give Tolu reinforcers for appropriate behavior. First of all, Tolu was given a drink to sip while waiting in line. Tolu’s mother decided what to order before going to the restaurant to cut down on waiting time. Tolu’s mother also chose a table that did not look out on the playground to help make it easier for Tolu to remain in his seat while eating. During the meal, Tolu’s mother let her children play with toys to help them remain at the table. Finally, after letting the children play at the playground for awhile Tolu’s mother would call them to go home. She let Tolu see her blowing bubbles so that he would have a preferred activity to replace the playground. They would then take turn blowing bubbles as they walked to the car.

Results
Before the intervention Tolu had on task behavior while waiting in line an average of 23% of the time, 42% of the time during the meal, and 21% of the time during departure. After the intervention his on-task behavior increased to 70% of the time during waiting, 78% of the time during the meal, and 91% of the time during departure. Before the intervention Tolu displayed problem behaviors 69% of the time during arrival, 53% during meals, and 79% during departure. After the intervention, Tolu displayed problem behavior 28% during arrival, 21% during meals, and 15% during departure. Tolu’s mother also showed more positive behaviors during the intervention.