

## The Evaluation of the Countercontrol. How to do it?

Giovanni Maria Guazzo\* and Consiglia Nappo

IRFRI-Gruppo Forte, Salerno, Italy.

**\*Correspondence:**

Giovanni Maria Guazzo, IRFRI-Gruppo Forte, Salerno, Italy.

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### ABSTRACT

*Control is one of the fundamental concepts in the study of the functional relationships between environment and behaviour, which are studied through the manipulation of environmental stimuli and contingencies to determine their effect on behaviour. For example, most approaches to modifying pupils' behaviour require teachers, through encouragement and motivation, to control their behaviour in some way. But what if the pupil perceives the educator's encouragement as an attempt to control his behaviour? Surely the pupil will evoke an operant behaviour whose function is to escape (avoid) the adverse conditions imposed by the other individual (teacher). This operant behaviour has the function of extinguishing or punishing the attempt of one person (the controller: the teacher) to exert control over another person's behaviour (the controlled: the learner) by evoking countercontrol responses.*

*This paper presents the Countercontrol Rating Scale (CRS), which was constructed to detect behaviours evoked to extinguish or punish the attempt of one individual (the controller) to exert control over the behaviour of another individual (the controlled).*

### Keywords

Control, Countercontrol, Evaluation, Functional relationships between the individual and the environment.

### Introduction

Control is one of the fundamental concepts in the study of the functional relationships between environment and behaviour, which are studied through the manipulation of environmental stimuli and contingencies to determine their effect on behaviour [1]. The term 'control', therefore, refers to behaviour used to influence the behaviour of another individual to achieve a set goal or desired state by manipulating one or more variables to achieve a specific goal.

For example, most approaches to modifying pupils' behaviour require teachers, through encouragement and motivation, to control their behaviour in some way. But what if the learner perceives the educator's encouragement as an attempt to control his or her behaviour? [2]. What problems can occur when one person (e.g. a teacher or parent), to fulfil their teaching or parenting role, controls another person's behaviour (e.g. a pupil or child)? Surely the pupil or child will evoke an operant behaviour whose function is to escape (avoid) the adverse conditions imposed by

the other individual (teacher or parent). This operant behaviour has the function of extinguishing or punishing the attempt of one person (controller: teacher or parent) to exert control over the behaviour of another person (controlled: pupil or child) by evoking countercontrol responses [3].

### The Countercontrol

The term countercontrol represents a repertoire of generalised response classes, evoked by a class of aversive stimuli and controlled by several variables. In other words, it is a response to socially mediated aversive consequences that are mainly reinforced through negative reinforcement (removal or weakening of socially mediated aversive stimuli) and can be further reinforced through positive reinforcement (attention from others). Countercontrol responses may involve emotional reactions such as frustration and anger, as well as behaviour that is aversive and does not reinforce the controller's behaviour. At the same time, the controlled person might evoke two types of responses: overtly aggressive or passive, i.e., without reactivity, dodging the controller's request [1].

Delprato [4] noted that avoidance or escape need not always occur, but a history of negative reinforcement contingencies and

intermittent positive reinforcement of countercontrol behaviour might be sufficient. Socially mediated aversive conditions may function as an Establishing Operation (EO) for countercontrol behaviour. Furthermore, individual differences in the history of aversive conditioning may influence the variability of countercontrol, under similar conditions, applied to the behaviour of different individuals who may find socially mediated aversive stimuli different.

In summary, countercontrol behaviour is established and maintained by socially mediated negative reinforcement, and once established, can be further reinforced by positive reinforcement. Negative reinforcement can occur through escape/avoidance of aversive control contingencies or reduction of the adversity of such contingencies when the countercontrol behaviour punishes or extinguishes the controller's behaviour. Positive reinforcement can occur when the countercontrol behaviour receives, for example, approval from others or access to preferred objects/activities. More generally, countercontrol represents a repertoire of generalised response classes, evoked by a class of aversive stimuli, controlled by multiple variables and may have various functions [3,5].

At this point, a question arises: Why does excessive social control continue to occur despite the increase in countercontrol and its deleterious effects? An answer to this question may lie in the concept of 'rule-governed behaviour' that contributes to understanding verbally mediated countercontrol responses and their dominance over direct environmental contingencies [6]. The following functional classes determine this dominance [7]:

- a) *Pliance* is behaviour controlled by social reinforcement (e.g. the teacher telling his pupils to speak in a lower voice);
- b) *Tracking* is a behaviour controlled by the correspondence between the rule and direct environmental contingencies (e.g. speaking in a lower voice allows all learners to follow the lesson without being distracted);
- c) *Augmenting*, indicates a type of behaviour that implies control by modifying the potential of the stimulus as reinforcement or punishment (e.g. a learner adheres to the teacher's demands after associating pliance with the rule with verbally constructed values, such as the importance of listening to the lesson for the most deficient learners in school learning);
- d) *Counterpliance* is behaviour whose control is also mediated by social reinforcements. Still, it is the opposite behaviour to that described in the rule reinforced by a verbal community (e.g. a pupil refuses to speak in a lower voice and his refusal is reinforced by the social approval of his peers who continue to speak up).

These classes can help understand countercontrol when rules are not adhered to, although repertoires are required for rule adherence [8]. Thus, the antecedents of countercontrol can be any aversive stimulus perceived by the subject, such as, for example, even a simple request from the parent: 'Put the toys back in the basket!', or from other more complex situations:

- 1) *Limited control of events in the setting*. The educator is prevented from fulfilling the subject's requests, and rejecting

such requests can serve as an EO and evoke a countercontrol directed at obtaining the desired result.

- 2) *Conditional and aversive stimuli*. Sensitivity to avoidant conditioned stimuli may have developed through past learning (extreme deprivation, misuse of reinforcement, ignoring effort, threats, etc.) or aversive contingencies (failure to deliver a promised reinforcer, inappropriate punishment, etc.). The latter can be mitigated through gradual exposure, by systematically attenuating specific dimensions of the aversive stimulus (e.g. intensity, duration, frequency) with differential reinforcement programmes for taking approximations of the target behaviour.
- 3) *Topographies and other dimensions of behaviour*. Familiar topographies of these problem behaviours, which could constitute countercontrol, include threats, physical aggression, destruction, self-harm, etc. [9]. However, the high variability in countercontrol topographies could be reduced through differential reinforcement of less dangerous behaviours such as non-compliance, persuasion, suggestions and advice.
- 4) *Contingent reinforcement*. As mentioned above, countercontrol often has multiple functions that cannot be adequately controlled for practical reasons, even if they arise through the various topographies of attention (e.g. social, medical, safety, etc.).
- 5) *Functional hypothesis of the false positive*. Countercontrol, as we have seen, is determined by the avoidance/avoidance of socially mediated aversive stimuli. However, secondary but prevalent consequences such as social attention and unapproved access to preferred activities can further reinforce and maintain the repertoire. Arguably, a functional analysis was conducted on these early instances of countercontrol. In that case, different results might be obtained than if an evaluation were conducted long after the countercontrol repertoire was learned.

These features, included in the concept of counter control, allow for assessing numerous socially relevant situations, from interpersonal conflicts and coercion to more complex social issues (political climate, public health, etc.). This reaffirms Skinnerian thinking that all behaviour is both *controlling* and *controlled*. In contrast, countercontrol is a presumably natural response to preserve individual freedom and choice by escaping or dodging control contingencies [10].

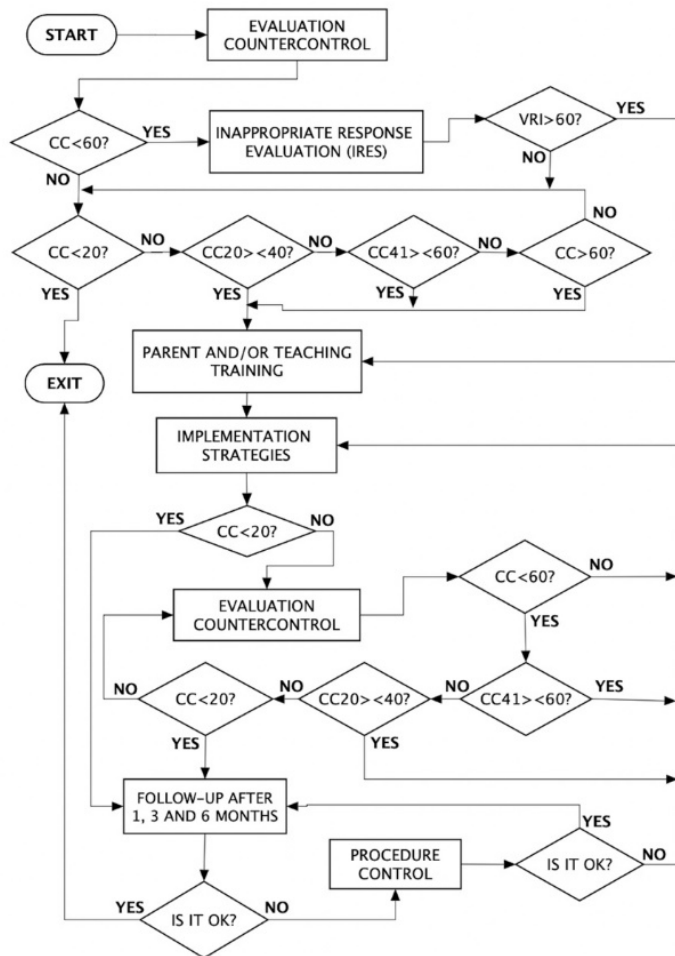
Educators often modify their behaviour in response to the child's behaviour, reinforcing the child's refusal and resorting to it when the child wants to avoid something. How do we assess whether the child's behaviour is a countercontrol response or has another purpose? In addition to carrying out a functional analysis, trying out several pairings between the various conditions (attention, escape, access to tangible objects and automaticity), it would be appropriate to use a clinical assessment tool that meets the objective criteria of reliability. The authors constructed the Countercontrol Rating Scale (CRS) to meet this need, which will be presented in the next section.

## The Countercontrol Rating Scale (CRS)

The RCS is an innovative instrument that allows one to identify whether the behaviours emitted by a subject of any age fall within the definition of ‘countercontrol’ given in the previous paragraphs and thus understand the complex social rules that govern the interactions between individuals and their environment.

In the construction phase of the instrument, an examination of the internal coherence of the items (item analysis) was administered to 49 subjects aged between 4 years and nine months and 12 years and three months (average age = 7.5 years) to verify the clarity and appropriateness of the items, listed in a randomised manner, and to have, in the case of difficulties, indications for a linguistic and functional revision of the same.

At the end of this process, the 25-item Countercontrol Rating Scale (CRS) was drawn up to be administered following the decision flow chart in Figure 1.



**Figure 1:** Decision-making flow chart used to evaluate the countercontrol and implement the intervention.

The choice of the items was made through four distinct phases:  
*Phase 1.* Analysis of the scientific literature on countercontrol;

*Phase 2.* Interpretation of the data collected and indication of the subjects to whom the questionnaire was administered in the pre-test phase, with a different number of items from the final choice;  
*Phase 3.* Selection of the items that best met the criteria chosen for the construction of the instrument;

*Phase 4.* Experimental administration to a sample of subjects for psychometric evaluation.

Implementing these phases reduced the items' margins of ambiguity as much as possible while favouring a more precise assessment of the countercontrol.

A 4-point numerical Likert scale (0 to 3) was chosen for the coding of the Scale's responses, where '0' corresponds to behaviour 'not emitted'; '1' corresponds to behaviour emitted 'sporadically'; '2' corresponds to behaviour emitted 'often'; and '3' corresponds to behaviour emitted 'always' (Table 1 and Appendix 1).

**Table 1:** Countercontrol Rating Scale (CRS).

COUNTERCONTROL RATING SCALE (CRS)				
BEHAVIOURS	0	1	2	3
01. Never does what is asked of him.	0	1	2	3
02. Willingly does something, which he has previously refused, only when he decides to do it.	0	1	2	3
03. Gets angry when someone interferes with his activities.	0	1	2	3
04. Forces people not to assume postures (crossed arms and/or legs, etc.).	0	1	2	3
05. Opposes any attempt to get him to make new choices (eat new foods, play a new game, etc.).	0	1	2	3
06. Has objects that only he can touch or play with.	0	1	2	3
07. Complains, showing displeasure or disapproval, and leaves or loses interest when the adult does not immediately deliver what was requested.	0	1	2	3
08. Expects specific rituals, routines and behaviours to be always respected with him.	0	1	2	3
09. Accepts, showing disinterest ('I don't care'), the non-delivery of a reinforcement.	0	1	2	3
10. Counteracts with inappropriate behaviour (aggression, swearing, throwing or smashing objects, shouting, giving orders, throwing oneself to the ground, pushing, running away) attempts to teach.	0	1	2	3
11. Refuses to greet and use social niceties ('Please', 'Thank you', etc.).	0	1	2	3
12. Forces the counterpart to do something he/she does not want to (pick up paper from the floor, answer questions, repeat something or label objects).	0	1	2	3
13. Dispenses dysfunctional behaviour (hitting, shouting, swearing, etc.) to a 'NO'.	0	1	2	3
14. Imposes certain behaviours (Proximity of an adult, reinforcements available on sight and under one's own control) both when having to perform an activity and in a normal routine situation.	0	1	2	3
15. Forces people never to use certain verbal expressions (OK, Move, Clean, etc.).	0	1	2	3
16. Walks away or refuses reinforcement if forced to complete a task.	0	1	2	3
17. Changes his aims and desires in response to adult attempts to satisfy them (e.g. if the educator tries to satisfy his desire to colour, he changes the aim or desire, and so on).	0	1	2	3
18. Maintains a dominant position (dictates the rules) within the environment.	0	1	2	3
19. Constantly shifts attention to other possible reinforcers to avoid responding to the initial request.	0	1	2	3
20. Refuses activities to his liking if they are proposed by others.	0	1	2	3
21. Expresses inappropriate behaviour in widely varying and sometimes completely contradictory circumstances.	0	1	2	3
22. Does not show interest in any possible reinforcers such as to induce him to respond even to simple requests.	0	1	2	3
23. Forces people to answer his interrogations, always with the same questions: What is your father's name? Where do you live? Who is in charge? Can I see your phone? etc.	0	1	2	3
24. He purposely does and says things that make people angry or embarrassed.	0	1	2	3
25. Does not respect the rules of the context.	0	1	2	3

Countercontrol behaviour emitted by the subject can lead to intense emotional reactions disproportionate to the stimuli, making it complex to manage the situation. The following formula can measure the Index of Countercontrol:

$$IC = \left\{ \left( \frac{\Sigma Q}{Z \times N} \right) \right\} 100$$

Where:

- IC = Index of Countercontrol;

-  $\Sigma Q$  = Summation of the Obtained Scores (OS) on the Countercontrol Rating Scale (CRS) in the contexts considered (School, Home, Rehabilitation Centre, Other);

- Z = 75 [Maximum Obtained Score (MOS) on the CRS];

- N = Number of environments in which the CRS was administered.

The sum transcribed in the square with the highlighted sides of the CRS (Table 1) for each context in which it was administered is reported in the column 'OS' (Obtained Score). The score is then divided by 75 (MOS, Maximum Obtainable Score) and multiplied by 100; the result is transcribed in the column 'IC' (Index of Countercontrol) in Table 2.

**Table 2:** The sum transcribed in the square with the highlighted sides of the CRS for each environment in which it was administered is reported in the column 'OS' (Obtained Score). The score is then divided by 75 (MOS, Maximum Obtainable Score) and multiplied by 100, and the result is transcribed in the column 'IC' (Index of Countercontrol).

COUNTERCONTROL [IC = (OS/75) x 100]			
Environments	OS	MOS	IC
Home with Parents		75	
Home with Educators			
School			
Rehabilitation Centre			
Others:			

The assessment of the Countercontrol is expressed in four 'ratings': 'VERY SEVERE' if the score is greater than 60% [it should be considered very severe even if the cut-off exceeds 60 even in a single environment without reporting any score <20 in the other contexts], 'SEVERE' if it is between 41 and 60 [it should be considered severe even if the cut-off is exceeded only in two environments while in the others it is <41], 'MODERATE' if it is between 20 and 40 in all environments [it should be considered moderate even if the cut-off is exceeded only in one environment while in the others it is <20].

If the score is <60 (i.e. it is not 'VERY SEVERE'), the Inappropriate Responses Evaluation Sheet (IRES) must be carried out; if the IRES score is >60, even in only one environment, the countercontrol is considered 'VERY SEVERE' (Table 3 and Appendix 2).

The reliability of the Scale, i.e. its capacity not to be excessively

affected by internal factors (ambiguity in the wording of the questions or variability of the phenomenon to be observed) or external factors (time of administration or characteristics of the examiner), was calculated through two methods: 1) agreement between independent observers and 2) internal consistency [11,12]. For the *inter-independent observer agreement* analysis, the CRS was given, with the corresponding instructions, to two different operators who had the task of compiling it by observing the same subject but at various times and in different environments without consulting each other. The inter-observer reliability, measured using Cohen's correlation coefficient k, was 0.83 (p<0.01). Furthermore, the *internal consistency* of the CRS was also assessed through Cronbach's alpha, which showed a value of 0.84 (p<0.01). Both results are statistically significant, confirming the sound design of the instrument (both for the consistency of the questions and the objectivity of the observation). A test-retest analysis was not yet possible.

**Table 4:** The sum transcribed in the square with the highlighted sides of the Evaluation of Inappropriate Responses (IRES), for each environment in which it was administered, is reported in the column 'OS' (Obtained Score), then divided by 30 (MOS, Maximum Obtainable Score) and multiplied by 100, the result is transcribed in the column 'GIR' (Grade of Inappropriate Responses).

INAPPROPRIATE RESPONSE [GIR = (OS/30) x 100]			
Environments	OS	MOS	GIR
Home with Parents		30	
Home with Educators			
School			
Rehabilitation Centre			
Others:			

### The Treatment of Countercontrol

At this point, the focus is on how to intervene to reduce countercontrol behaviour. Unfortunately, there are no experimental procedures for treating countercontrol per se other than those concerning general escape/avoidance behaviour (e.g., extinction by escape, gradual exposure, differential reinforcement of other alternative, incompatible behaviour, and punishment).

INAPPROPRIATE RESPONSE EVALUATION SHEET (IRES)				
BEHAVIOURS				
01) Emits hetero-aggressive behaviour (kicking, punching, scratching, pushing, etc.).	0	1	2	3
02) Speaks angrily offensive words (swear words, etc.) or profanity (blasphemy).	0	1	2	3
03) Forcefully throws objects that come within his reach (cups, notebooks, games, etc.).	0	1	2	3
04) Emits loud and prolonged shouting.	0	1	2	3
05) Tries to issue orders to interlocutors ('You put it back', 'Don't touch my things', etc.).	0	1	2	3
06) Lets himself/herself fall to the ground with impetus.	0	1	2	3
07) Destroys toys, objects, etc. or damages furniture, walls, etc.	0	1	2	3
08) Uses angry statements such as: 'I ... am in charge here'; 'You ... are not in charge of me'	0	1	2	3
09) Pushes the interlocutor forcefully.	0	1	2	3
10) Flees, or attempts to flee, from the setting.	0	1	2	3

**Table 3:** Inappropriate Response Evaluation Sheet (IRES).



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Schramm [3] developed the following rules for overcoming controlling behaviour that children may engage in towards others:

*Rule 1:* Do not let countercontrol behaviour change the will to pursue teaching. All responses that produce a more submissive attitude than the initial demands reinforce the countercontrol behaviour, making it more likely.

*Rule 2:* Do not let the child's countercontrol behaviour change how you reinforce it. Avoid changing the way you reinforce in response to countercontrol behaviour.

*Rule 3:* Remain calm and in control of your emotions. If you encounter difficulties, abandon the interaction. Do not display emotions determined by countercontrol behaviours (embarrassment, anger, displeasure, etc.), and leave the interaction if possible.

*Rule 4:* Whenever possible, include choice in directions, including choices about the order of activities, and reinforce any difficult decisions the child makes quickly and appropriately. Offering a selection (e.g. between two activities or two reinforcers) when he is not allowed to do what he wants is an appropriate way to give him a feeling of control, preventing him from resorting to countercontrol.

*Rule 5:* Know which behaviour you want to reinforce and which you want to eliminate. Teach him to gain control of appropriate behaviour in his environment in positive ways, preventing his inappropriate attempts (countercontrol) from succeeding.

*Rule 6:* Whenever the child uses inappropriate behaviour, consider placing him in an extinction situation until he makes a more appropriate choice. If the child behaves inappropriately to gain control or to counteract the rules of the context, he/she must immediately be placed in an extinction situation. This means inappropriate behaviour cannot be reinforced, giving the child the feeling of having gained more control over the setting.

*Rule 7:* Do not let 'I don't care' behaviour stop the use of extinction. The more controlling a child is, the more likely he is to try to convince his interlocutor that he does not care about attempts to give a consequence to his actions. If the responses change according to the child's supposedly disinterested behaviour ('say I don't care', 'put your hands over your ears', 'smile or laugh', etc.), the power of his refusal is reinforced, which he will use in the future to avoid something.

*Rule 8:* Capture and create motivation but avoid convincing the child that something is motivating. Capturing motivation requires identifying what is reinforcing and using it to get the child to participate in instruction or an activity, whereas 'creating motivation' is about making a known or potential reinforcer available and testing whether the desire for that reinforcer (the motivation for the object) can be used to teach. The problem arises when the child realises that the objective is to create motivation and starts to countercontrol, showing less and less interest in the elements that the other person introduces.

*Rule 9:* Try to disguise attempts to make the child appreciate new things. It is essential to identify and introduce new objects (reinforcers) that are thought to have aspects the child likes, but great care must be taken in how they are presented. If the child

realises you are trying to interest him in something, objects with excellent reinforcing value might be rejected because of his desire for control.

*Rule 10:* Always take care of the safety of other students and siblings. Not only should caregivers be instructed on how to interact with a child with strong controlling tendencies, but it is also important that other children in his environment learn to interact in ways that keep them safe and help their interactions with him be as positive as possible.

Furthermore, as also shown in Figure 1, it is always essential to train parents and teachers on the concepts of 'control' and 'countercontrol', modify environmental contingencies, and teach people who adopt these behaviours to control their emotional dysregulation, which can continuously be improved by adopting some specific strategies [13].

Another aspect to be considered for countercontrol treatment is understanding how behaviour under the control of verbal stimuli can control an individual's responses in contexts radically different from those in which the rules were presented [14]. That is, words control actual behaviour based on an arbitrary relationship that can occur through the development of self-rules or from rules given by others and that control behaviour independently of direct environmental contingencies.

The reasons why an individual chooses not to follow a rule can be due to several causes [14]: 1) the speaker's lack of credibility, 2) the speaker's inability to mediate rule-following contingencies, and 3) the rule's unacceptability. Thus, to mitigate countercontrol behaviour, it would be necessary to strengthen motivational cues by linking a rule to what individuals consider essential, continuously monitoring rule compliance, and ensuring greater flexibility by weakening authoritarian and forcing language.

## Conclusions

All these considerations lead to a fundamental question: 'Could control be considered a function of behaviour?'. Control is, in fact, a function of behaviour along with the other four (attention, escape, access to tangible objects and automaticity) and can be used not only to classify behaviour according to why it occurs, but also to identify additional variables that existing functions fail to classify cleanly. However, it is necessary to have an operational definition of 'control' and to establish the differences between this definition and the four existing functions of behaviour.

In conclusion, despite methodological and sample limitations and caution in generalising the results, the present work's data indicate that the Countercontrol Rating Scale (CRS) is the only reliable instrument for assessing countercontrol.

It is necessary for further studies to be carried out and for the sample to be enlarged to demonstrate even more 'convincingly' what is stated in the present work.

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## APPENDIX 1

### COUNTERCONTROL RATING SCALE (CRS)

**Instructions.** The countercontrol assessment has four scores: '0' corresponds to behaviour 'not emitted'; '1' corresponds to behaviour emitted 'sporadically'; '2' corresponds to behaviour emitted 'often'; and '3' corresponds to behaviour emitted 'always'.

COUNTERCONTROL RATING SCALE (CRS)				
BEHAVIOURS	0	1	2	3
01. Never does what is asked of him.	0	1	2	3
02. Willingly does something, which he has previously refused, only when he decides to do it.	0	1	2	3
03. Gets angry when someone interferes with his activities.	0	1	2	3
04. Forces people not to assume postures (crossed arms and/or legs, etc.).	0	1	2	3
05. Opposes any attempt to get him to make new choices (eat new foods, play a new game, etc.).	0	1	2	3
06. Has objects that only he can touch or play with.	0	1	2	3
07. Complains, showing displeasure or disapproval, and leaves or loses interest when the adult does not immediately deliver what was requested.	0	1	2	3
08. Expects specific rituals, routines and behaviours to be always respected with him.	0	1	2	3
09. Accepts, showing disinterest ('I don't care'), the non-delivery of a reinforcement.	0	1	2	3
10. Counteracts with inappropriate behaviour (aggression, swearing, throwing or smashing objects, shouting, giving orders, throwing oneself to the ground, pushing, running away) attempts to teach.	0	1	2	3
11. Refuses to greet and use social niceties ('Please', 'Thank you', etc.).	0	1	2	3
12. Forces the counterpart to do something he/she does not want to (pick up paper from the floor, answer questions, repeat something or label objects).	0	1	2	3
13. Dispenses dysfunctional behaviour (hitting, shouting, swearing, etc.) to a 'NO'.	0	1	2	3
14. Imposes certain behaviours (Proximity of an adult, reinforcements available on sight and under one's own control) both when having to perform an activity and in a normal routine situation.	0	1	2	3
15. Forces people never to use certain verbal expressions (OK, Move, Clean, etc.)	0	1	2	3
16. Walks away or refuses reinforcement if forced to complete a task.	0	1	2	3
17. Changes his aims and desires in response to adult attempts to satisfy them (e.g. if the educator tries to satisfy his desire to colour, he changes the aim or desire, and so on).	0	1	2	3
18. Maintains a dominant position (dictates the rules) within the environment.	0	1	2	3
19. Constantly shifts attention to other possible reinforcers to avoid responding to the initial request.	0	1	2	3
20. Refuses activities to his liking if they are proposed by others.	0	1	2	3
21. Expresses inappropriate behaviour in widely varying and sometimes completely contradictory circumstances.	0	1	2	3
22. Does not show interest in any possible reinforcers such as to induce him to respond even to simple requests.	0	1	2	3
23. Forces people to answer his interrogations, always with the same questions: What is your father's name? Where do you live? Who is in charge? Can I see your phone? etc.	0	1	2	3
24. He purposely does and says things that make people angry or embarrassed.	0	1	2	3
25. Does not respect the rules of the context.	0	1	2	3

The sum transcribed in the square with the highlighted sides of the CRS for each context in which it was administered is reported in the column 'OS' (Obtained Score) in Table 2. The score is then divided by 75 (MOS, Maximum Obtainable Score) and multiplied by 100; the result is transcribed in the column 'IC' (Index of Countercontrol) in Table 2.

The assessment of the Countercontrol is expressed in four 'ratings': 'VERY SEVERE' if the score is greater than 60% [it should be considered very severe even if the cut-off exceeds 60 even in a single environment without reporting any score <20 in the other contexts], 'SEVERE' if it is between 41 and 60 [it should be considered severe even if the cut-off is exceeded only in two environments while in the others it is <41], 'MODERATE' if it is between 20 and 40 in all environments [it should be considered moderate even if the cut-off is exceeded only in one environment while in the others it is <20].

If the score is <60 (i.e. it is not 'VERY SEVERE'), the Inappropriate Responses Evaluation Sheet (IRES) in Appendix 2 must be carried out; if the IRES score is >60, even in only one environment, the countercontrol is considered 'VERY SEVERE'.

**Table 2:** The sum transcribed in the square with the highlighted sides of the CRS for each environment in which it was administered is reported in the column ‘OS’ (Obtained Score). The score is then divided by 75 (MOS, Maximum Obtainable Score) and multiplied by 100, and the result is transcribed in the column ‘IC’ (Index of Countercontrol).

COUNTERCONTROL [IC = (OS/75) x 100]			
Environments	OS	MOS	IC
Home with Parents		75	
Home with Educators			
School			
Rehabilitation Centre			
Others:			

## APPENDIX 2

### Inappropriate Response Evaluation Sheet (Ires)

**Instructions.** The inappropriate response evaluation has four scores: ‘0’ corresponds to behaviour ‘not emitted’; ‘1’ corresponds to behaviour emitted ‘sporadically’; ‘2’ corresponds to behaviour emitted ‘often’; and ‘3’ corresponds to behaviour emitted ‘always’.

INAPPROPRIATE RESPONSE EVALUATION SHEET (IRES)				
BEHAVIOURS	0	1	2	3
01) Emits hetero-aggressive behaviour (kicking, punching, scratching, pushing, etc.).	0	1	2	3
02) Speaks angrily offensive words (swear words, etc.) or profanity (blasphemy).	0	1	2	3
03) Forcefully throws objects that come within his reach (cups, notebooks, games, etc.).	0	1	2	3
04) Emits loud and prolonged shouting.	0	1	2	3
05) Tries to issue orders to interlocutors (‘You put it back’, ‘Don’t touch my things’, etc.).	0	1	2	3
06) Lets himself/herself fall to the ground with impetus.	0	1	2	3
07) Destroys toys, objects, etc. or damages furniture, walls, etc.	0	1	2	3
08) Uses angry statements such as: ‘I ... am in charge here’; ‘You ... are not in charge of me’	0	1	2	3
09) Pushes the interlocutor forcefully.	0	1	2	3
10) Flees, or attempts to flee, from the setting.	0	1	2	3

INAPPROPRIATE RESPONSE [GIR = (OS/30) x 100]			
Environments	OS	MOS	GIR
Home with Parents		30	
Home with Educators			
School			
Rehabilitation Centre			
Others:			

The sum transcribed in the square with the highlighted sides of the Inappropriate Responses Evaluation Sheet (IRES), for each environment in which it was administered, is reported in the column ‘OS’ (Obtained Score), then divided by 30 (MOS, Maximum Obtainable Score) and multiplied by 100, the result is transcribed in the column ‘GIR’ (Grade of Inappropriate Responses).