**Skill-Based Treatment Workbook**

(Initial date: January 2013; Revised: August 2024, **FTF Behavioral Consulting www.ftfbc.com**)

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| Thanks for attending this training! Please use this notebook to record notes and as an implementation guide. |
| **Expectations**   |  | | --- | | **Minimal expectations when working with a client/student who Engages in problem behavior:**  **-to be able to bring the joy**  **-to be able to develop trusting relationships**  **-to be able to turn problem behavior off before it gets severe or associated with negative emotional responding**  **-to be able to teach effectively and without fear** |  |  | | --- | | Notes: | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
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| **Frequently Used Acronyms** | |
| **PFA:** Practical Functional Assessment | **IISCA**: Interview-Informed, Synthesized Contingency Analysis |
| **PB:** Problem Behavior | **ENG:** Happy, Relaxed, and Engaged |
| **SPB:** Severe Problem Behavior | **MPB:** Mild Problem Behavior |
| **EO**: Establishing Operation | **SR:** Synthesized Reinforcement |
| **FCT**: Functional Communication Training | **FCR**: Functional Communicative Response |
| **TR:** Tolerance Response | **CAB:** Contextually Appropriate Behavior |
| **BHI:** Behavior Health Index | **BCBA**: Board Certified Behavior Analyst |
| **SBT**: Skill-Based Treatment; consists of intermittent and unpredictable reinforcement of three life skills (i.e., communication, toleration, and cooperation) | |
| **Skill Based Treatment Section**    **Based on the results of the IISCA, revise and finalize the terminal behavioral expectations during adult-led time (EO contexts) for Branches A, B, C, and document below.** | | |
| Branch A Terminal Performance (*detailed description of terminal performance required for mastery including challenges):*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Branch B Terminal Performance (*detailed description of terminal performance required for mastery including challenges):*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Branch C Terminal Performance (*detailed description of terminal performance required for mastery including challenges):*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**One More Time: Ensuring a successful transition from the analysis to and through FCT**

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| **Your thoughts….** | **Notes from Slide….** |
| **1.** | **1.** |
| **2.** | **2.** |
| **3.** | **3.** |
| **4.** | **4.** |
| **5.** | **5.** |
| **6.** | **6.** |
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| **8.** | **8.** |

**Form for Designing SBT**

*Once the IISCA is complete--HRE was achieved and control over problem behavior has been shown--backward design a skill-based treatment that will strengthen the life skills of communication, toleration, and cooperation via intermittent and unpredictable reinforcement to achieve the terminal performance expectations finalized on previous page.*

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| **1.** **Communicating**: Describe the communication response (i.e., the better mand) to produce the reinforcers; also describe how you will teach that behavior. Remember, the mand should be promptable, low effort, and omnibus.  Functional communication response (FCR):  *Level of support acceptable to consider the expectation met* ***(the goal is for this response to be intentional and under evocative control, however, a purely vocal response with no textual or visual prompts may not be necessary)****:*  *Teaching procedure* ***(Consider introducing this step by modeling the full contingency through 3-5 trials of multi-modal demonstrations before the first FCT trial, following which, a mix of errorless prompting and EO progression [evocative probe] trials should be used to teach this skill):*** |
| **2. Tolerating:** Describe which denial/delay signals you will use, which tolerance response(s) you will teach, and how you will teach the tolerance response. We recommend that the modality be different than the FCR and ideally a restricted operant.  Delay/Denial signals (***What the instructor will say***):  Tolerance response (TR):  *Level of support acceptable to consider the expectation met:*  *Teaching procedure:* |

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| **3. Describe the initial contextually appropriate behaviors (CAB 1). These are the initial behaviors that will be instructed following tolerance responses and strengthened via the termination of the delay.**  **CAB 1-Relinquishing:** Instructional control of stopping ongoing activity & relinquishing all positive reinforcers  (e.g., a. pause game, b. look up, c. put iPad in bin):  a)  b)  c)  *Level of support acceptable to consider the expectation met* ***(This is not a “spontaneous response” but rather a restricted operant under the control of your instructions. It is also not a “clean up” task, simply freeing up the client’s hands so they can engage in another task. Independence may also not be required; consider meaningful outcome. Cooperating with prompts may be acceptable)****:* | |
| **CAB 2-Transitioning:** Instructional control of transitioning to a relevant alternative area and readying to listen/learn.  a)  b)  c)  *Level of support acceptable to consider the expectation met* ***(This is not a “spontaneous response” but rather a restricted operant under the control of your instructions. Also, independence is not necessarily required; consider meaningful outcome. Cooperating with prompts may be acceptable):*** | Example:   1. stand up 2. take a few steps 3. walk to the central location for activities of high expectation (this should be a location at which further branch-specific tasks are presented once at CAB 3). |

**Notes:**

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| **SBT Branch Design Tips**   |  | | --- | | **Branch Name:**  ***Name your branch based on the skills you want the client to demonstrate. Generally, with a category of tasks, not just one activity.***  *Examples: Taking Turns; Playing Games According to Rules; Chores; Hygiene Tasks*  *Non-Examples:*  *Brushing Teeth [too narrow—identify multiple hygiene tasks and call branch Hygiene Tasks]*  *Tolerating XYZ [instead say what you want the client to do in the presence of XYZ]*  *Communication, Tolerating Denials, Relinquishing Preferred Items, or Transitions [already part of process—what do you want the client to do after that?]*  *Denied Access [name branch after what you want the client to do, not after the EO]*  *Flexibility [with what?]*  **Terminal Performance Goal:**  *Use this formula to describe the terminal performance required for mastery including challenges:*  ***When (describe EO), (client) will complete/participate in (CAB4 activities) for (CAB5-long amount of time/responses) with (CAB6 challenges), in the absence of problem behavior.***  *Example:*  *When asked to transition from preferred activities to chores, Sara will participate in meal preparation, cleaning, and laundry tasks for up to 15 minutes or the entire task, with changes in routine and divided caregiver attention, in the absence of problem behavior.*  **CABs 3-6:**  ***Once you have your terminal performance goal identified, the next step is to shape this response chain. You have already taught the learner to communicate and accept a denial of their communication and to relinquish and transition to the area of high expectation. Now it’s time to slowly build the terminal performance expectations. During CABs 3 to 6, you will slowly introduce the various tasks that make up the terminal goal and build on the units of cooperation required before introducing challenges during which cooperation will still be expected.***  **CAB 3:**  ***Pick one activity to start with and consider how the task will be presented, what a unit of cooperation will consist of, and what would be considered as meeting expectation. Independence may not be an appropriate criteria for all clients and cooperation with prompting might be acceptable.***  **CAB 4:**  ***Introduce two additional tasks from your terminal goal described above and clearly describe how the tasks will be presented, and what would be considered as meeting expectation. The goal here is to introduce some variety while the longest unit of cooperation remains the same.***  **CAB 5:**  ***Once a varied number of tasks have been introduced, it is time to extend the units of cooperation to a meaningful level. The amount of responses may vary across tasks and branches, and for different clients. Consider what would be meaningful and reasonable.***  **CAB 6:**  ***Once the final amount and units of cooperation across all tasks within your branch have been taught, it’s time to introduce idiosyncratic challenges that may be present while these tasks are expected to be performed. For example, the tasks may need to be performed in the presence of peers or novel adults, without assistance, or in noisy environments.*** | |

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| **SBT BRANCH DESCRIPTIONS**  **4. Describe, then task analyze, three relevant contextually appropriate behavior (CAB) chains to introduce simultaneously.**   |  |  | | --- | --- | | **Branch A *(Name based on skills and category of tasks you are teaching not just one activity or an ambiguous response such as “waiting”)*:**  Terminal Performance (*description of terminal performance required for mastery including challenges):*  ***When (describe EO), (client) will complete/participate in (CAB4 activities) for (CAB5-long amount of time/responses) with (CAB6 challenges), in the absence of problem behavior.***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **CAB 3-Starting:** Instructional control of a few (1-3) responses/time units of cooperation within ***a single***, relevant activity  *Activity (****Pick one of the activities listed in the goal to start with)****:*  *Instructions* ***(how should the implementer present the task/expectation)***:  Responses ***(what is considered a discrete response or a unit of cooperation)***:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met (****Independence is not necessarily required; consider meaningful outcome. Cooperating with prompts may be acceptable)****:* | *Examples:*  *To table-top academics:*  a.) Show me the \_\_\_  b.) Show me the \_\_\_  c.) Show me the \_\_\_  *To participate in gym games:*  a) Catch  b) Throw to me  c) Put ball in basket  To play alone:  a) 2 s of engagement  b) 5 s of engagement  c) 10 s of engagement | | **CAB 4-Varying**: Instructional control of a few (1-3) responses/time units of cooperation within ***multiple*** relevant activities (*stay within Branch A*)   |  |  |  | | --- | --- | --- | | *Activity 1(****First activity listed in goal, same as CAB 3)****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions (****How should implementer present task?)****:* | *Activity 2* ***(Second activity listed in goal)****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3* ***(Third activity listed in goal)****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*    *Instructions:* | | Responses (***What is considered 1 response? 2? 3?)***:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met (****Independence is not necessarily required; consider meaningful outcome. Cooperating with prompts may be acceptable.)****:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* |   *\* Note: Each CAB 4 trial may include demand/responses related to one or multiple activities listed above, however, the maximum number of responses at each trial should not exceed 3.* | | | **CAB 5-Enduring**: Instructional control of more (1-10+) responses/time units of cooperation w/in multiple activities  \*Note: *Level of support acceptable to consider the expectation met:*   |  |  |  | | --- | --- | --- | | *Activity 1:* ***Same as in CAB4****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions (****May be same as in CAB4****):* | *Activity 2:* ***Same as in CAB4****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3:* ***Same as in CAB4****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | | Short responses (***What is a reasonable increase from 1-3 responses (in CAB4)?)***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses (***What is a reasonable increase in longest # of responses from CAB5-short?)***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses (***What is a reasonable increase in longest # of responses from CAB5-medium?***  ***Add more substeps if this is not yet a socially meaningful number.)***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Consider:*  *For discrete responses:*  Short: 1, 3, 5  Medium: 1, 3, 6, 10  Long: 1, 3, 6, 10, 10+  *For continuous* responses:  Short: 10, 60, 120 s  Med: 10, 60, 120, 300 s  Long: 10, 60, 120, 300 or more seconds | | **CAB 6-Persevering:** Instructional control of lots of (1-10+) responses/time units of cooperation w/in multiple activities ***while being challenged***   |  | | --- | | *Challenge (****Name one challenge to elaborate on the skills already taught)****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge* ***(Describe how the challenge will be introduced and how you will work on this challenge)****:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Examples:*   * Require more complex/conditional discrimination * Interrupting correct performance, * Changing activity/expectation, * Having to complete in different way, * Vague instructions, * Program for missing items from task * Introduce unknown tasks | |

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| **SBT BRANCH DESCRIPTIONS**  **4. Describe, then task analyze, three relevant contextually appropriate behavior (CAB) chains to introduce simultaneously.**   |  |  | | --- | --- | | **Branch B:**  Terminal Performance (*copy the final description of the terminal performance informed by the IISCA):*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **CAB 3-Starting:** Instructional control of a few (1-3) responses/time units of cooperation within ***a single***, relevant activity  *Activity:*  *Instructions:*  Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | *Examples:*  *To table-top academics:*  a.) Show me the \_\_\_  b.) Show me the \_\_\_  c.) Show me the \_\_\_  *To participate in gym games:*  a) Catch  b) Throw to me  c) Put ball in basket  To play alone:  a) 2 s of engagement  b) 5 s of engagement  c) 10 s of engagement | | **CAB 4-Varying**: Instructional control of a few (1-3) responses/time units of cooperation within ***multiple*** relevant activities (*stay within Branch B*)   |  |  |  | | --- | --- | --- | | *Activity 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* |   *\* Note: Each CAB 4 trial may include demand/responses related to one or multiple activities listed above, however, the maximum number of responses at each trial should not exceed 3.* | | | **CAB 5-Enduring**: Instructional control of more (1-10+) responses/time units of cooperation w/in multiple activities  \*Note: *Level of support acceptable to consider the expectation met:*   |  |  |  | | --- | --- | --- | | *Activity 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Consider:*  *For discrete responses:*  Short: 1, 3, 5  Medium: 1, 3, 6, 10  Long: 1, 3, 6, 10, 10+  *For continuous* responses:  Short: 10, 60, 120 s  Med: 10, 60, 120, 300 s  Long: 10, 60, 120, 300 or more seconds | | **CAB 6-Persevering:** Instructional control of lots of (1-10+) responses/time units of cooperation w/in multiple activities ***while being challenged***   |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Examples:*   * Require more complex/conditional discrimination * Interrupting correct performance, * Changing activity/expectation, * Having to complete in different way, * Vague instructions, * Program for missing items from task * Introduce unknown tasks | |
| **SBT BRANCH DESCRIPTIONS**  **4. Describe, then task analyze, three relevant contextually appropriate behavior (CAB) chains to introduce simultaneously.**   |  |  | | --- | --- | | **Branch C:**  Terminal Performance (*copy the final description of the terminal performance informed by the IISCA):*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **CAB 3-Starting:** Instructional control of a few (1-3) responses/time units of cooperation within ***a single***, relevant activity  *Activity:*  *Instructions:*  Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | *Examples:*  *To table-top academics:*  a.) Show me the \_\_\_  b.) Show me the \_\_\_  c.) Show me the \_\_\_  *To participate in gym games:*  a) Catch  b) Throw to me  c) Put ball in basket  To play alone:  a) 2 s of engagement  b) 5 s of engagement  c) 10 s of engagement | | **CAB 4-Varying**: Instructional control of a few (1-3) responses/time units of cooperation within ***multiple*** relevant activities (*stay within Branch C)*   |  |  |  | | --- | --- | --- | | *Activity 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* | Responses:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Level of support acceptable to consider the expectation met:* |   *\* Note: Each CAB 4 trial may include demand/responses related to one or multiple activities listed above, however, the maximum number of responses at each trial should not exceed 3.* | | | **CAB 5-Enduring**: Instructional control of more (1-10+) responses/time units of cooperation w/in multiple activities  \*Note: *Level of support acceptable to consider the expectation met:*   |  |  |  | | --- | --- | --- | | *Activity 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | *Activity 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions:* | | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Short responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long responses  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Consider:*  *For discrete responses:*  Short: 1, 3, 5  Medium: 1, 3, 6, 10  Long: 1, 3, 6, 10, 10+  *For continuous* responses:  Short: 10, 60, 120 s  Med: 10, 60, 120, 300 s  Long: 10, 60, 120, 300 or more seconds | | **CAB 6-Persevering:** Instructional control of lots of (1-10+) responses/time units of cooperation w/in multiple activities ***while being challenged***   |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | | --- | | *Challenge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Instructions related to challenge:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | *Examples:*   * Require more complex/conditional discrimination * Interrupting correct performance, * Changing activity/expectation, * Having to complete in different way, * Vague instructions, * Program for missing items from task * Introduce unknown tasks | |

**Additional Tips for Designing and Conducting the Treatment Process**

The treatment design worksheet (above) will guide you through the important components of the process, and the data sheets (below) may be useful for implementing treatment because they provide the necessary randomization at the later treatment steps as well as criteria to advance to the next step in the process. Below are some additional tips for consideration for the treatment process.

1. Design treatment around the most challenging (evocative) and convenient situations possible. This may facilitate generalization of skills to other, less evocative, situations.
2. It is recommended to conduct practice sessions for at least an hour a day, four days a week. More frequent practice will lead to quicker progress, but it is important that procedural integrity be high during the initial treatment process. Therefore, we recommend that an experienced BCBA or an effective teacher or parent under BCBA supervision conduct treatment through CAB6, even if this means fewer sessions per day/week. This is probably preferable to a team of caregivers/staff implementing the treatment more frequently but with varying integrity levels. In other words, we recommend that treatment extension to less-experienced caregivers/staff take place after acquisition of all skills with the one or two original implementers.
3. During the initial treatment process, we recommend that non-treating caregivers continue with their current procedures and, if the child/client is in crisis, provide the synthesized reinforcers identified in the analysis noncontingently during the challenging situations and deliberately following precursors to problem behavior.
4. Select teaching procedures based on individual client needs. For example, some clients might benefit from Behavior Skills Training (BST; instructions, modeling, role play, feedback). Some clients might benefit from most-to-least prompting with deliberate prompt fading. Some may require shaping without any prompting.
5. During the reinforcement interval, refrain from accidentally doing things that might evoke problem behavior (e.g., asking questions, correcting child’s interaction with materials, looking at a cell phone or talking to a colleague).
6. The general process described below involves differential reinforcement of which extinction is a part. Sometimes we use partial extinction to avoid escalation of problem behavior, which generally involves attending to mild problem behavior (i.e., expressing empathy and encouragement) but reserving the entire synthesized reinforcement to follow skills.
7. See the datasheets at end of this document for specific criteria to advance to next treatment step.
8. Here is a very general treatment integrity check-in:

* **Immediate SR for FCRs some of the time? \_\_\_**
* **Immediate SR of TRs some of the time?** **\_\_\_**
* **Immediate SR of CAB1s some of the time?** **\_\_\_**
* **Immediate SR of CAB2s some of the time?** **\_\_\_**
* **Delays end when expected amount of behavior occurs? \_\_\_**
* **No signals of exact amount of behavior required to end the delay? \_\_\_**
* **Variable durations of reinforcement? \_\_\_**

These should all be answered **Yes** at the end of the treatment process.

See below for important reminders about how to respond to problem behavior while in SBT.



**\*Let the response of the child/client to the above strategies influence whether to adopt or modify the strategies.**

**Skill-Based Treatment: Steps and Data Sheets** (Revised: July 2024; **FTF Behavioral Consulting, Inc.**)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Step #*** | ***Description*** | ***Step #*** |  | ***Step #*** |  |
| 1 | HRE obtained: Conducted the IISCA and obtained high levels of happy, relaxed, and engaged in the reinforcement interval | 11 | CAB 4-Branch A (Varying) introduced: teaching how to complete a few (up to 3) responses within multiple activities | 26 | cFCR introduced: complexity of communication response enhanced to increase generality and social acceptability |
| 2 | EO contexts identified: Refined three contextually appropriate behavior (CAB) branches as needed | 12 | CAB 4-Branch B (Varying) introduced | 27 | Antecedent Supports Faded: supplementary SBT-correlated stimuli (e.g. sign for practice) and condition-correlated stimuli (e.g., clapping) replaced with typical cues |
| 3 | PB controlled: Adequately controlled problem behavior in the IISCA with the synthesized reinforcement contingency | 13 | CAB 4-Branch C (Varying) introduced | 28 | Specific Mands introduced |
| 4 | FCR: Functional communication training introduced | 14 | CAB 5-Short Branch A (Enduring): teaching how to complete more (up to 6) responses within multiple activities | 29 | Grey reinforcement introduced |
| 5 | TR: Tolerance response training introduced | 15 | CAB 5-Short Branch B (Enduring) | 30 | Branch D introduced |
| 6 | CAB 1 (Relinquishing) introduced: Teaching how to stop ongoing activity and relinquish all positive reinforcers | 16 | CAB 5-Short Branch C (Enduring) | 31 | Branch E introduced |
| 7 | CAB 2 (Transitioning) introduced: Teaching how to transition to an alternative area and get ready to learn | 17 | CAB 5-Medium Branch A (Enduring): up to 10 | 32 | Branch F introduced |
| 8 | CAB 3- Branch A (Starting) introduced: teaching how to a few (up to 3) responses within a single activity | 18 | CAB 5- Medium Branch B (Enduring): up to 10 | 33 | New Setting Introduced-1 |
| 9 | CAB 3- Branch A introduced: | 19 | CAB 5- Medium Branch C (Enduring): up to 10 | 34 | New Setting Introduced-2 |
| 10 | CAB 3- Branch A introduced: | 20 | CAB 5-Long Branch A (Enduring): 10+ (terminal) | 35 | New Setting Introduced-3 |
|  |  | 21 | CAB 5-Long Branch B (Enduring): 10+ (terminal) | 36 | New Person Introduced -1 |
|  |  | 22 | CAB 5-Long Branch C (Enduring): 10+ (terminal) | 37 | New Person Introduced -2 |
|  |  | 23 | CAB 6-Branch A (Persevering): Taught how to complete lots of responses within multiple activities while being challenge | 38 | New Person Introduced -3 |
|  |  | 24 | CAB 6-Branch B (Persevering) | 39 | New Person Introduced -4 |
|  |  | 25 | CAB 6-Branch C (Persevering) | 40 | SBT extended throughout the day |

**Supplemental Teaching Strategies:**

**ECP: Evocative Control Probe (To obtain and maintain FCR mastery)**

Every 4-5 trial, progress the EO without prompting the FCR.

If an FCR is emitted, immediately terminate the EO/ return to SR.

If no FCR is emitted, but an R2 is emitted, prompt the FCR then immediately terminate the EO/return to SR.

If an R1 is emitted, immediately terminate the EO/ return to SR.

If no FCR, R2, or R1 is emitted, progress to CAB 5 and provide praise once terminal performance is achieved, give choice to continue (work on next CAB Branch), or go back to reinforcement.

**EP: Endurance Probe (Following FCR & TR mastery)**

Every 4-5 trial, expose the learner to expectations beyond the current step of treatment.

Present the EO trial, if an independent FCR is emitted, deliver the delay cue, and progress beyond the trial expectations listed in the datasheet.

If additional FCRs or an R2 are emitted, encourage persistence with empathy, reinforce the next bit of cooperation.

If an R1 is emitted, immediately terminate the EO/ return to SR.

If no additional FCR, R2, or R1 is emitted, progress to CAB 5 and provide praise once terminal performance is achieved, give choice to continue (work on next CAB Branch), or go back to reinforcement.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: January 2023; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| **Functional Communication Training** | | | | | | | | | | | | | | |
|  |  | | **Responses Reinforced**  ***Write in specific form; note if form changes within step*** | **Progressively Changing Response Requirements** | | | | | | | | | | ***Instructions*** |
| **Step** | **Date** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | |
| ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** |
| 1-3 |  |  | **PB:** | PB | #:  HRE | PB | #:  HRE | PB | #:  HRE | PB | #:  HRE | PB | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
| 4 |  |  | **FCR:** | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  | *Replace PB with simple communication* | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  | ***Note: Target Response Level: FCR*** | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| 4 |  |  |  | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE | FCR | #:  HRE |
| EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; HRE = Happy, Relaxed, & Engaged; FCR = functional communication response | | | | | | | | | | | | | | |

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| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: January 2023; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Tolerance Response Training and Early Chaining** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | **Responses Reinforced**  ***Write in specific form; note if form changes within step*** | **Progressively Changing Response Requirements** | | | | | | | | | | | | | | | | | | ***Instructions*** |
| **Step** | | **Date** | | | | ***Trial #:\_\_\_\_*** | | | ***Trial #:\_\_\_\_*** | | | ***Trial #:\_\_\_\_*** | | | | ***Trial #:\_\_\_\_*** | | | | ***Trial #:\_\_\_\_*** | | | |
| ***EO*** | ***SR*** | | ***EO*** | ***SR*** | | ***EO*** | | ***SR*** | | ***EO*** | | ***SR*** | | ***EO*** | | ***SR*** | |
| 5 | |  | |  | | FCR or **TR** | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
| 5 | |  | |  | | *Communicate and tolerate denial* | FCR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | | ***Note: Target Response Level: TR*** | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR  TR | #:  HRE | | FCR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | |  | |  | FCR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | |
| 5 | |  | | | |  | FCR  TR | #:  HRE | | FCR | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | |
| EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; HRE = Happy, Relaxed, & Engaged ; FCR = functional communication response TR = Tolerance response; CAB = Contextually appropriate behavior | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: January 2023; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Tolerance Response Training and Early Chaining** | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | **Responses Reinforced**  ***Write in specific form; note if form changes within step*** | | **Progressively Changing Response Requirements** | | | | | | | | | | | | | | | | | | ***Instructions*** |
| **Step** | | **Date** | | | | ***Trial #:\_\_\_\_*** | | | ***Trial #:\_\_\_\_*** | | | | ***Trial #:\_\_\_\_*** | | | | ***Trial #:\_\_\_\_*** | | | | ***Trial #:\_\_\_\_*** | | |
| ***EO*** | | ***SR*** | ***EO*** | | ***SR*** | | ***EO*** | | ***SR*** | | ***EO*** | | ***SR*** | | ***EO*** | | ***SR*** |
| 6 | |  | |  | | FCR or TR or **CAB 1** | | FCR | | #:  HRE | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
| 6 | |  | |  | | *Communicate and tolerate denial*  *and relinquish positive reinforcers* | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| 6 | |  | |  | | ***Note: Target Response Level: CAB 1*** | | FCR  TR  CAB 1 | | #:  HRE | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR  CAB 1 | | #:  HRE | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | TR | | #:  HRE |
| 6 | |  | |  | |  | | FCR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR  CAB 1 | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR  CAB 1 | | #:  HRE | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR | | #:  HRE | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR  CAB 1 | | #:  HRE | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR | | #:  HRE | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| 6 | |  | |  | |  | | FCR  TR | | #:  HRE | FCR  TR  CAB 1 | | #:  HRE | | FCR  TR | | #:  HRE | | FCR  TR  CAB 1 | | #:  HRE | | FCR | | #:  HRE |
| EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; HRE = Happy, Relaxed, & Engaged ; FCR = functional communication response; TR = Tolerance response; CAB = Contextually appropriate behavior | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: July 2024; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| **Tolerance Response Training and Early Chaining** | | | | | | | | | | | | | | |
|  |  | | **Responses Reinforced**  ***Write in specific form; note if form changes within step*** | **Progressively Changing Response Requirements** | | | | | | | | | | ***Instructions*** |
| **Step** | **Date** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | |
| ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** |
| 7 |  |  | FCR or TR or CAB 1 or **CAB 2** | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
| 7 |  |  | *Communicate, tolerate denial,*  *relinquish positive reinforcers, and*  *transition and get ready to learn* | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| 7 |  |  | ***Note: Target Response Level: CAB 2*** | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR | #:  HRE |
| 7 |  |  |  | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE |
| 7 |  |  |  | FCR  TR | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE |
| 7 |  |  |  | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE |
| 7 |  |  |  | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR | #:  HRE |
| 7 |  |  |  | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| 7 |  |  |  | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR | #:  HRE |
| 7 |  |  |  | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE |
| 7 |  |  |  | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; HRE = Happy, Relaxed, & Engaged ; FCR = functional communication response; TR = Tolerance response; CAB = Contextually appropriate behavior | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: January 2023; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| **Diversified Chaining Across 3 Branches and Challenges** | | | | | | | | | | | | | | |
|  |  | | **Responses Reinforced**  ***Write in specific form; note if form changes within step*** | **Progressively Changing Response Requirements** | | | | | | | | | | ***Instructions*** |
| **Step** | **Date** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | |  |
| ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** |  |
| 8-25 |  |  | Prior to conducting the trials, fill in the A-CAB, B-CAB, C-CAB blanks with the Branch-Specific target response requirement of the session using the guide below:  ***CAB 3****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds*** *in* ***1 activity***  ***CAB 4****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds in multiple activities***  ***CAB 5 short****: cooperate with* ***1-6 instructions*** *and/or*  *engage for* ***10-120 seconds in multiple activities***  ***CAB 5 Medium****: cooperate with* ***1-10 instructions*** *and/or*  *engage for* ***10-300 seconds in multiple activities***  ***CAB 5 Long****: cooperate with* ***1-10+ instructions*** *and/or*  *engage for* ***10-300+ seconds in multiple activities***  ***CAB 6****: cooperate with* ***1-10+ instructions*** *and/or*  *HRE for* ***10-300+ seconds in multiple activities***  while being Challenge ***Challenge i:***  ***Challenge ii:***  ***Challenge iii:***  ***Challenge iv:*** | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
| 8-25 |  |  | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE |
| 8-25 |  |  | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE |
| EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; HRE = Happy, Relaxed, & Engaged; FCR = functional communication response; TR = Tolerance response; CAB = Contextually appropriate behavior | | | | | | | | | | | | | | |
| Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: January 2023; FTF Behavioral Consulting, Inc.)  Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Consultant:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
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| **Step** | **Date** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | | ***Trial #:\_\_\_\_*** | |  |
| ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** |  |
| 8-25 |  |  | Prior to conducting the trials, fill in the A-CAB, B-CAB, C-CAB blanks with the Branch-Specific target response requirement of the session using the guide below:  ***CAB 3****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds*** *in* ***1 activity***  ***CAB 4****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds in multiple activities***  ***CAB 5 short****: cooperate with* ***1-6 instructions*** *and/or*  *engage for* ***10-120 seconds in multiple activities***  ***CAB 5 Medium****: cooperate with* ***1-10 instructions*** *and/or*  *engage for* ***10-300 seconds in multiple activities***  ***CAB 5 Long****: cooperate with* ***1-10+ instructions*** *and/or*  *engage for* ***10-300+ seconds in multiple activities***  ***CAB 6****: cooperate with* ***1-10+ instructions*** *and/or*  *HRE for* ***10-300+ seconds in multiple activities***  while being Challenge ***Challenge i:***  ***Challenge ii:***  ***Challenge iii:***  ***Challenge iv:*** | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
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| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE |
| 8-25 |  |  | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR CAB 1 | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE |
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| ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** | ***EO*** | ***SR*** |  |
| 8-25 |  |  | Prior to conducting the trials, fill in the A-CAB, B-CAB, C-CAB blanks with the Branch-Specific target response requirement of the session using the guide below:  ***CAB 3****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds*** *in* ***1 activity***  ***CAB 4****: cooperate with* ***1-3 instructions*** *and/or*  *engage for* ***10-60 seconds in multiple activities***  ***CAB 5 short****: cooperate with* ***1-6 instructions*** *and/or*  *engage for* ***10-120 seconds in multiple activities***  ***CAB 5 Medium****: cooperate with* ***1-10 instructions*** *and/or*  *engage for* ***10-300 seconds in multiple activities***  ***CAB 5 Long****: cooperate with* ***1-10+ instructions*** *and/or*  *engage for* ***10-300+ seconds in multiple activities***  ***CAB 6****: cooperate with* ***1-10+ instructions*** *and/or*  *HRE for* ***10-300+ seconds in multiple activities***  while being Challenge ***Challenge i:***  ***Challenge ii:***  ***Challenge iii:***  ***Challenge iv:*** | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | **DATA COLLECTION**  **Target Responses:**  **Expectation Met:** circle the response in EO  **Not Met:** slash the response in EO  **HRE:** circle if client is HRE within 10s of return to SR period.  **PB:**  Write **R1(s)** if one or more **severe** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R2(s)** if one or more **mild** problem behaviors occurred in either EO or SR, next to the expected behavior.  Write **R3(s)** if one or more problematic behaviors *outside* of the response class (i.e., not maintained by same reinforcers) occurred in either EO or SR, next to the expected behavior.  *\*See p. 25 for how to respond to problem behavior during SBT.*  For Evocative Control and Endurance Probe trials (see p. 17), cross out the required responses and simply record the response that resulted in synthesized SR (e.g., FCR, R1, R2 or CAB 5). Exclude these data from your shaping criteria.  **SHAPING CRITERIA**  Remain at each teaching step until **3 consecutive target level trials** in which all responses in the chain met expectation, there were zero instances of PB, and HRE was achieved within 10 s. |
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| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB \_\_\_** | #:  HRE | FCR  TR | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE |
| 8-25 |  |  | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **A-CAB\_\_\_** | #:  HRE | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB \_\_\_** | #:  HRE | FCR  TR  CAB 1 | #:  HRE |
| 8-25 |  |  | FCR | #:  HRE | FCR  TR  CAB 1  CAB 2 | #:  HRE | FCR  TR  CAB 1  CAB 2  **B-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE | FCR  TR  CAB 1  CAB 2  **C-CAB\_\_\_** | #:  HRE |
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Example SBT Graph:

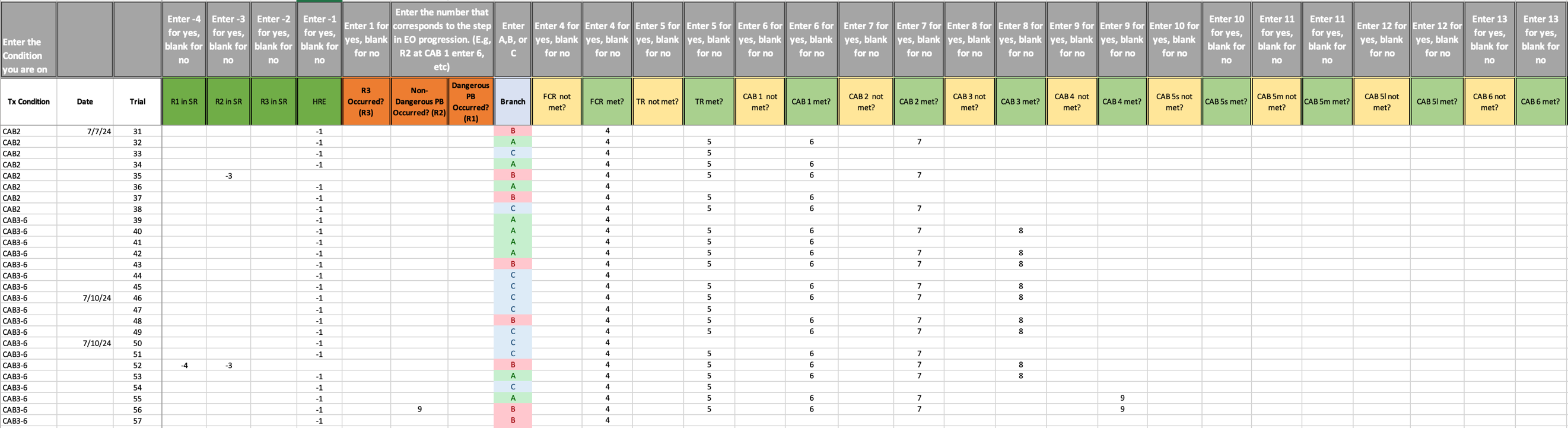
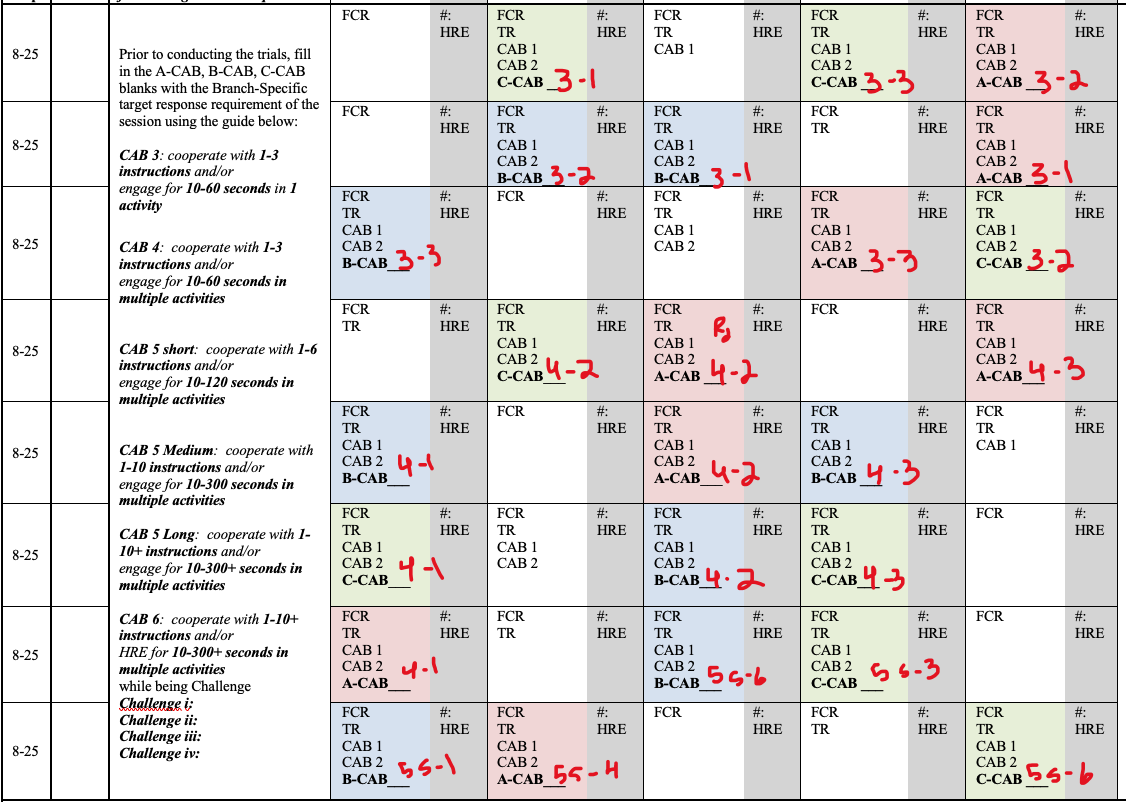
A screenshot of a graph

Description automatically generated

Example SBT Graph with Data Entry:

A screenshot of a graph

Description automatically generated



**Treatment Guide / Feedback Sheet** (FTF Behavioral Consulting, Inc.)

**Treatment Step:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Implementor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill-Based Treatment** | **Context** | **Do’s:** | **Don’ts:** |
| **Child/**  **Client-led time**  *(Their way)*  (Sr interval) | 1. \_\_\_\_\_\_\_\_Be sure that many of the client’s preferred items/activities are available. | 1. \_\_\_\_\_\_\_\_Refrain from touching the client’s toys/items, unless following their lead. |
| 1. \_\_\_\_\_\_\_\_Be available to and engage with the client (close in proximity, not distracted, and providing *high quality* attention in the manner the client prefers). | 1. \_\_\_\_\_\_\_\_Refrain from placing any demands, including instructions and questions (i.e., make it clear that the client is in charge and you will follow their lead). |
| 1. \_\_\_\_\_\_\_\_Honor all reasonable requests for items, your attention, or saying/doing things a particular way. | 1. \_\_\_\_\_\_\_\_Refrain from correcting the client (including providing feedback on past problem behavior) or the way they are engaging with an item/activity. |
| D. \_\_\_\_\_\_\_\_If the client makes an unreasonable request, deny or allow situation to speak for itself & empathize. Non-verbally make sure other items are available. | D. \_\_\_\_\_\_\_\_Do not attempt to redirect or verbally offer choices following denial of unreasonable requests or following problem behavior. |
| 1. \_\_\_\_\_\_\_ Respond to problem behavior by acknowledging it, making an emphatic statement, and making a change (remove any unplanned EOs). |  |
| 1. \_\_\_\_\_\_\_\_ Stay in ‘client-led’ time until the client has been happy, relaxed, and engaged for at least 30 s. |  |
| **Adult-led time**  (*Your way*)  (EO interval) | 1. \_\_\_\_\_\_\_\_Deliver clear cues to signal the change to adult-led time, progressively in a stepwise manner. | 1. \_\_\_\_\_\_\_\_Do not present instructions as questions/options. |
| 1. \_\_\_\_\_\_\_\_Use clear, concise instructions (e.g., put the blue ball in the bucket). | 1. \_\_\_\_\_\_\_\_Do not comply with client attempts to lead instruction (e.g., “I want to clean up before I sit at the table”). |
| 1. \_\_\_\_\_\_\_\_Following each instruction, deliver a prompt or move through a prompt sequence as needed. | C. \_\_\_\_\_\_\_\_Do not *negotiate, argue, rationalize, cajole*, or repeat prompts that have been ineffective. |
| 1. \_\_\_\_\_\_\_\_Only provide attention relevant to what the client is expected to do (prompting, praise for cooperation). | 1. \_\_\_\_\_\_\_\_Do not ignore problem behavior.   If *mild*: empathize, encourage persistence, reinforce next bit of cooperation.  If *severe*: empathize, reinforce SPB.  Both: No further trials till HRE. Reflect on what occasioned PB & adjust future trials. |
| E. \_\_\_\_\_\_\_\_Only allow access to materials relevant to what the client is expected to do. |
| **Transition from adult-led time to client-led time**  (the schedule)  (the  unpredictable and intermittent c  contingency) | 1. \_\_\_\_\_\_\_\_Deliver clear cues to signal return to client-led time, all at once (not in a stepwise manner). | 1. \_\_\_\_\_\_\_\_Do not habitually reinforce problem behavior (i.e., if it is necessary to reinforce problem behavior, reflect & make changes prior to next trial so that *most* client-led time follows skill use, not problem behavior). |
| 1. \_\_\_\_\_\_\_\_It is important that each of the skills “pay off” some of the time. Always reward functional communication and toleration responses *some* of the time (1 out of every 5). | 1. \_\_\_\_\_\_\_\_Do not foreshadow which skills will be reinforced or how many demands will need to be completed prior to earning client-led time (i.e., keep it unpredictable). |
| 1. \_\_\_\_\_\_\_\_Similarly, sometimes surprise reward *very small chains* of cooperation following a denial (e.g., 1-2 responses). |  |
| D. \_\_\_\_\_\_\_\_ Prompt the communication or toleration skills and/or progress the EO if the skills do not occur (e.g., if client simply cooperates with instructions). |  |

Scoring: ***N/A*** *if* n*ot applicable****Place a checkmark*** *if analyst/caregiver/staff interacted correctly given every opportunity (100%),*

***Place an ‘X’*** *if analyst/caregiver/staff did not interact correctly on all opportunities (<100%)*

*% of items with checks:* Child-led time: \_\_\_\_\_\_\_\_ Adult-led time: \_\_\_\_\_\_\_\_ Transition: \_\_\_\_\_\_\_\_

***Notes:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill-Based Treatment** | **Context** | **Do’s:** | **Don’ts:** |
| **Client-led time**  *(Their way)*  (Sr interval) | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Adult-led time**  (*Your way*)  (EO interval) | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| E. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Transition from adult-led time to client-led time**  (the schedule)  (the  unpredictable and intermittent contingency) | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**Addressing Problem Behavior with Today’s ABA**

***Pledge***

1. I pledge to prioritize the client’s and staff’s safety, the televisibility of procedures, and the rapport between the client and those implementing the assessment and treatment processes, by emphasizing these values over procedures.
2. I pledge to discover and create a context in which the client is happy, relaxed, and engaged (HRE) before attempting to functionally analyze problem behavior, conduct direct developmental assessments, or teach skills.
3. Following the discovery of the conditions in which the client is HRE and prior to treatment, I pledge to empower the client by providing all reinforcers suspected of influencing problem behavior for any possible member of the problem behavior response class while ecologically relevant and developmentally appropriate establishing operations are respectfully progressed.
4. I pledge to (a) bring and maintain the joy, (b) respectfully introduce challenging situations, (c) respond with empathy to both mild and serious problem behavior, and (d) understand how to turn off these behaviors before they escalate, all prior to attempting to teach skills or achieve other programmatic objectives.
5. I pledge to commit to a skill-based treatment for problem behavior and arrange for progressing establishing operations, prompting, and differential reinforcement of skills to be the primary drivers of behavior change rather than extinction or punishment.
6. I pledge to arrange for the client to provide and withdraw assent to participate in the treatment process.
7. I pledge to routinely adjust the skill-based-treatment plan in response to any negative emotional responses and/or resurgence of problem behavior in accordance with the values of safety, televisibility, and rapport.
8. I pledge to also prioritize the values of safety, televisibility, and rapport in interactions with caregivers and professional team members and do my best to create conditions under which caregivers and professional team members are as hopeful, relaxed, and engaged as possible.

*FTF Behavioral Consulting*

*October 10, 2021*

Pledged by:

Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Development and eventual description of the PFA and Skill-Based Treatment process can be found in these articles / book chapters co-authored by Dr. Hanley.** (Systematic replications of PFAs marked w/ \*; additional evidence of its treatment efficacy, marked w/ †, and evidence of its effectiveness in yielding a socially-valid outcome, marked w/ ‡.)

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**Evidence showing the efficacy of personalized and synthesized reinforcers in the assessment of problem behavior (marked with \*) and its treatment (marked with** †) **can be found in these articles. Superior comparative efficacy of synthesized contingencies can be found in those marked with** ‡ (***See******Slaton & Hanley, On the nature and scope of synthesis in functional analysis of problem behavior, JABA, 2018, for a review of these studies).***

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