

**Notes:**

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| Relevant abbreviations:  |  |
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| <b>IISCA:</b> Interview-informed, synthesized contingency analysis   |  |
| <b>BCBA:</b> Board Certified Behavior Analyst  |  |
| <b>EO:</b> Establishing operation  | <b>SR:</b> Synthesized reinforcement             |
| <b>BL:</b> Baseline  | <b>EXT:</b> Extinction                           |
| <b>FCT:</b> Functional communication training  | <b>FCR:</b> Functional communicative response    |
| <b>TR:</b> Tolerance response  | <b>CAB:</b> Contextually appropriate behavior    |
| <b>TBPD:</b> Time-based progressive delay  | <b>CBPD:</b> Contingency-based progressive delay |
| <b>SBT:</b> Skill-based treatment; consists of intermittent and unpredictable reinforcement of three life skills (communication, toleration, and contextually appropriate behavior [also referred to as compliance]) |  |

**Notes:**

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Once the IISCA is complete (control over problem behavior has been shown), use the form below to design a skill-based treatment that will strengthen the life skills of communication, toleration, and compliance via intermittent and unpredictable reinforcement of each.

**1. Describe the initial, intermediate, and then more complex communication response (i.e., the better mand) to produce the reinforcers; also describe how you will teach that behavior.**

Simple functional communication response (FCR):

Complex FCR:

*Teaching procedure:*

**2. Describe which denial/delay signals you will use, which tolerance response(s) you will teach, and how you will teach the tolerance response.**

Delay/Denial signals:

Tolerance response (TR):

*Teaching procedure:*

**3. Describe the initial contextually appropriate behaviors (CAB 1). These are the behaviors that will be instructed following tolerance responses and strengthened via the termination of the delay.**

**CAB 1: Instructional control of stopping ongoing activity & relinquishing all positive reinforcers**

(e.g., a. pause game, b. look up, c. hand me the iPad):

a)

b)

c)

d)

**4. Describe then task analyze a relevant contextually appropriate behavior (CAB) chain.**

**Branch A:**

*Description of Terminal Performance*

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- a)
- b)
- c)
- d)

Examples:

- To table-top academics:*
- a.) stand up
  - b.) walk to that table
  - c.) sit up in the chair
  - d.) hand in lap
- To participate in gym games:*
- a) turn to me
  - b) walk over there
  - c) get ready like this  
(model stance)
- To play alone:*
- a) stand up
  - b) walk over there
  - c) take a set

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

*Activity and prompts:*

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:** Instructional control of a few (1-3) responses/time units of cooperation within **multiple** relevant activities

- Activity:*
- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|
- Activity:*
- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|
- Activity:*
- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

**CAB 5:** Instructional control of more (1-10+) responses/time units of cooperation w/in multiple activities

- Short
- medium
- Long

*Consider:*

- s. 1, 3, 5
- m. 1, 3, 6, 10
- l. 1, 3, 6, 10, 10+

**CAB 6:** Instructional control of lots of (1-10+) responses/time units of cooperation w/in multiple activities  
**while being challenged**

- Examples:*
- a) Require more complex/conditional discrimination
  - b) Interrupting correct performance,
  - c) Changing activity/expectation,
  - d) Having to complete in different way,
  - e) Vague instructions,
  - f) Program for missing items from task
  - g) Introduce unknown tasks





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## 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 the 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. Some additional tips for consideration for the treatment process.

1. Design treatment around the most challenging (evocative) and convenient situation possible. This may facilitate generalization of skills to other, less evocative, situations.
2. Treat in sessions of 5 presentations (trials) of the synthesized establishing operation (EO).
3. A set of at least 8 sessions should be run at least 3 times per week (at least 120 trials per 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 until step 19 has been completed, 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 mastery of all skills.
4. 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.
5. 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.
6. During the reinforcement interval, refrain from accidentally doing things that might evoke problem behavior (e.g., asking questions, correcting child's interaction with materials).
7. 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 general involves allowing the child to escape for problem behavior but reserving the entire synthesized reinforcement to follow skills. We also sometimes implement the process without extinction in a format referred to as the enhanced choice format.
8. See Data Sheets at end of document for specific criteria to advance to next treatment step.
9. 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.





## Skill-Based Treatment: Steps and Data Sheets (Revised: May 2019; FTF Behavioral Consulting, Inc.)

| <i>Step #</i> | <i>Description</i>   |
|---------------|--|
| <b>1</b>      | <b>Attended training</b>   |
| <b>2</b>      | <b>Conducted the open-ended interview</b>  |
| <b>3</b>      | <b>Designed the IISCA, including what CAB 6 will look like for 3 branches.</b>                                     |
| <b>4</b>      | <b>Conducted the IISCA and obtained high levels of happy, relaxed, and engaged in the reinforcement interval</b>   |
| <b>5</b>      | <b>Adequately controlled problem behavior in the IISCA with the synthesized reinforcement contingency</b>          |
| <b>6</b>      | <b>Developed a protocol for out-of-practice-sessions time (consider universal protocols)</b>                       |
| <b>7</b>      | <b>Initiated treatment (agreed on prompting procedures and responses to problem behavior in practice sessions)</b> |
| <b>8</b>      | <b>Completed simple functional communication training (FCT)</b>  |
| <b>9</b>      | <b>Completed complex FCT</b>   |
| <b>10</b>     | <b>Completed tolerance training</b>  |
| <b>11</b>     | <b>Designed three contextually appropriate behavior (CAB) branches</b>   |
| <b>12</b>     | <b>CAB 1: Taught how to stop ongoing activity and relinquish all positive reinforcers</b>                          |
| <b>13</b>     | <b>CAB 2: Taught how to transition to an alternative area and get ready to learn</b>                               |
| <b>14</b>     | <b>CAB 3: Taught how to complete a few responses within a single activity</b>                                      |
| <b>15</b>     | <b>CAB 4: Taught how to complete a few responses within multiple activities</b>                                    |
| <b>16</b>     | <b>CAB 5: Taught how to complete more responses within multiple activities</b>                                     |
| <b>17</b>     | <b>CAB 6: Taught how to complete lots of responses within multiple activities while being challenged</b>           |
| <b>18</b>     | <b>Extension 1:</b>  |
| <b>19</b>     | <b>Extension 2:</b>  |
| <b>20</b>     | <b>Extension 3:</b>  |
| <b>21</b>     | <b>Extension 4:</b>  |
| <b>22</b>     | <b>Extension 5:</b>  |
| <b>23</b>     | <b>Achieved a socially valid outcome</b>   |

**Completed shaping of 2 CAB branches**  
**Completed shaping of 3 CAB branches**  
**Transferred effects to new people**  
**Transferred effects to new locations**  
**Transferred effects across extended periods**

**Functional Communication Training**

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i> | Progressively Changing Response Requirements |                      |      |                      |      |                      |      |                      |      |                      | Instructions   |
|------|------|---|--|----------------------|------|----------------------|------|----------------------|------|----------------------|------|----------------------|--|
|      |      |   | EO   | Trial #: _____<br>SR | EO   | Trial #: _____<br>SR | EO   | Trial #: _____<br>SR | EO   | Trial #: _____<br>SR | EO   | Trial #: _____<br>SR |  |
| 5    |      | <b>PB:</b>  | PB   | #: _____<br>Eng      | PB   | #: _____<br>Eng      | PB   | #: _____<br>Eng      | PB   | #: _____<br>Eng      | PB   | #: _____<br>Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 8    |      | <b>sFCR:</b>  | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      | <i>Replace PB with simple communication</i>   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |
| 8    |      |   | sFCR   | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      | sFCR | #: _____<br>Eng      |  |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; sFCR = simple functional communication response; cFCR = complex FCR

Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: May 2019; FTF Behavioral Consulting, Inc.)

Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Functional Communication Training**

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i> | Progressively Changing Response Requirements |             |      |             |      |             |      |             |      |             | Instructions   |
|------|------|---|--|-------------|------|-------------|------|-------------|------|-------------|------|-------------|--|
|      |      |   | EO   | Trial #: SR | EO   | Trial #: SR | EO   | Trial #: SR | EO   | Trial #: SR | EO   | Trial #: SR |  |
| 9    |      | cFCR:   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;"><b>DATA COLLECTION</b></p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;"><b>SHAPING CRITERIA</b></p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;"><b>PROMPTING &amp; REINFORCEMENT</b></p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;"><b>NO PRE-EMPTIVE PROMPT PROBE</b></p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 9    |      | <i>Improve form of communication</i>  | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |
| 9    |      |   | cFCR   | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      | cFCR | #: Eng      |  |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; sFCR = simple functional communication response; cFCR = complex FCR



Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: May 2019; FTF Behavioral Consulting, Inc.)

Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Tolerance Response Training and Early Chaining**

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i> | Progressively Changing Response Requirements |                      |            |                      |            |                      |      |                      |            |                      | Instructions   |
|------|------|---|--|----------------------|------------|----------------------|------------|----------------------|------|----------------------|------------|----------------------|--|
|      |      |   | EO   | Trial #: _____<br>SR | EO         | Trial #: _____<br>SR | EO         | Trial #: _____<br>SR | EO   | Trial #: _____<br>SR | EO         | Trial #: _____<br>SR |  |
| 10   |      | cFCR or TR  | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 10   |      | <i>Communicate and tolerate denial</i>  | cFCR   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR   | #: Eng               | cFCR<br>TR | #: Eng               | cFCR       | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |
| 10   |      |   | cFCR<br>TR                                   | #: Eng               | cFCR       | #: Eng               | cFCR<br>TR | #: Eng               | cFCR | #: Eng               | cFCR<br>TR | #: Eng               |  |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised: May 2019; FTF Behavioral Consulting, Inc.)

Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Tolerance Response Training and Early Chaining**

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i> | Progressively Changing Response Requirements |                      |               |                      |               |                      |               |                      |               |                      | Instructions   |
|------|------|---|--|----------------------|---------------|----------------------|---------------|----------------------|---------------|----------------------|---------------|----------------------|--|
|      |      |   | EO   | Trial #: _____<br>SR | EO            | Trial #: _____<br>SR | EO            | Trial #: _____<br>SR | EO            | Trial #: _____<br>SR | EO            | Trial #: _____<br>SR |  |
| 12   |      | cFCR or TR or CAB 1   | cFCR   | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.<br/>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.<br/><br/>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 12   |      | <i>Communicate and tolerate denial and relinquish positive reinforcers</i>              | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |
| 12   |      |   | cFCR TR CAB 1                                | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR TR CAB 1                                | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR CAB 1 | #: Eng               | TR            | #: Eng               |  |
| 12   |      |   | cFCR   | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR TR CAB 1                                | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |
| 12   |      |   | cFCR TR CAB 1                                | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR   | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |
| 12   |      |   | cFCR TR CAB 1                                | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR   | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               | cFCR TR CAB 1 | #: Eng               |  |
| 12   |      |   | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |
| 12   |      |   | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |
| 12   |      |   | cFCR TR                                      | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR TR       | #: Eng               | cFCR TR CAB 1 | #: Eng               | cFCR          | #: Eng               |  |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Tolerance Response Training and Early Chaining**

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>                     | Progressively Changing Response Requirements |                      |                              |                      |                              |                      |                              |                      |                              |                      | Instructions   |
|------|------|---|--|----------------------|------------------------------|----------------------|------------------------------|----------------------|------------------------------|----------------------|------------------------------|----------------------|--|
|      |      |   | EO   | Trial #: _____<br>SR | EO                           | Trial #: _____<br>SR | EO                           | Trial #: _____<br>SR | EO                           | Trial #: _____<br>SR | EO                           | Trial #: _____<br>SR |  |
| 13   |      | CFCR or TR or CAB 1 or CAB 2  | cFCR<br>TR                                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 13   |      | <i>Communicate, tolerate denial, relinquish positive reinforcers, and transition and get ready to learn</i> | cFCR<br>TR<br>CAB 1                          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2                 | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      |  |
| 13   |      |   | cFCR   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR                                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR<br>CAB 1                          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR<br>CAB 1                          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR                                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2                 | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      |  |
| 13   |      |   | cFCR   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR<br>TR                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      |  |
| 13   |      |   | cFCR<br>TR                                   | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2 | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      | cFCR                         | #: _____<br>Eng      | cFCR<br>TR<br>CAB 1          | #: _____<br>Eng      |  |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior



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**Diversified Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>   | Progressively Changing Response Requirements |             |                                      |             |                                      |             |                                       |             |                                      |             | Instructions  |
|------|------|---|--|-------------|--------------------------------------|-------------|--------------------------------------|-------------|---------------------------------------|-------------|--------------------------------------|-------------|---|
|      |      |   | EO   | Trial #: SR | EO                                   | Trial #: SR | EO                                   | Trial #: SR | EO                                    | Trial #: SR | EO                                   | Trial #: SR |   |
| 14   |      | cFCR, TR, CAB 1, CAB 2, or CAB3<br><i>Communicate, tolerate denial, relinquish positive reinforcers,</i>  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR                                  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;">DATA COLLECTION</p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;">SHAPING CRITERIA</p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;">PROMPTING &amp; REINFORCEMENT</p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;">NO PRE-EMPTIVE PROMPT PROBE</p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 14   |      | <i>transition and get ready to learn, and/or cooperate/comply/respond accurately to 1-3 instructions within 1 activity, and/or engage for 10-60 seconds in 1 activity</i> | cFCR<br>TR<br>CAB 1<br>CAB 2                 | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      | cFCR<br>TR                            | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      |   |
| 14   |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2          | #: Eng      | cFCR<br>TR                           | #: Eng      |   |
| 14   |      |   | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      |   |
| 14   |      |   | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR                                  | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      |   |
| 14   |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR<br>TR                            | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      |   |
| 14   |      |   | cFCR<br>TR<br>CAB 1                          | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB 3 | #: Eng      | cFCR<br>TR                           | #: Eng      |   |
| 14   |      |   | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR                            | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      |   |
| 14   |      |   | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR                                  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3 | #: Eng      |   |
| 14   |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB3         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2          | #: Eng      | TR                                   | #: Eng      |   |

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**Diversified Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>  | Progressively Changing Response Requirements |             |                                      |             |                                      |             |                                      |             |                                      |             | Instructions  |
|------|------|--|--|-------------|--------------------------------------|-------------|--------------------------------------|-------------|--------------------------------------|-------------|--------------------------------------|-------------|---|
|      |      |  | EO   | Trial #: SR | EO                                   | Trial #: SR | EO                                   | Trial #: SR | EO                                   | Trial #: SR | EO                                   | Trial #: SR |   |
| 15   |      | CFR, TR, CAB 1 or 2, or CAB4<br><i>Communicate, tolerate denial, relinquish positive reinforcers,</i>                                | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;">DATA COLLECTION</p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;">SHAPING CRITERIA</p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;">PROMPTING &amp; REINFORCEMENT</p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;">NO PRE-EMPTIVE PROMPT PROBE</p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 15   |      | <i>transition and get ready to learn, and/or cooperate/comply/respond accurately to 1-3 instructions within multiple activities,</i> | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      |   |
| 15   |      | <i>and/or engage for 10-60 seconds in multiple activities</i>  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      |   |
| 15   |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      |   |
| 15   |      |  | cFCR<br>TR<br>CAB 1                          | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      |   |
| 15   |      |  | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      |   |
| 15   |      |  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      |   |
| 15   |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1                  | #: Eng      |   |
| 15   |      |  | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR                           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      |   |
| 15   |      |  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2         | #: Eng      | cFCR                                 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB4 | #: Eng      |   |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Diversified Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>   | Progressively Changing Response Requirements |             |  |             |  |             |  |             |  |             | Instructions  |
|------|------|---|--|-------------|--|-------------|--|-------------|--|-------------|--|-------------|---|
|      |      |   | EO   | Trial #: SR | EO                                     | Trial #: SR | EO                                       | Trial #: SR | EO                                     | Trial #: SR | EO                                     | Trial #: SR |   |
| 16s  |      | CFR, TR, CAB 1, 2, 3 or CAB5-short<br><i>Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or</i> | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1       | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2           | #: Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;">DATA COLLECTION</p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;">SHAPING CRITERIA</p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;">PROMPTING &amp; REINFORCEMENT</p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;">NO PRE-EMPTIVE PROMPT PROBE</p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 16s  |      | <i>cooperate/comply/respond accurately to 1, 3, or 6 instructions within multiple activities,</i>   | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1                    | #: Eng      | cFCR<br>TR                               | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1 | #: Eng      |   |
| 16s  |      | <i>and/or engage for 10, 60, or 120 seconds in multiple activities</i>  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3   | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1                    | #: Eng      |   |
| 16s  |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3       | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      |   |
| 16s  |      |   | cFCR<br>TR<br>CAB 1                          | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      | cFCR<br>TR                             | #: Eng      |   |
| 16s  |      |   | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6   | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3 | #: Eng      |   |
| 16s  |      |   | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1 | #: Eng      | cFCR<br>TR<br>CAB 1                      | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      |   |
| 16s  |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6       | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3 | #: Eng      |   |
| 16s  |      |   | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1                    | #: Eng      | cFCR<br>TR                               | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      |   |
| 16s  |      |   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3       | #: Eng      | cFCR                                   | #: Eng      | C cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6 | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2s          | #: Eng      |   |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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**Diversified Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>  | Progressively Changing Response Requirements |             |   |             |   |             |  |             |   |             | Instructions  |
|------|------|--|--|-------------|---|-------------|---|-------------|--|-------------|---|-------------|---|
|      |      |  | EO   | Trial #: SR | EO                                      | Trial #: SR | EO  | Trial #: SR | EO                                     | Trial #: SR | EO                                      | Trial #: SR |   |
| 16m  |      | CFR, TR, CAB 1, 2, 3 or CAB5-medium<br><i>Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or</i> | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3       | #: Eng      | cFCR                                    | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2           | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2            | #: Eng      | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;">DATA COLLECTION</p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;">SHAPING CRITERIA</p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;">PROMPTING &amp; REINFORCEMENT</p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;">NO PRE-EMPTIVE PROMPT PROBE</p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 16m  |      | <i>cooperate/comply/respond accurately to 1, 3, 6, or 10 instructions within multiple activities,</i>  | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1                     | #: Eng      | cFCR<br>TR                                | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3  | #: Eng      |   |
| 16m  |      | <i>and/or and/or engage for 10, 60, 120, or 300 seconds in multiple activities</i>   | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1    | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1                     | #: Eng      |   |
| 16m  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1       | #: Eng      | cFCR                                    | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2              | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng      |   |
| 16m  |      |  | cFCR<br>TR<br>CAB 1                          | #: Eng      | cFCR                                    | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6    | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1 | #: Eng      | cFCR<br>TR                              | #: Eng      |   |
| 16m  |      |  | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2            | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1    | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng      |   |
| 16m  |      |  | cFCR<br>TR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6  | #: Eng      | cFCR<br>TR<br>CAB 1                       | #: Eng      | cFCR                                   | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3  | #: Eng      |   |
| 16m  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10      | #: Eng      | cFCR                                    | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2              | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1  | #: Eng      |   |
| 16m  |      |  | cFCR   | #: Eng      | cFCR<br>TR<br>CAB 1                     | #: Eng      | cFCR<br>TR                                | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3 | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng      |   |
| 16m  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6       | #: Eng      | cFCR                                    | #: Eng      | C cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng      | cFCR<br>TR                             | #: Eng      | cFCR<br>TR<br>CAB 1<br>CAB 2s           | #: Eng      |   |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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**Diversified Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>  | Progressively Changing Response Requirements |        |  |        |  |        |   |        |  |        | Instructions  |
|------|------|--|--|--------|--|--------|--|--------|---|--------|--|--------|---|
|      |      |  | EO   |        | EO                                       |        | EO                                       |        | EO                                      |        | EO                                       |        |   |
|      |      |  | Trial #:                                     | SR     | Trial #:                                 | SR     | Trial #:                                 | SR     | Trial #:                                | SR     | Trial #:                                 | SR     |   |
| 161  |      | CFR, TR, CAB 1, 2, or CAB5-long<br><i>Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or</i> | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6       | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+ | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2            | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p style="text-align: center;">DATA COLLECTION</p> <p>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p style="text-align: center;">SHAPING CRITERIA</p> <p>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p style="text-align: center;">PROMPTING &amp; REINFORCEMENT</p> <p>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p style="text-align: center;">NO PRE-EMPTIVE PROMPT PROBE</p> <p>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 161  |      | <i>cooperate/comply/respond accurately to 1, 3, 6, 10, or more instructions within multiple activities,</i>  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1  | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+ | #: Eng |   |
| 161  |      | <i>and/or engage for 10, 60, 120, 300, or more seconds in multiple activities</i>  | cFCR<br>TR                                   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10  | #: Eng | cFCR                                    | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng |   |
| 161  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1       | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | cFCR<br>TR                              | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6   | #: Eng |   |
| 161  |      |  | cFCR<br>TR<br>CAB 1                          | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+ | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng | cFCR<br>TR                               | #: Eng |   |
| 161  |      |  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1   | #: Eng | cFCR<br>TR                              | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-6   | #: Eng |   |
| 161  |      |  | cFCR<br>TR                                   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+ | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng | cFCR                                    | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3   | #: Eng |   |
| 161  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1       | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | cFCR<br>TR                              | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+ | #: Eng |   |
| 161  |      |  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10 | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-3   | #: Eng |   |
| 161  |      |  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-10+     | #: Eng | cFCR                                     | #: Eng | C cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB5-1 | #: Eng | cFCR<br>TR                              | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2s            | #: Eng |   |

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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**Challenged Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>  | Progressively Changing Response Requirements |        |  |        |  |        |  |        |  |        | Instructions   |
|------|------|--|--|--------|--|--------|--|--------|--|--------|--|--------|--|
|      |      |  | Trial #:                                     |        | Trial #:                                 |        | Trial #:                                   |        | Trial #:                                 |        | Trial #:                                   |        |  |
|      |      |  | EO   | SR     | EO                                       | SR     | EO   | SR     | EO                                       | SR     | EO   | SR     |  |
| 17   |      | cFCR, TR, CAB 1, 2, or CAB6<br><i>Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or cooperate/comply/respond accurately</i> | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ i   | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 i   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2               | #: Eng | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.<br/>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.<br/><br/>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 17   |      | <i>to 1, 3, 6, 10, or more instructions within multiple activities, and/or engage for 10, 60, 120, 300, or more seconds in multiple activities, while being challenged</i>         | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng | cFCR<br>TR                                 | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 i | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10 i  | #: Eng |  |
| 17   |      | <b>Challenges:</b>   | TR   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 i | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ i | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1                        | #: Eng |  |
| 17   |      | i.   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 i     | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2               | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 i   | #: Eng |  |
| 17   |      |  | cFCR<br>TR<br>CAB 1                          | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10 i  | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 i | #: Eng | cFCR<br>TR                                 | #: Eng |  |
| 17   |      | ii.  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2             | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ i | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 i   | #: Eng |  |
| 17   |      |  | cFCR<br>TR                                   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 i | #: Eng | cFCR<br>TR<br>CAB 1                        | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 i   | #: Eng |  |
| 17   |      | iii.   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 i     | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2               | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ i | #: Eng |  |
| 17   |      |  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                      | #: Eng | cFCR<br>TR                                 | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 i | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 i   | #: Eng |  |
| 17   |      | iv.  | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10 i    | #: Eng | cFCR                                     | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ i | #: Eng | cFCR<br>TR                               | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2               | #: Eng |  |

**Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior** (Revised: May 2019; FTF Behavioral Consulting, Inc.)

Organization: \_\_\_\_\_ Client Name: \_\_\_\_\_ Skills Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Challenged Chaining** Branch: \_\_\_\_\_ / New people: \_\_\_\_\_ / New locations: \_\_\_\_\_ / Extended time: \_\_\_\_\_

| Step | Date | Responses Reinforced<br><i>Write in specific form; note if form changes within step</i>  | Progressively Changing Response Requirements |        |   |        |   |        |   |        |   |        | Instructions  |
|------|------|--|--|--------|---|--------|---|--------|---|--------|---|--------|---|
|      |      |  | Trial #:                                     |        | Trial #:                                  |        | Trial #:                                    |        | Trial #:                                  |        | Trial #:                                    |        |   |
|      |      |  | EO   | SR     | EO  | SR     | EO  | SR     | EO  | SR     | EO  | SR     |   |
| 17   |      | cFCR, TR, CAB 1, 2, or CAB6<br><i>Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or cooperate/comply/respond accurately</i> | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ ii  | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 ii   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2              | #: Eng | TR  | #: Eng | <p>This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data during the EO and SR periods.</p> <p><b>DATA COLLECTION</b><br/>In EO, circle the response to EO if independent; slash the response if prompted. In SR, circle Eng if it occurred throughout majority of the SR period.</p> <p>If one or more severe problem behaviors occurred in either EO or SR, write R1 or R1s, respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.</p> <p><b>SHAPING CRITERIA</b><br/>Remain at each teaching step until 3 consecutive trials of the target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.</p> <p><b>PROMPTING &amp; REINFORCEMENT</b><br/>The behaviors noted are those expected and thus reinforced on the specified trial.</p> <p>The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.</p> <p><b>NO PRE-EMPTIVE PROMPT PROBE</b><br/>Every 4<sup>th</sup> or 5<sup>th</sup> trial progress the EO (all the way to CAB6) without prompting the FCR unless R1s or R2s occur. If FCR is emitted at any point, reinforce it. If R1s/R2s or noncompliance occur at any point, prompt the FCR and reinforce the prompted FCR. If CAB6 expectations are completed, provide the synthesized SR. On these trials, cross out the required responses and simply record if FCR, R1, R2 or CAB6 were emitted.</p> |
| 17   |      | <i>to 1, 3, 6, 10, or more instructions within multiple activities, and/or engage for 10, 60, 120, 300, or more seconds in multiple activities, while being challenged</i>         | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                       | #: Eng | cFCR<br>TR                                  | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 ii | #: Eng | TR  | #: Eng |   |
| 17   |      | <b>Challenges:</b>   | TR   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 ii | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ ii | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1                         | #: Eng |   |
| 17   |      | i.   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 ii    | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2                | #: Eng | cFCR<br>TR                                | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 ii   | #: Eng |   |
| 17   |      |  | cFCR<br>TR<br>CAB 1                          | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10 ii  | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 ii | #: Eng | cFCR<br>TR                                  | #: Eng |   |
| 17   |      | ii.  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2              | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ ii | #: Eng | cFCR<br>TR                                | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-3 ii   | #: Eng |   |
| 17   |      |  | cFCR<br>TR                                   | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 ii | #: Eng | cFCR<br>TR<br>CAB 1                         | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 ii   | #: Eng |   |
| 17   |      | iii.   | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 ii    | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2                | #: Eng | cFCR<br>TR                                | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-10+ ii | #: Eng |   |
| 17   |      |  | cFCR   | #: Eng | cFCR<br>TR<br>CAB 1                       | #: Eng | cFCR<br>TR                                  | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-1 ii | #: Eng | cFCR<br>TR<br>CAB 1<br>CAB 2<br>CAB6-6 ii   | #: Eng |   |
| 17   |      | iv.  | cFCR<br>TR<br>CAB 1                          | #: Eng | cFCR                                      | #: Eng | cFCR<br>TR<br>CAB 1                         | #: Eng | cFCR<br>TR                                | #: Eng | cFCR<br>TR<br>CAB 1                         | #: Eng |   |

|  |  |  |                            |  |  |                                |  |  |       |  |
|--|--|--|----------------------------|--|--|--------------------------------|--|--|-------|--|
|  |  |  | CAB 2<br>CAB6-10 <i>ii</i> |  |  | CAB 2<br>CAB6-10+<br><i>ii</i> |  |  | CAB 2 |  |
|--|--|--|----------------------------|--|--|--------------------------------|--|--|-------|--|

EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

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

| Treatment Step:  |   | Implementor:   | Observer:  | Date:          |
|--|---|--|--|----------------|
| <b>S<br/>k<br/>i<br/>l<br/>l<br/>-<br/>B<br/>a<br/>s<br/>e<br/>d<br/>T<br/>r<br/>e<br/>a<br/>t<br/>m<br/>e<br/>n<br/>t</b> | <b>Context</b>  | <b>Do's:</b>   |  | <b>Don'ts:</b> |
|  | <b>Child-led time</b><br><i>(Their way)</i><br>(Sr interval)  | A. _____ Be sure that many of your child's preferred items/activities are available  | A. _____ Refrain from manipulating child's toys, unless following the child's lead   |                |
|  |   | B. _____ Be available to and engaged with your child (close in proximity, not distracted, and providing <i>high quality</i> attention in the manner your child prefers)  | B. _____ Refrain from placing any demands, including instructions and questions (i.e., make it clear that you child is in charge and you will follow their lead)       |                |
|  |   | C. _____ Honor all reasonable requests for items, your attention, or saying/doing things a particular way  | C. _____ Refrain from correcting your child (including providing feedback on past problem behavior) or the way they are engaging with an item/activity                 |                |
|  |   | D. _____ If your child 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                                  |                |
|  |   | E. _____ Respond to problem behavior by acknowledging it, making an emphatic statement, and making a change (remove any unplanned EOs)   |  |                |
|  |   | F. _____ Program 'child-led' time until child has been happy, relaxed, and engaged for at least 30 s   |  |                |
|  | <b>Adult-led time</b><br><i>(Your way)</i><br>(EO interval)   | A. _____ Make it clear that you are in control by delivering an instruction as you terminate child-led time  | A. _____ Do not present instructions as questions/options  |                |
|  |   | B. _____ Deliver clear, concise instructions to your child (e.g., put the blue ball in the bucket)   | B. _____ Do not comply with child attempts to lead instruction (e.g., "I want to clean up before I sit at the table")  |                |
|  |   | C. _____ When delivering each instruction, use the 3-step prompting method: <i>Tell them what to do, (wait 3 seconds, show them what to do, (wait 3 seconds) help them do it.</i>  | C. _____ Do not react in any (obvious) way to inappropriate behavior, simply prompt the desired response and reinforce   |                |
|  |   | D. _____ Only provide attention relevant to what your child is expected to do (prompting within the 3-step method and praise for cooperation)  | D. _____ Do not <i>negotiate, argue, rationalize, or cajole.</i>   |                |
|  |   | E. _____ Only allow access to materials relevant to what your child is expected to do  |  |                |
|  | <b>Transition from adult-led time to child-led time</b><br><i>(the schedule)</i><br><i>(the unpredictable and intermittent contingency)</i> | A. _____ Moving from adult-led time to child-led time occurs only following one of these three skills: <i>functional communication, delay/denial toleration, or cooperation with your instruction/expectation following denial</i> | A. _____ Do not foreshadow which skills will be reinforced or how many demands will need to be completed prior to earning child-led time (i.e., keep it unpredictable) |                |
|  |   | B. _____ It is important that each of the skills "payoff" some of the time. Always reward functional communication and toleration responses <i>some</i> of the time (1 out of every 5).  |  |                |
|  |   | C. _____ Similarly, sometimes surprise reward <i>very small chains</i> of cooperation following a denial (i.e., 1-2 instructions; e.g., "go take a seat")  |  |                |
|  |   | D. _____ Prompt the communication or toleration skills if they are not occurring (including if child cooperates with all instructions); wait at least 30 s between prompts.  |  |                |

Scoring: *N/A if not 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:**

|  |   |  |  |
|--|---|--|--|
| <b>S<br/>k<br/>i<br/>l<br/>l<br/>-<br/>B<br/>a<br/>s<br/>e<br/>d<br/>T<br/>r<br/>e<br/>a<br/>t<br/>m<br/>e<br/>n<br/>t</b> | <b>Context</b>  | <b>Do's:</b>   | <b>Don'ts:</b>                               |
|  | <b>Child-led time</b><br><i>(Their way)</i><br>(Sr interval)  | A. _____<br>B. _____<br>C. _____<br>D. _____<br>E. _____<br>F. _____ | A. _____<br>B. _____<br>C. _____<br>D. _____ |
|  | <b>Adult-led time</b><br><i>(Your way)</i><br>(EO interval)   | A. _____<br>B. _____<br>C. _____<br>D. _____<br>E. _____             | A. _____<br>B. _____<br>C. _____<br>D. _____ |
|  | <b>Transition from adult-led time to child-led time</b><br><i>(the schedule)</i><br><i>(the unpredictable and intermittent contingency)</i> | A. _____<br>B. _____<br>C. _____<br>D. _____                         | A. _____                                     |

**Social Validity Assessment**

|   |                           |                           |
|---|---------------------------|---------------------------|
| Rate the extent to which you are satisfied with the outcomes of treatment?              | 1- not satisfied at all   | 7- completely satisfied   |
|   | 1 2 3 4 5 6 7             |                           |
| Rate the extent to which you are satisfied with the reduction in problem behavior?      | 1- not satisfied at all   | 7- completely satisfied   |
|   | 1 2 3 4 5 6 7             |                           |
| Rate the extent to which you are pleased with the skills the child/client has learned?  | 1- not pleased at all     | 7- very pleased           |
|   | 1 2 3 4 5 6 7             |                           |
| Rate the extent to which you feel comfortable implementing the treatment at this point? | 1- not comfortable at all | 7- completely comfortable |
|   | 1 2 3 4 5 6 7             |                           |

*Additional Comments:*

**Development and eventual description of the PFA and treatment process can be found in these articles and 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, #4, for a review of these studies).*

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