		and Guide for the Skill-Based											Consultant:
Fur	ctional	Communication Training											
		Responses Reinforced			-	Progressiv	ely Changin		Requireme	nts			
Ste p	Date	Write in specific form; note if form changes within step	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	Instructions
5		РВ:	PB R1	#:1 <mark>Eng</mark>	PB R1	#:2 <mark>Eng</mark>	PB R2	#:3 <mark>Eng</mark>	PB R2	#:4 <mark>Eng</mark>	PB R2	#:5 <mark>Eng</mark>	This sheet is to be used to guide the shaping of
8		sFCR:	sFCR	#:6 Eng	sFCRR 2	#:7 Eng	sFCR	#:8 Eng	sFCR	#:9 Eng	SFCR	#:9 Eng	the skills as well as to record trial-by-trial data during the EO and SR periods.
8		Replace PB with simple communication	sFCR	#:11 Eng	sFCR	#:12 Eng	sFCR	#:13 Eng	sFCR	#:14 Eng	sFCR	#:15 Eng	DATA COLLECTION
8			sFCR	#:16 Eng	sFCR	#:17 Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	In EO, circle the response to EO if
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	independent; slash the response if prompted.
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	In SR, circle Eng if it occurred throughout majority of the SR period.
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	If one or more severe problem behaviors
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	occurred in either EO or SR, write R1 or R1 respectively, next to the expected behavior. If one or more mild problem behaviors
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	occurred, write R2 or R2s, respectively, next to the expected behavior.
8			sFCR	#: Eng #.	sFCR	#: Eng #.	sFCR	#: Eng	sFCR	#: Eng #.	sFCR	#: Eng #:	There are more rows included for each step
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	Eng	than will likely be required (i.e., about 20 trials should be required before advancing).
8			sFCR	#: Eng #:	sFCR	#: Eng #:	sFCR	#: Eng #:	sFCR	#: Eng #:	sFCR	#: Eng #:	SHAPING CRITERIA
8			sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	Remain at each teaching step until 3
8			sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	consecutive trials of the target response level have been completed with zero PB, all
8			sFCR	Eng	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	expected skills are occurring independently, and engagement is consistent during SR.
8			sFCR	#: Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	PROMPTING & REINFORCEMENT
8			sFCR	#: Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	The behaviors noted are those expected and
8			sFCR	#: Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	sFCR	#. Eng #:	thus reinforced on the specified trial.
8			sFCR	Eng	sFCR	Eng	sFCR	Eng	sFCR	#. Eng #:	sFCR	#. Eng #:	The skills are to be prompted just prior to being expected initially and then once
8			sFCR	#: Eng #:	sFCR	#: Eng #-	sFCR	#: Eng #:	sFCR	Eng	sFCR	Eng	independent, still prompted if PB or noncompliance occurs unexpectedly.
8		g operation; SR = synthesized reinforcement;	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	

L		Responses Reinforced				Progressiv	ely Changir	ng Response	Requireme	nts			
	Date	Write in specific form; note if form changes within step	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	Instructions
		cFCR:	eFCR R2	#:18 Eng	eFCR	#:19 Eng	eFCR	#:20 Eng	cFCR	#:21 Eng	cFCR	#:22 Eng	This sheet is to be used to guide the shaping
Ī		Improve form of communication	eFCR	#:23 Eng	cFCR	#:24 Eng	eFCR.	#:25 Eng	cFCR	#:26 Eng	cFCR	#: Eng	the skills as well as to record trial-by-trial da during the EO and SR periods.
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	DATA COLLECTION
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	In EO, circle the response to EO if
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	independent; slash the response if prompted
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	In SR, circle Eng if it occurred throughout majority of the SR period.
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	If one or more severe problem behaviors
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	occurred in either EO or SR, write R1 or R respectively, next to the expected behavior
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	If one or more mild problem behaviors
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	occurred, write R2 or R2s, respectively, ne to the expected behavior.
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	There are more rows included for each ste than will likely be required (i.e., about 20
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	trials should be required before advancing
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	SHAPING CRITERIA
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	Remain at each teaching step until 3 consecutive trials of the highest target
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	response level have been completed with z PB, all expected skills are occurring
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	independently, and engagement is consiste during SR.
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	PROMPTING & REINFORCEMENT
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	The behaviors noted are those expected an
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	thus reinforced on the specified trial.
			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	The skills are to be prompted just prior to being expected initially and then once
ſ			cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	cFCR	#: Eng	independent, still prompted if PB or noncompliance occurs unexpectedly.

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 Responses Reinforced Progressively Changing Response Requirements** Instructions Write in specific form; note if form Ste Trial #: Trial #: Trial #: Trial #: Trial #: EO EO EO EO EO changes within step SR SR SR SR SR Date n **cFCR** #: cFCR #:29 **cFCR** #:27 #:28 #:30 cFCR **cFCR** 10 cFCR or TR TR This sheet is to be used to guide the shaping of Eng Eng TR R2 Eng TR Eng Eng **R2** the skills as well as to record trial-by-trial data #:31 cFCR #:32 **cFCR** #:33 #:34 **cFCR** #:35 during the EO and SR periods. cFCR 10 Communicate and tolerate denial **cFCR** Eng TR-Eng TR Eng Eng TR Eng #:36 cFCR #:37 #:38 **cFCR** #:39 **cFCR** #:40 DATA COLLECTION 10 **cFCR c**FCR Eng TR Eng TR Eng TR Eng Eng #:41 cFCR #:42 **cFCR** #:43 #:44 **cFCR** #:45 In EO, circle the response to EO if 10 cFCR **cFCR** Eng TR Eng TR Eng Eng TR Eng independent; slash the response if prompted. #: cFCR #: cFCR #: cFCR #: cFCR #: 10 cFCR Eng TR Eng TR Eng TR Eng Eng In SR, circle Eng if it occurred throughout #: #: cFCR #: cFCR #: cFCR #: cFCR cFCR majority of the SR period. 10 TR TR TR Eng Eng Eng Eng Eng cFCR #: #: cFCR #: #: cFCR #: cFCR cFCR If one or more severe problem behaviors 10 TR TR Eng Eng TR Eng Eng Eng occurred in either EO or SR, write R1 or R1s, cFCR cFCR cFCR #: #: #: #: #: 10 cFCR cFCR respectively, next to the expected behavior. Eng TR TR TR Eng Eng Eng Eng cFCR #: cFCR #: cFCR #: #: #: 10 cFCR cFCR If one or more mild problem behaviors Eng TR Eng TR Eng Eng TR Eng occurred, write R2 or R2s, respectively, next cFCR cFCR cFCR #: #: #: #: #: cFCR cFCR 10 to the expected behavior. TR Eng Eng TR Eng TR Eng Eng cFCR #: cFCR #: #: cFCR #: #: 10 cFCR cFCR There are more rows included for each step Eng TR Eng Eng TR Eng TR Eng than will likely be required (i.e., about 20 #: cFCR #: cFCR #: cFCR #: #: cFCR 10 cFCR trials should be required before advancing). TR TR Eng TR Eng Eng Eng Eng cFCR cFCR cFCR #: #: #: #: #: 10 cFCR cFCR SHAPING CRITERIA Eng TR TR Eng Eng TR Eng Eng cFCR cFCR cFCR #: #: #: #: #: 10 cFCR cFCR Remain at each teaching step until 3 Eng Eng TR Eng TR Eng TR Eng consecutive trials of the highest target #: cFCR cFCR #: cFCR #: #: #: cFCR 10 cFCR response level have been completed with zero TR Eng TR Eng TR Eng Eng Eng PB, all expected skills are occurring cFCR #: cFCR #: cFCR #: #: #: cFCR cFCR 10 TR independently, and engagement is consistent TR Eng TR Eng Eng Eng Eng #: cFCR #: #: cFCR #: cFCR #: during SR. cFCR 10 cFCR Eng TR Eng Eng TR Eng TR Eng #: cFCR #: cFCR #: cFCR #: **PROMPTING & REINFORCEMENT** #: cFCR 10 cFCR Eng Eng TR TR Eng TR Eng Eng cFCR cFCR #: #: cFCR #: #: #: The behaviors noted are those expected and cFCR cFCR 10 Eng TR TR Eng Eng TR Eng Eng thus reinforced on the specified trial. #: #: cFCR #: cFCR #: cFCR #: cFCR cFCR 10 Eng TR Eng Eng TR Eng TR Eng The skills are to be prompted just prior to cFCR #: #: cFCR #: #: cFCR #: being expected initially and then once 10 cFCR cFCR Eng Eng TR Eng TR Eng TR Eng independent, still prompted if PB or #: #: #: cFCR #: #: cFCR cFCR noncompliance occurs unexpectedly. 10 cFCR cFCR Eng Eng TR Eng TR Eng Eng TR 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 Responses Reinforced Progressively Changing Response Requirements** Instructions Write in specific form; note if form Ste Trial #: Trial #: Trial #: Trial #: Trial #: changes within step EO EO EO EO EO SR SR SR SR SR Date D **cFCR cFCR** #:46 #:48 cFCR #:47 #:49 **cFCR** #:50 cFCR This sheet is to be used to guide the shaping of 12 cFCR or TR or CAB 1 TR TR Eng Eng Eng TR Eng TR R2 Eng CAB 1 CAB 1 the skills as well as to record trial-by-trial data cFCR cFCR during the EO and SR periods. #: 51 #:52 #:53 #:54 #:55 Communicate and tolerate denial **cFCR cFCR** 12 TR TR **cFCR** TR Eng and relinquish positive reinforcers Eng TR Eng Eng Eng CAB 1 CAB 1 DATA COLLECTION **cFCR** cFCR cFCR #:56 #: #: cFCR #: #: TR cFCR TR TR 12 In EO, circle the response to EO if Eng Eng Eng TR Eng Eng CAB 1 CAB 1 CAB 1 independent; slash the response if prompted. cFCR cFCR cFCR #: #: #: #: #: cFCR TR 12 TR TR TR In SR, circle Eng if it occurred throughout Eng Eng Eng Eng Eng CAB 1 CAB 1 CAB 1 majority of the SR period. cFCR cFCR cFCR #: #: #: cFCR #: #: 12 cFCR TR TR TR Eng Eng If one or more severe problem behaviors TR Eng Eng Eng CAB 1 CAB 1 CAB 1 occurred in either EO or SR, write R1 or R1s, cFCR cFCR cFCR #: #: #: #: cFCR #: respectively, next to the expected behavior. 12 TR TR cFCR TR Eng Eng TR Eng Eng Eng CAB 1 CAB 1 CAB 1 If one or more mild problem behaviors cFCR cFCR cFCR #: #: cFCR #: #: #: occurred, write R2 or R2s, respectively, next TR TR cFCR 12 Eng Eng Eng TR TR Eng Eng to the expected behavior. CAB 1 CAB 1 cFCR cFCR cFCR #: #: #: cFCR #: #: There are more rows included for each step 12 TR cFCR TR TR Eng TR Eng Eng Eng Eng than will likely be required (i.e., about 20 CAB 1 CAB 1 CAB 1 trials should be required before advancing). cFCR cFCR #: #: #: cFCR #: #: cFCR 12 cFCR TR TR Eng Eng Eng TR Eng Eng SHAPING CRITERIA CAB 1 CAB 1 cFCR cFCR cFCR #: #: cFCR #: #: #: Remain at each teaching step until 3 12 TR TR cFCR TR Eng TR Eng Eng Eng Eng CAB 1 consecutive trials of the highest target CAB 1 cFCR cFCR cFCR response level have been completed with zero #: #: #: cFCR #: #: 12 TR cFCR TR TR PB, all expected skills are occurring Eng Eng TR Eng Eng Eng CAB 1 CAB 1 CAB 1 independently, and engagement is consistent cFCR cFCR during SR. cFCR #: #: #: #: #: 12 cFCR TR cFCR TR Eng Eng TR Eng Eng Eng CAB 1 CAB 1 **PROMPTING & REINFORCEMENT** cFCR cFCR cFCR #: #· cFCR #: #: #: TR TR cFCR 12 The behaviors noted are those expected and TR Eng Eng TR Eng Eng Eng CAB 1 CAB 1 thus reinforced on the specified trial. cFCR cFCR cFCR #: #: cFCR #: #: #: 12 TR TR cFCR The skills are to be prompted just prior to Eng TR Eng TR Eng Eng Eng CAB 1 CAB 1 being expected initially and then once cFCR cFCR independent, still prompted if PB or cFCR #: #: cFCR #: #: #: TR TR cFCR 12 noncompliance occurs unexpectedly. Eng TR Eng Eng TR Eng Eng CAB 1 CAB 1 EO = establishing operation; SR = synthesized reinforcement; PB = problem behavior; Eng = Engagement; cFCR = Complex FCR; TR = Tolerance response; CAB = Contextually appropriate behavior

$ \begin{vmatrix} 1 \\ 13 \end{vmatrix} \\ 14 \Biggr \\ 14 \bigg \\ $		t and Guide for the Skill-Based						-		-			Consultant:
Sec Date Write is ageorific form; note if form Total k: Total k: Distriction Distriction <thdistriction< th=""> Distriction <thd< th=""><th>Tolerance</th><th>Response Training and Ear</th><th>y Chaini</th><th>ing</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></thd<></thdistriction<>	Tolerance	Response Training and Ear	y Chaini	ing									
pbddechanges within stepr0SRr0 <thr></thr> r0r0r0						<u> </u>	y Changing		Requiremen		_		<i>Instructions</i>
13CPCR or TR or CAB 1 or CAB 2 $\frac{17}{12R}$ $\frac{17}{$		Write in specific form; note if form changes within step	EO		EO		EO		EO		EO		Instructions
11Calcular for the densitie and the response to EO if an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expendence integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learnCR model is an expense in EO if integration and get ready to learn <t< td=""><td>13</td><td>CFCR or TR or CAB 1 or CAB 2</td><td></td><td></td><td>TR</td><td></td><td>TR CAB 1</td><td></td><td>cFCR</td><td></td><td>TR CAB 1 CAB 2</td><td></td><td>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.</td></t<>	13	CFCR or TR or CAB 1 or CAB 2			TR		TR CAB 1		cFCR		TR CAB 1 CAB 2		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.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	13	relinquish positive reinforcers, and			TR CAB 1		cFCR		TR		TR CAB 1		
13Image: First problem between probl	13		TR		cFCR TR CAB 1		cFCR		TR		cFCR TR CAB 1		independent; slash the response if prompted. In SR, circle Eng if it occurred throughout
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	13				cFCR		TR R2 CAB 1				TR CAB 1		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.
$\frac{13}{13}$ 13	13				TR R2 CAB 1		TR		<mark>cFCR</mark>		TR CAB 1	#: 81 <mark>Eng</mark>	occurred, write R2 or R2s, respectively, next
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	13		TR CAB 1	#:82 Eng			TR CAB 1			#: Eng	TR CAB 1		There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
$\frac{13}{13} \begin{bmatrix} cFCR \\ TR \\ FR \\ FR \\ FR \\ FR \\ FR \\ FR \\ F$	13		TR		cFCR		TR CAB 1		TR CAB 1		cFCR		Remain at each teaching step until 3
$\frac{13}{13} = \frac{13}{13} = 13$	13				TR CAB 1		cFCR TR			#: Eng	TR		response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent
$\frac{13}{13} \begin{bmatrix} 13\\ 13\\ 13\\ 13\\ 13\\ 13\\ 13\\ 13\\ 13\\ 13\\$	13		TR CAB 1		cFCR		TR		TR CAB 1				PROMPTING & REINFORCEMENT
ECP # TP # CFCR # CFCR # independent still prompted if PB or	13		cFCR		TR CAB 1 CAB 2		TR			#: Eng	TR CAB 1		thus reinforced on the specified trial. The skills are to be prompted just prior to
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	13		cFCR TR	#: Eng	TR CAB 1	#: Eng	TR	#: Eng	cFCR	#: Eng	TR	#: Eng	being expected initially and then once independent, still prompted if PB or

Data	a Sheet	t and Guide for the Skill-Based	Freatment	of Pro	blem Beh	avior (Revised: May	2019; FTF	Behavioral	Consulting,	Inc.)		
	ization:	Client Name:			Skills Teach				Super				Consultant:
Dive	ersified	Chaining Branch:		/ N	New people					ew location	ons:		/ Extended time:
~		Responses Reinforced				-	ly Changing	-	-				Instructions
Ste p	Date	Write in specific form; note if form changes within step	Tria EO	ul #: SR	EO Ti	rial #: SR	EO	Trial #: SR	EO	Trial #: SR	EO	Trial #: SR	Instructions
14		CFCR, TR, CAB 1, CAB 2, or CAB3 <i>Communicate, tolerate denial,</i> <i>relinquish positive reinforcers,</i>	cFCR TR	#:85 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3 R2	#:86 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:87 <mark>Eng</mark>	cFCR.	#:88 Eng	cFCR TR <mark>CAB 1</mark>	#:89 <mark>Eng</mark>	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.
14		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	cFCR TR CAB 1 CAB 2 CAB 3 R2	#:90 <mark>Eng</mark>	cFCR TR	#:91 <mark>Eng</mark>	cFCR	#:92 <mark>Eng</mark>	cFCR TR CAB 1	#:93 <mark>Eng</mark>	CFCR TR CAB 1 CAB 2 CAB 3 R2	#:94 <mark>Eng</mark>	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
14			cFCR TR CAB 1 CAB 2	#:95 <mark>Eng</mark>	cFCR TR	#:96 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:97 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:98 <mark>Eng</mark>	eFCR	#:99 <mark>Eng</mark>	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,
14			cFCR	#:100 <mark>Eng</mark>	cFCR TR CAB 1	#:101 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:102 <mark>Eng</mark>	cFCR TR	#:103 <mark>Eng</mark>	eFCR	#:104 <mark>Eng</mark>	respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.
14			cFCR TR CAB 1 CAB 2 CAB 3	#:105 <mark>Eng</mark>	cFCR <mark>TR</mark> R2	#:106 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:107 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:108 <mark>Eng</mark>	cFCR TR	#:109 <mark>Eng</mark>	There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
14			cFCR TR CAB 1 CAB 2 CAB3	#:110 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:111 <mark>Eng</mark>	cFCR	#:112 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:113 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:114 <mark>Eng</mark>	SHAPING CRITERIA Remain at each teaching step until 3
14			cFCR	#:115 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:116 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB3	#:117 <mark>Eng</mark>	cFCR TR	#:118 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#: 119 <mark>Eng</mark>	consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.
14			cFCR TR CAB 1 CAB 2 CAB 3	#:120 <mark>Eng</mark>	cFCR TR	#:121 <mark>Eng</mark>	cFCR	#:122 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 3	#:123 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:124 <mark>Eng</mark>	PROMPTING & REINFORCEMENT The behaviors noted are those expected and thus reinforced on the specified trial.
14			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB3	#: Eng	The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly
14			cFCR TR CAB 1 CAB 2 CAB3	#: Eng	cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	TR	#: Eng	

EO =	establishi	ng operation; SR = synthesized reinforcement;	PB = problem b	ehavior; E	Eng = Engagen	nent; cFCF	R = Complex	FCR; TR = 7	Folerance res	sponse; CAI	B = Context	ually appropria	ate behavior
Data	a Sheet	t and Guide for the Skill-Based	Treatment	of Pro	blem Beh	avior (Revised: May	2019; FTF	Behavioral C	Consulting, l	(nc.)		
0	ization:	Client Name:			Skills Teach				Superv				Consultant:
Dive	ersified	Chaining Branch:		/ N	New people					w locatio	ons:		/ Extended time:
Ste p	Date	Responses Reinforced Write in specific form; note if form changes within step	Tr. EO	ial #: SR		rogressive ial #: SR	ly Changing	Response F Trial #: SR		ts Trial #: SR	EO	Trial #: SR	Instructions
15		CFCR, TR, CAB 1 or 2, or CAB4 Communicate, tolerate denial, relinquish positive reinforcers,	cFCR TR CAB 1 CAB 2	#:124 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4 R2	#:125 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:126 <mark>Eng</mark>	cFCR TR	#:127 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:128 Eng	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.
15		transition and get ready to learn, and/or cooperate/comply/respond accurately to 1-3 instructions within multiple activities,	cFCR TR CAB 1 CAB 2 CAB 4	#:129 <mark>Eng</mark>	cFCR	#:130 <mark>Eng</mark>	cFCR TR CAB 1	#:131 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 R2	#:132 Eng	cFCR	#:133 Eng	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
15		and/or engage for 10-60 seconds in multiple activities	cFCR TR CAB 1 CAB 2 R2	#:134 <mark>Eng</mark>	cFCR TR	#:135 Eng	cFCR TR CAB 1 CAB 2 CAB 4	#:136 <mark>Eng</mark>	cFCR TR CAB 1	#:137 Eng	<mark>cFCR</mark>	#:138 Eng	In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors
15			cFCR TR CAB 1 CAB 2 CAB4	#:139 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:140 <mark>Eng</mark>	cFCR TR	#:141 <mark>Eng</mark>	<mark>cFCR</mark> TR	#:142 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:143 Eng	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
15			cFCR TR CAB 1	#:144 <mark>Eng</mark>	cFCR	#:145 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB4	#:146 <mark>Eng</mark>	cFCR TR	#:147 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:148 Eng	to the expected behavior. There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
15			cFCR TR CAB 1	#:149 <mark>Eng</mark>	<mark>cFCR</mark>	#:150 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:151 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 4	#:152 <mark>Eng</mark>	cFCR	#:153 <mark>Eng</mark>	SHAPING CRITERIA
15			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	Remain at each teaching step until 3 consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent
15			cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1	#: Eng	during SR. PROMPTING & REINFORCEMENT The behaviors noted are those expected and
15			cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	thus reinforced on the specified trial. The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or
15			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB4	#: Eng	noncompliance occurs unexpectedly

EO = o	establishi	ng operation; SR = synthesized reinforcement;	PB = problem b	ehavior; E	Eng = Engagen	nent; cFCF	R = Complex F	CR; TR = '	Folerance res	ponse; CAI	B = Contextu	ally appropria	ate behavior
Data	a Sheet	t and Guide for the Skill-Based	Treatment	of Pro	blem Beh	avior (Revised: May 2	2019; FTF	Behavioral C	Consulting, I	Inc.)		
U	ization:	Client Name:		/]	Skills Teach				Superv				Consultant:
Dive	rsified	Chaining Branch:		/ 1	Vew people		ly Changing R	losnonso I		w locatio	ons:		/ Extended time:
Ste p	Date	Responses Reinforced Write in specific form; note if form changes within step	Tr EO	ial #: SR		ial #: SR		ial #: SR		.s Trial #: SR	EO	Trial #: SR	Instructions
16s		CFCR, TR, CAB 1, 2, 3 or CAB5-short Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or	cFCR TR CAB 1 CAB 2 CAB5-1	#:154 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:155 <mark>Eng</mark>	cFCR TR	#:156 <mark>Eng</mark>	cFCR TR CAB 1 R2	#:157 <mark>Eng</mark>	cFCR TR	#:158 <mark>Eng</mark>	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.
16s		cooperate/comply/respond accurately to 1, 3, or 6 instructions within multiple activities,	cFCR TR CAB 1 CAB 2 CAB 5-6	#:159 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5	#:160 <mark>Eng</mark>	cFCR TR	#:161 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5 6	#:162 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5 1	#:163 Eng	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
16s		and/or engage for 10, 60, or 120 seconds in multiple activities	cFCR.	#:164 <mark>Eng</mark>	cFCR TR CAB 1	#:165 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-3	#:166 <mark>Eng</mark>	cFCR	#:167 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:168 <mark>Eng</mark>	In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors
16s			cFCR TR CAB 1	#:169 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-6	#:170 <mark>Eng</mark>	cFCR TR CAB 1	#:171 <mark>Eng</mark>	cFCR	#:172 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:173 Eng	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
16s			cFCR TR CAB 1	#:174 <mark>Eng</mark>	cFCR	#:175 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:176 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-6	#:177 <mark>Eng</mark>	cFCR TR	#:178 <mark>Eng</mark>	to the expected behavior. There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
16s			cFCR TR CAB 1 CAB 2	#:179 <mark>Eng</mark>	cFCR TR CAB 1	#:180 <mark>Eng</mark>	cFCR	#:181 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-6	#:182 <mark>Eng</mark>	cFCR TR CAB 1	#:183 <mark>Eng</mark>	SHAPING CRITERIA
16s			cFCR TR CAB 1	#: Eng	cFCR TR CAB 1 CAB 2 CAB5-1	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR	#: Eng	cFCR TR CAB 1	#: Eng	Remain at each teaching step until 3 consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent
16s			cFCR TR CAB 1 CAB 2 CAB5- <i>3</i>	#: Eng	cFCR TR CAB 1 CAB 2 CAB 5-1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR	#: Eng	during SR. PROMPTING & REINFORCEMENT The behaviors noted are those expected and
16s			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 5-1	#: Eng	cFCR TR CAB 1 CAB 2 CAB 5-3	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: Eng	thus reinforced on the specified trial. The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or
16s			cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB 5-3	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB 5-6	#: Eng	noncompliance occurs unexpectedly

FTF Behavioral Consulting Skill-Based Treatment Workbook

EO = e	establishi	ng operation; SR = synthesized reinforcement; F	PB = problem b	ehavior; E	Eng = Engager	nent; cFCF	R = Complex F	CR; TR = 7	Folerance resp	ponse; CAI	B = Contextual	ly appropria	ate behavior
Data	Sheet	t and Guide for the Skill-Based	Treatment	of Pro	blem Beł	navior (Revised: May 2	019; FTF	Behavioral C	onsulting, I	nc.)		
0	ization:	Client Name:			Skills Teacl				Superv				Consultant:
Dive	rsified	Chaining Branch:		/ N	New people					w locatio	ons:		/ Extended time:
Ste p	Date	Responses Reinforced Write in specific form; note if form changes within step	Tri EO	al #: SR	-	rogressive rial #: SR	ly Changing R Tri EO	esponse F ial #: SR		s Trial #: SR	EO 1	Frial #: SR	Instructions
16m		CFCR, TR, CAB 1, 2, 3 or CAB5-medium Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or	cFCR TR CAB 1	#:184 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-1	#:185 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:186 <mark>Eng</mark>	cFCR	#:187 <mark>Eng</mark>	cFCR TR CAB 1	#: 188 <mark>Eng</mark>	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.
16m		cooperate/comply/respond accurately to 1, 3, 6, or 10 instructions within multiple activities,	cFCR TR CAB 1 CAB 2 CAB5- 3	#:189 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-1	#:190 <mark>Eng</mark>	cFCR	#:191 <mark>Eng</mark>	cFCR TR CAB 1	#:192 <mark>Eng</mark>	cFCR	#:193 <mark>Eng</mark>	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
16m		and/or and/or engage for 10, 60, 120, or 300 seconds in multiple activities	cFCR TR	#:194 <mark>Eng</mark>	cFCR TR CAB 1 CAB 5-6	#:195 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-3	#:196 <mark>Eng</mark>	cFCR TR CAB 1	#:197 <mark>Eng</mark>	cFCR TR	#:198 <mark>Eng</mark>	In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors
16m			cFCR	#:199 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-3	#:200 Eng	cFCR TR CAB 1 CAB 2	#:201 <mark>Eng</mark>	cFCR TR	#:202 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-10	#:203 Eng	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
16m			cFCR TR CAB 1 CAB 2 CAB5- 1	#:204 <mark>Eng</mark>	<mark>cFCR</mark>	#:205 <mark>Eng</mark>	cFCR TR CAB 1	#:206 <mark>Eng</mark>	cFCR TR	#:207 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-6	#:208 <mark>Eng</mark>	to the expected behavior. There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
16m			cFCR TR	#:209 <mark>Eng</mark>	cFCR TR CAB 1	#:210 Eng	cFCR TR CAB 1 CAB 2 CAB 5-10	#:211 <mark>Eng</mark>	cFCR TR CAB 1	#:212 <mark>Eng</mark>	<mark>cFCR</mark>	#:213 Eng	SHAPING CRITERIA
16m			cFCR TR CAB 1 CAB 2 CAB 5-3	#:214 <mark>Eng</mark>	cFCR TR	#:215 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-10	#:216 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-3	#: Eng	cFCR TR CAB 1 CAB 2 CAB5-3	#: Eng	Remain at each teaching step until 3 consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent
16m			cFCR TR CAB 1 CAB 2 CAB5-10	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -1	#: Eng	during SR. PROMPTING & REINFORCEMENT The behaviors noted are those expected and
16m			cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -3	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -10	#: Eng	thus reinforced on the specified trial. The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or
16m			cFCR TR CAB 1 CAB 2 CAB5-6	#: Eng	cFCR	#: Eng	C cFCR TR CAB 1 CAB 2 CAB5 -10	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2s	#: Eng	noncompliance occurs unexpectedly

EO = e	establishii	ng operation; SR = synthesized reinforcement;	PB = problem b	ehavior; E	Eng = Engagen	nent; cFCF	R = Complex F	CR; TR = 1	Folerance resp	oonse; CAE	B = Contextua	lly appropria	ate behavior
Data	1 Sheet	t and Guide for the Skill-Based	Treatment	of Pro	blem Beh	avior (Revised: May 2	019; FTF	Behavioral Co	onsulting, I	nc.)		
0	ization:	Client Name:			Skills Teach				Supervi				Consultant:
Dive	rsified	Chaining Branch:		/ N	lew people					v locatio	ons:		/ Extended time:
Ste p	Date	Responses Reinforced Write in specific form; note if form changes within step	Tri EO	al #: SR	-	rogressive ial #: SR	ly Changing R Tri EO	esponse R ial #: SR		rial #: SR	EO	Trial #: SR	Instructions
161		CFCR, TR, CAB 1, 2, or CAB5-long Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or	cFCR TR CAB 1 CAB 2 CAB 5-6	#:217 <mark>Eng</mark>	<mark>cFCR</mark>	#:218 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-3	#:219 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 R2	#:220 <mark>Eng</mark>	cFCR TR R2	#:221 <mark>Eng</mark>	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.
161		cooperate/comply/respond accurately to 1 , 3 , 6 , 10 , or more instructions within multiple activities,	cFCR	#:222 <mark>Eng</mark>	cFCR TR CAB 1	#:223 Eng	cFCR TR	#224 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-1	#:225 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-10+	#:226 <mark>Eng</mark>	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
161		and/or engage for 10, 60, 120, 300, or more seconds in multiple activities	cFCR TR	#:227 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-6	#:228 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 5-3	#:229 <mark>Eng</mark>	<mark>cFCR</mark>	#:230 <mark>Eng</mark>	cFCR TR CAB 1	#:231 Eng	In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors
161			cFCR TR CAB 1 CAB 2	#:232 <mark>Eng</mark>	cFCR.	#:233 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#:234 <mark>Eng</mark>	cFCR TR	#:235 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-10+	#:236 <mark>Eng</mark>	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
161			cFCR TR CAB 1	#:237 <mark>Eng</mark>	cFCR	#:238 <mark>Eng</mark>	CFCR TR CAB 1	#:237 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5- 3	#:239 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB5-10+	#:240 <mark>Eng</mark>	to the expected behavior. There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
161			cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1 CAB 2 CAB5-1	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5-6	#: Eng	SHAPING CRITERIA
161			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5-10 +	#: Eng	cFCR TR CAB 1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -3	#: Eng	Remain at each teaching step until 3 consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent during SR.
161			cFCR TR CAB 1 CAB 2 CAB5-1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -10 +	#: Eng	PROMPTING & REINFORCEMENT The behaviors noted are those expected and thus reinforced on the specified trial.
161			cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -10	#: Eng	cFCR TR CAB 1 CAB 2 CAB5 -3	#: Eng	The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly
161			cFCR TR CAB 1 CAB 2	#: Eng	cFCR	#: Eng	C cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2s	#: Eng	r

			CAB5 -10 +				CAB5-1						
EO =	establishir	ng operation; SR = synthesized reinforcement;	PB = problem bel	navior; E	Eng = Engageme	ent; cFCR	= Complex FCF	R; TR = 1	folerance respo	onse; CAB	= Contextual	ly appropria	tte behavior
Data	a Sheet	t and Guide for the Skill-Based	Treatment of	of Pro	blem Beha	vior (F	Revised: May 20	19; FTF 1	Behavioral Co	nsulting, I	nc.)		
Organ	ization:	Client Name:			Skills Teache	r:			Supervis	or:			Consultant:
Cha	llenge	d Chaining Branch:		/ N	ew people:				/ New	location	ıs:		/ Extended time:
		Responses Reinforced			Pro	ogressive	y Changing Res	sponse R	equirements				
Ste n	Date	Write in specific form; note if form changes within step	Trial EO	#: <u></u>	Tria EO	ul #: SR	Trial EO	#: <u></u>	Tri EO	ial #: SR	EO	rial #: SR	Instructions
17	Date	CFCR, TR, CAB 1, 2, or CAB6 Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or	cFCR TR CAB 1 R1 CAB 2 R2	#: 241 Eng	cFCR TR	#: 242 Eng	cFCR TR CAB 1 R1 CAB 2 R2	#: 243 Eng	cFCR TR CAB 1	#: 244 <mark>En</mark>	cFCR TR R2	#: 245 Eng	This sheet is to be used to guide the shaping of the skills as well as to record trial-by-trial data
17		cooperate/comply/respond accurately 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	CAB6 10+ i CAB6 10+ i CFCR TR CAB 1	#: 246 Eng	cFCR TR	#: 247 Eng	CABC CABC CABC CABC CABC CABC CABC CABC	#: 248 Eng	CAB 2 cFCR TR CAB 1 CAB 2 CAB6-10 i	g #: 249 En g	cFCR TR	#: 250 Eng	during the EO and SR periods. DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
17		<u>Challenges:</u>	cFCR TR CAB 1 CAB 2 CAB 6-1 i	#: 251 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 3 i	#: 252 Eng	<mark>cFCR</mark>	#: 253 <mark>Eng</mark>	cFCR TR CAB 1	#: 254 <mark>En</mark> g	cFCR TR CAB 1 CAB 2 CAB6-10i	#: 255 <mark>Eng</mark>	In SR, circle Eng if it occurred throughout majority of the SR period. If one or more severe problem behaviors
17		i.	cFCR	#: 256 Eng	cFCR TR CAB 1 CAB 2	#: 257 <mark>Eng</mark>	cFCR TR	#: 258 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6-6i	#: 259 En g	cFCR TR CAB 1	#: 260 <mark>Eng</mark>	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
17			cFCR	#: 261 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB 6-3i	#: 262 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10 i	#: 263 <mark>Eng</mark>	cFCR TR	#: 264 <mark>En</mark> g	cFCR	#: 265 <mark>Eng</mark>	to the expected behavior. There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
17		ii.	cFCR TR CAB 1 CAB 2	#: 266 <mark>Eng</mark>	CFCR TR CAB-1 R2 CAB-2 CAB-6-i	#: 267 <mark>Eng</mark>	cFCR TR	#: 268 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6-3 i	#: 269 <mark>En</mark> g	<mark>cFCR</mark> TR	#: 270 <mark>Eng</mark>	SHAPING CRITERIA Remain at each teaching step until 3
17			cFCR TR CAB 1 CAB 2 CAB6-10 i	#: 271 <mark>Eng</mark>	cFCR TR CAB 1	#: 272 <mark>Eng</mark>	cFCR	#: 273 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10+ i	#: 274 <mark>En</mark> g	cFCR TR CAB 1 CAB 2 CAB6- 1 i	#: 275 <mark>Eng</mark>	consecutive trials of the highest target response level have been completed with zero PB, all expected skills are occurring independently, and engagement is consistent
17		iii.	cFCR	#: 276 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2	#: 277 <mark>Eng</mark>	cFCR TR	# 278 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10+ i	#: 279 <mark>En</mark> g	cFCR TR CAB 1	#: 280 <mark>Eng</mark>	during SR. PROMPTING & REINFORCEMENT The behaviors noted are those expected and
17			cFCR TR	#: 281 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- <i>3 i</i>	#: 282 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10 i	#: 283 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 1 i	#: 284 <mark>En</mark> g	cFCR	#: 285 <mark>Eng</mark>	thus reinforced on the specified trial. The skills are to be prompted just prior to being expected initially and then once independent, still prompted if PB or
17		iv.	cFCR TR CAB 1	#: 286 <mark>Eng</mark>	cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: En g	cFCR TR CAB 1	#: Eng	noncompliance occurs unexpectedly.

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			CAB 2 CAB6- 10+ i				CAB 2 CAB6- 10 + <i>i</i>				CAB 2		
EO =	establishi	ng operation; SR = synthesized reinforcement;		navior; E	ng = Engageme	nt; cFCF		R; TR = 1	Folerance respon	se; CAE	B = Contextually	appropria	te behavior
Dat	a Sheet	t and Guide for the Skill-Based	Treatment of	of Pro	blem Beha	vior (I	Revised: May 20	19; FTF 1	Behavioral Cons	ulting, I	nc.)		
Organ	ization:	Client Name:			Skills Teacher	r:			Supervisor	-			Consultant:
Cha	llenge	d Chaining Branch:		/ N	ew people:				/ New lo	ocatio	ns:		/ Extended time:
Ste		Responses Reinforced Write in specific form; note if form	Trial		Tria	l #:	ly Changing Res Trial	'#: <u></u>	Trial			al #:	Instructions
р 17	Date	changes within step CFCR, TR, CAB 1, 2, or CAB6 Communicate, tolerate denial, relinquish positive reinforcers, transition and get ready to learn, and/or cooperate/comply/respond accurately	E0 cFCR TR CAB 1 CAB 2 CAB6-10+ ii	<i>SR</i> #: 287 Eng	EO cFCR TR CAB 1 CAB 2	<i>SR</i> #: 288 Eng	EO CFCR TR CAB 1 CAB 2 CAB6-6 ii	<i>SR</i> #: 289 Eng	EO cFCR	<i>SR</i> #: 290 En g	EO CFCR TR CAB 1 CAB 2 CAB6-1 ii	<i>SR</i> #: 291 Eng	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.
17		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	cFCR TR CAB 1 CAB 2	#: 292 <mark>Eng</mark>	cFCR TR	#: 293 <mark>Eng</mark>	cFCR	#: 294 <mark>Eng</mark>	cFCR TR CAB 1	#: 295 <mark>En</mark> g	<mark>cFCR</mark> TR	#: 296 <mark>Eng</mark>	DATA COLLECTION In EO, circle the response to EO if independent; slash the response if prompted.
17		<u>Challenges:</u>	cFCR TR CAB 1 CAB 2 CAB6- 3 ii	#: 297 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10+i i	#: 298 <mark>Eng</mark>	cFCR TR	#: 299 <mark>Eng</mark>	cFCR TR CAB 1 CAB 2 CAB6- 10+ ii	#: 300 <mark>En</mark> g	cFCR TR CAB 1	#: Eng	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,
17		i.	cFCR TR CAB 1 CAB 2 CAB6- <i>1 ii</i>	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: En g	cFCR TR CAB 1 CAB 2 CAB6- 6 ii	#: Eng	respectively, next to the expected behavior. If one or more mild problem behaviors occurred, write R2 or R2s, respectively, next to the expected behavior.
17			cFCR TR CAB 1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB6- <i>10 ii</i>	#: Eng	cFCR TR CAB 1 CAB 2 CAB6 -3 ii	#: En g	cFCR TR	#: Eng	There are more rows included for each step than will likely be required (i.e., about 20 trials should be required before advancing).
17		ii.	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1 CAB 2 CAB6-10+ ii	#: Eng	cFCR TR	#: En g	cFCR TR CAB 1 CAB 2 CAB6- 3 ii	#: Eng	SHAPING CRITERIA Remain at each teaching step until 3 consecutive trials of the highest target response level have been completed with zero
17			cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB6 -6 ii	#: Eng	cFCR TR CAB 1	#: Eng	cFCR	#: En g	cFCR TR CAB 1 CAB 2 CAB6- 1 ii	#: Eng	PB, all expected skills are occurring independently, and engagement is consistent during SR.
17		iii.	cFCR TR CAB 1 CAB 2 CAB6- 6 ii	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: En g	cFCR TR CAB 1 CAB 2 CAB6-10+ <i>ii</i>	#: Eng	PROMPTING & REINFORCEMENT The behaviors noted are those expected and thus reinforced on the specified trial. The skills are to be prompted just prior to
17			cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2 CAB6-1 ii	#: En g	cFCR TR CAB 1 CAB 2 CAB6- 6 ii	#: Eng	being expected initially and then once independent, still prompted if PB or noncompliance occurs unexpectedly.

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17		iv.	cFCR TR CAB 1 CAB 2 CAB6- 10 ii	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2 CAB6-10+ <i>ii</i>	#: Eng	cFCR TR	#: En g	cFCR TR CAB 1 CAB 2	#: Eng	
EO =	establishi	ng operation; SR = synthesized reinforcement; F	B = problem beh	avior; E	ng = Engageme	nt; cFCR	= Complex FCR	l; TR = 1	olerance respons	e; CAB	= Contextually	appropria	te behavior