alphabee PRO
Skill Based Treatment (SBT) Data Collection FTF Consulting
IT Competency Series
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SBT Data Collection

FTF data sheet guides the shaping process

Starts with space to transfer data from the PFA

You will likely need extra copies of each type of data sheet

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SBT Data Collection

Steps refer to whole process PFA to SBT

Datasheets for SBT - steps 8 to 17 (sFCR to CAB6)

Steps 14 to 17 are completed for all CAB branches – need photocopies $% \left(1\right) =\left(1\right) \left(1\right$

PFA to SBT process steps 18-23 generalization use step 17 datasheets.

PFA to SBT Steps

Step #		Description
1	Conducted interview	
2 3	Attended training	
3	Designed analysis	
- 4		engagement in control content of functional analysis
- 5		n analysis with an interview-informed, synthesized reinforcement contingen
6	Developed protocol for when the client ch	
7		rrocedures and responses to problem behavior in practice sessions)
8	Completed simple functional communicat	ion training (FCT)
9	Completed complex FCT	
10	Completed tolerance training	
11	Designed contextually appropriate behavis	or (CAB) branches
12		opping ongoing activity & relinquishing all positive reinforcers
13		nsitioning to alternative area and readying to listen learn
14		few (1-3) responses/time units of cooperation within a single, relevant activit
15		few responses time units of cooperation within multiple relevant activities
16		to 10 or more responses time units of cooperation win multiple activities
17	being challenged	to 10 or more responses/time units of cooperation win multiple activities wi
18	Extension 1:	Completed shaping of 2 CAB branches
19	Extension 2:	Completed shaping of 3 CAB branches
20	Extension 3:	Transferred effects to new people
21	Extension 4:	Transferred effects to new locations
22	Extension 5:	Transferred effects across extended periods
23	Achieved a socially valid outcome	

4

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Step 8

There is space in the top line to record data from the PFA if applicable.

Otherwise start on the line that says Step 8

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Instructions on FTF Data Sheet

This sheet is to be used to guide the shaping of the skills as well as to record trialby-trial data during the EO and SR periods.

In EO, circle the response to EO if independent; slash the response if prompted.

In SR, circle Eng (Engaged) 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.

Instructions on FTF Data Sheet

SHAPING CRITERIA: 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.

PROMPTING & REINFORCEMENT: The behaviours noted are those expected and 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 noncompliance occurs unexpectedly

7

No Pre-emptive Prompt Probe

A no pre-emptive prompt probe is useful for learners who are not consistently responding to the EO independently. E.g., the instructor stands up, claps, and comes close and the learner (who has the functional <u>communication response</u> in their repertoire) does not say anything.

Every 4th or 5th 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.

8

First Page Step 5

If a PFA has been done there will be data for Step $5\,$

Otherwise, leave the first line blank and begin recording data at Step 8

Fun	ctiona	d Communication Training												
		Responses Reinforced	Progressively Changing Response Requirements											
Step	Date	Write in specific form; note if form changes within step	EO	Trial 6:	EO	Trial A	KO	Fried #:	KO.	Trial #	EO	Trief #:		
5		PB:	PB	#; Eng	PB	A: Eng	PB	#: Eng	PB	#: Eng	PB	#: Eng		
		sFCR:	sFCR	N: Uner	sFCR.	#: Eng	sFCR	A: Ting	sFCR	A: Eng	sFCR	A: Ung		
8		Replace PB with simple communication	sFCR	N: Elege	sFCR	Engt	sFCR:	Ergs	sFCR	A: Eng	sFCR	A: Tage		
8			sFCR	Ø: Eng	sFCR	#; Eng	sFCR	A: Eng	sFCR	N: Eng	sFCR	A: Eng.		

Write in the date, definition of PB, expected sFCR, and trial numbers Data from the PFA are transferred to the first line At each presentation of the EO record if problem behaviour occurred by circling PB and also specify the PB by writing R1(s) or R2(s) Circle engaged if the learner was engaged during the SR period

10

First Page Step 5 Change the data sheet if needed. In this example the PFA extended beyond 5 trials to 9 trials so the second line sFCRs were whited out. Stephen Reduced From one of from the property of t

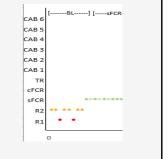
11

First Page Step 8 To meet criteria to move to the next step the sFCR e.g. "My way" must be emitted independently across 3 consecutive trials, with no problem behaviour in the EO or in the SR period. Functional Communication Training Functional Communication Training Supplemental Communication Training

FTF EXCEL Graph

Step 8 3 consecutive independent sFCR (solid green circles) without PB

Baseline is data from the PFA

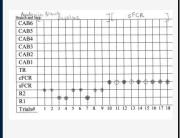


13

Hand Graph Option

Could use red and orange for R1 and R2

Open circles means responses were prompted



14

Active Student esponding (ASR) 1

If you did a practical functional assessment (PFA) where do you transfer the data?

- a. To the SBT graph as baseline data
- b. To the client notes on Oasiis
- c. To the first SBT data sheet step 5
- d. To the first SBT data sheet step 5 and to the SBT graph as baseline

Active Student Responding (ASR) 2 For each trial record responses emitted in EO period on the left and SR period on the right, by...

- a. Highlighting independent and circling prompted
- b. Circling independent & slashing prompted
- c. Recording PB in the EO and / or SR period when it occurred

d. b & c

16

Start new data sheet for cFCR

			Responses Reinforced					ely Changin	g Response l	Requireme			
Ste	ep n	ate	Write in specific form; note if form changes within step	EO	Trial B	EO	Tried B	EO	Fried d	EO	Trial #:	εo	Trial N
9	,		eFCR:	cFCR	#: Eng	cFCR	a: Eng	cFCR	Eng	cFCR	A: Eng	cFCR	Ø: Eing
9	,		Improve form of communication	cFCR	#: Eing	cFCR	a: Eng	cFCR	T: Eng	cFCR	A: Eng	eFCR	fine
9	,			eFCR	Ung.	₹FCR	A: Eng	cFCR	Fire	eFCR	N: Eng	eFCR	fine
9	, [cFCR	e: Ene	cFCR	#: Ena	cFCR	e: Enst	cFCR.	#: Fee	cFCR	A: Ens
un	ction	Ti	Communication Training Responses Reinforced		Work as		Progressive			Requireme		_	
	227-1	1	Responses Reinforced Write in specific form; note if form	F0.	Trial #:		Tried 0:		Yrial &:		Trial #:		Trial #
tep	Date State	1	Responses Reinforced Write in specific form; note if form changes within step	zo zer	#:2-0 (ng)	EO SECR	Fried A: SR #: 2.1		# 22 # 22	EO CFCR)	Fried #: #	EO SEGR	A: S
tep	Date Stal-1	10 0	Responses Reinstorced Write in specific form note if form changes within step FCR: May 1 have cony way pleas		# 20 (ng)	E0	Fried A. SR #: 2.1 Eng. 2.6	EO	7rad k 52 2: 72-2 2: 72-2 5- 2-7 (Eng)	εο	#: Q3	CEGR	Eng.
čep 9	Date Stal-1	10 0	Responses Reinstorced Write in specific form note if form changes within step FCR: May 1 have cony way pleas	3seg	# 20 Eng 25 Eng 30	EO SECR	#: 21 Eng. 31	EO SEER	1: 22 1: 22 1: 32 1: 32	EO CFCR9	Fried # SR #: #3	CEGR	Eng
8ep 9	Date Stal-1	10 0	Responses Reinstorced Write in specific form note if form changes within step FCR: May 1 have cony way pleas	Seek CECK	# 20 (ng) A 25 (Eng)	SECIE SECIE	Fried A. SR #: 2.1 Eng. 2.6	EO SEER SEOR	Frid K	EO EFCR9	Trial & SR #: Q3	eEGR GFCR	Eng.

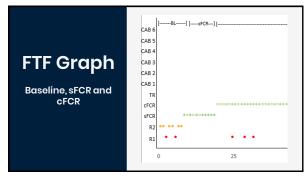
17

Step 9 cFCR

The sFCR criteria was met on the 19th trial of the previous data sheet so the first trial on this data sheet is numbered 20. If the sFCR criteria had been met on e.g. trial 26, then this data sheet would start at trial 27.

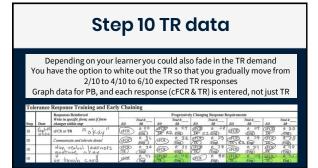
		en met on e.g. trial	26, tl	nen th	is da	ata sh	eet v	vould	star	t at tri	al 27	
Fun	ctional	Communication Training Responses Reinforced				Progressive	ly Changin	g Response I	Requireme	ents		
Step	Date	Write in specific form; note if form changes within step	EO	Triol 0:	EO	Trial A:	EO	Trial 6:	EO	Trial #:	50	Trial R
9	Stat II	eFCR: May I have my way along	3EER	0-5:4 (203)	SERR	#: 2.1	SEER	# 22	cFCR ₀	# 23	CEGR	Vi 2
9		Improve form of communication	CFCR.	Eng. 25	(FCID	Eng 26	gEGR"	(Eng.) 7	@FCB	N. 28	eFCR a	SERE
9			CFC)S	#: 30 END	(FCR)	#: 31 (Eng.)	(FG) N	532	(FCR)	A 35	(FCR)	(Eng.)
9			cFCR-	#: 35 Eng	SEGR	Eng 74	CFCRS	(ing) 37	sper	A 38	(FCR)	Eng
9			cEGR"	En 40	eFCR')	# YI	(FCR)	F 42	eFCR)	#: 4B	cFCR	A: Erre

	A	A	В	С	D	E	F	G	н
			Enter 1 for yes, blank for no	Enter 2 for yes, blank for no	Enter 3 for yes, blank for no	Enter 3 for yes, blank for no	Enter 4 for yes, blank for no	Enter 4 for yes, blank for no	Enter 5 for blank for
	2	Trial	Dangerous PB Occurred?	Non- Dangerous PB Occurred?		sFCR Occurred Unprompted?			TR Occum Prompter
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	47	1		2					
FTF Graph	5 '	2		2					
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I II CIMPII	7 '	4		2					
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	26 '	23						4	
	27	24					4		
	28 7	25	1					4	
	70 /	- 36	Enter	Data 1 Gr	aph to 300	Graph to	500 Grap	h to 900	Graph to

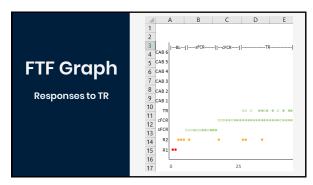


The complex functional communication response (cFCR) step 9 can be further broken into smaller steps. Put your step criteria in the response column, e.g. cFCRa, cFCRb, with space between them - not close together as shown in the example below. Use these same titles of sub steps in your phase descriptors on your graph Use these same titles of sub steps in your phase descriptors on your graph Use these same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same titles of sub steps in your phase descriptors on your graph Use the same title

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Step 10	erance	Response Training and Eat Responses Reinforced Write in specific form; note if form charges within step dCR or TR	rly Chair εο εFCR	ning	EØ eFCR TR	Progressis Four & SR #	ely Changin	ng Response Trial &: SR #: Eng	Requirement EO eFCR	Trial 8: SR #	ΕΟ eFCR TR	A Eng
Step	erance	Response Training and Eat Responses Reinforced Write in specific form; note if form changes within step	EO eFCR	Trial #: SR V: Ung V: Eng	£0 cFCR	Progressiv	ely Changin	ig Response Trial A: Sit	Requireme	Trial #: Sit	EO eFCR TR eFCR TR	SR H: Eng H: Eng
Step 10	erance	Response Training and Eat Responses Reinforced Write in specific form; note if form charges within step dCR or TR	rly Chair εο εFCR	Trial #:SR #:Eing #:	EØ eFCR TR	Progressis Frank: SR # Eng	ely Changin	ng Response Trial & Sit #: Eng	Requirement EO eFCR eFCR	Drief 8: SR #: Eng #:	EO cFCR TR cFCR	Fing Fing



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	2	Trial	Dangerous PB Occurred?	Non- Dangarous P8 Occurred?				cFCR Occurred Unprompted?		TR Occurred Unprompted?
	20 7	26						4		
	30 7	27		2				4	5	
	31 7	28		2				4	5	
ETE CROIDE	32 7	29						4		
	33 "	30						4	5	
FTF Graph	34 7	31						4		
	35	32						4		
	36	33						4		5
	37 /	34		2				4		5
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0.114	46 7	43						4		
	47 "	44						4		5
	48	45						4		5
	49 "	46						4		5
	50 7	47						4		
	51 /	48						4		5
	52.7	49						4		5
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			Enter	vata exampl	Graph	Example	0			



Active Student Responding (ASR) 3 If you need to further break down a skill in the chain you will... a. Write the expected response that will be reinforced and put slashes to show your approximations as prompted b. Write out sub-steps as expected responses, circle independent defined approximations, after sub-step meets criteria, start new sub-step

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Active
Student
Responding
(ASR) 4

For each trial graph...

a. Problem behaviour (R1 &/or R2)
b. The terminal response only
c. All reponses in the chain
d. a & b
e. a & c
f. b & c

CAB1 Relinquish Reinforcer

The step 12 data sheet will guide you to use randomly progress to the relinquish reinforcer (CAB1) response for approximately 5/10 trials. The TR response is still reinforced approximately 3/10 trials. The cFCR response is still reinforced approximately 2/10 trials.

		Responses Reinforced	Progressively Changing Response Requirements											
Step	Date	Write in specific form; note if form changes within step	EO.	Tried #:	50	Trial K	EO.	Trial A:	80	Triol #:	20	Tried #:_ SR		
12	200000	cFCR or TR or CAB I	eFCR	N: Eng	cPCR TR	fr. Eng	CFCR TR CAR I	e: Eng.	dFCR	fing	cFCR TR CAB I	A: Eng		
12		Communicate and tolerate denial and relinquesh positive reinforcers	eFCR TR	N: Eng	TR CAB I	#: Eng	eFCR TR	g: Eng	TR CAB I	N: Eng	eFCR.	#: Eng		
12			TR CAR I	#: Eng	eFCR	#: Eng	TR CAR I	f: Eng	oFCR TR	e': Deg	TR CAR I	Fing.		
12			EFCR TR	V: Erec	€FCR	# Enu	eFCR TR	e: Ens	eFCR TR	e: Eng	TR	W: Eng		

28

CAB2 Transition & Ready

The step 13 data sheet: Transition (CAB2) approx. 7/20, relinquish reinforcer (CAB1) approx. 5/20, TR approx. 4/20, cFCR approx. 4/20

Circle all independent, slash all prompted, mark any PB on EO side or SR side and graph PB and all expected responses for each trial.

Step	Date	Write in specific form; note if form changes within step	ro.	THAN 6:	600	Total A	60	Trial At	800	Droce m.	80	Trad B
13		CFCR or TR or CAR 1 or CAR 2	GECR TR	W: Elega	TR CAB I CAB 2	F: Crug	CAB 1	f. Eng	cFCR	A: Ting	CAB I	e: Eng
13		Communicate, tolerate denial, relaquish positive reinforcers, and transition and get ready to learn	cFCR TR CAB I	ir Deg	ofCR	ir. Eng	TR CAB I CAB 2	Eng	aFCR TR	Eng	eFCR TR CAR I	Fing
13			EPCR TR CAR I CAB 2	e Eng	cFCR	# Eng	GFCR TR CAB I	Eng.	TR CAB I CAB 2	Ergs.	zFCR TR	ë: Eng
13			eFCR.	#: Eng	CFCR TR CAB I	# Eng	ercin TR	Eng.	TR CAB I CAB 2	e Eing	TR CAB I CAB 2	A: Eng

29

Shaping and Demand Fading

Continue to customize the SBT process and your data sheet if necessary by futher breaking down steps and by whiting out and re-writing types of trials if you need to fade in demands more slowly.

The performance of your learner in previous sessions and immediately prior in the current session guides individualization of the data sheet.

Refer back to shaping to see examples of how CAB1 and CAB2 can be further broken down. Use CAB2a, CAB2b, etc. and define.

CAB3 - CAB5 cooperate

Steps 14 to 16 are CAB3, CAB4, and CAB5.

You will continue to take data on earlier parts of the chain but each respective data sheet will only show the terminal cooperation CAB requirement of either CAB3 or CAB4 or CAB5.

CAB5 is broken down further into CAB5 short or CAB5 medium or CAB5 long.

Whiting out and changing expected responses based on previous performance to fade in demands is still an option. This is done prior to the start of the trial.

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CAB3 - CAB5 branches

Branches could have been planned for the learner, e.g. academic, self-help, independent play, independent seat work, play games, conversation, chores, vocational work

Beginning with the step 14 CAB3 data sheet there is space to record the branch, and if applicable, generalizations to new people, new locations, and extension to more of the learner's day.

Use separate data sheets and graphs for each branch

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Top of data sheet

Organization Client Name: Diversified Chaining Branch:		Skills Teacher					Supervisor:					Consultant:		
		/ New people:					/ New locations:					/ Extended time:		
		Responses Reinforced Write in specific form; note if form changes within step	Progressively Changing F						Requiremen	rts		100000000000000000000000000000000000000		
Step Date	Date		E0	Inia't_	£0	Trial 6:	EO	Trial #:	E0	Trial RSR	EB	Trial E	Instructions	
14		CFCR, TR, CAB I, CAB 2, or CAB3 Communicate, solerate densit relinquesh positive retailurate.	cFCR TR	#. Eng	dFCR TR CAB I CAB 2	#: Eng	cFCR TR CAB I	é. Erg	cFCR	it: Eng	dFCR TR CAB 1 CAB 2 CAB3	é. Esg	This short is to be used to guide the shap the skills as well as to record trial-by-trial during the EO and SR periods. DATA COLLECTION	
14		transition and get result to learn, and/or cooperate complying pond accuracily to 1-3 instructions within 1 activity, and/or copage for 10-60 seconds in 1 activity	dFCR TR CAB I CAB 2	# Eng	dCR	ë. Bag	cFCR TR CAB I CAB 2 CAB 3	#. Eng	cFCR TR	f Eq.	dfCR TR CAB I	ë: Eng	In EO, circle the response to EO if independent, slash the response if prompts In SR, circle Eng if it occurred throughout majority of the SR period.	

CAB3 is on the step 14 data sheet and includes previous skills from the chain and 1-3 instructions within 1 activity and / or engage for 10-60 seconds in an activity. Continue to record PB, circle independent responses and slash prompted.

2/

CAB4 is on the step 15 data sheet The same instructions apply Notice that you do not see any CAB3 on this data sheet as only the terminal cooperation requirement is shown. | The same instructions apply | Notice that you do not see any CAB3 on this data sheet as only the terminal cooperation requirement is shown.

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3 data sheets for CAB5

16s (CAB5 short) has a mix of CAB5 trials: 5-1, 5-3, 5-6: A mix of 1 to 6 instructions or activities that span 10 seconds to 120 seconds.

16m (CAB5 medium) has a mix of CAB5 trials: 5-1, 5-3, 5-6, 5-10: A mix of 1 to 10 instructions or activities that span 10 seconds to 300 seconds.

16l (CAB5 long) has a mix of CAB5 trials: 5-1, 5-3, 5-6, 5-10, 5-10+: A mix of 1 to 10 or more instructions or activities that span 10 seconds to 300 or more seconds.

Criteria for CAB5

For each of the 3 CAB5 datasheets the criteria to move on is until 3 consecutive trials of the *highest* target response level have been completed with zero problem behaviour, all expected skills are occurring independently, engagement consistent in SR.

Highest level for datasheet 16s is 6 responses or 120 seconds. Do not move on when you have achieved 3 consecutive CAB5-1 trials, you need 3 consecutive CAB5-6 trials.

For datasheet 16l do not move on for 3 consecutive CAB5-**6** trials, you need 3 consecutive CAB5-**10+** trials.

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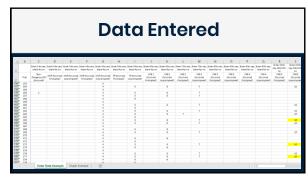
It may be easier to do one big circle around all independent responses. Trial # 163 shows independent responses individually circled & CAB2 slashed. Trial # 156 shows a response crossed out because it couldn't be prompted safely. It could instead be slashed with a note of explanation.. Response Residence of the prompted safely. It could instead be slashed with a note of explanation.. Programity Capital Response Residence of the prompted safely. It could instead be slashed with a note of explanation.. Programity Capital Response Residence of the prompted safely safe

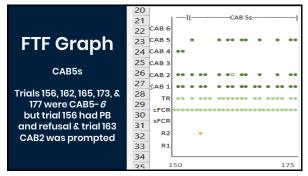
38

Need 3 consecutive CAB5-6

Trials 165 , 173 & 177 and all the Trials Between

Ne	Need no PB and all expected responses independent between the 3 CAB5-6														
Dive	rsified	Chaining Branch: Acades	ic	/1	New peop	le:		/ New locations:							
Step	Date	Responses Reinforced Write in specific form; note if form changes within step	Progressivel				ty Changing Response Requirements Friel F								
16s	3020 10007	CFCR, TR, CAB 1, 2, 3 or CAB5-short Communicate, tolerate domal, relinquish positive reinforcers, transition and get ready to learn, and/or	GFCR TR CAB I CAB 2 CABS-1	154	(Irch)	155	CAB 1 CAB 2 CAB 2	156	ePCR TR CAB I CAB 2	157	(FCR)	(1) 55 89			
16u		cooperate/comply/respond accorately to I, I, or h instructions within multiple activities.	ePCR	159	TR CAB I	160	(FCF)	IGI Eng	CAB 1 CAB 2 CAB 5-6	1 62- #: Eing		163			
	5030 Garaga	and/or engage for 10, 60, or 120 seconds in multiple activities	dPCR TR	764 Eng.	CAB 1	(Eng.)	CAB 1 CAB 2 CAB5-3	tne X	acil	(Eng.)	EFCR TR CAB I	168			
16a		55	CAB 1 CAB 2 CAB5-3	169	(FCR)	170	(FCR TR CAB I CAB 2	(171	(FR)	(172-	CAB I	173			
166	Jaga Horada		GFCR TR GAB 1	174 Eng)	(FCR)	175 Eng	TR CAB 1 CAB 2 CABS	176	GFCR TR CAB 1 CAB 2 CARS-6	177	eFCR TR	A) Eing			





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CAB5 continued

16m (CAB5 med) and 16l (CAB5 long) – Follow same instructions

3 consecutive trials of the *highest* target response level with zero problem behaviour , all skills independent, engagement consistent in SR.

For datasheet 16m you need 3 consecutive CAB5-10 trials.

For datasheet 16l you need 3 consecutive CAB5-10+ trials.

		CAB6 w	vhil	le	C	h	alle	eı	ng	e	d	
		Step 17 CAB6 data Same data collect										
Chu		ed Chaining Branch:	.ioii aiic	ŭ	New people		occuui	C3 C	/ New			
Sten	Dane .	Responses Reinforced Write in specific forms note if form changes within ten	Trial 6:				ty Changing Re			ED Trial 8:		
17		CFCR, TR, CAB 1, 2, or CAB6 Communicate, tolerate densal, relinquesh positive reinfluerers, transition and get ready to learn, and/or conspectife/comple/restrond/accumule/i-	cFCR TR CAB 1 CAB 2 CAB6-10+1	u. Eng	eFCR	Eng	cFCR TR CAB I CAB 2 CAB6-61	g Eng	dFCR TR CAB I CAB 2	a Eng	TR	£ 0
17		to 1, 3, 6, 10, or more instructions is after modesple accretion, and/or engage for 10, 60, 120, 100, or more seconds or multiple accretion, while being challenged	cFCR	y Eng	eFCR TR CAB I	F: Eng	eFCR TR	e Era	CAB I CAB I CAB 2 CAB6-11	Eru	GECR TR CAB I CAB 2 CAB6-191	# E 8
17		Challenges	TR	e Eng.	CAB I	ë: Eng.	EFCR TR CAB I CAB 2	ë Eng	eFCR	A. Eng	GFCR TR CAB I	¥ E
	-	100000000000000000000000000000000000000			CARGORI		CAR6-10+1					

FTF Sample Graph

FTF provided an example of a graph with data showing the whole process in 300 trials.

See graph on next slide.

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Active Student Responding (ASR) 5

Regarding the CAB5s data sheet we can move on to CAB5m data sheet when ...

- There is no PB and all responses are occurring independently across 3 consecutive CAB5- 3 trials
- b. There is no PB and all responses are occurring independently across 3 consecutive CAB5- 6 trials
- C. There is no PB and all responses are occurring independently across any 3 consecutive CAB5 trials
- d. There is no PB and all responses are occurring independently across 3 consecutive CAB5- 1 trials

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Active Student Responding (ASR) 6

To determine if 3 consecutive trials of the highest target CAB5 response level with zero problem behaviour, all skills independent, engagement consistent in SR, has been achieved, and the learner can move on...

- a. Look at the graph and datasheet
- b. Look at the graph only

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References and Resources

- 1. FTF Behavioral Consulting https://ftfbc.com/
- 2. Practical Functional Assessment (Hanley) -
- 3. Webinar Practical Functional Assessment and Skill Based Treatment, Presented by Dr. Hanley
- Consultation sessions by Dr. Ghaemmaghami to AlphaBee, Sept 2020 to Feb 2021

