alphabee PRO

Skill Based Treatment (SBT) Data Collection

FTF Consulting

IT Competency Series

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This presentation is for informational purposes only and does not constitute clinical or legal advice.
Follow up with a BCaBA/BCBA/BCBA-D is recommended to develop a specific plan for your child or student.

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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

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

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PFA to SBT Steps

Step #	Description	
1	Conducted interview	
2	Attended training	
3	Designed analysis	
4	Obtained zero problem behavior and high engagement in control context of functional analysis	
5	Adequately controlled problem behavior in analysis with an interview-informed, synthesized reinforcement contingency	
6	Developed protocol for when the client/child is not in practice sessions	
7	Initiated treatment (agreed on prompting procedures and responses to problem behavior in practice sessions)	
8	Completed simple functional communication training (FCT)	
9	Completed complex FCT	
10	Completed tolerance training	
11	Designed contextually appropriate behavior (CAB) branches	
12	CAB 1: Gained instructional control of stopping ongoing activity & relinquishing all positive reinforcers	
13	CAB 2: Gained instructional control of transitioning to alternative area and readying to listen/learn	
14	CAB 3: Gained instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity	
15	CAB 4: Gained instructional control of a few responses/time units of cooperation within *multiple* relevant activities	
16	CAB 5: Gained instructional control of 1 to 10 or more responses/time units of cooperation w/in multiple activities	
17	CAB 6: Gained instructional control of 1 to 10 or more responses/time units of cooperation w/in multiple activities *while being challenged*	
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	

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1st data sheet

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 trial-by-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.

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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

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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 communication response 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.

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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

Functional Communication Training

		Responses Reinforced Write in specific form; note if form changes within step	Progressively Changing Response Requirements									
Step	Date		EO	Trial #:___ SR	EO	Trial #:___ SR	EO	Trial #:___ SR	EO	Trial #:___ SR	EO	Trial #:___ SR
5		PB:	PB	#: Eng	PB	#: Eng	PB	#: Eng	PB	#: Eng	PB	#: Eng
8		sFCR:	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng
8		Replace PB with simple communication	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng
8			sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng	sFCR	#: Eng

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First Page Step 5

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

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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.

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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.

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FTF EXCEL Graph

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

Baseline is data from the PFA

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Hand Graph Option

Could use red and orange for R1 and R2

Open circles means responses were prompted

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Active Student Responding (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

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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

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.

18

FTF Graph

Includes clear instructions for entering data

19

FTF Graph
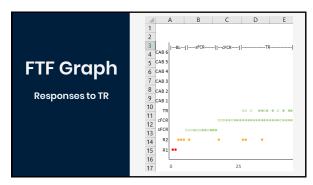
Baseline, sFCR and cFCR

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Step 9 cFCR

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

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Start new data sheet for TR

The step 10 data sheet will guide you to use randomly progress to the tolerance response (TR) requirement for approximately 6/10 trials.

The cFCR response is still reinforced approximately 4/10 trials.

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Step 10 TR data

Depending on your learner you could also fade in the TR demand
You have the option to white out the TR so that you gradually move from 2/10 to 4/10 to 6/10 expected TR responses
Graph data for PB, and each response (cFCR & TR) is entered, not just TR

23

FTF Graph

Enter data for all types of responses in the chain

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FTF Graph

Responses to TR

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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

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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.

Tolerance Response Training and Early Chaining										
		Responses Reinforced *Write in specific form; note if form changes within step*		**Progressively Changing Response Requirements**						
Step	**Date**		**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *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
12		*Communicate and tolerate denial and relinquish positive reinforcers*	cFCR TR	#: Eng	cFCR	#: 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	#: 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

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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.

		Responses Reinforced *Write in specific form; note if form changes within step*		**Progressively Changing Response Requirements**						
Step	**Date**		**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *SR*	**EO**	Trial #:___ *SR*
13		CFCR or TR or CAB 1 or **CAB 2**	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1	#: Eng
13		*Communicate, tolerate denial, relinquish positive reinforcers, and transition and get ready to learn*	cFCR TR CAB 1	#: Eng	cFCR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1	#: Eng
13			cFCR TR CAB 1 CAB 2	#: Eng	cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR	#: Eng
13			cFCR	#: Eng	cFCR TR CAB 1	#: Eng	cFCR TR	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng	cFCR TR CAB 1 CAB 2	#: Eng

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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.

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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

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CAB3

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.

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CAB4

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.

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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.

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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.
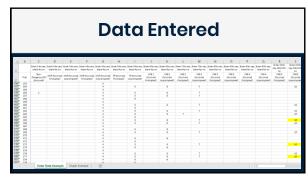
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CAB5s

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..
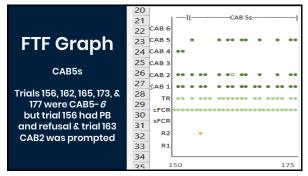

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Need 3 consecutive CAB5- *6*
Trials 165 , 173 & 177 and all the Trials Between

Need no PB and all expected responses independent between the 3 CAB5-6

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Data Entered

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FTF Graph

CAB5s

Trials 156, 162, 165, 173, & 177 were CAB5-*6* but trial 156 had PB and refusal & trial 163 CAB2 was prompted

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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.

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CAB6 while Challenged

Step 17 CAB6 datasheet - Record your challenge on the side
Same data collection and graphing procedures as with CAB5

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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 …

a. 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) - https://practicalfunctionalassessment.com/
3. Webinar - Practical Functional Assessment and Skill Based Treatment, Presented by Dr. Hanley
4. Consultation sessions by Dr. Ghaemmaghami to AlphaBee, Sept 2020 to Feb 2021

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