

alphabee PRO

**Skill Based Treatment (SBT)
Data Collection**

FTF Consulting

ST Competency Series

Developed by: Lisa Kota, M.ADS
Presented by: Lisa Kota, M.ADS, BCBA

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

Date recorded: May 2021

1

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

2

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.

3

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 interim-refined, expedient reinforcement contingency
6	Developed protocol for when the client/child is out in practice-sessions
7	Initial treatment attempt in 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 repeating response activity & responding all positive reinforcing
13	CAB 2: Gained instructional control of transitioning to alternative area and returning to item/task
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 in a multiple activities
17	CAB 6: Gained instructional control of 1 to 10 or more responses/time units of cooperation in multiple activities which each different
18	Extinction 1: Completed shaping of 7 CAB branches
19	Extinction 2: Completed shaping of 3 CAB branches
20	Extinction 3: Transferred effects to new people
21	Extinction 4: Transferred effects to new locations
22	Extinction 5: Transferred effects across extended periods
23	Achieved a socially useful outcome

4

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

Use these and Goals for the Skill-Based Treatment of Problem Behaviors (written for the PFA) to guide your work

Step	Behavioral Description	EO				SR				Issues
		Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
1	Problem behavior: []									
2	Engagement: []									
3	Response to prompt: []									
4	Response to verbal instruction: []									
5	[]									
6	[]									
7	[]									
8	[]									
9	[]									
10	[]									
11	[]									
12	[]									
13	[]									
14	[]									
15	[]									
16	[]									
17	[]									
18	[]									
19	[]									
20	[]									
21	[]									
22	[]									
23	[]									
24	[]									
25	[]									
26	[]									
27	[]									
28	[]									
29	[]									
30	[]									

5

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.

6

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 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.

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

Functional Communication Training		Responses Reinforced <i>Write in specific form; note if form change within step</i>				Progressively Changing Response Requirements							
Step	Event	Trial #		Trial #		Trial #		Trial #		Trial #		Trial #	
		EO	SR	EO	SR	EO	SR	EO	SR	EO	SR	EO	SR
5	PB:	PB	Eng	PB	Eng	PB	Eng	PB	Eng	PB	Eng	PB	Eng
8	aFCR:	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng
8	Replace PB with simple communication	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng
8		aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng	aFCR	Eng

9

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

Functional Communication Training																			
Step	Date	Responses Reinforced <i>Write in specific form, note if form changes within step</i>	Progressively Changing Response Requirements																
			EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #							
5	8/10/21	PB: Hitting, Tail etc. Head to Tail	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	sFCR: <i>My way</i>	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	Replace PB with simple communication	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng

10

First Page Step 5

Change the data sheet if needed. In this example the PFA extended beyond 5 trials so the second line sFCRs were whited out.

Functional Communication Training																			
Step	Date	Responses Reinforced <i>Write in specific form, note if form changes within step</i>	Progressively Changing Response Requirements																
			EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #							
5	8/10/21	PB: Hitting, Tail etc. Head to Tail	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	sFCR: <i>My way</i>	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	Replace PB with simple communication	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng

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																			
Step	Date	Responses Reinforced <i>Write in specific form, note if form changes within step</i>	Progressively Changing Response Requirements																
			EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #	EO	Trial #							
5	8/10/21	PB: Hitting, Tail etc. Head to Tail	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	sFCR: <i>My way</i>	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng
8	8/10/21	Replace PB with simple communication	Eng	1	Eng	2	Eng	3	Eng	4	Eng	5	Eng	6	Eng	7	Eng	8	Eng

12

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 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

15

Active Student Responding (ASR) 2

For each trial record responses emitted in EO period on the left and SR period on the right, by...

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

16

Start new data sheet for cFCR

Step	Date	Responses Reliably Emitted in specific forms, note if form changes within step	Trial #				Progressively Changing Response Requirements			
			EO	SR	EO	SR	EO	SR	EO	SR
9		cFCR	EO	SR	cFCR	EO	SR	cFCR	EO	SR
9		Improve form of communication	cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO

Step	Date	Responses Reliably Emitted in specific forms, note if form changes within step	Trial #				Progressively Changing Response Requirements			
			EO	SR	EO	SR	EO	SR	EO	SR
9	8/25/20	cFCR (Page 1, 3, 5, 6, 8, 10, 12)	EO	SR	cFCR	EO	SR	cFCR	EO	SR
9		Improve form of communication	cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO

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.

Step	Date	Responses Reliably Emitted in specific forms, note if form changes within step	Trial #				Progressively Changing Response Requirements			
			EO	SR	EO	SR	EO	SR	EO	SR
9	8/25/20	cFCR (Page 1, 3, 5, 6, 8, 10, 12)	EO	SR	cFCR	EO	SR	cFCR	EO	SR
9		Improve form of communication	cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO
9			cFCR	EO	cFCR	EO	cFCR	EO	cFCR	EO

18

FTF Graph

Includes clear instructions for entering data

19

FTF Graph

Baseline, sFCR and cFCR

20

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

W	cFCRa	My story please	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng	cFCRf	Eng
W	cFCRb	Thanks for my story	cFCRb	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng
W	cFCRc	I love my story please	cFCRc	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng
W	cFCRd	Thanks for my story	cFCRd	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng
W	cFCRe	Love your story please	cFCRe	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng
W	cFCRf	Thank you very much	cFCRf	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng
W	cFCRg	Analysis with me	cFCRg	Eng	cFCRa	Eng	cFCRb	Eng	cFCRc	Eng	cFCRd	Eng	cFCRe	Eng

21

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.

Step	Date	Responses Reinforced Write in specific form; note if form changes within step	Progressively Changing Response Requirements									
			EO	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10		cFCR or TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10		Communicate and tolerate demand	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10			cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10			cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR

22

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.

Step	Date	Responses Reinforced Write in specific form; note if form changes within step	Progressively Changing Response Requirements									
			EO	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10	8/25	cFCR or TR <i>no body</i>	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10		Communicate and tolerate demand	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR
10		Non-verbal learners gesture only or touch card	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR	cFCR	TR

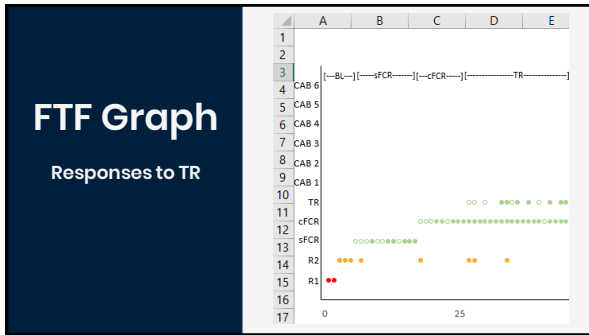
23

FTF Graph

Enter data for all types of responses in the chain

	A	B	C	D	E	F	G	H	I	
1	Enter 1 for yes, Enter 2 for no, Enter 3 for yes, Enter 3 for no, Enter 4 for yes, Enter 4 for no, Enter 5 for yes, Enter 5 for no, Enter 6 for yes, Enter 6 for no, Enter 7 for yes, Enter 7 for no, Enter 8 for yes, Enter 8 for no, Enter 9 for yes, Enter 9 for no, Enter 10 for yes, Enter 10 for no									
2	Total	Dangerous? Occurred?	Dangerous? Prompted?	IFCR Occurred?	IFCR Occurred? Prompted?	IFCR Occurred? Unprompted?	IFCR Occurred? Prompted?	IFCR Occurred? Unprompted?	TR Occurred?	TR Occurred? Unprompted?
3	20									
4	21									
5	22	2								
6	23									
7	24									
8	25									
9	26									
10	27									
11	28									
12	29	2								
13	30									
14	31									
15	32									
16	33									
17	34	2								
18	35									
19	36									
20	37									
21	38									
22	39									
23	40									
24	41									
25	42									
26	43									
27	44									
28	45									
29	46									
30	47									
31	48									
32	49									
33	50									
34	51									
35	52									
36	53									
37	54									
38	55									
39	56									
40	57									
41	58									
42	59									
43	60									
44	61									
45	62									
46	63									
47	64									
48	65									
49	66									
50	67									
51	68									
52	69									
53	70									
54	71									
55	72									

24



25

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

26

Active Student Responding (ASR) 4

For each trial graph...

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

27

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		Progressively Changing Response Requirements										
Step	Date	Response Requirements <i>Write or specify forms, rate of forms change within step.</i>	Trial #		Trial #		Trial #		Trial #		Trial #	
			ED	EE	ED	EE	ED	EE	ED	EE	ED	EE
12		cFCR or TR or CAB 1	cFCR # Eng	cFCR # Eng	TR # Eng	TR # Eng	cFCR # CAB 1 Eng	TR # Eng	cFCR # Eng	TR # Eng	cFCR # CAB 1 Eng	TR # Eng
12		Communicate adequate demand and relinquish positive reinforcers	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng
12			cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 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.

Tolerance Response Training and Early Chaining		Progressively Changing Response Requirements										
Step	Date	Response Requirements <i>Write or specify forms, rate of forms change within step.</i>	Trial #		Trial #		Trial #		Trial #		Trial #	
			ED	EE	ED	EE	ED	EE	ED	EE	ED	EE
13		cFCR or TR or CAB 1 or CAB 2	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	TR # CAB 1 Eng	TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng
13		Communicate adequate demand, relinquish positive reinforcers, and maintain and get ready to train	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng
13			cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng	cFCR # TR # CAB 1 Eng

29

Shaping and Demand Fading

Continue to customize the SBT process and your data sheet if necessary by further breaking down steps and by whitening 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.

30

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.

31

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

32

Top of data sheet

Data Sheet and Guide for the Skill-Based Treatment of Problem Behavior (Revised May 2019, FTF Behavioral Consults, Inc.)														
Organization:		Client Name:		Skill Teacher:				Supervisor:				Consulter:		
Diversified Chaining Branch:				/ New people:				/ New locations:				/ Extended time:		
Step	Type	Response Requirement				Progressively Changing Response Requirements								Instructions
		EP	EP	EP	EP	EP	EP	EP	EP	EP	EP	EP	EP	
14	CPCR, TR, CAB 1, CAB 2, or CAB 3 Communication, relevant demand, independent positive reinforcement.	dPCR TR	# Eng	TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1	# Eng	dPCR TR CAB 1	# Eng	dPCR TR CAB 1	# Eng	dPCR TR CAB 1 CAB 2 CAB 3	# 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. DATA COLLECTION In EO, circle the response to EO if independent. Mark the response if prompted. In SR, circle Eng if occurred throughout majority of the SR period.
15	Initiation and get ready to learn, and/or response/comply/respond accurately to a 2-3 instruction verbal activity, and/or engage for 10-30 seconds w/ activity	dPCR TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1 CAB 2	# Eng	dPCR TR CAB 1 CAB 2	# Eng	

33

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.

Steps	Phase	Response Measurement Write an eligible record *Include all PB's, note if phase	Progressivity & Response Measurement Requirements													
			Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase		
14		1-3 R, 1R, C-AB 1, C-AB 2, or 4-AB3 *Communication: reference about contingency-procedure requirements.	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng
14		Instruction and get ready for item, and/or no response in 10-60 seconds * 2-3 Responses in 10-60 seconds, include initial for 10-60 seconds in 1-3 activities	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng

34

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.

Steps	Phase	Response Measurement Write an eligible record *Include all PB's, note if phase	Progressivity & Response Measurement Requirements													
			Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase	Eng	Phase		
15		1-3 R, 1R, C-AB 1 or 2, or 4-AB4 *Communication: reference about contingency-procedure requirements.	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng	LFCR 1R	# Eng
15		Instruction and get ready for item, and/or no response in 10-60 seconds * 2-3 Responses in 10-60 seconds, include initial for 10-60 seconds in multiple activities	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng	LFCR 1R C-AB 1 C-AB 2 C-AB 3	# Eng

35

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.

36

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.

37

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..

Step	Date	Responses Reinforced Write in specific form, note if form changes within step	Progressively Changing Response Requirements											
			Trial #			Trial #			Trial #			Trial #		
ED	SR	Eng	ED	SR	Eng	ED	SR	Eng	ED	SR	Eng	ED	SR	Eng
16s	10/17/21	CFCR, TR, CAB 1, 2, 3 or CAB5-short Communicate, tolerate demand, relinquish positive reinforcers, transition and get ready to learn, and/or cooperate/comply/respond accurately to 1, 2, 4 or 6 instructions within multiple activities.	157	155	156	157	159	160	161	162	163	164	165	166

38

Need 3 consecutive CAB5- 6

Trials 165 , 173 & 177 and all the Trials Between

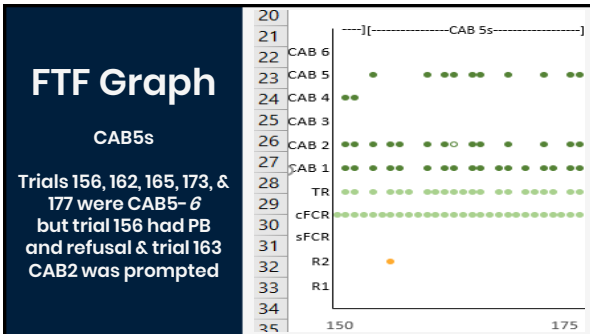
Need no PB and all expected responses independent between the 3 CAB5-6

Step	Date	Responses Reinforced Write in specific form, note if form changes within step	Progressively Changing Response Requirements												
			Trial #			Trial #			Trial #			Trial #			
ED	SR	Eng	ED	SR	Eng	ED	SR	Eng	ED	SR	Eng	ED	SR	Eng	
16s	10/17/21	CFCR, TR, CAB 1, 2, 3 or CAB5-short Communicate, tolerate demand, relinquish positive reinforcers, transition and get ready to learn, and/or cooperate/comply/respond accurately to 1, 2, 4 or 6 instructions within multiple activities.	167	165	166	167	168	169	170	171	172	173	174	175	176

39

Data Entered

40



41

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.

42

CAB6 while Challenged

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

Challenged Chaining - Branch:		/ New people:						/ New locations:						
Step	Date	Response Requirements	Write in specific forms, state if form			Progressively Changing Response Requirements			New locations			New locations		
			TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng
17		CAB6, TR, CAB 1, 2, or CAB5 Communicate relevant details and/or positive completion statements and get ready to learn and/or correctly respond to feedback	TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng
17		TR, CAB 1, CAB 2, CAB3-TR-1	TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng
17		TR, CAB 1, CAB 2, CAB3-TR-1	TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng
17		TR, CAB 1, CAB 2, CAB3-TR-1	TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng
17		TR, CAB 1, CAB 2, CAB3-TR-1	TR	#	Eng	TR	#	Eng	TR	#	Eng	TR	#	Eng

43

FTF Sample Graph

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

44



45

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

46

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

47

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

48

**Stay
Connected**

alphabee PRO

info@alphabeepro.com
www.alphabeepro.com
416.367.5968