

Weeks 5-6: Intervention
planning/program
development components

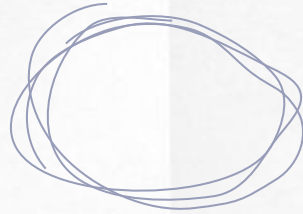
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Operational Definition Practice

- ▣ Everyone did a nice job on section 2 of the intake report. However, I see that operational definitions can still be a challenge.
- ▣ So let's start with this practice.
- ▣ Then discuss.

In this week's class you will:

- ▣ Select **intervention strategies** for behavior change and **skill acquisition targets** that are based on functional assessment data and incorporate them into the intake report.
- ▣ You'll need:
 - Week 5-6 report template & example.
 - Part 3 instructions.
 - Blank LTO.
 - *Lots of example docs to come...*



Starting with challenging behavior
strategies.....

Antecedent Based Strategies

- ▣ Noncontingent reinforcement
 - As access
 - As attention
 - As escape
- ▣ High probability (high-p) request sequence
- ▣ Functional communication training (FCT)/DRA/other DR procedures
- ▣ Manipulating motivating operations (EO and AO)
- ▣ Adding or removing SDs or cues for the behavior
- ▣ Adjusting response effort

Instructions - Model - Practice

Intervention Strategies for Behavior One

- Continue working with the client's challenging behavior described in the previous section (complete these items on the report template):
 - Write antecedent-based strategies which:
 - Work to decrease the likelihood of the challenging behavior occurring (e.g., manipulating motivating operations, NCR)
 - Write consequence-based strategies which:
 - Work to reduce the future frequency of the challenging behavior after it has already happened (e.g., extinction, time-out, response cost).
 - Write a functionally equivalent replacement behavior which:
 - Needs to be increased.
 - Is clear, concise, and observable.
 - Matches the function of the challenging behavior.
 - Writes a goal and objective for the challenging behavior which:
 - Describes the challenging behavior in a clear and observable way.
 - Describes the antecedent condition under which the behavior should or should not occur.
 - Includes a criterion for success.
 - The baseline data on the challenging behavior are reflected in the development of the goal.
 - The goal is broken down to include objectives (smaller steps toward the larger goal), as needed.
 - The goal also focuses on increasing the functionally equivalent replacement behavior, if appropriate (this may instead be present in the skill-building section).

Instructions - Model - Practice

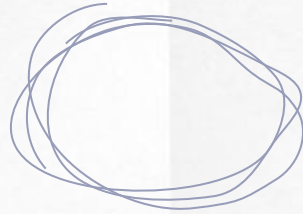
Antecedent-based strategies:

The strategy of manipulating motivating operations, by creating the abolishing operation for escape, will be used prior to JR participating in a group-work environment. A high-p/low-p sequence, as a self-managed schedule, will be used during group-work time to target JR self-managing his participation in work tasks.

Later elaboration...

Manipulating motivating operations: For 30 minutes prior to group work time, JR will work in the resource room and be allowed to escape non-contingently during that time.

High-p/low-p: During group work time a visual schedule will be used to show a sequence of work tasks that are structured to alternate between more and less preferred work tasks. JD will be involved in the self-management/creation of the schedule.



Take a moment to look at your case and **PRACTICE** by writing one sentence about a possible antecedent strategy.

Consequence Based Strategies

- ▣ Extinction
- ▣ *Punishment procedures*
 - *Response cost, time-out, overcorrection, guided compliance, response blocking, etc..*
- ▣ Reinforcement contingencies for desirable behaviors

Instructions - Model - Practice

Intervention Strategies for Behavior One

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 - Writes a goal and objective for the challenging behavior which:
 - Describes the challenging behavior in a clear and observable way.
 - Describes the antecedent condition under which the behavior should or should not occur.
 - Includes a criterion for success.
 - The baseline data on the challenging behavior are reflected in the development of the goal.
 - The goal is broken down to include objectives (smaller steps toward the larger goal), as needed.
 - The goal also focuses on increasing the functionally equivalent replacement behavior, if appropriate (this may instead be present in the skill-building section).
 - Writes a brief sentence or two about the plan for generalization or maintenance (e.g., changing the schedule of reinforcement for the replacement behavior, training parents in the intervention strategies, using the strategies in the community).

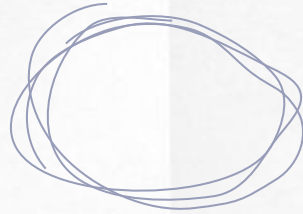
Instructions - Model - Practice

Consequence-based strategies:

When the challenging behavior of non-compliance is emitted an extinction procedure will be used.

Later elaboration....

Extinction: When a task demand is presented and JD is non-compliant the task demand will remain in place before access to reinforcement is allowed. The task demand can be carried over into another setting (e.g., resource room or sent home).



Take a moment to look at your case and **PRACTICE** by writing one sentence about a possible consequence strategy.

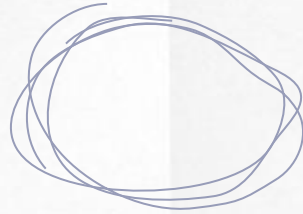
Instructions - Model - Practice

Intervention Strategies for Behavior One

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 - Write consequence-based strategies which:
 - Work to reduce the future frequency of the challenging behavior after it has already happened (e.g., extinction, time-out, response cost).
 - Write a functionally equivalent replacement behavior which:
 - Needs to be increased.
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 - Matches the function of the challenging behavior.
 - Writes a goal and objective for the challenging behavior which:
 - Describes the challenging behavior in a clear and observable way.
 - Describes the antecedent condition under which the behavior should or should not occur.
 - Includes a criterion for success.
 - The baseline data on the challenging behavior are reflected in the development of the goal.
 - The goal is broken down to include objectives (smaller steps toward the larger goal), as needed.
 - The goal also focuses on increasing the functionally equivalent replacement behavior, if appropriate (this may instead be present in the skill-building section)

Instructions - Model - Practice

- ✓ Functionally equivalent replacement behavior:
 - Manding for a break, help, or task reduction when presented with a direction in an academic or non-preferred activity.
 - Teaching procedures (not necessarily needed in this section):
 - During sessions in the resource room the teacher will create at least 10 opportunities (directions within a non-preferred activity).
 - After the direction the teacher will immediately provide the echoic prompt for the mand, and consequence the mand (by providing a break, help, or task reduction, as aligns with the current target).
 - Collect data throughout the session on:
 - Compliance
 - Non-compliance
 - Echoic mand
 - Independent mand



Take a moment to look at your case and **PRACTICE** by writing one sentence about a possible functionally equivalent replacement behavior.

Writing Goals & Objectives

✓ Goals are:

- Typically broad areas of need.
- They are statements about the direction that it is desired for the behavior to change.
- Behaviors are not defined.
- Criteria not specified.
- Goal examples:
 - Sam will decrease tantrums.
 - Matthew will elope less.
 - Alex will transition without aggression.
 - Michael will comply with one-step directions.

✓ Objectives are:

- Statements that identify a proposed change in behavior.
- Clearly describe a level of performance and serve as a basis for evaluation by specifying:
 - *Level of independence.*
 - **An observable target behavior.**
 - **The antecedent presentation/conditions.**
 - *Criteria for achievement.*
- Example:
 - **When presented with various task demands during a 2 hour center-based session, child will decrease his task avoidance behavior (e.g., eloping from the table, swiping materials to the ground) to 1 or less occurrence per session, across 2 consecutive sessions.**

Instructions - Model - Practice

Intervention Strategies for Behavior One

- Continue working with the client's challenging behavior described in the previous section (complete these items on the report template):
 - Write antecedent-based strategies which:
 - Work to decrease the likelihood of the challenging behavior occurring (e.g., manipulating motivating operations, NCR)
 - Write consequence-based strategies which:
 - Work to reduce the future frequency of the challenging behavior after it has already happened (e.g., extinction, time-out, response cost).
 - Write a functionally equivalent replacement behavior which:
 - Needs to be increased.
 - Is clear, concise, and observable.
 - Matches the function of the challenging behavior.
 - Writes a goal and objective for the challenging behavior which:
 - Describes the challenging behavior in a clear and observable way.
 - Describes the antecedent condition under which the behavior should or should not occur.
 - Includes a criterion for success.
 - The baseline data on the challenging behavior are reflected in the development of the goal.
 - The goal is broken down to include objectives (smaller steps toward the larger goal), as needed.
 - The goal also focuses on increasing the functionally equivalent replacement behavior, if appropriate (this may instead be present in the skill-building section).
 - Writes a brief sentence or two about the plan for generalization or maintenance (e.g.,

Instructions - Model - Practice

- ✓ Challenging behavior reduction goal/objective:
 - Reduce noncompliant behavior in the school setting.
 - During a one hour observation in the school setting, when presented with a direction from an adult during a non-preferred activity JR will engage in 1 or less occurrence of noncompliant behavior.
- ✓ Replacement behavior increase goal/objective:
 - Increase appropriate mands in the school setting.
 - During a one hour observation in the school setting, when presented with a direction from an adult during a non-preferred activity, the appropriate establishing operation for escape, JR will emit an appropriate mand for escape from the independent work task (e.g., request for a break, help, or task reduction) in at least 8/10 presented opportunities.
 - Shaping work completion (in the skill building section).
 - Increasing amount of work completion
 - Increasing amount of time trying to complete the assignment independently before asking for help
 - Decreasing the number of break opportunities used per session

Remember these?

- Behavior
 - Applied
 - Technological
 - Conceptually systematic
 - Analytic
 - Generalization
 - Effective
- Rewrite the operational definition
 - Adjust the target behavior (reprioritize)
 - Make the plan/goals/objectives more detailed
 - Change your intervention strategies
 - Make plans for new data collection and analysis procedures (think about the decision protocol)
 - Make generalization strategies teaching strategies
 - Consider what is needed to reach the level of effectiveness (e.g., targeting prerequisite skills)

Technological ... DETAILS NEEDED

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
A: Target <i>DRO interval</i> . 1 trial per interval. An interval without off task behavior results in reinforcement and the recording of a correct trial. Off task behavior at any time during the interval results in the end of the interval, no delivery of reinforcement, and the recording of an incorrect trial. The intervals run continuously throughout the session.			

Can your grandmother run this program?

What's missing?

The program sheet

Program/Goal #:			
Child's Name:			
Program Name:			
LTO:			
Targets:			
LTO: When presented with various task demands during a 2 hour center-based session, <i>child</i> will decrease his task avoidance behavior (e.g., eloping from the table, swiping materials to the ground) to 1 or less occurrence per session, across 2 consecutive sessions.			
Targets:		20 minute interval; 30 minute interval; etc..to 120 interval	
Short Term Objective:			
A:		Intro'd:	Mast'd:
B:			
Additional Comments:			

LTO: The objective created from the goal of reducing task avoidance behavior

Probe: Plan for collecting the baseline data

STO: The breakdown of the overall larger objective- think of it as the successive approximations to the terminal behavior

Conceptually Systematic

Interventions related to the antecedent...

- ✗ Noncontingent reinforcement (NCR)
- ✗ High probability (high-p) request sequence
- ✗ *Functional communication training (FCT)/DRA/other DR procedures*
- ✗ Manipulating motivating operations (EO and AO)
- ✗ Adding or removing SDs or cues for the behavior
- ✗ Adjusting response effort

Instructions - Model - Practice

- Use your target behavior (or another one of interest if not applicable) to:
 - Complete the program/LTO sheet template to develop the programming for the behavior and the intervention of _____.
 - For the LTO box:
 - Use a format similar to: When presented with (the antecedent condition) _____ *child* will (the behavior) _____ for (criteria) _____.
 - For the targets box:
 - Consider the number of anticipated short term objects, and the targets in each (e.g., successive approximations to the terminal behavior).
 - For the short term objectives:
 - Include directions for conducting a probe, if needed. Using a format similar to: Probe for ____ times/observations. Set-up the environment (antecedent condition) _____, collect data as _____, graph as _____.
 - Consider making it clear that there is no consequence in place when doing a probe.
 - For STOs targeting behavior change, use a format similar to: Target (behavior change) _____ using (intervention strategy) _____.
 - Describe the antecedent condition
 - Describe the use of the procedure
 - Describe the response to the behavior
 - State data collection procedure
 - State the procedure for graphing
 - State criteria

Creating Technological Behavior Programming

NCR - Model

Target behavior: Putting paper into mouth or attempts to do so.

Goal: Reduce instances of mouthing paper.

Behavior reduction strategy: Noncontingent reinforcement- with the function hypothesized as automatic reinforcement for items in mouth.

Program Name: Decreasing mouthing paper using NCR

LTO:	When in an environment with <i>pieces of paper</i> within a 1 meter distance <i>child</i> will independently continue with his current activities, without touching the paper to bring it towards or into his mouth, for a duration of 10 minutes across two sessions (0 occurrences or attempts in a 10 minute period across two sessions).
Targets:	<i>NCR time intervals are gradually increased across STOs.</i>

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (observations).</p> <ul style="list-style-type: none"> Set up the environment as described in the LTO. Observe for 10 minutes and record the frequency of mouthing paper or attempts. Graph as the frequency per observation. 			
<p>B: <i>Based on the probe results (calculate the IRT to set the NCR interval), target reducing touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance. Using a 5 second NCR schedule.</i></p> <ul style="list-style-type: none"> Present the natural SD of the paper in the environment during an activity. Start a timer for the 10 minute period. Start the timer for the 5 sec NCR interval. Regardless of what happens during the interval, at the end of the interval, present the non-contingent reinforcer of the cracker. Continue to run the 5 sec NCR intervals for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior giving minimal attention (no eye contact or words). Graph as frequency at the end of the 10 minute time period. 			

Program Name: Decreasing mouthing paper using NCR

<ul style="list-style-type: none"> Criteria is 0 occurrences across two sessions. 			
<p>C: Target reducing touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance. Using a 10 second NCR schedule.</p> <ul style="list-style-type: none"> Present the natural SD of the paper in the environment during an activity. Start a timer for the 10 minute period. Start the timer for the 10 sec NCR interval. Regardless of what happens during the interval, at the end of the interval, present the non-contingent reinforcer of the cracker. Continue to run the 10 sec NCR intervals for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior giving minimal attention (no eye contact or words). Graph as frequency at the end of the 10 minute time period. Criteria is 0 occurrences across two sessions. Criteria is 100% across two sessions. 			
D: Target as in STO C, using a 15 second NCR interval.			
E: Target as in STO C, using a 20 second NCR interval.			

Manipulating MOs Procedure - Model

Target behavior: Putting paper into mouth or attempts to do so.

Goal: Reduce instances of mouthing paper.

Behavior reduction strategy: Manipulating motivating operations - with the function hypothesized as automatic reinforcement for eating.

Program Name: Decreasing mouthing paper using MO

LTO:	When in an environment with <i>pieces of paper</i> within a 1 meter distance child will independently continue with his current activities, without touching the paper to bring it towards or into his mouth, for a duration of 10 minutes across two sessions (0 occurrences or attempts in a 10 minute period across two sessions).
Targets:	

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (observations).</p> <ul style="list-style-type: none"> Set up the environment as described in the LTO. Observe for 10 minutes and record the frequency of mouthing paper or attempts. Graph as the frequency per observation. 			
<p>B: Target reducing touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance. Using an MO pre-session procedure.</p> <ul style="list-style-type: none"> Run the MO pre-session prior to a 10 minute work activity where the environment involves the presence of a lot of paper. For the MO pre-session, allow the child to have access to a variety of preferred edible items. Set-up the environment with free operant and noncontingent access. When the behavioral indicator of satiation occurs of no longer eating anything, moving at least 1 meter away from the edible items, and no longer making attempts at eating the food for 1 minute, end the MO pre-session session. Transition to the work environment. Start a timer for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior giving minimal attention (no eye contact or words). Graph as frequency at the end of the 10 minute time period. Criteria is 0 occurrences across two sessions. 			

DR
 Procedure -
 Model

Target behavior: Putting paper into mouth or attempts to do so.

Goal: Reduce instances of mouthing paper.

Behavior reduction strategy: DRO

Program Name: Decreasing mouthing paper using DRO

LTO:	When in an environment with <i>pieces of paper</i> within a 1 meter distance child will independently continue with his current activities, without touching the paper to bring it towards or into his mouth, for a duration of 10 minutes (120 five-second intervals) across two sessions.
Targets:	Time intervals are gradually increased to meet the LTO.

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (observations).</p> <ul style="list-style-type: none"> Set up the environment as described in the LTO. Collect 5 second interval data for 10 minutes (120 five second intervals) on the presence/absence of mouthing paper or attempts. Use partial interval recording for presence of the behavior, record a (-) for the interval. Use whole interval recording for the absence of the behavior, record a (+) for the interval. Graph as percentage of intervals without the behavior, percentage of (+) per observation. 			
<p>B: Based on the probe results, target independently continuing with his current activities, without touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance, for a 5 second DRO interval/trial.</p> <ul style="list-style-type: none"> Present the natural SD of the paper in the environment. Start the timer for the 5 sec interval/trial. Stop the interval if the behavior occurs and record a (-) for the interval/trial. Block the behavior giving minimal attention (no eye contact or words). When the behavior has stopped reset the timer for a new 5 sec interval/trial. 			

Program Name: Decreasing mouthing paper using DRO

<ul style="list-style-type: none"> When the interval was successful record a (+) for that interval/trial, provide descriptive verbal praise, and a token. Graph as percentage of correct intervals/trials (-). Criteria is 100% across two sessions. 			
<p>C: Target independently continuing with his current activities, without touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance, for a 10 second DRO interval/trial.</p> <ul style="list-style-type: none"> Present the natural SD of the paper in the environment. Start the timer for the 10 sec interval/trial. Stop the interval if the behavior occurs and record a (-) for the interval/trial. Block the behavior giving minimal attention (no eye contact or words). When the behavior has stopped reset the timer for a new 10 sec interval/trial. When the interval was successful record a (+) for that interval/trial, provide descriptive verbal praise, and a token. Graph as percentage of correct intervals/trials (-). Criteria is 100% across two sessions. 			
<p>D: Target as in STO C, using a 15 second interval.</p>			
<p>E: Target as in STO C, using a 20 second interval.</p>			

Removing SDs or Cues - Model

Target behavior: Putting paper into mouth or attempts to do so.

Goal: Reduce instances of mouthing paper.

Behavior reduction strategy: Removing SDs for mouthing paper/shaping being around paper.

Program Name: Decreasing mouthing paper by removing SDs

LTO:	When in an environment with <i>pieces of paper</i> within a <i>1 meter distance</i> <i>child</i> will independently continue with his current activities, without touching the paper to bring it towards or into his mouth, for a duration of <i>10 minutes</i> across two sessions (0 occurrences or attempts in a 10 minute period across two sessions).
Targets:	Gradually represent the SDs of the paper in the environment as the STOs are met.

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (observations).</p> <ul style="list-style-type: none"> Set up the environment as described in the LTO. Observe for 10 minutes and record the frequency of mouthing paper or attempts. Graph as the frequency per observation. 			
<p>B: Target reducing touching the paper to bring it toward or into his mouth by removing SDs for mouthing paper. Remove the SDs within a 1 meter area.</p> <ul style="list-style-type: none"> Prior to a 10 minute work activity where the environment typically involves the presence of a lot of paper prepare the environment, within 1 meter of the child, with as little paper in view as possible Start a timer for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior giving minimal attention (no eye contact or words). Graph as frequency at the end of the 10 minute time period. Criteria is 0 occurrences across two sessions. 			
<p>C: Target reducing touching the paper to bring it toward or into his mouth by removing SDs for mouthing paper. Remove the SDs within an 80 centimeter area.</p> <ul style="list-style-type: none"> Prior to a 10 minute work activity where the 			

Program Name: Decreasing mouthing paper by removing SDs

<p>environment typically involves the presence of a lot of paper prepare the environment, within 1 meter of the child, with as little paper in view as possible</p> <ul style="list-style-type: none"> Start a timer for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior giving minimal attention (no eye contact or words). Graph as frequency at the end of the 10 minute time period. Criteria is 0 occurrences across two sessions. 			
D. Target as in STO C, removing the SDs within a 60 centimeter area.			
E. Target as in STO D, removing the SDs within a 40 centimeter area.			

Response Effort Procedure - Model

Target behavior: Putting paper into mouth or attempts to do so.

Goal: Reduce instances of mouthing paper.

Behavior reduction strategy: Increase response effort for accessing paper while decreasing response effort for accessing crackers.

Program Name: Decreasing mouthing paper using increased/decreased response effort

LTO:	When in an environment with <i>pieces of paper</i> within a 1 meter distance child will independently continue with his current activities, without touching the paper to bring it towards or into his mouth, for a duration of 10 minutes across two sessions (0 occurrences or attempts in a 10 minute period across two sessions).
Targets:	

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (observations).</p> <ul style="list-style-type: none"> Set up the environment as described in the LTO. Observe for 10 minutes and record the frequency of mouthing paper or attempts. Graph as the frequency per observation. 			
<p>B: Target reducing touching the paper to bring it toward or into his mouth when presented with pieces of paper within a 1 meter distance, by increasing response effort for accessing the paper and decrease response effort for accessing crackers.</p> <ul style="list-style-type: none"> Prior to a 10 minute work activity where the environment involves the presence of a lot of paper increase the response effort associated with mouthing paper, and decrease the response effort for accessing crackers: <ul style="list-style-type: none"> Make sure that there are no loose papers around, have them all in files. Keep the papers as far away as possible (but still available for use). Have crackers in view and close to the child (child can access crackers when vocalizing, pointing to, or reaching for the container). Start a timer for the 10 minute period. Collect data on the frequency of the behavior. If the behavior occurs block the behavior 			

Program Name: Decreasing mouthing paper using increased/decreased response effort

giving minimal attention (no eye contact or words).			
• Graph as frequency at the end of the 10 minute time period.			
• Criteria is 0 occurrences across two sessions.			

High-p sequence - Model

Target behavior: Compliance during transitions.

Goal: Reducing disapprovals, crying, and aggressions during compliance.

Behavior reduction strategy: High probability request sequence.

Program Name: Increasing compliance with transitions using a high-p sequence

LTO:	When presented with a direction to transition from one activity or environment to another, <i>child</i> with comply with the direction within 30 seconds without emitting any disapproving comments, crying, or aggression towards self/others/property, for 9 out of 10 opportunities presented during a 2 hours session across 2 sessions.
Targets:	Gradually decrease the use of the high-p sequence as the STOs are met.

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
A: Probe the LTO three times (sessions). <ul style="list-style-type: none"> During each session present 10 opportunities to transition. Do not provide a consequence for the problem behavior or behavior of transitioning. Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. Graph as the number correct per session. 			
B: Target increasing compliance with transitions using a high-p request sequence. <ul style="list-style-type: none"> Prior to presenting the direction to transition from one activity or environment to another rapidly present <i>child</i> with 3 directions from the sheet of mastered one-step directions/GMI actions. Reinforce compliance with each direction with a lot of praise/high fives/tickles. Then present the direction for the transition. If the transition is successful provide a lot praise/high fives/tickles. If a problem behavior occurs during the transition use an extinction procedure, by using graduated guidance to move through the transition. Run 10 trials/opportunities per session. Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, 			

Program Name: Increasing compliance with transitions using a high-p sequence

respectively: <ul style="list-style-type: none"> Graph as the number correct per session. Criteria is 9/10 across two sessions. 			
C: Target increasing compliance with transitions using a high-p request sequence. <ul style="list-style-type: none"> Prior to presenting the direction to transition from one activity or environment to another rapidly present <i>child</i> with 2 directions from the sheet of mastered one-step directions/GMI actions. Reinforce compliance with each direction with a lot of praise/high fives/tickles. Then present the direction for the transition. If the transition is successful provide a lot praise/high fives/tickles. If a problem behavior occurs during the transition use an extinction procedure, by using graduated guidance to move through the transition. Run 10 trials/opportunities per session. Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. Graph as the number correct per session. Criteria is 9/10 across two sessions. 			

Instructions - Model - Practice

Following the program sheet format, write an antecedent strategy program (can be based on one of the strategies reviewed) for your targeted behavior. Use the instructions and models to guide you.

Conceptually Systematic

Interventions related to the consequence...

- ✘ Extinction (should be embedded in other procedures, as we just saw)
- ✘ *Punishment procedures*
 - *Response cost, time-out, overcorrection, guided compliance, response blocking, etc..*
- ✘ Reinforcement contingencies for desirable behaviors

Extinction - Model

Target behavior: Compliance during transitions.

Goal: Reducing disapprovals, crying, and aggressions during compliance.

Behavior reduction strategy: Extinction - hypothesized function identified as escape/avoidance during the transition.

Program Name: Increasing compliance with transitions using an extinction procedure

LTO:	When presented with a direction to transition from one activity or environment to another, <i>child</i> will comply with the direction within 30 seconds without emitting any disapproving comments, crying, or aggression towards self/others/property, for 9 out of 10 opportunities presented during a 2 hours session across 2 sessions.
Targets:	

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (sessions).</p> <ul style="list-style-type: none"> • During each session present 10 opportunities to transition. • Do not provide a consequence for the problem behavior or behavior of transitioning. • Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. • Graph as the number correct per session. 			
<p>B: Target increasing compliance with transitions using an extinction procedure when the behavior occurs.</p> <ul style="list-style-type: none"> • Present the SD/direction for the transition. • If a problem behavior occurs during the transition use the extinction procedure, by moving the activity that was being transitioned to to the child. • Run 10 trials/opportunities per session. • Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. • Graph as the number correct per session. • Criteria is 9/10 across two sessions. 			

Overcorrection

- Model

Target behavior:

Appropriate transitions.

Goal: Reducing touching items during transitioning.

Behavior reduction

strategy: Overcorrection

Program Name: Appropriate transitions using overcorrection

LTO:	When presented with a direction to transition (walk) from one environment to another, <u>child</u> will comply with the direction within 30 seconds, walking from the one environment to the other without touching any items during the transition, for 9 out of 10 opportunities presented during a 2 hours session across 2 sessions.
Targets:	

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Probe the LTO three times (sessions).</p> <ul style="list-style-type: none"> • During each session present 10 opportunities to transition. • Do not provide a consequence for the problem behavior or behavior of transitioning appropriately. • Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. • Graph as the number correct per session. 			
<p>B: Target transitioning appropriately, using an overcorrection procedure when the problem behavior occurs.</p> <ul style="list-style-type: none"> • Present the SD/direction for the transition. • If a <u>problem behavior occurs</u> during the transition use the overcorrection procedure, by <u>instructing child</u> to walk back and forth from the two destinations with his hands in his pocket, 2 times. • Run 10 trials/opportunities per session. • Collect data on each opportunity as a (+) or (-) for a correct or incorrect transition, respectively. • Graph as the number correct per session. • Criteria is 9/10 across two sessions. 			

Instructions - Model - Practice

Following the program sheet format, write a consequence strategy program (can be based one of the strategies reviewed) for your targeted behavior. Use the instructions and models to guide you.

Generalization & Maintenance Strategies

- ✗ Reinforce generalization
- ✗ Use natural contingencies of reinforcement
- ✗ Change reinforcement and punishment contingencies in the natural environment
- ✗ Multiple exemplar training – with different stimuli
- ✗ Multiple example training – with different responses
- ✗ Manipulate cues in the natural environment
- ✗ Use self-strategies to promote generalization

Instructions - Model - Practice

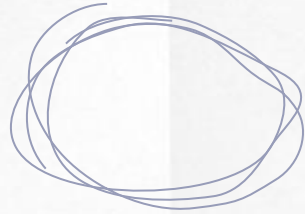
Intervention Strategies for Behavior One

- Continue working with the client's challenging behavior described in the previous section (complete these items on the report template):
 - Write antecedent-based strategies which:
 - Work to decrease the likelihood of the challenging behavior occurring (e.g., manipulating motivating operations, NCR)
 - Write consequence-based strategies which:
 - Work to reduce the future frequency of the challenging behavior after it has already happened (e.g., extinction, time-out, response cost).
 - Write a functionally equivalent replacement behavior which:
 - Needs to be increased.
 - Is clear, concise, and observable.
 - Matches the function of the challenging behavior.
 - Writes a goal and objective for the challenging behavior which:
 - Describes the challenging behavior in a clear and observable way.
 - Describes the antecedent condition under which the behavior should or should not occur.
 - Includes a criterion for success.
 - The baseline data on the challenging behavior are reflected in the development of the goal.
 - The goal is broken down to include objectives (smaller steps toward the larger goal), as needed.
 - The goal also focuses on increasing the functionally equivalent replacement behavior, if appropriate (this may instead be present in the skill-building section).
 - Writes a brief sentence or two about the plan for generalization or maintenance (e.g., changing the schedule of reinforcement for the replacement behavior, training parents in the intervention strategies, using the strategies in the community).

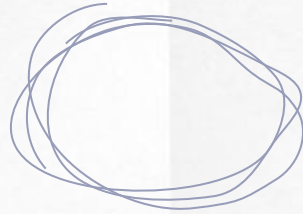
Instructions - Model - Practice

✓ Generalization/maintenance:

- Multiple exemplar instruction will be used to teach appropriate mands for escape across the settings of the resource room, the inclusive classroom, in the community, and in the home.
- The schedule of reinforcement for consequenceing the mand for escape will be gradually reduced to shape:
 - Number of breaks during work
 - Amount of help provided during work
 - Work completion
- Self-strategies will be incorporated to work towards JR managing the amount of breaks taken and the amount of work completed.



Take a moment to look at your case and **PRACTICE** by writing one sentence about generalization & maintenance.



As we transition to skill building...

ADDITIONAL SKILL BUILDING

Description of the procedures for assessing skills:

Baseline data (direct data collection):

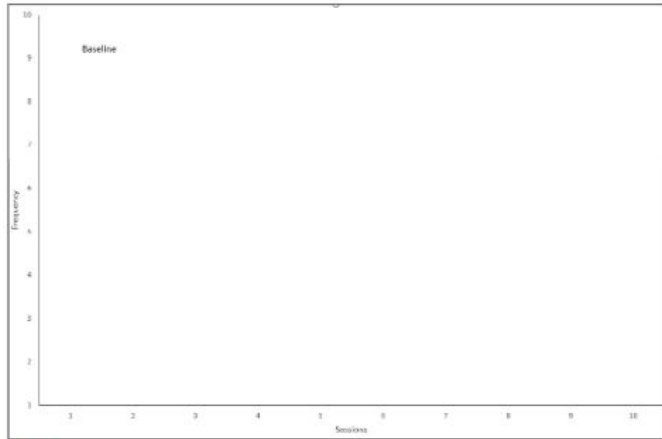


Figure 4.

- *Goal:* Speaker
- *Goal:* Listener
- *Goal:* Play
- *Goal:* Social
- *Goal:* Academic
- *Goal:* Self-help

Thinking about the intake report again...

Tools for Skill Assessment (to name a few)

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Assessment of Basic Language and Learning Skills (ABLBS)
- Promoting Emergence of Advanced Knowledge (PEAK)
- Checklist of Adaptive Living Skills (CALBS)
- Assessment of Functional Living Skills (AFLS)
- Essentials for Living

VB-MAPP (some basics)

VB-MAPP Milestones

Assessment: Provides a representative sample of the child's existing verbal and related skills.

170 measurable learning and language milestones, sequenced and balanced across 3 developmental levels.

- ▣ 0-18 months
- ▣ 18-30 months
- ▣ 30-48 months

Skills assessed include:

- ▣ Mand
- ▣ Tact
- ▣ Echoic
- ▣ Intraverbal
- ▣ Listener
- ▣ Motor imitation
- ▣ Independent play
- ▣ Social and social play
- ▣ Visual perceptual and match to sample
- ▣ Linguistic structure
- ▣ Group and classroom skills
- ▣ Early academics

VB-MAPP (some basics)

- If a test item is clearly below a child's level, score the milestone as a 1.
- If the child misses 3 milestones in a row it is reasonable to stop testing him, he may also not need to be tested at the next level.
- If a child scores all milestones in one level (e.g., all 5 in the Mand level 1, red, section), then move on to testing the milestones at the next level for that section (e.g., the Mand level 2, green, section).
- The 4 methods of assessing a specific skill are:
 - Formal testing (T)
 - Observation (O)
 - Either observation or testing (E)
 - A timed observation (TO)

VB-MAPP (testing)

- Example of a full description of a milestone.
 - Mand level 1 (sub level 1)

Mand 1-M	Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts, but not physical prompts (e.g., cracker, book). (E)
-------------	---

Objective: To determine if a child mands with echoic prompts. For a child using sign language or a child selecting pictures, can the child mand with imitative or pointing prompts? If early manding is weak, limited, or typically requires physical prompting, a more careful assessment of the child's exact level will be necessary.

Materials: Gather items or plan actions that function as reinforcement for the child.

Examples: A child says "cookie" when he wants a cookie, but needs an echoic prompt in order to respond. For a signing child, he signs "cookie" when he wants and sees a cookie, but he needs an imitative prompt and perhaps needs to hear the word in order to respond. For a child using pictures, he selects a picture of "cookie" when he wants and sees a cookie, but he needs a pointing prompt in order to respond.

1 point score: If he responds when an adult provides an echoic prompt such as "cookie" when the cookie is present, for 2 desired items or activities. For sign, if he responds when an adult provides an imitative prompt, or speaks the word (intraverbal prompt). For picture system, if he selects the picture when provided with a prompt of the adult pointing to the picture and verbally prompting the child to pick it up. No points are awarded for physical prompts. **GOAL OF 2 DIFFERENT MANDS.**

½ point score: If he emits ONLY 1 MAND.

VB-MAPP (scoring)

- ▣ The 4 boxes to the left of each individual item refer to the administration of each milestone assessment.
- ▣ So, if we are conducting this assessment for the first time, and we just assessed the first statement, we insert the score into the 1st box for that item. The score choices are 0, 1/2, 1.

MAND	ASSESSMENT				TOTAL SCORE:
	1ST	2ND	3RD	4TH	
Does the child use words, signs, or pictures to ask for desired items or activities?					
1ST	2ND	3RD	4TH	1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., cracker, book) (E)	
1ST	2ND	3RD	4TH	2. Emits 4 different mands without prompts (except <i>What do you want?</i>) — the desired item can be present (e.g., music, slinky, ball) (T)	
1ST	2ND	3RD	4TH	3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands bubbles from mom and dad, inside and outside, a red bottle and a blue bottle) (E)	
1ST	2ND	3RD	4TH	4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)	
1ST	2ND	3RD	4TH	5. Emits 10 different mands without prompts (except, <i>What do you want?</i>) — the desired item can be present (e.g., apple, swing, car, juice) (E)	
Comments/notes:					

Instructions

Assessment to Goals/Objectives/Programming

- Use some of the hypothetical data provided, via the scored assessment sections to:
 - Complete the program/LTO sheet template to develop the programming for the skill acquisition target.
 - For the LTO box:
 - Use a format similar to: When presented with (the antecedent condition) _____ *child* will (the behavior) _____ for (criteria) _____.
 - For the targets box:
 - Consider the number of anticipated short term objects, and the targets in each (e.g., names of specific items to be taught).
 - For the short term objectives:
 - Include directions for conducting a probe, if needed. Using a format similar to: Probe for _____ times/observations. Set-up the environment (antecedent condition) _____, collect data as _____, graph as _____.
 - Consider making it clear that there is no consequence in place when doing a probe.
 - For STOs targeting skill acquisition, use a format similar to: Target (skill acquisition target) _____ using (teaching procedures) _____
 - Describe the antecedent condition
 - Describe the use of the teaching procedure
 - Describe what a correct response and incorrect response looks like
 - Describe the (e.g., BT's) response to the behavior
 - State data collection procedure
 - State the procedure for graphing
 - State criteria

Model

MAND		TOTAL SCORE:		ASSESSMENT			
				1ST	2ND	3RD	4TH
Does the child use words, signs, or pictures to ask for desired items or activities?							
1ST	2ND	3RD	4TH	1. Emits 2 words, signs, or PECS, but may require echoic, imitative, or other prompts but no physical prompts (e.g., cracker, book) (E)			
1							
1ST	2ND	3RD	4TH	2. Emits 4 different mands without prompts (except <i>What do you want?</i>) — the desired item can be present (e.g., music, slinky, ball) (T)			
0							
1ST	2ND	3RD	4TH	3. Generalizes 6 mands across 2 people, 2 settings, and 2 different examples of a reinforcer (e.g., mands bubbles from mom and dad, inside and outside, a red bottle and a blue bottle) (E)			
1ST	2ND	3RD	4TH	4. Spontaneously emits (no verbal prompts) 5 mands — the desired item can be present (TO: 60 min.)			
1ST	2ND	3RD	4TH	5. Emits 10 different mands without prompts (except, <i>What do you want?</i>) — the desired item can be present (e.g., apple, swing, car, juice) (E)			
Comments/notes:							

Program/Goal #: VB-MAPP Mand 2M

Child's Name: JR

Program Name: Impure Mand

LTO:	To emit (impure) mands for 4 different items when presented with the SD condition of "What do you want?", the item within view, and the correct motivating operations, for 9/10 correct responses across 2 consecutive sessions.
Targets:	Cookie, drink, toy, ball.

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
A: Probe for 3 observations (3 data points). In each observation setup the environment with the appropriate motivating operations to occasion a <u>mand</u> 10 times. Collect data as the number of correct mands emitted (+). Graph as the number correct mands per observation out of 10. Provide the natural reinforcer for the mand, but no correction procedure (i.e., avoid teaching procedures).			
B: Target the impure mands for cookie (x5) and drink (x5). Present the SD condition of "What do you want?", the item in view, and the correct motivating operations. <ul style="list-style-type: none"> Correct response is saying the name of the item, receiving the item (as the reinforcer), and using the item in the correct manner. Record a (+) for a correct response. An incorrect response is grabbing for the item, tantruming, or ignoring/not using the item as intended with it is received (so some type of indication that the item was not really desired). Record a (-) for an incorrect response. Graph the number of correct responses (+) out of 10 (5 trials for each target in the block of 10). Criteria is 9/10 across 2 consecutive sessions. 			

Model

TACT					ASSESSMENT				
					1ST	2ND	3RD	4TH	TOTAL SCORE:
Does the child tact people, objects, body parts, or pictures?									
1ST	2ND	3RD	4TH	1. Tacts 2 reinforcing items (e.g., people, pets, characters, or favorite objects) (T)					
1				2. Tacts any 4 items (e.g., people, pets, characters, or other objects) (T)					
1ST	2ND	3RD	4TH	3. Tacts 6 non-reinforcing items (e.g., shoe, hat, spoon, car, cup, bed) (T)					
1				4. Spontaneously tacts (no verbal prompts) 2 different items (O)					
1ST	2ND	3RD	4TH	5. Tacts 10 items (e.g., common objects, people, body parts, or pictures) (T)					
0				Comments/notes:					

Program/Goal #: VB-MAPP Tact 5M

Child's Name: JR

Program Name: Tact- Body Parts

LTO:	To tact 10 items, in the category of body parts, when presented with the SD of the item for 9/10 correct responses across 2 consecutive session(s).
Targets:	Head, arms, legs, feet, hands, neck, elbows, knees, fingers, toes.

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Target the tacts for head (x5) and arms (x5). Present the SD condition of the targeted body part (use multiple 2D and 3D exemplars).</p> <ul style="list-style-type: none"> Correct response is saying the name of the item. An unrelated reinforcer should be presented after- via the opportunity of a mand. Record a (+) for a correct response. Record a (-) for an incorrect response. Graph the number of correct responses (+) out of 10 (5 trials for each target in the block of 10). Criteria is 9/10 across 2 consecutive sessions. 			

Model

LISTENER RESPONDING		TOTAL SCORE:		Assessment			
		1st	2nd	3rd	4th		
Is the child acquiring more advanced listener skills?							
1st	2nd	3rd	4th	6. Selects the correct item from a messy array of 6, for 40 different objects or pictures (e.g., Find cat. Touch ball.) (T)			
1							
1st	2nd	3rd	4th	7. Generalizes listener discriminations (LDs) in a messy array of 8, for 3 different examples of 50 items (e.g., the child can find 3 examples of a train) (T)			
1							
1st	2nd	3rd	4th	8. Performs 10 specific motor actions on command (e.g., Show me clapping. Can you hop?) (T)			
0							
1st	2nd	3rd	4th	9. Follows 50 two-component noun-verb and/or verb-noun instructions (e.g., Show me the baby sleeping. Push the swing.) (T)			
1st	2nd	3rd	4th	10. Selects the correct item in a book, picture scene, or natural environment when named for 250 items, tested or from an accumulated list of known words (T)			
Comments/notes:							

Program/Goal #: VB-MAPP Listener 8M

Child's Name: JR

Program Name: Motor Actions

LTO:	To emit 10 specific motor actions, when presented with the SD that corresponds to the action (e.g., Can you jump like a frog?) for 9/10 correct responses across 2 consecutive session(s).
Targets:	Jumping, clapping, spinning, hopping (on one foot), dancing, ... (to include a total of 10 actions here).

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Target the motor action of jumping (x5) and clapping (x5). Present the SD condition of the direction for the action (e.g., Can you clap?), use multiple exemplars.</p> <ul style="list-style-type: none"> Correct response is emitting the action within 5 seconds of being given the direction. Provide verbal praise as the reinforcer after each correct response. Record a (+) for a correct response. Record a (-) for an incorrect response. Graph the number of correct responses (+) out of 10 (5 trials for each target in the block of 10). Criteria is 9/10 across 2 consecutive sessions. 			

Model

LISTENER RESPONDING BY FUNCTION, FEATURE, AND CLASS (LRFFC)				Assessment			
1st	2nd	3rd	4th	1st	2nd	3rd	4th
TOTAL SCORE:							
<p>Does the child understand as a listener multiple words that describe or modify nouns and verbs by their functions, features, or classes?</p>							
1st	2nd	3rd	4th	11. Selects the correct item from an array of 10 that contains 3 similar stimuli (e.g., similar color, shape, or class, but they are the wrong choices), for 25 different WH question LRFFC tasks (T)			
1							
1st	2nd	3rd	4th	12. Selects items from a book based on 2 verbal components: either a feature (e.g., color), function (e.g., draw with), or class (e.g., clothing) for 25 LRFFC tasks (e.g., Do you see a brown animal? Can you find some clothing with buttons?) (T)			
1							
1st	2nd	3rd	4th	13. Selects items from a page in a book or in the natural environment based on 3 verbal components (e.g., verb, adjective, preposition, pronoun), for 25 WH question LRFFC tasks (e.g., Which fruit grows on trees?) (T)			
1							
1st	2nd	3rd	4th	14. Selects the correct items from a book or the natural environment given 4 different rotating LRFFC questions about a single topic (Where does the cow live? What does the cow eat? Who milks the cow?) for 25 different topics (T)			
0							
1st	2nd	3rd	4th	15. Demonstrates 1000 different LRFFC responses, tested or obtained from an accumulated list of known responses (T)			

Program/Goal #: VB-MAPP LRFFC 14M

Child's Name: JR

Program Name: Listener Responding Topics

LTO:	To emit a set of 4 listener or speaker responses when presented with the SD condition that corresponds to a specific topic (e.g., for the topic of the zoo some SDs may be "What type of animals live at the zoo?", "Who takes care of the animals in the zoo?", "What do the animals at the zoo live in?", "What foods do animals at the zoo eat?" in the context of a book or game about the zoo) for 25 different topics, for 4/5 (correct sets of responses) across 2 consecutive session(s).
Targets:	Topics of: Grocery store, farm, circus, zoo, airport ... (to include a total of 25 topics here).

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Target the topic of the grocery store. Present the SD condition of the "grocery store" as items in the play area that are related to the grocery store, a book/game, or the natural environment of the grocery store. Present 4 appropriate SDs related to the topic (e.g., "Where do people pay for their groceries?", "Who works at the grocery store?", "What can you buy at the grocery store?", "What do people put their groceries in while they are shopping?"). Use multiple exemplars for all components of the SD condition.</p> <ul style="list-style-type: none"> Correct response is emitting the correct response to the question as a vocal verbal response or listener response (pointing) for a set of 4 questions. Provide verbal praise as the reinforcer only after all 4 questions were responded to correctly. Record a (+) for a set of correct responses. Record a (-) for an incorrect response. Graph the number of correct responses (+) out of 5 trials (a trial equals all 4 questions). Criteria is 9/10 across 2 consecutive sessions. 			

Model

VISUAL PERCEPTUAL SKILLS AND MATCHING-TO-SAMPLE		TOTAL SCORE:		Assessment	
		1st	2nd	3rd	4th
Does the child match identical and non-identical objects and pictures?					
1st 2nd 3rd 4th 1	6. Matches identical objects or pictures in a messy array of 6, for 25 items (T)				
1st 2nd 3rd 4th 1	7. Sorts similar colors and shapes for 10 different colors or shapes given models (e.g., given red, blue, and green bowls and a pile of red, blue, and green bears the child sorts the items by color) (T)				
1st 2nd 3rd 4th 1	8. Matches identical objects or pictures in a messy array of 8 containing 3 similar stimuli, for 25 items (e.g., matches a dog to a dog in an array that also contains a cat, pig, and pony) (T)				
1st 2nd 3rd 4th 1	9. Matches non-identical objects or non-identical pictures in a messy array of 10, for 25 items (e.g., matches a Ford truck to a Toyota truck) (T)				
1st 2nd 3rd 4th 0	10. Matches non-identical objects (3D) to pictures (2D) and/or vice versa, in a messy array of 10 containing 3 similar stimuli, for 25 items (T)				
Comments/notes:					

Program/Goal #: VB-MAPP VP-MTS 10M

Child's Name: JR

Program Name: Non-identical Matching 2D to 3D

LTO:	To independently match 25 non-identical 2D to 3D items when presented with a field size of 10 similar and dissimilar items and the SD of "Match ____ to ____" (or similar) and the item to match to its non-identical and opposite dimension exemplar, for 18/20 correct responses across 2 consecutive session(s).
Targets:	Cat, dog, rabbit, car, truck, ... (to include a total of 25 items here).

Short Term Objective:	Intro'd:	Mast'd:	Additional Comments
<p>A: Target cat (x10) and dog (x10). Present the SD condition of the field size of a mix of 10 similar and dissimilar 2D and 3D items, and the direction "match __ to __" (or similar) and the item to match to its non-identical and opposite dimension exemplar (e.g., the picture of the cat to the different-colored 3D cat in the field size).</p> <ul style="list-style-type: none"> Correct response is matching the item (putting the items on top of each other or handing over the match) within 5 seconds of the direction. Record a (+) for a correct response. Record a (-) for an incorrect response. Randomly rotate across the targets of dog and cat, and use multiple exemplars. Graph the number of correct responses (+) out of 20 (10 trials for each target in the block of 20). Criteria is 18/20 across 2 consecutive sessions. 			

Practice

Using the VB-MAPP sections provided, select a skill that you want to target for practicing creating skill building programming. If available, feel free to use real data that you have from your client.

Regardless, transition the “assessment” information into programming by creating a program sheet- using the same LTO format.

Then, let's revisit the report....

Instructions

Model

Additional Skill Building Report Section

- Use some of the hypothetical data, via the scored assessment sections/or your client's data to:
 - Write a few sentences about the description of the skills assessment process.
 - State the tool or tools used.
 - You can included further descriptive information on the assessment tools, if needed.

ADDITIONAL SKILL BUILDING

Description of the procedures for assessing skills: To further assess John's communicative repertoire and social skills, portions of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP; Sundberg, 2016) and Assessment of Basic Language and Learning skills (ABLLS; Partington, 2010) were completed. *Further description of the assessment tools can be included, if needed for the audience of the report.*

Instructions

Additional Skill Building Report Section

- Use real or hypothetical data, via the scored assessment sections to:
 - If possible, write a small summary about the data that were collected and their outcome.
 - Reference data, if available.
 - Describe terms as needed for your audience.
 - Try not to focus only on the negative/deficits, if possible.

Model

Baseline data (direct data collection): Sections of the VB-MAPP were conducted on the 8th, 10th, and 12th of November. The scored assessment (please refer to Figure 4) revealed that John had some skills in the areas of mands (requests), listener responding, visual perception, imitation, play, social, and spontaneous vocalizations. However, all of these areas also needed to be targeted to increase John's skills in each domain. Sections of the ABLLS were also conducted on those same dates. These sections revealed needs in similar areas, as well as domains related to academics and self-help skills. Some of the goals that will be targeted as part of John's initial programming are presented below. Additional graphs for specific goals are also presented in some areas, depicting specific baseline data (e.g., Figure 5). As John's program progresses more goals and objectives will be targeted and accompanying baseline data collected.

The baseline data in this section can be graphs that align with the programs or graphs that align with the assessments. This decision is made based on the needs of the client/service model. More/less descriptive elaboration on the data may also be necessary.

PRACTICE!

Practice completing the first two components of the skill building section of the report (those that were just modelled).

I'll be around to support.

Instructions

Additional Skill Building Report Section

- Use real or hypothetical data to:
 - Write goals and objectives that align with the program sheets that you developed.
- Goal
 - Make the goal just a statement about the behavior and the direction of change.
- Objectives
 - Describe the target behavior in a clear and observable way.
 - Describe the antecedent condition under which the behavior should or should not occur.
 - Include a criterion for success.
 - The assessment data on the target behavior are reflected in the development of the objectives.
 - Break the long term objective down to include short term objectives (smaller steps toward the larger goal), as needed.

Model

Speaker

- **Goal:** To increase mands in the school setting.
 - **Long term objective:** To emit (impure) mands for 4 different items when presented with the SD condition of “What do you want?”, the item within view, and the correct motivating operations, for 9/10 correct responses across 2 consecutive sessions.
 - **Short term objective:** Target the impure mands for cookie (x5) and drink (x5), when presented with the SD condition of “What do you want?”, the item in view, and the correct motivating operations, for 9/10 correct responses across 2 consecutive sessions.

PRACTICE!

Practice writing goals and objectives.

You can stay for support, meet with me before our next class, or work on your own.

Before next time...

- ▣ Continue with the intake report
 - Complete part 3 for the two behaviors.
 - Including adding skill acquisition targets.
- ▣ *Create program sheets for the behaviors targeted for reduction and skill building in the report/plan (suggested only).*
- ▣ If you do not have a current case, please complete all of the pieces with another person who can pretend to be a parent of a child in need of services.

*** Remember, telehealth is an option.

Before next time

- ▣ View all of the week 5 and week 6 materials.
- ▣ Watch this recording, if needed.
- ▣ Complete the assessment.
 - Do your best to complete sections 1-3 what we have worked on already. You can copy and paste your past section pieces/upload them.
 - Do not worry about the section that we have not gotten to yet.
- ▣ Be prepared with parts 1-3 of the intake report and any collected data for the next live class.