

Once the IISCA is complete (control over problem behavior has been shown), use the form below to design a skill-based treatment that will strengthen the life skills of communication, toleration, and compliance via intermittent and unpredictable reinforcement of each.

**1. Describe the initial, intermediate, and then more complex communication response (i.e., the better mand) to produce the reinforcers; also describe how you will teach that behavior.**

Simple functional communication response (FCR):

Complex FCR:

*Teaching procedure:*

**2. Describe which denial/delay signals you will use, which tolerance response(s) you will teach, and how you will teach the tolerance response.**

Delay/Denial signals:

Tolerance response (TR):

*Teaching procedure:*

**3. Describe the initial contextually appropriate behaviors (CAB 1). These are the behaviors that will be instructed following tolerance responses and strengthened via the termination of the delay.**

**CAB 1: Instructional control of stopping ongoing activity & relinquishing all positive reinforcers**

(e.g., a. pause game, b. look up, c. hand me the iPad):

a)

b)

c)

d)



**Branch B:**

*Description of Terminal Performance*

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- a)
- b)
- c)
- d)

Examples:

- To table-top academics:*  
e.) stand up  
f.) walk to that table  
g.) sit up in the chair  
h.) hand in lap
- To participate in gym games:*  
d) turn to me  
e) walk over there  
f) get ready like this  
(model stance)
- To play alone:*  
d) stand up  
e) walk over there  
f) take a set

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

*Activity and prompts:*

Examples:

- To table-top academics:*  
a.) Show me the \_\_\_  
b.) Show me the \_\_\_  
c.) Show me the \_\_\_
- To participate in gym games:*  
a) Catch  
b) Throw to me  
c) Put ball in basket
- To play alone:*  
a) 2 s of engagement  
b) 5 s of engagement  
c) 10 s of engagement

**CAB 4:** Instructional control of a few (1-3) responses/time units of cooperation within **multiple** relevant activities

<i>Activity:</i>			
1.	2.	3.	
<i>Activity:</i>			
1.	2.	3.	
<i>Activity:</i>			
1.	2.	3.	

**CAB 5:** Instructional control of **1-12+** responses/time units of cooperation w/in multiple activities

- a.
- b.
- c.

Consider:

- a. 1, 3, 5
- b. 1, 3, 6, 10
- c. 1, 3, 6, 10, 12+

**CAB 6:** Instructional control of 1-12+ responses/time units of cooperation w/in multiple activities **while being challenged**

Examples:

- a) Require more complex/conditional discrimination
- b) Interrupt correct performance
- c) Change activity or rules of activity
- d) Require completion in new, different way
- e) Issue vague instructions
- f) Program for missing items from task
- g) Introduce unknown tasks

**6. Describe then task analyze a third relevant CAB chain (if necessary).**

**Branch C:**

*Description of Terminal Performance*

**CAB 2:** Instructional control of transitioning to alternative area and readying to listen/learn

- a)
- b)
- c)
- d)

Examples:  
*To table-top academics:*  
 i.) stand up  
 j.) walk to that table  
 k.) sit up in the chair  
 l.) hand in lap  
  
*To participate in gym games:*  
 g) turn to me  
 h) walk over there  
 i) get ready like this  
     (model stance)  
  
*To play alone:*  
 g) stand up  
 h) walk over there  
 i) take a set

**CAB 3:** Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

*Activity and prompts:*

Examples:  
*To table-top academics:*  
 a.) Show me the \_\_\_\_  
 b.) Show me the \_\_\_\_  
 c.) Show me the \_\_\_\_  
  
*To participate in gym games:*  
 a) Catch  
 b) Throw to me  
 c) Put ball in basket  
  
*To play alone:*  
 a) 2 s of engagement  
 b) 5 s of engagement  
 c) 10 s of engagement

**CAB 4:** Instructional control of a few (1-3) responses/time units of cooperation within **multiple** relevant activities

<i>Activity:</i>			
2.	2.	3.	
<i>Activity:</i>			
2.	2.	3.	
<i>Activity:</i>			
2.	2.	3.	

**CAB 5:** Instructional control of **1-12+** responses/time units of cooperation w/in multiple activities

- a.
- b.
- c.

*Consider:*  
 a. 1, 3, 5  
 b. 1, 3, 6, 10  
 c. 1, 3, 6, 10, 12+

**CAB 6:** Instructional control of 1-12+ responses/time units of cooperation w/in multiple activities **while being challenged**

*Examples:*  
 a) Require more complex/conditional discrimination  
 b) Interrupt correct performance  
 c) Change activity or rules of activity  
 d) Require completion in new, different way  
 e) Issue vague instructions  
 f) Program for missing items from task  
 g) Introduce unknown tasks