

Skill-Based Treatment Steps Aligned with Individualized Education Program (IEP) Objectives

<i>SBT Step #</i>	<i>Description</i>	<i>IEP Objective Example</i>
1	Conducted interview	N/A
2	Attended training	N/A
3	Designed and initiated analysis	N/A
4	Obtained zero problem behavior and high engagement in reinforcement context of functional analysis	When presented with an interview-informed synthesized reinforcement context, the student will engage with reinforcers for 5 consecutive minutes without any dangerous or non-dangerous problem behaviors.
5	Adequately controlled problem behavior in analysis with an interview-informed, synthesized reinforcement contingency	The student will stop emitting problem behavior within 10 seconds of the presentation of synthesized reinforcers across 5 consecutive exposures to events reported to reliably evoke problem (hereinafter referred to as trials).
6	Developed protocol for <i>out-of-practice-sessions</i> time	N/A
7	Initiated treatment within practice sessions (agreed on prompting procedures and responses to problem behavior in practice sessions)	N/A
8	Completed simple functional communication training (FCT)	When presented with events previously shown to reliably evoke problem behavior, the student will emit a functional communication response (e.g., “My way.”) independently and in the absence of problem behaviors across 3 consecutive trials.
9	Completed complex FCT	When presented with events previously shown to reliably evoke problem behavior, the student will obtain adult attention and emit a functional communication response with social niceties (e.g. “Excuse me, may I have my way please.”) independently and in the absence of problem behaviors across 3 consecutive trials.
10	Completed tolerance training	When requests for student-led time are denied, the student will emit a tolerance response (e.g., “Okay.”) independently and in the absence of problem behaviors across 3 consecutive trials.
11	Designed contextually appropriate behavior (CAB) branches	<p>N/A</p> <p>Examples of behavioral contexts to consider:</p> <ul style="list-style-type: none"> ■ Learning Readiness Skills (e.g., object, motor, facial, & vocal imitation) ■ Early Language Goals (e.g., receptive identification, tacts, intraverbals, mands) ■ Classroom Routines (e.g., physical transitions, responding to group instructions) ■ Play and Leisure ■ Social Interaction ■ Activities of Daily Living ■ Age-Appropriate Academic Skills (e.g., math, reading, writing, spelling)

12	CAB 1: Gained instructional control of stopping ongoing activity & relinquishing all positive reinforcers	When presented with an adult direction, the student will stop engaging in an ongoing activity, relinquish all positive reinforcers independently and in the absence of problem behaviors across 3 consecutive trials
13	CAB 2: Gained instructional control of transitioning to alternative area and readying to listen/learn	When presented with an adult direction, the student will stop engaging in an ongoing activity, relinquish all positive reinforcers, transition to an alternative area, and emit two readiness responses (e.g. take a seat and get in a ready position) independently and in the absence of problem behaviors across 3 consecutive trials
14	CAB 3: Gained instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity	<p>Student will independently emit 3 responses/time units of cooperation within a single relevant activity without problem behavior across 3 consecutive target trials in at least one relevant behavioral context (e.g., Mathematics, physical activities, language arts).</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will complete three addition problems without problem behavior across three consecutive target trials.</i></p>
15	CAB 4: Gained instructional control of a few responses/time units of cooperation within <i>multiple</i> relevant activities	<p>Student will independently emit 3 responses/time units of cooperation within multiple relevant activities, without problem behaviors across 3 consecutive target trials in at least one relevant behavioral context.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will complete three addition/subtraction problems, geometry problems, and word problems without problem behavior across three consecutive target trials.</i></p>
16	CAB 5: Gained instructional control of <i>1 to 10 or more</i> responses/time units of cooperation w/in multiple activities	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple relevant activities, without problem behaviors across 3 consecutive target trials in at least one relevant behavioral context.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will complete various math worksheets without problem behavior across three consecutive target trials.</i></p>
17	CAB 6: Gained instructional control of 1 to 10 or more responses/time units of cooperation w/in multiple activities <i>while being challenged</i>	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities while being challenged (e.g., novel tasks, unexpected interruptions, missing materials, teacher attending to other peers) across 3 consecutive target trials in at least one relevant behavioral context.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will independently complete various grade-level math worksheets, and will tolerate instructions of new concepts and corrections by their teacher without problem behavior across three consecutive target trials.</i></p>

18	Completed shaping of 2 CAB branches	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities while being challenged across 3 consecutive target trials, in at least two relevant behavioral contexts.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will independently complete various grade-level math and language arts worksheet and will tolerate instructions of new concepts and corrections by their teacher without problem behavior across three consecutive target trials.</i></p>
19	Completed shaping of 3 CAB branches	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities while being challenged across 3 consecutive target trials, in at least three relevant behavioral contexts.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will independently complete various grade-level math and language arts worksheets containing new concepts, and will independently engage in a physical activity routine without problem behavior across three consecutive target trials.</i></p>
20	Completed ONE extension of treatment by transferring effects to new people, new locations, or across extended periods	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities in three relevant behavioral contexts while being challenged across 3 consecutive target trials, with two adults in addition to the original trainer.</p>
21	Completed TWO extensions of treatment by transferring effects to new people, new locations, or across extended periods	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities in three relevant behavioral contexts while being challenged across 3 consecutive target trials in two school settings, with multiple adults.</p>
22	Completed THREE extensions of treatment by transferring effects to new people, new locations, or across extended periods	<p>Student will independently emit more than 10 responses/time units of cooperation within multiple activities in three relevant behavioral contexts while being challenged throughout the day in 90% of opportunities across two weeks, in at least three relevant contexts, across two different school settings, and with at least three different adults.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will participate in grade-level mathematics, reading comprehension, and physical activities independently and without problem behavior with all their teachers in various locations throughout the school day, in 90% of opportunities across two weeks.</i></p>
23	Achieved social validation of outcome	N/A