|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Detailed Description of the Skill-Based Treatment of Problem Behavior Process (developed by G. P. Hanley, October, 2017. Revised on August, 2018) | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Functional Analysis, Functional Communication Training, and Functional Control of the Treatment** | | | | | | | | | | | | | |
|  |  |  | **Note Session**  **#** | **Progressively Changing Response Requirements** | | | | | | | | **Note if session**  **recorded** | ***Instructions*** |
| **Step** | **Objectives** | **Responses Reinforced** | ***Tr 1***  ***Sr:*** | | ***Tr 2***  ***Sr:*** | ***Tr 3***  ***Sr:*** | | ***Tr 4***  ***Sr:*** | ***Tr 5***  ***Sr:*** | |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  | * This sheet is to be used to guide the shaping of the skills as well as to record trial by trial data. * There are more rows included for each step than will likely be required (i.e., often only 2 to 3 sessions will be required before advancing to the next step). * Remain at each teaching step until 2 sessions occur in a row with zero problem behavior and all expected skills are occurring independently on 100% of trials. * The behaviors 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 only prompted after problem behavior/noncompliance. * Circle the response if it occurred independently. * Circle and slash the response if it was prompted. * If a severe problem behavior occurred, write SPB next to the expected behavior for the trial. * If a mild problem behavior occurred, write PB next to the expected behavior for the trial. |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 1 | Verifying hunch / Building Trust | PB |  | PB | PB | | | PB | PB | | PB |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| 2 | Shifting to Appropriate / Building Trust | sFCR *("My way")* |  | sFCR | sFCR | | | sFCR | sFCR | | sFCR |  |
| Tr = trial; Sr = synthesized reinforcement; Rs = responses; PB = problem behavior; sFCR = simple functional communication response; iFCR = intermediate FCR; cFCR = complex FCR; TR = tolerance response;  e&hCAB = [easy and hard] contextually appropriate behavior; indep Rs = independent responses; RP = relevant people; RC = relevant context; RTP = relevant time period | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Detailed Description of the Skill-Based Treatment of Problem Behavior Process *(developed by G. P. Hanley, October, 2017. Revised on August, 2018)* | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| ***Improving Form of Functional Communication and Teaching Toleration*** | | | | | | | | | | | | | |
| **Step** | **Objectives Responses Reinforced** | | **Note**  **Session**  **#** | **Progressively Changing Response Requirements** | | | | | | | | **Note if session**  **recorded** | Instructions |
| ***Tr 1***  ***Sr:*** | | ***Tr 2***  ***Sr:*** | ***Tr 3***  ***Sr:*** | | ***Tr 4***  ***Sr:*** | ***Tr 5***  ***Sr:*** | |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  | * This sheet is to be used to guide the shaping of the skills as well as to record trial by trial data. * There are more rows included for each step than will likely be required. * Remain at each teaching step until 2 sessions occur in a row with zero problem behavior and all expected skills are occurring independently on 100% of trials. * The behaviors 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 only prompted after problem behavior/noncompliance. |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 3 | Improving Form | iFCR *("May I have my way please")* |  | iFCR | iFCR | | | iFCR | iFCR | | iFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 4 | Improving Form | cFCR *("Excuse me" [...] "May I have my way please")* |  | cFCR | cFCR | | | cFCR | cFCR | | cFCR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR *("Okay, no problem")* |  | cFCR | TR | | | cFCR | TR | | cFCR |  | * Circle the response if it occurred independently. * Circle and slash the response if it was prompted. * If a severe problem behavior occurred, write SPB next to the expected behavior for the trial. * If a mild problem behavior occurred, write PB next to the expected behavior for the trial. |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | TR | cFCR | | | TR | cFCR | | TR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | cFCR | cFCR | | | TR | TR | | cFCR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | cFCR | TR | | | cFCR | TR | | cFCR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | TR | cFCR | | | TR | cFCR | | TR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | cFCR | cFCR | | | TR | TR | | cFCR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | cFCR | TR | | | cFCR | TR | | cFCR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | TR | cFCR | | | TR | cFCR | | TR |  |
| 5 | Preparing for Inevitable Disappointment | cFCR/TR |  | cFCR | cFCR | | | TR | TR | | cFCR |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB *(Adult expected work or play)* |  | cFCR | TR | | | 1eCAB | cFCR | | 1eCAB |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | TR | 1eCAB | | | cFCR | 1eCAB | | cFCR |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | cFCR | TR | | | 1eCAB | cFCR | | 1eCAB |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | TR | 1eCAB | | | cFCR | 1eCAB | | cFCR |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | cFCR | TR | | | 1eCAB | cFCR | | 1eCAB |  |
| 6 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | TR | 1eCAB | | | cFCR | 1eCAB | | cFCR |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | cFCR | TR | | | 1eCAB | 2eCAB | | 1eCAB |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | 1eCAB | 2eCAB | | | cFCR | TR | | 1eCAB |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | cFCR | TR | | | 1eCAB | 2eCAB | | 1eCAB |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | 1eCAB | 2eCAB | | | cFCR | TR | | 1eCAB |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | cFCR | TR | | | 1eCAB | 2eCAB | | 1eCAB |  |  |
| 7 | Preparing for Inevitable Ambiguity | cFCR/TR/eCAB |  | 1eCAB | 2eCAB | | | cFCR | TR | | 1eCAB |  |  |
| Tr = trial; Sr = synthesized reinforcement; Rs = responses; PB = problem behavior; sFCR = simple functional communication response; iFCR = intermediate FCR; cFCR = complex FCR; TR = tolerance response;  e&hCAB = [easy and hard] contextually appropriate behavior; indep Rs = independent responses; RP = relevant people; RC = relevant context; RTP = relevant time period | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Detailed Description of the Skill-Based Treatment of Problem Behavior Process (*developed by G. P. Hanley, October, 2017. Revised on August, 2018)* | | | | | | | | | | |
|  | | | | | | | | | | |
| ***Shaping Contextually Appropriate Behavior*** | | | | | | | | | | |
| **Step** | **Objectives Responses Reinforced** | | **Note**  **Session**  **#** | **Progressively Changing Response Requirements** | | | | | **Note if session recorded** | **Instructions** |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 1hCAB | 2eCAB | TR | 3eCAB |  | * This sheet is to be used to guide the shaping of the skills as well as to record trial by trial data. * There are more rows included for each step than will likely be required. * Remain at each teaching step until 2 sessions occur in a row with zero problem behavior and all expected skills are occurring independently on 100% of trials. * The behaviors 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 only prompted after problem behavior/noncompliance. * Circle the response if it occurred independently. * Circle and slash the response if it was prompted. * If a severe problem behavior occurred, write SPB next to the expected behavior for the trial. * If a mild problem behavior occurred, write PB next to the expected behavior for the trial. |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 2eCAB | cFCR | 3hCAB | 1hCAB |  |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 1hCAB | 2eCAB | TR | 3eCAB |  |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 2eCAB | cFCR | 3hCAB | 1hCAB |  |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 1hCAB | 2eCAB | TR | 3eCAB |  |
| 8 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 2eCAB | cFCR | 3hCAB | 1hCAB |  |
| 9 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 5eCAB | cFCR | 1hCAB | TR | 3eCAB |  |
| 9 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 5eCAB | cFCR | 3hCAB | 1eCAB |  |
| 9 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 5eCAB | cFCR | 1hCAB | TR | 3eCAB |  |
| 9 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 5eCAB | cFCR | 3hCAB | 1eCAB |  |
| 10 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 2hCAB | cFCR | 4eCAB | TR | 6eCAB |  |
| 10 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 6hCAB | TR | 4hCAB | 2eCAB |  |
| 10 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 2hCAB | cFCR | 4eCAB | TR | 6eCAB |  |
| 10 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 6hCAB | TR | 4hCAB | 2eCAB |  |
| 11 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 5eCAB | 3hCAB | 7eCAB | TR |  |
| 11 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 3hCAB | cFCR | 7eCAB | TR | 5hCAB |  |
| 11 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 5eCAB | 3hCAB | 7eCAB | TR |  |
| 11 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | 3hCAB | cFCR | 7eCAB | TR | 5hCAB |  |
| 12 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 10eCAB | cFCR | 2eCAB | 7hCAB |  |
| 12 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 2hCAB | 7eCAB | 10hCAB | TR |  |
| 12 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | TR | 10eCAB | cFCR | 2eCAB | 7hCAB |  |
| 12 | Building Stamina while Keeping Hope Alive | cFCR/TR/e&hCAB |  | cFCR | 2hCAB | 7eCAB | 10hCAB | TR |  |
| 13 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | 2eCAB | 10hCAB | cFCR | 13eCAB | TR |  |
| 13 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | TR | 13eCAB | 2hCAB | cFCR | 10hCAB |  |
| 13 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | 2eCAB | 10hCAB | cFCR | 13eCAB | TR |  |
| 13 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | TR | 13eCAB | 2hCAB | cFCR | 10hCAB |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | 3eCAB | 10eCAB | 20hCAB | cFCR | TR |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | cFCR | 3hCAB | 10eCAB | TR | 20hCAB |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | 3eCAB | 10eCAB | 20hCAB | cFCR | TR |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | cFCR | 3hCAB | 10eCAB | TR | 20hCAB |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | 3eCAB | 10eCAB | 20hCAB | cFCR | TR |  |
| 14 | Finding the Balance / Task Revaluing | cFCR/TR/e&hCAB |  | cFCR | 3hCAB | 10eCAB | TR | 20hCAB |  |
| Tr = trial; Sr = synthesized reinforcement; Rs = responses; PB = problem behavior; sFCR = simple functional communication response; iFCR = intermediate FCR; cFCR = complex FCR; TR = tolerance response;  e&hCAB = [easy and hard] contextually appropriate behavior; indep Rs = independent responses; RP = relevant people; RC = relevant context; RTP = relevant time period | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data Sheet and Detailed Description of the Skill-Based Treatment of Problem Behavior Process *(developed by G. P. Hanley, October, 2017. Revised on August, 2018)* | | | | | | | | | | |
|  | | | | | | | | | | |
| **Extending the Treatment to Relevant People, Places, and Time Periods** | | | | | | | | | | |
| **Step** | **Objectives Responses Reinforced** | | **Note**  **Session**  **#** | **Progressively Changing Response Requirements** | | | | | **Note if session recorded** | **Instructions** |
| 15 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | cFCR | 5eCAB | 3hCAB | 7eCAB | TR |  | * This sheet is to be used to guide the shaping of the skills as well as to record trial by trial data. * There are more rows included for each step than will likely be required. * Remain at each teaching step until 2 sessions occur in a row with zero problem behavior and all expected skills are occurring independently on 100% of trials. * The behaviors 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 only prompted after problem behavior/noncompliance. * Circle the response if it occurred independently. * Circle and slash the response if it was prompted. * If a severe problem behavior occurred, write SPB next to the expected behavior for the trial. * If a mild problem behavior occurred, write PB next to the expected behavior for the trial. |
| 15 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | 3hCAB | cFCR | 7eCAB | TR | 5hCAB |  |
| 15 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | cFCR | 5eCAB | 3hCAB | 7eCAB | TR |  |
| 16 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | TR | 10hCAB | cFCR | 2eCAB | 7hCAB |  |
| 16 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | cFCR | 2hCAB | 7eCAB | 10hCAB | TR |  |
| 16 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | TR | 10hCAB | cFCR | 2eCAB | 7hCAB |  |
| 17 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | 2eCAB | 10eCAB | cFCR | 13eCAB | TR |  |
| 17 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | TR | 13eCAB | 2hCAB | cFCR | 10hCAB |  |
| 17 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | 2eCAB | 10eCAB | cFCR | 13eCAB | TR |  |
| 18 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | 3eCAB | 20eCAB | 10hCAB | cFCR | TR |  |
| 18 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | cFCR | 3eCAB | 10eCAB | TR | 20hCAB |  |
| 18 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | 3eCAB | 20eCAB | 10hCAB | cFCR | TR |  |
| 18 | Extending Effects to Relevant People | cFCR/TR/e&hCAB w/RP |  | cFCR | 3eCAB | 10eCAB | TR | 20hCAB |  |
| 19 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | TR | 10eCAB | cFCR | 2eCAB | 7hCAB |  |
| 19 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | cFCR | 2hCAB | 7eCAB | 10hCAB | TR |  |
| 19 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | TR | 10eCAB | cFCR | 2eCAB | 7hCAB |  |
| 20 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | 2eCAB | 10eCAB | cFCR | 13hCAB | TR |  |
| 20 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | TR | 13eCAB | 2hCAB | cFCR | 10hCAB |  |
| 20 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | 2eCAB | 10eCAB | cFCR | 13hCAB | TR |  |
| 21 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |
| 21 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | cFCR | 3hCAB | 10eCAB | TR | 20hCAB |  |
| 21 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |
| 21 | Extending Effects to Relevant Contexts | cFCR/TR/e&hCAB w/RP in RC |  | cFCR | 3hCAB | 10eCAB | TR | 20hCAB |  |
| 22 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | TR | 10eCAB | cFCR | 2eCAB | 13hCAB |  |
| 22 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | TR | 13eCAB | 2hCAB | cFCR | 10hCAB |  |
| 22 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | TR | 10eCAB | cFCR | 2eCAB | 13hCAB |  |
| 23 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |
| 23 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | cFCR | 10hCAB | TR | 3eCAB | 20hCAB |  |
| 23 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |
| 23 | Extending Effects to Relevant Time Periods | cFCR/TR/e&hCAB w/RP in RC over RTP |  | cFCR | 10hCAB | TR | 3eCAB | 20hCAB |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 24 | 3 month follow up | cFCR/TR/e&hCAB w/RP in RC over RTP |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |  |
| 24 | 3 month follow up | cFCR/TR/e&hCAB w/RP in RC over RTP |  | cFCR | 10hCAB | TR | 3eCAB | 20hCAB |  |  |
| 25 | 6 month follow up | cFCR/TR/e&hCAB w/RP in RC over RTP |  | 3eCAB | 20hCAB | 10hCAB | cFCR | TR |  |  |
| 25 | 6 month follow up | cFCR/TR/e&hCAB w/RP in RC over RTP |  | cFCR | 10hCAB | TR | 3eCAB | 20hCAB |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Tr = trial; Sr = synthesized reinforcement; Rs = responses; PB = problem behavior; sFCR = simple functional communication response; iFCR = intermediate FCR; cFCR = complex FCR; TR = tolerance response;  e&hCAB = [easy and hard] contextually appropriate behavior; indep Rs = independent responses; RP = relevant people; RC = relevant context; RTP = relevant time period | | | | | | | | | | |