Implementation Procedure: Rewarding the Absence of Challenging Behavior

Written On: 5/18/15
Authored by: Amanda Teweleit, M.Ed., BCBA

<u>Learner</u>: Nigel Burns

<u>Skill Area</u>: Behavior

<u>Relation to IEP Goals:</u>
- Self Regulation

<u>Learning Goal:</u> During the school day, Nigel will exhibit protest behavior during <20% of measured intervals and will exhibit dangerous behavior during 0% of measured intervals for 5 consecutive school days, as measured by 10 minute partial interval recording.

<u>Data Collection</u>: Use partial interval recording on the "Behavior and Communication Data Sheet" to record when Nigel engages in protest behavior and dangerous behavior.
- Instructions for data collection can be found on the data sheet.

<u>Instructional Materials:</u>
- Variety of identified reinforcers
- Data sheet
- Pencil
- Safe Body visual with reinforcer picture icons
- Safe Hands social story
- Written definitions of protest and dangerous behavior

<u>Generalization & Maintenance:</u>
- *Generalization*:
  - o This program should be taught and reinforced across multiple settings and with multiple educators.
  - o The variable durations of time in each interval supports generalization.
  - o Transporting the "Safe Body Visual" and a timer from the instructional setting (IMS conference room) to generalization settings (e.g., Eastlake HS, hallway, playground, etc.) will support generalization.
- *Maintenance*: Over time, as the frequency of challenging behavior decreases, the average length of the interval will increase in duration.

<u>Teaching Procedures:</u>
1. Read the "Safe Hands" social story at the start of the school day.
2. After reading the social story and at the end of each time interval, review the "Safe Body Visual" with Nigel. Be sure that Nigel is attending to the visual and the speaker when reviewing the visual.
   a. The teacher should point to the visual while stating the expected behavior listed on the visual.
   b. After reading expectations, allow Nigel to choose his reinforcer. Do this by laying out 3 picture icons of potential reinforcers and allow Nigel to point to and/or vocally state the reinforcer he wants to earn.
3. The teacher should set a timer for the amount time designated on the "Interval Schedule."

4. If Nigel <u>doesn't engage in any dangerous or protest behavior</u> (as defined in the BIP) for the <u>entire time interval,</u> provide him with the reinforcer he chose on the visual. When providing the reinforcer, reference back to the "Safe Body Visual" and deliver behavior-specific praise.
5. If Nigel <u>engages in any forms of protest or dangerous behavior</u> (as defined in the BIP) during <u>any time during the time interval, stop the timer</u> and reference back to the "Safe Body Visual."
    a. With a gentle and neutral tone of voice, tell Nigel that he did not have a safe body and model what a safe body looks like (e.g., folded hands, quiet feet, etc.)
    b. Reset the timer and complete step 2 again.
6. Complete these procedures for the entire school day, everyday.

<u>Teaching Sequence:</u>
Use the interval schedule to determine how long to set the timer during an interval. When averaged together, the "Sequence of Interval Lengths" will equal the "Average Length of Interval."
When setting the timer, do so as described in the "Sequence of Interval Lengths;" repeat the 5 sequenced interval lengths over and over. For example, as you finish the 5th sequenced interval length, loop back to the first interval length and repeat. Use the mastery criteria described below to determine when to move onto the next level in the "Interval Schedule."

- <u>Mastery Criteria</u>: During the entire school day, Nigel will exhibit dangerous behavior during 0% of measured intervals for 3 consecutive days before moving onto the next level.

INTERVAL SCHEDULE		
Level	Average Length of Interval	Sequence of Interval Lengths
1	4 minutes 30 seconds	5 min 30 sec → 5 min 15 sec → 2 min → 5 min 10 sec → 4 min 35 sec
2	5 minutes	5 min 30 sec → 3 min → 6 min → 4 min 45 sec → 5 min 45 sec
3	5 minutes 30 seconds	6 min → 3 min 45 sec → 5 min 30 sec → 5 min 15 sec → 7 min
4	6 minutes	6 min 30 sec → 4 min 15 sec → 6 min → 5 min 45 sec → 7 min 30 sec
5	6 minutes 30 seconds	7 min 30 sec → 6 min 30 sec → 6 min 15 sec → 5 min 30 sec → 6 min 45 sec
6	7 minutes	8 min → 6 min → 7 min → 6 min 45 sec → 7 min 15 sec
7	8 minutes	9 min → 7 min → 8 min → 7 min 45 sec → 8 min 15 sec
8	10 minutes	12 min → 8 min → 10 min → 9 min 45 sec → 10 min 15 sec
9	12 minutes	14 min → 11 min → 10 min → 13 min → 12 min
10	14 minutes	16 min 30 sec → 10 min → 13 min → 15 min 30 sec → 15 min
11	16 minutes	18 min → 15 min 30 sec → 16 min → 17 min → 13 min 30 sec
12	18 minutes	19 min → 17 min 30 sec → 18 min → 19 min 30 sec → 16 min
13	20 minutes	19 min → 20 min 30 sec → 22 min → 21 min → 17 min 30 sec

14	22 minutes	20 min → 22 min 30 sec → 24 min → 19 min → 24 min 30sec
⌐	24 minutes	22 min → 24 min → 26 min → 23 min → 25 min
16	26 minutes	23 min → 26 min 30 sec → 28 min → 25 min 30 sec → 27 min
17	28 minutes	25 min → 28 min 30 sec → 30 min → 27 min 30 sec → 29 min
18	30 minutes	27 min → 30 min 30 sec → 32 min → 29 min 30 sec → 31 min

Instructional Program: Functional Communication Training (FCT) for a Break

Written On: 3/5/15

Authored by: Amanda Teweleit, M.Ed., BCBA

<u>Learner</u>: Nigel Burns

<u>Skill Area</u>: Communication

<u>Skill</u>: Functional communication for termination of a non-preferred/less-preferred activity as a functionally equivalent replacement behavior to challenging behavior (e.g., aggression).

<u>Relation to IEP Goals:</u>
- Functional Expression, One to One
- Requesting a Break

<u>Learning Goal:</u> When presented with a diverse variety of non-preferred or low-preferred activities, Nigel will request termination ("mand") of the activity using multiple communication modalities (vocal speech & speech-generating device) with 90% independence across 10 consecutive learning trials.

<u>Data Collection</u>: Per each trial during an instructional session, the following data should be collected. A data sheet is attached describing data collection in further detail.
- Presence or absence of the <u>establishing operation</u>.
- Presence or absence of a <u>behavioral indicator</u>.
- Nigel's <u>request</u> (mand):
  - Percentage of trials with independent requesting.
  - Prompt level used during each trial.
- Whether or not Nigel's request was honored with a break (presence or absence of <u>negative reinforcer</u> as consequence to Nigel's mand).
- Presence or absence of <u>challenging behavior</u> during the trial.

<u>Instructional Materials:</u>
- Variety of non-preferred and less-preferred activities and their necessary materials.
- Data sheet
- Pencil
- Nigel's speech generating device with the "break card" on the home page of the device. The home page should be open.

<u>Generalization & Maintenance:</u>
- *Generalization*: FCT should be taught across multiple settings, with multiple educators, and with a variety of task demands as to promote generalization.
- *Maintenance*: To promote maintenance, plans to increase the time delay between the communicative response (request for a break) and the reinforcer (given access to a break) will be included. Initially however, Nigel's communicative response (requesting a break) should be reinforced on a continuous schedule of reinforcement (CRF). Meaning, that **every time** Nigel requests a break, he **immediately** receives one.

<u>TeachingProcedures:</u>
-Carr & Durand (1985), Durand & Carr (1992)
Teaching FCT:

1. Initially teach Nigel how to request a break in neutral, contrived settings with limited distractions.
2. Present Nigel with an academic or other less-preferred task.
3. Immediately state, "Nigel, if you want a break, touch the break card, like this;" as you state the instruction, model how to touch the break card on Nigel's SGD with your own hand. If Nigel immediately touches the break card, without additional prompting, then remove the task demand and allow a 1 minute break from the task. Nigel can engage in mild/moderately preferred activities, but limit high preferred activities as to control for competing reinforcers (motivation for escape versus motivation for access to tangible). It is not required that Nigel engage in the mild/moderate activities; engagement in these activities is Nigel's choice.
   a. It is not required that you state the instruction to touch the break card and model the action for every trial. Use professional judgment to determine when this teaching model is appropriate throughout the instructional session.
4. If Nigel does not touch the break card after approximately15 seconds of engagement in the non-preferred activity, use most-to-least prompting in the following order until Nigel successfully touches the break card:
   a. Full physical prompt: Use hand-over-hand to guide Nigel in touching the break card on his speech-generating device.
   b. Partial physical prompt: gently push Nigel's elbow to guide him to touch the break card.
   c. Gestural prompt: Point to the break card.
   d. Previous prompts (verbal prompt paired with modeling)
5. Immediately after Nigel touches the break card, remove the task demand, praise Nigel for requesting a break, and allow a 1 minute break as described above. Set the timer for one minute.
6. When the timer sounds, re-present the task demand, "Nigel, time to work. If you want a break, touch the break card."
7. Repeat steps 3-5 until the instructional session is over. A minimum of 10 trials should be conducted per instructional session.
8. Take data on the frequency of the communicative response (touching the break card) and the level of prompting when teaching the skill (see data collection above). *This data is to determine if Nigel has acquired the skill. Once the skill is acquired, data on prompting is not required, only take data on the frequency of requests for a break.*
9. When Nigel successfully requests a break with 90% independence (without prompting) for 10 consecutive learning trials, introduce the break card into less neutral settings and follow the above instructions.

Introducing a Time Delay:

If Nigel is requesting a break excessively, introduce a time delay between Nigel's request for a break and when the request is honored. Initially, the time delay needs to be short (e.g., 10 seconds). As Nigel successfully tolerates shorter durations of time delay, the time delay can be increased (e.g., 10 seconds, 20 seconds, 30 seconds, 45 seconds, 1 minute, 1 minute 30 seconds, 2 minutes, 3 minutes 30 seconds, 5 minutes, etc.). To implement a time delay, use the same procedure as listed above with minor adjustments:

1. Nigel touches the break card.
2. Teacher responds with praise for requesting a break and says, "You can have a break when the timer sounds."
3. The teacher sets a timer for 10 seconds (or current time delay). The timer should be in Nigel's clear view and close enough for him to hear the sound.
4. Immediately after the timer sounds, remove the task and allow Nigel a one minute break.
5. The suggested criteria for increasing time delay: When Nigel successfully tolerates the given time delay for 3 consecutive trials, increase the time delay.

Important Notes about FCT:

- Do not reinforce Nigel's challenging behavior by allowing him a break when he engages in the target behaviors. Ignore minor disruptive behavior as much as possible, and prompt Nigel toward use of his break card as needed.
- If Nigel does engage in in the target behaviors, use most-to-least prompting to gain compliance in requesting a break before removing task demands. After his break, the task should be re-presented to Nigel. If he again requests a break, give him a break.
- If Nigel makes a vocal request for a break, be sure to praise/honor those requests.

Data Collection: Functional Communication Training

Created: 3/5/15

Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns   Data Collected By: _____

Date: _____

Instructions: Mark a slash over each item as it occurs during each instructional trial. A trial begins with the presentation of the establishing operation and terminates when the break ends.

Operational Definitions:
- Establishing Operation: The presentation of non-preferred or less-preferred activity to Nigel.
- Behavior Indicator: Nigel's eye gaze and body orientation stray from the location of the task for more than 5 seconds and/or Nigel walks away.
- Prompted or Independent Request/Mand: Mark a slash over the type of prompt used or if Nigel requested a break (manded) independently.
  - FP: Full Physical
  - PP: Partial Physical
  - G: Gestural
  - V: Verbal
  - I: Independent
- Vocal or SGD Request: Record if Nigel makes his request vocally (V) or through use of his speech-generating device (SGD).
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior (as defined in the FBA/BIP) during the instructional trial.
- Task Completion: Nigel finishes the task presented.

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Reqeust	Vocal or SGD Reqeust	Negative Reinforcer Delivery	Presence of Challenging Behavior	Task Completion
1	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
2	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
6	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC

Percentage of Independent Requests:

Percentage of Prompted Requests:

Percentage of Completed Tasks:

Percentage of Trials with Challenging Behavior:

Data Collection: Functional Communication Training

Created: 3/5/15

Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns   Data Collected By: _____

Date: _____

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Task Completion
1	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
2	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
6	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
1	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
12	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
13	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
14	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
15	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
16	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
17	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
18	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
19	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
20	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
21	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
22	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
23	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
24	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC
25	EO	BI	FP PP G V I	V SGD	SR-	CHBX	TC

Percentage of Independent Mands:

Percentage of Prompted Mands:

Percentage of Completed Tasks:

Percentage of Trials with Challenging Behavior:

<u>Setting:</u> Eastlake High School

<u>Materials Needed:</u>
- Portable first/then schedule with all necessary picture icons
- High school social story
- Variety of reinforcers (e.g., gum, laptop, etc.)
- Read aloud book
- Nigel's lunch
- Touch Math worksheets
- Yoga video

<u>Mastery Criteria</u>: Nigel moves onto the next set within the scope and sequence once he successfully completes **3 consecutive trips to the high school without engaging in any form of aggression.**

<u>Scope and Sequence:</u>
1. Go to Nigel's desk in the high school classroom and read one read aloud story.
2. Go to Nigel's desk in the high school classroom and read one read aloud story. Then, go for a walk around the track.
3. Go to Nigel's desk in the high school classroom and read one read aloud story. Then, go for a walk around the track. Lastly, take Nigel to the school cafeteria to heat his lunch and eat in the cafeteria.
4. Go to Nigel's desk in the high school classroom and read one read aloud story. Then, go for a walk around the track. Next, take Nigel to the school cafeteria to heat his lunch and eat in the cafeteria. Lastly, have Nigel complete one 5 minute session of Yoga.
5. Go to Nigel's desk in the high school classroom and read one read aloud story. Then, go for a walk around the track. Next, take Nigel to the school cafeteria to heat his lunch and eat in the cafeteria. After lunch, have Nigel complete one 5 minute session of Yoga. Lastly, complete Nigel's Touch Math program in his classroom.

<u>Procedure:</u>
1. While at the middle school and before getting into the van, read Nigel his high school social story.
2. Use the first/then portable schedule to show Nigel that first, he is getting into the van, then he will be at the high school classroom. Continue use of the first/then schedule throughout the entire outing.
3. Take the van to the high school and use the social story to check off the "van icons" as Nigel nears the high school.
4. Upon arrival to the high school, complete the steps outlined in the scope and sequence. Provide frequent opportunities for Nigel to receive reinforcement.
5. Once finished with all of the activities at the high school, get back into the van and return to the middle school. Use the social story to check off the "van icons" as Nigel nears the middle school.
6. Collect data (see instructions).

Instructional Program: Functional Communication Training (FCT) for Attention/Interaction

Written On: 5/19/15
Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns

Skill Area: Communication

Skill: Functional communication to request interaction with and attention from other people as a functionally equivalent replacement behavior to challenging behavior (e.g., genital rubbing and elopement).

Relation to IEP Goals:
- Functional Expression, One to One

Learning Goal: When Nigel has time to himself and peer or adult attention is diverted, Nigel will request interaction with and attention from others using multiple communication modalities (vocal speech & speech-generating device) with 90% independence across 10 consecutive learning trials.

Data Collection: Per each trial during an instructional session, the following data should be collected. A data sheet is attached describing data collection in further detail.
- Presence or absence of the establishing operation.
- Nigel's request (mand):
  o Percentage of trials with independent requesting.
  o Prompt level used during each trial.
- Record whether or not Nigel's request was honored by being given attention from others (presence or absence of positive reinforcer as consequence to Nigel's mand).
- Presence or absence of challenging behavior during the trial.

Instructional Materials:
- Data sheet
- Pencil
- Nigel's speech generating device with the "break card" on the home page of the device. The home page should be open.

Generalization & Maintenance:
- *Generalization*: FCT should be taught across multiple settings, with a variety of people.
- *Maintenance*: To promote maintenance, plans to increase the time delay between the communicative response (requesting attention) and the reinforcer (being given attention) will be included. Initially however, Nigel's request for attention should be reinforced on a continuous schedule of reinforcement (CRF). Meaning, that **every time** Nigel requests attention/interaction, he **immediately** receives it.

TeachingProcedures:
Carr & Durand (1985), Durand & Carr (1992)
Teaching FCT:
1. Initially teach Nigel how to request a attention/interaction in neutral, contrived settings with limited distractions.
2. One preferred staff (Staff A) should divert their attention from Nigel by stand a few feet away and turning their back to Nigel.

> Comment [AT1]: Check references

3. Another staff (Staff B) should stay in closer proximity to Nigel to support prompting.
4. If Nigel does not touch the picture icon on his SGD after approximately 15 seconds of having Staff A's attention diverted away, Staff B should use most-to-least prompting, with neutral affect, in the following order until Nigel successfully touches the break card:
   a. Full physical prompt: Use hand-over-hand to guide Nigel in touching Staff A's picture icon on his speech-generating device (SGD).
   b. Partial physical prompt: Gently push Nigel's elbow to guide him to touch the picture icon of Staff A.
   c. Gestural prompt: Point to Staff A's picture icon.
   d. Verbal: Staff B should say, "Nigel, if you want [state Staff A's name], touch their picture."
5. Immediately after Nigel touches Staff A's picture icon, Staff A should turn around and provide attention/interaction to Nigel for approximately 10-20 seconds. Attention/interaction should be provided with a cheerful affect (e.g., praise, soft tickles, high-fives etc.). Staff B should step aside and continue to keep neutral affect.
6. After Staff A delivers attention, repeat steps 2-5 until the instructional session is over. A minimum of 10 trials should be conducted per instructional session.
7. Take data on the frequency of the communicative response (touching Staff A's picture icon) and the level of prompting when teaching the skill (see data collection above). *This data is to determine if Nigel has acquired the skill. Once the skill is acquired, data on prompting is not required, only take data on the frequency of requests for attention/interaction.*
8. When Nigel successfully requests attention/interaction from multiple staff, with 90% independence (without prompting) for 10 consecutive learning trials, introduce the picture icons into less neutral settings and follow the above instructions.

Introducing a Time Delay:
.gel is requesting attention/interaction excessively, introduce a time delay between Nigel's request for a attention/interaction and when the request is honored. Initially, the time delay needs to be short (e.g., 10 seconds). As Nigel successfully tolerates shorter durations of time delay, the time delay can be increased (e.g., 10 seconds, 20 seconds, 30 seconds, 45 seconds, 1 minute, 1 minute 30 seconds, 2 minutes, 3 minutes 30 seconds, 5 minutes, etc.). To implement a time delay, use the same procedure as listed above with minor adjustments:
1. Nigel touches Staff A's picture icon on his SGD.
2. Staff A responds with brief praise for requesting attention and says, "I can play when the timer sounds."
3. The teacher sets a timer for 10 seconds (or current time delay). The timer should be in Nigel's clear view and close enough for him to hear the sound.
4. Immediately after the timer sounds, Staff A should deliver high quality attention/interaction to Nigel (e.g., high-fives, praise, soft tickles, playing together).
5. The suggested criteria for increasing time delay: When Nigel successfully tolerates the given time delay for 3 consecutive trials, without engaging in challenging behavior, increase the time delay.

Important Notes about FCT:
- Do not reinforce Nigel's challenging behavior by providing high quality attention/interactions when he engages in the target behaviors. Ignore minor disruptive behavior as much as possible, and prompt Nigel toward use of the picture icons on his SGD as needed.
- If Nigel does engage in in the target behaviors, use most-to-least prompting to gain compliance in requesting a attention/interaction before delivering the attention/interaction.
- If Nigel makes a vocal request for attention/interaction, be sure to praise/honor those requests.

Data Collection: Functional Communication Training for Attention
Created: 5/19/15
Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns   Data Collected By: _____

Date: _____

Instructions: Mark a slash over each item as it occurs during each instructional trial. A trial begins with the presentation of the establishing operation and terminates when the break ends.

Operational Definitions:
- Establishing Operation: Attention is diverted away from Nigel.
- Prompted or Independent Request/Mand: Mark a slash over the type of prompt used or if Nigel requested attention/interaction (manded) independently.
  - FP: Full Physical
  - PP: Partial Physical
  - G: Gestural
  - V: Verbal
  - I: Independent
- Vocal or SGD Request: Record if Nigel makes his request vocally (V) or through use of his speech-generating device (SGD).
- Attention Delivered: Nigel is given attention from the staff/person whose attention was diverted away.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior (as defined in the FBA/BIP) during the instructional trial.

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Trial Number	Presence of Establishing Operation	Prompted or Independent Request	Vocal or SGD Request	Attention Delivered	Presence of Challenging Behavior
1	EO	FP PP G V I	V SGD	SR+	CHBX
2	EO	FP PP G V I	V SGD	SR+	CHBX
3	EO	FP PP G V I	V SGD	SR+	CHBX
4	EO	FP PP G V I	V SGD	SR+	CHBX
5	EO	FP PP G V I	V SGD	SR+	CHBX
6	EO	FP PP G V I	V SGD	SR+	CHBX
7	EO	FP PP G V I	V SGD	SR+	CHBX
8	EO	FP PP G V I	V SGD	SR+	CHBX
9	EO	FP PP G V I	V SGD	SR+	CHBX
10	EO	FP PP G V I	V SGD	SR+	CHBX
Percentage of Independent Requests:					
Percentage of Prompted Requests:					
Percentage of Trials with Challenging Behavior					

BROOKS ⚓ POWERS
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Data Collection: Functional Communication Training for Attention
Created: 5/19/15
Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns   Data Collected By: _____

Date: _____

Trial Number	Presence of Establishing Operation	Prompted or Independent Request	Vocal or SGD Request	Attention Delivered	Presence of Challenging Behavior
1	EO	FP PP G V I	V SGD	SR+	CHBX
2	EO	FP PP G V I	V SGD	SR+	CHBX
3	EO	FP PP G V I	V SGD	SR+	CHBX
4	EO·	FP PP G V I	V SGD	SR+	CHBX
5	EO	FP PP G V I	V SGD	SR+	CHBX
6	EO	FP PP G V I	V SGD	SR+	CHBX
7	EO	FP PP G V I	V SGD	SR+	CHBX
8	EO	FP PP G V I	V SGD	SR+	CHBX
9	EO	FP PP G V I	V SGD	SR+	CHBX
10	EO	FP PP G V I	V SGD	SR+	CHBX
	EO	FP PP G V I	V SGD	SR+	CHBX
12	EO	FP PP G V I	V SGD	SR+	CHBX
13	EO	FP PP G V I	V SGD	SR+	CHBX
14	EO	FP PP G V I	V SGD	SR+	CHBX
15	EO	FP PP G V I	V SGD	SR+	CHBX
16	EO	FP PP G V I	V SGD	SR+	CHBX
17	EO	FP PP G V I	V SGD	SR+	CHBX
18	EO	FP PP G V I	V SGD	SR+	CHBX
19	EO	FP PP G V I	V SGD	SR+	CHBX
20	EO	FP PP G V I	V SGD	SR+	CHBX
21	EO	FP PP G V I	V SGD	SR+	CHBX
22	EO	FP PP G V I	V SGD	SR+	CHBX
23	EO	FP PP G V I	V SGD	SR+	CHBX
24	EO	FP PP G V I	V SGD	SR+	CHBX
25	EO	FP PP G V I	V SGD	SR+	CHBX
26	EO	FP PP G V I	V SGD	SR+	CHBX
27	EO	FP PP G V I	V SGD	SR+	CHBX
28	EO	FP PP G V I	V SGD	SR+	CHBX
Percentage of Independent Requests:					
Percentage of Prompted Requests:					
Percentage of Trials with Challenging Behavior					

BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _Jessa Beckett_   Date: _5/20/15_

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction		P P P + + P + + P 4/9 =	
Next Highest Dollar	(level 3)	+ + + + + P + + + +	90%
Public v. Private			
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD	Time: + + P + + + + + + P + 80%		
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

level 1.5		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+ 100	+ + 100	+ + 100	
	Vocal	+ + 100	+ + 100	P + + + 75	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math		
Time		
Read Aloud		
Other		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: __CM__   Date: __5.19.15__

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction			
Next Highest Dollar	Ø #IIIna	++++	
Public v. Private			7/10 ✓
~~Functional Expression-Group~~	time	++++-P-E++++ 10/13	# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				
Turn Taking		# Consecutive Turns (tally): 14/19 (soccer) 74%		Total # Turns: 19

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar	6m		
soccer	4m		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math		
Time 922-28	5m 30s	
Read Aloud		
Other :06 10:20 – 10:31	11m money 10:43	

Waiting for Preferred Items/Activities   Level/Set:

Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes: bowling (138-)+P+P++++ 75%

recycle score on back

BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _____   Date: 5/18/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent	
Addition/Subtraction				
Next Highest Dollar		11/13 85% ✓		
Public v. Private				
Functional Expression-Group			# Independent Requests:	
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent			✓ +75%	
Turn Taking בּוֹW	# Consecutive Turns (tally): ⟋⟍⟋⟍ ⟋⟍⟋⟍ + + + + PP +		Total # Turns: 8 ✓	

100%

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar 756-800	4m		
bowl 40-2	20m ✓		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math	14m	
Time		
Read Aloud 10:15-23	11m	
Other FCT 11:55-12:15	20m Exercise (1:00 - 105 =5m) within ar	

Waiting for Preferred Items/Activities

Item/Activity	Duration of Waiting (minutes)	Level/Set:
		Latency to Protest/Dangerous Behavior

Anecdotal Notes:

Shred 100%

BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: Tessa Beckett   Date: 5/15/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction	points on both -	P + + + + + P + + + 80%	
Next Highest Dollar		+ P + P + + + + + 78%	
Public v. Private		+ + P + + + P P + 6/9 67% really stuck	
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words	P + P P + 83%	%: Avg. Prompt Level:
	5 words	P P P P + new sentences - blue zone	%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

Functional Request

Communication Modality		Requesting a Break	Requesting Attention or Interaction w/ Others	Communication Modality Percent Independent
	SGD	Time: + + + + P	Stickers on 8/14 57%	
	GESTURE/ASL	+ + + P P P	15/45	
	VOCAL	P P +		
Functional Request Percent Independent		Addition (points on 2nd) - + P P + + + + + P + 70%		
Turn Taking		# Consecutive Turns (tally): ||||-soccer bowling-|||| ||||	Total # Turns: 4	

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

Communication Modality		Name	Address	Phone Number	Communication Modality: Percent Correct
	SGD	P P 0	P + 50	+ + + + 100	
	Vocal	+ 100	P P + 33	P + 50	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark	9:25 - 9:40 w/1 min break	
Touch Math		
Time		
Read Aloud		
Other		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

? what if we kept track of which choice time activities he's choosing?   * really wired today - bouncing on chair + loud noises during work

time) +++++++·PP — w/15/30/45 stickers
P++P+++++ + him moving hands.
P
13/18 ~~18~~ (22)

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DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _Tessa Beckett_   Date: _5/13/15_

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction ✓	70%	+ + + + P + P + P + - starting first, points on 2nd	
Next Highest Dollar ✓	90%	+ + + + + + + + P +	
Public v. Private 7/9 ✓	78%	+ P + · + P + + + · + w/gest prompts)	
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words	n/a	%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

Functional Request

Communication Modality		Requesting a Break	Requesting Attention or Interaction w/ Others	Communication Modality Percent Independent
	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

Communication Modality		Name	Address	Phone Number	Communication Modality: Percent Correct
	SGD	+ +	+ +	+ +	
	Vocal	+ +	+ +	+ +	n/a
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math		
Time	8:41 - 8:48 7m	
Read Aloud	9:13 - 9:30 w/1 min break at 9:27	
Other		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

necdotal Notes:

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DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _CJ_   Date: 5/12/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent	
Addition/Subtraction				
Next Highest Dollar				
Public v. Private				
Functional Expression-Group			# Independent Requests:	
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	⊤⊤ 100	⊤ -SC ⊷ ⊤ ⊤⊤ -⊤ -⊤⊤ 75	✓
	Vocal	⊤⊤ 100	⊤⊤ - ⊔⊓	⊤⊤⊤⊤ 100	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement
EdMark	
Touch Math	
Time	9m
Read Aloud	✓
Other FCT (20m)	

Waiting for Preferred Items/Activities

Item/Activity	Duration of Waiting (minutes)

Time

00/30

5/12/15 Interspersed

15/445

10/23 = 45%

935-934
9m

Anecdotal Notes:

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time)
P+ P+ 7/n 64%
++P++P

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DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: ___   Date: 5/11/15

Instructional Program	Slice/ Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction	5-9	+ + + + + + + P P +	80% ✓
Next Highest Dollar		+ + + + + + + + + P +	11/12 92%
Public v. Private			
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math	12:30 - ✓	
Time		
Read Aloud 10:13 -10:23 =10m		
Other /time + PT :9.21 - 9:32 = 11m.)		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

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DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: **Tessa Beckett**   Date: **5/8/15**

Instructional Program	Slice/ Level	Correct/Incorrect/Prompted		Percentage Correct/Independent
(Addition)/Subtraction	5-9	P P P + P + P + + +	57% ✓	
Next Highest Dollar	w/number line	+ + + + + + + + + + + 100% ✓		
Public v. Private	(setting	+ + + + + + + + + gestural prompts →		
Functional Expression-Group				# Independent Requests:
Clicker 6 Sentences	4 words	P + + + + + P + ✓		%: Avg. Prompt Level:
	5 words			%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL		lets talk	
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:	

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
Computer			

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+ P P 33	+ + 100	+ + + 100	
	Vocal	+ 100	+ + + 100	+ + 100	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math	11:30 - 11:40	
Time		
Read Aloud	aom @ HS.	
Other PvP	11:45 - 11:49 w/1 break	

Waiting for Preferred Items/Activities		Level/Set:	
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior	

Anecdotal Notes:

BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	_Independence_
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	
Toileting	
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	
Sit on toilet	
Void	
Get toilet paper	
Wipe	
Check if clean or dirty	
Wipe again if dirty	
Pull up underwear	
Pull up pants	
Flush	
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	_Independence_
Get big recycling bucket	
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Walk back to the work room (with recycling bucket)	
Put recycling bucket away in the work room	
Percentage of Steps Independent:	

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BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _CM_   Date: 5/7/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction			
Next Highest Dollar no # line		28/31 correct ✓ 90%	
Public v. Private			✓
Functional Expression-Group	time	+ + + − P + + + + + + − P+. 71%	# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

(left margin: r – su?)

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar	6m ✓		
Uf ball/catch (925-970)	1m 30s ✓		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math	✓	
Time 9:43-948	5m	
Read Aloud		
Other monly (9:1-9=9m) speech (10:17-10:30=13m)		
Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

1:1 Exp (frequency ind req): II£ IP III PPP – 4 ind. 4 prompted
II SDA (1250-1:00)

BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding			Recycling	
Steps	_Independence_		_Steps_	_Independence_
Walk to shred box	+		Get big recycling bucket	
Pick up shred box	+		Take big recycling bucket into hallway	
Take box to work room	+		Approach door with recycling sign	
Turn on shredder	+		Open door	
Place paper in shredder	−		Pick up recycling bin	
Turn off shredder	+		Pour out recyclable trash into recycling bucket	
Pick up shred box	+		Place bin down in classroom	
Take shred box back to classroom	+		Close door	
			Approach door with recycling sign	
			Open door	
Percentage of Steps Independent:	100%		Pick up recycling bin	
Toileting			Pour out recyclable trash into recycling bucket	
Knock on door			Place bin down in classroom	
Enter bathroom			Close door	
Pull down pants			Approach door with recycling sign	
Pull down underwear			Open door	
Sit on toilet			Pick up recycling bin	
Void			Pour out recyclable trash into recycling bucket	
Get toilet paper			Place bin down in classroom	
Wipe			Close door	
Check if clean or dirty			Approach door with recycling sign	
Wipe again if dirty			Open door	
Pull up underwear			Pick up recycling bin	
Pull up pants			Pour out recyclable trash into recycling bucket	
Flush			Place bin down in classroom	
Turn on water			Close door	
Rinse			Approach door with recycling sign	
Get soap			Open door	
Scrub hands			Pick up recycling bin	
Rinse			Pour out recyclable trash into recycling bucket	
Water off			Place bin down in classroom	
Dry hands			Close door	
Percentage of Steps Independent:			Walk back to the work room (with recycling bucket)	
			Put recycling bucket away in the work room	
			Percentage of Steps Independent:	

BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: CN   Date: 5/5/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent	
Addition/Subtraction		✓		
Next Highest Dollar				
Public v. Private				
Functional Expression-Group			# Independent Requests:	
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL		ind./spontaneously req. high five from Josh	
	VOCAL			
Functional Request Percent Independent				
Turn Taking		# Consecutive Turns (tally): + + + + + + + + + + 100%	Total # Turns: 10	

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
bowl w/ peer (Xbox) 817-836	19m		
guitar 10:43-46	3m 30s		
catch 1239-12:41/1232-1235	2min/330		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity 1040-1043	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark 10:34-10:38 (Rbreak)	4m+3m	
Touch Math 1234-1236	12m	
Time 949-50	2m	
Read Aloud		
Other recycle (10-10.13) →	13m money → 10min	

Waiting for Preferred Items/Activities		Level/Set:	
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior	

Anecdotal Notes:

Turns playing catch = 21 volleys of N passing

BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	_Independence_
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	
Toileting	
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	
Sit on toilet	
Void	
Get toilet paper	
Wipe	
Check if clean or dirty	
Wipe again if dirty	
Pull up underwear	
Pull up pants	
Flush	
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	Independence
Get big recycling bucket	+
Take big recycling bucket into hallway	+
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	P
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	n/a
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	n/a
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	P
Close door	P
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Walk back to the work room (with recycling bucket)	+
Put recycling bucket away in the work room	+
Percentage of Steps Independent:	25/32 78%

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BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: AN   Date: 5/4/5

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction only partial stamp prompt		PPPPP P PPP P+PP	
Next Highest Dollar			
Public v. Private			
Functional Expression-Group			
Clicker 6 Sentences	4 words		
	5 words		

Time   @9:35– 9:42 (7m)

00/30
P+++P++++P+

15/45
P-PPPP+++PP
P+   11/23

FCT-Requesting a Break or Interaction

		Functional Request	
		Requesting a Break	Requesting At Others
Communication Modality	SGD		
	GESTURE/ASL		
	VOCAL		
Functional Request Percent Independent			

Turn Taking	# Consecutive Turns (tally): +++++ 100%		Total # Turns: 10

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar man Qu??? ???t			
swing 11:17-11:25	8m		
bike 11:25-11:30	5m		
Xbox 1:42-156 (14min)	14m		

Personal Information

Communication Modality		Name	Address	Phone Number	Communication Modality: Percent Correct
	SGD	P	+-PP+	++	
	Vocal	++	P	+	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math 11:45-12	15m	
Time	7m	
Read Aloud 10:28-10:42	14m	
Other ????? FCT-break (1:43-1:299)10m / Shred 12:44-12:49 (5m)/Write(115-121)6m		

Waiting for Preferred Items/Activities   Level/Set:

Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

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Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	*Independence*
Walk to shred box	+
Pick up shred box	+
Take box to work room	+
Turn on shredder	+
Place paper in shredder	+
Turn off shredder	+
Pick up shred box	+
Take shred box back to classroom	+
Percentage of Steps Independent:	100%
Toileting	
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	
Sit on toilet	
Void	
Get toilet paper	
Wipe	
Check if clean or dirty	
Wipe again if dirty	
Pull up underwear	
Pull up pants	
Flush	
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	*Independence*
Get big recycling bucket	
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Walk back to the work room (with recycling bucket)	
Put recycling bucket away in the work room	
Percentage of Steps Independent:	

time: PPP++
00|30|15|45 +++++ ✓

Edmark: +++
Lesson 34. +++

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: Tessa Beckett   Date: 5|1

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
(Addition)/Subtraction	1-9	P+++++++P++P	
Next Highest Dollar		w/number line +++++ +++++	
Public v. Private Sorting only		+P+++++++ pN/no gest prompts	
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words	P++++	%: Avg. Prompt Level:
	5 words	+++++	%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL		lets chat about this... aren't BB boys taking all request data?	
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
computer PBS Kids	8 min	O	

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+P	++	++	
	Vocal	P	+	PP	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark	9:27 - 9:35	
Touch Math	9:45 - 9:54 -break	9:55 - 9:57
Time	9:02 - 9:04	
Read Aloud		
Other		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior
Computer- PBS Kids	2 min	

necdotal Notes:
First 1/2 of day- (Personal Info + Time) was really jumpy + jerky at desk. hard time w/any verbal response. ▷

BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	_Independence_
Walk to shred box	+
Pick up shred box	+
Take box to work room	+
Turn on shredder	+
Place paper in shredder	+
Turn off shredder	+
Pick up shred box	+
Take shred box back to classroom	+
Percentage of Steps Independent:	100

Toileting	
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	
Sit on toilet	
Void	
Get toilet paper	
Wipe	
Check if clean or dirty	
Wipe again if dirty	
Pull up underwear	
Pull up pants	
Flush	
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	_Independence_
Get big recycling bucket	
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Walk back to the work room (with recycling bucket)	
Put recycling bucket away in the work room	
Percentage of Steps Independent:	

✱ Math - did 8+2 type + did really well. also did count backward sheet

---

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Edmark
Fluency- 100%
+++++

BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: JT   Date: 4/30/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction			
Next Highest Dollar			
Public v. Private			
Functional Expression-Group	Edmark 134 = ++ +++ P+ ++ ++ P+		# Independent Requests: 11/13 = 84%
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL		✓	
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally): ++ ++ + + +++ P 90%	Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
Piano (814-817)(926+10l0-1113	3m/7m		
Soccer	4:30m		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	++ 100	+ 100	+P+ 67	
	Vocal	+ 100	++ 100	++P+ 75	
Personal Information: Percent Correct		100	100		

Sustained Attention

Activity	Duration (min.) of Engagement		Latency (min.) to Escape Behavior
EdMark (9:32 - 10:37)	5m	writing	9 minutes
Touch Math + Speech	18min		Xbox 1:27-1:56
Time	8m		
Read Aloud FCT=	1222 - 1247 (25 min)		
Other P1(825-830)(011/10.14-10.21	5m/10m/7m/12:01-12:08(1m)	Ø	

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

necdotal Notes:
→Piano, job, speech, money

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BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).
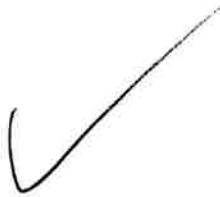
Shredding	
Steps	Independence
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	
Toileting	
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	
Sit on toilet	
Void	
Get toilet paper	
Wipe	
Check if clean or dirty	
Wipe again if dirty	
Pull up underwear	
Pull up pants	
Flush	
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	Independence
Get big recycling bucket	P
Take big recycling bucket into hallway	+
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	n/a
Close door	+
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	P
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	n/a
Pick up recycling bin	P
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	n/a
Walk back to the work room (with recycling bucket)	+
Put recycling bucket away in the work room	P
Percentage of Steps Independent:	77%

BROOKS POWERS GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _aX_   Date: 4/29/15

Instructional Program	Slice/ Level	Correct/Incorrect/Prompted	Percentage Correct/Independent	
Addition/Subtraction				
Next Highest Dollar				
Public v. Private				
~~Functional Expression-Group~~	Three	~~Pt - PtPp~~	# Independent Requests:	
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally): ++		Total # Turns:

Leisure Activity

Activity	12:05-12:11	Duration Engaged	# Redirections (tally)	Rate of Redirections
Piano 7.54 - 8:03 /9u64		9m, 16m		
Guitar 9.58-10:03		5m		
Piw) 1:39 - 2 1:55		ANm W		

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+	100	-SCPPPPP Pt 50	
	Vocal	++	100	-P 0 ++ 100	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark 11:43-11:48	5min	
Touch Math 1:15-1:20	5min	
Time 10:27-10:34	7min	
Read Aloud	Ø	
Other 11:55-12:04 /12:12-12:31	4min / 19min (FCt)	

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

ecdotal Notes:

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	Independence
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	

Toileting	
Knock on door	P
Enter bathroom	+
Pull down pants	+
Pull down underwear	+
Sit on toilet	+
Void	
Get toilet paper	P
Wipe	+
Check if clean or dirty	+
Wipe again if dirty	+
Pull up underwear	+
Pull up pants	+
Flush	P
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	
Percentage of Steps Independent:	

Recycling	
Steps	_Independence_
Get big recycling bucket	P
Take big recycling bucket into hallway	+
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	P
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	n/a
Pick up recycling bin	P
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	n/a
Approach door with recycling sign	P
Open door	n/a
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	n/a
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	+
Walk back to the work room (with recycling bucket)	P
Put recycling bucket away in the work room	P
Percentage of Steps Independent:	22/30 73%

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DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: Tessa Beckett   Date: 4/29/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent	
Addition/Subtraction	5-9	+ + + + P		
Next Highest Dollar		+ + + P + + P + P + P +		
Public v. Private	Setting	+ + + + P + +		
Functional Expression-Group			# Independent Requests:	
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:
	5 words		%:	Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):		Total # Turns:	

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD		X P P		
	Vocal	X X	P X	X X	
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math		
Time	6 min	
Read Aloud	9 min	
Other		

Waiting for Preferred Items/Activities		Level/Set:	
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior	

Anecdotal Notes:

BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

A+ - PP O+ - PP O+
+ O P P O + + P P O O P

Student: Nigel Burns   Data Collector: _OJ_   Date: 4/24/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent		
Addition/Subtraction	(+)	+++++ +++ P +	90%		
Next Highest Dollar O=counts		+ - OP O+ - PP O+ - PP O+ + O ID amt Count			
Public v. Private					
Functional Expression-Group	134	F. +++ + ++ C. +++++ ++ +++	# Independent Requests:		
Clicker 6 Sentences	4 words		%:	Avg. Prompt Level:	
	5 words		%:	Avg. Prompt Level:	

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL		++	
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):			Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar	4:30 /	0	
soccer worker			
piano 1:44	1:30		
bowling (xbox)			

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+ - + 07	- + - + P 40	+/+ + +	
	Vocal	++ 100	+P - P 25	++	
Personal Information: Percent Correct		80%		100%	

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark	5 min	
Touch Math 11:36 - 11:44	8 min	
Time Other - Money 11:26-12:31 (11 min)		✓
Read Aloud 9:57 - 10:09	12 min	
Other - Reg. Break-FCT program 11:59 - 12:19 (20min)		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

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BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	*Independence*
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	

Toileting	
Knock on door	P
Enter bathroom	+
Pull down pants	+
Pull down underwear	+
Sit on toilet	+
Void	
Get toilet paper	+
Wipe	+
Check if clean or dirty	?
Wipe again if dirty	?
Pull up underwear	+
Pull up pants	P
Flush	+
Turn on water	P
Rinse	+
Get soap	+
Scrub hands	+
Rinse	+
Water off	+
Dry hands	+
Percentage of Steps Independent:	

Recycling	
Steps	*Independence*
Get big recycling bucket	
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Walk back to the work room (with recycling bucket)	
Put recycling bucket away in the work room	
Percentage of Steps Independent:	

So slow

add Edmark

BROOKS ⚓ POWERS
GROUP
DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: __AT__   Date: 4/23/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction		+ + ⊘ + + + + + + + P P	70%
Next Highest Dollar			
Public v. Private		+ + P P + + P + P P + + + + + + +	12/17
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD	⊕ P	∅	
	GESTURE/ASL		∅	
	VOCAL	P + + +	∅	
Functional Request Percent Independent			∅	

Turn Taking	# Consecutive Turns (tally): + + + + + +	100%	Total # Turns: 6

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD	+	– + + – + +	+	6/8 = 75%
	Vocal	+	– P – P – +	+ + +	50%
Personal Information: Percent Correct		100%	5/12	100%	

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark	9:48 – 8:55 (7 min)	∅
Touch Math	11:05 – 11:12 (7 min)	
Time	9:53 – 9:55 (2 min) + (3 min)	
Read Aloud	9:14 – 9:20/9:22 – 9:24/9:26 – 9:33	
Other	SLP 12:02 – 12:07 (5 min) 1:17 – 1:24 (7 min)	

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

RM 215 (PX 377) → Job Type - locked print   Prop → Printer → Jobs code 8009

BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding		
Steps	*Independence*	
Walk to shred box	+	
Pick up shred box	+	
Take box to work room	+	
Turn on shredder	+	
Place paper in shredder	+	
Turn off shredder	+	
Pick up shred box	+	
Take shred box back to classroom	+	
Percentage of Steps Independent:	100%	

Toileting				
Knock on door	P	D		
Enter bathroom	+	+		
Pull down pants	+	+		
Pull down underwear	+	+		
Sit on toilet	+	+		
Void	—			
Get toilet paper	P			
Wipe	+			
Check if clean or dirty	+			
Wipe again if dirty	+			
Pull up underwear	P			
Pull up pants	+			
Flush	+			
Turn on water	+			
Rinse	+			
Get soap	P			
Scrub hands	P			
Rinse	+			
Water off	+			
Dry hands	+			
Percentage of Steps Independent:				

Recycling		
Steps	*Independence*	
Get big recycling bucket		
Take big recycling bucket into hallway		
Approach door with recycling sign		
Open door		
Pick up recycling bin		
Pour out recyclable trash into recycling bucket		
Place bin down in classroom		
Close door		
Approach door with recycling sign		
Open door		
Pick up recycling bin		
Pour out recyclable trash into recycling bucket		
Place bin down in classroom		
Close door		
Approach door with recycling sign		
Open door		
Pick up recycling bin		
Pour out recyclable trash into recycling bucket		
Place bin down in classroom		
Close door		
Approach door with recycling sign		
Open door		
Pick up recycling bin		
Pour out recyclable trash into recycling bucket		
Place bin down in classroom		
Close door		
Approach door with recycling sign		
Open door		
Pick up recycling bin		
Pour out recyclable trash into recycling bucket		
Place bin down in classroom		
Close door		
Walk back to the work room (with recycling bucket)		
Put recycling bucket away in the work room		
Percentage of Steps Independent:		

BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: AT   Date: 4/21/15

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction		✗✗+ 5/6 ✓	
~~Next Highest Dollar~~			
Public v. Private ✓		F =100%	Comp = 100% ✓
Functional Expression-Group	Edmark	+++++✗✗	++++?++++++++++
Clicker 6 Sentences	lesson 31 / 4 words		# Independent Requests:
	5 words		%: Avg. Prompt Level:
			%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
Communication Modality		Requesting a Break	Requesting Attention or Interaction w/ Others	
	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking (SGD) | # Consecutive Turns (tally): +++++++++ 100% ind. | Total # Turns: 10 ✓

Leisure Activity

Activity		Duration Engaged	# Redirections (tally)	Rate of Redirections
guitar	✓	1240-1219 (9min)	Ø	Ø
piano	✓	1253-12:56 (3m)	Ø	Ø
bowl	✓	130-255 (25)		

Personal Information

Communication Modality		Name	Address	Phone Number	Communication Modality: Percent Correct
	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark	12:21 - 12:29 (8 min)	
Touch Math 6 + 4 = total 10	12:40 - 12:46 / 12:49-53	
Time		
Read Aloud		
Other		

Waiting for Preferred Items/Activities   Level/Set:

Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

Some Ø scored b/c collected data after program already implemented that day.

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BROOKS POWERS GROUP

Daily Data Sheet: Task Analyzed Activities
Nigel Burns

Instructions: Record whether each step of each activity was completed independently, "+" or if staff needed to prompt Nigel to complete the step, "P." During recycling, if a step wasn't necessary, write "N/A". Calculate the percentage of steps completed independently by dividing the # of steps completed independently by the total number of steps completed, then multiply by 100 (# steps independent/total # steps completed X 100 = percentage of steps independent).

Shredding	
Steps	*Independence*
Walk to shred box	
Pick up shred box	
Take box to work room	
Turn on shredder	
Place paper in shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to classroom	
Percentage of Steps Independent:	

Toileting				
Knock on door				
Enter bathroom				
Pull down pants				
Pull down underwear				
Sit on toilet				
Void				
Get toilet paper				
Wipe				
Check if clean or dirty				
Wipe again if dirty				
Pull up underwear				
Pull up pants				
Flush				
Turn on water				
Rinse				
Get soap				
Scrub hands				
Rinse				
Water off				
Dry hands				
Percentage of Steps Independent:				

Recycling	
Steps	Independence
Get big recycling bucket	
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Walk back to the work room (with recycling bucket)	
Put recycling bucket away in the work room	
Percentage of Steps Independent:	

4/2/15

BROOKS POWERS GROUP

DAILY DATA SHEET-Academic Programs

Student: Nigel Burns   Data Collector: _____   Date: _____

Instructional Program	Slice/Level	Correct/Incorrect/Prompted	Percentage Correct/Independent
Addition/Subtraction			
Next Highest Dollar			
Public v. Private			
Functional Expression-Group			# Independent Requests:
Clicker 6 Sentences	4 words		%: Avg. Prompt Level:
	5 words		%: Avg. Prompt Level:

FCT-Requesting a Break or Interaction

		Functional Request		Communication Modality Percent Independent
		Requesting a Break	Requesting Attention or Interaction w/ Others	
Communication Modality	SGD			
	GESTURE/ASL			
	VOCAL			
Functional Request Percent Independent				

Turn Taking	# Consecutive Turns (tally):	Total # Turns:

Leisure Activity

Activity	Duration Engaged	# Redirections (tally)	Rate of Redirections

Personal Information

		Name	Address	Phone Number	Communication Modality: Percent Correct
Communication Modality	SGD				
	Vocal				
Personal Information: Percent Correct					

Sustained Attention

Activity	Duration (min.) of Engagement	Latency (min.) to Escape Behavior
EdMark		
Touch Math		
Time		
Read Aloud		
Other		

Waiting for Preferred Items/Activities		Level/Set:
Item/Activity	Duration of Waiting (minutes)	Latency to Protest/Dangerous Behavior

Anecdotal Notes:

time

Date 1/5/15		Level # 2		
+	−	+	−	−
+	+	+	+	+

Date 1/14/15		Level # 1+2		
−	+	+	+	−
−	−	−	−	−

Date 1/6/15		Level # 2		
+	+	+	+	+
+	−	+	+	+

Date 1/15/15		Level # 2		
+	−	+	−	−
+	+	−	−	+

Date 1/7/15		Level # 2		
+	+	−	+	+
+	+	−	+	−

Date 1/16/15		Level # 2		
−	−	−	+	−
−	−	−	+	−

Date 1/8/15		Level # 2		
−	−	+	+	+
−	+	−	+	−

Date 1/20/15		Level # 2		
−	−	+	−	−
−	+	−	+	−

Date 1/9/15		Level # 2		
−	−	−	+	−
−	+	−	−	−

Date		Level #		

Date 1/12/15		Level # 2		
−	+	−	+	+
+	+	−	+	+

Date		Level #		

Date 1/13/15		Level # 2		
+	+	+	−	−
−	−	−	−	−

Date		Level #		

when given mixed addition and subtraction problems without regrouping NIGEL will solve the problems improving math fluency from independently solving basic addition and subtraction problems with 0% accuracy to independently solving basic addition and subtraction problems with 80% accuracy as measured by teacher data collection

Date 1/6/15		Level # 2		
+	+	+	+	+
−	−	−	−	+

Date 1/7/15		Level # 2		
+	+	+	−	−
+	−	−	−	+

Date 1/8/15		Level # 2		
+	+	+	+	+
+	−	−	−	−

Date 1/9		Level # 2		
P+	P+	P+	P+	P+
+	+	+	+	+

Date 1/12/15		Level # 2		
+	+	+	+	+
+	−	−	P+	−

Date 1/13/15		Level # 2		
+	+	+	+	+
+	+	+	+	+

Date 1/13/15		Level # 2		
+	+	+	+	+
+	−	−	−	−

Date 1/14/15		Level # 2		
+	+	+	+	+
+	+	+	−	−

Date 1/15/15		Level # 2		
+	+	+	+	+
+	+	+	−	+

Date 1/16/15		Level # 2		
+	+	+	+	+
+	+	−	−	+

Date 1/20/15		Level # 2		
+	+	+	+	+
−	+	+	+	+

Date		Level #		

Date		Level #		

Date		Level #		

when given a price of an item up to $10 NIGEL will identify how much money he needs to buy the item when given a mixed dollar amount using the next highest dollar strategy improving money skills from identifying how much money he needs in whole dollar amounts up to $10 in 10/10 opportunities to identifying how much money he needs in mixed dollar amounts up to $10 using next highest dollar strategy in 9/10 opportunities as measured by teacher data

nexthighst counting

Date	1/5/15	Level #	2.5	
−	+	−	−	+
+	+	+	+	+

Date	1/9/15		Level #	2.5/3.5
−/+	−/−	+/+	−/+	+/+
+/+	−/−	+/−	+/−	−/−

Date	1/6/15	Level #	2.5	
−	+	−	+	+
+	−	+	−	+

Date	1/12/15		Level #	2.5/3.5
−/+	−/+	+/+	−/−	+/−
+/−	+/+	+/+	+/+	+/+

Date	1/7/15	Level #	2.5	
+	−	+	−	−
+	−	−	+	+

Date	1/13/15		Level #	2.5/3.5
+/+	+/+	−/+	+/+	+/−
+/+	+/−	+/+	+/+	−/−

Date	1/9/15	Level #	2.5	
+	+	−	+	−
−	+	+	−	−

Date	1/14/15		Level #	2.5/3.5
+/+	+/−	−/−	+/+	−/+
−/−	+/−	−/−	−/+	+/+

Date	1/8/15	Level #	3.5	
+	−	−	+	−
−	−	+	−	−

Date	1/15/15		Level #	2.5/3.5
−/+	+/+	−/+	+/+	+/+
+/+	+/+	+/+	−/+	+/+

when given a price of an item up to $10 NIGEL will identify how much money he needs to buy the item when given a mixed dollar amount using the next highest dollar strategy improving money skills from identifying how much money he needs in whole dollar amounts up to $10 in 10/10 opportunities to identifying how much money he needs in mixed dollar amounts up to $10 using next highest dollar strategy in 9/10 opportunities as measured by teacher data

Date 1/16/15		Level # 2.5/3.5		
−/+	−/+	+/+	−/+	+/+
+/+	−/+	+/+	−/−	−/+

Date		Level #		

Date 1/20/15		Level # 2.5/3.5		
+/−	+/+	+/+	+/−	−/+
+/+	+/+	−/+	+/+	−/+

Date		Level #		

Date 3/5/15		Level #		
+/−	−/+	−/+	−/+	−/+
−/+	−/−	+/+	−/+	+/−

Date		Level #		

Date 3/6/15		Level #		
+/−	+/+	+/+	−/−	+/−
−/+	−/+	−/+	−/+	−/−

Date		Level #		

Date 3/9/15		Level #		
−/+	−/+	−/−	−/+	+/−
−/+	−/−	−/+	+/+	+/+

Date		Level #		

Phone

Date	Strategy	Prompts
1/7/15	o Verbal o AAC ☒ Typing o Handwriting	o Independent ☒ Prompted # �ⅢⅡ / 5
1/9/15	☒ Verbal ☒ AAC o Typing o Handwriting	o Independent ☒ Prompted # ⅢⅢ / 5
1/12/15	☒ Verbal ☒ AAC o Typing o Handwriting	o Independent o Prompted # ⅢⅠ
3/5/15	☒ Verbal o AAC o Typing o Handwriting	o Independent ☒ Prompted # ⅢⅢ / 5
3/6/15	☒ Verbal o AAC o Typing o Handwriting	o Independent ☒ Prompted # ⅢⅠ
3/9	☒ Verbal o AAC o Typing o Handwriting	o Independent ☒ Prompted # ⅢⅢ

Date	Strategy	Prompts
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted #_____

Name

Date	Strategy	Prompts
1/7/15	o Verbal ☒ AAC o Typing o Handwriting	☒ Independent ☒ Prompted # 1
1/12/15	☑ Verbal o AAC o Typing o Handwriting	o Independent ☒ Prompted # 1
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____

Date	Strategy	Prompts
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____

Address

Date	Strategy	Prompts
1/7/15	o Verbal ⊗ AAC o Typing o Handwriting	⊗ Independent ⊗ Prompted # � / I I / 7
1/12/15	⊗ Verbal ⊗ AAC o Typing o Handwriting	o Independent ⊗ Prompted # ||||
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
Date	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____

Date	Strategy	Prompts
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____
	o Verbal o AAC o Typing o Handwriting	o Independent o Prompted # _____

Clicker 6 Data

Date	Words in sentence	Accurately sequenced sentence (double taps ok)	Prompt Level	Built in Support
1/1/15	□ matching □2 □3 ☒4 □5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 ☒4 □5	□Yes ☒No	□Independent ☒Verbal □Light physical ☒Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
1/1/15	□ matching □2 □3 ☒4 □5	□Yes ☒No	□Independent ☒Verbal □Light physical ☒Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
1/1/15	□ matching □2 □3 ☒4 □5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 ☒4 □5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
1/6	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent ☒Verbal □Light physical ☒Gestural	□Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
1/5	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 ☒5	□Yes ☒No	□Independent ☒Verbal □Light physical □Gestural	□Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	□Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
1/8	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	□Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
1/12	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent □Verbal □Light physical □Gestural	☒Audio □visual display of sentence (momentary) □visual display of sentence (permanent)

Clicker 6 Data

Date	Words in sentence	Accurately sequenced sentence (double taps ok)	Prompt Level	Built in Support
1/12	□ matching □2 □3 □4 ☒5	☒Yes □No	☒Independent □Verbal □Light physical □Gestural	□Audio ☒Visual display of sentence (momentary) □visual display of sentence (permanent)
1/12	□ matching □2 □3 □4 ☒5	☒Yes □No	☒Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
1/12	□ matching □2 □3 □4 ☒5	☒Yes □No	☒Independent □Verbal □Light physical □Gestural	□Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
1/12	□ matching □2 □3 □4 ☒5	☒Yes □No	□Independent ☒Verbal □Light physical □Gestural	☒Audio ☒visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)
	□ matching □2 □3 □4 □5	□Yes □No	□Independent □Verbal □Light physical □Gestural	□Audio □visual display of sentence (momentary) □visual display of sentence (permanent)

Date	Break Request
1/6/15	☒ Independent ○ Protest Behavior ○ Prompt
1/6/15	☒ Independent ○ Protest Behavior ○ Prompt
1/7/15	☒ Independent ○ Protest Behavior ○ Prompt
1/7/15	☒ Independent ☒ Protest Behavior ○ Prompt
1/8/15	○ Independent ○ Protest Behavior ☒ Prompt *Noel was about to start & 3 turn staff prompts' work*
1/8/15	○ Independent ○ Protest Behavior ☒ Prompt
1/9/15	○ Independent ☒ Protest Behavior ☒ Prompt
1/9/15	○ Independent ☒ Protest Behavior ☒ Prompt
1/9/15	○ Independent ☒ Protest Behavior ☒ Prompt
1/9/15	○ Independent ☒ Protest Behavior ☒ Prompt
1/12/15	○ Independent ☒ Protest Behavior ☒ Prompt *Noel did not successfully take a break on his own*

Date	Break Request
1/13/15	o Independent ✗ Protest Behavior ✗ Prompt
1/13/15	o Independent ✗ Protest Behavior ✗ Prompt
1/14/15	o Independent Successful ✗ Protest Behavior ✗ Prompt
1/14/15	o Independent ✗ Protest Behavior o Prompt
1/15/15	o Independent ✗ Protest Behavior ✗ Prompt
1/15/15	o Independent ✗ Protest Behavior ✗ Prompt
1/16/15	✗ Independent o Protest Behavior o Prompt
Date	o Independent o Protest Behavior o Prompt
Date	o Independent o Protest Behavior o Prompt
Date	o Independent o Protest Behavior o Prompt
Date	o Independent o Protest Behavior o Prompt

Date	Activity	# of minutes w/escape behavior
1/6/15	oEdmark oTouch Math oTime ✓Read Aloud oOther	15 min to end of activity no escape behavior
1/6/15	✓Edmark oTouch Math oTime oRead Aloud oOther	3 minutes then slammed fist and stood up
1/6/15	oEdmark ✓Touch Math oTime oRead Aloud oOther	8 min to end of activity
1/7/15	oEdmark oTouch Math ✓Time oRead Aloud oOther	7 minutes to end of time activity
1/7/15	✓Edmark oTouch Math oTime oRead Aloud oOther	4 minutes until slamming fist on
1/8/15	oEdmark oTouch Math oTime ✓Read Aloud oOther	# of minutes w/o escape behavior 9 min before as out for about and standing up
1/9/15	oEdmark oTouch Math oTime ✓Read Aloud oOther	6 min before being prompted to take a break after standing up

Date	Activity	# of minutes w/escape behavior
1/9/15	☒Edmark oTouch Math oTime oRead Aloud oOther	7 min. to end of the activity
1/12/15	oEdmark oTouch Math ☒Time oRead Aloud oOther	6 min to end of the activity
1/12/15	oEdmark oTouch Math oTime ☒Read Aloud oOther	4 min till slamming. Was able to successfully stay after that for 10 min total.
1/12/15	oEdmark ☒Touch Math oTime oRead Aloud oOther	11 min began touching himself just before the end
1/13/15	oEdmark oTouch Math oTime ☒Read Aloud oOther	12 min untill end

Date	Activity	# of minutes w/o escape behavior
1/13/15	oEdmark oTouch Math ☒Time oRead Aloud oOther	8 min then slammed fist

Date	Activity	# of minutes w/escape behavior
1/14/15	oEdmark ☒Touch Math oTime oRead Aloud oOther	7 min till end of math

Date	Activity	# of minutes w/escape behavior
1/15/15	☒Edmark oTouch Math oTime oRead Aloud oOther	1 min till ignoring directions and moving around
1/15/15	oEdmark ☒Touch Math oTime oRead Aloud oOther	2 min till rocking back and forth in chair and ignoring prompts
Date	oEdmark oTouch Math oTime oRead Aloud oOther	# of minutes w/escape behavior
Date	oEdmark oTouch Math oTime oRead Aloud oOther	# of minutes w/escape behavior
Date	oEdmark oTouch Math oTime oRead Aloud oOther	# of minutes w/escape behavior
Date	oEdmark oTouch Math oTime oRead Aloud oOther	# of minutes w/o escape behavior
Date	oEdmark oTouch Math oTime oRead Aloud oOther	# of minutes w/escape behavior

Date	Job	Prompts
1/6/15	o Shredding ☑ Recycling o Other	o Independent ☑ Prompted # ⲜⲎⲦ ⲦⲎⲦ Ⲧ/⳾ 13

Date	Job	Prompts
1/7/15	☒ Shredding o Recycling o Other	o Independent ☒ Prompted # 1

Date	Job	Prompts
1/8/15	o Shredding ☒ Recycling o Other	o Independent o Prompted # 10

Date	Job	Prompts
1/9/15	☒ Shredding o Recycling o Other	☒ Independent o Prompted # 0

Date	Job	Prompts
1/9/15	o Shredding ☒ Recycling o Other	o Independent o Prompted # 15

Date	Job	Prompts
1/12/15	☒ Shredding o Recycling o Other	☒ Independent o Prompted # 0

Date	Job	Prompts
1/13/15	☒ Shredding o Recycling o Other	o Independent ☒ Prompted # 3

Date	Job	Prompts
1/14/15	☒ Shredding o Recycling o Other	☒ Independent o Prompted # 0

Date	Job	Prompts
1/15/15	☒ Shredding o Recycling o Other	o Independent o Prompted # 2

Date	Job	Prompts
3/5/15	☒ Shredding o Recycling o Other	o Independent ☒ Prompted # 2

Date	Job	Prompts
	o Shredding o Recycling o Other	o Independent o Prompted #

Date	Job	Prompts
	o Shredding o Recycling o Other	o Independent o Prompted #

Turn Taking

We are tracking consecutive turns with only 1 initial prompt of "your turn" or "Nigel's turn"

Please count the number of turns taken <u>consecutivel</u>

Date	# of consecutive turns
1/6/15	8
1/7/15	7
1/8/15	2
1/9/15	2
1/12/15	10
1/13/15	5
1/14/15	4
1/15/15	6

Date	# of consecutive turns
1/16/15	3
1/20/15	2
Date	# of consecutive turns
Date	# of consecutive turns
Date	# of consecutive turns
Date	# of consecutive turns
Date	# of consecutive turns
Date	# of consecutive turns

Zones of Regulation Data

Date	Zone identified by student	Zone student appeared to be in.	Regulating Activity	Notes	Zone identified by student after regulating activity	Zone student appeared to be in.	Notes
1/5	☐B ☒G ☐Y ☐R	☐B ☒G ☐Y ☐R	N/A	Calm at desk	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/6	☒B ☒G ☐Y ☐R	☐B ☒G ☐Y ☐R	N/A	calm + smiling	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/6	☐B ☒G ☐Y ☐R	☐B ☐G ☒Y ☐R	prompted to drink water	holding ears, not sitting down	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/7	☒B ☒G ☐Y ☐R	☒B ☐G ☐Y ☐R	N/A	calm + sitting	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/7	☒B ☒G ☐Y ☐R	☒B ☐G ☐Y ☐R	N/A	smiling + sitting	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/8	☒B ☒G ☐Y ☐R	☐B ☒G ☐Y ☐R	N/A	sitting calm + ...	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/8	☐B ☒G ☐Y ☐R	☒B ☐G ☐Y ☐R	N/A	laughing + smiling	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/8	☐B ☒G ☐Y ☐R	☒B ☐G ☐Y ☐R	N/A	calm + smiling	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/9	☐B ☒G ☐Y ☐R	☒B ☐G ☐Y ☐R	N/A	smiling + calm	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/9	☒B ☐G ☐Y ☐R	☐B ☐G ☒Y ☐R	move to ...	clenching fist	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/9	☐B ☐G ☐Y ☐R	☐B ☐G ☒Y ☐R	other... feelings...	...	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/12	☐B ☒G ☐Y ☐R	☐B ☒G ☐Y ☐R	N/A	sitting + smiling	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/12	☒B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	N/A	laughing + sitting down	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	
1/13	☐B ☒G ☐Y ☐R	☐B ☒G ☐Y ☐R	N/A	laughing + paying attention	☐B ☐G ☐Y ☐R	☐B ☐G ☐Y ☐R	

Zones of Regulation Data

Date	Zone identified by student	Zone student appeared to be in.	Regulating Activity	Notes	Zone identified by student after regulating activity	Zone student appeared to be in.	Notes
1/13	□B ☒G □Y □R	□B □G ☒Y □R	give water	stamping fists and stomping	□B □G □Y □R	□B □G □Y □R	
1/14	□B ☒G □Y □R	□B ☒G □Y □R	N/A	Smiling	□B □G □Y □R	□B □G □Y □R	
1/15	□B ☒G □Y □R	□B □G ☒Y □R	went on a walk	still moving around the room, not focusing	□B □G □Y □R	□B □G □Y □R	
1/16	□B ☒G □Y □R	□B □G ☒Y □R	have snack	motion agitation while drawing/drawing	□B □G □Y □R	□B □G □Y □R	
1/16	□B ☒G □Y □R	□B ☒G □Y □R	N/A	sitting + smiling	□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	
	□B □G □Y □R	□B □G □Y □R			□B □G □Y □R	□B □G □Y □R	

4/20 - 4/24

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones		✓	✓	✓	✓
Group Exp.			✓	✓	
1:1 Exp.	✓		✓		
Turn Taking	✓	✓	✓	✓	
School Job	✓	✓	✓	✓	✓
Private Behavior	✓	✓	✓	✓	
Food Prep	✓	✓	✓	✓	
Leisure	✓	✓	✓	✓	✓
Sustained Attention	✓	✓	✓		✓
Requesting Break		✓	✓	✓	✓
Writing	✓	✓			✓
Personal Info	✓	✓	✓	✓	✓
Edmark	✓	✓	✓	✓	✓
Money	✓	✓		✓	✓
Addition/Subtraction	✓	✓		✓	✓
Time	✓	✓	✓	✓	✓
	81	88	81	88	81

testing tod

4/27 - 5/1

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones		✓	✓	✓	✓
Group Exp.				✓	✓
1:1 Exp.		✓	✓	✓	✓
Turn Taking		✓	✓	✓	✓
School Job	✓	✓	✓	✓	✓
Private Behavior		✓	✓	✓	✓
Food Prep	✓	✓	✓	✓	✓
Leisure	✓	✓	✓	✓	✓
Sustained Attention	✓	✓	✓	✓	✓
Requesting Break	✓	✓	✓	✓	✓
Writing		✓		✓	✓
Personal Info	✓	✓	✓	✓	✓
Edmark	✓	✓	✓	✓	✓
Money	✓	✓	✓	✓	✓
Addition/Subtraction	✓	✓	✓	✓	✓
Time	✓	✓	✓	✓	✓
	63	94	88	94	100

5/18 - 5/22

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones	✓	✓		✓	
Group Exp.		✓	✓	–	
1:1 Exp.	✓	✓	✓	✓	
Turn Taking	✓	✓	✓		
School Job	✓	✓			
Private Behavior	✓	✓		✓	
Food Prep	✓	✓	–	✓	
Leisure	✓	✓	✓	✓	
Sustained Attention	✓	✓	✓	✓	
Requesting Break	✓	✓	✓	✓	
Writing	✓	✓		✓	
Personal Info	✓	✓	✓		
Edmark				✓	
Money	✓	✓	✓	✓	
Addition/Subtraction	✓	✓	✓	✓	
Time	✓	✓			
	88	94	63	88	

5/26 - 5/29

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones		✓		✓	✓
Group Exp.			✓	✓	
1:1 Exp.		✓	✓	✓	✓
Turn Taking		✓			✓
School Job		✓		✓	✓
Private Behavior		✓	✓		
Food Prep		✓	✓	✓	✓
Leisure		✓	✓		✓
Sustained Attention		✓	✓	✓	✓
Requesting Break				✓	✓
Writing		✓			
Personal Info		✓	✓	✓	✓
Edmark		✓		✓	✓
Money		✓	✓		✓
Addition/Subtraction		✓		✓	✓
Time		✓	✓	✓	✓
		94	63	81	88

5/4 – 5/8

#		Monday (4)	Tuesday (5)	Wednesday (6)	Thursday (7)	Friday (8)
1	Zones	✓	✓		✓	✓
2	Group Exp.				✓	✓
3	1:1 Exp.	✓	✓		✓	✓
4	Turn Taking		✓		✓	✓
5	School Job	✓	✓		✓	✓
6	Private Behavior	✓			✓	✓
7	Food Prep	✓	✓		✓	✓
8	Leisure	✓	✓		✓	✓
9	Sustained Attention	✓	✓		✓	✓
10	Requesting Break	✓	✓		✓	✓
11	Writing	✓	✓		✓	✓
12	Personal Info	✓	✓		✓	✓
13	Edmark		✓		✓	✓
14	Money	✓	✓		✓	✓
15	Addition/Subtraction	✓	✓		✓	✓
16	Time	✓	✓		✓	✓
		13/16				
		81	100		100	94

5/11 – 5/15

	Monday (11)	Tuesday (12)	Wednesday (13)	Thursday (14)	Friday (15)
Zones	✓		✓	✓	✓
Group Exp.				✓	
1:1 Exp.	✓		✓	✓	✓
Turn Taking	✓			✓	✓
School Job	✓			✓	✓
Private Behavior			✓	✓	✓
Food Prep	✓		✓	—	✓
Leisure	✓		✓	✓	✓
Sustained Attention	✓		✓	✓	✓
Requesting Break	✓		✓	✓	✓
Writing				✓	✓
Personal Info	✓		✓	✓	✓
Edmark	✓		✓	✓	✓
Money	✓		✓	✓	✓
Addition/Subtraction	✓		✓	✓	✓
Time	✓		✓	✓	✓
	81		69	100	94

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones	✓	✓	✓	✓	✓
Group Exp.			✓		
1:1 Exp.					
Turn Taking		✓		✓	
School Job	✓	✓	✓	✓	✓
Private Behavior	✓	✓		✓	✓
Food Prep	✓	✓	✓	✓	✓
Leisure	✓	✓	✓	✓	✓
Sustained Attention	✓	✓	✓	✓	✓
Requesting Break	✓	✓	✓	✓	✓
Writing	✓	✓			✓
Personal Info	✓	✓	✓	✓	✓
Edmark	✓	✓	✓	✓	✓
Money	✓	✓		✓	✓
Addition/Subtraction	✓	✓	✓	✓	✓
Time	✓	✓	✓	✓	✓

Graphed → ✓ ✓ ✓ ✓ ✓

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones	✓	✓	✓	✓	✓
Group Exp.			✓	✓	
1:1 Exp.	✓		✓	✓	
Turn Taking	✓	✓	✓	✓	
School Job	✓	✓	✓	✓	✓
Private Behavior	✓	✓		✓	✓
Food Prep	✓	✓	✓	✓	✓
Leisure	✓	✓	✓	✓	✓
Sustained Attention	✓	✓	✓	✓	✓
Requesting Break	✓	✓	✓	✓	✓
Writing		✓		✓	
Personal Info	✓		✓	✓	✓
Edmark	✓	✓		✓	✓
Money		✓		✓	✓
Addition/Subtraction	✓	✓		✓	✓
Time	✓	✓	✓	✓	✓

✓ 88 75 100 75

✓ ✓ ✓