

#### Implementation Procedure: Rewarding the Absence of Challenging Behavior

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

Learner: Nigel Burns

Skill Area: Behavior

#### Relation to IEP Goals:

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.

#### Instructional Materials:

- 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

#### Generalization & Maintenance:

- 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.

#### Teaching Procedures:

- 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</u>, <u>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.

#### Teaching Sequence:

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 5<sup>th</sup> 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.

82	Part of the state	INTERVAL SCHEDULE
Level	Average Length of Interval	Sequence of Interval Lengths
1	4 minutes 30 seconds	5 min 30 sec $\rightarrow$ 5 min 15 sec $\rightarrow$ 2 min $\rightarrow$ 5 min 10 sec $\rightarrow$ 4 min 35 sec
	5 minutes	5 min 30 sec $\rightarrow$ 3 min $\rightarrow$ 6 min $\rightarrow$ 4 min 45 sec $\rightarrow$ 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 $\rightarrow$ 4 min 15 sec $\rightarrow$ 6 min $\rightarrow$ 5 min 45 sec $\rightarrow$ 7 min 30 sec
5	6 minutes 30 seconds	7 min 30 sec $\rightarrow$ 6 min 30 sec $\rightarrow$ 6 min 15 sec $\rightarrow$ 5 min 30 sec $\rightarrow$ 6 min 45 sec
6	7 minutes	$8 \text{ min} \rightarrow 6 \text{ min} \rightarrow 7 \text{ min} \rightarrow 6 \text{ min } 45 \text{ sec} \rightarrow 7 \text{ min } 15 \text{ sec}$
7	8 minutes	9 min $\rightarrow$ 7 min $\rightarrow$ 8 min $\rightarrow$ 7 min 45 sec $\rightarrow$ 8 min 15 sec
8	10 minutes	12 min $\rightarrow$ 8 min $\rightarrow$ 10 min $\rightarrow$ 9 min 45 sec $\rightarrow$ 10 min 15 sec
9	12 minutes	14 min → 11 min → 10 min → 13 min → 12 min
10	14 minutes	16 min 30 sec $\rightarrow$ 10 min $\rightarrow$ 13 min $\rightarrow$ 15 min 30 sec $\rightarrow$ 15 min
11	16 minutes	18 min $\rightarrow$ 15 min 30 sec $\rightarrow$ 16 min $\rightarrow$ 17 min $\rightarrow$ 13 min 30 sec
12	18 minutes	19 min $\rightarrow$ 17 min 30 sec $\rightarrow$ 18 min $\rightarrow$ 19 min 30 sec $\rightarrow$ 16 min
13	20 minutes	19 min $\rightarrow$ 20 min 30 sec $\rightarrow$ 22 min $\rightarrow$ 21 min $\rightarrow$ 17 min 30 sec
		I

14	22 minutes	20 min $\rightarrow$ 22 min 30 sec $\rightarrow$ 24 min $\rightarrow$ 19 min $\rightarrow$ 24 min 30sec
, , , , , , , , , , , , , , , , , , ,	24 minutes	22 min $\rightarrow$ 24 min $\rightarrow$ 26 min $\rightarrow$ 23 min $\rightarrow$ 25 min
16	26 minutes	23 min $\rightarrow$ 26 min 30 sec $\rightarrow$ 28 min $\rightarrow$ 25 min 30 sec $\rightarrow$ 27 min
17	28 minutes	25 min $\rightarrow$ 28 min 30 sec $\rightarrow$ 30 min $\rightarrow$ 27 min 30 sec $\rightarrow$ 29 min
18	30 minutes	27 min $\rightarrow$ 30 min 30 sec $\rightarrow$ 32 min $\rightarrow$ 29 min 30 sec $\rightarrow$ 31 min

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

Written On: 3/5/15 Authored by: Amanda Teweleit, M.Ed., BCBA

Learner: Nigel Burns

Skill Area: 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).

#### Relation to IEP Goals:

- 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 establishing operation.
- Presence or absence of a behavioral indicator.
- Nigel's request (mand):
  - o Percentage of trials with independent requesting.
  - o Prompt level used during each trial.
- Whether or not Nigel's request was honored with a break (presence or absence of <u>negative</u> reinforcer as consequence to Nigel's mand).
- Presence or absence of challenging behavior during the trial.

#### Instructional Materials:

- 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.

#### Generalization & Maintenance:

- *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.

#### eachingProcedures:

-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 approximately 15 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 represented 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

arner: Nigel Burns	Data Collected By:	
Date:		3

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.
- <u>Behavior Indicator</u>: Nigel's eye gaze and body orientation stray from the location of the task for more than 5 seconds and/or Nigel walks away.
- <u>Prompted or Independent Request/Mand</u>: Mark a slash over the type of prompt used or if Nigel requested a break (manded) independently.
  - o FP: Full Physical
  - o PP: Partial Physical
  - o G: Gestural
  - o V: Verbal
  - o I: Independent
- <u>Vocal or SGD Request</u>: 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.
- <u>Presence of Challenging Behavior</u>: 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	ЕО	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:

ercentage 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	ЕО	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	ЕО	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		SR-	CHBX	TC
Percenta	age of Indepe	ndent Man	ds:				Water St.
Percento	age of Promp	ted Mands.					
	age of Comple			Harry P			NE CHAN
rcento	age of Trials	with Challe	enging Behavior	r:			



#### High School Transition Plan/Data

Learner: Nigel Burns

Authored by: Amanda Teweleit, M.Ed., BCBA, Tessa Beckett, Leslie Kyle, & Laura Genuardi

#### Setting: Eastlake High School

#### Materials Needed:

- 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**.

#### Scope and Sequence:

- 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.

#### Procedure:

- 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

<u>Skill</u>: 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

<u>Learning Goal:</u> 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.

<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 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).
  - 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.
- 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.
- <u>Prompted or Independent Request/Mand</u>: Mark a slash over the type of prompt used or if Nigel requested attention/interaction (manded) independently.
  - o FP: Full Physical
  - o PP: Partial Physical
  - o G: Gestural
  - o V: Verbal
  - o I: Independent
- Vocal or SGD Request: Record if Nigel makes his request vocally (V) or through use of his speechgenerating 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.

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	
	f Independent Requ f Prompted Reques					

Percentage of Trials with Challenging Behavior



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

Learner: Nigel Burns	Data Collected By:
Date:	

Trial Number	,		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 Trials with Challenging Behavior

# BROOKS POWERS OR OUP DAILY DATA SHEET-Academic Programs

Student: Nigel Burns		Data Co	lleĄ	tor: _	Jess	ax	3e c	Kett	D	ate: _ 5]	20/15	
Instructional Progran	1	Slice/ Level	Cor	rect/	Incorrect	t/Prom	pted		Perce	Percentage Correct/Independent		
Addition/Subtraction		20.01	P	PP.	+ + P	++	7	419=	g -	9 9 90		
Next Highest Dollar	(10	11/3	_	+ 1	-+-+	+0-	مل سا	1 4	1 350	9-	10.66	
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Cheker o sentences		5 words							%:		rompt Level;	
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Item/Activity			Du	ratior	of Waitii	ng (min	utes)		Lutency to	rrotest/Dang	gerous Behavior	
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ecdotal Notes:



itu	ıdent: Nige	el Burr	ns	Data Co	olle	ctor: _	M				Date	e: 5/19/	15
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ेंtudent: Nigel Bi	ırns	Data Co	ollector:	ag			, I	Date: 5   1	8   15
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GESTURE/ASL  WOGAL  VOCAL								200	
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Student: Nigel Bu	rns	Data Co	llector:	Tessa B	ect	Lett		ate: 511	5/15
Instructional Program	1	Slice/ Level	Correct/	Incorrect/Prom	oted	- /	Perce	entage Correct/	Independent
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BROOKS POWERS	1
3 18 DAILY DATA SHEET-Academic Programs	
Student: Nigel Burns Data Collector: TESSA BECKEH	Date: 5   13   15
Instructional Program / Slice/ Correct/Incorrect/Prompted	Percentage Correct/Independent

Instructional Progi	ram /	Slice/ Level	Correct	/Incorrect/Pro	mpted	12 C	Percent	age Correct,	/Independent
Addition/Subtraction	on /	70/a	4 4 +	-LPLP	·+- }	7+-5	tenting	Frist D	0.015 00
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Functional Expressi		1519	0-1	1: F 1 + 1 1	7	0010			arta.
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necdotal Notes:



¹tu	ıdent: Nigel Bu	rns	Data Co	llecto	r: <u>(()                                  </u>	-		Da	ate: 🤇	> 11	The T
Instr	uctional Program	n	Slice/ Level	Corre	ct/Incorrect/Prom	pted	V. 9	Perce	ntage	Correct <sub>/</sub>	/Independent
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	tional Expression-	Group						# Inde	epend	ent Requ	ests:
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BROOKS POWERS

**DAILY DATA SHEET-Academic Programs** 

Stu	ıdent: Nige	el Bur	ns	Data Co	ollec	tor:_	M				D	ate:	5/11	15
Instr	uctional Pro	gram		Slice/ Level	Cor	rect/	Incorrec	t/Promp	oted		Perce	entag 1	e Correct/	Independent
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ion	SGD													
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Anecdotal Notes:



Student: Nigel Burns Data Collector: Tessa Becket Date: 518/15

Instr	uctional Pro	gram		Slice/ Level	Corı	rect/l	ncorrect/F	Prompted	5, 1	Perce	entage Correct,	Independent
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					101	1104		ctional Req				Communication
			Reque	sting a Bre	ak				questing Att iers	ention or In	teraction w/	Modality Percent Independent
ion	<u>SGD</u>			/	\			N 050	1./	, j		Marketta es
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rictiv	rity					Dura	tion Engage	ed	# Redirect	ions (tally)	Rate of Re	directions
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ecdotal Notes:



Nigel Burns

<u>Instructions</u>: 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).

Shreddin	
Steps	<u>Independence</u>
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	10.0
Independent:	
Toiletin Knock on door	g on the second
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:	20

Recycling	ш
Steps	Independence
Get big recycling bucket	
Take big recycling backet into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
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 hin	
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 hin 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:	THE RESERVE TO SERVE TO



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Nigel Burns

<u>Instructions</u>: 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).

Shreddi	
<u>Steps</u>	<u>Independence</u>
Walk to shred box	
Pick up shred box	+
Take box to work room	
Turn on shredder	-
Place paper in	- V
shredder	
Turn off shredder	<del></del>
Pick up shred box	
Take shred box back to classroom	+
Percentage of Steps	· · · · · · · · · · · · · · · · · · ·
Independent:	100%
Toiletin	
Knock on door	
Enter bathroom	
Pull down pants	3-2
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	84 .5
Independent:	

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



Stu	ıdent: Nige	el Bur	ns	Data Co	llector	: Ot			<del>/</del>	Date	: 515	15
Instr	uctional Pro	gram		Slice/ Level	Correc	ct/Incorrect/Pro	mpted		Pero	centa	ge Correct/	Independent
Addit	ion/Subtrac	tion							,	2		P
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Item	/Activity				Durat	ion of Waiting (n	ninutes)		Latency t	o Pro	test/Danger	ous Behavior
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16	ecdotal No	tes:										

Twns playing cutch=21 volleys of N passing
Allison D. Brooks, Ph.D. I Thomas V. Powers, Ph.D. I (206) 801-1139



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).

Shreddi	
<u>Steps</u>	<u>Independence</u>
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	The state of the s
Independent:	180
<u>Toileti</u>	ng
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:	o s " / oc s s

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	1
Place bin down in classroom	+
Close door	+
Approach door with recycling sign	P
Open door	inda
Pick up recycling bin	1
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	1
Close doar	nla
Approach door with recycling sign	P
Open door	1
Pick up recycling hin	1+
Pour out recyclable trash into recycling bucket	H
Place bin down in classroom	P
Close door	P
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	1
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close door	H .
Approach door with recycling sign	P
Open door	1
Pick up recycling hin	+
Pour out recyclable trash into recycling bucket	14
Place bin down in classroom	14
Close door	1
Walk back to the work room (with recycling	
bucket)	+
Put recycling bucket away in the work room	+ 10a
Percentage of Steps Independent:	15-132 10/0.

Allison D. Brooks, M.D. I Thomas V. Powers, Ph.D. 4(206) 801-1139

->	<b>†</b> =
	POWERS
DAILY DATA SHEET	-Academic Pr

Itu	ıdent: Nigel Bı	ırns	Data Co	llector:	_XD_		(	<u> </u>	Date: 5/4	15
Instr	uctional Progra	m	Slice/ Level a	Correct,	/Incorrect/Pron	pted	-1, -	Perc	centage Correct,	/Independent
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	ing for Preferre	d Items/	Activities`		CTIT			Level/Set.		
Item,	Activity			Duration	n of Waiting (min	utes)		Latency to	Protest/Danger	ous Behavior
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		- 8								

**Anecdotal Notes:** 



Nigel Burns

<u>Instructions</u>: 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).

Shredo	
<u>Steps</u>	Independence
Walk to shred box	+
Pick up shred box	+
Take box to work room	<u> </u>
Turn on shredder	+
Place paper in	1
shredder Turn off shredder	1
Pick up shred box	I
Take shred box back to	-
classroom	1+
Percentage of Steps	1200
Independent:	100%
<u>Toilet</u>	ing
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:	2 3 Fee

Recycling	(b)
Steps	Independence 🔿
Get big recycling bucket	/
Take big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	<b>/</b> //
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close doar	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place hin down in classroom	× 1
Close door	
Approach door with recytling sign	
Open door	
Pick up recycling bin	1
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	I
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:	TESSO	BECKETT	Date: 5	
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Instr	uctional Pro	gram	:	Slice/ Level	14 ±5060					Independent -			
Addit	iop/Subtrac	tion		1-9	P .	-4.	++++1	لالمار	- D		- 5	- J 7 2	
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	ional Expres			,	<u> </u>			1.4	7-41110			endent Reque	ete
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		4. 10. 100			FC	T-Reo	uesting a Bred	k or I	nteraction	-0.5	•	77,6,7701	e chi i
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			Reques	sting a Bre	eak				questing A ners	ttention o	r Inter	action w/	Modality Percent Independent
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Communication Modality	GESTURE/	ASL	1		\ {	ets	Chat	0,0	00+	1/1/	101	FING)	
	<u>VOCAL</u>				)_	K	erit &	50	) (OU	2	40	13	
Indepe	onal Request Pe endent	rcent				./~	11 16		YC2,	7		S* 10 0=	
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ctiv		6 TU	USV	17.7			tion Engaged		# Realre	ctions (tall	( <u>y</u> )	Rate of Rec	irections
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necdotal Notes:

first '12 of day- (Personal Info + Time) was really jumpy + jerky
at desk, haid time wany velbal response.

Allison D. Brooks, Ph.D. I Thomas V. Powers, Ph.D. I (206) 801-1139



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).

Shreddi	ng
<u>Steps</u>	Independence
Walk to shred box	4
Pick up shred box	+
Take box to work room	
Turn on shredder	
Place paper in	+
shredder	1
Turn off shredder	4
Pick up shred box	
Take shred box back to	X
classroom  Percentage of Steps	
Independent:	100
Toiletin	ıg
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	0 1 5
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 doar	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close doar	
Approach door with recycling sign	
Open door	7
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place lain down in classroom	×.
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
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 Independents	

Math-did 8+20 type + did really well. also

Edmark
Fluckey-100%

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Stu	dent: Nige	l Bur	ns	Data Co	llec	tor: <u>)</u>	it				D	ate	4/30	15	
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	ting for Pre	terred	'Items/	Activities		uration	of Waitin	a (minute	(c)				ntest/Danger	ous Rehavior	
Item	/Activity				Duration of Waiting (minutes) Law					BALCHLY LL	atency to Protest/Dangerous Behavior				
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ne	Piouw	otes:	ib, s	, perch	X P	ili We	nerz	- E							
		*		Allis	on D.	Brooks, P	C	as V. Power		.D. 1 (206) 80	11-1139				



Nigel Burns

<u>Instructions</u>: 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).

Shrede	ding
<u>Steps</u>	<u>Independence</u>
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	of the factorial
Independent:	
Toilet	ing
Knock on door	
Enter bathroom	
Pull down pants	
Pull down underwear	14
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	The All top server during a
Steps	Independence
Get big recycling bucket Take big recycling bucket into hallway	4
Approach door with recycling sign	+
	<del>                                     </del>
Open door	<u> </u>
Pick up recycling bin	
Pour out recyclable trash into recycling bucket Place bin down in classroom	<u>  †                                   </u>
A STATE OF	<del>                                      </del>
Close door	<del>                                      </del>
Approach door with recycling sign	T
Open door	+
Pick up recycling hin	H'
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	ida
Close ਗੋਰਕਾ	4
Approach door with recycling sign	+
Open door	1
Pick up recycling bin	18
Pour out recyclable trash into recycling bucket	+
Place bin down in classroom	+
Close doar	1
Approach door with recycling sign	P
Open door	+
Pick up recycling bin	+
Pour out recyclable trash into recycling bucket	+
Place win down in classroom	+
Close dogr	+
Approach door with recycling sign	P
Open door	nla
Pick up recycling bin	P
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	F
Close door	inla
Walk back to the work room (with recycling	11
bucket)	<b>I</b>
Put recycling bucket away in the work room	P
Percentage of Steps Independent:	770



Student:	Nigel	Burns
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Data Collector: W

Date: 4/29/15

Instru	uctional Program		Slice/ Level	Corr	Perce	Percentage Correct/Independent						
Addit	ion/Subtraction						40.49		1			
	Highest Dollar											
Public	c v. Private							- **				
Funct	ional Expression	Group-	Thate	LL	X-1-1-10			# Independent Requests:				
Clicke	er 6 Sentences		4 words		A			%:		Avg. Prom		
			5 words					%:		Avg. Prom	pt Level:	
				FCT	r-Requesting a Brea						1 7 20	
					Function	al Requ	est		Communication Modality			
	/2	Reques	sting a Br	eak			Requesting Attention or I Others			tion w/	Percent Independent	
ion	SGD							*				
Communication Modallty	GESTURE/ASL								15			
Сотп	VOCAL											
	onal Request Percent endent					1000	gekign r Ngjar			C 00.5		
Turn	Taking	# Cons	secutive T	urns (	(tally): ++				Tota	al # Turns:		
< 5				ž	Leisure Act	ivity						
av		112:05	-12:11					ions (tally)		Rate of Red	lirections	
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	10:27-10:34				nin-							
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	ting for Preferred	I Items/	Activities	1 5	· · · · · · · · · · · · · · · · · · ·		Level/Set:					
Item	/Activity			Dur	ration of Waiting (mi	iutes)	PRI x 2.5	Latency to Protest/Dangerous Behavior				
				-	<u> </u>	_		1,20				
L _								J	_			

ecdotal Notes:



Nigel Burns

<u>Instructions</u>: 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).

Shredo Steps	
Walk to shred box	Independence
Pick up shred box	
Take box to work room	<del></del>
Turn on shredder	
Place paper in	
shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to	
classroom	
Percentage of Steps	
Independent:	
<u>Toilet</u>	ing
Knock on door	Y
Enter bathroom	7
Pull down pants	+
Pull down underwear	1+
Sit on toilet	+
Void	<b>_</b>
Get toilet paper	P
Wipe	+
Check if clean or dirty	1
Wipe again if dirty	+
Pull up underwear	+
Pull up pants	+
Flush	i-ρ
Turn on water	
Rinse	
Get soap	
Scrub hands	
Rinse	
Water off	
Dry hands	1
Percentage of Steps Independent:	*

Recycling	
Steps	Independencs
Gec big recycling bucket	#
Take big recycling bucket into hallway	+
Approach door with recycling sign	4
Open door	1
Pick up recycling bin	4
Pour out recyclable trash into recycling bucket	P
Place bin down in classroom	1
Close door	+
Approach door with recycling sign	P
Open door	1
Pick up recycling bin	4
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	1
Close door	1
Approach door with recycling sign	\$
Open door	Inta
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	1
Place hin down in classroom	1
Close door	nia
Approach door with recycling sign	P
Open door	hla
Pick up recycling bin	#
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	<del> </del>
Close door	na
Approach door with recycling sign	+
Open door	+
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	1
Place bin down in classroom	14
Close doar	
Walk back to the work room (with recycling	
bucket)	IT
Put recycling bucket away in the work room	P
Percentage of Steps Independent:	22/30 721.

BROOKS POWERS

DAILY DATA SHEET-Academic Programs

TUSSA BICYCH

Date: 42915



Instru	uctional Pro		Slice/ Level	Correct/Incorrect/Prompted						Percentage Correct/Independent				
Addit	ion/Subtract	tion		5-9.	++++ P									
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	v. Private			setting	+ 4	ttt Ptt							525 Au III	
	ional Expres	sion-Gr	oup	J						# Ind	epende	ent Reque	sts:	
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Communication Modality	GESTURE/	ASL												
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<i>Euncti</i> Indepe	onal Request Pe endent	rcent												
Turn	Taking	St. 4	# Con:	secutive T	urns (tally):					Total # Turns:				
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Waiting for Preferred Items/Activities						4				Level/Set:				
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ecdotal Notes:

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15/29

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	ıctional Pro			Slice/	Cor	rect/Ii	ncorrect/Pron	npted	4.5	Percentage Correct/Independent			
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ecdotal Notes:



### **Daily Data Sheet: Task Analyzed Activities**

Nigel Burns

<u>Instructions</u>: 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).

Shred	
<u>Steps</u> Walk to shred box	<u>Independence</u>
Pick up shred box	
Take box to work room	
Turn on shredder	<del> </del>
Place paper in	
shredder	
Turn off shredder	
Pick up shred box	
Take shred box back to	
classroom	
Percentage of Steps	
Independent:	
Toilet Knock on door	ing
Enter bathroom	+
Pull down pants	+
Pull down underwear	+11
Sit on toilet	+
Void	
Get toilet paper	+ 1 1
Wipe	+11
Check if clean or dirty	?
Wipe again if dirty	?
Pull up underwear	+ 1
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
Gec 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 hin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place hin down in classroom	
Close door	
Approach door with recycling sign	
Open door	
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place hin 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:	





### DAILY DATA SHEET-Academic Programs

Student: Nigel Burns	Data Collector:	Date: 4 78	15
	29% IOM	l,	

Instr	uctional Progra	Slice/ Level	Correct/Incorrect/Prompted					Perce	Percentage Correct/Independent				
Addition/Subtraction					++ CD++++++PP						70%		
Next	Highest Dollar			1	$\overline{}$		^					2	
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			5 words	1	- 122					%:		Avg. Pron	npt Level:
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0		Reque	esting a Br	eak					questing Att iers	tention or Ir	ntera	action w/	Modality Percent Independent
ion	<u>SGD</u>	P P						4	5	s			phaer an
Communication Modality	GESTURE/ASL							/	Ø				
Com	VOCAL	P++	+					9	Ø				
	onal Request Percen endent	t			IKS.	Ti.		Q	7				
Turn	Taking (700)	# Cor	secutive T	urns	(tally)	:+-+	++-+	+	X	00%	То	tal # Turns:	6
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Ltiv	rity				Dura	tion En	gaged	. 1	# Redirec	tions (tally)		Rate of Re	directions
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PM 215 (PX 377) - Proposed Ph.D. 1 Thomas V Powers, Ph.D. 1 (col) 801-1139 Locked Pn. 4



### **Daily Data Sheet: Task Analyzed Activities**

Nigel Burns

<u>Instructions</u>: 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).

Shrede							
<u>Steps</u>	Independence						
Walk to shred box	<u> </u>						
Pick up shred box	+						
Take box to work room	<u>  † </u>						
Turn on shredder	<u> </u>						
Place paper in shredder	4						
Turn off shredder.	1						
Pick up shred box	<u>  + </u>						
Take shred box back to classroom	4						
Percentage of Steps Independent:	(00%)						
<u>Toilet</u>	ing						
Knock on door	PIPI						
Enter bathroom	+ + 1						
Pull down pants	+ +						
Pull down underwear	+ 1+11						
Sit on toilet	+ +						
Void							
Get toilet paper	PIII						
Wipe	+						
Check if clean or dirty	+						
Wipe again if dirty	+						
Pull up underwear	P						
Pull up pants	7						
Flush	14						
Turn on water	+						
Rinse	+1 1						
Get soap	P.						
Scrub hands	9						
Rinse	7						
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 outrecyclable 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 lyin down in classroom	197
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 assay in the work room	
Percentage of Steps Independents	

## BROOKS POWERS

### **DAILY DATA SHEET-Academic Programs**

Data Collector: Student: Nigel Burns Correct/Incorrect/Prompted Percentage Correct/Independent Instructional Program Level Addition/Subtraction Est 5/6 4 Next Highest Dollar Comp = 100% F =100% Public v. Private 🗸 # Independent Requests: Functional Expression-Group Edmark Avg. Prompt Level: 4 words %: Clicker 6 Sentences (0.880) Avg. Prompt Level: %: 5 words 25 FCT-Requesting a Break or Interaction Communication **Functional Request** Modality Requesting Attention or Interaction w/ Requesting a Break Percent Others Independent SGD Communication Modality GESTURE/ASL **VOCAL** Functional Request Percent Independent Total # Turns: # Consecutive Turns (tally): ++ Turn Taking (1/1/1) Rate of Redirections # Redirections (tally) Duration Engaged Activity 1240-1219 (9min anitar 1253-12:56 (3n Siano 130-155 125 Personal Information Communication Modality: Phone Number Name Address Percent Correct Communication SGD Modality Vocal Personal Information: Percent Correct Sustained Attention Latency (min.) to Escape Behavior Duration (min.) of Engagement Activity 12:21-12-29 (8 min) EdMark-12.40-12:46/12:49-53 Touch Mach Time Read Aloud Other Level/Set: Waiting for Preferred Items/Activities Latency to Protest/Dangerous Behavior Duration of Waiting (minutes) Item/Activity

necdotal Notes:

Some & scored blc collected data after program already implemented that May.

Mented that May.

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### Daily Data Sheet: Task Analyzed Activities

Nigel Burns

<u>Instructions</u>: 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).

Shredd						
<u>Steps</u>	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	4.71					
Independent:						
Toilet	ing					
Knock on door						
Enter bathroom						
all 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	f. J
Steps Steps	Independence
Ger big recycling bucket	
Fase big recycling bucket into hallway	
Approach door with recycling sign	
Open door	
Pick up recycling bin	
Pour out recyclable trash into recycling bucket	
Place lain down in classroom	
Close doar	
Approach door with recytling sign	
Open door	
Pick up recycling hin	
Pour out recyclable trash into recycling bucket	
Place bin down in classroom	
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Approach door with recycling sign	
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Pick up recycling bin	
Pour out recyclable trash into recycling bucket	741
Place hin 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:	





### **DAILY DATA SHEET-Academic Programs**

St	udent: Ni	gel Bu	rns	Data C	ollect	or:					Dat	e:	
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**Anecdotal Notes:** 

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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

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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

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ĺ	Date 1/13/15			Level	#2,5,	13.5
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Date 1/9/15		Level	#2,5	
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Date \ /	14/15	Leve	1#25/	13.5
+/+	+/-	-/-	+/+	-/+
-/-	+/-	7/-	-4	1/4

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Date 1/15/15		Level	#2.5/3	3,5	
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+/+	+/+	+	1+	-/+	+4

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
-/+	-/+	+/+	74	+/+
1/+	1/4	1/4	7/-	-/+

Date	Level #	

Date	20/15	Level	# 2.5	13.5
+/-	+/+	+/+	+/-	-/+
+/+	+/+	-/+	+/+	-/+

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Clicker 6 Data

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to tupo-should read as # minutes w/o escape behavier

processing the second s		# of minutes w/escape behavior
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	oOther	
Date	Activity	# of minutes w/escape behavior
	<b>∀</b> Edmark	3 minutes then slaved
11/1/-	oTouch Math	
1/6/15	oTime-	fistand stood up
	oRead Aloud	
	oOther	
		# of minutes w/escape behavior
Date	Activity	# Of fillitutes w/escape behavior
1 7 8 8	oEdmark	Emin to enda
1/1/	<u>გ</u> Touch Math	
1/ 0,	oTime	act of
	oRead Aloud	
	oOther	
Date	Activity	# of minutes w/escape behavior
1 /	oEdmark	7. 1 1 1 1 1
11/7/15	oTouch Math	Immines to end of
1 1 1 1 1 2	<b>)</b> eTime	timearticity
	oRead Aloud	THE WELLTY
	oOther	
Date	Activity	# of minutes w/escape behavior
	&Edmark	It minutes it is
	oTouch Math	4 minutesuntil Slamma
1/7/15	oTime	1-1-
	oRead Aloud	
	oOther	
Date	Activity	# of minutes w/o escape
Date	oEdmark	behavior
110 /10	oTouch Math	
1/8/15	oTime	9 min before as = 17 for about at arriginaling
	ĕRead Aloud	to ab to Ford Start of
		W
	OOther	# of minutes w/escape behavior
Date	Activity	
11/	oEdmark	6 min before being
1 79/15	oTouch Math	
= 12 -	oTime	prompted to take a breat
	ARead Aloud	at ter standing up
	oOther	L.O. L. A. S. M. A.

Date	Activity	# of minutes w/escape behavior
_	mark	~ 1 ·
1 / 0 / . = ОТО	uch Math	7 min. to and of
1/9/15 OTIN	ne	
	ad Aloud	the althy
oOt	her	,
Date	Activity	# of minutes w/escape behavior
oEd	mark	
ОТО	uch Math	bmin to end of
/12/15 oto	ne	+/
	ad Aloud	the activity
° oOt	her	
Date	Activity	# of minutes w/escape behavior
oEd	mark	4 min till slamming, Was
	uch Math	able to successfully stoy of ter
1/12/15 OTIT	ne	that for 10 min total.
MRe	ad Aloud	Trust Sec 10 min 1878
o0t	her	
Date	Activity	# of minutes w/escape behavior
OEd	mark	Li Land Li
) / · _ / · c   ATO	uch Math	I min began fourthis himself
12/15 ato	ne	just before the end
ORE	ad Aloud	3
oOt	:her	
Date	Activity	# of minutes w/escape behavior
OEd OEd	lmark	12 min untill
1/13/15 OTO	ouch Math	12 min untill
OTi	me	end
X€R€	ead Aloud	C 101
oOt	ther	
Date	Activity	# of minutes w/o escape
I I	lmark	behavior
отс	ouch Math	8 min then slavemed fist
1/13/15 ore	me	Min Thus army Cist
ORE	ead Aloud	
004	ther	:
Date	Activity	# of minutes w/escape behavior
	dmark	1 : 25 ≘
offc	ouch Math	7 min ti prodot
/14/15 OTI	me	Was - /
/ · /	ead Aloud	W. 5 - / )
ORE	au Alouu	* *

AND THE PROPERTY OF THE PARTY O

	* ** **	и . f
Date	Activity	# of minutes w/escape behavior
. 7	Ædmark	I min till ignoving directions
1/15/15	oTouch Math	( mix) (111 ) grovering ourcestance
1 13/13	oTime	and moving around
	oRead Aloud	1.04.70
	oOther	
Date	Activity	# of minutes w/escape behavior
	oEdmark	2 min dill nactine burk
1/15 1.5	Touch Math	Z MIN TILL TOURING ONLY
1/15/15	oTime-	and forth in chair and ignories
	ORead Aloud	and the plant with the second
	oOther	2 min till rocking back and farth in chair and ignoring prompts
Date	Activity	# of minutes w/escape behavior
	oEdmark	_ '
	oTouch Math	
	oTime	
	ORead Aloud	
	OOther	
Date	Activity	# of minutes w/escape behavior
Date	oEdmark	# of fillitates w/escape behavior
	oTouch Math	
	1	
	oTime	
	ORead Aloud	
	oOther	
Date	Activity	# of minutes w/escape behavior
	oEdmark	
	oTouch Math	1
	oTime	
	oRead Aloud	
	oOther	
Date	Activity	# of minutes w/o escape
	oEdmark	behavior
	oTouch Math	
	oTime	1
	oRead Aloud	
	oOther	
Date	Activity	# of minutes w/escape behavior
2410	oEdmark	, , , , , , , , , , , , , , , , , , , ,
	oTouch Math	
	oTime	
	ORead Aloud	
	OOther	
	Oother	

Date	Job	Prompts
1/6/15	o Shredding or Recycling o Other	O Independent No Prompted #111111111111111111111111111111111111
Date	Job	Prompts
1/7/15	Shredding O Recycling O Other	o independent Prompted #
Date	Job	Prompts
1/2/4	○ Shredding ② Recycling ○ Other	O Independent O Prompted #
Date	Job	Prompts
V9/15	<ul><li>Shredding</li><li>Recycling</li><li>Other</li></ul>	Mindependent o Prompted #
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	Modependent O Prompted #

Date	Job	Prompts
Y13/15	Shredding O Recycling O Other	o Independent  Prompted  #
Date	Job	Prompts
V14/15	Shredding O Recycling O Other	Nindependent O Prompted
Date	Job	Prompts
V15/15	Shredding  Recycling  Other	o Independent o Prompted #
Date	Job	Prompts
3/5/15	Shredding O Recycling O Other	o Independent  Prompted
Date	Jop	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
1/6/15	turns
17 0/ 19	2
	0
Date	# of consecutive
1 / 7	turns
1/7/15	7
11111	-
Date	# of consecutive
1/8/1	turns
1/8/15	7
Date	# of consecutive
1/01.	turns
1/9/15	
1 -	
Date	# of consecutive
1/	turns
1/12/15	(')
	# of consecutive
Date	
1/13/15	turns
1/1/12	5
Date	# of consecutive
Date	turns
11/11/1-	11
17/1/19	1 4
Date	# of consecutive
1	turns
1/15/15	1 1
1	D

Date	# of consecutive
1/11/11-	turns
1/16/15	2
Date ·	# of consecutive
. 1 1, -	turns
1/20/15	7_
·	
Date	# of consecutive
	turns
Date	# of consecutive
	turns
Date	# of consecutive
	turns
Date	# of consecutive
Dute	turns
Date	# of consecutive
_ 3.7.2	turns
Date	# of consecutive
	turns

# Zones of Regulation Data

						7000	Zone	Notes
Date	Zone	Zone	Zone student	Regulating	Notes	20107	7 .	
	identified by		appeared to	Activity		identified by	student	
	student					student after	appeared .	
	Stancille	2				regulating	to be in.	
						=		
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12	· >		- L			OY OR	OY OR	
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9		\ ⊠	0 R	No state	J. Commission of the Commissio	OY OR		
-		0 B	Ð,¤	1//1		0 B 0 G		
1/7		> C	, L	N/X	(a)m 15/17/109	OY OR	□Y □R	
		- 6	: S		Smith 2 4 6011 109	□B □G	0 B 0 G	
11		) <u>-</u>	, E			OY OR	OY OR	
1	1	- 2	: 足		Jana 11 miles 24/4/2	08 06	OB OG	
1/2		2 >	) E	7		OY OR	OY OR	
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100		2 >	) c	2		OY OR	OY OR	
1				1 / 6 %	D	0 B 0 G	08 06	
1		) [	) E	1 >		OY OR		
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10		2	- R	LO JABOL		OY OR	OY OR	
		B E	9 🗆	0.73 in 400,000	2400 4.0.36 ml	0.8 0.6	□B □G	
7		X	&   _			OY OR	OY OR	
		. E	. B	1//4	Sitting - 5milling	OB OG	0 B 0 G	
17		\ -		N/\		OY OR	OY OR	
	1	8	<u>ئ</u> چا	5.		DB 0G	0 B 0 G	
77		\   	- R	7	10 0 1110g + 2117 m olowith	OY OR		
1/17	0 B	0 B	⊠G	- //	Langling + paying	0 B 0 G	0 8 0 6	
7	$\neg$	λ 🗆	O R	1W/ X	70 13 1 5 Carl Carl	1	_	

# Zones of Regulation Data

Notes
Stangeing Asts
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room, not fallers, ng
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514 me + Smiling

4/20-4/24

Center of the second	Monday	Tuesday	Wednesday	Thursday	Friday	
Zones			V .	V	V	
Group Exp.				1		-
1:1 Exp.	V.					-
Turn Taking	V	V	1	\ <u>\</u>		-
School Job	<b>√</b>		V			
Private Behavior	$\vee$					7 Levilor S
Food Prep	$\vee$			W		] testing
Leisure	N. 6	V*			V	-
Sustained Attention	W	V		- V	V/	
Requesting Break		U/	V	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		-
Writing	✓ .	V				-
Personal Info	\/ <sub>1</sub>	V			- V	-
Edmark	V	V				-
Money	V	V				-
Addition/Subtraction	1 1/	V				-
Time	/	V	Variation .			
	81	89	Q	88	81	

4/27-5/1

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones					V
Group Exp.					$+V_{-}$
1:1 Exp.		V.		V	- V/-
Turn Taking			1/		1
School Job	V		- V	V/-	
Private Behavior				V	
Food Prep	V.	V.	V		V/-
Leisure	V	V	V,	- V/-	- V
Sustained Attention	V.	V			
Requesting Break	$\vee$				V
Writing		V		V	
Personal Info	V	V ,	V V	1	- V
Edmark	V		V	V ,	- V
Money	V	V/			- V/
Addition/Subtraction	V	I V		V	
Time ' ''''	<b>\</b>	V	_ \ \ \ \ \	V	$+ \vee -$
					120
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5/18-5/22

	Monday	Tuesday	Wednesday	Thursday	Friday
Zones /	V	V		V	
Group Exp.		1/.	V	-	
1:1 xp.	V	\ \/	V	Lee"	
Turn Taking	1				1-1-
Schoel Job	V 2	V			1 1
Private Behavior					
Food Prep	V.				
Leisufe	V	V	V		2 1
Sustained Attention	V	V.	W		
Requesting Break	V		500	- V	\-\-\-
Writing	V	V.		I V	1
Personal Info		V	V	1 V	
Edmark					1
Money	V				
Addition/Subtraction			A Section of the sect	1 1/-	1 1
Time	1.1	V	l V		- 1
		all	100	1 0K	

5/26-5/29

1.72.75 (A. 12.0 Carrier Co. 12.0 Carrie	Monday	Tuesday	Wednesday	Thursday	Friday
Zones	\	V		V	
Group Exp.	1	3 3	V		
1:1 Exp.	1				
Turn Taking	1	V		*	
School Job		<u> </u>			-
Private Behavior		V-			
Food Prep	1				$+V_{-}$
Leisure		V		V	- V/
Sustained Attention	λ	V	1.7	1 V	V
Requesting Break	47	V		$+$ $\vee$ $-$	- W/-
Writing	/ \	V			- X
Personal Info	P 1		V	V	
Edmark		V		1-4-	
Money	1	V	1.	1-4,	- V
Addition/Subtraction		V .		- V	
Time .		V	1	$+\sqrt{-}$	-
garage state		710	1.4	101	0/6

1 5/4-5,	19 U	F	(0	7	8
1	Monday	Tuesday	Wednesday	Thursday	Friday
Zones		V	1		V
Group Exp.	*,	\n^2			
1:1 Exp.	V	V			
Turn Taking			7 8		V
School Job		1			
Private Behavior			1	V	
Food Prep	V		1		
Leisure	$\vee$	<b>V</b>			
Sustained Attention	V	V		l V	
Requesting Break	V				W
Writing				I V	
Personal Info	V	V			$\perp V_{-}$
Edmark		V			I V
Money	V,	V .			Y_
Addition/Subtraction	V				IV,
Time	V	V		- V	$V_{-}$
	13/16				

Zones Group Exp.  1:1 Exp. Turn Taking School Job Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing	onday	Tuesday	Wednesday	Thursday	Friday
Group Exp.  1:1 Exp.  Turn Taking School Job Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing					
1:1 Exp. Turn Taking School Job Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing	V V				
Turn Taking School Job Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing	V V			\frac{1}{2}	
School Job Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing	V V			\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	
Private Behavior Food Prep Leisure Sustained Attention Requesting Break Writing	V		V.	-	
Food Prep Leisure Sustained Attention Requesting Break Writing	V				
Leisure Sustained Attention Requesting Break Writing	V				- V
Sustained Attention Requesting Break Writing	V		1	1	1 /
Requesting Break Writing	` /		//	1/1	I V
Requesting Break Writing	V	• /	$\sim$	V	
Writing.	V		1	V	
	• )		44	V	
Personal Info	$\checkmark$			V	
Edmark	V		V		
Money	V		``\$	V	
Addition/Subtraction	V.		<b></b>	V	1
Time	$\vee$		V	V	V
				[	
	CI		119	100	all

3/30/15 Monday 3/31/15' 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

	4/13/15	4/14/15	4/15/19	4/16/15	4/17/1	51 4 is
	Monday	Tuesday	Wednesday	Thursday	Friday	1
Zones	V	V	V	V/	V	1
Group Exp.			V.	V		
1:1 Exp.				V.		14/
Turn Taking	V					N <sub>1</sub>
School Job	1	1	W		V.	V
Private Behavior	1	است		V.		
Food Prep	1	V-	W-	1		IV.
Leisure	المستراث			V.	1	VI
Sustained Attention	i prima	\	J	V,	V.	V
Requesting Break	V-	Janear .	i	V .	V	M
Writing -		<u></u>				/
Personal Info	1200		V	<b></b>	N.	IV.
Edmark	\/	lament.		V	V/	1//
Money				V	V .	V
Addition/Subtraction	V	Variation 1				IN
Time 'Cara and a second	1	1/	است			HAT
	2					
	1	88	15	(00)	75	16