

Adapted from: O'Neill, R.E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM - YOUNG CHILD

Child with Problem Behavior(s): Nigel Burns Date of Interview: 2/17/15 9:30-10:20A
Age: 14 Yrs 1 Mos Sex: M F
Interviewer: Amanda Jewelst Respondent(s): Michael Rogers - Basic
Katie - BB Supervisor
SBR

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

Behavior	How is it performed?	How often?	How long?	Intensity?
1. Open hand to head w/ both hands - cycles about every few weeks maybe once a month for entirety of day				During most LPA times
2.				
3.				
4.				
5.				
6. *Intensity				

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

Stand walk away → slam fist, stomp feet → grab staff member
Recent months went straight to aggression

B. DEFINE POTENTIAL ECOLOGICAL EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

Appears to eat alot/enough
eat popcorn, rice, beans, dried mango, cutie oranges, nuts, macarons
Lognesses @ 500 cal/day @ school

Wont eat any green foods →
Chall. bx - throwing food/push away

GFCF diet

Sue

* Makes popcorn independently

5. Briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

DAILY ACTIVITIES

	Activity	Child's Reaction
7:30/7:45	6:00am Rides bus to school 7:00am Unpack	* trans. off bus used to be diff.
	8:00am Choice Time - Popcorn	
	9:00am Work Time	
	10:00am Choice time OR Calendar	Sometimes chall
	11:00am Choice time	
	12:00pm Work time / Choice time	
3:20/8:30	1:00pm Walk (15min-30min) w/ soccer ball → Reading time - in class or w/ peer (game)	
	2:00pm Snack time	
	3:00pm Work time	
	4:00pm School job	
	5:00pm Work / Choice alternating	→ easier work sessions - exercise puzzles / alt. w/ choice time when 1:15/1:30
	6:00pm Walk	
	7:00pm Choice Time	
	8:00pm Lunch	
	9:00pm Work / Choice / Alone times	
11:20	10:30 PE or Leisure Play	→ Go on Walk
12	- - - Work / Snack	→ Cool down / pack up
	Walk / Recycling job	

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

Visual schedule

7. What choices does the child get to make each day (e.g., food, toys, activities?)

Choice visual

trampoline, rock chair, toys, 
crashpad, swing

- Concerned w/ trans to swing from conf. room
- never uses toys or trampoline

*Eats lunch
in classroom*

C. DEFINE EVENTS AND SITUATIONS THAT PREDICT OCCURRENCES OF THE BEHAVIOR(S)

1. **Time of Day:** When are the behaviors most and least likely to happen?

Most likely: At start yr-anytime but lunch
Currently-right after lunch

Least likely: At lunch w/ walk

2. **Settings:** Where are the behaviors most and least likely to happen?

Most likely: Anywhere except walks

Least likely: Walks

3. **Social Control:** With whom are the behaviors most and least likely to happen?

Most likely: Focuses agg toward person standing by more often than person working w/ him
Whomever is near-PROXIMITY

Least likely: N/A

hold
punishing?

4. **Activity:** What activities are most and least likely to produce the behaviors?

Most likely: 1/3 of incidents during work holds
1/3 during transitions (to work or choice, or away from choice)-little less during choice

Least likely: Walks

Sometimes-diverted attn-when staff talk to each other

5. Are there particular situations, events, etc. that are not listed above that "set off" the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What one thing could you do that would most likely make the problem behavior occur?

Appears unpredictable

7. What one thing could you do to make sure the problem behavior did not occur?

aggressed ppl in proximity even during some choice
* EATING!

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

1. Describe how your child plays (with what? how often?).

2. Does your child have problem behavior when playing? Describe.

3. Does your child play alone? What does he/she do?

4. Does your child play with adults? What toys or games?

5. Does your child play with other children his/her age? What toys or games?

6. How does your child react if you join in a play activity with him/her?

7. How does your child react if you stop playing with him/her?

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

E. IDENTIFY THE "FUNCTION" OF THE UNDESIRABLE BEHAVIOR(S)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?)

Behavior	What does he/she get?	Or	What exactly does he/she avoid?
1. Someone in swing / wait	wait - protest bx - give alt. act.		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

2. Describe the child's most typical response to the following situations:

- a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?

ESL If I understand - much more likely
extension of mastered tasks less likely

- b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?

TP More likely if took food away w/ other activities
"Wouldn't really try it"

- c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand?

will stop and then aggress again

- d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes.

scent
decrease
desire
out of mind or
ignoring

- e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?

simply did great

- f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?

TP Denied access to gum

Access to hold/restraint

- g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

Closed door w/ rock chair

F. DEFINE THE EFFICIENCY OF THE UNDESIRABLE BEHAVIOR(S)

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

2. Does engaging in the behaviors result in a "payoff" (getting attention, avoiding work) every time? Almost every time? Once in a while?

3. How much of a delay is there between the time the child engages in the behavior and gets the "payoff"? Is it immediate, a few seconds, longer?

G. DEFINE THE PRIMARY METHOD(S) USED BY THE CHILD TO COMMUNICATE

1. What are the general expressive communication strategies used by or available to the child? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?

Mostly verbal 2 word phrases
Functional word + please

Seems to use 3-4 word
phrases infreq.

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

3. Tell me how your child expresses the following:

MEANS

	GRAB & REACH	GIVE	POINT <i>(circle)</i>	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD/HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF - INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER - Motor agitation	NONE
<u>FUNCTIONS</u>																						
Requests an Object										X												
Requests an Action			X							X												
Protests or Escapes								X									X				X	
Requests Help	on iPad only																					
Requests a Social Routine																						
Requests Comfort	X																X					
Indicates Illness <i>chart or iPad</i>		only uses on iPad prompted																				
Shows you something	N/A																					

NOTES:

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

d. How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?

**H. WHAT EVENTS, ACTIONS, AND OBJECTS ARE SUPPORTIVE OR
PRESENT CHALLENGES TO THE CHILD**

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

Walk, popcorn, swing, alone time, gum
food

2. What kinds of things have you or your child's care providers done to try and change the problem behaviors?

1. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR PREDICTOR AND/OR CONSEQUENCE

Distant Setting Event	Triggers	Problem Behavior	Maintaining Consequence	Function



Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Student: Nigel Burns

Circle One: Mon Tue Wed Thurs Fri

Eri Thür

Date: 3/11/16

2

IZEV

<u>6. recess</u>	<u>or, taking an off time</u>	<u>or, taking an off time</u>	<u>written in</u>	<u>written in</u>
<u>7. Swing</u>	<u>7. Given Direction</u>	<u>7. Hit head</u>	<u>② CSC</u>	<u>7. Incentive</u>
<u>8. PE</u>	<u>8. Choice time</u>	<u>8. Fingers in ears</u>	<u>③ TA</u>	<u>8. Seclusion</u>
<u>9. Office</u>	<u>9. Recycling</u>	<u>9. Squeezing hand</u>	<u>④ AUTO</u>	<u>9. Restraint</u>
<u>10. Other (please write in)</u>	<u>10. Eating</u>	<u>10. Stomping</u>	<u>⑤ MP</u>	<u>10. Other (please write in)</u>
	<u>11. Other (please write in)</u>	<u>11. Laughing or verbal stimming</u>		<u>12. "stuck"/frozen</u>

B3. Genital
region

7:45 -

BROOKS POWERS
GROUP**Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form**Circle One: Mon Tue Wed Thurs FriPage: 1 Date: 3/3/15

Student: Nigel Burns	Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/ consequence	<i>OK</i>
<input checked="" type="checkbox"/> 1. Inside	<input checked="" type="checkbox"/> Classroom	<input checked="" type="checkbox"/> 13. <i>louder</i>	<input checked="" type="checkbox"/> 12. <i>relax</i>	<input checked="" type="checkbox"/> 11. <i>incentive</i>	<input checked="" type="checkbox"/> 10. <i>incentive</i>	<input checked="" type="checkbox"/> 9. <i>incentive</i>	<input checked="" type="checkbox"/> <i>AT</i>
<input checked="" type="checkbox"/> 2. Outside	<input checked="" type="checkbox"/> Outside Walk	<input checked="" type="checkbox"/> 14. <i>long time</i>	<input checked="" type="checkbox"/> 15. <i>much time</i>	<input checked="" type="checkbox"/> 16. <i>incentive</i>	<input checked="" type="checkbox"/> 17. <i>incentive</i>	<input checked="" type="checkbox"/> 18. <i>incentive</i>	
<input checked="" type="checkbox"/> 3. Hallway	<input checked="" type="checkbox"/> Relax in Chair	<input checked="" type="checkbox"/> 19. <i>lunch break</i>	<input checked="" type="checkbox"/> 20. <i>lunch break</i>	<input checked="" type="checkbox"/> 21. <i>several staff</i>	<input checked="" type="checkbox"/> 22. <i>several staff</i>	<input checked="" type="checkbox"/> 23. <i>several staff</i>	
<input checked="" type="checkbox"/> 4. Swing	<input checked="" type="checkbox"/> Edmark Present Task	<input checked="" type="checkbox"/> 24. <i>task</i>	<input checked="" type="checkbox"/> 25. <i>task</i>	<input checked="" type="checkbox"/> 26. <i>task</i>	<input checked="" type="checkbox"/> 27. <i>task</i>	<input checked="" type="checkbox"/> 28. <i>task</i>	
<input checked="" type="checkbox"/> 5. Restroom							
<input checked="" type="checkbox"/> 6. Recess							
<input checked="" type="checkbox"/> 7. Swing							
<input checked="" type="checkbox"/> 8. PE							
<input checked="" type="checkbox"/> 9. Office							
<input checked="" type="checkbox"/> 10. Other (please write in)							

KEY

1. Desk in area	1. Transition	1. Aggression	1. Confusion// Overwhelmed	1. Ignore	1. Sat quietly
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Wait time/ Space	2. Refocused
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue	4. Behavior Escalated
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue	
7. Swing	7. Given Direction	7. Hit head		7. Incentive	
8. PE	8. Choice time	8. Fingers in ears		8. Seclusion	
9. Office	9. Recycling	9. Squeezing hand		9. Restraint	
10. Other (please write in)	10. Eating	10. Stomping		10. Other (please write in)	
	11. Other (please write in)	11. Laughing or verbal stimming			
		12. "stuck"/frozen			

*13. **unit**
R.D.*

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Circle One: Mon Tue Wed Thurs FriPage: 1Date: 3/3/15

Student: Nigel Burns	Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react following the intervention/consequence	<i>N</i>
<input checked="" type="checkbox"/> On break					<i>adult present</i>	<i>adult present</i>	
<input checked="" type="checkbox"/> In classroom					<i>student staff available</i>	<i>student staff available</i>	
<input checked="" type="checkbox"/> Near end of visit.					<i>adult present inst. - N</i>	<i>adult present inst. - N</i>	
<input checked="" type="checkbox"/> Work					<i>adult work</i>	<i>adult work</i>	
<input checked="" type="checkbox"/> Shared office return class					<i>-Social work</i>	<i>-Social work</i>	
KEY							
1. Desk in area	1. Transition	1. Aggression	1. Confusion/ Overwhelmed	1. Ignore	1. Sat quietly		
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Wait time / Space	2. Refocused		
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior		
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue	4. Behavior Escalated		
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)		
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue			
7. Swing	7. Given Direction	7. Hit head		7. Incentive			
8. PE	8. Choice time	8. Fingers in ears		8. Seclusion			
9. Office	9. Recycling	9. Squeezing hand		9. Restraint			
10. Other (please write in)	10. Eating	10. Stomping		10. Other (please write in)			
	11. Other (please write in)	11. Laughing or verbal stimming					
		12. "stuck"/frozen					

BROOKS  **POWERS**
—
GROUP —

Student: Nigel Burns

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Interventions

- Parents agreed to copy room
yet = N absence

- Venelle
most "well-behaved"
during lunch

- Loves walks
given about
since an MLE

* Use same instructional
programs as in-home
BCBA?

~~Zones of ten
 don't make it
 River & silent reward
 give lots of time
 - PDC~~

Not for 3/16

TMS

G 6:45 - 11:15 A

11:15 - 12:15 Drive Tacoma
SES

Driving

Half day 1:40 - 12:40

BROOKS/POWERS
GROUP

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Student: Nigel Burns	Circle One:	Mon	Tue	Wed	Thurs	Fri	Page: <u>1</u>	Date: <u>3/4/14</u>
Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors		Hypothesized Function		Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed		What was the perceived function to the student's behavior?		What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/consequence	<i>JK</i>
Time: Begin and End								
Choice time	test over crackpad	13	1/4	STAY IN CLASS	STAY IN CLASS	1/4	1/4	
Transition to work	lay or wash hands	13	Delay Work? If Delay to trans. to work	Delay to trans. to work	Delay to trans. to work	Completed w/ transition	Completed w/ transition	
Swing	Look out window - see birds	2	SP - > end of day break	SP - > end of day break	SP - > end of day break	Verbal redirection (comply)	Verbal redirection (comply)	
				At After 15	At After 15	Then free room	Then free room	
				CONSEQUENCE	CONSEQUENCE			
KEY								
1. Desk in area	1. Transition	1. Aggression	1. Aggression	1. Ignore	1. Sat quietly			
2. Outside	2. Academics	2. Elopement	2. Overwhelmed	2. Communicate a need	2. Wait time / Space used	2. Refocused		
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior			
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue	4. Visual Cue	4. Behavior Escalated		
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)			
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue				
7. Swings	7. Given Direction	7. Hit Head	7. Incentive					
8. PE	8. Choice time	8. Fingers in ears	8. Seclusion					
9. Office	9. Recycling	9. Squeezing hand	9. Restraint					
10. Other (please write in)	10. Eating	10. Stomping	10. Other (please write in)					
	11. Other (please write in)	11. Laughing or verbal stimming						
		12. "stuck" / frozen						

*3 - Unified
Robotic*

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form
 Circle One: Mon Tue Wed Thurs Fri Page: 1 Date: 3/17/15

Student: Nigel Burns	Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/consequence?	(2)
	Trans to PC	Lying on CP	1/3	1/4	Staff redirect 1 Handing	3 Therapeutic compliant & trains.	
	trans. Walk in wall walk	Attempt 1	1	Staff very!	try again		
	Art act. on break walk	Attempt 2	3 - walk	Staff redirect make will avail.	complaints w/ walk		
	walk going into bathroom	1	1	Staff wait	complaints w/ walk		
	walk go out begin	✓	1	11	complaining		
KEY							
1. Desk in area	1. Transition	1. Aggression	4-Confusion/ Overwhelmed	1. Ignore	1. Sat quietly		
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Wait time/ Space	2. Refocused		
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior		
4. Swing	4. New adult	4. Request alone	4-Avoidance-	4. Visual Cue	4. Behavior Escalated		
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)		
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue			
7. Swing	7. Given Direction	7. Hit head	② ESC	7. Incentive			
8. PT	8. Choice time	8. Fingers in ears	③ TA	8. Seclusion			
9. Office	9. Recycling	9. Squeezing hand	④ AUTO	9. Restraint			
10. Other (please write in)	10. Eating	10. Stomping		10. Other (please write in)			
	11. Other (please write in)	11. Laughing or verbal stimming in					
		12. "stuck" /frozen					

**B. Unintended
Reactions**

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

BROOKS / POWERS
GROUP

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Student: Nigel Burns

Circle One: Mon Tue Wed Thurs Fri Page: _____ Date: _____

Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/consequence?	(2J)
✓ Trans walk	No coat	WALK OUT NO COAT	WALK OUT NO COAT	WALK OUT NO COAT Answered to coat	WALK OUT NO COAT WENT WALK	

KEY

1. Desk in area	1. Transition	1. Aggression + Confusion/ Overwhelmed	1. Ignore.	1. Sat quietly
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Refocused
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Continued misbehavior
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	5. Other (please write in)
7. Swing	7. Given Direction	7. Hit head	7. ESC	7. Incentive
8. PE	8. Choice time	8. Fingers in ears	8. TA	8. Seclusion
9. Office	9. Recycling	9. Squeezing hand	9. AUTO	9. Restraint
10. Other (please write in)	10. Eating	10. Stomping		10. Other (please write in)
	11. Other (please write in)	11. Laughing or verbal stimming		
		12. "stuck" /frozen		

3 - Unital Rubbing

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Circle One: Mon Tue Wed Thurs Fri

Page:

Date: 3/10/15

Student: Nigel Burns	Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/ consequence	<i>OK</i>
		<i>activity ended</i>	<i>walks off</i>	<i>Jump/10</i>	<i>Staff ignore</i>	<i>Stops & walking</i>	
		<i>Choice</i>	<i>Waiting N</i>	<i>3</i>	<i>In turn ends</i>	<i>turn taking</i>	
		<i>Bowling</i>	<i>turn - play turn</i>	<i>5</i>	<i>In turn begins</i>	<i>takes turns</i>	
		<i>Start turn</i>	<i>5</i>	<i>3</i>	<i>N turn begins</i>	<i>turn taking</i>	
		<i>n</i>	<i>10</i>	<i>?, 5?</i>	<i>W</i>	<i>start stop</i>	

KEY

1. Desk in area	1. Transition	1. Aggression	4. Confusion/ Overwhelmed	1. Ignore	1. Sat quietly
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Refocused	
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue	4. Behavior Escalated
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue	
7. Swing	7. Given Direction	7. Hit head	7. CSC	7. Incentive	
8. PE	8. Choice time	8. Flingers in ears	8. TA	8. Seclusion	
9. Office	9. Recycling	9. Squeezing hand	9. AUTO	9. Restraint	
10. Other (please write in)	10. Eating	10. Stomping		10. Other (please write in)	
	11. Other (please write in)	11. laughing or verbal stimming			
		12. "stuck"/frozen			

*V. Unintended
Reactions*

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

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Circle One: Mon Tue Wed Thurs Fri

Date: 3/16/15

Page: 3

Student: Nigel Burns

Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/ consequence
					Staff redirect hands in private stop again 13-stop-3-stop	RP
	choice time	13 sit on pillow	11	1	1	
	walk	5 walk on sidewalk toward wall	3 adult walk - cont. Scream	3	adult reprimand cont. Scream	
	walk	2 trans to class	1? 10/jump	2/3 restate inst. (has 3 + explicitly reinforced)	2/3 staff redirect comply	
		11 Trans to class going bottom tick down	1 KEY	1	1 staff corrective feedback - stop & close door	
	1. Desk in area	1. Transition	1 Aggression	1. Ignore	1. Sat quietly	
	2. Outside	2. Academics	1. Domination/ Overwhelmed	1. Communication needed	1. Wait time / Space	
	3. Hallway	3. Walk	2. Elopement	2. Communicate a desire	2. Refocused	
	4. Swing	4. New adult	3. Request home	3. Communicate a desire	3. Distract	
	5. Restroom	5. Peer Behavior	4. Request alone	4. Avoidance	4. Visual Cue	
	6. Recess	6. Change in Schedule	5. Slam fist	5. Attention	5. Physical Prompt	
	7. Swing	7. Given Direction	6. Bang chest	6. Other (please write in)	6. Verbal Cue	
	8. PE	8. Choice time	7. Hit head	7. Incentive	7. ESC	
	9. Office	9. Recycling	8. Fingers in ears	8. Seclusion	8. TPA	
	10. Other (please write in)	10. Eating	9. Squeezing hand	9. Restraint	9. AUTO	
		11. Other (please write in)	10. Stomping	10. Other (please write in)	10. Other (please write in)	
		12. "stuck"/frozen				

*13. Survival
Reinforcement*

BROOKS / POWERS
GROUP

Student: Nigel Burns Circle One: Mon Tue Wed Thurs Fri Page: 2 Date: 3/10/05

Functional Behavior Assessment- Antecedent, Behavior, Consequence Form

Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/ consequence
<input checked="" type="checkbox"/> On Wall	<input checked="" type="checkbox"/> Trans from BR to class	2	1 unclear how to activity-2 isolation (in) calm/Ready	Staff redirect simply	How did the student react immediately following the intervention/ consequence	AT
<input checked="" type="checkbox"/> Walk	<input checked="" type="checkbox"/> In Up field	4	return & delivery stop + sit play dirt	return ball stop's slow		
<input checked="" type="checkbox"/> In field	<input checked="" type="checkbox"/> passing ball removed	5	3	return ball		
		11	3	11	11	
KEY						
1. Desk in area	1. Transition	1. Aggression	1. Confusion/Overwhelmed	1. Ignore	1. Sat quietly	
2. Outside	2. Academics	2. Elopement	2. Communicate a need	2. Wait time/ Space	2. Refocused	
3. Hallway	3. Walk	3. Request home	3. Communicate a desire	3. Distract	3. Continued misbehavior	
4. Swing	4. New adult	4. Request alone	4. Avoidance	4. Visual Cue	4. Behavior Escalated	
5. Restroom	5. Peer Behavior	5. Slam fist	5. Attention	5. Physical Prompt	5. Other (please write in)	
6. Recess	6. Change in Schedule	6. Bang chest	6. Other (please write in)	6. Verbal Cue		
7. Swing	7. Given Direction	7. Hit head	7. CSC	7. Incentive		
8. PE	8. Choice time	8. Fingers in ears	8. STA	8. Seclusion		
9. Office	9. Recycling	9. Squeezing hand	9. AUTO	9. Restraint		
10. Other (please write in)	10. Eating	10. Stomping	10. Other (please write in)	10. Other (please write in)		
	11. Other (please write in)	11. Laughing or verbal stimming	12. "stuck"/frozen			

13. General Rubbing

Jay → and looking mirror
Giving demands in BL to finish
routine → N motor agitation →
Finish BL routine → walk to
class → aggressive to Jay → phys. int.
to guide in conf room → isolate
+ min → check schedule / eat
lunch

L Hypotheses
L Unclear trans/expectation

BROOKS/POWERS

Functional Behavioral Assessment- Antecedent, Behavior, Consequence Form

Student: Nigel Burns

Circle One: Mon Tue Wed Thurs Fri

Page: _____ Date: 3/10/15

Context/ Activity	Antecedent/ Setting Events	Identified Target Behaviors	Hypothesized Function	Intervention/ Consequence	Student Reaction/ Outcome	Staff Initials
Time: Begin and End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited	List types of behaviors displayed	What was the perceived function to the student's behavior?	What happened in the environment immediately after behavior was exhibited? (How did you respond?)	How did the student react immediately following the intervention/ consequence?
				staff ignore	student stops off moment	
				give choice task - stops stair		
				continue task - stages		
				continue task - continue jump		
				first out then walk -> prox imply work		
				staff red, sc + camp		
				1. Sat quietly		
				1. Ignore		
				4. Aggression Overreaction		
				2. Communicate a need	2. Wait time/ Space	2. Refocused
				3. Communicate a desire	3. Distract	3. Continued misbehavior
				4. Avoidance—	4. Visual Cue	4. Behavior Escalated
				5. Attention	5. Physical Prompt	5. Other (please write in)
				6. Change in Schedule	6. Verbal Cue	
				6. Bang chest		
				6. Other (please write in)		
				7. Hit head	7. Incentive	
				7. ESC		
				8. Fingers in ears	8. Seclusion	
				9. Squeezing hand	9. Restraint	
				10. Stomping	10. Other (please write in)	
				11. Laughing or verbal stimming		
				12. "stuck"/frozen		

V. Unintended
Reactions

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

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 5/1/15

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
11	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 Mand: 5%

Percentage of Prompted Mand: 50%

Percentage of Completed Tasks: 50%

Percentage of Trials with Challenging Behavior: 0

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 5/19/15

✓ Data Collected By: AT

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 <u>yoga</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
2 <u>info</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
3 <u>dress</u>	EO	BI	FP PP G VI	X SGD	SR-	CHBX	TC
4 <u>wrote</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
5 <u>a</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
6 <u>a</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
7 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
8 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
9 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
10 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
11 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
12 <u>a</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
13 <u>time</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
14 <u>job</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
15 <u>g</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
16 <u>cooki</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
17 <u>pub/priv</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
18 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
19 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
20 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
21 <u>ii</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
22 <u>work</u>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
23	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
24	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC
25	EO	BI	FP PP G VI	V SGD	SR-	CHBX	TC

Percentage of Independent Mand: 7%

Percentage of Prompted Mand: 48%

Percentage of Completed Tasks: 39%

Percentage of Trials with Challenging Behavior: 7%

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: OT

Date: 5/18/15

I 0
P 57
JC 62
CB 17

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

21	/	/	X	/	✓	CBX	TC
22	/						✓
23	/		✓				✓

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:

11	✓	✓	G	SGD	SR-
12	✓	✓	✓	SGD	✓
13	✓	✓	✓	SGD	✓
14	✓	✓	G	SGD	✓
15	✓	✓	✓	SGD	✓
16	✓	✓	G	SGD	✓
17	✓	✓	PP	SGD	✓

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 5/12/15

(1)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 yoga	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 p.	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 time	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 pers	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5 fit zone	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓ zones
7 FCT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mands: 0

0.50

TC 40

CHBX 15

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AA

Date: 5/12/15

1

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 flood	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 edmark	EO	BI	FP PP G VI	V SGD	SR-	CHBX	0%
3 \$ II	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 \$	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 John	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 phil/pri	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7 u	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 write	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9 u	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10 u	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 5/11/15

Data Collected By: MT



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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)



task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mands: 0%

Prompt: 58

TC: 50

ChBx: 0

Data Collection: Functional Communication Training

Created: 3/5/15

Authored by: Amanda Tewelet, 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.
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 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 <i>read</i>	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
2 <i>Cook</i>	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
6	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 5/7/15

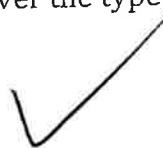
Data Collected By: AT

(1)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)



<u>Trial Number</u>	<u>Presence of Establishing Operation</u>	<u>Behavior Indicator</u>	<u>Prompted or Independent Mand</u>	<u>Mand: Vocal or SGD</u>	<u>Negative Reinforcer Delivery</u>	<u>Presence of Challenging Behavior</u>	<u>Level of Procedural Fidelity (%)</u>
1 nuggets	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 playturn	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 money	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 persistent	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 time	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 shred	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7 speech	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 zones	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9 ECT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10 ECT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand: $1/27 = 4\%$

Prompt: 56%

Chbx: 15%

TC: 44%

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 5/7/15

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

COMP
100%

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 <u>Cook</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	✓
2 <u>math</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	✓
3 <u>write</u>	<u>EO</u>	<u>BI</u>	FP PP G <u>I</u>	V SGD	<u>SR-</u>	CHBX	
4 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	✓
5 <u>Publ/FCT</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	
6 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	
7 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	
8 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	
9 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	
10 <u>II</u>	<u>EO</u>	<u>BI</u>	FP PP G V I	V SGD	<u>SR-</u>	CHBX	

Percentage of Independent Mand:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By:

Date: 5/7/15

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.
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- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 Pub/Priv ct	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6x boy	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 5/5/15

(1)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
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 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

comfy task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity <small>mild comp (%)</small>
1 bowl	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 pers into	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 time	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 job	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 money	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6 edmark	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 n	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 food prep	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10 zones/PE	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

ind

prompt

57

comp

57

al low

57

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 5/5/15

Data Collected By: AT



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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	FCT/Phn EO	BI	FP PP G V I	V SGD	SR	CHBX	
2	" EO	BI	FP PP G V I	V SGD	SR	CHBX	✓
3	FCT/Phn/Pri EO	BI	FP PP G V I	V SGD	SR	CHBX	
4	" EO	BI	FP PP G V I	V SGD	SR	CHBX	
5	" EO	BI	FP PP G V I	V SGD	SR	CHBX	
6	" EO	BI	FP PP G V I	V SGD	SR	CHBX	
7	" EO	BI	FP PP G V I	V SGD	SR	CHBX	
8	" EO	BI	FP PP G V I	V SGD	SR	CHBX	
9	" EO	BI	FP PP G V I	V SGD	SR	CHBX	✓
10	match	BI	FP PP G V I	X SGD	SR	CHBX	✓

Percentage of Independent Mand:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date:

5/5/15

Data Collected By: AD

(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.
- 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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	X/EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 5/14/15

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.
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- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

task comp?

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 yoga	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 time	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 perito	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 \$	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7 hs story	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 read	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9 cook	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 5/4/15

Data Collected By: AM

(2)

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.
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 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

comp
task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 FCT /2012	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
2 "	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
3 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4 " Name	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
5 "	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
6 shred	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
7 write	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
8 Pub Pri	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
9 "	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	
10 Xbox	EO	BI	FP PP G VI I	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By:

Date:

4 | 30

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:

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 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 <i>yoga</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 <i>pj</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 <i>july</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 <i>time</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 <i>\$</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 <i>8 min ss on</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9 <i>squish pp</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10 <i>FCT</i>	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: W

Date: 4/30/18

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.
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 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	FCT cond EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	" EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9	white	EO	BI	FP PP G VI	V SGD	SR-	CHBX
10	now!	EO	BI	FP PP G VI	V SGD	SR-	CHBX

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: OT

Date: 4-29-15

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Comp
task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 vocal	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 splash	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 pers into	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4 u	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 pb	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 book	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7 edmark	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 money	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9 FCT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10 u	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

00

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AJ

Date: 4/29/15

(2)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

on task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 PCT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By:

Date:

4/27/15

2

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	FCT (cont'd)	EO	BI	FP PP G VI	V SGD	SR-	CHBX
2	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
3	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
4	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
5	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
6	money	EO	BI	FP PP G VI	V SGD	SR-	CHBX
7	path	EO	BI	FP PP G VI	V SGD	SR-	CHBX
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By:

Date: 4/24/13

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 mark	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 get in	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 bedmark	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 read aloud	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 FCT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AJ

Date: 9/23/15

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	X SGD	SR-	CHBX	no
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5	Read Aloud	EO	BI	FP PP G VI	X SGD	SR-	CHBX
6	"	EO	BI	FP PP G VI	X SGD	SR-	CHBX
7	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
8	Shred	EO	BI	FP PP G VI	V SGD	SR-	CHBX
9	"	EO	BI	FP PP G VI	V SGD	SR-	CHBX
10	time	EO	BI	FP PP G VI	X SGD	SR-	CHBX

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AO

Date: 4/23/15

(2)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Comm task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 cook	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 money	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 Spudz	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 YCT	EO	BI	EP PPP G VI	V SGD	SR-	CHBX	
6	EO	BI	EP PPP G VI	V SGD	SR-	CHBX	
7	EO	BI	EP PPP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: At

Date: 4/23

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.
 - 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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 FCI	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2 11	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3 11	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4 11	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5 11	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6 Duh Priv	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 Writting	EO	BI	FP PP G YI	V SGD	SR-	CHBX	
8 10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By:

Date: 4/14

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
 - Negative Reinforcer Delivered: Nigel is given a break.
 - Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mands:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 4/14

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
2	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
3	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
4	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
5	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
6	<u>EO</u>	<u>BI</u>	FP PP G VI	<u>V SGD</u>	<u>SR-</u>	CHBX	✓
7	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
8	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
9	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u> <small>req'd</small>	CHBX	
10	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
<i>Percentage of Independent Mands: 10%</i>							

Wk P R = 0%

ChBX = 0%

Comp = 90%

(Move to letterhead)

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 4/14/15

Data Collected By: AT

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.

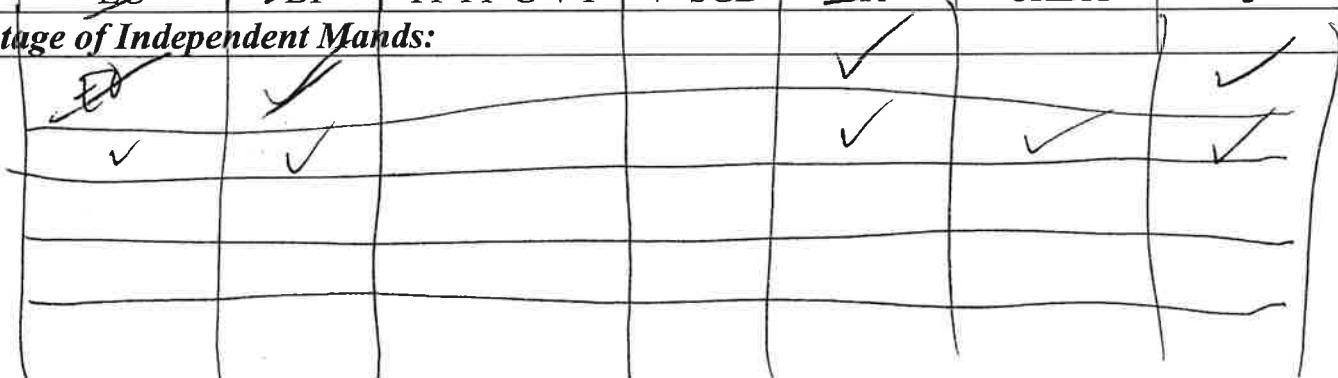
Operational Definitions:

- 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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

com
task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mand:



Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 4/13/15

Instructions: Mark a slash over each item as it occurs during e. presentation of the establishing operation and terminates when.

Operational Definitions:

- Establishing Operation: The presentation of non-preferred items for more than 5 seconds and/or Nigel walks away.
- Behavior Indicator: Nigel's eye gaze and body orientation more than 5 seconds and/or Nigel walks away.
- Prompted or Independent Mand: Mark a slash over the type (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

<u>Trial Number</u>	<u>Presence of Establishing Operation</u>	<u>Behavior Indicator</u>	<u>Prompted or Independent Mand</u>	<u>Mand: Vocal or SGD</u>	<u>Negative Reinforcer Delivery</u>	<u>Presence of Challenging Behavior</u>	<u>Level of Procedural Fidelity (%)</u>
1 yoga	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2 pers.info	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
3 read aloud	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 food prep	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5 reading	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
6 shwed	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
7 time	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8 math	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10 OT	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓

Percentage of Independent Mand:

% prompted

% vocal

% completed:

% SGD

% chba

EO BI FP PP G VI V SGD SR- CHBX ✓

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 3/24/15



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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)



Completed

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 ref. bathroom	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
2 yoga	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
5 read aloud	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
6 "	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
Percentage of Independent Mands:							

Key: bathroom

Outside Pairs

Derivation Stiffing

Outside Run

740 - 745 750 (10)

L 35 - L 40 (5)

750 - 835 (45)
845 - 945 (80)
1045 - 1045 (30)
10:45 - 11:10 (25)
11:10 - 11:17 (1)

11:10 - 12:10 (40)
12:10 - 12:11 (50)
12:11 - 12:11 (40)
12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

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12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

12:11 - 12:11 (40)

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 3/24/15

(2)

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
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 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

*Use toilet
in bathroom
↳ Used as
break req.*

*Comp
Task*

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 personal info	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2 "	EO	BI	FP PP G V	V SGD	SR-	CHBX	
3 "	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4 money	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	(req. bathroom)
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:

EO	BI	PP PP G V X	X SGD	SR-	CHBX
EO	BI	PP PP G V I	V SGD	SR-	CHBX
EO	BI	PP PP G V I	V SGD	SR-	CHBX

beige



Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 3/23/15

Data Collected By: AT

Comp. Task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1 yoga	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
2 pres. info	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
3 edmark	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
4 rd about	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	
5 job	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
6 touch math	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
7 time	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	
8 time	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
9	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
10	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	

Percentage of Independent Mands:

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
2	<u>EO</u>	<u>BI</u>	FP PP G VI	<u>V SGD</u>	<u>SR-</u>	CHBX	
3	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	<u>SR-</u>	CHBX	✓
4	<u>EO</u>	<u>BI</u>	FP PP G VI	V SGD	SR- ^{no break} _{to pack up}	CHBX	✓
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands: 0%

Prompted: $2/14 = 14\%$

CHBX: $6/14 = 43\%$

Comp. Task: $10/14 = 71\%$

Cougar Run	Outside C.R.	Outside C.R. Peers
8:35 - 9:35 (35)	8:10 - 8:35 (35)	7:30 - 8:10 (40)
10:45 - 11:15 (35)	11:40 - 12:11 (35)	11:15 - 12:11 (35)
(2) 10:40 - 11:10 (35)	(2) 11:40 - 12:10 (35)	(2) 10:40 - 11:10 (35)
12:00 - 12:40 (35)	12:00 - 12:40 (35)	12:00 - 12:40 (35)

3/23/15

Softline Business

Started Yoga 3/18/15
 min activities once
 @ start of day

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 3/19/15

 comp.
 task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G V-I	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G V I	V SGD	SR-no	CHBX	✓
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G V Y	X SGD	SR-	CHBX	
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
6	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
0	EO	BI	FP PP G V I	V SGD	SR-	CHBX	

Percentage of Independent Mand:

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
2	EO	BI	FP PP G Inc SGD	SR-	CHBX		✓
3	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
6	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	

Percentage of Independent Mand:

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: AT

Date: 3/10/15

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

(1)

completed
task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
2 req. bathm	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
3 req rest	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
5	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
6 req rest @ end task	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
7	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
8	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
9	EO	BI	FP PP G V I	V SGD	SR-	CHBX	✓
10	EO	BI	FP PP G V I	V SGD	SR-	CHBX	

Percentage of Independent Mand: $3/11 = 27\%$

% P Mand: 18%

% completed tasks: 73%

% v1 CHBX:



Data Collection: Functional Communication Training

Created: 3/5/15

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

(2)

Learner: Nigel Burns

Date: 3/16/15

Data Collected By: AT

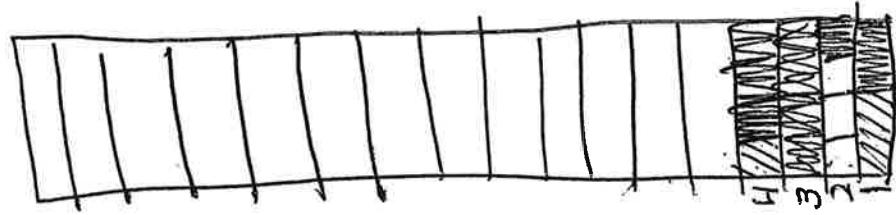
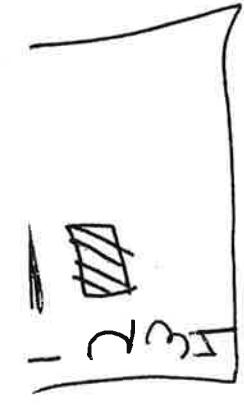
Comp Task

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
3/17/15	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
1	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
2	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7 said - rest	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	✓
9	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:



Dressing

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 3/10/15

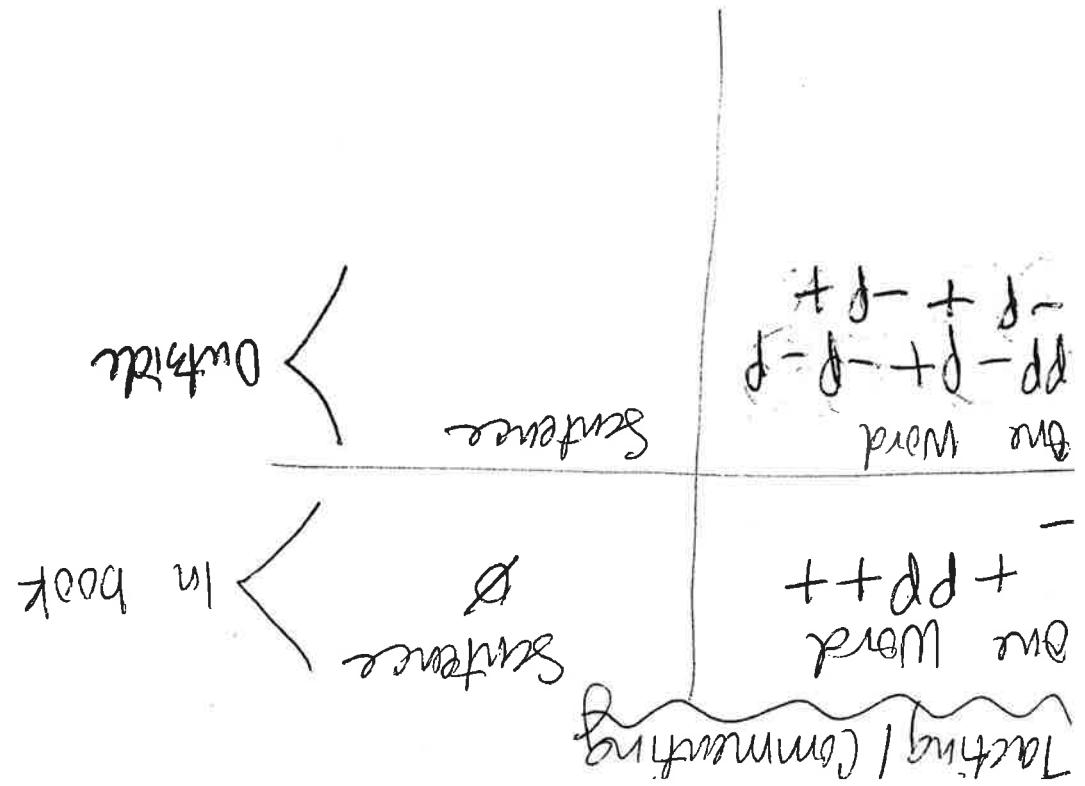
Data Collected By: Amanda

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	Completed task
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3	EO	BI	FP PP G VI	X SGD	SR- <i>not delivered</i>	CHBX	
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp. task
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp task
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp task
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp. task
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp task - only mandat
3	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	Completed task
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mand:



Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Data Collected By: Amanda

Date: 3/9/15

7:45 - 1:05

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 Mand: Mark a slash over the type of prompt used or if Nigel manded (requested) independently.
 - FP: Full Physical
 - PP: Partial Physical
 - G: Gestural
 - V: Verbal
 - I: Independent
- Negative Reinforcer Delivered: Nigel is given a break.
- Presence of Challenging Behavior: Nigel engages in any form of challenging behavior during the instructional trial.
 - Challenging Behavior: (add definition)

Baseline

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
2 comp task	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
3	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
4	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
5 comp task	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
6	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
7	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
8	EO	BI	FP PP G V I	X SGD	SR-	CHBX	
9 Rep mid	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
10 comp task	EO	BI	FP PP G V I	V SGD	SR-	CHBX	
Percentage of Independent Mands: 20% / Pr = 40% % w CHBX: 10%							

Time
1:00 - 1:03
3min

Touch Math
1:53 - 1:55

% completed tasks: 40%

Data Collection: Functional Communication Training

Created: 3/5/15

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

Learner: Nigel Burns

Date: 3/9/15

Data Collected By: Amanda T.

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	chbx during SR interval
3	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
6	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
8	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

Trial Number	Presence of Establishing Operation	Behavior Indicator	Prompted or Independent Mand	Mand: Vocal or SGD	Negative Reinforcer Delivery	Presence of Challenging Behavior	Level of Procedural Fidelity (%)
3/10/15	EO	BI	FP PP G VI	V SGD	SR-	CHBX	complete task
1	EO	BI	FP PP G VI	V SGD	SR-	CHBX	!!
2	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
3	EO	BI	FP PP G VI	X SGD	SR-	CHBX	chbx during SR interval - stormy
4	EO	BI	FP PP G VI	V SGD	SR-	CHBX	
5	EO	BI	FP PP G VI	X SGD	SR-	CHBX	stomping/jump
6	EO	BI	FP PP G VI	X SGD	SR-	CHBX	-motor ag out SR int.
7	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp. task
8	EO	BI	FP PP G VI	X SGD	SR-	CHBX	
9	EO	BI	FP PP G VI	V SGD	SR-	CHBX	comp task
10	EO	BI	FP PP G VI	V SGD	SR-	CHBX	

Percentage of Independent Mands:

11 of August \$ Read Aloud ATT Touch Math Time
 7 min 10:02 → 7 min 12:36 - 12:43 12:51 4 min
 7:57 - 12:55



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 5/21/15 Start/Stop Time: 7:55 - ✓

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W		+ P -
2	V P W		+ P -
3	V P W		+ P -
4	V P W		+ P -
5	V P W		+ P -
6	V P W		+ P -
7	V P W		+ P -
8	V P W		+ P -
9	V P W		+ P -
10	V P W		+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 5/19/15

Start/Stop Time: 750

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented," write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	Guitar minor	+ P -
2	V P W	PZ CR & track	+ P -
3	V P W	guitar	+ P -
4	V P W	VCST	+ P -
5	V P W	minor	+ P -
6	V P W	guitar	+ P -
7	V P W	sensory bucket	+ P -
8	V P W	guitar	+ P -
9	V P W	Sched. more time	+ P X
10	V P W	"	+ P -
11	V P W	guitar	+ P -
12	V P W	minor	+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -

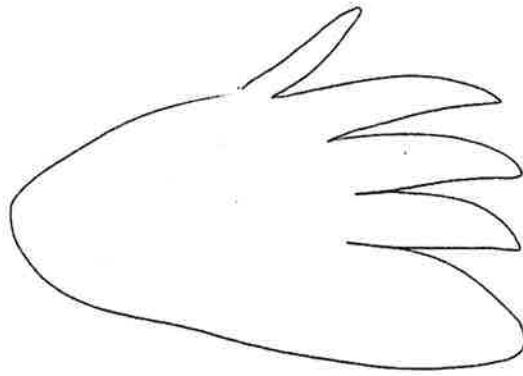
Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	Holiday - Winter	- P +
2	V P W	Winter	- P +
3	V P W	School	- P +
4	V P W	School - Winter	- P +
5	V P W	School	- P +
6	V P W	Winter	- P +
7	V P W	Winter	- P +
8	V P W	Winter	- P +
9	V P W	Winter	- P +
10	V P W	Winter	- P +
11	V P W	Winter	- P +
12	V P W	Winter	- P +
13	V P W	Winter	- P +
14	V P W	Winter	- P +
15	V P W	Winter	- P +
16	V P W	Winter	- P +
17	V P W	Winter	- P +
18	V P W	Winter	- P +
19	V P W	Winter	- P +
20	V P W		- P +

- P = Picture icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented," write down the choices offered, in the sequence they were offered.
- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Independent approach his chosen activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he circles the choice Nigel makes.
- If Nigel chooses a different activity, mark "-" beneath "approach choice." If he approaches a different activity, mark "-" beneath "approach choice." If adults prompt him to approach the activity, mark "P."

Instructions:

Date: 5/18/15 Start/Stop Time: 7:45 - 2
 Student: NB Data Collector AT SA MS TP Other

Choice Selection Data Sheet



Safe
hand



Gun

Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 5/12/15

Start/Stop Time: 745

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	fields - rest	(+) P -
2	V P W	"	(+) P -
3	V P W	guitar	(+) P -
4	V P W	field 2 - more time	(+) P -
5	V P W	mirror - file	(+) P -
6	V P W	"	(+) P -
7	V P W	time sched	(+) P -
8	V P W	"	(+) P -
9	V P W	field 7 - mirror	(+) P () timer some before approach
10	V P W	"	(+) P -
11	V P W	6 7 = rest	(+) P -
12	V P W		(+) P -
13	V P W		(+) P -
14	V P W		(+) P -
15	V P W		(+) P -
16	V P W		(+) P -
17	V P W		(+) P -
18	V P W		(+) P -
19	V P W		(+) P -
20	V P W		(+) P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 5/11/15Start/Stop Time: 745- ✓**Instructions:**

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	field 1e - tamborine	+ P -
2	V P W	field 1b - drum	+ P -
3	V P W	field 5 - tamb.	+ P -
4	V P W	Q 1e - rest	+ P -
5	V P W	more school	+ P -
6	V P W		+ P -
7	V P W		+ P -
8	V P W		+ P -
9	V P W		+ P -
10	V P W		+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other

Date: 5/7/15

Start/Stop Time: 745-120

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	more time (check school)	+ P (-) response
2	V P W	4	+ P -
3	V P W	field 3-guitar	+ P -
4	V P W	US-computer	+ P -
5	V P W	5-vest	+ P -
6	V P W		+ P -
7	V P W		+ P -
8	V P W		+ P -
9	V P W		+ P -
10	V P W		+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other

Date: 5/5/15

Start/Stop Time: 7:50 - 2

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V (P) W	field 4 - nest	(+) P -
2	V (P) W	ll	(+) P -
3	V (P) W	ll	(+) P -
4	V (P) W	field 4 -	(+) P -
5	V P W	D	(+) P -
6	V P W		(+) P -
7	V P W		(+) P -
8	V P W		(+) P -
9	V P W		(+) P -
10	V P W		(+) P -
11	V P W		(+) P -
12	V P W		(+) P -
13	V P W		(+) P -
14	V P W		(+) P -
15	V P W		(+) P -
16	V P W		(+) P -
17	V P W		(+) P -
18	V P W		(+) P -
19	V P W		(+) P -
20	V P W		(+) P -

Choice Selection Data Sheet

Student: NB J

Data Collector: AT SA MS TP Other

Date: 5/10/15 Start/Stop Time: 7:45 - 2

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	field 4 - comp.	+ P -
2	V P W	guitar	+ P -
3	V P W	field 4 + rest	+ P -
4	V P W	field 7 - more time	+ P -
5	V P W	piano/guitar - said rest	+ P -
6	V P W	field 4 + rest	+ P -
7	V P W	1. guitar	+ P -
8	V P W	- rest	+ P (-) piano instead
9	V P W		+ P -
10	V P W		+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -

Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 4/30/15 Start/Stop Time: 7:40 -

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented," write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	computer	+ P -
2	V P W	more time	+ P -
3	V P W	prompted choice after walking to piano	+ P -
4	V P W	field 4 - rest	+ P -
5	V P W	"	+ P -
6	V P W	field 4 - computer	+ P -
7	V P W	field 2 - choice time	+ P -
8	V P W	field 5 - piano	+ P -
9	V P W	" more time	+ P -
10	V P W	" "	+ P -
11	V P W	field 4 - guitar	+ P -
12	V P W	" " rest	+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 4/29/15 Start/Stop Time: 7:45 -

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented," write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

<i>Trial/Opportunity</i>	<i>Format of Presentation</i>	<i>Choice Presented</i>	<i>Approach Choice</i>
1	V P W	piano	+ P -
2	V P W	more time	+ P -
3	V P W	"	+ P -
4	V P W	"	+ P -
5	V P W	field 2 - check sch.	+ P -
6	V P W	field 4 - piano	+ P -
7	V P W	" computer	+ P -
8	V P W	6.5 rest	+ P -
9	V P W	fields - comp	+ P -
10	V P W	"	+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -



Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 4/24/15

Start/Stop Time: 7:45 - 2

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

<i>Trial/Opportunity</i>	<i>Format of Presentation</i>	<i>Choice Presented</i>	<i>Approach Choice</i>
1	V (P) W	field 2 - more time	(+) P -
2	V (P) W	"	(+) P -
3	V (P) W	"	(+) P -
4	V (P) W	field 4 - rest	(+) P -
5	V (P) W	field 4 guitar	(+) P -
6	V (P) W	" rest	(+) P -
7	V (P) W		(+) P -
8	V (P) W	more time - field 2	(+) P -
9	V (P) W	field 3 - guitar	(+) P -
10	V (P) W	field 4 - rest	(+) P -
11	V P W		(+) P -
12	V P W		(+) P -
13	V P W		(+) P -
14	V P W		(+) P -
15	V P W		(+) P -
16	V P W		(+) P -
17	V P W		(+) P -
18	V P W		(+) P -
19	V P W		(+) P -
20	V P W		(+) P -

Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 4/23/15

Start/Stop Time: 735

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V P W	Field 0 or Club	(+) P -
2	V P W	field 4 - computer	(+) P -
3	V P W	2 books - chose one	(+) P -
4	V P W	field 4 - rest	(+) P -
5	V P W	" "	(+) P -
6	V P W	field 3 - rest	(+) P -
7	V P W	field 2 - more time	(+) P -
8	V P W	field 4 - rest	(+) P -
9	V P W	" "	(+) P -
10	V P W	2 field - more time	(+) P -
11	V P W	field 5 - rest	(+) P -
12	V P W	field 4 - rest	(+) P -
13	V P W	" "	(+) P -
14	V P W	" "	(+) P -
15	V P W	field 4 - Xbox	(+) P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -

Choice Selection Data Sheet

Student: NB

Data Collector: AT SA MS TP Other _____

Date: 4/21

Start/Stop Time: _____

Instructions:

- Beneath "format of presentation," mark the format the choice was presented to Nigel in. V = Vocal; P = Picture Icon; W = Written Word. If 2 or more formats were used concurrently, mark all that were used.
- Beneath "choice presented." write down the choices offered, in the sequence they were offered. Circle the choice Nigel makes.
- If Nigel independently approaches his chosen activity, mark a "+" beneath "approach choice." If he approaches a different activity, mark "-". If adults prompt Nigel to approach the activity, mark "P."

Trial/Opportunity	Format of Presentation	Choice Presented	Approach Choice
1	V <input checked="" type="radio"/> P W	<u>guitar</u> <u>piano</u>	+ <input checked="" type="radio"/> P -
2	V <input checked="" type="radio"/> P W	<u>rest</u> <u>drum</u>	+ <input checked="" type="radio"/> P -
3	V <input checked="" type="radio"/> P W	<u>field</u> <u>4-bowling</u>	+ <input checked="" type="radio"/> P -
4	V P W		+ P -
5	V P W		+ P -
6	V P W		+ P -
7	V P W		+ P -
8	V P W		+ P -
9	V P W		+ P -
10	V P W		+ P -
11	V P W		+ P -
12	V P W		+ P -
13	V P W		+ P -
14	V P W		+ P -
15	V P W		+ P -
16	V P W		+ P -
17	V P W		+ P -
18	V P W		+ P -
19	V P W		+ P -
20	V P W		+ P -