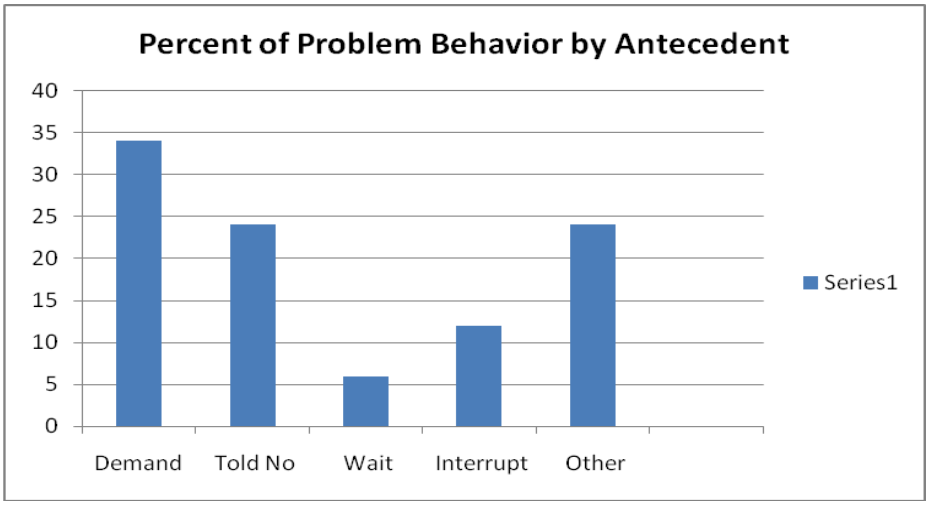
Brief Functional Analysis/Behavior Intervention Form Summary Form

Student: _____
Site: _____
Teacher:
Date:
Person writing this summary:
Parental notification date:

Section 1: Brief Functional Assessment Summary

AREA	Data and/or description	Staff
1. Behavior targeted for reduction:	During classroom observations and confirmed by staff reports Student engages in several problem behaviors, which include scratching, biting, yelling, crying, throwing objects, hitting, screaming, and kicking.	
2. Descriptive Analysis Summary	A. Setting events No specific events have been correlated with the onset of the behavior, nor has any pattern been noted such as time of day or specific activities. B. Antecedent events There are staff reports of Student's problem behavior occurring when she is told "no", when asked to give up reinforcers, when given an instruction or when a demand is placed, and at times when told to wait.	
3. Frequency Data: (baseline rate)	(Add from ABC data collected) ABC data from the weeks of 9/4-9/8/09, 9/11-9/14/09, and 9/21-9/25/09 shows that there were total occurrences of problem behavior were 182, with an average daily rate of 13/day.	
4. Functional analysis data: (attach graphs, summary charts as applicable)	**RESULTS:** ABC data analysis is summarized below: Task/demand/unpreferred activity: 17 Told "no"/Interruption of activity/wait:22 **Graph:** 	

Statement of Function:	The results of ABC data suggest that the **primary function** is **socially mediated positive reinforcement (to maintain access to or access to a reinforcer).** The secondary function was identified to be **socially mediated negative reinforcement (to avoid or escape demands).** There were some situations that had an unclear antecedent/function, which team will further evaluate throughout the intervention process with careful analysis of the data and Student's response to intervention.

Behavior Intervention Plan

Student	**DOB:**
Plan developed on 9/15/09	**Plan developed by:**
Implementation Date:	
Reviewed Plan with Parent on:	**IEP revised to add plan on:**
Staff Training Date:	**Next Team Mtg. date:**

AREA	**Definitions and Staff Behavior (specifies what team is to do)**	
Behavior targeted for reduction:	Behaviors include biting, scratching, yelling, crying, throwing objects, hitting, screaming, and kicking.	
Functional hypothesis: (from section 1):	1. When Student is denied access to a reinforcer, made to wait for a reinforcer, asked to give up a reinforcer and, sometimes, even when the desired item is available, she will engage in problem behavior in the form of scratching, hitting, biting self and others, screaming, crying, throwing objects, and kicking due to a history of problem behavior resulting in her obtaining or maintaining access to the reinforcer **(socially mediated positive reinforcement).** 2. When Student is presented with an instructional demand, she will engage in problem behavior in the form of scratching, hitting, biting self and others, screaming, crying, throwing objects, and kicking due to a history of problem behavior resulting in her avoiding or escaping the demand **(socially mediated negative reinforcement).**	
Competing behavior within response class to be targeted for strengthening:	**For the attention condition:** Student will be taught to appropriately mand for a variety of desired items and activities in the absence of problem behavior. **For the told "no" condition:** Student will be taught to accept being told "no" by adults in the absence of problem behavior. **For the wait condition:** Student will be taught to wait for desired items and activities in the absence of problem behavior **For the interrupt condition:** Student will be taught to give up reinforcers and, when appropriate, to transition to less preferred activities in the absence of problem behavior. **For demand condition**: Student will respond to instructions within 2 seconds of instruction without presenting problem behavior. (Compliance to instructions given)	
Intervention Design	**Intervention procedures derived from functional hypothesis statement**	

How will team reduce motivation for Student to engage in problem behavior? (MO manipulation)	**<u>Attention Condition (to obtain, when told-no, when interrupted during a preferred activity, when waiting for a desired item/activity):</u>**
	
	1. **Deliver a high density of attention and other reinforcers throughout the day (**reinforce all other behaviors you want to see increase when problem behavior is not occurring).
	2. **Keep Student engaged.** This will decrease the motivation for attention.
	3. **Provide many manding opportunities throughout the day to improve Student's manding skills across instructors.**
	4. **Condition new items activities as reinforcers.** This will allow for more variety of reinforcement, which helps in maintaining value and the variety of items/activities that she can request.
	5. Initially, **when denying a reinforcer requested, offer an alternative in its place**. The alternative should be at least of equal value or interest.
	6. If you notice **Student is motivated for an item or your attention but does not "mand appropriately" within 2 seconds, immediately prompt Student with the correct mand** and deliver the reinforcer or deliver the reinforcer without requiring the mand as long as no problem behavior is occurring.
	7. Until the skill is acquired, **differentially reinforce Student for waiting appropriately as well as for giving up reinforcers (accept reinforcement being interrupted).**
	
	<u>Demand Condition</u>
	● **Pair teaching environment with reinforcement** to reduce the desire for escape/avoidance behaviors.
	● **Check for motivation** in order to ensure the use of reinforcers that are valuable at the moment.
	● **Use teaching procedures to maintain value of reinforcement and decrease value of escape:**
	  ● Mix and vary instructional demands
	  ● Intersperse easy and hard demands at a ratio of 80:20
	  ● Use errorless teaching procedures
	  ● Initially use a low and variable ratio of reinforcement (VR=3). Gradually increase the VR when Student shows success with current VR for 10 consecutive school days.
	  ● Use fast-paced instruction to reduce down time, increase her rate of response and to avoid delaying reinforcers.
	  ● Use a promise reinforcer when interrupting Student during a preferred activity and when asking her to transition to a less or non-preferred activity. This means that you will place the demand to transition while showing the reinforcer to the Student and deliver **immediately** if and when Student complies (must wait for compliance).
	  ● **Teach "hands together"** or **"ready hands"** to compete with problem behaviors and to gain instructional control.
	
	<u>Interruptions:</u>
	● Initially staff will use a promise reinforcer when interrupting Student, this means that they will hold up a pre-determined reinforcing item (making sure it is visible to her) while presenting the instruction to transition.
	● If Student complies within 4 seconds, staff will immediately deliver the promise reinforcer.	

	● If Student does not follow the instruction, staff will remove any reinforcers she has in her possession and follow through with the demand, prompting as needed for compliance. ● If follow through is needed, Staff will re-instate reinforcement after she complies with 2-3 easy demands free of problem behavior. ● Staff will provide better reinforcement for the trials with immediate compliance.	
How will team teach the student another skill that competes with the need to engage in problem behavior? (Differential reinforcement procedure)	**<u>Attention:</u>** ● Whenever possible, staff will immediately reinforce Student for any appropriate mands emitted. ● In addition, staff will set up intensive mand sessions to teach Student how to mand appropriately and provide many opportunities to conduct mand training throughout the day. **<u>Told "no"</u>** ● Set up many opportunities each day to teach Student to accept no appropriately (Run at least 25 trials a day) ● Offer an alternative reinforcer as you deny access to the one she can't have. Example – You can't have the book but you can have the ball". In this case she does not get the desired reinforcer (book) and accepts the ball instead. ● If Student engages in problem behavior, present the demand to move to a neutral activity or move away from Student while keep her and others safe. D**o not** allow access to the promise reinforcer, remove it. Instead, continue to present the instruction and use modeling and or physical guidance to assist Student in responding. Follow this prompted trial with a transfer trial where you represent your original demand to see if he will be able to do it with less of a prompt again or even without any prompts. Reinforce after your transfer trial but with less than if he would have complied appropriately the first time. ● Alternate trials of "no" with some trials where she accesses reinforcement. In other words, don't run 25 consecutive trials of accepting no. ● Everyone working with Student will be taught what appropriate behavior should look like and what inappropriate behavior looks like so that inappropriate behavior does not get reinforced. ● If at any time Student accepts no appropriately during naturally occurring situations (outside of doing these practice sessions), she will be immediately differentially reinforced (by providing some other reinforcer). It is suggested to limit the naturally occurring times where she will have to accept no as much as possible, until she has mastered accepting "No". This will be done by using antecedent manipulations (low VR, scheduled manding sessions). **<u>Wait:</u>** Staff will set up many opportunities to teach the skill of waiting with the following procedures: ● Tell the Student "You'll have to wait" or some similar phrase based upon her skill level. ● Begin counting aloud and show the passage of time by using your fingers. Say, "Wait one, two three…" as you hold up your fingers (count will be predetermined based upon Student). ● If problem behaviors do not occur during the entire counting interval, deliver reinforcement. ● However, if at any point during the counting Student engages in problem behavior, restart the count.	

- Ex. “Wait one, two…wait one, two, three” etc.
- Continue this process until you are able to count the entire interval without the Student engaging in problem behavior. At this point you can reinforce Student for waiting appropriately.
- If you repeat the count for many trials and Student continues to engage in problem behavior, you may walk away if it is safe to do so, and Student loses the opportunity to contact reinforcement.
- If Student moves away from you make sure he/she remains safe, but do not follow. Simply end your count and if at any point Student re-approaches you start the procedure over again.
- If time dictates you must move on to another activity, do so, and the opportunity to access this particular reinforcer is lost.
- Gradually increase the wait interval as Student achieves success.
- Once the Student has had multiple opportunities to practice waiting and has shown success, fade the count and say “wait” while counting for the required time interval silently.
- Physically block self-injurious (SIB), aggressive, and property destructive behaviors.
- Provide adequate number of wait trials per day.
- Record trial by trial data and graph daily.

Demand:

Reinforce Student at a variable ratio schedule of 3.
Provide immediate reinforcement for target responses.

In addition staff will use the “interruption transition protocol” to teach Student to be interrupted from a preferred activity to transition to a less preferred activity:

- Set up many opportunities a day to teach Student to be interrupted and transition to a less preferred activity without problem behavior. Start these practice session by placing the learner in a preferred activity and allow some time for the reinforcing value of the activity to build.
- Determine the demand to transition to a less reinforcing activity that you will place on the learner. (These steps can be predetermined and written in advance on an interruption/transition skills tracking sheet to track mastery of steps)
- At **first** make the demands during practice **easy and relatively effortless**, within sight of the reinforcing activity just removed and for only a brief period, e.g. count of 10 once in the less preferred activity. An example might be to ask the learner to put down a toy and sit in a chair from the activity for the count of 10 with the offer of a Promise Reinforcer. (Silent count or show of finger count for some students).
- Intersperse both easy and target transitions during training session. Run target criteria on only 20% or so of each day’s trials; the other 80% of trials should be at levels Student has already mastered.
- Also run trials intermittently in conditions where Student is engaged in a highly preferred activity and may be less likely to cooperate. Cooperation at such times should result in **copious** amounts of reinforcement. In other words, differentially reinforce any and all better performances on transitions (quicker, more successful, problem free transitions get more and better reinforcement.)
- Run these trials both during Natural Environment Teaching, during structured teaching (IT sessions), during high MO activities, etc and on an unpredictable schedule. Don’t just run interruption trials as a session.

	● The reinforcer for complying will be the delivery of the Promised Reinforcer and the opportunity to immediately return to the preferred activity after Student has transitioned without problem behavior. ● Fade the use of Promise Reinforcer through intermittent trials for easy transitions. It will also be necessary to fade the counting procedure and any other stimuli you have used over time to make the transitions initially easier. ● Run as many interruption transition trials per day as possible (20 to 50 per day). A trial equals each time Student leaves the preferred item and then returns to it. ● As Student is successful, transition activities may involve doing other tasks along the way such as put in a puzzle piece; give a non reinforcing item, or gross motor movements. Make note of those tasks you add them. ● If the transition was slow or escape extinction procedures (keep on the demand) were used, practice the transition again within a few trials in order to get a better performance. ● If problem behavior occurred, record data on Interruption/Transition data sheet. ● When Student has mastered transitioning, complying with a few demands, begin to increase the number of demands, the distance from the reinforcing activity, and the length of time in the non-preferred activity. How you do this will vary depending on Student's data obtained once the program is implemented. <u>The data are what will ultimately guide your decision making process on increasing parameters of the demand.</u>	
How will team be sure that engaging in the target behavior for reduction does not result in reinforcement? (Extinction: what will team members do when Student engages in problem behavior?)	**<u>Attention Condition</u>** Make sure Student is <u>NOT</u> accessing attention/reinforcers when he is engaging in the behaviors targeted for reduction i.e. head hitting, face scratching, throwing objects, etc. as this will increase the likelihood of these behaviors occurring again in the future. If Student engages in problem behavior to obtain an item or **<u>attention</u>** staff will use the "count and mand" procedure described here: 1. Hold up your hand as a signal that reinforcement (attention) is not available 2. Wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand. Do not count the passage of time aloud; you may use fingers to show passage of time. Do not start the count until problem behavior has stopped. If problem behavior starts again, then you should stop the count and restart when behavior stops again. 3. Remove and/or block access to all reinforcement when problem behavior occurs. Contacting reinforcement during periods of problem behavior increase episodes of problem behavior in the future. 4. Do not vocalize or make direct eye contact with Student during this time. Added dialogue becomes non-productive and adds attention to the problem behavior. 5. Once you reach your count (with no occurrence of problem behavior) then immediately prompt the appropriate mand and reinforce it. 6. If the count is continually restarted and problem behavior does not stop, discontinue the opportunity to mand. Redirect the Student to engage in another activity. 7. If at any point, Student engages in self-injurious behavior, block his hands from contact to the part of his body he is trying to injure (this may require two adults) but make sure you do not deliver any social attention (to the extent possible), In	

	other words, while blocking him, avoid eye contact, talking to him, or commenting about the behavior). 8. If you had to use blocking (step 7), then start procedure at step 2. 9. Record the episode and duration on the ABC data collection sheet. 10. Fill out the Procedural Integrity check list and review with the teacher. **Told "no" Condition:** If Student is told "no" and exhibits problem behaviors: **1.** The reinforcer is put away or access is blocked to the reinforcing item or activity and withdraw the alternative offer and do not attend to the problem behavior. **2.** Student will be re-directed to a not very reinforcing activity and the use of guided compliance will be used if necessary to complete the next activity. **3.** Student will be blocked from having direct and aggressive physical contact. Do not provide direct eye contact to the problem behavior or have dialogue with Student. This is usually unproductive and provides additional attention to problem behavior and will maintain it. **Demand Condition** If an instruction is given to Student and she exhibits problem behaviors: 1. Block her from having direct and aggressive physical contact. 2. Do not give direct eye contact or have dialogue with Student. 3. Continue to present the demand about every 2-3 seconds with a firm but neutral voice until she responds in a cooperative manner and follow with at least 2 additional easy demands that he has a high probably of doing. 4. If there is cooperation (completing 2-3 compliant demands without problem behavior), reinforce cooperative behaviors immediately. If not repeat steps 1-3. 5. Record the episode and duration of problem behavior. 6. Fill out the Procedural Integrity check list and review with the teacher.	
How will team verify if intervention is successful? Data collection and review procedures	**Frequency count and duration of problem behavior will be collected to monitor effectiveness of interventions in decreasing problem behaviors.** **Criterion for mastery is 10 days in a row of 0 occurrences of problem behavior**. **In addition:** Data will be collected on acquisition of target mand and intensive teaching items and cumulative graphs of acquired targets will allow monitoring of increase in target skills.	
Emergency Procedures/Administrative Review (for significant aggressive or self injurious behaviors)		
Staff Training Procedures	Staff training on the specific interventions and data collection process will be conducted by consultants and internal coach.	

Team members responsible:

I agree with the above behavior plan and give permission for implementation:

Parent Signature:_____

Date:_____

"Accepting NO" Data Sheet

Name: *Date:* *Time:* *to*

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in the box (e.g. Kicking=K, Hitting=H)

Trial	*Reinforcing Situation*	*Alternative Reinforcer Offered*	*Problem Behavior*	*Initials*

Accepting No Treatment Fidelity Checklist:

Date Date:_____ **Staff:**_____

Observer 1:_____**Observer 2:**_____.

	YES	NO	N/A
1. Did you have a variety of reinforcers available?			
2. When denying a reinforcer, did you simultaneously offer an alternative reinforcer? (example: "you can't have ___, but you can have___ while showing the alternative)			
3. If Student accepted the alternative reinforcer, did you immediately deliver it to him?			
4. If he engaged in problem behavior when told "no", did you immediately withdraw the alternative and block all access to reinforcers?			
5. Did you redirect Student to a neutral task or moved away from him (if safe to do so) if problem behavior occurred?			
6. Did you follow through with the instruction as necessary until Student was cooperating free of problem behavior for at least 2-3 easy demands?			
7. Once he was cooperative for at least 2-3 easy demands, did you deliver reinforcement? (but less than when he is cooperative).			
8. Did you alternate "accepting no" trials with trials in which Student received the reinforcer he asked for?			
9. Did you make sure to vary the reinforcer used during "accepting no trials"?			
10. Did you collect data on each trial to indicate whether or not Student was successful at accepting no?			
11. Did you tally all occurrences of problem behavior?			
Percent of correct steps:	**_____/11**		

WAIT DATA SHEET

Name:_____ Date:_____
Time:_____

Behavior Key: The following keys are to specific target behaviors:					
Trial	What student wanted	Wait time interval	# of times needed to count	Behavior	Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Intensive Teaching Treatment Fidelity Checklist:

Date:_____ **Staff:**_____

Observer1:_____**Observer 2:**_____.

	YES	NO	N/A
1. Was instructional area neat and sanitized?			
2. Did instructor have all materials needed for instruction organized and ready?			
3. Did instructor have a variety of valuable reinforcers available?			
4. Did session begin with delivery of reinforcement or an opportunity to mand?			
5. Did instructor gradually fade in the demands/tasks presented?			
6. Did instructor use fast-paced instruction (no more than 2 seconds between 7. Student's response and your next instruction)?			
8. Did instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
9. Were easy and difficult tasks interspersed at the appropriate ratio? 10. Easy/hard ratio: 80/20			
11. Did instructor use a natural tone of voice?			
12. Did instructor reinforce at set VR schedule? 13. VR: 3			
14. Did instructor use 0 second delay prompts for teaching targets?			
15. Did instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
16. Did instructor prompt Student if no response occurred within 2 seconds for a previously mastered item?			
17. Were prompted trials followed by a transfer trial, easy trial(s), and a check trial?			
18. Did instructor differentially reinforce (better reinforcement) target responses?			
19. Did instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
20. If problem behavior occurred, did instructor not remove the demand and follow through by keeping the demand on?			
21. Did instructor deliver less reinforcement following run through's that required extinction (keeping demand on)?			
Percent correct steps	_____**/21**		

Escape Extinction
Procedural Integrity Checklist

Date:_____ **Staff:**_____

Observer1:_____ **Observer2:**_____.

1. If problem behavior occurred when you presented a demand/instruction, did you keep demand on (escape extinction) until instructional control was obtained while maintaining safety of Student?	Y N N/A
2. Once Student complied with original demand without problem behavior, did you present at least 2 other easy tasks?	Y N N/A
3. If Student complied with tasks presented without presenting problem behavior, did you reinforce him?	Y N N/A
4. Did you make sure to reinforce less after running the escape extinction than when you reinforce during a cooperative run-through	Y N N/A
5. If during the presentation of easy tasks, Student reverted to problem behavior, did you repeat steps1 through 4?	Y N N/A
6. Did you tally all occurrences of problem behavior	Y N N/A
7. After having used escape extinction, did you evaluate your teaching to determine the possible reason why problem behavior occurred and what you need to change for your next run through and/or session?	Y N N/A
Percent correct steps	_____/7

INTERRUPTION/TRANSITION DATA SHEET

Name:_____ Date: _____ Time:___ to ____

Target Step: _____ Cold Probe: YES NO

#Y's ____

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in the box.
Hitting = H Bolting = B On Floor = OF Spitting = S Yelling = Y Grabbing = G
Throwing objects = TO Kicking = K

	Location	*Demand*	*Problem Behavior*	*Time to compliance*	*Initial*
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

Running the Interruption-Transition
Procedural Integrity Checklist

Student: _____ Date: _____

1. Did you identify and have prepared in advance the Promise Reinforcers to be used in the interruption transition training?	Y N N/A
2. Did you identify the demand to transition to, the less reinforcing activity to move to, prior to giving the direction?	Y N N/A
3. Did you present the Promise Reinforcer before you gave the direction to transition?	Y N N/A
4. Did you present the direction to transition in clear direct wording?	Y N N/A
5. Did you fade the use of Promise Reinforcer through intermittent trials for easy transitions?	Y N N/A
6. Did you intersperse both easy and target transitions during training session?	Y N N/A
7. Did you run interruption-transition trials on an unpredictable schedule?	Y N N/A
8. Did you run transition trials rarely in relation to other teaching trials? (In other words, did you still have a manding sessions or IT session and use those teaching trials in between the interruption trials?) Don't run transition trials for an entire session.	Y N N/A
9. If the learner successfully complied did you have him return to the preferred activity quickly and did you deliver additional reinforcement?	Y N N/A
10. If problem behavior occurred, did you immediately remove Promise Reinforcer?	Y N N/A
11. If problem behavior occurred, did you keep demand on (escape extinction) until instructional control was obtained while maintaining safety of student?	Y N N/A
12. If the transition was slow or needed escape extinction procedures, did you practice the transition again within a few trials in order to get better performance?	Y N N/A
13. Did you differentially reinforce better performance on transitions (quicker, more successful, problem free transitions get more and better reinforcement?)	Y N N/A
14. If problem behavior occurred, did you record data on Interruption/Transition data sheet?	Y N N/A
Percentage of Yes Responses	/ 14

Interruption/Transition Skills Tracking **Student:** _____

Step	Criteria	Date Introduced	Date Mastered
1.	Briefly moves to one chair right next to the transition activity.		
2.	Moves to one chair right next to the transition activity for a count of 5.		
3.	Moves to one chair right next to the transition activity and completes two easy demands		
4.	Moves 2 feet to another chair.		
5.	Moves 2 feet to another chair and waits for a count of 10.		
6.	Moves 2 feet to another chair and completes 2 easy tasks.		
7.	Moves 2 feet to a chair, then 2 feet to another chair.		
8.	Moves 2 feet to a chair, then 2 feet to another chair for a count of 10.		
9.	Moves 2 feet to a chair, then 2 feet to another chair complete 2-3 easy tasks		
10.	Move 4 feet to a chair.		
11.	Move 4 feet to a chair, and 2 feet to another chair for a count of 10		
12.	Move 4 feet to a chair, and 2 feet to another chair, and waits for a count of 10		
13.	Move 4 feet to one chair, and 2 feet to another chair and does 2-3 additional easy tasks and waits for a count of 10.		
14.	Move 6 feet to a chair and does 2-3 additional easy tasks and waits for a count of 10.		
15.	Move 6 feet to a chair, 4 feet to another chair and waits for a count of 10.		
16.	Move 6 feet to a chair, 6 feet to another chair, and 2 feet to another chair.		
17.	Move 6 feet to a chair, 6 feet to another chair, and 2 feet to another chair and completes 3 easy tasks.		
18.	Move 6 feet to a chair, 6 feet to another chair, 2 feet to another chair and completes 3 easy tasks, waits for a count of 10.		
Additional Criteria Can Be Added Here if Necessary….			
19.			
20.			

Promise Reinforcer Treatment Fidelity Checklist:

Date:_____ **Staff:**_____

Observer1:_____**Observer2:**_____.

	YES	NO	N/A
1. Did I determine a reinforcer that the Student wanted at the moment?			
2. Did I hold the item so that it was visible to the Student just before and as I presented my instruction?			
3. Did I present a clear instruction I wanted the Student to follow? (ie: "It's time to ")			
4. If the Student complied with my instruction within 4 seconds, did I immediately deliver the item?			
5. If the Student did NOT follow the instruction within 4 seconds, did I remove the item and follow through on the demand given (repeat instruction and prompt as necessary until compliance without problem behavior)?			
6. If follow through was needed, did I make sure to have the Student engage in at least 2 more easy responses before I re-instated reinforcement?			
7. Did I provide better reinforcement for those trials with immediate compliance free of problem behavior?			
Percent correct steps	_____/7		

Procedural Integrity Check for Count and Mand

1. Did you hold up your hand as a signal that reinforcement (attention) is not available?	Y N N/A
2. Did you wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand?	Y N N/A
3. Did you do a silent count?	Y N N/A
4. Did you wait for the problem behavior to stop before you started the count?	Y N N/A
5. If problem behavior started again, did you stop the count and restart when behavior stopped again?	Y N N/A
6. Did you remove and/or block access to all reinforcement when problem behavior occurs?	Y N N/A
7. Did you refrain from dialogue and/or make direct eye contact with Student during times of problem behavior?	Y N N/A
8. Once you reached your count (with no occurrence of problem behavior) did you immediately prompt the appropriate mand and reinforce it?	Y N N/A
9. If the count was continually restarted and problem behavior did not stop, did you discontinue the opportunity to mand and redirect the student to engage in another activity?	Y N N/A
Percentage of Y's _____	____ / 9

Wait Protocol Treatment Integrity Checklist

Student_____ Instructor_____

Observer 1:_____ Observer 2: _____

1. Tell the Student "You'll have to wait" or some similar phrase based upon her skill level?	Y N N/A
2. Begin counting aloud and show the passage of time by using your fingers. Say, "Wait one, two three…" as you hold up your fingers (count will be predetermined based upon Student)?	Y N N/A
3. If problem behaviors did not occur during the entire counting interval, did you immediately deliver reinforcement?	Y N N/A
4. If at any point during the counting Student engages in problem behavior, did you restart the count?	Y N N/A
5. Did you continue to restart the count until you were able to count the entire interval without the Student engaging in problem behavior?	Y N N/A
6. If you repeated the count for many trials and Student continues to engage in problem behavior, did you walk away if it was safe to do so?	Y N N/A
7. If Student moved away from you, did you make sure she remained safe, but did not follow and ended your count?	Y N N/A
8. If at any point Student re-approached you, did you start the procedure over again?	Y N N/A
9. Did you block self-injurious and aggressive behaviors?	
10. If time dictated you must move on to another activity, did you move on and the opportunity to access the particular reinforcer was lost?	Y N N/A
Percentage of Y's _____	___ **/10**