

# Treatment Guide / Feedback Sheet (FTF Behavioral Consulting, Inc.)

Treatment Step: \_\_\_\_\_ Implementor: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Skill-Based Treatment	Context	Do's:	Don'ts:
	<b>Child/Client-led time</b> <i>(Their way)</i> (Sr interval)	A. _____ Be sure that many of the client's preferred items/activities are available. B. _____ Be available to and engaged with the client (close in proximity, not distracted, and providing <i>high quality</i> attention in the manner the client prefers). C. _____ Honor all reasonable requests for items, your attention, or saying/doing things a particular way. D. _____ If the client makes an unreasonable request, deny or allow situation to speak for itself & empathize. Non-verbally make sure other items are available. E. _____ Respond to problem behavior by acknowledging it, making an emphatic statement, and making a change (remove any unplanned EOs). F. _____ Program 'client-led' time until the client has been happy, relaxed, and engaged for at least 30 s.	A. _____ Refrain from manipulating the client's toys/items, unless following their lead. B. _____ Refrain from placing any demands, including instructions and questions (i.e., make it clear that the client is in charge and you will follow their lead). C. _____ Refrain from correcting the client (including providing feedback on past problem behavior) or the way they are engaging with an item/activity. D. _____ Do not attempt to redirect or verbally offer choices following denial of unreasonable requests or following problem behavior.
	<b>Adult-led time</b> <i>(Your way)</i> (EO interval)	A. _____ Deliver clear cues to signal change to adult-led time, progressively in a stepwise manner. B. _____ Use clear, concise instructions (e.g., put the blue ball in the bucket). C. _____ Following each instruction, deliver a prompt or move through a prompt sequence as needed. D. _____ Only provide attention relevant to what the client is expected to do (prompting, praise for cooperation). E. _____ Only allow access to materials relevant to what the client is expected to do.	A. _____ Do not present instructions as questions/options. B. _____ Do not comply with client attempts to lead instruction (e.g., "I want to clean up before I sit at the table"). C. _____ Do not <i>negotiate, argue, rationalize, cajole,</i> or repeat prompts that have been ineffective. D. _____ Do not ignore problem behavior. If <i>mild</i> : empathize, encourage persistence, reinforce next bit of cooperation. If <i>severe</i> : empathize, reinforce SPB.  Both: No further trials till HRE. Reflect on what occasioned PB & adjust future trials.
	<b>Transition from adult-led time to client-led time</b> (the schedule) (the unpredictable and intermittent contingency)	A. _____ Deliver clear cues to signal return to client-led time, all at once (not in a stepwise manner). B. _____ It is important that each of the skills "pay off" some of the time. Always reward functional communication and toleration responses <i>some</i> of the time (1 out of every 5). C. _____ Similarly, sometimes surprise reward <i>very small chains</i> of cooperation following a denial (e.g., 1-2 responses). D. _____ Prompt the communication or toleration skills and/or progress the EO if they do not occur (e.g., if client simply cooperates with instructions).	A. _____ Do not habitually reinforce problem behavior (i.e., if it is necessary to reinforce problem behavior, reflect & make changes prior to next trial so that <i>most</i> client-led time follows skill use, not problem behavior). B. _____ Do not foreshadow which skills will be reinforced or how many demands will need to be completed prior to earning client-led time (i.e., keep it unpredictable).

Scoring: *N/A if not applicable*

**Place a checkmark** if analyst/caregiver/staff interacted correctly given every opportunity (100%),

**Place an 'X'** if analyst/caregiver/staff did not interact correctly on all opportunities (<100%)

% of items with checks: Client-led time: \_\_\_\_\_ Adult-led time: \_\_\_\_\_ Transition: \_\_\_\_\_

**Notes:**

Skill-Based Treatment	Context	Do's:	Don'ts:	
	<b>Client-led time</b> <i>(Their way)</i> (Sr interval)	A.	_____	A. _____
		B.	_____	B. _____
		C.	_____	C. _____
D.		_____	D. _____	
E.		_____		
F.		_____		
<b>Adult-led time</b> <i>(Your way)</i> (EO interval)	A.	_____	A. _____	
	B.	_____	B. _____	
	C.	_____	C. _____	
	D.	_____	D. _____	
	E.	_____		
<b>Transition from adult-led time to client-led time</b> (the schedule) (the unpredictable and intermittent contingency)	A.	_____	A. _____	
	B.	_____		
	C.	_____		
	D.	_____		