

Skill-Based Treatment Branches Aligned with Individualized Education Program (IEP) Goals and Objectives



= Examples of Objectives



= Examples of Annual Goals

SBT Step	Description	IEP Objective Example
sFCR	Completed simple functional communication training (FCT)	When presented with events previously shown to reliably evoke problem behavior, the student will emit a functional communication response (e.g., “My way.”) independently and in the absence of problem behaviors <i>across 3 consecutive opportunities presented during a 1:1 instructional session.</i>
cFCR	Completed complex FCT	When presented with events previously shown to reliably evoke problem behavior, the student will obtain adult attention and emit a functional communication response with social niceties (e.g. “Excuse me, may I have my way please.”) independently and in the absence of problem behaviors <i>across 3 consecutive opportunities presented during a 1:1 instructional session.</i>
TR	Completed tolerance training	When requests for student-led time are denied, the student will emit a tolerance response (e.g., “Okay.”) independently and in the absence of problem behaviors <i>across 3 consecutive opportunities presented during a 1:1 instructional session.</i>
CAB 1	Gained instructional control of stopping ongoing activity & relinquishing all positive reinforcers	When presented with an adult direction, the student will stop engaging in an ongoing activity, relinquish all positive reinforcers independently and in the absence of problem behaviors <i>across 3 consecutive opportunities presented during a 1:1 instructional session</i>
CAB 2	Gained instructional control of transitioning to alternative area and readying to listen/learn	When presented with <i>an adult direction</i> , the student will stop engaging in an ongoing activity, relinquish all positive reinforcers, transition to <i>an alternative area</i> , and <i>emit two readiness responses</i> (e.g. take a seat and get in a ready position) <i>independently</i> and in the absence of problem behaviors <i>across 3 consecutive opportunities presented during a 1:1 instructional session.</i>
CAB 3	Gained instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity	<p>Student will <i>independently</i> emit 3 <i>responses/time units of cooperation within a single relevant activity</i> without problem behavior across <i>3 consecutive target trials</i> in at least one <i>relevant behavioral context</i> (e.g., Mathematics, physical activities, language arts).</p> <p><i>Here is an example for a more specific IEP objective:</i></p> <p><i>Given a grade level addition worksheet, the student will independently complete three addition problems without problem behavior, across 3 consecutive opportunities presented during a 1:1 instructional session.</i></p>
CAB 4	Gained instructional control of a few responses/time units of cooperation within multiple relevant activities	<p>Student will <i>independently</i> emit 3 <i>responses/time units of cooperation</i> within <i>multiple relevant activities</i>, without problem behaviors across <i>3 consecutive target trials during a 1:1 instructional session.</i></p> <p><i>Here is an example for a more specific IEP objective:</i></p>

		<i>Given a grade level worksheet, the student will complete three addition/subtraction problems, geometry problems, and word problems without problem behavior across 3 consecutive opportunities presented during a 1:1 instructional session.</i>
CAB 5	Gained instructional control of <i>1 to 10 or more</i> responses/time units of cooperation w/in multiple activities	<p>Student will <i>independently</i> emit more than 10 <i>responses/time units of cooperation</i> within <i>multiple relevant activities</i>, without problem behaviors across <i>3 consecutive target trials</i> in at least one <i>relevant behavioral context</i>.</p> <p><i>Here is an example for a more specific IEP objective:</i></p> <p><i>Given a grade level worksheet, the student will complete a minimum of 10 addition/subtraction problems, geometry problems, and word problems without problem behavior across 3 consecutive opportunities presented during a 1:1 instructional session.</i></p>
CAB 6	CAB 6: Gained instructional control of 1 to 10 or more responses/time units of cooperation w/in multiple activities <i>while being challenged</i>	<p>Student will <i>independently</i> emit more than 10 <i>responses/time units of cooperation</i> within <i>multiple activities</i> while being <i>challenged</i> (e.g., novel tasks, unexpected interruptions, missing materials, teacher attending to other peers) across <i>3 consecutive target trials</i> in at least one <i>relevant behavioral context</i>.</p> <p><i>Here is an example for a more specific IEP annual goal or objective:</i></p> <p><i>Given an instruction presented to the class, the student will complete various grade-level math worksheets, for periods of up to 20-minutes, and will tolerate instructions of new concepts and corrections by their teacher, without problem behavior for 5 consecutive opportunities presented during a small group math lesson in the classroom.</i></p>
Ext. 1	Completed ONE extension of treatment by transferring effects to new people, new locations, or across extended periods	Student will <i>independently</i> emit more than 10 <i>responses/time units of cooperation</i> within <i>multiple activities</i> in <i>three relevant behavioral contexts</i> while being <i>challenged</i> across <i>3 consecutive opportunities presented during a large group lesson in the classroom,</i> with two adults in addition to the original trainer.
Ext. 2	Completed TWO extensions of treatment by transferring effects to new people, new locations, or across extended periods	Student will <i>independently</i> emit more than 10 <i>responses/time units of cooperation</i> within <i>multiple activities</i> in <i>three relevant behavioral contexts</i> while being <i>challenged</i> across <i>3 consecutive opportunities presented during a large group lesson in the classroom</i> in two school settings, with multiple adults.
Ext. 3	Completed THREE extensions of treatment by transferring effects to new people, new locations, or across extended periods	<p>Student will <i>independently</i> emit more than 10 <i>responses/time units of cooperation</i> within <i>multiple activities</i> in <i>three relevant behavioral contexts</i> while being <i>challenged</i> across <i>3 consecutive opportunities presented during a large group lesson in the classroom,</i> in at least three relevant contexts, across two different school settings, and with at least three different adults.</p> <p><i>Here is an example for a more specific IEP goal:</i></p> <p><i>Student will independently participate in up to 20-minutes of grade-level mathematics, without problem behavior, with the classroom teacher and two classroom aides, during large and small group lessons, throughout the school day, in 90% of lessons presented across two weeks.</i></p>