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Aligning Practical Functional Assessment and Skill-Based Treatment with Individualized Education Programs (IEP's)



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Objectives

1. Attendees will be able to describe how Practical Functional Assessment (PFA) can be incorporated into IDEA-compliant IEP assessment processes.
2. Attendees will be able to describe and give examples of scripted, IDEA-compliant IEP goals that incorporate Skill-Based Treatment.

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Our aim with this course is to ensure that the content has value to practitioners around the world who are working to support learners in school contexts.

Aligning PFA and SBT with School IEP's: Course Handouts

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Outline

- a) Aligning Practical Functional Assessment (PFA) with IEP Assessment Requirements
- b) Aligning Skill-Based Treatment (SBT) with IEP Goal Requirements
- c) Case Review
- d) Writing Effective IEP Goals
- e) IEP Goals: Common Mistakes
- f) Collaborating with School Teams
- g) Resources / Appendices

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I.D.E.A.

- Special Education Law in the United States
- Mandates an Individualized Education Program (IEP)
- Requirements of the IEP:
 - Present Level of Academic and Functional Performance (PLAFP)
 - Educational Services
 - Accommodations or modifications

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I.D.E.A.

- Federal vs. State requirements

"State laws can't contradict IDEA, and they can't provide less than the federal law requires. But they can offer more protections to kids and parents."

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Appendix A: Federal and State Resources

- Federal IDEA Requirements:
[Individuals with Disabilities Education Act \(IDEA\)](#)
- State IDEA Requirements:
[IDEA by State - Individuals with Disabilities Education Act](#)

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Aligning PFA with IEP Assessment Requirements

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Why is this Important?

Practical Functional Assessment has unique qualities that make it particularly well-suited to school contexts.

- Designed based on the classroom context
- Results directly inform the selection and creation of IEP goals
- Values-driven (safe, televisable, and dignified)
- Quick, convenient, and efficient

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What parts of the IEP align with PFA-SBT?

1. FBA Assessment
2. Behavior Intervention Plan
3. Annual IEP Goals and Objectives

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Aligning Practical Functional Assessment (PFA) with IEP Requirements

Setting an IEP baseline:

Functional Behavioral Assessment (FBA)

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Aligning PFA with FBA

Functional Behavior Assessment	Practical Functional Assessment	
Indirect Assessment	Open-Ended Interview PFA Planning Workbook	←
Observation	Classroom Observation Assessment	←
Direct Assessment	*IISCA Implementation	

*IISCA: Interview-Informed Synthesized Contingency Analysis

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Classroom Observation Assessment

Observations for the Behavioral Design of IEP Goals (with the End in Mind)

Take observations to identify and describe individual students' (and groups) performance in the natural environment. Gather a variety of observations to inform the design of IEP goals that meet the individual needs of each student. (20 pages)

Expectations for Observations

- Take observations to identify and describe individual students' (and groups) performance in the natural environment.
- Consider the conditions and circumstances. In some types of classrooms that will require a variety of observations. Consider how to observe in multiple settings.
- Consider the behavior to be observed. Determine the specific behaviors that are to be observed.
- Consider the quality/quantity of performance required by your team. Are there any specific requirements or standards that must be met?
- Consider the safety of the observation. Are there any safety concerns that must be addressed?

Expectations for Feedback

- Use the information gathered to determine the individual student's performance.
- Consider the quality/quantity of performance required by your team. Are there any specific requirements or standards that must be met?
- Consider the safety of the observation. Are there any safety concerns that must be addressed?

Expectations for Engagement

- Consider the student's engagement in the observation.
- Consider the student's engagement in the observation.

Expectations for Student Teacher Interaction

- Consider the student's interaction with the teacher during the observation.
- Consider the student's interaction with the teacher during the observation.

Other

• Consider any other information that is relevant to the observation and feedback.

Observations for the Behavioral Design of IEP Goals - Expected Version

Based on the information gathered, create a list of observations that may be used to inform the design of IEP goals.


Provide the following information for each observation:

- Student Name
- Date
- Time
- Location
- Description of the observation
- Quality/Quantity of performance
- Safety concerns
- Student engagement
- Student-Teacher interaction

Use as a Break - Good/Not

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Aligning PFA with FBA

Functional Behavior Assessment	Practical Functional Assessment
Indirect Assessment	Open-Ended Interview PFA Planning Workbook
Observation	Classroom Observation Assessment
Direct Assessment	*IISCA Implementation 

*IISCA: Interview-Informed Synthesized Contingency Analysis

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Locating Components of the FBA in the PFA-SBT Workbook

Components of Functional Behavioral Assessment (FBA)	Corresponding PFA-SBT Documentation
Define the problem behavior	OEI: Q's 5-9 Workbook: Section 'PFA', Q 7
Identify contextual factors that contribute to the behavior	OEI: Q's 10-14; Workbook: Section 'PFA' Q, 5 & 6 Workbook: Section 'UniPro', Q's 1-6
Formulate a hypothesis as to the probable antecedents and consequences	OEI: Q's 15-20
Use multiple sources of data	OEI: COA, IISCA
Provide a baseline for problem behavior	Historical data, UniPro baseline, COA, IISCA
Detail antecedents	OEI: Q's 10-14 & IISCA Results Workbook: Section 'UniPro', Q's 1-6
Identify reinforcing consequences	OEI: Q's 15-20 & IISCA Results
Recommend alternative skills or behaviors to be taught	Workbook: Section 'UniPro' Q's 1, 2, 3, & 7
Assess student's preference for reinforcement	Workbook: Sections 'PFA' Q, 6 & 'SBT' pgs 16-24 OEI: Q's 3-4 & IISCA Results Workbook: Sections 'PFA' Q's 3&4, and UniPro Q's 1-4

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Define the Problem Behavior

Challenging Behaviors and Baseline Data:

Through the open-ended interviews, physical aggression and tantrums were identified as the challenging behaviors (CB) to be tracked in establishing a baseline during the PFA. Baseline data were collected across multiple settings, activities, people, and times of day from 09/21/2022-09/30/2022.

Physical Aggression is defined as lane biting, scratching, kicking, and forcing her chin into staff's body.

- Frequency: During baseline, Jane engaged in physical aggression a total of 46 instances (with a daily average of 9.2 and a daily range of 4-9 instances).
- Duration: Jane's duration of aggression ranged from 45 seconds to 30 minutes during baseline.

Tantrums are defined as Jane throwing herself to the ground screaming and crying while thrashing her arms and legs around.

- Frequency: During baseline, Jane engaged in tantrums a total of 50 instances (with a daily average of 10 and a daily range of 3-18 instances).
- Duration: Jane's duration of tantrums ranged from one minute to 30 minutes during baseline.

There are five precursor behaviors (CB) that were targeted for reinforcement during the practical functional analysis, to avoid the actual emergence of the challenging behavior.

- Rocking, loud vocalizations, grinding teeth, heavy eyes/ crying, grabbing items from others.

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Sample FBA Report



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What parts of the IEP align with PFA-SBT?

1. FBA Assessment
2. Behavior Intervention Plan
3. Annual IEP Goals and Objectives

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Aligning Practical Functional Assessment (PFA) and Universal Protocols (UniPro) with BIP Requirements

Creating a Plan:

Behavior Intervention Plan (BIP)


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Locating Components of the BIP in the PFA-SBT Workbook

Components of the Behavior Intervention Plan (BIP)	Corresponding PFA-SBT Documentation
Identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior.	Workbook: Section 'UniPro': Q's 1, 2, 5, & 6
Identify strategies to teach individual alternative and adaptive behaviors to the student.	Workbook: Section 'SBT', pages 16-24
Identify consequences for the targeted (inappropriate behavior(s) and alternative acceptable behavior(s).	Workbook: Section 'UniPro': Q's 3 & 7 Workbook: Section 'PFA', Q's 8, 9, & 10
Identify a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.	Workbook: Section 'UniPro', pages 42-45.

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Identifying Strategies to Teach Alternative Behaviors



Replacement Behaviors:

- When presented with events previously shown to reliably evoke problem behavior, Jane 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 across 3 consecutive opportunities presented during a 1:1 instructional session.
- When requests for student-led time are denied, Jane will emit a tolerance response (e.g., "Okay.") independently and in the absence of problem behaviors across 3 consecutive opportunities presented during a 1:1 instructional session.
- When presented with an adult direction, Jane will stop engaging in an ongoing activity, relinquish all positive reinforcers, transition to an alternative area, and emit two readiness responses (e.g., take a seat and get in a ready position) independently and in the absence of problem behaviors across 3 consecutive opportunities presented during a 1:1 instructional session.

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Locating Components of the BIP in the PFA-SBT Workbook

Components of the Behavior Intervention Plan (BIP)	Corresponding PFA-SBT Documentation
Identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior.	Workbook: Section 'UniPro': Q's 1, 2, 5, & 6
Identify strategies to teach individual alternative and adaptive behaviors to the student.	Workbook: Section 'SBT', pages 16-24
Identify consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s).	Workbook: Section 'UniPro', Q's 3 & 7 Workbook: Section 'PFA', Q's 8, 9, & 10
Identify a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.	Workbook: Section 'UniPro', pages 42-45.

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Creating the BIP Using a Personalized Universal Protocol

The Personalized Universal Protocol

- Identify the target behavior(s) to be addressed.
 - Clearly define the behavior and state all forms.
 - Identify what the behavior is intended to be replaced with (i.e., not just a replacement, but a more appropriate behavior).
- Identify the antecedents.
 - Identify the trigger, antecedent, and/or stimulus that activates the behavior.
 - Identify the time of day and situations in which the behavior occurs.
- Identify the target behavior(s) to be addressed.
 - Clearly define the behavior and state all forms.
 - Identify what the behavior is intended to be replaced with (i.e., not just a replacement, but a more appropriate behavior).
- Identify the consequences for the target behavior(s).
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BIP Example

BEHAVIOR INTERVENTION PLAN (BIP)

Name: Jane Doe School: ABC Academy Date of Birth: 05/15/2012
 Date of Assessment: 06/15/2022 Date of Report: 06/15/2022
 Reported by: Jane Doe, Behavior Specialist

Behavior

Identifying Antecedents and Consequences

Functional Hypothesis

Interventions

Monitoring and Evaluation

Notes

Aligning PFA and SBT with School IEP's: Course Handouts

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What parts of the IEP align with PFA-SBT?

1. FBA Assessment
2. Behavior Plan of Intervention
3. Annual IEP Goals and Objectives

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Aligning SBT with IEP Goal Requirements

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Why is this important?

"SBT is important, but we need to have time to work on their IEP goals."

"It's great that they're improving in SBT, but we haven't made improvements on the IEP goals."

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Aligning SBT Goals with IEP Requirements

IEP Goal Sequence

SBT Resource

Step 1: Script a Terminal or 'Annual' Goal

Open-Ended Interview, Classroom Observation Assessment, PFA-SBT Workbook and ISCA Results

Step 2: Task Analyze the Terminal Goal into 'Objectives'

ISCA, SBT IEP Goal Alignment Document

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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
SBT 1	Completed simple functional communication beyond PFCV	When presented with simple personally relevant to student's daily problem behavior, the student will make a functional communication response (e.g., "No") within 10 seconds of the onset of the problem behavior.
SBT 2	Completed complex ICT	When presented with simple personally relevant to student's daily problem behavior, the student will obtain the necessary materials to complete a functional communication response to the social situation (e.g., "No") within 30 seconds of the onset of the problem behavior.
SBT 3	Completed behavior training	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond during 10 opportunities during 2 15-minute sessions.
SBT 4	General instructional control of engaging response across 8 consecutive sessions of practice activities	When presented with simple personally relevant to student's daily problem behavior, the student will engage in an engaging activity, relinquish all control of the activity, and respond to the direction of the teacher within 10 seconds of the onset of the problem behavior.
SBT 5	General instructional control of responding to direction across 8 consecutive sessions of practice activities	When presented with simple personally relevant to student's daily problem behavior, the student will respond to an instructional cue, and will not respond to the cue until the cue is repeated independently and in the absence of problem behavior across 2 consecutive opportunities during 10 opportunities during 2 15-minute sessions.
SBT 6	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.
SBT 7	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.

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SBT 7	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.
SBT 8	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.
SBT 9	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.
SBT 10	General instructional control of New 1-3 responses from each set of cooperation within a single relevant activity	When presented with simple personally relevant to student's daily problem behavior, the student will independently and in the absence of problem behavior across 2 consecutive opportunities respond to the cue within 10 seconds of the onset of the problem behavior.

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Selecting Performance Criteria for IEP Goals

Learner Informed

Backwards design

- Context: SBT Treatment vs. SBT Generalization
 - IEP Objectives (Treatment) vs. IEP Annual Goals (Generalization and Extension)
 - "3 consecutive correct trials" vs. "90% of sessions, across 2 weeks in large group classroom instruction with at least two teachers, occur in the absence of problem behavior"
- Social Validity: Developmental and Grade-Level Expectations
- Environmental Requirements: Safety, Academic Assessment
- Risks: Insufficient vs. Excessive
- Measurement

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Case Review

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Timeline of the IEP Process

IEP Sequence SBT Resource

Schedule the IEP

- i. Mandated Notice Period Requirements
- ii. Mandated Attendee Requirements

Meet with IEP Team

- i. Gain written consent for PFA assessment (FBA)
- ii. Review historical baseline data

Complete the Assessment

Follow Up Meeting with IEP Team

- i. Gain consent for IEP goals, including BIP

Appendix A: Finding Federal and State IEP Requirements

Appendix B: Gaining Informed Consent for PFA-SBT

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Profile 1: Early Learner

IISCA Data

IISCA Summary

- R2's occurred immediately and consistently upon presentation of request to relinquish.
- R2s were readily shaped in response to the presentation of the EO.
- The student lacks the early SBT skills of communication, toleration, relinquishing and transitioning.

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IEP Goal Priority	Step in the SBT Process
	Communication
	Toleration
	Relinquishing
	Transitioning
Presentation of Work Demands	CAB 3
Variety of Work Demands	CAB 4
Duration of Work Demands	CAB 5
Work under Challenge Conditions	CAB 6
Setting, Person, Time, Extensions	Generalization and Extension

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CAB 3	Obtain instructional content of 70-75 or more responses from each of cooperative 7-10 multiple activities within multiple sessions.	Obtain a grade-level worksheet: the student will complete three addition/subtraction problems, picture problems, and word problems without problem behavior across 7 consecutive opportunities presented during 12 instructional sessions. Student will independently meet more than 10 responses from each of cooperative 7-10 multiple activities, without problem behavior across 7 consecutive goal trials in at least one subject classroom setting. Here is an example for a more specific IEP objective: Obtain a grade-level worksheet: the student will complete a maximum of 10 additional instruction problems, picture problems, and word problems without problem behavior across 7 consecutive opportunities presented during 12 instructional sessions.
CAB 4	CAB 4: Obtain instructional content of 1 to 10 or more responses from each of cooperative 7-10 multiple activities when being challenged.	Obtain a grade-level worksheet: the student will complete a maximum of 10 additional instruction problems, picture problems, and word problems without problem behavior across 7 consecutive opportunities presented during 12 instructional sessions. Obtain a grade-level worksheet: the student will complete various grade-level math worksheets, for periods of time 15-20 minutes, and will complete instructions of these worksheets and responses to first teacher's problem behavior across 7 consecutive opportunities presented during a small group math lesson in the classroom. Here is an example for a more specific IEP annual goal or objective: Obtain a grade-level worksheet: the student will complete various grade-level math worksheets, for periods of time 15-20 minutes, and will complete instructions of these worksheets and responses to first teacher's problem behavior across 7 consecutive opportunities presented during a small group math lesson in the classroom.
Exc 1	Completed 100% responses of treatment by teachers/efforts to one specific unit position, in across extended periods.	Acquire 100% independent responses which being challenged across 7 consecutive opportunities presented during a small group lesson in the classroom, with two adults in addition to the original teacher.
Exc 2	Completed 100% responses of treatment by teachers/efforts to one specific unit position, in across extended periods.	Student will independently meet more than 10 responses from each of cooperative 7-10 multiple activities in three different classrooms or settings, without problem behavior across 7 consecutive opportunities presented during a large group lesson in the classroom, in two school settings, with multiple adults.
Exc 3	Completed 100% responses of treatment by teachers/efforts to one specific unit position, in across extended periods.	Student will independently meet more than 10 responses from each of cooperative 7-10 multiple activities in three different classrooms or settings which being challenged through the use of 80% of opportunities across two weeks, in at least three different settings, across two different school settings, and will meet these additional skills. Here is an example for a more specific IEP goal: Student will participate in grade-level mathematics: reading comprehension, and physical activities independently and without problem behavior with all their teachers in various locations throughout the school day, in 80% of opportunities across two weeks.

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Profile 1: Early Learner

SBT Goal: CAB 6

- Gained instructional control of 1 to 10 or more responses/time units of cooperation w/in multiple activities *while being challenged.*

IEP Goal: Academic Achievement

- Given a verbal instruction from the teacher, Jane will *cooperate with prompts to stop playing and transition to a shared worktable* to complete up to 10 fine motor, gross motor, or object imitation responses, *accepting corrections* from the teacher, while *peers engage in work or play* at the same workspace, at a minimum of 4 out of 6 consecutive opportunities.

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Skill Based Treatment Branches Aligned with Individualized Education Program (IEP) Goals and Objectives	
IEP Objective	IEP Objective Example
Completed complex FCT	When presented with event previously shown to reliably evoke problem behavior, the student will emit a functional communication response with vocal marker (e.g., "Yes") <i>independently</i> and in the absence of problem behaviors across 3 consecutive opportunities presented during 2,2 instructional sessions.
Completed tolerance training	When required to tolerate an aversive, the student will emit a tolerance response (e.g., "Yes") <i>independently</i> and in the absence of problem behaviors across 3 consecutive opportunities presented during 2,2 instructional sessions.
Gained instructional control of engaging ongoing activity in relinquishing all positive reinforcers	When presented with an adult direction, the student will stop engaging in an ongoing activity; relinquish all positive reinforcers, including toys or manipulatives, and stop their tolerance response (e.g., "Yes") and get in a ready position <i>independently</i> and in the absence of problem behaviors across 3 consecutive opportunities presented during 2,2 instructional sessions.
Gained instructional control of a low (5-10) response time unit of cooperation within a single relevant activity	Student will <i>independently</i> meet 3 representative units of cooperative within a single relevant activity (e.g., collaboratively prepare an item, ongoing etc.) <i>Here is an example for more specific IEP objective:</i>
Gained instructional control of a low response time unit of cooperation within multiple relevant activities	Given a grade level addition worksheet, the student will <i>independently</i> complete three addition problems within problem behavior across 3 consecutive opportunities presented during 2,2 instructional sessions. <i>Student will independently</i> meet 3 representative units of cooperation within multiple relevant activities, without problem behaviors across 3 consecutive target trials during a 2,2 instructional session. <i>Here is an example for more specific IEP objective:</i>
Gained instructional control of 1 to 10 or more response time units of cooperation, or in multiple activities	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 2,2 instructional sessions. <i>Student will independently</i> meet more than 10 representative units of cooperation within multiple relevant activities, without problem behaviors across 3 consecutive target trials in at least one relevant behavioral session.

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Objectives

SBT / IEP Objectives:

- Given an event reported to reliably evoke problem behavior, the student will emit a functional communication response (press a Big Mac button) *independently* and in the absence of problem behaviors across 3 consecutive trials. (FCR)
- Given an adult direction, the student will stop engaging in an ongoing activity, relinquish all positive reinforcers *independently* in the absence of problem behaviors across 3 consecutive trials. (CAB 1)

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Profile 1: Early Learner

SBT Goal: Extension 1 – Generalization to Peers Completed ONE extension of treatment by transferring effects to new people, new locations, or across extended periods.	IEP ANNUAL GOAL: Social Development Given a verbal instruction from the teacher, the student will cooperate with prompts to stop an ongoing activity and transition to a <i>shared work or play space</i> and will independently complete up to 10 turns with a play activity selected by and shared with a peer, across 4 out of 6 consecutive opportunities.
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Selecting IEP Goals

- Addressing evocative contexts
- Addressing missing skills for HRE
- Addressing skills that important to stakeholders

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Other Considerations for Selecting IEP Goals

Using SBT to Address Present Level of Performance Requirements

- Academic Achievement and Functional Performance
- Social Development
- Physical Development
- Management Needs

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Other Considerations for Selecting IEP Goals

Using SBT to Support Achievement for All Members of the IEP Team

- Annual Goals for Communication (SLP)
- Annual goals for Physical Skills (OT)

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"When presented with events previously shown to reliably evoke problem behavior, the student will raise their hand and wait for up to 2-minutes for adult attention. **When attention is gained**, the student will independently emit **varied** functional communication responses **with social niceties** (e.g. "Excuse me, may I have my way please") in the absence of problem behaviors, and will tolerate **intermittent reinforcement** of those requests, across 90% of opportunities presented during a classroom-based group instruction."

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Other Considerations for Selecting IEP Goals

- Understanding the importance of HRE

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Writing Effective Goals

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Step 3: Evaluate your goal according to 'S.M.A.R.T.' criteria

- Specific
- Measurable
- Attainable
- Relevant
- Time-Bound

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INCOMPLETE GOAL	MISSING INFORMATION	REVISED GOAL
Student will independently complete grade-level math worksheets without problem behavior across three consecutive target trials.	1. Specific 2. Attainable	Student will tolerate instruction and corrective feedback from the teacher while completing grade-level math worksheets for mastered and new concepts, without problem behavior across three consecutive target trials.

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Common Mistakes

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Aligning SBT Goals: Common Mistakes

Common mistakes in IEP goal writing occur when goals:

- lack specificity (too broad)
 - Lack clear priority (i.e., independence vs. cooperation)
 - Lack consideration of support requirements (type, quantity, duration)
 - Do not consider the requirements of the terminal environment
- do not reflect a reasonable achievement in time allowed (i.e., annual goals are too limited)
- do not accurately reflect the current performance of the learner
- do not address the EO's or skill deficits that underlie problem behavior
- do not articulate a meaningful outcome for the learner
- employ excessive or insufficient mastery criteria
- lack consideration of performance-based contingencies

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Collaborating with School Teams

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Collaborating with IEP Teams

- i. **Effective collaboration during the IEP meeting**
 - i. Sharing important information about the PFA-SBT process
 - ii. Listening and Asking Questions to identify priorities
 - iii. Using non-technical language
- ii. **Communicating results with the IEP team.**
 - i. Discussing and documenting the current level of performance of the learner.
- iii. **Monitoring and Adjusting IEP Goals**

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Appendix J: Translating SBT Terms

PFA-SBT Term	Possible IEP Language
Synthesized Reinforcement	Happy, Relaxed, and Engaged (HRE) / 'perfect day' / happy place / reinforcement context / <u>student's</u> way / child-led time
CABS	Skills to replace problem behavior / learning to learn steps / task analysis of skills / chains of appropriate behaviors
Branches	IEP goals or objectives / long term goals / important skills / priority skills
Establishing Operations	Challenges / triggers / evocative events / triggering events / teacher-led time
Functional Communication Response	Communication (to replace problem behavior) / requests to replace problem behavior
Toleration	Self-regulation for frustration / learning to handle 'No' / coping with disappointment / handling denied access to preferred items
Grey Reinforcement	Missing reinforcers / thinning reinforcement / normalizing reinforcement / approximating the natural environment / preparing the learner for the amount and types of reinforcement that are available in school.

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Resources

- Appendix A: Federal and State Resources on IEP requirements
- Appendix B: Gaining Informed Consent for PFA-SBT
- Appendix C: Classroom Assessment Observation (COA)
- Appendix D: Locating Components of FBA and BIP in PFA-SBT Workbook
- Appendix E: Sample FBA Report
- Appendix F: Sample BIP Report
- Appendix G: SBT Branches Aligned with IEP Goals and Objectives
- Appendix H: Example SMART Goals
- Appendix I: SMART Goals Editing Checklist
- Appendix J: Translating PFA-SBT Terminology

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Thank you!

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