

Parent Binder: Training

Table of Contents

1. Training Materials.....	2
a. Intro.....	3
i. Practice Questions Answer Sheet.....	4
b. Attention.....	5
i. Cheat Sheet.....	6
ii. Practice Questions Answer Sheet.....	7
iii. Video Questions Answer Sheet.....	19
c. Tangible.....	14
i. Cheat Sheet.....	15
ii. Practice Questions Answer Sheet.....	16
iii. Video Questions Answer Sheet.....	18
d. Escape.....	23
i. Cheat Sheet.....	24
ii. Practice Questions Answer Sheet.....	25
iii. Video Questions Answer Sheet.....	27
e. Data Interpretation.....	32
i. Cheat Sheet.....	33
ii. Practice Questions Answer Sheet.....	34
f. Data Management/Entry.....	38
i. Cheat Sheet.....	39
ii. Practice Questions Answer Sheet.....	41
2. TBFA Associated Materials.....	45
a. Summary Sheet.....	46
3. Data Sheets.....	47
a. TBFA data sheets.....	48
i. Attention.....	49
ii. Tangible.....	50
iii. Escape.....	51
iv. Attention.....	52
v. Tangible.....	53
vi. Escape.....	54
b. Pre-Filled out Data Sheets.....	55
i. Data sheet Set 1.....	56
ii. Data sheet Set 2.....	59
iii. Data sheet Set 3.....	62
iv. Data sheet Set 4.....	65
v. Data sheet Set 5.....	68
vi. Data sheet Set 6.....	71



Training Materials



Intro

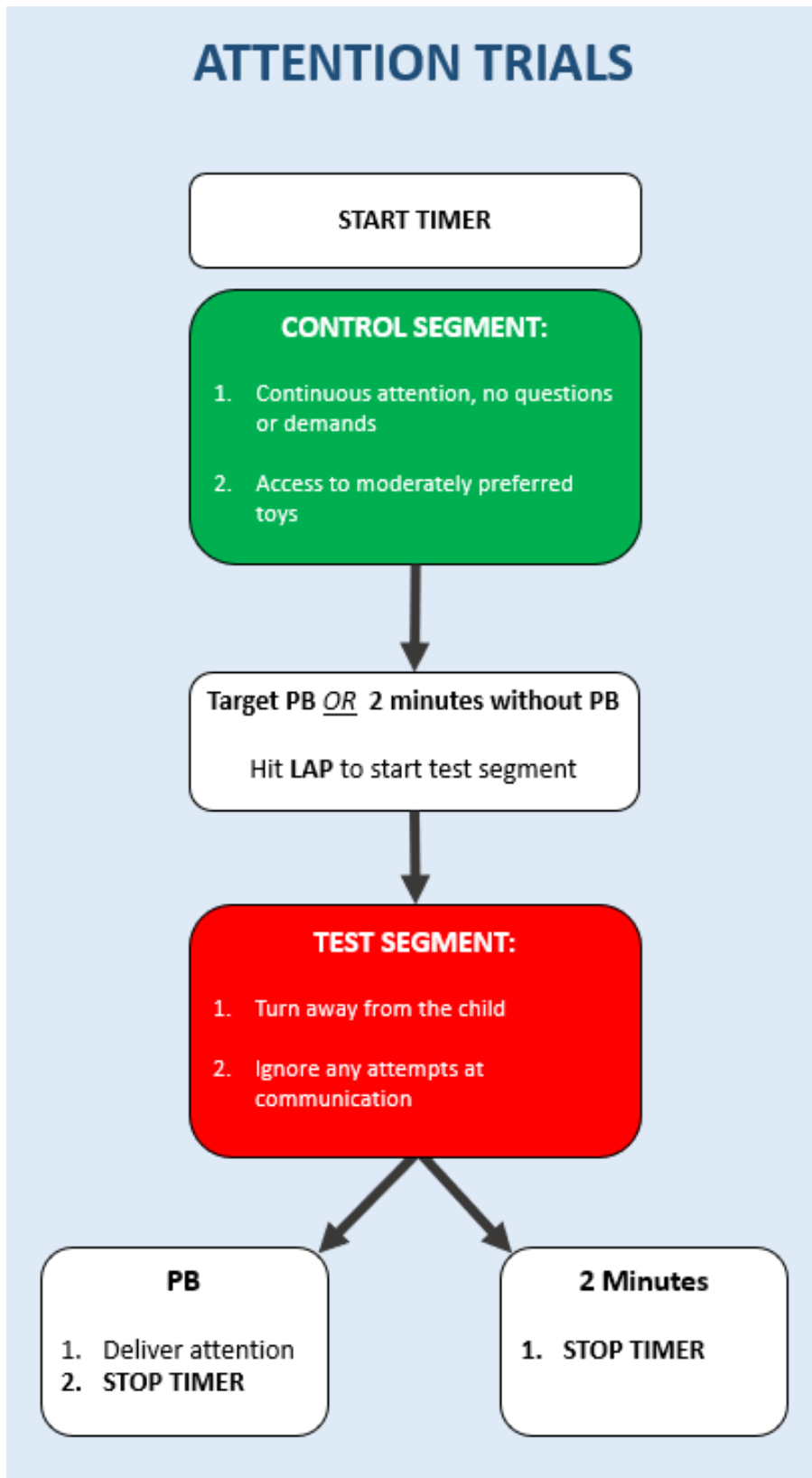


Introduction to Trial-Based FA Answer Sheet

1. Practice Question #1: **How many segments are in one trial?**
 - a. One
 - b. Two
 - c. Three
 - d. Four
 - e. Five
2. Practice Question #2: **In what order do you conduct the segments of a trial?**
 - a. Control then Test
 - b. Test then Control
3. Practice Question #3: **How long is each segment (control or test) of a trial?**
 - a. One Minute
 - b. Two Minutes
 - c. One minute, or until problem behavior occurs
 - d. Two minutes, or until problem behavior occurs
 - e. Four minutes, or problem behavior occurs
4. Practice Question #4: **What is latency?**
 - a. The number of times problem behavior occurs
 - b. The amount of time passed from the start of a segment and problem behavior occurring
 - c. The amount of time passed in between control and test segments
 - d. Four minutes
5. Practice Question #5: **What button on the timer do you press if problem behavior occurs in the control segment?**
 - a. The start/stop button
 - b. The mode button
 - c. The recall button
 - d. The lap button
6. Practice Question #6: **What button on the timer do you press if problem behavior occurs in the test segment?**
 - a. The start/stop button
 - b. The mode button
 - c. The recall button
 - d. The lap button



Attention



Trial Type 1: Attention Trials



Trial Type 1: Attention Trials

1. Practice Question #1: **How frequently should the therapist provide attention in the control segment?**
 - a. At least once every 10s
 - b. At least once every 30s
 - c. The therapist should not provide attention
 - d. Only once in the control segment
 - e. Not until the test segment begins
2. Practice Question #2: **Is it okay for the therapist to ask questions during the control segment?**
 - a. No
 - b. Yes
3. Practice Question #3: **What should the therapist do if the student asks a question or changes the subject?**
 - a. Ignore the student
 - b. Remind the student of the topic
 - c. Give a contextually appropriate response
 - d. Ask the student why she changed the topic
 - e. End the control segment and begin the test segment
4. Practice Question #4: **What type of items should the student have access to?**
 - a. Only high-preferred items. NOT moderate- or low-preferred items
 - b. Only low-/moderate-preferred items. NOT high-preferred items
 - c. Only items that the students appropriately requests
 - d. Only items necessary for school work
 - e. The student should have access to no items
5. Practice Question #5: **What should the therapist do if the student engages in non-targeted problem behavior?**
 - a. End the control segment and begin the test segment
 - b. Make sure the student knows problem behavior is not OK
 - c. Praise the student
 - d. Ignore it and continue to provide attention
 - e. Make the student apologize
6. Practice Question #6: **How should the therapist respond to targeted problem behavior during the control segment?**
 - a. Make sure the student knows that problem behavior is not OK
 - b. Praise the student
 - c. Ignore it and continue to provide attention
 - d. Start the control segment over
 - e. Hit "lap" on the timer, end the control segment, and begin the test segment
7. Practice Question #7: **How should you start a test segment?**
 - a. Announce that the test segment is beginning
 - b. Tell student "I can't talk to you when you act like that" and turn away
 - c. Ignore the student unless she asks a question
 - d. Wait at least 5 minutes after the control segment ends, then start the test segment
 - e. Turn away from the student, and begin ignoring her
8. Practice Question #8: **What should you do if the student asks a question?**
 - a. Ignore the question
 - b. Give a contextually appropriate response
 - c. Tell the student "I can't talk to you right now"
 - d. Give a visual cue to tell the student to wait



- e. Give attention and end the trial
9. Practice Question #9: **What should you do if the student engages in non-targeted problem behavior?**
- a. Make sure the student knows that problem behavior is not OK
 - b. Hit “start/stop” on the timer, provide the prescribed type of attention, and end the trial
 - c. Ignore it
 - d. Tell the student “I can’t talk to you right now”
 - e. Take materials away from the student
10. Practice Question #10: **What should you do if the student engages in the target behavior in the test segment?**
- a. Ignore it
 - b. Hit “start/stop” on the timer, provide the prescribed type of attention, and end the trial
 - c. Take materials away from the student
 - d. Start the test segment over
 - e. Tell the student “I can’t talk to you right now”



Implementation (Attention- Video Questions)

Attention Control

1. Video Question #1 (clip 10): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
2. Video Question #2 (clip 11): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - f. Therapist should have ended control segment by looking away and ignoring student.
 - g. Therapist should *not* have ended control segment
3. Video Question #3 (clip 12): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
4. Video Question #4 (clip 13): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
5. Video Question #5 (clip 14): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist did not provide contextually appropriate attention
 - e. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - f. Therapist should have ended control segment by looking away and ignoring student.
 - g. Therapist should *not* have ended control segment
6. Video Question #6 (clip 15): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item



- d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
7. Video Question #7 (clip 16): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
8. Video Question #8 (clip 17): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
9. Video Question #9 (clip 18): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
10. Video Question #10 (clip 19): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.
 - h. Therapist should *not* have ended control segment
11. Video Question #11 (clip 20): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Student had access to high-preferred item
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide contextually appropriate attention
 - f. Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - g. Therapist should have ended control segment by looking away and ignoring student.



- h. Therapist should *not* have ended control segment
12. Video Question #12 (clip 21): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student was asked to do or say something
 - Student had access to high-preferred item
 - Therapist reacted to behavior she should have ignored
 - Therapist did not provide contextually appropriate attention
 - Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - Therapist should have ended control segment by looking away and ignoring student.
 - Therapist should *not* have ended control segment
13. Video Question #13 (clip 22): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student was asked to do or say something
 - Student had access to high-preferred item
 - Therapist reacted to behavior she should have ignored
 - Therapist did not provide contextually appropriate attention
 - Therapist did not provide sufficient attention (i.e., at least once every 10 s)
 - Therapist should have ended control segment by looking away and ignoring student.
 - Therapist should *not* have ended control segment

Attention Test

14. Video Question #14 (clip 23): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Somebody else talked to student
 - A demand was placed on student
 - Student had access to high-preferred item
 - Therapist *did not* provide attention for self biting
 - Therapist provided attention for wrong behavior
15. Video Question #15 (clip 24): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Somebody else talked to student
 - A demand was placed on student
 - Student had access to high-preferred item
 - Therapist *did not* provide attention for self biting
 - Therapist provided attention for wrong behavior
16. Video Question #16 (clip 25): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Somebody else talked to student
 - A demand was placed on student
 - Student had access to high-preferred item
 - Therapist *did not* provide attention for self biting
 - Therapist provided attention for wrong behavior
17. Video Question #17 (clip 26): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Somebody else talked to student
 - A demand was placed on student
 - Student had access to high-preferred item
 - Therapist *did not* provide attention for self biting
 - Therapist provided attention for wrong behavior



18. Video Question #18 (clip 27): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Somebody else talked to student
 - c. A demand was placed on student
 - d. Student had access to high-preferred item
 - e. Therapist *did not* provide attention for self biting
 - f. Therapist provided attention for wrong behavior
19. Video Question #19 (clip 28): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Somebody else talked to student
 - c. A demand was placed on student
 - d. Student had access to high-preferred item
 - e. Therapist *did not* provide attention for self biting
 - f. Therapist provided attention for wrong behavior
20. Video Question #20 (clip 29): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Somebody else talked to student
 - c. A demand was placed on student
 - d. Student had access to high-preferred item
 - e. Therapist *did not* provide attention for self biting
 - f. Therapist provided attention for wrong behavior
21. Video Question #21 (clip 30): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Somebody else talked to student
 - c. A demand was placed on student
 - d. Student had access to high-preferred item
 - e. Therapist *did not* provide attention for self biting
 - f. Therapist provided attention for wrong behavior
22. Video Question #22 (clip 31): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. A demand was placed on student
 - c. Student had access to high-preferred item
 - d. Therapist *did not* provide attention for self biting
 - e. Therapist provided attention for wrong behavior
23. Video Question #23 (clip 32): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Somebody else talked to student
 - c. A demand was placed on student
 - d. Student had access to high-preferred item
 - e. Therapist *did not* provide attention for self biting
 - f. Therapist provided attention for wrong behavior



Tangible

TANGIBLE TRIALS

START TIMER

CONTROL SEGMENT:

1. Access to 1-2 high preferred items
2. Attention once every 30 s, respond to appropriate communication. No questions or demands.

Target PB OR 2 minutes without PB

Hit LAP to start test segment

TEST SEGMENT:

1. Take items away
2. Attention once every 30 s, respond to appropriate communication. No questions or demands.

PB

1. Give items back
2. **STOP TIMER**

2 Minutes

1. **STOP TIMER**



Trial Type 2: Tangible Trials

1. Practice Question #1: **What should the student have at the beginning of the control segment?**
 - a. Only materials necessary for school work
 - b. Only low- or moderate-preferred items
 - c. Only items she is currently engaging with when the segment starts
 - d. High-preferred items and whatever she is engaging with when the segment starts
 - e. Only edible items
2. Practice Question #2: **When should the therapist provide attention during control segment?**
 - a. Only when the student asks a question
 - b. Only when the student engages in problem behavior
 - c. Only when the student asks a question about a preferred item
 - d. At least every 10s
 - e. At least every 30s, and in response to appropriate communication
3. Practice Question #3: **What kind of attention should the therapist provide?**
 - a. Lots of conversational questions
 - b. Demands delivered in a neutral tone
 - c. Only questions and statements about the tangible item
 - d. High-quality attention without demands
 - e. The therapist should change topics every 30s
4. Practice Question #4: **How should the therapist respond to non-targeted problem behavior?**
 - a. Make sure the student knows problem behavior is not OK
 - b. End the control segment and begin the test segment
 - c. Prompt the student to engage with a high-preferred item
 - d. Make the student apologize
 - e. Ignore it and continue with the control segment
5. Practice Question #5: **How should the therapist respond to target problem behavior?**
 - a. Make sure the student knows problem behavior is not OK
 - b. Hit "lap" on the timer, end the control segment, and begin the test segment
 - c. Prompt the student to engage with a high-preferred item
 - d. Make the student apologize
 - e. Ignore it and continue with the control segment
6. Practice Question #6: **How should the therapist start a test segment?**
 - a. Turn away from the student
 - b. Announce "the test segment is starting"
 - c. Provide moderate- or low-preferred items
 - d. Take high-preferred items away
 - e. Wait at least 5 minutes after the control segment ends
7. Practice Question #7: **How should the therapist respond to appropriate communication?**
 - a. Give a direction in a neutral tone
 - b. Draw student's attention to the high-preferred item
 - c. Give a contextually appropriate response
 - d. Ignore all communication
 - e. Praise the student
8. Practice Question #8: **How should the therapist respond to non-targeted problem behavior?**
 - a. Make sure the student knows that problem behavior is not OK
 - b. Give the high-preferred item to the student and end the trial
 - c. Make the student apologize
 - d. Take away moderate- and low-preferred items
 - e. Ignore it



9. Practice Question #9: **How should the therapist respond to target behavior in the test segment?**
- a. Make sure the student knows that problem behavior is not OK
 - b. Hit “start/stop” on the timer, give the high-preferred item to the student, and end the trial
 - c. Make the student apologize
 - d. Take away moderate- and low-preferred items
 - e. Ignore it



Implementation: Tangible Video Questions

Tangible Control

1. Video Question #1 (clip 33): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
2. Video Question #2 (clip 34): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
3. Video Question #3 (clip 35): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
4. Video Question #4 (clip 36): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
5. Video Question #5 (clip 37): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
6. Video Question #6 (clip 38): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention



- f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
7. Video Question #7 (clip 39): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
 8. Video Question #8 (clip 40): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
 9. Video Question #9 (clip 41): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
 10. Video Question #10 (clip 42): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
 11. Video Question #11 (clip 44): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment
 12. Video Question #12 (clip 45): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student did not have access to high-preferred item
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have ended control segment
 - g. Therapist *should not* have ended control segment



Tangible Test

13. Video Question #13 (clip 46): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
14. Video Question #14 (clip 47): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student was asked to do or say something
 - c. Therapist did not provide sufficient, contextually appropriate, attention
 - d. Therapist should have returned high-preferred item and ended the trial
 - e. Therapist *should not* have returned high-preferred item and ended the trial
15. Video Question #15 (clip 48): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
16. Video Question # 16 (clip 49): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
17. Video Question #17 (clip 50): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist did not provide sufficient, contextually appropriate, attention
 - e. Therapist should have returned high-preferred item and ended the trial
 - f. Therapist *should not* have returned high-preferred item and ended the trial
18. Video Question #18 (clip 51): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
19. Video Question # 19 (clip 52): **What went wrong in this clip?**



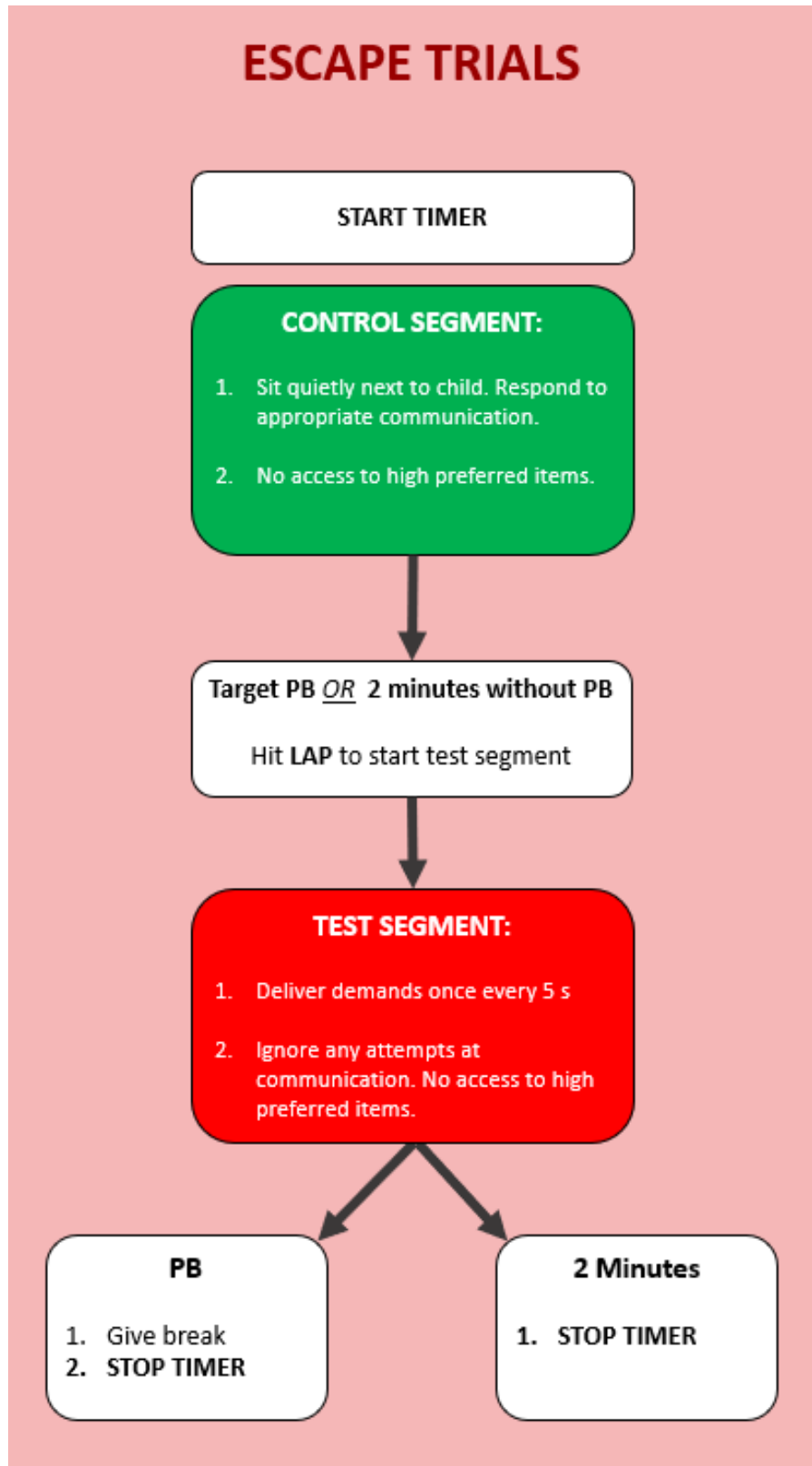
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
20. Video Question #20 (clip 53): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
21. Video Question #21 (clip 54): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
22. Video Question #22 (clip 55): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
23. Video Question #23 (clip 56): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial
24. Video Question #24 (clip 57): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Access to high-preferred item was not restricted
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not provide sufficient, contextually appropriate, attention
 - f. Therapist should have returned high-preferred item and ended the trial
 - g. Therapist *should not* have returned high-preferred item and ended the trial



25. Video Question #25 (clip 58): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Access to high-preferred item was not restricted
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not provide sufficient, contextually appropriate, attention
 - Therapist should have returned high-preferred item and ended the trial
 - Therapist *should not* have returned high-preferred item and ended the trial



Escape





Trial Type 3: Escape Trials Answer Sheet

1. Practice Question #1: **What should the therapist do during the control segment?**
 - a. Provide an easy task for the student to do
 - b. Remind the student of the class rules
 - c. Give the student a high-preferred item
 - d. Sit quietly next to the student
 - e. Walk away from the student
2. Practice Question #2: **What should therapist do if student asks a question?**
 - a. Ignore the question
 - b. Remind the student that it's almost work time
 - c. Respond with a question
 - d. Say "I can't talk to you right now"
 - e. Give a contextually appropriate response
3. Practice Question #3: **Can the student have access to high-preferred items?**
 - a. No
 - b. Yes
4. Practice Question #4: **What should the therapist do if student engages in non-targeted problem behavior?**
 - a. Make sure student knows problem behavior is not OK
 - b. Ignore it
 - c. Give demands in a neutral tone
 - d. Provide a high-preferred item
 - e. End the control segment and begin the test segment
5. Practice Question #5: **What should the therapist do if student engages in target problem behavior?**
 - a. Make sure student knows problem behavior is not OK
 - b. Ignore it
 - c. Give demands in a neutral tone
 - d. Provide a high-preferred item
 - e. Press "lap" on the timer, end the control segment, and begin the test segment
6. Practice Question #6: **What types of tasks should the therapist make student complete?**
 - a. Only easy tasks
 - b. A task that will take at least 2 minutes to complete
 - c. Tasks the student doesn't like to complete
 - d. Tasks the student does like to complete
 - e. Tasks that involve a paper and pencil
7. Practice Question #7: **How frequently should the therapist prompt student to complete a task?**
 - a. Give a direction once and wait for compliance
 - b. Every 5s
 - c. Every 10s
 - d. Every 30s
 - e. Every 60s
8. Practice Question #8: **Should the therapist change the task if student says she doesn't want to do it?**
 - a. No
 - b. Yes
9. Practice Question #9: **How should the therapist respond to appropriate bids for attention?**
 - a. Give a contextually relevant response
 - b. Supply attention every 30s



- c. Remind the student that “It’s time for work”
 - d. Tell the student “I’ll wait for you to be quiet”
 - e. Ignore them
10. Practice Question #10: **How should the therapist respond to non-targeted problem behavior?**
- a. Make sure the student knows problem behavior is not OK
 - b. Ignore it
 - c. Remove materials, provide a break and end the trial
 - d. Give the student a high-preferred item
 - e. Use a physical prompt to prevent problem behavior
11. Practice Question #11: **How should the therapist respond to targeted problem behavior in the test segment?**
- a. Make sure the student knows problem behavior is not OK
 - b. Ignore it
 - c. Press “start/stop” on the timer, remove materials, provide a break, and end the trial
 - d. Give the student a high-preferred item
 - e. Use a physical prompt to prevent problem behavior



Implementation : Escape Video Questions

Escape Control

1. Video Question #1 (clip 59): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand
 - g. Therapist *should not* have ended control segment by presenting a demand
2. Video Question #2 (clip 60): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand
 - g. Therapist *should not* have ended control segment by presenting a demand
3. Video Question #3 (clip 61): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand
 - g. Therapist *should not* have ended control segment by presenting a demand
4. Video Question #4 (clip 62): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand
 - g. Therapist *should not* have ended control segment by presenting a demand
5. Video Question #5 (clip 63): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand
 - g. Therapist *should not* have ended control segment by presenting a demand
6. Video Question #6 (clip 64): **What went wrong in this clip?**
 - a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student was asked to do or say something
 - d. Therapist reacted to behavior she should have ignored
 - e. Therapist did not respond to student question
 - f. Therapist should have ended control segment by presenting a demand



- g. Therapist *should not* have ended control segment by presenting a demand
7. Video Question #7 (clip 65): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand
8. Video Question #8 (clip 66): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand
9. Video Question #9 (clip 67): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand
10. Video Question #10 (clip 68): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand
11. Video Question #11 (clip 69): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand
12. Video Question #12 (clip 70): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand



13. Video Question #13 (clip 71): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student was asked to do or say something
 - Therapist reacted to behavior she should have ignored
 - Therapist did not respond to student question
 - Therapist should have ended control segment by presenting a demand
 - Therapist *should not* have ended control segment by presenting a demand

Escape Test

14. Video Question #14 (clip 72): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student received a break for something other than self-biting
 - Cannot tell if self-biting was caused by demand or by denied access to friends
 - Prompts to work were too infrequent
 - Therapist reacted to behavior she should have ignored
 - Therapist should have provided a break and ended the trial
 - Therapist *should not* have provided a break and ended the trial
15. Video Question #15 (clip 73): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Cannot tell if self-biting was caused by demand or by denied access to friends
 - Prompts to work were too infrequent
 - Therapist reacted to behavior she should have ignored
 - Therapist should have provided a break and ended the trial
 - Therapist *should not* have provided a break and ended the trial
16. Video Question #16 (clip 74): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student received a break for something other than self-biting
 - Cannot tell if self-biting was caused by demand or by denied access to friends
 - Prompts to work were too infrequent
 - Therapist reacted to behavior she should have ignored
 - Therapist should have provided a break and ended the trial
 - Therapist *should not* have provided a break and ended the trial
17. Video Question #17 (clip 75): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly
 - Student had access to preferred items
 - Student received a break for something other than self-biting
 - Cannot tell if self-biting was caused by demand or by denied access to friends
 - Prompts to work were too infrequent
 - Therapist reacted to behavior she should have ignored
 - Therapist should have provided a break and ended the trial
 - Therapist *should not* have provided a break and ended the trial
18. Video Question #18 (clip 76): **What went wrong in this clip?**
- Nothing. This segment was implemented correctly



- b. Student had access to preferred items
 - c. Cannot tell if self-biting was caused by demand or by denied access to friends
 - d. Prompts to work were too infrequent
 - e. Therapist reacted to behavior she should have ignored
 - f. Therapist should have provided a break and ended the trial
 - g. Therapist *should not* have provided a break and ended the trial
19. Video Question #19 (clip 77): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
20. Video Question #20 (clip 78): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
21. Video Question #21 (clip 79): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
22. Video Question #22 (clip 80): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
23. Video Question #23 (clip 81): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial



24. Video Question #24 (clip 82): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
25. Video Question #25 (clip 83): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
26. Video Question #26 (clip 84): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial
27. Video Question #27 (clip 85): **What went wrong in this clip?**
- a. Nothing. This segment was implemented correctly
 - b. Student had access to preferred items
 - c. Student received a break for something other than self-biting
 - d. Cannot tell if self-biting was caused by demand or by denied access to friends
 - e. Prompts to work were too infrequent
 - f. Therapist reacted to behavior she should have ignored
 - g. Therapist should have provided a break and ended the trial
 - h. Therapist *should not* have provided a break and ended the trial



Data Interpretation

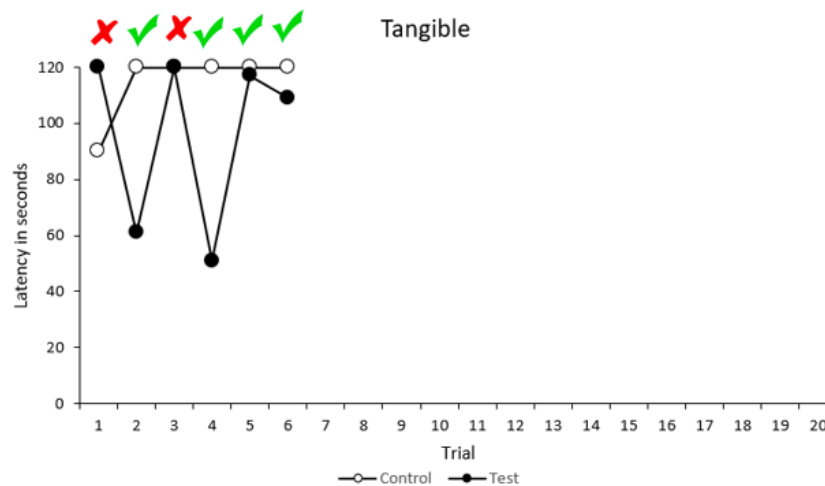
TBFA Data Function ID Rules

Before we can interpret data, we must first talk about valid demonstrations of effect. For a trial to be considered a valid demonstration of effect, problem behavior must occur in the test segment, but NOT the paired control segment. For a function of problem behavior to be identified, there are two rules that must both be met. If either rule is not met, then a function of problem behavior CANNOT be identified. The two rules are:

1. There must be at least 3 valid demonstrations of effect AND
2. At least 50% of all trials must be valid demonstrations of effect.

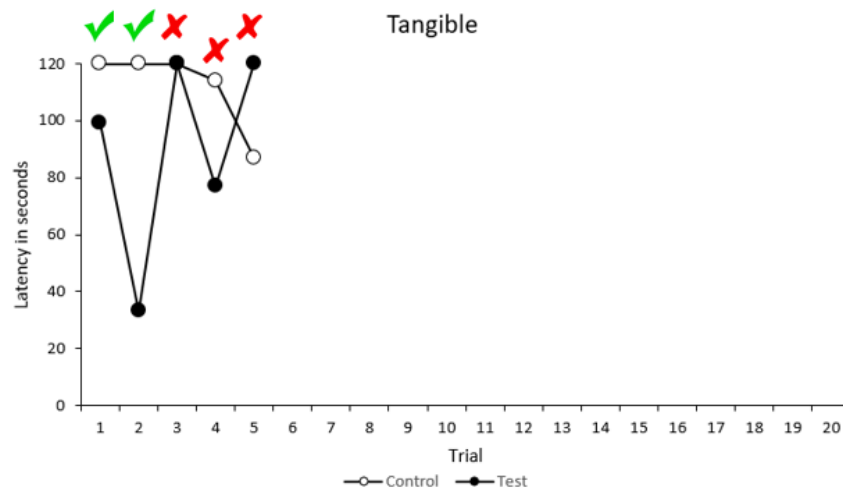
In this example, a function can be identified because there are:

1. At least three valid demonstrations of effect AND
2. At least 50% of all trials conducted are valid demonstrations of effect.



In this example, a function CANNOT be identified because there are:

1. Less than three valid demonstrations of effect AND
2. Less than 50% of all trials are valid demonstrations of effect.





Interpreting TBFA Data Answer Sheet

1. Practice Question # 1: **What is latency to problem behavior?**
 - a. The amount of time problem behavior lasts
 - b. The amount of time between the start of the test or control segment and the occurrence of problem behavior
 - c. The amount of time between the occurrence of problem behavior and the end of the test or control segment
 - d. None of the above
2. Practice Question # 2: **What color are open circles?**
 - a. White
 - b. Black
 - c. Blue
3. Practice Question # 3: **What color are closed circles?**
 - a. White
 - b. Black
 - c. Blue
4. Practice Question #4: **Which open circle is the paired control for test segment in the red box?**
 - a. Circle A
 - b. Circle B
 - c. Circle C
 - d. Circle D
5. Practice Question #5: **What is a valid demonstration of effect?**
 - a. A data point that represents a trial conducted to fidelity
 - b. A data point that represents a trial NOT conducted to fidelity
 - c. An interaction between data that supports the identification of functional relations
 - d. An interaction between data that does NOT support the identification of functional relations
 - e. None of the above
6. Practice Question #6: **Why are valid demonstrations of effect important?**
 - a. They allow us to know that our data was conducted to fidelity
 - b. They allow us to analyze our data
 - c. They allow us to identify functions of problem behavior
 - d. They are not important
 - e. A and C
 - f. B and C
7. Practice Question #7: **What is latency to problem behavior?**
 - a. The amount of time problem behavior lasts
 - b. The amount of time between the start of the test or control segment and the occurrence of problem behavior
 - c. The amount of time between the occurrence of problem behavior and the end of the test or control segment
 - d. None of the above
8. Practice Question #8: **Which open circle is the paired control for closed circle in the red box?**
 - a. Circle A
 - b. Circle B
 - c. Circle C
 - d. Circle D
9. Practice Question #9: **What is a valid demonstration of effect?**
 - a. A data point that represents a trial conducted to fidelity
 - b. A data point that represents a trial NOT conducted to fidelity



- c. An interaction between data that supports the identification of functional relations
 - d. An interaction between data that does NOT support the identification of functional relations
 - e. None of the above
10. Practice Question #10: **What must happen for a trial to be considered a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the test or paired control segment
 - b. Problem behavior must occur in the control segment but NOT the paired test segment
 - c. Problem behavior must occur in the test segment but NOT the paired control segment
 - d. Problem behavior must occur in both the test segment AND the paired control segment
 11. Practice Question #11: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 12. Practice Question #12: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 13. Practice Question #13: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 14. Practice Question #14: **What must happen for test segment to contribute to a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the test segment
 - b. Problem behavior must occur in the test segment
 15. Practice Question #15: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 16. Practice Question #16: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 17. Practice Question #17: **Does this test segment contribute to a valid demonstration of effect?**
 - a. Yes
 - b. No
 18. Practice Question #18: **What must happen for control segment to contribute to a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the control segment
 - b. Problem behavior must occur in the control segment
 19. Practice Question #19: **Is this trial a valid demonstration of effect**
 - a. Yes
 - b. No
 20. Practice Question #20: **Is this trial a valid demonstration of effect**
 - a. Yes
 - b. No
 21. Practice Question #21: **s this trial a valid demonstration of effect**
 - a. Yes
 - b. No
 22. Practice Question #22: **What must happen for a trial to be considered a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the test or paired control segment
 - b. Problem behavior must occur in the control segment but NOT the paired test segment
 - c. Problem behavior must occur in the test segment but NOT the paired control segment



- d. Problem behavior must occur in both the test segment AND the paired control segment
23. Practice Question #23: **How many valid demonstrations of effect are there?**
- 0
 - 1
 - 2
 - 3
 - 4
 - 5
24. Practice Question #24: **How many valid demonstrations of effect are there?**
- 0
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
25. Practice Question #25: **How many valid demonstrations of effect are there?**
- 0
 - 1
 - 2
 - 3
 - 5
 - 6
 - 7
 - 8
26. Practice Question #26: **What must happen for a trial to be considered a valid demonstration of effect?**
- Problem behavior must NOT occur in the test or paired control segment
 - Problem behavior must occur in the control segment but NOT the paired test segment
 - Problem behavior must occur in the test segment but NOT the paired control segment
 - Problem behavior must occur in both the test segment AND the paired control segment
27. Practice Question #27: **Does this graph satisfy Rule #1**
- Yes
 - No
28. Practice Question #28: **Does this graph satisfy Rule #1**
- Yes
 - No
29. Practice Question #29: **Does this graph satisfy Rule #1**
- Yes
 - No
30. Practice Question #30: **What is the minimum number of valid demonstrations of effects that are needed to identify a function of problem behavior?**
- 1
 - 2
 - 3
 - 4
 - 5
 - There is no requirement
31. Practice Question #31: **How is a function of problem behavior identified?**
- Completion of 20 trials



- b. By having a minimum of three valid demonstrations of effect
 - c. At least 50% of the trials conducted are demonstrations of effect
 - d. B and C
 - e. All of the above
 - f. None of the above
32. Practice Question #32: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
33. Practice Question #33: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
34. Practice Question #34: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
35. Practice Question #35: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
36. Practice Question #36: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
37. Practice Question #37: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No
38. Practice Question #38: **Can you identify a function of problem behavior based off of this graph?**
- a. Yes
 - b. No



Data Management/Data Entry



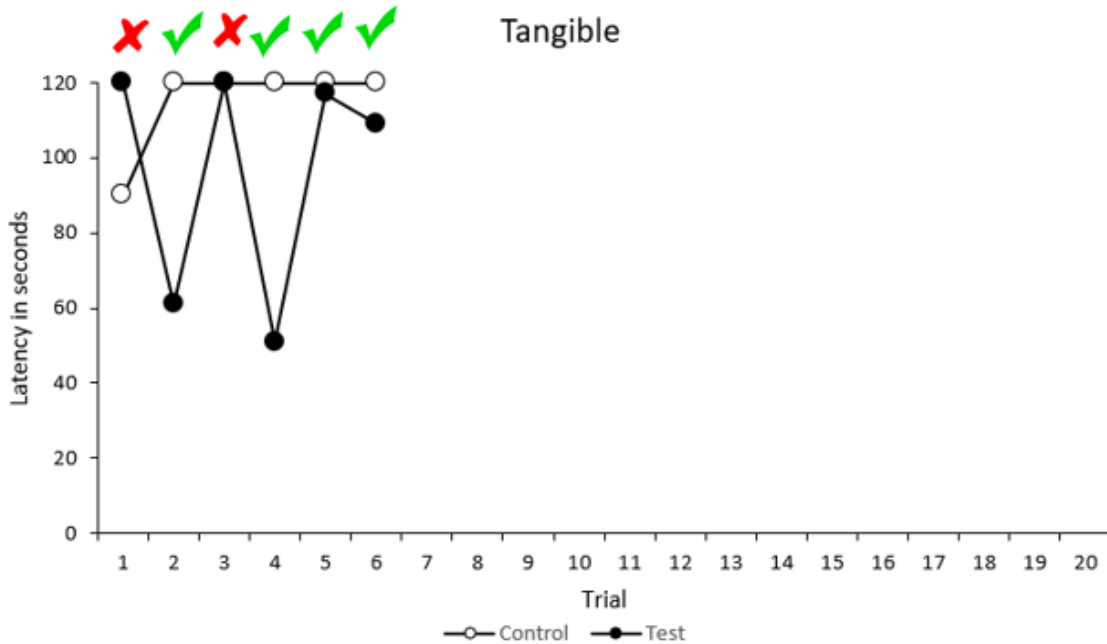
TBFA Data Interpretation Rules (page 1 of 2)

Before we can interpret data, we must first talk about valid demonstrations of effect. For a trial to be considered a valid demonstration of effect, problem behavior must occur in the test segment, but NOT the paired control segment. For a function of problem behavior to be identified, there are two rules that must both be met. If either rule is not met, then a function of problem behavior CANNOT be identified. The two rules are:

1. There must be at least 3 valid demonstrations of effect AND
2. At least 50% of all trials must be valid demonstrations of effect.

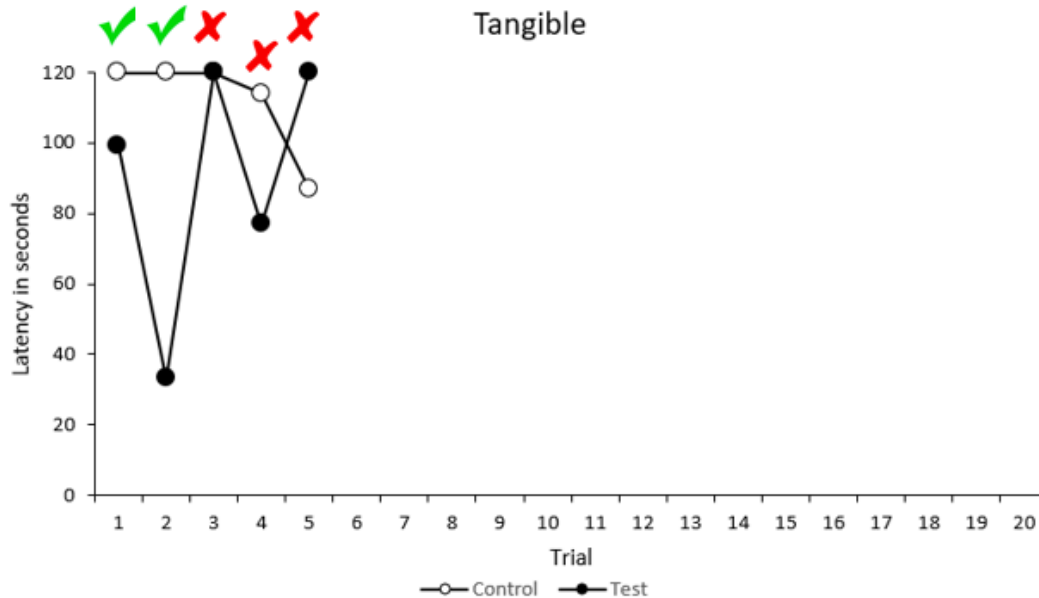
In this example, a function can be identified because there are:

1. At least three valid demonstrations of effect AND
2. At least 50% of all trials conducted are valid demonstrations of effect.



In this example, a function CANNOT be identified because there are:

1. Less than three valid demonstrations of effect AND
2. Less than 50% of all trials are valid demonstrations of effect.



Entering TBFA Data

1. Practice Question #1: **What is latency to problem behavior?**
 - a. The amount of time problem behavior lasts
 - b. The amount of time between the start of the test or control segment and the occurrence of problem behavior
 - c. The amount of time between the occurrence of problem behavior and the end of the test or control segment
 - d. None of the above
2. Practice Question #2: **Which open circle is the paired control for closed circle in the red box?**
 - a. Circle A
 - b. Circle B
 - c. Circle C
 - d. Circle D
3. Practice Question #3: **What does it mean for a trial to be conducted to fidelity?**
 - a. That a trial was conducted without errors
 - b. That a trial was conducted with errors
 - c. That a trial was a valid demonstration of effect
 - d. None of the above
4. Practice Question #4: **What is a valid demonstration of effect?**
 - a. A data point that represents a trial conducted to fidelity
 - b. A data point that represents a trial NOT conducted to fidelity
 - c. An interaction between data that supports the identification of functional relations
 - d. An interaction between data that does NOT support the identification of functional relations
 - e. None of the above
5. Practice Question #5: **Why are valid demonstrations of effect important?**
 - a. They allow us to know that our data was conducted to fidelity
 - b. They allow us to analyze our data
 - c. They allow us to identify functions of problem behavior
 - d. They are not important
 - e. A and C



- f. B and C
- 6. Practice Question #6: **What must happen for a control segment to contribute to a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the control segment
 - b. Problem behavior must occur in the control segment
 - c. The trial must be conducted to fidelity
 - d. A and C
 - e. B and C
- 7. Practice Question #7: **What must happen for a test segment to contribute to a valid demonstration of effect?**
 - a. Problem behavior must NOT occur in the test segment
 - b. Problem behavior must occur in the test segment
 - c. The trial must be conducted to fidelity
 - d. A and C
 - e. B and C
- 8. Practice Question #8: **True or False: You should enter data for trials NOT conducted to fidelity**
 - a. True
 - b. False
- 9. Practice Question #9: **How many trials should be marked out?**
 - a. 0
 - b. 2
 - c. 5
 - d. 7
 - e. 9
 - f. 11
- 10. Practice Question #10: **How many trials should be marked out?**
 - a. 0
 - b. 2
 - c. 4
 - d. 6
 - e. 8
 - f. 10
 - g. 12
- 11. Practice Question #11: **How many trials should be marked out?**
 - a. 0
 - b. 1
 - c. 3
 - d. 5
 - e. 7
 - f. 9
 - g. 11
- 12. Practice Question #12: **True or False: You should enter data for trials NOT conducted to fidelity**
 - a. True
 - b. False
- 13. Practice Question #13: **When should TBFA conditions end?**
 - a. After the completion of 10 trials
 - b. After the completion of 20 trials
 - c. After a function of problem behavior has been identified
 - d. A or C, whichever comes first



- e. B or C, whichever comes first
14. Practice Question #14: **How is a function of problem behavior identified?**
- Completion of 20 trials
 - By having a minimum of three valid demonstrations of effect
 - By having at least 50% of all trials conducted produced demonstrations of effect
 - B and C
 - All of the above
 - None of the above
15. Practice Question #15: **True or False: You should enter data for trials NOT conducted to fidelity**
- True
 - False
16. Practice Question #16: **How is a function of problem behavior identified?**
- Completion of 20 trials
 - By having a minimum of three valid demonstrations of effect
 - By having at least 50% of all trials conducted produced demonstrations of effect
 - B and C
 - All of the above
 - None of the above
17. Practice Question #17: **How do you determine when to terminate the TBFA condition?**
- Completion of 10 trials
 - Completion of 20 trials
 - A function of problem behavior is identified
 - A or B, whichever comes first
 - B or C, whichever comes first
18. Practice Question #18: **What color will the box be for control segments that contribute to valid demonstrations of effect?**
- Green
 - Red
 - No Color
19. Practice Question #19: **What color will the box be for test segments that contribute to valid demonstrations of effect?**
- Green
 - Red
 - No Color
20. Practice Question #20: **What color will the box be for control segments that do NOT contribute to valid demonstrations of effect?**
- Green
 - Red
 - No Color
21. Practice Question #21: **What color will the box be for test segments that do NOT contribute to valid demonstrations of effect?**
- Green
 - Red
 - No Color
22. Practice Question #22: **What must happen for a trial to be considered a valid demonstration of effect?**
- Problem behavior must NOT occur in the test or paired control segment
 - Problem behavior must occur in the control segment but NOT the paired test segment
 - Problem behavior must occur in the test segment but NOT the paired control segment
 - Problem behavior must occur in both the test segment AND the paired control segment



23. Practice Question #23: **True or false: a trial must be conducted to fidelity before its data can be considered in our study**
 - a. True
 - b. False
24. Practice Question #24: **What color circles are control segments?**
 - a. White
 - b. Black
 - c. Blue
25. Practice Question #25: **What color circles are test segments?**
 - a. White
 - b. Black
 - c. Blue
26. Practice Question #26: **Should you enter data for trials NOT conducted to fidelity?**
 - a. Yes
 - b. No
27. Practice Question #27: **How is a function of problem behavior identified?**
 - a. Completion of 20 trials
 - b. By having a minimum of three valid demonstrations of effect
 - c. By having at least 50% of all trials conducted produced demonstrations of effect
 - d. B and C
 - e. All of the above
 - f. None of the above
28. Practice Question #28: **Can you identify a function of problem behavior?**
 - a. Yes
 - b. No
29. Practice Question #29: **How do you determine when to terminate the TBFA condition?**
 - a. Completion of 10 trials
 - b. Completion of 20 trials
 - c. A function of problem behavior is identified
 - d. A or B, whichever comes first
 - e. B or C, whichever comes first
30. Practice Question #30: **Should you continue with the TBFA condition?**
 - a. Yes
 - b. No
31. Practice Question #31: **What should you type in the stop column if you need to continue with the TBFA?**
 - a. Stop
 - b. Go
 - c. Yes
 - d. No
32. Practice Question #32: **Can you identify a function of problem behavior?**
 - a. Yes
 - b. No
33. Practice Question #33: **Should you continue with the TBFA condition?**
 - a. Yes
 - b. No
34. Practice Question #34: **Can you identify a function of problem behavior?**
 - a. Yes
 - b. No
35. Practice Question #35: **Should you continue with the TBFA condition?**
 - a. Yes



- b. No
- 36. Practice Question #36: **Can you identify a function of problem behavior?**
 - a. Yes
 - b. No
- 37. Practice Question #37: **Should you continue with the TBFA condition?**
 - a. Yes
 - b. No
- 38. Practice Question #38: **Are these trials entered correctly?**
 - a. Yes
 - b. No
- 39. Practice Question #39: **Are these trials entered correctly?**
 - a. Yes
 - b. No
- 40. Practice Question #40: **Are these trials entered correctly?**
 - a. Yes
 - b. No
- 41. Practice Question #41: **Are these trials entered correctly?**
 - a. Yes
 - b. No

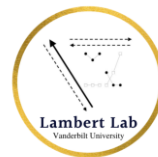


TBFA Associated Materials

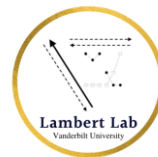


Summary Sheet for Roleplaying

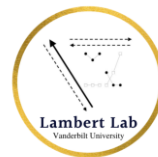
- **Target problem behavior:**
Self-Biting
- **Non-targeted problem behavior:**
Property Destruction (hitting table and ripping paper)
- **High preferred tangible item:**
Phone
- **Low preferred tangible item:**
Book and Drawing Pad



Data Sheets



TBFA Data Sheets



Pre-Filled Out Data Sheets

