

# RBT PRACTICAL APPLICATION WORKSHEETS

## Table of Contents

1. Session Planning Templates
  2. Data Sheet Examples
  3. Procedural Integrity Checklists
  4. Skill Acquisition Programming Worksheet
  5. Behavior Reduction Planning Exercise
  6. Client Scenario Response Guides
  7. Supervision Meeting Preparation Form
  8. Professional Development Planning
- 

## 1. SESSION PLANNING TEMPLATES

These templates will help you organize and prepare for effective ABA therapy sessions with clients.

### COMPREHENSIVE SESSION PLANNER

Client: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

#### Session Objectives:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Materials Needed:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Environmental Setup:

- Seating arrangement: \_\_\_\_\_
- Distraction management: \_\_\_\_\_
- Materials organization: \_\_\_\_\_
- Break area setup: \_\_\_\_\_

- Safety considerations: \_\_\_\_\_

### **Reinforcement Planning:**

- Primary reinforcers: \_\_\_\_\_
- Activity reinforcers: \_\_\_\_\_
- Social reinforcers: \_\_\_\_\_
- Token system details: \_\_\_\_\_
- Schedule(s): \_\_\_\_\_
- Reinforcer variation plan: \_\_\_\_\_

### **Data Collection Systems:**

- Program 1: \_\_\_\_\_ Data system: \_\_\_\_\_
- Program 2: \_\_\_\_\_ Data system: \_\_\_\_\_
- Program 3: \_\_\_\_\_ Data system: \_\_\_\_\_
- Program 4: \_\_\_\_\_ Data system: \_\_\_\_\_
- Behavior tracking: \_\_\_\_\_ Data system: \_\_\_\_\_

### **Session Structure:**

<b>Time Block</b>	<b>Activity/Program</b>	<b>Materials</b>	<b>Data Collection</b>	<b>Notes</b>
-----------------------	-------------------------	------------------	------------------------	--------------

### **Transition Planning:**

- Transition 1: \_\_\_\_\_
- Transition 2: \_\_\_\_\_
- Transition 3: \_\_\_\_\_
- Transition 4: \_\_\_\_\_
- Visual supports for transitions: \_\_\_\_\_

### **Challenging Behavior Planning:**

- Potential challenging behaviors: \_\_\_\_\_
- Prevention strategies: \_\_\_\_\_
- Replacement behaviors to reinforce: \_\_\_\_\_
- Response strategies: \_\_\_\_\_
- Crisis plan (if applicable): \_\_\_\_\_

**Generalization/Maintenance Opportunities:**

- Previously mastered targets to probe: \_\_\_\_\_
- Generalization contexts to incorporate: \_\_\_\_\_
- Maintenance schedule for mastered skills: \_\_\_\_\_
- Novel exemplars to introduce: \_\_\_\_\_
- Generalization across people: \_\_\_\_\_

**Caregiver Training/Involvement:**

- Caregiver observation periods: \_\_\_\_\_
- Skills to demonstrate: \_\_\_\_\_
- Guided practice opportunities: \_\_\_\_\_
- Feedback to provide: \_\_\_\_\_
- Home practice recommendations: \_\_\_\_\_

**Post-Session Planning:**

- Documentation forms to complete: \_\_\_\_\_
- Required communication with team: \_\_\_\_\_
- Materials to prepare for next session: \_\_\_\_\_
- Progress to evaluate: \_\_\_\_\_
- Supervisor questions: \_\_\_\_\_

**QUICK SESSION PLANNING TEMPLATE**

**Client:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Priority Programs:**

1. \_\_\_\_\_ Materials: \_\_\_\_\_
2. \_\_\_\_\_ Materials: \_\_\_\_\_
3. \_\_\_\_\_ Materials: \_\_\_\_\_
4. \_\_\_\_\_ Materials: \_\_\_\_\_

**Session Structure:**

Time block plan:

- \_\_\_\_ min: \_\_\_\_\_
- \_\_\_\_ min: \_\_\_\_\_
- \_\_\_\_ min: \_\_\_\_\_
- \_\_\_\_ min: \_\_\_\_\_
- \_\_\_\_ min: \_\_\_\_\_

**Key Reinforcers:**

- \_\_\_\_\_
- \_\_\_\_\_

**Data Collection:**

- \_\_\_\_\_
- \_\_\_\_\_

**Behavior Management Strategies:**

- \_\_\_\_\_
- \_\_\_\_\_

**Questions for Supervisor:**

- \_\_\_\_\_
  - \_\_\_\_\_
- \_\_\_\_\_

## **2. DATA SHEET EXAMPLES**

Use these sample data sheets as templates for various measurement systems commonly used in ABA.

### **FREQUENCY/EVENT RECORDING DATA SHEET**

Client: \_\_\_\_\_ Observer: \_\_\_\_\_ Target  
Behavior: \_\_\_\_\_ Definition: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_ Start Time:  
\_\_\_\_\_ End Time: \_\_\_\_\_ Setting/Activity:  
\_\_\_\_\_

**Behavior Count:**

Tally Marks	Time Notations	Antecedents/Consequences (optional)
----------------	-------------------	--

**Session Summary:**

Total count: \_\_\_\_\_ Session duration: \_\_\_\_\_ minutes Rate per minute: \_\_\_\_\_  
Rate per hour: \_\_\_\_\_ Comparison to previous session: \_\_\_\_\_ Notes: \_\_\_\_\_

\_\_\_\_\_

### **DURATION RECORDING DATA SHEET**

Client: \_\_\_\_\_ Observer: \_\_\_\_\_ Target  
 Behavior: \_\_\_\_\_ Definition: \_\_\_\_\_  
 Date: \_\_\_\_\_ Session  
 Duration: \_\_\_\_\_ minutes Setting/Activity: \_\_\_\_\_

Episodes	Start Time	End Time	Duration	Antecedent	Consequence
----------	------------	----------	----------	------------	-------------

1

2

3

4

5

### Session Summary:

Total duration: \_\_\_\_\_ minutes/seconds Percentage of session: \_\_\_\_\_% Longest episode: \_\_\_\_\_ minutes/seconds Shortest episode: \_\_\_\_\_ minutes/seconds Average duration: \_\_\_\_\_ minutes/seconds Comparison to previous session: \_\_\_\_\_ Notes: \_\_\_\_\_

## INTERVAL RECORDING DATA SHEET

Client: \_\_\_\_\_ Observer: \_\_\_\_\_ Target  
 Behavior: \_\_\_\_\_ Definition: \_\_\_\_\_  
 Date: \_\_\_\_\_ Interval  
 Length: \_\_\_\_\_ seconds Type: ☐ Partial Interval ☐ Whole Interval ☐ Momentary  
 Time Sampling Session Duration: \_\_\_\_\_ minutes Setting/Activity: \_\_\_\_\_

Mark + for occurrence, - for nonoccurrence:

Min  
u  
t  
e

Subt  
o  
t  
a  
l

:00-:  
1  
0

:10-:  
2  
0

:20-:  
3  
0

:30-:  
4  
0

:40-:  
5  
0

:50-:  
6  
0

Subt  
o  
t  
a  
l

**Session Summary:**

Intervals with behavior: \_\_\_\_\_ Total intervals: \_\_\_\_\_ Percentage of intervals:  
\_\_\_\_\_ % Comparison to previous session: \_\_\_\_\_ Notes:

---

**TRIAL-BY-TRIAL DATA SHEET**

Client: \_\_\_\_\_ Observer: \_\_\_\_\_ Target Skill: \_\_\_\_\_  
\_\_\_\_\_ Operational Definition: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_ Session: \_\_\_\_\_  
Setting/Activity: \_\_\_\_\_

**Response Codes:** I = Independent, G = Gestural Prompt, VP = Verbal Prompt, M = Model Prompt, PP = Partial Physical, FP = Full Physical, NR = No Response

T	Discriminative Stimulus	Res p o n s e	Prompt Level	Conseq uen ce	N
1					
2					
3					
4					
5					
6					
7					

8

9

1

**Session Summary:**

Number of trials: \_\_\_\_\_ Independent responses: \_\_\_\_\_ (\_\_\_\_%) Prompted responses by level: \_\_\_\_\_ Error pattern notes: \_\_\_\_\_ Comparison to previous session: \_\_\_\_\_ Notes: \_\_\_\_\_

**ABC DATA COLLECTION FORM**

Client: \_\_\_\_\_ Observer: \_\_\_\_\_ Target Behavior: \_\_\_\_\_ Definition: \_\_\_\_\_ Date: \_\_\_\_\_ Setting: \_\_\_\_\_

T	Antecedent	Behavior	Consequence	Perceived Function
---	------------	----------	-------------	--------------------



**Session Summary:**

Total occurrences: \_\_\_\_\_ Pattern identified: \_\_\_\_\_ Most common antecedent: \_\_\_\_\_  
Most common consequence: \_\_\_\_\_ Hypothesized function(s): \_\_\_\_\_  
Recommended intervention approach: \_\_\_\_\_ Notes: \_\_\_\_\_

---

**TASK ANALYSIS DATA SHEET**

**Client:** \_\_\_\_\_ **Observer:** \_\_\_\_\_ **Skill:** \_\_\_\_\_  
\_\_\_\_\_ **Date:** \_\_\_\_\_ **Setting:** \_\_\_\_\_  
\_\_\_\_\_ **Prompt Codes:** I = Independent, G = Gestural, V = Verbal, M = Model, PP = Partial Physical, FP = Full Physical

S	Description	Tria 1	Tria 2	Tria 3	N
---	-------------	-----------	-----------	-----------	---

1

2

3

4

5

6

7

8

9

1

### Session Summary:

Steps completed independently: \_\_\_\_\_ (\_\_\_\_%) Most problematic step(s): \_\_\_\_\_  
Steps showing improvement: \_\_\_\_\_ Prompting patterns: \_\_\_\_\_ Comparison to  
previous session: \_\_\_\_\_ Notes: \_\_\_\_\_

## 3. PROCEDURAL INTEGRITY CHECKLISTS

Use these checklists to ensure accurate implementation of common ABA procedures.

### DISCRETE TRIAL TRAINING INTEGRITY CHECKLIST

Client: \_\_\_\_\_ Implementer: \_\_\_\_\_ Observer: \_\_\_\_\_  
Date: \_\_\_\_\_ Program: \_\_\_\_\_  
Setting: \_\_\_\_\_

Rate each component as Implemented (✓) or Not Implemented (✗)

T	Mat	Gai	C	V	P	Imme	Approp	Cle	Da
	e	n				di	riat	a	t
	r	e				at	e	r	a
	i	d				e	Rei	l	F
	a	A				C	nfor	n	e
	l	t				on	cem	t	c
	s	t				se	ent	e	c
	R	e				qu		r	r
	e	n						-	d
	a	t						t	

d	i	en	r	e
y	o	ce	i	d
	n		a	
			l	
			l	
			n	
			t	
			e	
			r	
			v	
			a	
			l	

1

2

3

4

5

**Summary:**

- Total components: \_\_\_\_\_ (9 components × 5 trials = 45)
- Components implemented correctly: \_\_\_\_\_ (\_\_\_\_%)
- Areas of strength: \_\_\_\_\_
- Areas for improvement: \_\_\_\_\_
- Action plan: \_\_\_\_\_

**PREFERENCE ASSESSMENT INTEGRITY CHECKLIST**

**Type of Assessment:** ☐ MSWO ☐ Paired-Stimulus ☐ Free-Operant ☐ Single Stimulus

**Client:** \_\_\_\_\_ **Implementer:** \_\_\_\_\_ **Observer:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

Rate each component as Implemented (✓) or Not Implemented (X)

Implementation Step	Tri 1	Tri 2	Tri 3	Tri 4	Tri 5
Materials prepared in advance					
Items presented according to protocol					
Items positioned correctly					
Clear instruction provided					
Appropriate wait time (5 sec)					
No prompting or influence of selection					
Correct contingent access provided					
Items rearranged appropriately between trials					
Selection recorded accurately					
Protocol followed for no-selection					

**Summary:**

- Total components: \_\_\_\_\_ (10 components × 5 trials = 50)
- Components implemented correctly: \_\_\_\_\_ (\_\_\_\_%)
- Areas of strength: \_\_\_\_\_
- Areas for improvement: \_\_\_\_\_

- Action plan: \_\_\_\_\_

## FUNCTIONAL ANALYSIS CONDITION INTEGRITY CHECKLIST

**Condition:** ☐ Attention ☐ Escape ☐ Tangible ☐ Alone ☐ Play **Client:**

\_\_\_\_\_ **Implementer:** \_\_\_\_\_ **Observer:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

Rate each component as Implemented (✓) or Not Implemented (✗)

Implementation Component	Implementation Status	N
Environment set up according to protocol		
Materials prepared correctly		
Establishing operation in place at start		
Correct verbal statement at beginning of condition		
Appropriate baseline interaction		
Target behavior identified correctly		
Consequence delivered immediately following target behavior		
Correct consequence provided (based on condition)		

Consequence delivered for required duration

Return to baseline interaction after consequence

No consequences for non-target behaviors

Condition terminated at appropriate time

Data recorded accurately

Safety procedures followed

**Summary:**

- Total components: \_\_\_\_\_ (14 possible)
- Components implemented correctly: \_\_\_\_\_ (\_\_\_\_%)
- Areas of strength: \_\_\_\_\_
- Areas for improvement: \_\_\_\_\_
- Action plan: \_\_\_\_\_

**NATURAL ENVIRONMENT TEACHING INTEGRITY CHECKLIST**

Client: \_\_\_\_\_ Implementer: \_\_\_\_\_ Observer: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_ Setting: \_\_\_\_\_

Duration: \_\_\_\_\_

Rate each component as Implemented (✓) or Not Implemented (✗) or Not Applicable (NA)

**Implementation Component**

**Implementation  
Status**

**N**

Environment arranged to promote motivation

Follows client's motivation and interests

Uses naturally occurring reinforcers

Creates learning opportunities within activity

Uses clear, appropriate SDs

Implements appropriate prompt level

Fades prompts appropriately

Provides immediate reinforcement

Reinforcer directly related to response

Intersperses easy and difficult tasks

Uses multiple exemplars/variations

Captures and contrives motivation effectively

Maintains natural interaction style

Collects data without disrupting flow

Embeds multiple learning domains

**Summary:**

- Total applicable components: \_\_\_\_\_
- Components implemented correctly: \_\_\_\_\_ (\_\_\_\_%)
- Areas of strength: \_\_\_\_\_
- Areas for improvement: \_\_\_\_\_
- Action plan: \_\_\_\_\_

**EXTINCTION PROCEDURE INTEGRITY CHECKLIST****Client:** \_\_\_\_\_ **Implementer:** \_\_\_\_\_ **Observer:**\_\_\_\_\_ **Date:** \_\_\_\_\_ **Target Behavior:**\_\_\_\_\_ **Function:** \_\_\_\_\_ **Type of Extinction:** ☐Attention ☐ Escape ☐ Tangible ☐ Automatic

Rate each component as Implemented (✓) or Not Implemented (X)

**Implementation Component****Implementation  
Status****N**

Function-matched extinction procedure identified

Extinction procedure implemented immediately following  
target behavior

No reinforcement provided for target behavior

Consistency maintained throughout session

Implementation continued despite extinction burst

Safety procedures maintained



Alternative behaviors reinforced

Antecedent strategies implemented as planned

No inadvertent reinforcement provided

Data collected on target behavior

Data collected on alternative behavior

Procedure implemented across all relevant contexts

**Summary:**

- Total components: \_\_\_\_\_ (12 possible)
  - Components implemented correctly: \_\_\_\_\_ (\_\_\_\_%)
  - Areas of strength: \_\_\_\_\_
  - Areas for improvement: \_\_\_\_\_
  - Action plan: \_\_\_\_\_
- 

## **4. SKILL ACQUISITION PROGRAMMING WORKSHEET**

Use this worksheet to plan effective skill acquisition programs based on client needs.

### **SKILL ACQUISITION PROGRAM PLANNING**

**Client:** \_\_\_\_\_ **Target Skill:** \_\_\_\_\_

**Current Performance Level:**

- Baseline data: \_\_\_\_\_
- Current prompt level required: \_\_\_\_\_
- Prerequisite skills present: \_\_\_\_\_
- Related mastered skills: \_\_\_\_\_

**Operational Definition of Target Skill:**

---

---

---

**Measurable Goal Statement:**

---

---

**Task Analysis** (if applicable):

1. 

---
2. 

---
3. 

---
4. 

---
5. 

---
6. 

---
7. 

---
8. 

---
9. 

---
10. 

---

**Teaching Procedure:**

- Instructional format: 

---
- Teaching strategy: 

---
- Prompt hierarchy: 

---
- Prompt fading plan: 

---
- Error correction procedure: 

---
- Mastery criteria: 

---

**Session Structure:**

- Trials per session: 

---
- Frequency of sessions: 

---
- Interspersed with: 

---
- Session duration: 

---
- Materials required: 

---

**Reinforcement Plan:**

- Primary reinforcers: 

---
- Conditioned reinforcers: 

---
- Reinforcement schedule: 

---
- Schedule thinning plan: 

---
- Specific reinforcement contingency: 

---

**Data Collection System:**

- Measurement type: \_\_\_\_\_
- Data sheet format: \_\_\_\_\_
- IOA measurement plan: \_\_\_\_\_
- Decision rules for modification: \_\_\_\_\_
- Visual display format: \_\_\_\_\_

**Generalization & Maintenance Plan:**

- Generalization strategy: \_\_\_\_\_
- Setting generalization plan: \_\_\_\_\_
- Stimulus generalization plan: \_\_\_\_\_
- Response generalization plan: \_\_\_\_\_
- Maintenance schedule: \_\_\_\_\_

**Potential Barriers & Solutions:**

- Anticipated challenges: \_\_\_\_\_
- Motivational strategies: \_\_\_\_\_
- Environmental modifications: \_\_\_\_\_
- Prerequisite skill development needs: \_\_\_\_\_
- Consultation needs: \_\_\_\_\_

---

## 5. BEHAVIOR REDUCTION PLANNING EXERCISE

Use this worksheet to develop comprehensive understanding of behavior reduction principles and planning.

### FUNCTION-BASED INTERVENTION PLANNING

**Target Behavior:** \_\_\_\_\_

**Operational Definition:**

\_\_\_\_\_  
\_\_\_\_\_

**Current Baseline:**

- Frequency/rate: \_\_\_\_\_
- Duration: \_\_\_\_\_
- Intensity: \_\_\_\_\_
- Pattern: \_\_\_\_\_

**Functional Assessment Summary:**

**Antecedents** (List common triggers):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Consequences** (List common results):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Hypothesized Function(s):** ☐ Attention ☐ Escape/Avoidance ☐ Tangible ☐ Automatic  
 Evidence supporting this hypothesis: \_\_\_\_\_

\_\_\_\_\_

**Replacement Behavior Planning:**

Identify appropriate replacement behavior that serves same function:

\_\_\_\_\_

How will replacement behavior be taught?

\_\_\_\_\_

\_\_\_\_\_

**Antecedent-Based Intervention Strategies:**

For Attention-Maintained Behavior:

- Noncontingent attention plan: \_\_\_\_\_
- Attention satiation strategy: \_\_\_\_\_
- Attention recruitment teaching: \_\_\_\_\_

For Escape-Maintained Behavior:

- Demand modification plan: \_\_\_\_\_
- Break scheduling approach: \_\_\_\_\_
- Interspersing strategy: \_\_\_\_\_
- Choice-making opportunities: \_\_\_\_\_

For Tangible-Maintained Behavior:

- Access scheduling approach: \_\_\_\_\_
- Alternative access methods: \_\_\_\_\_
- Delay tolerance building: \_\_\_\_\_
- Clear access rules/boundaries: \_\_\_\_\_

For Automatic-Maintained Behavior:

- Environmental enrichment plan: \_\_\_\_\_
- Competing stimuli strategy: \_\_\_\_\_
- Matched sensory alternative: \_\_\_\_\_
- Medical/physiological considerations: \_\_\_\_\_

### **Consequence-Based Intervention Strategies:**

#### **Reinforcement Procedures:**

- DRA plan: \_\_\_\_\_
- DRI plan: \_\_\_\_\_
- DRO plan: \_\_\_\_\_
- Token system details: \_\_\_\_\_

#### **Extinction Procedures:**

- Type of extinction: \_\_\_\_\_
- Implementation details: \_\_\_\_\_
- Extinction burst management plan: \_\_\_\_\_
- Safety considerations: \_\_\_\_\_

#### **Crisis Management Plan:**

- Crisis definition/criteria: \_\_\_\_\_
- Immediate response protocol: \_\_\_\_\_
- Additional support procedure: \_\_\_\_\_
- Post-crisis procedures: \_\_\_\_\_

### **Data Collection and Evaluation Plan:**

- Measurement system for target behavior: \_\_\_\_\_
- Measurement system for replacement behavior: \_\_\_\_\_
- Schedule of data review: \_\_\_\_\_
- Success criteria: \_\_\_\_\_
- Plan modification criteria: \_\_\_\_\_

### **Implementation Consistency Plan:**

- Staff training approach: \_\_\_\_\_
- Procedural integrity checks: \_\_\_\_\_
- Caregiver training component: \_\_\_\_\_
- Cross-setting implementation: \_\_\_\_\_

---

## **6. CLIENT SCENARIO RESPONSE GUIDES**

Practice applying your knowledge to realistic client scenarios you may encounter as an RBT.

## SCENARIO 1: PREFERENCE ASSESSMENT CHALLENGES

**Scenario:** You are conducting an MSWO preference assessment with a 6-year-old client who has limited verbal abilities. When you present the array of 5 items, the client attempts to grab all items at once instead of selecting one item as instructed.

### Assessment:

1. What is the immediate challenge in this scenario?  
\_\_\_\_\_
2. What factors might be contributing to this response?  
\_\_\_\_\_  
\_\_\_\_\_
3. What skill deficits might be present?  
\_\_\_\_\_  
\_\_\_\_\_

### Response Planning:

1. Immediate response to the behavior:  
\_\_\_\_\_  
\_\_\_\_\_
2. Modifications to assessment procedure:  
\_\_\_\_\_  
\_\_\_\_\_
3. Prerequisite skills that may need to be taught:  
\_\_\_\_\_  
\_\_\_\_\_
4. Alternative assessment approaches to consider:  
\_\_\_\_\_  
\_\_\_\_\_
5. Data to collect on this challenge:  
\_\_\_\_\_  
\_\_\_\_\_

### Implementation Plan:

---

---

---

---

## SCENARIO 2: CHALLENGING BEHAVIOR DURING DEMAND

**Scenario:** During a work session, your 10-year-old client begins throwing materials and yelling "No!" when presented with a writing task. The behavior intervention plan indicates this behavior is escape-maintained, and you should implement escape extinction while teaching appropriate break requests.

**Assessment:**

1. What function is the challenging behavior serving?  
\_\_\_\_\_
2. What replacement behavior needs to be taught?  
\_\_\_\_\_
3. What components would escape extinction include in this situation?  
\_\_\_\_\_  
\_\_\_\_\_

**Response Planning:**

1. Immediate response to the behavior:  
\_\_\_\_\_  
\_\_\_\_\_
2. Antecedent modifications to consider:  
\_\_\_\_\_  
\_\_\_\_\_
3. Replacement behavior teaching approach:  
\_\_\_\_\_  
\_\_\_\_\_
4. Reinforcement strategy:  
\_\_\_\_\_  
\_\_\_\_\_
5. Data to collect during incident:  
\_\_\_\_\_  
\_\_\_\_\_

**Implementation Plan:**

---

---

---

---

**SCENARIO 3: SKILL ACQUISITION PLATEAU**

**Scenario:** You have been implementing a program teaching a 7-year-old client to tie shoes. After making initial progress over several weeks, the client has plateaued at being able to complete only the first three steps independently (out of 10 steps). You have been using a forward chaining procedure.

**Assessment:**

1. What might be causing the plateau in progress?  
\_\_\_\_\_  
\_\_\_\_\_

2. What information would you want to review about previous sessions?

---

---

3. What aspects of the current teaching procedure should be evaluated?

---

---

### **Response Planning:**

1. Potential modifications to the teaching procedure:

---

---

2. Alternative approaches to consider:

---

---

3. Motivation enhancement strategies:

---

---

4. Environmental modifications:

---

---

5. Data to collect moving forward:

---

---

### **Implementation Plan:**

---

---

---

---

## **SCENARIO 4: GENERALIZATION CHALLENGES**

**Scenario:** An 8-year-old client has mastered requesting using full sentences in the therapy room with you but does not use this skill with other therapists or in other environments. The skill was taught using discrete trial training.

### **Assessment:**

1. What type of generalization challenge is occurring?

---

2. What factors in the original teaching might have limited generalization?

---

---

3. What assessment information would be helpful to gather?

---

---



**Response Planning:**

1. Strategies to promote generalization across people:

---

---

2. Strategies to promote generalization across settings:

---

---

3. Modifications to teaching procedure to enhance generalization:

---

---

4. Natural environment teaching opportunities:

---

---

5. Data to collect on generalization:

---

---

**Implementation Plan:**

---

---

---

---

**SCENARIO 5: REINFORCER EFFECTIVENESS DECLINE**

**Scenario:** A 5-year-old client who was previously highly motivated by stickers and praise has shown declining interest in these reinforcers over the past week. Task compliance and skill acquisition rates have decreased as well.

**Assessment:**

1. What factors might contribute to declining reinforcer effectiveness?

---

---

2. What information would you want to gather about recent sessions?

---

---

3. What changes in client circumstances might be relevant?

---

---

**Response Planning:**

1. Immediate assessment strategies:

---

---

2. Potential new reinforcers to evaluate:

---

---

3. Reinforcement schedule modifications:

---

---

4. Pairing strategies for existing reinforcers:

---

---

5. Data to collect on reinforcer effectiveness:

---

---

**Implementation Plan:**

---

---

---

---

---

## 7. SUPERVISION MEETING PREPARATION FORM

Use this form to prepare for productive supervision meetings with your BCBA supervisor.

### SUPERVISION MEETING PREPARATION

RBT: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Meeting  
Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Period Covered:  
\_\_\_\_\_

**Client Updates:**

Client	Progress Summary	Challenges/Concerns	Questions
--------	------------------	---------------------	-----------

**Implementation Questions:**

<b>Program/Protocol</b>	<b>Specific Question</b>	<b>Current Approach</b>	<b>Information Needed</b>
-------------------------	--------------------------	-------------------------	---------------------------

**Data Collection and Analysis:**

<b>Ta</b>	<b>Current Data</b>	<b>Pattern/Trend</b>	<b>Decision Point?</b>
<b>r</b>			
<b>(</b>			
<b>e</b>			
<b>t</b>			

**Materials and Resources Needed:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Professional Development:**

- Implementation skills needing feedback: \_\_\_\_\_
- Recent training applied: \_\_\_\_\_
- Areas for skill development: \_\_\_\_\_
- Upcoming training interests: \_\_\_\_\_

**Administrative Items:**

- Schedule adjustments needed: \_\_\_\_\_
- Documentation questions: \_\_\_\_\_
- Paperwork needing review: \_\_\_\_\_
- Credential maintenance items: \_\_\_\_\_

**Ethics/Professional Conduct Questions:**

- Boundary situations encountered: \_\_\_\_\_
- Scope of practice questions: \_\_\_\_\_
- Ethical scenarios for discussion: \_\_\_\_\_
- Confidentiality clarifications: \_\_\_\_\_

**Feedback from Last Supervision Meeting:**

- Focus areas from previous meeting: \_\_\_\_\_
- Steps taken to address feedback: \_\_\_\_\_
- Results of implementation changes: \_\_\_\_\_
- Ongoing challenges: \_\_\_\_\_

**Goals for This Meeting:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Notes and Discussion Points:**

---

---

---

---

---

## 8. PROFESSIONAL DEVELOPMENT PLANNING

Use this tool to plan your ongoing professional development as an RBT.

### PROFESSIONAL DEVELOPMENT PLAN

Name: \_\_\_\_\_ RBT Certification Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Review Date: \_\_\_\_\_

#### PART 1: SKILL ASSESSMENT

##### Technical Skills Assessment:

Rate your current proficiency (1 = Needs significant development, 5 = Highly proficient):

Skill Area	Current Rating (1-5)	Priority for Development (H/M/L)	Resources/Training Available
Measurement & Data Collection			
Selecting appropriate measurement systems			
Implementing measurement procedures accurately			
Graphing and visual analysis			

Data-based decision  
making

## **Assessment Implementation**

Preference assessments

Functional behavior  
assessment  
procedures

Skill assessments

Task analysis  
development

## **Skill Acquisition**

Discrete trial teaching

Natural environment  
teaching

Chaining procedures

Prompting and fading  
techniques

Discrimination training

Generalization  
programming

## **Behavior Reduction**

Function-based  
intervention  
implementation

Antecedent-based  
strategies

Reinforcement  
procedures

Extinction  
implementation

Crisis management

## **Documentation**

Objective session notes

ABC data collection

Progress reporting

Graphing and data  
presentation

## **Professional Practice**

Ethical decision making

Professional boundaries

Cultural competence

Interprofessional  
collaboration

Client dignity and respect

## **Professional Characteristics Assessment:**

Rate your current development (1 = Needs significant development, 5 = Highly developed):

<b>Professional Characteristic</b>	<b>Current Rating (1-5)</b>	<b>Priority for Development (H/M/L)</b>	<b>Growth Strateg ies</b>
Receptivity to feedback			
Timeliness/punctuality			
Organization skills			
Communication skills			



Problem-solving ability

Adaptability/flexibility

Initiative/self-direction

Stress management

Teamwork/collaboration

Work-life balance

## PART 2: GOAL SETTING

### Short-Term Professional Goals (Next 3-6 months):

1. \_\_\_\_\_  
Action steps: \_\_\_\_\_ Resources needed: \_\_\_\_\_  
\_\_\_\_\_ Measurement of achievement: \_\_\_\_\_  
\_\_\_\_\_ Timeline: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
Action steps: \_\_\_\_\_ Resources needed: \_\_\_\_\_  
\_\_\_\_\_ Measurement of achievement: \_\_\_\_\_  
\_\_\_\_\_ Timeline: \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
Action steps: \_\_\_\_\_ Resources needed: \_\_\_\_\_  
\_\_\_\_\_ Measurement of achievement: \_\_\_\_\_  
\_\_\_\_\_ Timeline: \_\_\_\_\_  
\_\_\_\_\_

### Long-Term Professional Goals (1-3 years):

1. \_\_\_\_\_  
Action steps: \_\_\_\_\_ Resources needed: \_\_\_\_\_  
\_\_\_\_\_ Measurement of achievement: \_\_\_\_\_

\_\_\_\_\_ Timeline:

2.

\_\_\_\_\_ Action steps: \_\_\_\_\_ Resources needed:

\_\_\_\_\_ Measurement of achievement:

\_\_\_\_\_ Timeline:

\_\_\_\_\_

## **PART 3: PROFESSIONAL DEVELOPMENT RESOURCES**

### **Continuing Education Plan:**

- RBT Renewal requirements: \_\_\_\_\_
- CEUs needed by: \_\_\_\_\_
- Areas of focus for CEUs: \_\_\_\_\_
- Planned training events: \_\_\_\_\_
- Online learning resources: \_\_\_\_\_
- Budget allocation for training: \_\_\_\_\_

### **Supervision Utilization Plan:**

- Current supervision frequency: \_\_\_\_\_
- Strategies to maximize supervision benefit: \_\_\_\_\_
- Specific skills to target in supervision: \_\_\_\_\_
- Feedback implementation plan: \_\_\_\_\_
- Documentation of supervision effectiveness: \_\_\_\_\_

### **Peer Learning Opportunities:**

- Peer mentoring possibilities: \_\_\_\_\_
- Study group participation: \_\_\_\_\_
- Skill sharing opportunities: \_\_\_\_\_
- Observation arrangements: \_\_\_\_\_
- Collaborative learning projects: \_\_\_\_\_

### **Self-Study Resources:**

- Books/articles to read: \_\_\_\_\_
- Online resources to utilize: \_\_\_\_\_
- Practice opportunities to arrange: \_\_\_\_\_
- Self-assessment tools: \_\_\_\_\_
- Reflection practices: \_\_\_\_\_

## **PART 4: CAREER DEVELOPMENT**

### **Current Position Analysis:**

- Aspects I enjoy most: \_\_\_\_\_
- Areas of greatest contribution: \_\_\_\_\_
- Challenges in current role: \_\_\_\_\_

- Alignment with long-term goals: \_\_\_\_\_
- Development opportunities available: \_\_\_\_\_

#### **Future Career Exploration:**

- Potential future roles: \_\_\_\_\_
- Additional credentials to consider: \_\_\_\_\_
- Experience needed for advancement: \_\_\_\_\_
- Timeline for career progression: \_\_\_\_\_
- Networking opportunities: \_\_\_\_\_

#### **Work-Life Integration:**

- Current work-life balance assessment: \_\_\_\_\_
- Stress management strategies: \_\_\_\_\_
- Burnout prevention plan: \_\_\_\_\_
- Personal boundaries to maintain: \_\_\_\_\_
- Self-care practices: \_\_\_\_\_

#### **Professional Identity Development:**

- Professional values alignment: \_\_\_\_\_
- Community involvement opportunities: \_\_\_\_\_
- Leadership skills development: \_\_\_\_\_
- Professional organization membership: \_\_\_\_\_
- Contribution to the field goals: \_\_\_\_\_

### **PART 5: PROGRESS REVIEW PLAN**

#### **Review Schedule:**

- Self-assessment frequency: \_\_\_\_\_
- Supervisor review frequency: \_\_\_\_\_
- Formal plan update timeline: \_\_\_\_\_
- Documentation method: \_\_\_\_\_
- Adjustment process: \_\_\_\_\_

#### **Success Indicators:**

- Objective measures of growth: \_\_\_\_\_
- Feedback integration evidence: \_\_\_\_\_
- Client outcome improvements: \_\_\_\_\_
- New skill demonstration: \_\_\_\_\_
- Professional recognition: \_\_\_\_\_

#### **Celebration and Reinforcement:**

- How will you acknowledge achievements? \_\_\_\_\_
- Meaningful reinforcement for progress: \_\_\_\_\_
- Milestone celebration plan: \_\_\_\_\_

- Recognition sharing: \_\_\_\_\_
- Motivation maintenance strategies: \_\_\_\_\_

## **PART 6: REFLECTION AND COMMITMENT**

### **Professional Strengths Reflection:**

---

---

---

---

### **Growth Areas Reflection:**

---

---

---

---

### **Value to Clients and Team:**

---

---

---

---

### **Professional Identity Statement:**

---

---

---

---

### **Commitment to Professional Development:**

---

---

---

---

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

## **SUPPLEMENTARY WORKSHEETS**

### **PROMPT FADING PLANNING WORKSHEET**

Client: \_\_\_\_\_ Target Skill: \_\_\_\_\_ Current  
Prompt Level: \_\_\_\_\_ Date: \_\_\_\_\_

**Operational Definition of Independent Performance:**

---

---

**Current Performance Data:**

- Percentage of trials with current prompt level: \_\_\_\_\_
- Consistency across sessions: \_\_\_\_\_
- Error patterns: \_\_\_\_\_
- Latency to respond: \_\_\_\_\_

**Prompt Dependency Assessment:**

- Signs of scanning for prompts: \_\_\_\_\_
- Response latency patterns: \_\_\_\_\_
- Differential performance across therapists: \_\_\_\_\_
- Errors without prompts: \_\_\_\_\_

**Prompt Hierarchy (Most to Least Intrusive):**

1. \_\_\_\_\_ (Most intrusive)
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_ (Least intrusive)
6. Independent

**Current Level:** \_\_\_\_\_ **Target Level:** \_\_\_\_\_

**Fading Strategy Selection:** ☐ Most-to-Least ☐ Least-to-Most ☐ Graduated Guidance ☐ Time Delay ☐ Stimulus Fading ☐ Other: \_\_\_\_\_

**Rationale for Selected Strategy:**

---

---

**Implementation Plan:**

Phase	Prompt Level	Criteria to Move to Next Phase	Data Collection Method
1			
2			

3

4

5

### Potential Challenges and Solutions:

- Challenge 1: \_\_\_\_\_ Solution: \_\_\_\_\_
- Challenge 2: \_\_\_\_\_ Solution: \_\_\_\_\_
- Challenge 3: \_\_\_\_\_ Solution: \_\_\_\_\_

### Reinforcement Plan During Fading:

- Reinforcement for independent responses: \_\_\_\_\_
- Reinforcement for prompted responses: \_\_\_\_\_
- Differential reinforcement strategy: \_\_\_\_\_
- Motivation maintenance approach: \_\_\_\_\_

### Generalization Planning During Fading:

- Setting/context variations: \_\_\_\_\_
- Stimulus variations: \_\_\_\_\_
- Instructor variations: \_\_\_\_\_
- Response variations: \_\_\_\_\_

### Data Analysis Plan:

- Review frequency: \_\_\_\_\_
- Decision rules for progress: \_\_\_\_\_
- Decision rules for regression: \_\_\_\_\_
- Mastery criteria: \_\_\_\_\_

## TOKEN ECONOMY IMPLEMENTATION WORKSHEET

Client: \_\_\_\_\_ Target Behaviors: \_\_\_\_\_ Start  
Date: \_\_\_\_\_ Setting: \_\_\_\_\_

### Token Earning Rules:

Target Behavior	Operational Definition	Tokens Earned	Schedule
-----------------	------------------------	---------------	----------

### Token System Design:

- Physical token type: \_\_\_\_\_
- Token board/container design: \_\_\_\_\_
- Visual representation: \_\_\_\_\_
- Portability considerations: \_\_\_\_\_
- Durability requirements: \_\_\_\_\_

### Exchange System:

Backup Reinforcer	Token Cost	Availability
----------------------	---------------	--------------

### Exchange Schedule:

- Fixed exchange times: \_\_\_\_\_
- Request-based exchanges: \_\_\_\_\_
- Minimum/maximum exchange amounts: \_\_\_\_\_
- Exchange process steps: \_\_\_\_\_
- Staff responsible for exchanges: \_\_\_\_\_

### Teaching the System:

- Initial introduction plan: \_\_\_\_\_
- Teaching token value: \_\_\_\_\_
- Teaching exchange process: \_\_\_\_\_
- Prompting strategy: \_\_\_\_\_
- Demonstration approach: \_\_\_\_\_

### Response Cost (if applicable):

- Behaviors resulting in token loss: \_\_\_\_\_
- Number of tokens removed: \_\_\_\_\_
- Implementation procedure: \_\_\_\_\_

- Prevention focus: \_\_\_\_\_
- Positive emphasis strategy: \_\_\_\_\_

#### **Data Collection System:**

- Tokens earned tracking: \_\_\_\_\_
- Behaviors tracking: \_\_\_\_\_
- Exchange pattern tracking: \_\_\_\_\_
- Response cost tracking: \_\_\_\_\_
- System effectiveness measures: \_\_\_\_\_

#### **Fading/Modification Plan:**

- Schedule thinning approach: \_\_\_\_\_
- Token requirement adjustments: \_\_\_\_\_
- Backup reinforcer modifications: \_\_\_\_\_
- Generalization to natural contingencies: \_\_\_\_\_
- Transition timeline: \_\_\_\_\_

#### **Troubleshooting Plan:**

- If motivation decreases: \_\_\_\_\_
- If consistent token exchange problems: \_\_\_\_\_
- If behavior deteriorates: \_\_\_\_\_
- If token value diminishes: \_\_\_\_\_
- If administration becomes challenging: \_\_\_\_\_

## **FUNCTIONAL COMMUNICATION TRAINING PLANNING WORKSHEET**

**Client:** \_\_\_\_\_ **Problem Behavior:** \_\_\_\_\_

**Function:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### **Current Communication Assessment:**

- Existing communication modalities: \_\_\_\_\_
- Communication strengths: \_\_\_\_\_
- Communication challenges: \_\_\_\_\_
- Previous communication instruction: \_\_\_\_\_
- Communication preferences: \_\_\_\_\_

#### **Problem Behavior Data Summary:**

- Frequency/intensity: \_\_\_\_\_
- Typical antecedents: \_\_\_\_\_
- Typical consequences: \_\_\_\_\_
- Functional assessment results: \_\_\_\_\_
- Current intervention status: \_\_\_\_\_

#### **Replacement Communication Response Selection:**



**Communication  
Response**

**Modality**

**Implementation**

**Match to  
Function**

**Selected Response:** \_\_\_\_\_

**Rationale for Selection:**

---

---

**Response Requirements:**

- Physical motor requirements: \_\_\_\_\_
- Cognitive/discriminative requirements: \_\_\_\_\_
- Sensory requirements: \_\_\_\_\_
- Efficiency assessment: \_\_\_\_\_
- Preference considerations: \_\_\_\_\_

**Teaching Protocol:**

- Instructional setting: \_\_\_\_\_
- Contrived opportunities schedule: \_\_\_\_\_
- Natural opportunities identification: \_\_\_\_\_
- Prompt hierarchy: \_\_\_\_\_
- Prompt fading plan: \_\_\_\_\_
- Error correction procedure: \_\_\_\_\_

**Reinforcement Protocol:**

- Initial reinforcement schedule: \_\_\_\_\_
- Reinforcement delay considerations: \_\_\_\_\_
- Schedule thinning plan: \_\_\_\_\_
- Extinction component: \_\_\_\_\_
- Differential reinforcement strategy: \_\_\_\_\_

**Generalization Plan:**

- Setting/situation variations: \_\_\_\_\_
- Communication partner variations: \_\_\_\_\_
- Antecedent variations: \_\_\_\_\_
- Reinforcement variations: \_\_\_\_\_
- Prompt fading across contexts: \_\_\_\_\_

**Data Collection System:**

- FCT response measurement: \_\_\_\_\_
- Problem behavior measurement: \_\_\_\_\_
- Prompt level tracking: \_\_\_\_\_
- Generalization probes: \_\_\_\_\_
- Success criteria: \_\_\_\_\_

#### **Coordination Plan:**

- Training for communication partners: \_\_\_\_\_
- Consistency across environments: \_\_\_\_\_
- Caregiver implementation support: \_\_\_\_\_
- Team communication system: \_\_\_\_\_
- Follow-up assessment schedule: \_\_\_\_\_

## **VISUAL SUPPORT DESIGN WORKSHEET**

**Client:** \_\_\_\_\_ **Target Behavior/Skill:** \_\_\_\_\_

**Purpose of Visual Support:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### **Current Assessment:**

- Visual processing strengths: \_\_\_\_\_
- Visual discrimination skills: \_\_\_\_\_
- Scanning abilities: \_\_\_\_\_
- Symbol recognition level: \_\_\_\_\_
- Reading abilities (if applicable): \_\_\_\_\_
- Attention span for visual information: \_\_\_\_\_

**Type of Visual Support Needed:** ☐ Visual Schedule ☐ First-Then Board ☐ Token Economy  
☐ Choice Board ☐ Social Story ☐ Task Analysis ☐ Behavior Expectations ☐ Communication Board ☐ Other: \_\_\_\_\_

#### **Design Specifications:**

##### **Format and Size:**

- Physical dimensions: \_\_\_\_\_
- Orientation (horizontal/vertical): \_\_\_\_\_
- Portability requirements: \_\_\_\_\_
- Mounting/display method: \_\_\_\_\_
- Durability needs: \_\_\_\_\_

##### **Visual Elements:**

- Symbol type: ☐ Photos ☐ Line Drawings ☐ Icons ☐ Words
- Symbol size: \_\_\_\_\_
- Number of symbols per page/display: \_\_\_\_\_
- Color coding system: \_\_\_\_\_
- Text requirements: \_\_\_\_\_

- Background considerations: \_\_\_\_\_

### **Organization and Layout:**

- Sequence direction: \_\_\_\_\_
- Grouping method: \_\_\_\_\_
- Visual hierarchy: \_\_\_\_\_
- White space requirements: \_\_\_\_\_
- Attention-directing features: \_\_\_\_\_
- Consistency elements: \_\_\_\_\_

### **Interactive Components:**

- Movable pieces: ☐ Yes ☐ No
- Movement direction: \_\_\_\_\_
- Attachment method: \_\_\_\_\_
- Completion indication: \_\_\_\_\_
- User manipulation requirements: \_\_\_\_\_
- Reset/preparation process: \_\_\_\_\_

### **Implementation Plan:**

- Introduction method: \_\_\_\_\_
- Teaching protocol: \_\_\_\_\_
- Prompting strategy: \_\_\_\_\_
- Reinforcement for use: \_\_\_\_\_
- Staff/caregiver training: \_\_\_\_\_
- Consistency across environments: \_\_\_\_\_

### **Monitoring Effectiveness:**

- Target behavior/skill measurement: \_\_\_\_\_
- Visual support use measurement: \_\_\_\_\_
- Independence level tracking: \_\_\_\_\_
- Modification criteria: \_\_\_\_\_
- Fading considerations: \_\_\_\_\_

### **Materials Needed:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Production Steps:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Maintenance Plan:**

- Cleaning/care instructions: \_\_\_\_\_
- Replacement process: \_\_\_\_\_
- Update schedule: \_\_\_\_\_
- Storage between uses: \_\_\_\_\_
- Transition plan: \_\_\_\_\_

**SUPERVISION FEEDBACK IMPLEMENTATION PLAN**

RBT: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Date

Feedback Received: \_\_\_\_\_ Focus Area: \_\_\_\_\_

**Feedback Summary:**

---

---

---

**Current Performance Level:**

- Baseline measurement: \_\_\_\_\_
- Specific behaviors to modify: \_\_\_\_\_
- Current strengths related to feedback: \_\_\_\_\_
- Impact on client services: \_\_\_\_\_
- Priority level: \_\_\_\_\_

**Performance Goal Statement:**

---

---

**Understanding Check:**

- My understanding of what needs to change: \_\_\_\_\_

---

- Questions to clarify feedback: \_\_\_\_\_

---

- Additional information needed: \_\_\_\_\_

---

**Action Steps:**

Step	Description	Timeline	Resources Needed	Measurable Outcome
1				
2				
3				
4				
5				

#### Self-Monitoring Plan:

- Data collection method: \_\_\_\_\_
- Frequency of self-assessment: \_\_\_\_\_
- Documentation system: \_\_\_\_\_
- Self-reinforcement strategy: \_\_\_\_\_
- Red flags indicating problems: \_\_\_\_\_

#### Support Resources:

- Additional training needed: \_\_\_\_\_
- Materials required: \_\_\_\_\_
- Mentoring opportunities: \_\_\_\_\_
- Practice contexts: \_\_\_\_\_
- Reference materials: \_\_\_\_\_

#### Follow-up Plan:

- Check-in date with supervisor: \_\_\_\_\_
- Progress report method: \_\_\_\_\_
- Success demonstration approach: \_\_\_\_\_
- Ongoing maintenance strategy: \_\_\_\_\_
- Integration with professional development plan: \_\_\_\_\_

#### Potential Barriers and Solutions:

- Barrier 1: \_\_\_\_\_ Solution: \_\_\_\_\_
- Barrier 2: \_\_\_\_\_ Solution: \_\_\_\_\_
- Barrier 3: \_\_\_\_\_ Solution: \_\_\_\_\_

#### Commitment and Accountability:

---

---

---

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

## APPLICATION PRACTICE CHECKLIST

After completing these practical application worksheets, check off the following items:

- I have practiced creating comprehensive session plans
- I have familiarized myself with various data collection formats
- I have evaluated my procedural integrity for key ABA techniques
- I have practiced developing skill acquisition programs
- I have analyzed function-based behavior intervention planning
- I have applied knowledge to realistic client scenarios
- I have prepared for effective supervision utilization
- I have developed a professional growth plan
- I have practiced designing visual supports
- I have created a feedback implementation system
- I have practiced token economy design
- I have developed prompt fading strategies
- I have planned functional communication interventions