

Operational Definitions for Targets on Progress Notes

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Clinical Status

Active participation: To check this box you may note that the client was alert, cooperative, and/or compliant during ABA treatment. You may also mention objective reasons for this judgment.

Example: "Client was compliant during ABA treatment evident by client's attempt to answer all related questions and cooperating with verbal instructions issued during task A, B, C etc."

Non-example: "The client followed instructions during training session."

Partial participation: To check this box you may note the moderate level of the client's participation by use of ratios and percentages.

Example: "The client displayed partial participation evident by his/her compliance with 50 to 60% of tasks issued by RBT, or the client responded to 5 of 10 requests in 30 minutes thereby displaying partial participation during session."

Non-example: "The client didn't want to participate too much today."

Non-example: "The client participated 100% of the session."

Limited participation: To check this box you may note a low level of client participation by use of ratios and percentages.

Example "The client displayed limited participation evident by his compliance with 10% to 20 % of tasks issued by RBT, or the client responded to 2 out of 10 requests in 30 minutes, thereby displaying limited participation during treatment."

Non-example: "The kiddo didn't cooperate with me today."

Avoidance: To check this box the client shows a behavior that indicates avoiding or trying to escape the presented activity evident by elopement, acting out (tantrum), and or task refusal.

Example: "The client showed escape/avoidance behaviors when asked to brush his teeth evident by the client continuously running out of the bathroom when asked to grab his toothbrush."

Non-example: "The client kept running out of the bathroom when we were trying to brush his teeth."

Intervention Strategy Used

Positive Reinforcement: Positive reinforcement is used when a RBT uses verbal praise, a token, or reward of some kind after a behavior is displayed in the effort to have that behavior occur more often.

Example: "Positive reinforcement was used throughout the entire session in the form of verbal praise following desired behavior during activities A B C etc."

Non-example: "During activity A the client said the correct answer so I gave him a cookie."

Differential Reinforcement: You may check this box if you are using procedures such as DRA, DRL, DRH, DRO, DRI. Those are technical procedures that your supervisor will help you learn when needed. In a general sense, you may check this box if you reward the child for displaying a behavior that is more appropriate or acceptable than the undesired behavior you are trying to minimize. For example, if the undesired behavior of the child is picking his nose and you provide positive reinforcement in the form of verbal praise when the child independently blows his nose differential reinforcement is used.

Example: "Differential reinforcement via verbal praise was provided when client independently initiated blowing his nose rather than picking his nose."

Non-example: "The client got a prize for blowing his nose instead of picking it."

Gestural Prompt: A gestural prompt is any gesture added to the basic instruction that will help guide the client to the correct response. For instance, if your instruction was, "touch the card with the Apple on it", and the RBT uses a pointing gesture or motion towards the Apple card, then that is a gestural prompt.

Example: "Gestural prompts such as pointing were used during fruit recognition activity as client had difficulty choosing the correct response or action."

Non-example: "I helped the client by pointing to the correct card"

Physical Prompt: A physical prompt is used when you physically guide the client to the correct response e.g. using a hand over hand procedure to help the client choose the correct item or perform the correct behavior. You are in physical contact with the client in a fashion that guides him toward the desired response.

Example: "RBT used hand over hand procedure to guide the client during teeth brushing activity."

Non-example: "The RBT moved the client's arm to help him brush his teeth."

Redirection: Redirection is a way to distract the child from the problem behavior they want to engage in, remind the child they can make better choices, or present alternative ways to meet the same function of the problem behavior. When using redirection, the RBT guides the client physically, gestural, or verbally away from an undesired behavior or undesired choice towards a desired behavior or desired choice. For example, if you see your client picking up a rock to throw (undesired behavior) and you say “is that a good idea?” The client then decides to put the rock down. If this box is checked you may justify it with a statement such as....

Example: “Redirection in the form of a verbal prompt was used to deter the client from an undesired behavior of throwing a rock.”

Non-example: “I told the client to stop throwing the rock and he did.”

Modeling: Modeling is used when the RBT performs the desired behavior or response in an effort to get the client to learn the desired behavior or response

Example: “The RBT modeled for client how to build the puzzle, and the client responded by putting the puzzle piece in the correct area.

Non-example: “The RBT helped the child to build a puzzle”

DTT Discrete Trial Training: Discrete Trial Training is used when instruction is provided in a specific, trial based format, using Sd (question or instruction)- give client a moment to respond- response (incorrect, correct) - consequence format (Reinforcement, Error Correction). Each trial teaches related information, such as identifying colors or animals, in first a Mass Trial, then Random rotation format. DTT is a skill that will be modeled and taught to you by your supervisor, and requires a specific implementation of the intervention. A basic review is that trials are performed quickly and in rapid succession, with a RBT request (Sd), client answer (response) and RBT reply (consequence) format. For example, if I’m trying to teach a child the color blue I will present one blue card one card that is not blue for the child to choose from (Mass trial with field of 2). Once the child makes his/her choice, this is considered one trial whether the answer is correct or incorrect.

Example: “DTT consisting of 10 trials used when training client to recognize the color blue. Client was able to get 80% correct.”

Non-example: “RBT used flashcards to teach the color blue.”

*** as with other intervention techniques, such as PECS, if this skill is to be used with a particular child, you will be taught the strategy by your supervisor.*

Reward System: You may check this box if you present positive reinforcement in a tangible fashion (e.g. tokens, small edible reinforcers, little toys) following a desired behavior.

Example: “Client was rewarded with primary reinforcers for completing 3 of 5 requested tasks.”

Non-example: “After our DTT session, we went to the park.”

Pivotal Response Training: Pivotal Response Training is a training system based on teaching pivotal behaviors. A pivotal behavior is a behavior that, once learned, will lead to other desired behaviors without more training. A key component behavior of PRT is motivation. If your client displays motivation by independently initiating a desired task or behavior whether correctly or incorrectly without having to be told or reminded he/she is displaying motivation. If the child displays motivation and you positively reinforced that child to increase future similar behaviors you are performing pivotal response training. Another key component of PRT is responsivity to multiple cues. Many of the clients we work with will have a fixation on a certain part of an object (the buttons on your shirt) and they're unable to focus on anything else or attend to any instruction because of their focus on your buttons. Responsivity to multiple cues is getting the child to get their focus away from the buttons so they can focus on tasks at hand or verbal prompts. If you can get the client to refocus from an object that they desire to focus on your instruction or task at hand you have displayed responsivity to multiple cues.

Example: "The child displayed motivation in the form of independently initiating his clean up task without being reminded by RBT. The RBT rewarded the behavior with verbal positive reinforcement."

Non-example: "I took the child to the park because he cleaned up on his own."

PECS: Picture Exchange Communication System: PECS is a communication system used for clients with decreased vocalizations to communicate using simple familiar pictures. It is a set program that your supervisor will teach you when needed. If you are not utilizing this communication system you will probably not check this box.

Example: "throughout the session the client used PECS to mand for desired target items in the training environment."

Non-example: "the client used pictures to talk."

Visual Supports: a RBT uses visual supports such as flash cards, writing on a dry erase board or books during training. Items such as these would be considered visual supports.

Example: "Visual supports in the form of a picture schedule of our session and routine was utilized during first 45 minutes of session."

Non-example: "We used flashcards during training."

Facilitate peer/social interactions: A RBT can check this box if he/she helps the client initiate, maintain, and or terminate a social interaction with persons other than the RBT e.g. peers, siblings, significant adults etc. If the RBT is at an afterschool program and is able to organize a game, conversation, or simple interaction involving mutual communication between the client and peers he/she is facilitating peer/social interactions.

Example: “The RBT and client began playing a card game which attracted several of the client’s peers. The client was verbally prompted to invite peers to play thereby increasing the client’s social interaction for today.”

Non-example: “We played a card game with the client’s friends today.”

FCT: Functional Communication Training: FCT is a structured communication program that we will teach you when necessary. This can be used in a general sense when an undesired method of communication is replaced with a desired method of communication. For example, rather than asking for a break from work that is too difficult, the client will hit himself in the head with a closed fist. If you can train the client to use a more acceptable form of communication to ask for a break (e.g. raising his hand, asking for a break) you are using functional communication training.

Example: “Functional communication training was used when teaching the client to raise his hand for a break rather than hitting himself in the forehead with a closed fist.”

Non-example: “I told the client to raise his hand instead of punching himself.”

Peer-Mediated Instruction and Intervention: This is the facilitation of a peer providing instruction or guidance for your client. This can be displayed when you encourage your client to get help on his assignment from his peer or if a peer is able to guide the client to perform a desired behavior. For example, if a peer is able to help the client to please stand in line to use the sliding board at the park, that is peer mediated instruction.

Example: “Peer mediated instruction was utilized in the form of a peer guiding client at the park to stand in line to use the slide.”

Non-example: “the client’s friend told him to get in line.”

RIR: Response interruption/Redirection: Response interruption/redirection (RIR) involves the introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner’s attention away from the interfering behavior and results in its reduction. Specifically, RIR is used predominantly to address behaviors that are repetitive, stereotypical, and/or self-injurious. RIR is particularly effective with sensory-maintained behaviors because learners are interrupted from engaging in interfering behaviors and redirected to more appropriate, alternative behaviors.

Example: “Client displayed repetitive head banging today, when given a non-preferred task to complete. RBT was able to use highly preferred task to interrupt self injury, and redirect to alternate task.”

Non-example: “the RBT told the client to stop banging his head on the ground.”

Self-management: Self-management occurs when a client is aware of and can modify their own behavior. This could be exemplified by a client, whose undesired behavior is rock throwing,

motioning towards picking up a rock then stopping himself independently to reengage in current desired task or activity at hand.

Example: “the client displayed self-management by initiating the picking up of a rock, then refraining from picking up the rock independently, evidenced by the client reaching towards the rock, stopping himself, then re-engaging in the current activity.”

Non-example: “the client started to pick up a rock then he stopped.”

Social Narratives: Otherwise known as social stories, a social narrative is a short story specifically designed for your client to teach them a behavior or skill such as using the bathroom in school. The social narrative is exemplified by a short story made specifically for the client with pictures or illustrations that are desirable to the client while utilizing understandable words and sentences to teach a behavior.

Example: “We constructed a social story providing instruction using Lego Ninjago characters to help the client learn to ask a peer to play with him at the park.”

Non-example: “I told the client a story about playing with friends, and then he did.”

Structured Work Systems: A structured work system is instruction that uses visual aids to keep the client organized and on task complete with specific instructions on how to complete said tasks. For instance, if a RBT can use color-coded bins to separate different targets in an effort to keep the client organized. Each bin will have a specific set of instructions for the child to follow. You can check this box if you have developed or are using a predesigned system that keeps your child organized. (An example is the TEACCH method)

Example: “The RBT used color-coded bins to separate the materials needed for each task (e.g. red bin for sequencing, blue bin for comprehension, etc) to keep the client organized and on task.

Non-example: “the RBT separated the client’s homework in bins.”

Task Analysis: A task analysis is used when instruction is provided in step-by-step understandable instruction in written form. A task analysis can be constructed by performing the task yourself and writing instructions as you go along or observing someone who is competent in the task and writing step-by-step instructions based on their performance.

Example: “The client and RBT worked together to construct a task analysis for teeth brushing. Step-by-step instructions were written down as the task was being performed by client and RBT.”

Non-example: “the client used the instructions I wrote to brush his teeth.”

Video Modeling: Video modeling is used when instruction for desired completion of a task or behavior is provided by video of someone successfully performing the task or behavior. The modeling subject must be someone who is able to perform the task or behavior appropriately.

Example: "I videotaped myself brushing my teeth to provide video modeling instruction for my client, as he is learning to brush his teeth appropriately."

Non-example: "After watching a video the client brushed his teeth."

Antecedent Based Intervention: This type of intervention comes before a desired or undesired Behavior. Basically, you are fixing the environment or providing the instruction to help the client to avoid engaging in an undesired Behavior or activity. An example of this would be to remind a child to wash his or her hands after using the restroom before the child enters the restroom.

Example: "the RBT used an antecedent based intervention by reminding the client to wash his hands before he enters the bathroom to perform toileting duties."

Non-example: "Client was told to wash his hands when he is done using the bathroom."

Behavior Skills Training: BST consists of breaking up a behavior chain consisting of multiple steps into individual steps that you train one at a time, in the order that is most conducive to the clients learning. BST consists of 4 steps - instruction, modeling, rehearsal, and feedback. During the instruction phase, you provide clear concise instructions that are easily understood by the client. During modeling, the RBT will correctly model all the steps in the behavior to be trained. Rehearsal consists of consistent practice of the behavior. Feedback consists of the instructor providing verbal tactile or written feedback that helps guide the client to perform the behavior as desired.

Example: "the RBT used behavior skills training by providing step by step instruction, modeling, having client practice, and providing feedback in order for the client to learn how to brush his teeth."

Non-example: "the RBT brushed his teeth in front of the client to teach him the behavior."

Naturalistic Environmental Teaching: NET is used when the RBT utilizes a training program that will encourage the desired Behavior being taught to occur in its natural environment. A RBT is using naturalistic environmental teaching when he or she teaches a desired behavior in the natural environment occurs such as teaching a child to brush his teeth in his home bathroom.

Example: "the RBT used NET when teaching his client all necessary steps to brush his teeth appropriately in the bathroom at home."

Non-example: "the child was instructed to brush his teeth in his home bathroom."

High P or High Probability: High probability refers to a strategy of presenting a series of brief request and/or tasks with a high probability of compliance immediately prior to a request with a low probability of compliance. We can use these high probability behaviors to get the child to perform low probability behaviors. A low probability behavior is a behavior that is not a favorite of the child's and will not occur often such as eating vegetables, if the child does not like vegetables. We use both of these behaviors in conjunction as we can make an agreement with the client stating "if you eat all your vegetables you may have ice cream."

Example: "the RBT used a high probability behavior e.g. eating ice cream to encourage the child to perform a low probability behavior e.g. eating vegetables."

Non-example: "after the child ate his vegetables he received ice cream."