**Replacement Behavior Data Sheet: Type of Prompt**

**Replacement Behavior Goal:**

When (*natural or programmed cue*), (*student name*) will (*replacement behavior*) in order to (*access/escape/avoid*) (*preferred or non-preferred attention, tangibles, sensory experiences, tasks – be as specific as possible*) in (*mastery criterion aligned with teaching context*) for (*length of time or data sessions*).

***Example:***

*When presented with a non-preferred task, Matthew will say “no, thanks” at a low or moderate volume to avoid the non-preferred task in 9 out of 10 trials for three consecutive data sessions.*

**Teaching Procedure Instructions:**

* Use the table below to describe the teaching procedure including the specifics for time delays and types of prompts.
* If the learner would benefit from teaching the behavior in smaller steps or in successive approximations, complete a task analysis (step-by-step outline) of the chain or approximations. The last step should be the final, actual goal, or “best version” of the replacement behavior. Add steps to the table if needed.

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| --- | --- | --- | --- | --- | --- |
| **Targets (Steps or Approximations)** | | **Cue for Response (Antecedent)** | **Type of Prompt(s) and Description of Prompt(s)** | **Reinforcement of Correct Response** | |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |

**Data Collection Instructions:**

1. Enter the date.
2. For “Target,” enter the step number that is being taught.
3. Deliver cues, prompts, and reinforcement according to the Teaching Procedure table.
4. Record the student’s response. Use an “I” for independent, correct responses. For prompted responses, record the type of prompt and the time elapsed between the cue and the prompt. Use “N/A” or a line through the cell to indicate no response from the student.
5. Calculate the most common type of prompt used and the percentage of independent, correct responses in each session. When the mastery criterion has been met for one target, circle the percentage for that session.
6. Introduce the next target, repeating Steps 1-5 until all targets have been mastered.

**EXAMPLE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Target** | **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Most common prompt** | **Percent independent** |
| 8/9/24 | Say “no, thanks” | Model + written | Written | Written | Written | Independent | Written | 1/5 = 20% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Target** | **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Most common prompt** | **Percent independent** |
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