

Student: MR Reference: CR 3f – Imaginative Play Program: Community of Reinforcers

LTO: Student appropriately and independently chooses and uses the following without disrupting others for 5 minutes without stereotypy/passivity. (f. imaginative play)

Criterion: 90% x 1 or 100% x 1

Record a + for any interval with appropriate play
Record a – for inappropriate play, S for stereotypy and P for passivity

STO	Target	Materials	Antecedent	Behavior	Correction	Dates	Reason	LUC
Probe A	Probe student appropriately and independently choosing and playing imaginative play . (present item alone at the table)	imaginative play	imaginative play at the table	Student will select/play with toy appropriately (without stereotypy/passivity)	No Correction	Start End 11/18/19	67%	Not measured
Probe B	Student appropriately and independently choosing and playing with imaginative play along with other toys/blocks/legos/etc. present on the table.	imaginative play Other toys such as cause effect toys, clay, etc	imaginative play and other toys present at the table	Student will select/play with toy appropriately (without stereotypy/passivity)	No Correction	Start 11/18/19 End 4/22/19	85%	
Probe C	Probe appropriate play and independently choosing imaginative play during playtime only.	Play center	Natural setting during playtime (play center)	Student will select/play with toy appropriately (without stereotypy/passivity)	No Correction	Start 11/22/19 End 12/2/19	65%	
Probe D	Probe appropriate play and independently choosing imaginative play after removing any items that cause stereotypic or inappropriate play.	Play Center	Natural Setting during playtime (play center) Remove all items that elicited inappropriate or stereotypic behavior.	Student will select/play with toy appropriately (without stereotypy/passivity)	No Correction	Start 12/2/19 End 12/10/19	85%	

a. 1 min pair / test (5 sec.) to card. imaginative play

imaginative toy play



Select / play without passivity

Follow pair / test procedure

12/14/19

12/18/19

90% x 2

60