Branches: Grouping of skills related to evoking interfering behaviors that make sense to target together due to them taking place in the same location or context.
Contextually Appropriate Behavior (CAB): We want to teach skills in the context they will be used. It is the behavior that is expected following a given instruction.
CAB 1: Instructions related to freely giving up reinforcers
CAB 2: Instructions to transition from SR to the area where further demands associated with the EO (CABs 3-6) take place.
CAB 3: The first few Instructions (1-10% of the mastery criteria of TUCS or number of demands)
CAB 4: A few more instructions (25%-75% of the mastery criteria of TUCS or number of demands)
CAB 5: Building endurance (80-100% of the mastery criteria of TUCS or number of demands)
CAB 6: Tolerating Challenges (100% of the mastery criteria of TUCS or number of demands while being challenged)
Dangerous Behaviors (D): Commonly referred to as R1's in SBT. These are the behaviors that are a threat to the student or other's physical well-being.
FCR: Functional Communication Response. This is the first step taught in the SBT process. It is an omnibus mand that the client is taught to use to request escape from demands and a return to their synthesized reinforcement condition. Common examples include vocal "my way", pressing a speech button, tapping a "my way" card, etc.
High-Intensity Behaviors (HI): Commonly referred to as R1's in SBT. These are the behaviors that may damage property and are difficult to de-escalate.
HRE: Happy, relaxed, and engaged. This is the state of being we aim to get our clients into before implementing trials within SBT.
Practical Functional Assessment (PFA): An assessment that confirms we have identified the reinforcers that maintain interfering behaviors as well as the conditions under which these behaviors emerge.
Precursor Behaviors (P): The behavioral indicators that stress is intensifying and if things continue, these behaviors will intensify to with high-intensity or dangerous behaviors. Commonly referred to as R2's. The goal of the PFA and SBT is to respond to these behaviors *before* the escalate.
Progressing the EO: An establishing operation (EO) is any event that makes a behavior more valuable in the moment. In SBT, it is the signal or subsequent demand that has a history of being reinforced by the escalation of interfering behaviors.
Surprise Shorty: Intermixing a FCR trial when targeting more challenging CABs to "keep the hope alive".
Skill-Based Treatment (SBT): A shaping procedure that helps to establish a functional communication response, toleration of delays and denials, and builds endurance within activities that have a history of challenges for the learner.
Synthesized Reinforcement (SR): Access to all suspected available reinforcers non-contingently to get the learner HRE.

Tolerance Response (TR): This is the second step in the SBT teaching sequence. After a client uses their Functional Communication Response (FCR) to escape demands and return to synthesized reinforcement, the implementer would deny their request and the client would use their Tolerance Response to indicate acceptance of that denial. Common examples include a high five, thumbs up, vocal “okay” or “that’s cool”, etc.
TUCS: Time units of cooperation. How long you expect a client to engage in an activity based on the context and shaping goal.
Optimal Teaching Opportunity (OTO): The ideal time to prompt a response, during the window of time where motivation is at its highest after progression of the EO, but before a precursor has been emitted.

SR	Synthesized Reinforcement	Combining all reinforcers in a context to create a state of joy, instead of looking at individual reinforcers separately.
HRE	Happy, Relaxed & Engaged	Describes observable behavior and affect when the right condition is present; Ensuring that the reinforcement sustains joy and provides the student with the environment to remain relaxed and engaged.
EO	Establishing Operation	The EO makes reinforcement more valuable and increases behavior. When the SR context is paused or denied, and the student is asked to engage in challenging contexts, this establishes a motivation context (EO) to use the FCR to get back to SR.
R1	Unsafe Behavior	Dangerous and unsafe behaviors that places self/others at risk of injury/death.
R2	Precursor Behavior	Behaviors that impede skill acquisition and the environment, but do not place self/others in immediate danger. They signal that severe/unsafe behavior is likely to follow.