

C-Tran Functional Analysis of Behavior

√: completes independently

P: completes partially

-: does not complete

Morning Routine

- wake up with alarm
- take shower when necessary
- hang up towel
- put dirty clothes in hamper
- shave when necessary
- choose clothing appropriate for weather
- choose clothing appropriate for setting/activities
- apply deodorant
- apply aftershave
- get dressed
- brush teeth
- put away toothbrush and paste
- comb hair
- make bed
- tie shoes
- fix and eat breakfast
- prepare backpack/items for the day
- put on watch
- have wallet, keys, and handkerchief in pocket
- turn everything off before leaving
- lock doors

Public Transportation-arranging it

- phone skills to make an appointment
- know/find number
- dial
- introduction/greeting
- request for need
- know address going to and from
- know what time you need to arrive
- wait/listen for confirmation
- initiate closure
- respond to cue for closing confirmation

Using Public Transportation

- be on time
- have items ready before ride arrives
- quick greeting
- show bus pass



- ___ sit down quickly
- ___ ride without making commotion
- ___ say a short goodbye
- ___ exit quickly at stop

Walking to Places

- ___ mapping skills to familiar places
- ___ street safety
- ___ greetings
- ___ know stranger danger
- ___ not interrupt other people's business
- ___ being conscience of others' personal space

Using a Daily Planner

- ___ identify month, day and date
- ___ use for management of day
- ___ able to find correct day
- ___ have it available to use
- ___ request for others to write items in
- ___ enter pickup time for transportation
- ___ schedule haircut
- ___ enter work hours
- ___ enter reminders for transportation scheduling
- ___ record and keep track of phone numbers
- ___ identify if there is a schedule conflict
- ___ enter phone numbers and addresses

Arrival at work

- ___ know how to call in sick
- ___ know how to coordinate with work when he/she has an appointment
- ___ has all appropriate materials
- ___ clock in/out
- ___ quick greetings
- ___ know time to get to work
- ___ follow routine for getting started
- ___ follow job sequence
- ___ work without taking a break
- ___ maintain appropriate behavior across time
- ___ continued adequate output
- ___ know when there is a need to get back on task
- ___ accept criticism from boss
- ___ accept criticism from co-worker
- ___ respond appropriately when given criticism
- ___ make change based on criticism
- ___ follow directions without asking why
- ___ accept compliments

- ___ respond appropriately to compliments
- ___ ask questions for clarification
- ___ put items away when done with them
- ___ keep hands clean
- ___ wash hands before handling food materials
- ___ keep nose wiped
- ___ keep face clean
- ___ knows who to go to when a co-worker or customer makes an inappropriate comment to him
- ___ knows other advocacy skills needed at work

Skills to take a 2-5 minute break

- ___ know how often he can take a minute to relax
- ___ initiate the need to relax/interact with co-worker
- ___ identify when it is okay (when boss is not looking, etc.)
- ___ know appropriate ways to joke with co-workers (including use of augmentative communication device)
- ___ know appropriate ways to respond to joking comments
- ___ know appropriate ways to make casual conversation (how are you, what's up, etc.)
- ___ know when to end silliness
- ___ have a variety of topics to talk about

Skills to take a full break

- ___ clock in/out
- ___ identify who you can talk with
- ___ get something to eat/drink
- ___ be aware of time
- ___ look at newspaper or other reading materials
- ___ know general comments to converse (i.e. weather, activities in town, sports, doing fun activities, video games, TV, girls, friends, family)
- ___ maintain positive attitude in comments
- ___ ask before using other people's things
- ___ avoid asking to use things that belong to people you do not know
- ___ choose age-appropriate shows on the television

Social Skills at Work

- ___ adequate level of eye contact
- ___ use appropriate volume of voice
- ___ introductory skills (introducing new people)
- ___ consideration/awareness of others' desires in familiar situation
- ___ Interacting with customers
 - ___ casual conversation
 - ___ know when to quit
 - ___ avoid interfering with their business
 - ___ greet strangers quickly or not at all and then go on with business

- ___ Keep hands to self
- ___ no hugging
- ___ follow directions of boss
- ___ follow directions of co-employees
- ___ avoid arguing when given directions
- ___ ask for a next task when necessary
- ___ express frustration appropriately
- ___ avoid disrupting co-workers who are working
- ___ avoid disrupting customers
- ___ return to work at appropriate time

Leaving work

- ___ take all personal belongings
- ___ say good-bye quickly
- ___ leave without disruption
- ___ remove work gear
- ___ put items away
- ___ change clothes in the appropriate place

Riding with friends

- ___ be ready/willing to leave a place when the other person is ready/when it is time
- ___ always wear seat belt
- ___ be gracious
- ___ avoid touching gadgets in car
- ___ ask before touching radio, window, a/c, etc.
- ___ help with directions to familiar places
- ___ do not give directions if the person does not need them
- ___ get out right away at destination (within reasonable time)
- ___ keep all things together in the car
- ___ remove all items from car
- ___ transition easily to new activities

“Downtime” at home with roommates

- ___ lock and unlock door
- ___ able to share items
- ___ able to initiate activities with peers
- ___ able to make phone calls to friends
 - ___ know/find phone number
 - ___ ask for correct person
 - ___ identify self-using first name
 - ___ ask if the person is busy
 - ___ respond appropriately if person is busy
 - ___ present subject to discuss
 - ___ initiate casual conversation
 - ___ follow/maintain a one-topic conversation to completion
 - ___ answer questions asked

- ___ make appropriate requests
- ___ make thorough plans
- ___ communicate about common interests/what other person is interested in
- ___ initiate closing
- ___ respond quickly to others' closing
- ___ say good-bye once
- ___ leave appropriate message on answering machine with phone number
- ___ give roommates personal space
- ___ listen to music/watch TV/play Nintendo
 - ___ know acceptable volume
 - ___ check to see if roommate is studying, sleeping, talking on phone, listening to music already, etc.
 - ___ check to see if roommate is "not in the mood"
 - ___ negotiation-decide with partner what music will be played
- ___ negotiation skills
- ___ handle conflict between roommates
- ___ use self-advocacy skills when needed
- ___ pick up subtle cues from roommates
- ___ give people space and privacy
- ___ avoid going into others' bedrooms if they are not around
- ___ knock on doors before entering
- ___ use appropriate levels of touching
- ___ avoid interrupting if another person is involved in an activity
- ___ ask before entering someone's bedroom
- ___ answer knock on the door
 - ___ find out who is there before unlocking the door
 - ___ answer only to a person he knows
 - ___ know how to respond if he does not know the person
 - ___ use appropriate social skills if he does know the person
- ___ answer phone calls for self and others
- ___ take messages for roommates
- ___ deal with telephone solicitors

Going to the bank

- ___ approach counter
- ___ wait in line patiently
- ___ make appropriate transaction (take out or put in)
- ___ know when to deposit/when to withdraw
- ___ identify appropriate amount of time to converse with teller
- ___ know balance
- ___ use checkbook
- ___ use debit card
- ___ use credit card
- ___ put cash in a secure place
- ___ set up new accounts
- ___ use communication strategies/sequences

___ use augmentative device for clarification when necessary

Grocery Store

- ___ inventory on-hand groceries
- ___ identify items needed
- ___ get needed items
- ___ determine menus
- ___ check/choose fresh food
- ___ check/choose low fat and low calorie foods
- ___ avoid buying excessively
- ___ select least costly item (eg. two cans of soup)
- ___ ask employee if you can't find something
- ___ maneuver cart
- ___ identify checkout lane that is open
- ___ exchange money
- ___ give correct amount of money
- ___ check to be sure the right amount of change is given
- ___ move cart through lane and put it away if necessary
- ___ use coupons
- ___ stop and visit if you know someone
- ___ take items to car
- ___ use communication strategies/sequences
- ___ use augmentative device for clarification when necessary

Meal preparation at home

- ___ wash hands
- ___ decide what to cook
- ___ clean and cut vegetables
- ___ operate oven
- ___ operate stove
- ___ locate cooking utensils
- ___ follow a menu
- ___ read directions
- ___ set table if needed
- ___ fix a drink
- ___ make sure appliances are off
- ___ clean up by washing dishes used in preparation as time allows

Clean-up after meals

- ___ clear the table
- ___ put leftover food away
- ___ wash dishes
- ___ wipe counters
- ___ empty dish washer first if dishes are clean

Heating Leftovers

- ___ identify when leftovers are no longer edible
- ___ locate items
- ___ use only microwave safe bowl, etc.
- ___ use microwave
- ___ determine when items are hot
- ___ clean up mess in microwave if required

Maintaining a home

- ___ do chores without reminders
- ___ do laundry (at home, parent's, laundromat)
- ___ care for bedding
- ___ fold and put away clothes
- ___ hang up clothes
- ___ vacuum
- ___ put away dishes
- ___ take out garbage
 - ___ recognize it is garbage collection day
 - ___ empty all trash cans into outside garbage can
 - ___ replace trash can liners as needed
 - ___ return all trash cans to their place in the home
 - ___ wheel garbage to street before pickup
 - ___ wheel garbage can back to home after pickup
- ___ pay bills
- ___ clean bathroom
- ___ keep things neat
- ___ mail bills
- ___ but stamps
- ___ get mail
- ___ report problems/need for repairs
- ___ know how often to do specific chores

Other shopping

- ___ find necessary department
- ___ stay within budget
- ___ ask for help when necessary
- ___ exchange money
- ___ use communication strategies/sequences
- ___ use augmentative device for clarification when necessary
- ___ return merchandise when necessary

Public Entertainment

- ___ call friend to schedule
- ___ make a date
- ___ put appointments in date book
- ___ be on time for transportation
- ___ act appropriately
- ___ thank friends for a good time
- ___ make sure he has the correct amount of money for activity

Visiting a Sit-Down Restaurant

- ___ wait for seat if necessary
- ___ locate desired item on menu
- ___ place order
- ___ wait patiently for food
- ___ eat with manners
- ___ sit casually after dining
- ___ read check
- ___ pay check
- ___ leave tip
- ___ use communication strategies/sequences
- ___ use augmentative device for clarification when necessary

Going to a Movie

- ___ choose a movie
- ___ buy ticket
- ___ buy concessions
- ___ find correct theatre
- ___ find seat without being disruptive to others
- ___ sit quietly through movies
- ___ locate public restrooms
- ___ use communication strategies/sequences
- ___ use augmentative device for clarification when necessary

Recreation Facilities

- ___ wait patiently for assistance
- ___ ask to borrow equipment
- ___ sign checkout sheet
- ___ change clothes in appropriate area
- ___ use locker for storage
- ___ use exercise equipment
- ___ interact with other patrons
- ___ check-in equipment
- ___ follow an other rules
- ___ use communication strategies/sequences
- ___ use augmentative device for clarification when necessary

Video Store/Library

- take necessary materials
- browse quietly
- locate particular movie or book
- ask for help
- request specific movie or book
- rent movie or check out book or movie
- note due dates in planner
- return in timely manner
- pay fines as necessary
- use communication strategies/sequences
- use augmentative device for clarification when necessary

Keetle, S. (1997). *C-Tran functional analysis of behavior*. Lawrence, KS: Lawrence Public Schools.

