Early Childhood: Intensive Instruction

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ACTION PLAN

Go over your action plan and see what you accomplished

Check off what you have done since the previous training

(Priority checklist review)
Sharing from your Colleagues

**Targets of the Week**

- **Isaac**: Take turns with peer
- **Zoey**: Play appropriately with 1 toy
- **Jack**: Initiate Engagement with adult
- **Brady**: Initiate Interaction with adult
- **Davis**: Take turns with peer and adult
- **Jaiden**: Joint attention with adult
- **Seth**: Joint attention with adult
- **Mary**: Joint attention with adult

**Snack Time Student Targets**

- Sits in chair at table
- Feet on floor
- Body facing table
- Hands in lap or on table
- Placement on table
- Requests desired food using PECS, words, signs, gestures
- Eats finger foods
- Eats food with spoon/fork
- Drinks from a cup
- Cleans up on request
Agenda

- Welcome Back and Review
- Intro to Communication
- Applied Behavior Analysis (ABA)
- Setting Up Intensive Teaching
Don’t forget:

Wow, That’s a good idea! form
When you see this icon, it means there is a handout associated with the slide.
J – Jamie’s
A – Acronym
C – Consulting

J – Just
I – Indulge
L – in a Love
L – of Letters

ABCDEF
GHIJKL
MNO
PQRS
STUVWX
YZ
Overview of Concepts

ABA: Verbal Behavior
ABA: Verbal Behavior

- Skinner wanted to know why people say what they say.

- Skinner proposed that language is behavior that is primarily caused by environmental variables such as reinforcement, motivation, extinction, and punishment.

- Verbal language is established and maintained through reinforcement.

- Reinforcement is mediated by a listener
Verbal Behavior

- A word is not defined by its form but by its functional category

![Diagram showing various aspects of verbal behavior with the word "CANDY" at the center, connected to Mand, Tact, Receptive, Intraverbal, Echoic/Mimetic, and Text.]
Verbal Behavior

- The same word has many different functions (e.g., mom)
  - Say “mom”
  - I see mom
  - I want mom
  - Where is mom?
Verbal Behavior Terminology

Verbal Operants or Functions of Language
- Echoic – echo or repeat
- Mand – request
- Tact – label
- Intraverbal – conversation
- Receptive / Non-verbal response
Verbal and Non-verbal Responses

**Verbal**
- Echoic
- Mand
- Tact
- Intraverbal

**Non-verbal/Receptive**
- Matching to sample
- Receptive discrimination
- Motor imitation
- Following directions
Verbal Behavior Terminology

- Mand – request
- Echoic – echo or repeat
- Tact – label
- Intraverbal – conversation
- Receptive – non-verbal response
  - Matching
  - Discrimination
  - RFFC – receptive by feature, function or class
  - Following directions
Mand

- Requesting for what you want (food, drink, tickles, hug, objects, activities, etc.)
- Controlled by the individual’s motivation

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Mand</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing outside on a hot day</td>
<td>“I am thirsty” or signing drink</td>
<td>Drink is provided</td>
</tr>
<tr>
<td>Given a new coloring book</td>
<td>“Color”</td>
<td>Crayon is provided</td>
</tr>
</tbody>
</table>
Tact

- Naming or labeling objects, actions, experiences (what you see, hear, smell, taste, feel)
- Label is controlled by contact with something

<table>
<thead>
<tr>
<th>Discriminative stimulus</th>
<th>Tact</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water fountain</td>
<td>“Water”</td>
<td>“Yes, that is the water fountain.”</td>
</tr>
<tr>
<td>Crayon box</td>
<td>“Colors”</td>
<td>“The box has lots of crayons!”</td>
</tr>
</tbody>
</table>
**Echoic**

- Repeating what you hear
- Controlled by what is heard

<table>
<thead>
<tr>
<th>Discriminative stimulus</th>
<th>Echoic</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “drink”</td>
<td>“Drink”</td>
<td>“That’s right!”</td>
</tr>
<tr>
<td>Say “red”</td>
<td>“Red”</td>
<td>“It is red!”</td>
</tr>
</tbody>
</table>
**Intraverbal**

- Conversing or answering questions
- Controlled by the verbal behavior of others

<table>
<thead>
<tr>
<th>Discriminative stimulus</th>
<th>Intraverbal</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What do you want to drink?”</td>
<td>“Juice”</td>
<td>“That sounds good.”</td>
</tr>
<tr>
<td>Which coloring book do you want?</td>
<td>“Train” or sign train</td>
<td>“You can have the train book.”</td>
</tr>
</tbody>
</table>
Advanced Language Activities

Fill-ins and Reversals

- A dog is an ____________________?
- A dog has four legs and a ____________?
- A horse lives in a _________on a _________?
- A horse can run ________________?
- What can run fast?
- A bird has ________.
- What has wings?
- On rainy days you could use an __________?
- When would you use an umbrella?

“Not” Questions

Who is not on a bike?
Receptive

- Types:
  - Receptive discrimination/Matching
  - Following directions
  - Motor imitation
  - Receptive by Feature, Function, and Class (RFFC)
    - Feature
    - Function
    - Class
Verbal and Non-verbal Responses

**Verbal**
- Echoic
- Mand
- Tact
- Intraverbal

**Non-verbal/Receptive**
- Matching to sample
- Receptive discrimination
- Motor imitation
- Following directions
Match to Sample

- Match identical items (mitten to mitten)
- Match similar items (brown dog, brown & white dog)
- Match categories (animals and food)
Match to Sample

- Match in an array of 3 and move to larger array
- Distracter items start off very different then become more similar
  - Mitten, car, chicken (more different)
  - Mitten, glove, hat (more similar)
Discrimination Teaching

How many skills depend on discrimination?

- Using pictures/visuals
- Following directions
- Identifying people
- Yes/No
- And much more
Following Directions and Motor Imitation: What’s the difference?

- **Following directions**
  - Emphasis is receptive understanding of verbal request
  - “Stomp your feet” “Close the door” “Get your coat”

- **Motor imitation**
  - Emphasis is on modeling the motor behavior of another person
  - “Do this”
Receptive by Feature, Function, and Class (RFFC)

Children need to know more than identification of an object than just its label, they need to learn information about objects such as:

**Feature** – characteristics of object (e.g., color, size, shape, says quack, wear on your hands)

**Function** – purpose of object (what do you do with a pencil, what is a cup for, what do you ride on)

**Class** – category (what is a dog, what is a shirt)
Verbal Behavior Quiz

- Say “mama”
- “Show me the fruit”
- Wait for child to ask
- “What is this?”
- “Where did you go last night?”
- “Which one do you drive?”
- “I want more”
- “Point to the car”
Communication
Teaching Communication

- Manding
- Yes/No

Just a couple important aspects of communication for children with ASD
REMINDER: Top 3 Targets for Intervention

- **Teaching Requesting (Manding)**
  - Social responsiveness
    - Responsive to requests (eye contact and one-step directions)
    - Responding to initiations
  - Imitation Skills

First year priorities and beyond

(Weiss & Zane, 2010)
Manding

The ability to ask for the things you want or need

- Term “manding” comes from Skinner’s Analysis of Verbal Behavior

Oliver Twist
more

not a first sign or

a real mand
Requesting for Young Children with ASD can Include Requests for:

- Desired items (e.g., “Want train”)
- Necessary items (e.g., “I need a spoon”)
- Assistance (e.g., “Help please”)
- Attention (e.g., “Watch me!”)
- Actions (e.g., “Swing me”)
- Information (e.g., “What is it?”)
- Negative reinforcement – removing something unwanted (e.g., “Go away”, “I need a break”)
Requesting

- Students are more likely to request if they receive what they asked for
  - Initially, if the child asks, we give!
  - As the requesting behavior becomes more established, the concept of waiting can be added
Where to Begin for Requesting Training?

Preferred Items, Activities & Routines
Teaching Requesting Using Sign Language

- Begin with the preferred item present

- First opportunity: Provide a freebie while verbally labeling the item, “bubbles”!

- Next opportunity:
  - Model the sign while verbally labeling the item, “bubbles”
  - Then physically prompt the student to sign for the item; label it again, “bubbles”
  - Provide the item and label it again, “bubbles”
Teaching Requesting with a Prompter

- The initial stages of PECS training require a silent prompter.

- Children with limited attention to visual models and/or who have poor imitation skills may also require a prompter to learn signs.
Fading Prompts

Fade physical prompts to form the sign or to pick up/point to the picture:
- Fade from full physical to partial physical prompts
- Fade from a partial physical to a time delay prompt

Fade the model of the sign
- At first, you model, the student imitates
- Later, use time delay (bring up the item and wait before modeling the sign to the child)
Teaching Verbal Requesting

- Again, the first opportunity is a freebie
- The label is provided, “tickle”
- Child receives item/activity immediately upon approximating the word
Putting it All Together to Teach Requesting: Communication Camp

(Yes, this is Mand Training, but with a name that’s more fun!)
What is Communication Camp?

- A fun, 2-week adventure where the child develops new skills that will last a lifetime
  - During the 2-week communication camp, the focus is on establishing opportunities for requesting while teaching the student to initiate communication
  - This student’s participation in other classroom activities may be temporarily decreased, so that communication can be emphasized
Choose Requesting Targets
Initially, try to choose 1 target from each quadrant

<table>
<thead>
<tr>
<th>Foods/Drinks/Snacks:</th>
<th>Toys with Multiple Pieces:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chips</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Pretzels</td>
<td>Play-doh</td>
</tr>
<tr>
<td>Juice</td>
<td>Train tracks</td>
</tr>
<tr>
<td>Water</td>
<td>Cars</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactive/Motor Activities:</th>
<th>Toys Requiring Help:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tickles</td>
<td>Bubbles</td>
</tr>
<tr>
<td>Swinging</td>
<td>Balloons</td>
</tr>
<tr>
<td>Trampoline</td>
<td>Spinning tops, toys</td>
</tr>
<tr>
<td>“blanket slide”</td>
<td></td>
</tr>
<tr>
<td>Spinning in desk chair</td>
<td></td>
</tr>
<tr>
<td>Bouncing on therapy ball</td>
<td></td>
</tr>
</tbody>
</table>
After You’ve Chosen approximately Four Requesting Targets...

- “Cleanse” the environment. The student only receives access to these items when you are implementing mand training, or when s/he spontaneously requests the item.
Schedule Mand Training Sessions

- Implement approximately 10 requesting opportunities per “session” across 8-10 sessions per day
  - this way the child receives 80-100 opportunities to communicate per day
### Schedule Mand Training Sessions

4 requesting targets for this student: *bubbles, puzzle, cookie, spin*

<table>
<thead>
<tr>
<th>SCHOOL ACTIVITY</th>
<th>MAND TARGET</th>
<th>WHO WILL IMPLEMENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>Bubbles</td>
<td>Teacher/Parapro</td>
</tr>
<tr>
<td>Table activity</td>
<td>Puzzle</td>
<td>Parapro</td>
</tr>
<tr>
<td>Speech</td>
<td>Cookie/Spin</td>
<td>SLP</td>
</tr>
<tr>
<td>Circle</td>
<td>Bubbles/Spin</td>
<td>Parapro in hallway</td>
</tr>
<tr>
<td>Snack</td>
<td>Cookie</td>
<td>SLP/Teacher</td>
</tr>
<tr>
<td>Playtime</td>
<td>Puzzle/Spin</td>
<td>Teacher/Parapro</td>
</tr>
<tr>
<td>Motor Time</td>
<td>Spin/Puzzle (while using scooter)</td>
<td>OT</td>
</tr>
<tr>
<td>Bathroom/Pack-up</td>
<td>Bubbles</td>
<td>Teacher/Parapro</td>
</tr>
</tbody>
</table>
Other Considerations for Mand Training Sessions

- If the child seems bored or disinterested with any of the items you’ve selected for mand training, switch to another selected item or identify something else to replace it.

- The child must be motivated to communicate for the item for requesting training to be successful.
Teaching Communication

- Manding
- Yes/No

Just a couple important aspects of communication for children with ASD
Why Teach Yes and No

- A child can learn to respond to a wide range of questions to allow others to know what they need or want

- Can answer cognitive or academic questions
Teaching Yes

- Teaching choice through Yes and No.
  - Verbal, head nod, picture cards
  - Often best to start with picture cards

1. Have favorite foods and a card that says Yes.

2. Show the child the favored item and ask “do you want it.” When the child reaches, say “Yes” while nodding your head and have the child touch the Yes card. As soon as the child hand touches Yes, give him/her the item.
Teaching Yes

3. Continue to offer the item several more times prompting to touch the Yes card if needed and giving the item as soon as the child touches the card.

4. End on a positive trial.
Teaching No

Teaching No doesn’t start until the child has Yes consistently.

- Gather some highly non-preferred items as well as some preferred items.

- Show the child a non-preferred item. When the child doesn’t take it or pushes it away, have him touch No, prompting if needed, while saying No and shaking your head.
Teaching No

- Offer a few more items that they don’t want practicing No before offering a preferred choice.

- End on a Yes trial so the child is not frustrated.
Individualized, Intensive Teaching
Intensive, Individualized Intervention

What is it?

Why is it critical?
What is possible with individualized instruction?
Why was Anne Sullivan’s teaching successful?

- Individualized
- Intensive
- Repetition
- Follow through
- Targeted
- High expectations
- Failure was not an option
Children with ASD Need Good Teaching Even More Than Most Kids
A child with autism has to learn at a faster rate than typical peers just to catch up.

<table>
<thead>
<tr>
<th>Neurotypical Child</th>
<th>Child with Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 learn units a day</td>
<td>Few learn units a day</td>
</tr>
<tr>
<td>Learn from their environment</td>
<td>Poor observational learners</td>
</tr>
<tr>
<td>Specific instruction not needed</td>
<td>Specific instruction necessary</td>
</tr>
<tr>
<td>Strong speaking skills</td>
<td>Weak speaking skills</td>
</tr>
<tr>
<td>Strong listening skills</td>
<td>Weak listening skills</td>
</tr>
</tbody>
</table>
More Learning Opportunities

Provide individualized, intensive teaching to increase learning for students who do not learn from the natural environment or through typical classroom activities.
Educating Young Children with ASD

- Routine Supports
- Scheduling Supports
- Social/Play Instruction
- Visual Supports
- Communication Instruction
- Group Instruction
- Individual Instruction

Classroom Staff
Ancillary Staff
Peers
Parents
Presenting Instruction

Request
(Stimulus)

Response

Reaction
(Consequence)

3Rs
Presenting Instruction

REQUEST  RESPONSE  REACTION

Instruction/Stimulus

“Do This”: Imitation

“MATCH”: Pre-academic

Picture of puzzle: Play Skills

“Give me the . . .”: Receptive Language

“Line up”: Classroom Routines

REINFORCEMENT

PROMPT
The 3 Rs are what we call a “Learning Opportunity” or “Learning Trial”
Using the 3 Rs...

100% success is expected so...

Failure is not an option

A child will be assisted until he is successful

Don’t make a request unless you can follow through
More About the 3 Rs

- Who presents
- Where to present
- What do you present
- How to prompt
- How to reinforce
- How many times to present
- How quickly to present
The Basics of Applied Behavior Analysis (ABA)

What are the 3 Rs?
What is ABA?

ABA is Good Teaching
What is ABA?

ABA **systematically applies** procedures based on **behavioral principles** to the instruction and modification of **socially significant behaviors**.
Why ABA?

- Research supports intensive, structured intervention

- Reduces frustration by building skills gradually and using prompting and reinforcement to support learning

- Best way to teach many new skills

- Individualized

- Ongoing monitoring through data collection
ABA and Evidence-based Practice for ASD

- ABA is listed as an evidence-based practice by:
  - National Standards Project
  - National Professional Development Center on ASD
  - Association for Science in Autism Treatment
  - Numerous books and articles on evidence-based practice
ABA Credential

- ABA isn’t just another strategy

- It is a field of study based on many years of research that serves as a foundational approach to teaching

- Board Certified Behavior Analyst (BCBA) is the credential given to people with significant expertise and experience with ABA

Behavior Analysis Certification Board (BACB) – [http://bacb.com](http://bacb.com)
ABA methods are used to support individuals with autism in at least six ways:

- Increase behavior
- Teach new skills
- Maintain behavior
- Generalize behavior
- Narrow conditions of behavior
- Reduce interfering behaviors
ABA methods are used to support individuals with autism in at least six ways:

- to *increase behaviors* (e.g. *reinforcement* procedures increase on-task behavior, or social interactions)

- to *teach new skills* (e.g. *systematic instruction* and *reinforcement* procedures teach functional life skills, communication skills, social skills)
ABA methods are used to support individuals with autism in at least six ways:

- **to maintain behaviors** (e.g. self-monitoring procedures to stay on task)

- **to generalize or to transfer behavior** from one situation or response to another (e.g. from completing assignments in the resource room to working in the general ed classroom)
ABA methods are used to support individuals with autism in at least six ways:

- to **restrict or narrow conditions** under which interfering behaviors occur (e.g. playing with trains has a time and a place)

- to **reduce interfering behaviors** (e.g. aggression, self-stimulatory behaviors)
Different Teaching Methods Based on ABA

- Verbal Behavior
- PECS
- Pivotal Response Training
- Discrete Trial Teaching (DTT)
- Incidental Teaching
Where is your team with using ABA?

- Philosophically
  - Agree with it
  - Don’t agree with it
  - Not sure

- Training
  - Trained
  - Not trained

- Dedicated time
  - Already do it
  - Need to find a way to implement more ABA-based strategies
  - Not interested
START Student Level Data System
DATA: THE SUPERHERO

Opportunity to Respond (OTR) Data
Opportunities to Respond (OTR)

A teacher creates an OTR by:
- Presenting a question/request
- Providing a prompt to respond (if needed)
- Providing time to respond (3 seconds)

*OTR do not have to be delivered to one student at a time. OTR can be effectively delivered in small and large groups*
Learning Opportunity vs. Opportunity to Respond

- **Opportunity to respond (OTR):** When an adult presents a request to a child and the child has an opportunity to actively respond with motor or vocal behavior.

For example: Adult says “hang up your coat” and child does not respond. The adult then repeats the instruction and provides physical guidance to hang up the coat. This would be counted as 1 OTR.

- **Learning opportunity (LO):** A unit of learning that occurs when an adult presents a request to a child, the child has an opportunity to actively respond, and the adult follows with either praise/reinforcer or corrective feedback. Each series of request, child response, adult response is considered one learning opportunity. Learning opportunity is further defined by each component:
  - Request
  - Response
  - Consequence/Reaction
Benefits of OTR

- Increases
  - Academic performance
  - Correct responding
  - Engagement
  - On task behavior

- Decreases
  - Disruptive behavior
  - Off task behavior
Benefits of OTR

Research shows...

- Students that engage in problem behavior receive less OTR and
- Consequentiality, perform poorly

BUT

- Students that receive more OTR engage in less problem behavior
OTR Guidelines

Research shows...
- Average OTR rate is 1 to 1.5 per minute

Research suggests...
- Positive results are best when:
  - OTR rate is 3 or more per minute
  - Delivery of OTR is fast-paced
  - Wait period of at least 3 seconds is provided
  - Students are able to respond with brief replies
### Opportunity to Respond (OTR) Data Sheet

**Opportunity to Respond Data Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Observer 1:</th>
<th>IOA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Teacher:</td>
<td>Observer 2:</td>
<td></td>
</tr>
</tbody>
</table>

#### Definition of Opportunity to Respond (OTR):
When an adult presents a request to a child and the child has the opportunity to actively respond with motor and/or vocal behavior. Each presentation of an opportunity is counted as one OTR; however, if a request is repeated as a verbal prompt or with some other type of prompt (e.g., model, physical) then it is part of the original request and should not be counted as separate from the original OTR. For example: Adult says, “Hang up your coat,” and child does not respond. The adult then repeats the instructions and provides physical guidance to hang up the coat. This would be counted as 1 OTR.

- Example for a group OTR – The teacher asks students to clap their hands.
- Example for Individual OTR – The teacher asks one specific student to clap his hands.

#### Opportunity to Respond goal - How many opportunities would you like to see occur during this activity? ________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (check one)</th>
<th>Individual OTR Tally</th>
<th>Group OTR Tally</th>
<th>Total OTR</th>
<th>Total time of Activity (Minutes/seconds)</th>
<th>OTR per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□Circle</td>
<td>□Snack</td>
<td>□Circle</td>
<td>□Snack</td>
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<td>□Snack</td>
<td>□Circle</td>
<td>□Snack</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

How do we set up intensive teaching?
Setting Up Intensive Teaching

- Identify curricula
- Complete a student skills assessment
- Select targets based on the assessment
- Set up instruction
  - Components of effective instruction
  - Identify time in the daily schedule for intensive teaching
- Establish a data collection and analysis system
Setting Up Intensive Teaching

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- Complete a student skills assessment
- Select targets based on the assessment
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What Curriculum Do you Use?

ABA

Preschool Curriculum

Read it once again

Social-play
Intensive Teaching Curriculum Areas

- Readiness skills/Learning to learn
  - Attention
  - Imitation
  - Motivation
  - Making choices
- Communication/Language
- Pre-academic/Academic/Literacy
- Play/Social skills
- Motor
- Self help/Adaptive
Curriculum to Teach Specific Skills

Assessment, Evaluation and Programming System (0-3 and 3-6) (AEPS) - http://aepslinkedsystem.com/
ABA Curriculum to Teach Specific Skills

Teaching language to children with autism or other developmental disabilities

*Linked with ABLLS assessment

Behavioral Intervention for Young Children with Autism

Teaching Language to Children with Autism or Other Developmental Disabilities

Mark L. Sundberg, Ph.D.
&
James W. Partington, Ph.D.
ABA Curriculum to Teach Specific Skills

*Available for pilot

http://www.rethinkautism.com/

www.starautismprogram.com

http://www.skillsforautism.com/
Curriculum to Teach Specific Skills

*Teach Me Language*
by Freeman & Dake
Sample ABA Curriculum Lessons

- **Making requests by using word or sound**
- Making requests by signing
- Imitating gross motor movements
- Following one-step directions
- Identifying body parts
- Initiating joint attention
- Showing objects to people
Setting Up Intensive Teaching

- Identify curricula
- **Complete a student skills assessment**
- Select targets based on the assessment
- Set up instruction
  - Components of effective instruction
  - Identify time in the daily schedule for intensive teaching
- Establish a data collection and analysis system
Know your Student
Conducting a Skills Assessment

- You only know what to teach by assessing a child’s current skills and knowing where you want the child to go next.

One day Alice came to a fork in the road and saw a Cheshire cat in a tree. “Which road do I take”? she asked. His response was a question: “Where do you want to go”? “I don’t know,” Alice answered. “Then,” said the cat, “it doesn’t matter.”

~Lewis Carroll
Alice in Wonderland
Assessment systems often used with children with ASD

*Teaching language to children with autism or other developmental disabilities/ABLLS*

*Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)*
MDE Approved Assessment Systems

- Assessment, Evaluation, and Programming System (AEPS)
- Battelle Developmental Inventory, 2nd edition (BDI-2)
- Brigance Inventory of Early Development-II (IED-II)
- Carolina Curriculum for Preschoolers with Special Needs (CCPSN)
- Preschool Child Observation Record, 2nd ed (COR)
- Creative Curriculum Development Continuum for Ages 3-5 (CCDC)
- Learning Accomplishment Profile – Third Edition (LAP-3)
Assessment systems often used with children with ASD

Assessment, Evaluation and Programming System (0-3 and 3-6) (AEPS) -
http://aepslinkedsystem.com/

AEPS Interactive (AEPSi)
http://www.aepsi.com
Skills Assessment

- You can use a skills assessment data sheet to assess performance in a variety of activities and self-help skills.

- This data can be used for the development of IEP goals and intensive teaching targets.

- Example data sheets:
  - Fine motor
  - Social
  - Eating
How to Get a Snapshot of a Students Abilities

Regardless of the assessment used it is always best to use the natural environment and familiar materials when conducting an assessment. If an assessment is given in this manner and the child is able with minimal prompting or independent perform a targeted task it is more likely that it is a skill that is emerging or one that the child has.
Interpreting the Data

Often students have global deficits in all domains: fine motor, gross motor, adaptive, cognitive, social communication and social. As a teacher we need to look at what are the core deficits that keep the child from participating and learning in the classroom environment. Most often the core deficits fall in two areas: social and communication.
Student Example: Lena

- **Score Summary**
- **Lb graph** (1st)
- **Eligibility chart** (2nd)
She knows her upper and lowercase letters, letter sounds, and has demonstrated knowledge of some basic sight words, numbers to 20, basic colors and shapes.

She is able to hold a writing utensil to color and is beginning to copy simple lines, trace letters and lines.

She primarily speaks echoically, repeating what was asked or said to her.

She speaks in primarily one word utterances if she answers questions though in direct instruction she uses rote phrases to answer questions.

She does not communicate to get her needs met, seek information or interact by recalling events.

She is able to receptively identify pictures and objects.

She is beginning to understand the features, function and category of objects.

She understands the concepts of small, medium and large.

She does not initiate interaction with peers and primarily plays alone or with an adult.

She will participate in organized games supervised by an adult and do some basic pretend play with adult supervision.

She rarely responds to peer initiated interactions.

She feeds herself finger foods and is able to use a spoon and fork, occasionally with reminders.

She is newly toilet trained.
VB-MAPP
Know your Student

- Student summary
- Lena’s student summary
Next Steps: How do we set up an intensive teaching program?

- What assessment are you using for preschool age students with ASD and how is it working?
- Identify a student in your classroom who could benefit most for intensive teaching.
- What information did you learn from the assessment? Review Handout
Setting Up Intensive Teaching

- Identify curricula
- Complete a student skills assessment
- **Select targets based on the assessment**
- Set up instruction
  - Components of effective instruction
  - Identify time in the daily schedule for intensive teaching
- Establish a data collection and analysis system
What do we teach?

# 1 - We teach those skills that will help the child become better learners, gain independence, and be successful in general education.
Choosing Goals: Important Considerations

- Choose your goals and targets from the assessment
- Get family input into goals
- Goals and expectations should be age appropriate (0-3 and 3-6)
Student Example: Lena

- IEP Selected Goals 1b
- IEP Goals 1
- IEP Goals 2
- IEP Goals 3
More about Choosing Targets
Choosing Targets for Intensive Teaching

Balance across curriculum areas

- Readiness skills/Learning to learn
  - Attention
  - Imitation
  - Motivation
  - Making choices
- Language
- Play/Social skills
- Pre-academic/Academic/Literacy
- Self help/Adaptive
- Motor
- Independence and regulation*
Top 3 Targets for Intensive Teaching

- Imitation Skills
- Social responsiveness
  - Responsive to requests (eye contact and one-step directions)
  - Responding to initiations
- Teaching Requesting (Manding)

Initial priorities

(Weiss & Zane, 2010)
1. Imitation Sample Targets

**One-Step “Do this”**
- Put on hat
- Feed doll
- Brush hair
- Open book
- Put coin in a bank
- Scribble with a crayon
- Put arms up
- Blow a kiss
- Throw away
- Wave
- Open mouth wide
- Push a car

**Two-Step “Do this”**
- Stand up and jump
- Knock and open the door
- Turn around and clap
- Open mouth and stick out your tongue
Imitation Generalization and Extension

- Imitate a peer during playtime
- Actions to songs
- Obstacle course with another child
- Simon says
- Dress up
- Talking on the phone
- Following during circle time
2. Social Responsiveness

- Responds to name
- Responds to praise and rewards delivered by adults
- Returns greetings
- Makes a choice when items are presented
- Shares a toy with a sibling or peer
- Follows one-step direction to give
- Responds to emotions in others
3. Manding (Requesting)

- As discussed earlier in this module
Choosing Targets

Ask the following question:

- Does the child have the necessary prerequisite skills for this target?
- Is this target developmentally/age appropriate for the child?
- Will this skill help to reduce problem behaviors?
- Will this skill lead to the teaching of other meaningful skills?
- Is this skill likely to generalize?
- Will this skill be maintained?
- Will the child acquire this skill in a reasonable amount of time?
- Will the skill promote independence?
- Will the skill lead to more social opportunities?
- Is this skill important for the child and family?
Target Examples

- Target Areas
- Target Areas with Examples
- Circle Time Targets
Choosing target words (or signs) to teach

- Teach words that can be used broadly (e.g., “open” can be understood and used for open door, open jar, open lid, open goldfish bag, open mouth and say ahh)

- Avoid choosing words that do not convey a concrete meaning (e.g. more) or words that are not critical for understanding (e.g. please, more)

- Choose words that are motivating to the child and will be used frequently and reinforced
Choosing target words to teach

- If you were going to Japan and you wanted to choose 12 words that would be very relevant to get around, what would they be?

Don’t teach “dumb” stuff

- When choosing any target, choose what is most relevant and likely to be learned and used

This concept applies generally across all areas: pre-academic skills, play, etc.
Choosing Goals: Important Considerations

- Remember EXPECTATIONS from the last training?

- Expectations are addressed throughout the day in all activities and generally are not chosen as IEP goals and targets.
Next Steps: How do we set up an intensive teaching program?

- Select targets based on the assessment: Review Handout
Setting Up Intensive Teaching

- Identify curricula
- Complete a student skills assessment
- Select targets based on the assessment

**Set up instruction**
- Components of effective instruction
- Identify time in the daily schedule for intensive teaching
- Establish a data collection and analysis system
STIMULUS: What makes the behavior happen
RESPONSE: What increases the chance the behavior will happen again
CONSEQUENCE: What increases the chance the behavior will happen again

Instruction:
- “Do This”: Imitation
- “MATCH”: Pre-academic
- “Do Puzzle”: Play Skills
- “Give me the . . .”: Receptive Language

PROMPT
REINFORCEMENT
Behavioral Strategies for Teaching

- Prompting Strategies
- Errorless Teaching
- Reinforcement
- Imitation Training
- Task Analysis
- Shaping
- Modeling
- Rehearsal
- Visual Support Systems
- Video modeling
- Discrete Trial Training
- Verbal Behavior Training
Instructional Components

- Prompting
- Errorless Teaching
- Reinforcement
- Behavioral Momentum
What new skills have you learned as an adult?

- Play the guitar
- Knit/scrapbook
- Ballroom dancing
- Pickleball
- Urban gardening
- Smartphone
Prompting

- Prompting involves helping the child give the correct response after a given request.

- When learning new tasks, a child needs help to understand the connection between the request and the desired response.

- Prompts increase the success of the student.
Prompting

Prompting may occur at the same time as the request, right after the request, or even before the request.
Summary of Response Prompts

- Verbal prompts

- Visual prompts
  - Model prompts
  - Picture prompts
  - Gestural prompts
  - Positional prompts

- Physical prompts
  - Blocking
  - Initiation prompts
  - Full Physical prompts
Verbal Prompts

- **Verbal prompts** involve providing a verbal instruction, cue, or model.
- May overemphasize the correct word in an array of choices.
- Direct and indirect prompts:
  - Direct – “get your **boots**”
  - Indirect – “what do you need to **put on your feet**?”
Say it Once and Prompt

If you have told a child a thousand times and he doesn’t understand then it isn’t the child who is the slow learner.

-Walker Barbee
Visual Prompts

- **Model prompts** is acting out the target behavior by an adult or another child.
  - May include video models
Visual Prompts

- **Picture prompts** provide a visual cue to the child.
Visual Prompts

- **Gestural prompts** includes pointing to, looking at, moving, or touching an item or area to indicate a correct response.
Visual Prompts

- **Positional prompts** involve arranging the materials of the trial so that the correct item is in a position advantageous to the child.
Physical Prompts

- **Blocking** involves stopping an incorrect response or behavior before it occurs.

- **Initiation prompts** involves helping the child to begin an action to complete a task.

- **Physical prompts** involves physically assisting the child to complete an action.
Prompt Hierarchy

**Motor Response**
- Full physical
- Partial physical/touch
- Block
- Model
- Gesture
- Positional

**Vocal Response**
- Model
- Verbal
- Gesture

**Prompt Hierarchy**

- Most
- Least
Using the correct system of prompting

- Least to most
  - reduces dependency

- Most to least (errorless)
  - reduces errors
Errorless Teaching

- Learning it wrong

- Have you ever...
  - Learned a name and later discovered it was the wrong name
  - Made a wrong turn the first time going somewhere and then made the same mistake next time
  - Added the wrong ingredient to a recipe and then did it again
Errorless Teaching

- Children only learn the correct skill. The teacher teaches in such a manner that students do not make mistakes. As a result, they do not learn an incorrect skill that will have to be corrected or re-taught.
It might look like cheating, but it isn’t

- **Examples:**
  - You’re wearing blue shoes. If you have blue shoes, line up.
  - My name is Miss Lisa. Who am I?
  - “Raise your hand” while modeling raise hand and providing an initiation prompt.
  - This is a truck. What is this?
  - You have an apple and milk for lunch. What are you having for lunch? While showing a picture of apple and milk.
Minimizes the number of errors

Increases time available for instruction

Reduces the likelihood that errors will be repeated in the future

Reduces frustration and increases opportunities for reinforcement

Errorless Teaching Benefits
Errorless Teaching

- Prompting leads to success 90-100% of the time
- Errorless process:
  - Give an instruction once
  - Wait for a response; prompt before an error occurs within 3-5 seconds of request
  - When a child is first learning a skill, the prompt may be immediate
When to use

- Has few skills/acquisition phase
- Unlikely to learn without many trials, supported by prompts

When not to use

- Has skills; working on mastery or fluency
Prompting Cautions

- Watch for unplanned prompts (practicum student example)

- Beware of prompt dependency
Goal is to use the least amount of prompting necessary to allow the child to respond correctly.
Fade Prompts

Prompt fading
- Gradually reduce the level of prompting needed. For example:
  - Full physical to partial physical
  - Full physical to gestural
  - Model to verbal
  - Verbal to visual

Time delay
- Delay prompt by 1-3 seconds
Fading Example: Teacher fading verbal prompts when teaching child to label objects from a picture
Prompting: Application/Activity

- **Consider 2 tasks**
  1. Dressing or completing a drawing activity
  2. Identifying features of an object or labeling pictures

- How would you prompt your student in these tasks
  - Most to least – errorless teaching
  - Least to most

- How would you fade
Instructional Components

- Prompting
- Errorless Teaching
- Reinforcement
- Behavioral Momentum
- Stages of Learning
Reinforcement

- All people use reinforcement in every day life.
- Something is a reinforcer if it increases the behavior that occurred immediately before the reinforcer was delivered.
- Categories of reinforcers - social, tangible, activity
A reinforcer can be positive or negative.

Positive – giving/presenting something to increase a behavior, like a smile, a cookie or a toy.
Erin speaks in a whisper at school. It is hard to hear her, especially when she is reading. When Mrs. Vandenberg hears Erin’s voice a fraction louder, she gives Erin a potato chip, her favorite food. Over time, Erin’s voice gets louder and louder.
Reinforcement

- A reinforcer can be **positive or negative**.
  - Negative- taking something away to increase a behavior, like turning off the alarm clock, or a teacher removing a demand so the child will stop screaming.
Negative Reinforcement: Example

Child starts whining when you ask him to clean up. The more you ask the more the whining escalates. The teacher removes the demand to clean up and the child stops whining. Who was negatively reinforced?

- **Behavior**: Whining
- **Followed by removal** of item/demand: Clean up
- **Result**: Increase in behavior (i.e. more whining next time)
Negative Reinforcement

A child screams in the grocery store and his mother buys him candy so he will stop. The child stops screaming and in the future the mother buys him candy when he is screaming. The mother's behavior is negatively reinforced.

Removal of aversive (screaming) increases her behavior (candy buying).
A teacher observed that one of her students covered her ears and yelled upon walking into the classroom in morning. After observing the student and the environmental events over the course of a week, the teacher hypothesized that the music playing in the background may be triggering the behaviors. The next day the teacher turned the music off immediately after the student entered the classroom and started yelling and covering her ears. The student immediately removed her hands from her ears and stopped yelling. The teacher repeated this procedure the next school day and the student immediately uncovered her ears and stopped yelling.

Negative Reinforcement
Guidelines for Reinforcement

- If it doesn’t increase behavior, it isn’t a reinforcer.

- Each child will have different reinforcers.
Guidelines for Reinforcement

- A reinforcer for a child may not be a reinforcer every day or every week.

- Vary reinforcers or the child will satiate.

- Always pair tangible reinforcers with social praise, eye contact, high fives, hugs, brief games.
Use descriptive praise for correct responses

- “You are sitting so quietly, we are ready to get started!”
- “Thanks for closing the door, you are a great helper.”
- “You asked for a cracker. That’s great. Here is a cracker.”

Note: Praise is often not a reinforcer for many children with ASD. It must be paired with reinforcers in order to become a reinforcer.
101 Ways to Praise

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT • WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU • FANTASTIC • SUPER STAR • NICE WORK • LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING • YOU'RE CATCHING ON • NOW YOU'VE GOT IT • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAY FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU • YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP, HURRAY • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK • CREATIVE JOB • SUPER JOB • FANTASTIC JOB • EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE • BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU BELONG • YOU'VE GOT A FRIEND • YOU MAKE ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • AWESOME • A+ JOB • YOU'RE A-OK MY BUDDY • YOU MADE MY DAY • THAT'S THE BEST • A BIG HUG • A BIG KISS • I LOVE YOU!
Guidelines for Reinforcement

- If reinforcement is being presented after each trial, short-lived reinforcers should be used
  - Single mini M&M
  - One blow on the bubble wand
  - Spinning light for 5 seconds
  - A quick high five and a "Great job!"
Motivating Operation / Establishing Operation

- Establishing Operation – makes some stimulus or event more reinforcing
  - Example (food, drink, break)

- Every time you present a reinforcer, it decreases the motivation for the next one (abolishing operation)
Reinforcement Schedules

- Continuous – Reinforce after every correct response
  - Used for acquisition and difficult tasks

- Intermittent – Fixed or variable schedule
  - Used to maintain a behavior

- Start with reinforcement after every trial then thin out the reinforcement schedule once a behavior is learned.
Reinforcement

- Better responses get a better reinforcer
  - Faster responding
  - Louder responding
  - Longer responding (e.g., time on task)
  - More accurate (e.g., says word more clearly)

- Better reinforcers are
  - More (e.g., popcorn)
  - Better (e.g., favorite color m & m)
  - Longer access (e.g., spinning light)
Engaging Tasks

- A task has to be so engaging that children do not want to escape.

- Boring is not always in the task, but in the environment because you don’t have enough reinforcement (lever example).
Bribery vs. Reinforcement

Reinforcement

instruction → behavior → reinforcer

Bribery

reinforcer → instruction → behavior

instruction → reinforcer → behavior
Reinforcer Assessment

- Ask/Survey
  - Reinforcer survey 1
  - Reinforcer survey 2

- Observe

- Preference assessment

- Create a Summary
  - Reinforcer Summary
10 charts

- Earn to exchange
High quality programs have positive teacher-child interactions

- The goal of pairing is for the child to enjoy being with the instructor

- The child should not want to escape from the instructor
  - When a child sees you, he should know that great things are going to happen and not bad things
  - The instructor becomes the big chocolate chip cookie
Pairing/Rapport Building

It’s okay to work to get a reinforcer and learn to associate that reinforcer with a person.

Remember that children with ASD may not find social interaction and social praise reinforcing initially.
Pairing/Rapport Building

- Associate yourself with a reinforcer before instructional demands start.

- Best types of reinforcers for pairing:
  - are controlled by you
  - can be delivered multiple times in small amounts
  - go away by themselves and don’t need to be taken away (e.g. bubbles)
  - are somehow better with you than without you (e.g. toy that only you know how to turn on)

- Limit the availability of other reinforcers during pairing