

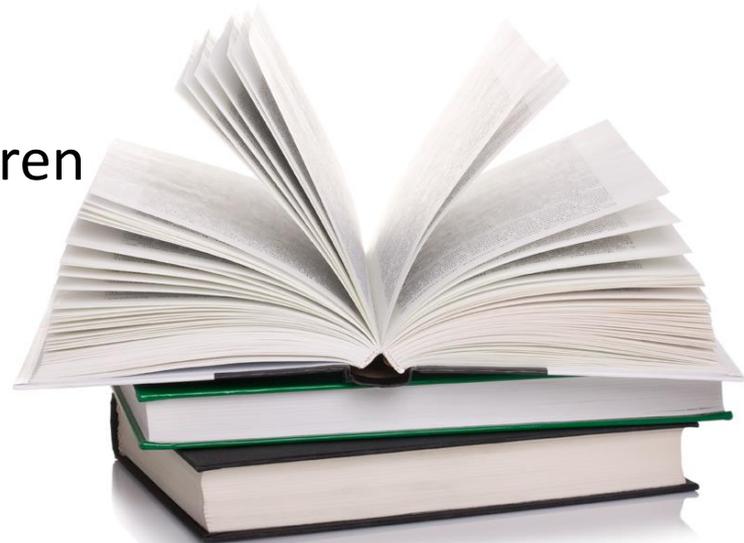


Strategies to Increase Beginner Classroom Participation Skills



Today's Presentation

- **Review of practice and methodology**
- **Designed for**
 - Teachers
 - Paraprofessionals
 - BCABA's and BCBA's working and consulting in schools
 - Other professionals working in a classroom environment with children with autism and related disorders



Today's Objectives



- Upon completion of **Strategies to Increase Beginner Classroom Participation Skills: *Where to Start***, participants will:
 1. Name key components of comprehensive assessment around 7 common problem classroom behaviors
 2. Create a variety of both individual and class-wide reinforcement programs
 3. Identify visual strategies to increase/teach appropriate classroom behavior

7 Common Problem Classroom Behaviors

- Off task
- Out of seat
- Talking and/or interrupting
- Wait turn
- Share with others
- Transition to new activities and/or locations
- Dealing with change



4 Key Components of Comprehensive Assessment

1. Baseline of skills

- a) Play
- b) Social
- c) Adaptive behavior
- d) Communication
- e) Learning and readiness
- f) Language
- g) Academic

2. Behavior & Motivation

- a) BACS Model
- b) Functional Behavior Assessment (FBA)

3. Environmental & Task Variables

4. Current Behavior Strategies



(1) Skills Assessment: Play

- Developments of Play
 - Solitary
 - Parallel
 - Cooperative
 - Interaction
 - Imaginative
- Social and age appropriate norms



(1) Skills Assessment: Social

1. Conversation
2. Non-verbal response repertoire
3. Self-Regulation
4. Other's perspective
5. Situational response repertoire
6. Socially appropriate norms by
 - Culture
 - Age
 - Gender
 - Parent request
7. Executive Functions



(1) Skills Assessment: Adaptive Behavior

- Communication
- Personal Living Skills
- Socialization
- Community Living Skills
- Motor Skills
- Maladaptive Behavior
- Specific Assessments
 - Vineland Adaptive Behavior Scale-II[®] (VABS; Vineland-II[®])
 - Scales of Independent Behavior - Revised[®]



(1) Skills Assessment: Communication

- Definition
 - Intentional communicative behavior
 - Both verbal and non-verbal
 - Within a social context
- Topography
- Functional independence
- Joint attention
- Requesting
- Commenting
- Information Sharing
- Assessment tool
 - ABLLS-R®

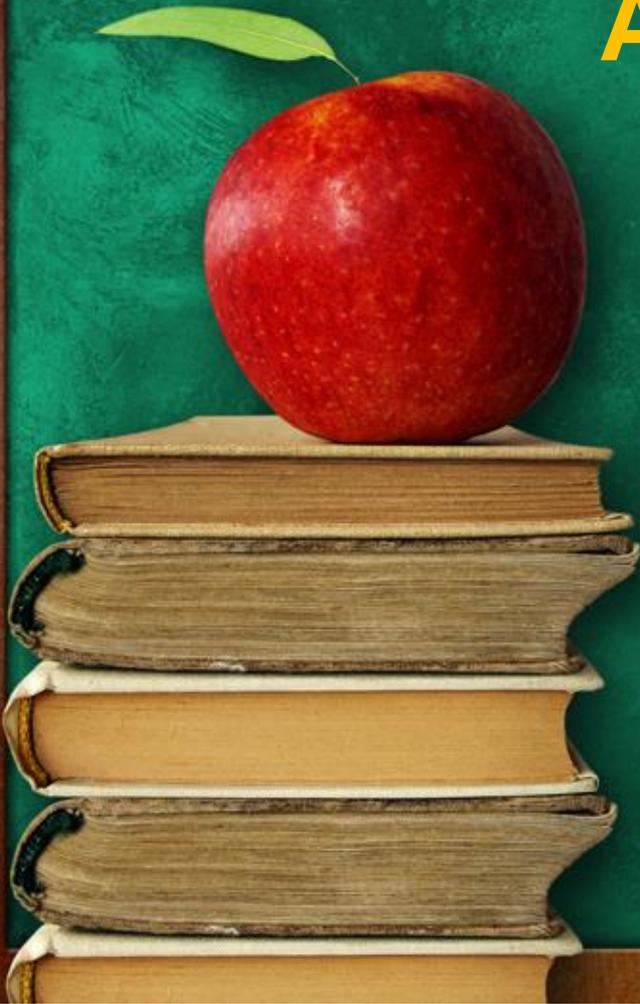


(1) Skills Assessment: Learning & Readiness

- 7 Common Problem Behaviors
 - Learning to learn
- Cooperation
- Reinforcer effectiveness
 - Preference assessments
 - Observation
- Adaptive skill repertoire
- Classroom readiness skills
 - Customize to specific classroom
- Assessment tools
 - ABLLS-R®
 - VB-MAPP
 - Milestones
 - Barriers
 - Transitions



(1) Skills Assessment: Academic



- Pre-Academics
- Reading
- Writing
- Math
- Spelling

Academic Assessment Tools

- Curricula specific
 - Direct Instruction (e.g. Reading Mastery, Language for Learning©2008, Language for Thinking, Language for Writing, Reasoning and Writing, Spelling Mastery)
- K-SEALS, Kaufman Survey of Early Academic and Language Skills
- GORT-4, Gray Oral Reading Test-Fourth Edition
- TERA, Test of Early Reading Ability
- WRMT™-R/NU, Woodcock Reading Mastery Tests – Revised-Normative Update
- KeyMath; Assessment and Curriculum
- TEWL-3, Test of Early Written Language, Third Edition
- CELF-4, Clinical Evaluation of Language Fundamentals® - Fourth Edition



(2) Behavior & Motivation Assessment

- BACS Model – Behavior Analytic Consultation to Schools
 - Rooted in experimental analysis
- Eight-stage behavior analytic model
 1. Functional Behavioral Assessment
 2. Functional Analysis
 3. Treatment Selection
 4. Treatment Evaluation
 5. Teacher Training
 6. Evaluation of Teacher Implemented Treatment
 7. Generalization
 8. Assessment of Social Validity

Mueller, M.M., Nkosi, A. (2009). *Behavior Analytic Consultation To Schools: A Comprehensive Guide to Best Practice in the Assessment and Treatment of Severe Behavior Problems in School Settings*. Marietta, Georgia: Stimulus Publications, Inc.

Behavior Information Needed

- Operationally defined
- Severity
- Frequency
- Duration
- Function
- Topography



Functional Behavior Assessment (FBA)

- 3 components:
 - Indirect assessments
 - Questionnaires/Interviews
 - Rating scales
 - Descriptive assessments
 - Observation: Narrative description
 - ABC Charts
 - Modified ABC Chart
 - Scatterplot
 - Functional (Experimental) Analysis
 - Testing possible contingent variables



Functions of Behavior

- To get something: Positive Reinforcement
 - **Attention** (Social positive reinforcement)
 - **Access to a desired object or activity** (Tangible reinforcement)
 - **Automatic positive reinforcement** (Self-stimulation)
- To get out of something: Negative Reinforcement
 - **Escape/Avoid task, demand or situation** (Social negative reinforcement)
 - **Automatic negative reinforcement** (Stop an aversive sensation)



Possible Functions of 7 Common Problem Behaviors

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- Off task
 - Avoid
- Out of seat
 - Escape
 - Access
 - Attention
- Talking and/or interrupting
 - Escape
 - Attention
 - Automatic
- Wait turn
 - Access
- Share with others
 - Access
- Transition to new activities and/or locations
 - Escape
 - Access
- Dealing with change
 - Escape

(3) Environmental & Task Variables Assessment

- Structure of the room
- Organization of materials
- Possible distractions
- Peer variables
- Stimulus variables
- Task
 - Prerequisite skills repertoire
 - Duration and # of steps to complete
 - Content difficulty
 - Skill breakdown into smaller behavioral components

Modified Academic Curricula Examples

- **Direct Instruction Curriculum**

- Reading Mastery
- Language for Learning©2008
- Language for Thinking
- Language for Writing
- Reasoning and Writing
- Spelling Mastery

- **TouchMath® Curriculum**

- TouchMath®, TouchMath® Money, TouchMath® Time, TouchMath® Addition, TouchMath® Subtraction

- **KeyMath**

- **Teach Me Language**



(4) Current Behavior Strategies Assessment

- **Reinforcement**
- **Reinforcer effectiveness**
 - Preference assessment
 - Saliency
- **Errorless learning**
 - Least to Most versus Most to Least
 - Combined prompt strategies
- **Discrete trial training**
 - Pre-teaching responses
- **Incidental teaching**
- **Functional communication training (Mand training)**
- **Prevention strategies**
- **Behavior reduction methods**
- **Social skills training**
- **Identify and teach replacement behaviors**



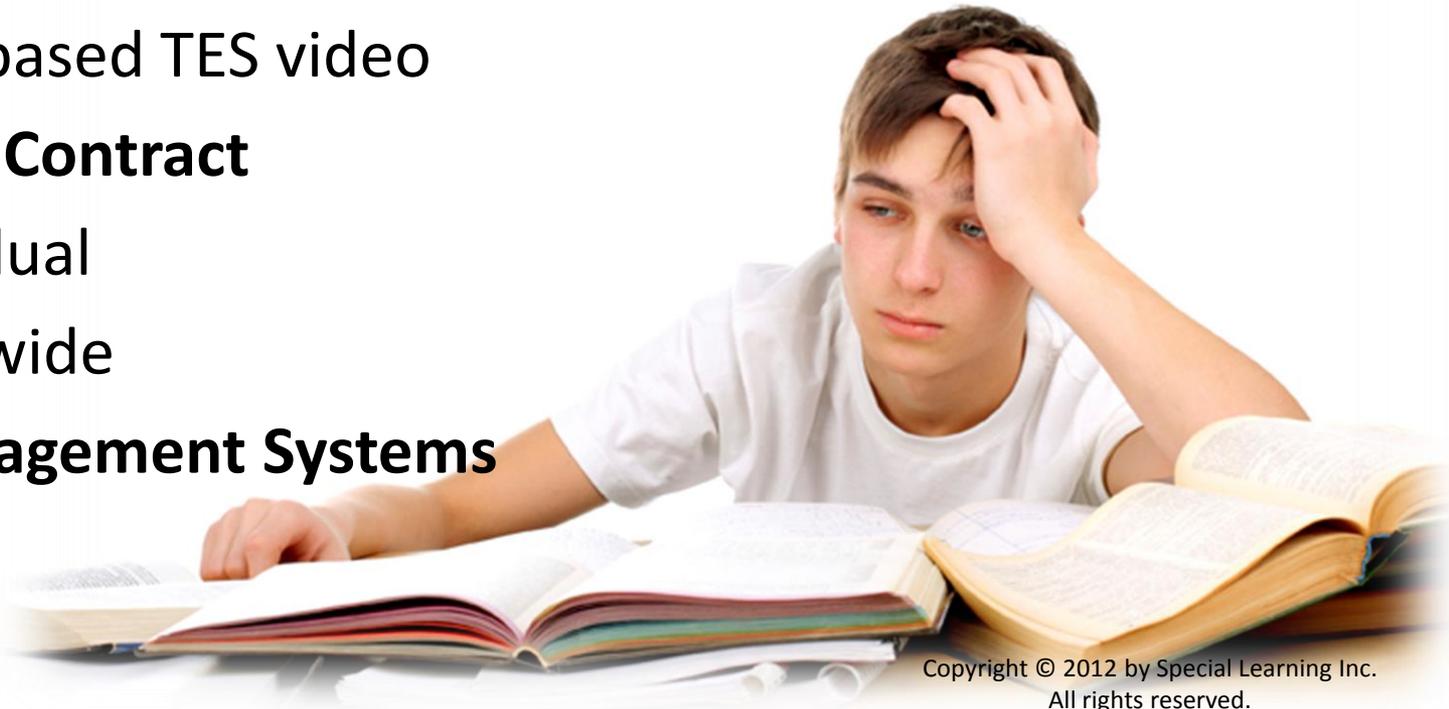
Reinforcement Strategies

- **Positive & Negative Reinforcement**
 - Continuous → Intermittent schedules
- **Differential reinforcement**
- **Token economy systems**
 - Time-based TES video
- **Behavior Contract**
 - Individual
 - Class-wide
- **Self-Management Systems**



Reinforcement Strategies

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Group Contingency



- **Group contingency**

- A contingency in which a common consequence is delivered contingent upon one member of the group, the behavior of part of the group, or the behavior of everyone in the group.-
- Remember, behavior is an action of an individual/organism – “group behavior” does not exist

- **Group contingency behavior chart video**

3 Types of Group Contingencies

1. Independent group contingency

- Contingency is presented to all members of the group, but reinforcement is only delivered to those group members who reached criterion.
- Contingency – 20 minutes of extra recess on Friday for those who turn in their homework completed and on time throughout the week.
- Only those who meet this criterion will receive the 20 minutes of extra recess on Friday.

2. Dependent group contingency

- The delivery of the reinforcer for the entire group is dependent on the performance of an individual or subset of the group.
- Contingency – 20 minutes of extra recess on Friday for *everyone in the class* when Bobby turns in his homework completed and on time throughout the week.

3. Interdependent group contingency

- All members of the group must meet with criterion of the contingency before anyone gets reinforced.
- Contingency – 20 minutes of extra recess on Friday for *everyone in the class* when *everyone* turns in his homework completed and on time throughout the week.
- If one or some do not turn in their homework completed and on time throughout the week, no one will receive the extra recess.

Guidelines for Group Contingencies

- Use a powerful reward (reinforcer)
 - It must be worth it!
 - The same reward may not act as a reinforcer for everyone, this may need to be individualized.
- Make success easy at first
- Select the best group contingency method for the target behavior
 - Independent group contingency seems to be the most “fair” for changing individual behavior but both the dependent group contingency and interdependent group contingency rely on a bit of “peer encouragement” to meet the criterion. (i.e. I don’t want to blow this for the “team.”)



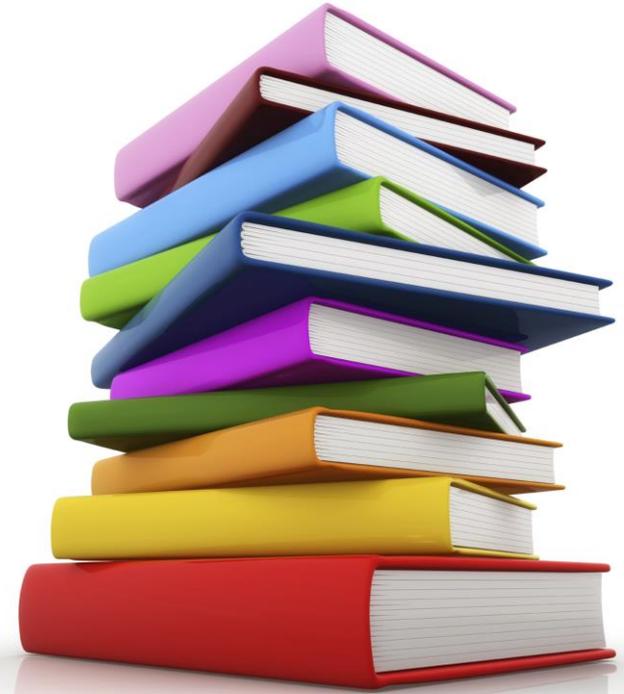
Prevention Strategies

- **Clear instructions and rules**
- **Effective teaching procedures**
- **Reinforcement**
- **Consistency**
- **Routines**
- **Teach flexibility**
- **Prepare ahead**
 - Changes in daily routine or schedule
 - Changes in staff
 - Curriculum and material needs



Strategy Examples

- **Video modeling**
- **Role-play**
- **Pre-teach responses**
- **Social Stories**
- **Peer-to-peer prompting**
 - Peer Buddy program
- **Choice Making**
- **Transition stimuli prompts**
- **Power cards**



More Strategy Examples

- Reinforcement board
- Weekly raffle prizes/drawings
- Marble Jar
- Conversation Record
- Workstations
- Centers
- Comic Strip Conversation



Visual Strategies

- Schedule boards
- Choice Boards
- Checklists
- Written prompts
- Transition icons
- Reminder cards
- Social rule cards

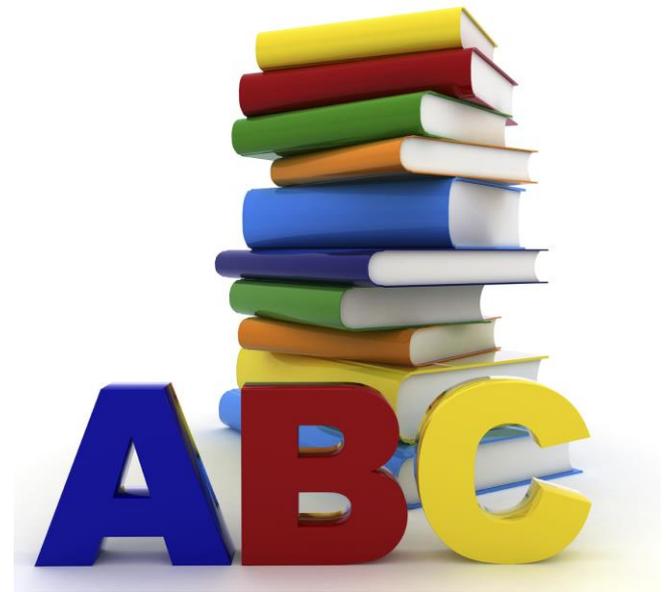
Self-management systems

- Task Bins
- Folder System
- Independent Work Binder
- 5 point scale-managing emotions
- Activity schedules
- Activity binders



Off Task Strategies

- **Self-manage downtime**
 - Visual schedule with negative reinforcement
 - Remove the icon and put in all done pocket
 - Match icon to activity
 - Task bins
 - Folder of activities with
 - written instruction
- **Increase length of worktime**
 - Visual timer
 - Token economy



Additional Off Task Strategies

- **Choices within Schedule**
- **Increase length of work time**
 - Visual timer
 - Token economy



Increase Independent On Task Behavior

- Self-manage downtime
 - Visual schedule with negative reinforcement
 - Remove the icon and put in all done pocket
 - Match icon to activity
 - Task bins
 - Folder of activities with written instruction
- Complete a worksheet independently
 - Gradually increase response requirement
 - Create homemade worksheets with motivating icons, favorite characters, etc. (“folder system”)
 - Start with mastered skills
- Keep desk organized
 - Colored tins and organizers to store specific items in
 - Picture prompts in tins for each item
 - Ziploc bags for each item, containers all marked accordingly



Additional On Task Behavior Strategies

- **Complete homework in class**
 - Earn additional time at end of day
- **Complete homework at home**
 - Earn free time upon arrival for completed homework; if not complete have child work on it then while others play
 - Visual token/reinforcement board that is class-wide; earn reinforcer at the end of the week if earn all tokens (“group contingency behavior chart”)
 - Weekly raffle prizes; earn a raffle ticket for each homework completed then drawing on Friday
 - Earn a homework pass

Out of Seat Strategies

- Keep Desk organized
 - Colored tins and organizers to store specific items in
 - Picture prompts in tins for each item
 - Ziploc bags for each item, containers all marked accordingly
- Visual Timer
- Checklist
- Program based TES
- Keep supplies handy



Talking & Interrupting

- **Decrease talking to a peer**
 - DRL with a visual on the board to prompt when it's okay to talk to peers and when it's not
- **Decreasing interrupting teacher**
 - Classroom contingency earning more free time at the end of the day
- **Visual for raising hand/not raising hand to talk**



Additional Talking & Interrupting Strategies

- **Teach Choral Responding**
 - Teach in a game format
 - Use terms such as
 - “everyone” to prompt
 - Teach if/then program
 - Teach classroom instructions program
 - Start with fun activities first like “everyone jump”
- **Skillstreaming activities**

Waiting Your Turn & Sharing



- **Waiting turn**
 - Visual timer
 - Picture prompt
- **Sharing**
 - Teach with non-preferred items first
 - Contrive sharing opportunities
 - and train such as one glue stick at the art table
- **Approach a peer to play**
 - Entice by giving peer the child's favorite toy or preferred activity
 - Peer modeling/observational learning
 - Role play

Transitioning Strategies

- **Visual Schedule**
- **Transition icons**
- **Maintain appropriate space while waiting in line**
 - Footprints on the floor
 - Teach a circle boundary with arms
 - Rope with knots to mark where to stand



Dealing With Change

- Social stories
- Script/rules to follow
- Teach flexibility
- Offer choices as appropriate
- Emotions thermometer
with replacement behaviors



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