Teaching Basic Early Learning Skills to Naïve Learners

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That One Kid…

- **Videos

Performance Patterns of Students with Early Basic Skills

- Often non-vocal
  - May have vocal skills but nothing under echoic control

- Problem Behavior could be significant
  - Aggression
  - Self injury

- Limited range of reinforcers

- Unable to appropriately request for even the most basic items
  - Can look like problem behavior

Performance Patterns of Students with Early Basic Skills

- Limited social interaction
  - Does not initiate interactions
  - Does not respond to invitations from others
- Does not spontaneously imitate others
- Limited eye contact
- Does not respond to their name
- Activities of daily living are often difficult
- High rates of stereotypy (repetitive motor actions)

Performance Patterns of Students with Early Basic Skills

- Unable to label common items or actions
- Activity Level
  - Hyperactive
  - Hypoactive
- May be able to follow a few basic commands but usually in context or after developing a strong routine

Session Outline

- 🔒 Assessment

- 🔒 Appropriate Instructional Programs

- 🔒 Instructional Materials Organization

How Do I Get Started?

THE HARDEST THING
ABOUT GETTING
STARTED, IS
GETTING STARTED

The greatest amount of wasted time is the time not getting started.

ASSESSMENT

Assessment

- 🔑 VB-MAPP
- 🔑 Approach Behavior
- 🔑 Potential Reinforcers
- 🔑 Observational Responding
- 🔑 Context Controlled Responses
- 🔑 Imitation Skills
- 🔑 Instructional Control

How Long Does All This Take?

- Initial Assessment needs to be brief and efficient

- As soon as the student arrives in a classroom: begin programming for needs ASAP

- Refinement of assessment can occur over time

VB-MAPP

- VB-MAPP will allow us to determine exactly what the students can do AND the conditions in which they do it

- VB-MAPP will be helpful for identifying limitations in early skill repertoires
  - ᵒ Figuring out what they CAN'T do as well as what they can do

- At this level, the VB-MAPP generally can be administered in a short amount of time

- Be conservative; Over scoring or over prompting will results in programming at too

Performance Patterns Across the Operants

- Mand
  - mands in the form of problem behavior
  - mands by standing near item
  - may try to obtain reinforcement by climbing or grabbing
  - little or no approach to listener in mand frame
- Tacts
  - limited to no tact repertoire
- Imitation
  - may imitate in very restricted conditions
  - usually only in presence of very powerful reinforcer

Performance Patterns Across the Operants

- Listener Responding
  - may discriminate some objects or pictures
  - may follow simple directions (usually correlated with high rates of reinforcement or stimulus conditions)
  - some students have no listener responding skills

- Match to Sample
  - may have some matching or sorting skills but again correlated with reinforcement or rote skills

- Echoic
  - often non-vocal

Great, the VB-MAPP is done!

LEVEL 1

Mand	Tact	Listener	VP/MTS	Play	Social	Imitation	Echoic	Vocal
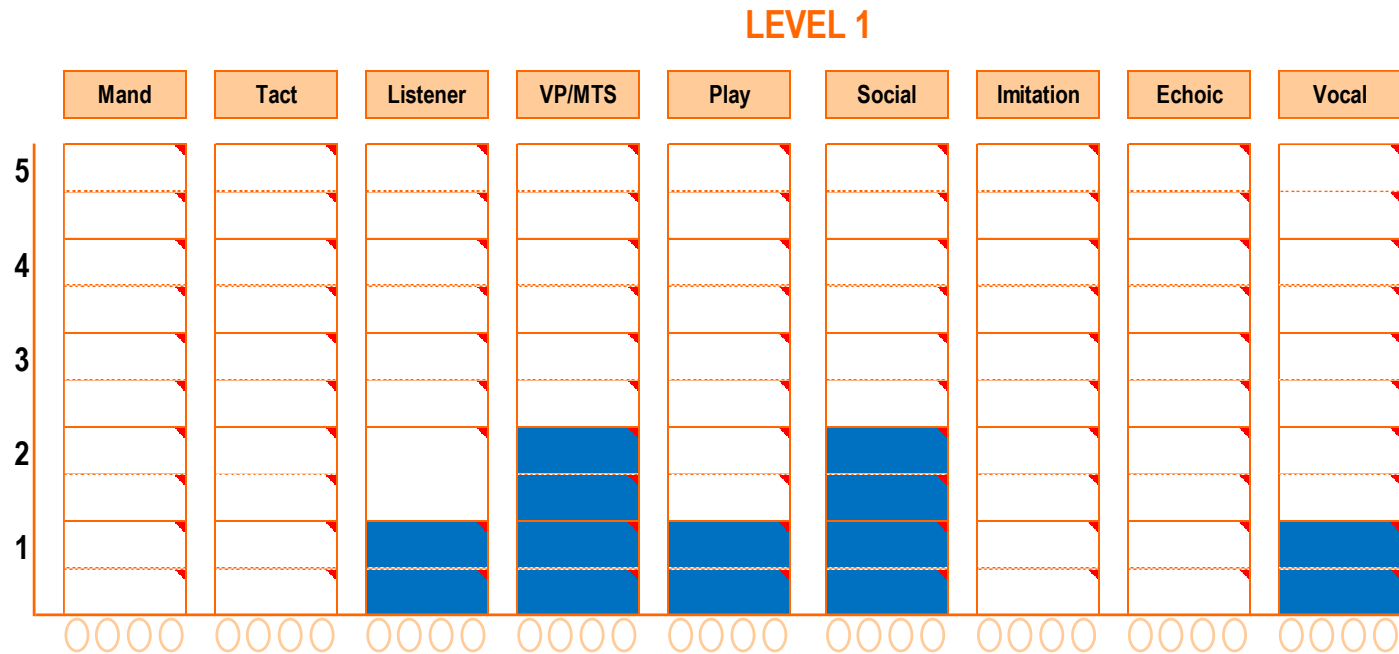
Now what?

Assessment Beyond the VB-MAPP

Assessing Approach Behaviors

- Willingness to come to people or stay near other people
    - o Assess Frequency AND Duration
- End Goal – the student will approach you when you have no other items available

That is how you know that you have become valuable

Considerations

- Preference for type of interaction
  - What items are correlated with increased frequency and longer duration of interactions?
    - What type of interaction with which objects?
    - Food, motion, laughter, surprise, sound, etc.
- What is the student really approaching?
  - No approach to items when they are in your possession?

Approach Data Sheet

Student: _____ Observer:_____ Date:_____

Staff Running Trials: _____ Start Time:_____ End Time: _____

Reinforcing Item/Activity/Event (If no explicit reinforcer, leave blank)	Circle Approach, Escape or NR (no response)		
1.	Approach	Escape	NR
2.	Approach	Escape	NR
3.	Approach	Escape	NR
4.	Approach	Escape	NR
5.	Approach	Escape	NR
6.	Approach	Escape	NR
7.	Approach	Escape	NR
8.	Approach	Escape	NR
9.	Approach	Escape	NR
10.	Approach	Escape	NR
11.	Approach	Escape	NR
12.	Approach	Escape	NR
13.	Approach	Escape	NR
14.	Approach	Escape	NR
15.	Approach	Escape	NR
16.	Approach	Escape	NR
17.	Approach	Escape	NR
18.	Approach	Escape	NR
19.	Approach	Escape	NR
20.	Approach	Escape	NR
21.	Approach	Escape	NR
22.	Approach	Escape	NR
23.	Approach	Escape	NR
24.	Approach	Escape	NR
25.	Approach	Escape	NR

Data Summary:	Total Approach	Total Escape	Total NR	Percent Approach
Totals:				
Staff (no explicit reinforcer used)				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				
Item/Activity:				

PAIRING DATA SHEET

Learner _____ Instructor _____ Date _____

Time: from _____ to _____ Total time (minutes) _____

Instructions: Cross off a numeral each time a reinforcer is delivered. List the reinforcers; activity/edible etc. Circle +/- to indicate weather or not the learner generally accepted/denied specific reinforcers throughout the session. Cross off a numeral each time the learner exhibits an **approach behavior: accepts reinforcer, approaches/looks at instructor, smiles, makes eye contact, initiates request etc.** Cross off a numeral each time the learner exhibits an **escape behavior: moves away when instructor approaches, will not accept items, cries, aggresses, leaves area, etc.** Record how many approach/escape behaviors the learner had in time period (approaches/escapes per minute).

Number of Reinforcers Delivered by Instructor	Approach Behaviors	Escape Behaviors
1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16	10 11 12 13 14 15 16	10 11 12 13 14 15 16
17 18 19 20 21 22	17 18 19 20 21 22 23	17 18 19 20 21 22 23
23 24 25 26 27 28	24 25 26 27 28 29 30	24 25 26 27 28 29 30
29 30 31 32 33 34	31 32 33 34 35 36 37	31 32 33 34 35 36 37
35 36 37 38 39 40	38 39 40 41 42 43 44	38 39 40 41 42 43 44
41 42 43 44 45 46	45 46 47 48 49 50 51	45 46 47 48 49 50 51
47 48 49 50 51 52	52 53 54 55 56 57 58	52 53 54 55 56 57 58
53 54 55 56 57 58	59 60 61 62 63 64 65	59 60 61 62 63 64 65
59 60 61 62 63 64	66 67 68 69 70 71 72	66 67 68 69 70 71 72
65 66 67 68 69 70	73 74 75 76 77 78 79	73 74 75 76 77 78 79
71 72 73 74 75 76	80 81 82 83 84 85 86	80 81 82 83 84 85 86
77 78 79 80 81 82	87 88 89 90 91 92 93	87 88 89 90 91 92 93
83 84 85 86 87 88	94 95 96 97 98 99 100	94 95 96 97 98 99 100
89 90 91 92 93 94		
95 96 97 98 99 100		

List Reinforcers:

_____ + -

_____ + -

_____ + -

_____ + -

_____ + -

_____ + -

_____ + -

Total Approaches _____ per _____ minutes

Total Escapes _____ per _____ minutes

Comments:

Assessing Potential Reinforcers

- What does the child spend time with when no demands are in place AND no adults are present

- How long does the child spend engaging with the item?

- How often does the child return to the item?

- What does the child DO with the items?*

Assessing Potential Reinforcers

- Shared characteristics with established reinforcers
  - o Do other items that share similar properties also serve as reinforcement?

- Conditioning reinforcers
  - o Does pairing a neutral stimulus with a known reinforcer result in a reinforcing condition

- Novelty and Surprise
  - o Do new events serve as reinforcers?

- Repeated Exposure
  - o Often it takes multiple exposures for a child to

Reinforcer attributes list for: _____ Date: _____

Current Reinforcer	Does the student use it in a non-typical way?	What does it feel like to touch?	What does it smell like?	What does it taste like?	What does it sound like?	What bodily movement does it provide?	What visual sensation does it provide?	What shape/size is it?	Does it require another person's assistance?
1.									
2.									
3.									
4.									
5.									

"Brainstorming" sheet for potential reinforcers

Potential Reinforcer attributes list for: _____ Date: _____

Potential Reinforcers	What does it feel like to touch?	What does it smell like?	What does it taste like?	What does it sound like?	What bodily movement does it provide?	What visual sensation does it provide?	What shape/size is it?	Does it require another person's assistance?
1.								
2.								
3.								
4.								
5.								

Preference Assessments

- Formal preference assessments
  - Not as valuable as your observations
  - Do not account for shifts in MO *in the moment*
    - Satiation
    - Deprivation
    - Habituation
  - Types include:
    - Paired stimulus presentation, multiple stimulus presentation, rating scales, and parent checklists

Preference Assessment Observation

Students: _____   Observer:_____   Date:_____

Item/Activity	Speed of approach (slow, medium, fast)	Strength of Response (weak, strong, very strong)	Total engagement time	Frequency of approaches	Notes

Assessment of Potential Reinforcers

Reinforcing Item/Activity/Event	Reinforcing properties	List other Potential Items/Activities/Events with Similar properties

Assessing Observational Responding

- Commonly referred to as "attending"
- Assess tracking
  - Items in various positions
  - Field of view variables (where does the child look?)
  - Tracking moving items
- Spontaneous and evoked scanning
  - Both with items that are valuable and items that are not

Observational/Attending Responses:

Location: Held directly in front of student

Item/Stimulus	Looks	Reaches	Touches

Location: Held to right of student

Item/Stimulus	Looks	Reaches	Touches

Location: Held in front/above eye level of student

Item/Stimulus	Looks	Reaches	Touches

Location: Held to right/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

Location: Held to left of student

Item/Stimulus	Looks	Reaches	Touches

Location: Held to left/below eye level of student

Item/Stimulus	Looks	Reaches	Touches

Assessing Context Controlled Responses

- Responses that are controlled by specific items or events

- Examples include: pushing the button on a toy, putting a ring on a stacker, putting a shape in a shape sorter, tapping a drumstick on the table, dumping a bowl of beans, knocking over a tower, stacking blocks, putting an item into a container, hanging up their backpack, washing hands in the bathroom

- Not typically under the control of a verbal Sd

Assessing Context Controlled Responses

- Be careful about making assumptions about what the student can/will do rather than directly assessing their responses
- Two options for assessment
  - By movement/response
  - By item
- Assess what the student can do with materials on their own AND what they can do when you systematically place materials in front of them

Assessing Context Controlled Responses

- Where do you get all of the materials?
  - Friendly emails to school staff, neighbors, social groups
  - Community Aid, Goodwill, Salvation Army, Thrift Stores
  - Yard Sales
  - Nurse's office
  - Supply Closets
  - Recycling Bin
- Considerations for materials used
  - Age appropriateness

Context Controlled Responses Across Items:

Push: List Items (e.g., key on piano, button on toy, button on radio)		
With any novel item? Y N		

Put in: (e.g., coin in bank, shape in sorter, block in bowl)		
With any novel item? Y N		

Put on: List Items (e.g., peg on board, lid on container,)		
With any novel item? Y N		

Take it (when being handed an item): List Items		
With any novel item? Y N		

Give (when item in hand and instructor hand held out): List Items		
With any novel item? Y N		

Assessing Context Controlled Responses

Variation of Motor Behaviors Across Items

Item	Movements/Responses	Imitation	UR
Item: Hammers	pull apart put together		
Item: yellow beads	pull apart put together		
Item: Blocks	pull apart		
Item: tube	pull apart push together		give
Item: pom pom	put in bowl		
Item: lincln log	tap on table		
Item: piano	pat top of piano	push key	

Assessing Imitation Skills

- Two types of Imitative Behavior
  - Motor Imitation
  - Imitation with Objects
- Imitations with objects are typically easier than imitations without objects
- To assist with assessment, use prepopulated lists (can be found on PaTTAN resource link)

Skill Tracking Sheet

Student Name: _____   **Skill: Motor Imitation with Objects**

Note: Use identical items (no discrimination) and target two movements at a time with two items each (4 targets total). Each movement (highlighted in gray) should be targeted until student can imitate the movement with novel items never taught. Once they probe out with novel items, move on to the next movement. If student fails to probe out with novel items do not move on to next movement; instead, add more targets with same movement. Movements are sequenced from easy to hard and should be targeted as such.
For Graphing: X: individual target items, ●: for each movement mastered with novel items

	Target	Date introduced	Date Mastered
1	Push: button on spinner toy		
2	Push: key on piano		
3	Push: button on toy phone		
4	Push:		
5	Push:		
6	Push:		
7	Push:		
8	Push:		
9	Push:		
10	Push: (ANY NOVEL ITEM)		
11	Put in: bear in cup		
12	Put in: bean bag in bowl		
13	Put in: block in bowl		
14	Put in: block in basket		
15	Put in: crayon in basket		
16	Put in: spoon in cup		
17	Put in: peg in bowl		
18	Put in: craft stick in basket		
19	Put in:		
20	Put in: (ANY NOVEL ITEM IN ANY CONTAINER)		
21	Put on: peg on board		
22	Put on: ring on stacker		
23	Put on: lid on playdough container		
24	Put on: lid on container		
25	Put on: bowl on plate		
26	Put on: bear on block		
27	Put on: block on eraser		
28	Put on:		
29	Put on:		
30	Put on: (ANY NOVEL ITEM)		
31	Stack: Legos		
32	Stack: cups		
33	Stack: plates		
34	Stack: bowls		
35	Stack: blocks		
36	Stack: lids		
37	Stack: (ANY NOVEL ITEM)		
38	Put together/snap: pop beads		
39	Put together/snap: pegs		
40	Put together/snap: legos		

Skill Tracking Sheet

Student Name: _____   Skill: Motor Imitation
Note: *Wait until first two pages of Imitation with objects are mastered before starting*

	Target	Date introduced	Date Mastered
1	Tap table (one hand)		
2	Slide one hand back & forth on table (like wiping)		
3	Clap hands		
4	Tap hand on opposite forearm		
5	Slide hand up and down opposite forearm		
6	Pat legs both hands		
7	Tap belly		
8	Rub hands together		
9	Rub hand on belly		
10	Tap table both hands		
11	Tap side of leg with one hand (like sign for dog)		
12	Knock on table		
13	Place one hand on top of other on table (palms down)		
14	Touch arm		
15	Fold hands with fingers interlocked on table ("ready hands)		
16	Tap head (Sign for "hat")		
17	Touch cheeks		
18	Touch nose		
19	Stomp feet		
20	Sign for "piano"		
21	Touch ears		
22	Touch chin		
23	Cross arms on chest (like hugging self)		
24	Stand up		
25	Sit down		
26	Pat elbow		
27	Jump		
28	Touch shoulders		
29	Arms up		
30	Pointer finger taps table		
31	Pointer finger to palm of opposite hand		
32	Fist to palm of opposite hand		
33	Right hand over heart		
34	Hand over mouth		
35	Sign for "pig"		
36	Hands on knees		
37	Sign for "book"		
38	Sign for "cup"		
39	Sign for "paint"		
40	Sign for "shoes"		

Assessing Instructional Control

- Is the child able to sit in a chair to participate in activities?
- Does the child stay in the instructional area?
- Do they respond to simple directions?
  - come here, stop, sit down
- Is the child able to follow directions to transition to different areas?
- Are they able to wait to access valuable items/give up valuable items?
- Requires ongoing monitoring

Appropriate Instructional Programming

- To develop an appropriate instructional program we need to analyze each area that we assessed

- Determine what skills need to be explicitly taught and consider those your first instructional targets

- Keep in mind that often the assessed areas need to be addressed in an integrated manner

APPROPRIATE INSTRUCTIONAL PROGRAMS

Appropriate Instructional Programming

- 🔑 Establishing Instructional Control
    - o Managing problem behavior
- 🔑 Establishing Social Approach Behavior
- 🔑 Establishing Initial Mands
- 🔑 Establishing Intensive Teaching
  🔑 gram
- Establishing Adequate Performance and
  🔑 Acquisition Rates
- Developing Other Operants

Establishing Instructional Control

- Establishing instructional control is the BEST investment you can make
  - Should be our initial target
- What is instructional control?
  - Staying near an adult
  - Accepting reinforcement from an adult
  - Emitting cooperative responses
  - Remaining in the work area/sitting
  - Tolerating prompts

Establishing Instructional Control

- Why hasn't instructional control been developed?
  - ○ Instructional content is too hard
  - ○ Too many demands
  - ○ Instruction starts with removing valuable items
  - ○ Insufficient reinforcement during instruction

- Instruction has always resulted in things getting WORSE for the student.

- We can't blame the child or the severity of their disability for wanting to avoid worsening

Establishing Instructional Control

- Be mindful of what could signal to the student that things are about to get bad (instruction is coming)
    - Teacher/adults
    - Teaching materials
    - Work area
    - Eye contact
    - The child's name
- These signals are CMO-Rs
    - Conditioned Motivative Operation – Reflexive
    - A Motivating Operation that serves as a warning

Establishing Instructional Control

- Behaviors that consistently turn off the warning signals are often not hard to miss
  - Hitting
  - Biting
  - Vomiting
- But sometimes they are hard to miss
  - Self-stim behavior
  - Not attending
  - Not responding

Establishing Instructional Control

- In order to establish Instructional Control you need to abolish the CMO-R
  - Change what was formerly a warning signal to a signal of improving conditions
  - Pair instruction with improving conditions
  - Instruction should shift from being torture to being an opportunity to access reinforcement

Establishing Instructional Control

- Abolishing the CMO-R will develop a willing learner
- Willing learners WANT to be there
- Compliance ≠ Cooperation
- Teaching cooperation leads to different responding than simply teaching compliance
- The end goal is that we have students who want to work with us instead of students who will comply only to get away from you to end the torture

Establishing Instructional Control and Pairing Teaching with Improving Conditions

- Program competing reinforcers
- Errorless instruction
- Pair instruction with positive reinforcement
- Fade in demands gradually (number and effort)
- Fast paced instruction (short time between trials)
- Mix and vary instructional demands
- Choice making (limit use at this level; use strategically to determine declaration of motivation)
- Neutralizing routines
- Intersperse easy/hard tasks
- Task novelty
- Session duration (keep short)
- Immediate delivery of reinforcement   (Carbone,

Establishing Instructional Control

- Use promise reinforcers to help establish instructional control
  - Manipulates the value of compliance
    - when the value of the reinforce increases it evokes behavior – remember, we reinforce BEHAVIOR
  - NOT bargaining with kids
- Promise reinforcers can help during instruction across a wide range of skills
- It is better to use a promise reinforce than struggle with problem behavior

Establishing Instructional Control

- Procedure:
  - Present valuable item
  - Give the direction
    - If compliance occurs, deliver the promise reinforcer
    - If compliance does NOT occur, remove the promise reinforcer and redirect
      - Error Correction if response is known
      - Easy, known item if response is unknown

- Differential reinforcement is the key to effectively using promise reinforcers!

Establishing Instructional Control

- Skills that are critical to teach to establish instructional control
  - o Ready Hands
  - o Giving Up Reinforcers
  - o Waiting
  - o Appropriate Sitting/Posture
- Prioritize the skills that need to be taught
  - o Be sure that the student has the prerequisite skills needed
  - o Sequence your instruction from easy to hard (regardless of what you're teaching)

Establishing Instructional Control: Teaching Ready Hands

- Approach behavior must first be established
- Hands folded with interlocked fingers
  - often needs to be modified
- Teach as a listener response
  - what prompt?
- Initially use promise reinforcer
- Intermittently reinforce once established
  - not only during problem behavior
- Don't run ready hands after every trial or before every run-through

Establishing Instructional Control:
Giving Up Reinforcers

- Can be started fairly early

- Use a promise reinforcer initially to teach the child to trade one good thing for another
  - consumable items work best as promise
  - initially the promise reinforcer is MORE valuable than what they already have
  - eventually you'll use items that are of equal value, then items of less value until finally they are able to give up items with NO promise reinforcer

- Formal protocol is available on the resource link

Establishing Instructional Control: Giving Up Reinforcers

- Practice often
  - ○ 80/20 easy/hard ratio
  - ○ Across a variety of settings and people

- Remember that your direction to "Give" is a demand
  - ○ If the student cooperates - things should get better!
    - You may deliver the item they had AND the promise
  - ○ If the student doesn't cooperate - run error correction with no promise
    - Possibly run a transfer trial

Establishing Instructional Control: Waiting

- Is the student able to wait to access items or events?

- Teaching the skill of waiting is not an initial priority for our very early learners
  - who doesn't have trouble waiting?
  - especially hard when you don't understand the concept of time

- If they have to wait, be sure to provide good stuff!
  - prevent problem behavior

Establishing Instructional Control: Waiting

- Complete protocol, skills tracking sheet, data collection form and treatment fidelity checklist on resource link

- Procedure:
  o Start by adding a brief pause before delivering reinforcer
  o Increase the length of the pause
  o Begin to condition the word "wait"
  o 80/20 easy/hard ratio
  o Eventually, the student should have ready hands while they wait

Establishing Instructional Control: Sitting at the table and Posture

- Eventually shape appropriate sitting at the table and posture
  - Could be considered "learning position"
  - NOT an initial priority
- Initially, we should be flexible in how we allow students to attend/respond
  - Shape these types of responses gradually
  - We should be more concerned with building response classes not the precision of single responses
- Just because you aren't at the table, doesn't

Establishing Instructional Control: Managing Problem Behavior

- Why is he having problem behavior?
- In other words, what is the function of the problem behavior?
  - To access something valuable:

    Socially Mediated Positive Reinforcement
  - To avoid/escape something aversive:

    Socially Mediated Negative Reinforcement
- Problem behavior is a result of some kind of skill deficit
- TEACH THE SKILL

Establishing Instructional Control: Managing Problem Behavior

- The best remedy for problem behavior is effective instruction!

- You can't manage problem behavior without effective instruction AND you can't teach effectively unless you know how to manage problem behavior

- Change your mindset from "What do I do when he" to "How do I keep him from?"
  - Use antecedent strategies (abolish the CMO-R)

- If problem behavior occurs, for whatever reason, know what to do

Establishing Instructional Control: Managing Problem Behavior

- Function Based Responses
  - Don't address problem behavior based on what is happening but rather WHY is it happening

- If problem behavior occurs, immediately ask yourself one important question…

Did **I** just tell him to do something?

- If the answer is yes, he is probably trying to avoid/escape the demand
- The **skill deficit** is cooperation
- Immediately you need to gain compliance and get back to reinforcement as quickly as possible
- More importantly though – AFTER you gain compliance you have to ask yourself WHY the student wanted to escape from instruction
- THEN adjust your instruction
- Hint – this was your fault!

Did I just tell him to do something?

- If the answer is no, he probably wants something (an get an item, to get attention, to change activities, etc.)

- In that case, the **skill deficit** is his ability to ask correctly

- Block access to reinforcement and signal that reinforcement is not available

- Wait until problem behavior stops

- Count to 3

- Model the correct response OR deliver the item

Establishing Instructional Control: Managing Problem Behavior

- Focus on reinforcing behavior instead of reinforcing the student – allows for easier identification of target behaviors

- Use differential reinforcement to select out those behaviors that you want to see increase
  - Less reinforcement following problem behavior
  - More, better reinforcement for better responses

Critical Considerations Regarding Problem Behavior

- Ensure safety of student and others
  - Self-injurious behavior and aggression
  - Protective measures: equipment, apparel
- Take data on problem behavior
  - Frequency and/or duration
- If effective instruction does not suffice to reduce problem behavior, develop a PBSP
- Be sure that all team members know the plan and can follow it with fidelity
- Crisis plan

Critical Considerations Regarding Problem Behavior

- Regardless of WHY problem behavior is occurring there are some critical items that should never be overlooked:
  - o Importance of engagement in activities that are valuable, meaningful and at the appropriate instructional level
  - o Importance of establishing value of social interactions
  - o Importance of effective reinforcement and enriched environments
  - o Importance of instruction
  - o Safety first at all times (do no harm)

Critical Considerations Regarding Problem Behavior

- Your reinforcement should be cooperative responses and student progress
  - NOT ending behavior quickly
  - Short term gain = long term pain
- Problem Behavior = Skill Deficits
  - They don't "know better"
- Deliberately target cooperation and REINFORCE it!

Establishing Social Approach Behavior

- Moving near, reaching for, or coming closer to another person because they are source of reinforcement.

- If the child doesn't approach adults, you'll never be able to teach skills (tacts, mands, etc.)

- Must explicitly teach skills across several different skill sets
  - Approaching others
  - Following directions to "Come Here"
  - Following directions to transition

Establishing Social Approach Behavior: Approaching Others

- Identify reinforcers
- Adults control reinforcers
  - Sanitize the environment
- Deliver reinforcement when approach behavior occurs
  - Don't chase
  - Don't deliver reinforcement if problem behavior is occurring
  - Be careful about reinforcing sitting at the table or coming to the table if the student's body is turned away from you or they are looking away

Establishing Social Approach Behavior: Approaching Others

- Shape approach behavior
  - Successive approximations towards the terminal goal
  - Initial approach may be defined with something as subtle as the student glancing toward adult
  - Better responses should get better reinforcement
    - Quantity, Quality, Value
  - Select out certain behaviors to reinforce even if the behavior occurred randomly
- Student should be suspicious at first
  - They should be getting THAT much reinforcement for very little effort

Establishing Social Approach Behavior: Come Here

- Teaching the child to approach adults when the adult gives the direction "Come Here"
  - Formal S^d to evoke approach behavior
  - Must be run under conditions of strong MO
  - Child must be approaching adults before starting instruction
- Shape across distances
- Shape across level of prompt
  - Using two people may be helpful initially
  - Determine moment to moment what level of prompting is needed to ensure a response – based on responding

Establishing Social Approach Behavior: Come Here

- Shape across presence of promise reinforcer
- Establish the skill across different people and locations
- Teach using errorless and error correction procedures
  - Determine how you may need to modify the errorless procedure
    - Reinforce on transfer trials
    - Repeated prompt-transfer trials
    - Prompt fading
  - Follow the 80/20 rule when teaching

Establishing Social Approach Behavior: Come Here

- When the student is approaching you or following "Come Here" when you don't have any reinforcers, that is when you know that you've become a conditioned reinforcer

"Be careful to NOT assume the child is coming to you just because you're you. Don't be fooled! He's coming for the good stuff!"

(A. Dipuglia 2018)

Establishing Social Approach Behavior: Come Here

Skill	Date Introduced	Date Mastered
Walks 2 feet, 2 adults, promise reinforcer present		
Walks 5 feet, 2 adults, promise reinforcer present		
Walks 10 feet, 2 adults, promise reinforcer present		
Walks 15 feet, 2 adults, promise reinforcer present		
Walks 5 feet, 2 adults, reinforcer not visible		
Walks 10 feet, 2 adults, reinforcer not visible		
Walks 15 feet, 2adults, reinforcer not visible		
Walks 15 feet to chair, sits, 2 adults, reinforcer not visible		
Walks 3 feet, one adult, reinforcer not visible		
Walks 5 feet, one adult, reinforcer not visible		
Walks 10 feet, one adult, reinforcer not visible		
Walks 15 feet, one adult, reinforcer not visible		
Walks 15 feet to chair, sits, one adult, reinforcer not visible		
Walks from anywhere in room, one adult, promise reinforcer present		
Walks from anywhere in room, one adult, reinforcer not visible		
Walks from anywhere in school, one adult, reinforcer not visible		

Establishing Social Approach Behavior: Transitions

- Playful approach needed
  - Taught under conditions of strong MO
  - Reinforcement is provided often and contingent upon student responses
  - Instruction should not occur only in one location or environment
- As student engages in cooperative responses in one location, teacher initiates opportunities to access reinforcers in other locations
  - May or may not involve "come here" as a verbal S^d
  - There should be an indication that reinforcement is available in a different location

Establishing Initial Mands

- What could EVER be more valuable than being able to communicate your wants and needs?

- Teaching your student to mand could be the best gift you could ever give them

- The Mand is the one verbal operant that benefits the speaker:

  - Develops social initiation
  - Allows student some "control" of their environment
  - Reduction of problem behavior

Establishing Initial Mands – What do I need?

- A list of items that can be used for teaching
  - o Items the student already likes – must be multiple items
  - o Items that share characteristics with the items already established as valuable
  - o Items that you can make valuable
  - o Social reinforcers
- Determine the student's response form
  - o Topographical – vocal or sign
  - o Selection-Based
- Determine the specific response for the targets

Establishing Initial Mands – What do I need?

MOST IMPORTANTLY - You need motivation!

- Motivation is in the environment
- To teach mands we need to either
  - CAPTURE motivation: Take advantage of something in the environment that the student already wants
  - CONTRIVE motivation: Change something in the environment to MAKE the student want something
- Facebook photos
  - Sometime captured, Sometimes contrived

Establishing Initial Mands: Determine Response

- Initial vocal targets
  - Sound different from each other (not rhyming)
  - Start with different letters
  - Easy to say – articulation doesn't have to be perfect
- Initial Sign Targets
  - Movements look different from each other
  - Movement must be easy to produce
- **One of the most common reasons that sign language training fails is because the initial signs/movements are too difficult for the

Establishing Initial Mands: Step 1

1. Freely* deliver the item and model the response
   - That mean PROMPTS but no transfer trials
   - Select prompts carefully
   - Make the reinforcer easy to obtain
     - Very little effort; if the effort is too high, the value decreases
   - The item has to be valuable!
     - Freely delivering the item, increases the value
   - You are the "reinforcer dispenser"
     - Become the source of reinforcement

   Attend to exactly what the student does or doesn't

Establishing Initial Mands: Selecting Prompts

- For vocal learners
  - Echoic prompts
    - Differentially reinforce better vocals

- For learners using sign
  - Physical prompts
    - Only as intrusive as necessary to evoke the response
  - Imitative prompts
    - Only if imitation is strong
    - Imitation is NOT a prerequisite for teaching signed mands

- Other types of prompts
  - Tactile prompts

Establishing Initial Mands: Modeling the Response Form

- Model the expected response form every time
  - Vocal as well as the sign for targets
- Avoid adding extra language
- Say the words that will become mands
  - Correlates the word with the delivery of the reinforcer
- Principles of Conditioning
  - When a neutral stimulus is repeatedly paired with a reinforcing stimulus, the neutral stimulus starts to acquire reinforcing properties
- May lead to developing the response without

Establishing Initial Mands: Step 2

2. Determine when and how to fade your prompt

   o Pay close attention to the small changes in student behavior that suggest he may emit the mand response or an approximation

   o What are you looking for?

     • Any indication of the student that they are willing to engage in some behavior to get something

       – Any slight movement of the arm, hand, mouth, etc.

   o Fade prompts carefully to ensure the response still occurs

Establishing Initial Mands: Fading Prompts

Don't fade too much. Don't fade too little. Fade JUST RIGHT!

- It's like a dance. What you do, depends on what your 'partner' does

- Feel the movement of your student's hands. What you do on the next trial is determined by how the student responds/moves

Establishing Initial Mands: Fading Prompts

- Mand transfer trials can be run in 2 ways
  - Within trial transfer: prompt faded BEFORE delivery of the item
  - 2nd trial transfer: prompt faded on a second trial

- Initially, you'll want to use 2nd trial transfers more often
  - You're more like to get errors using the within trial transfer too soon

Establishing Mand Behavior: Considerations

- Teach discrimination from the start
  - At least two targets
- Avoid generalized mands
  - More, please, help
- Variability of valuable items
  - Across categories and items
- Adult control of valuable items
  - Social reinforcers are the best since they can't be accessed anywhere else
- Does the student take what is requested/given?

Establishing Initial Mands: Delivering Reinforcers

- Cheerfully and enthusiastically
  - Our demeanor and tone of voice should become an Sd that reinforcement is available
- Without demands
  - May involve not looking at the student
- In sufficient amounts
  - Not too little that they can't enjoy it
  - Not too much that they don't want anymore of it
- Differentially
  - More for better responses, less for weaker responses

Establishing Initial Mands: Maintaining Value

- Maintain the value of reinforcers by:
  - Varying the type of reinforcer used
  - Varying the schedule of delivery
    - Keep it unpredictable
  - Varying the way the item is delivered
  - Using the element of surprise
  - Not delivering too much of the item
  - Stopping delivery while the student still wants the item

Establishing Initial Mands: Session Frequency

How often should I teach mands?

- You can not run mand training too often!
- Scheduled mand sessions daily
  - Data collection during scheduled sessions
  - Purposely schedule sessions in different locations
- Distributed practice throughout the day
  - Run mand trials outside of mand sessions
  - Surprise opportunities – capture motivation
  - Allows for generalization

  If they aren't practicing the skill, they won't

Establishing Intensive Teaching Program

- Use the results of the initial assessments to develop an intensive teaching program
  - Known Skills (easy skills)
  - Target Skills
  - Future Targets
- Use existing skills to establish new skills sets
- The focus should be on developing strong component skills
  - These component skills will be the building blocks the students will use to eventually engage in more complex responses and problem solving

Establishing Intensive Teaching Program

- Common programming issues
  - ○ Programming for what is already known or easy: match to sample, imitation with objects, task completion
    - Ignores the operants that teach the child to talk (verbal behavior)
  - ○ Selecting response form
  - ○ Limited reinforcers
    - Can be influenced by student or teacher
  - ○ Reinforcement schedule is too thin

Change Occurs as a Result of Teaching!

Establishing Intensive Teaching Program

- Initial Intensive Teaching programs (in addition to the mand program)
  - ○ Listener Responding – Context Controlled Responses
  - ○ Motor Imitation with Object

- As soon as possible introduce:
  - ○ Motor Imitation Program
  - ○ Tact Program

Establishing Intensive Teaching Program

- One of the biggest mistakes we can make is requiring too much effort in responding for our earliest learners
  - o Intensive teaching programs are sequenced from easy to hard
  - o Targets within each program are also sequenced from easy to hard
- Initially, the Intensive Teaching program should be very easy for the student so that learning is fun. Eventually, we'll teach discrimination and responding to specific Sds

Establishing Intensive Teaching Program:
Listener Responding

What do I need in order start programming?

- o Results of Context Controlled responses assessment

- o Listener Responding In-Context Skills Tracking Sheet

- Transfer the data from the assessment to the skills tracking sheet

  - o *This step can be eliminated if you use the STS for assessment*

- Once you have the data transferred, you may find additional responses that could be assessed

Establishing Intensive Teaching Program: Listener Responding Target Selection

Initial Target Selection for Listener Responding

- 4 Targets Identified

- 2 movements/actions with 2 items

- The skills tracking sheet is sequenced from easy to hard

  o Introduce targets in the order they are listed on the STS

- You'll teach each movement/action until the student can demonstrate the action across

Establishing Intensive Teaching Program: Listener Responding Target Selection

Weekly Probe Sheet

	# days active	Operant	Target Skill	Previous Y	Mon	Tue	Wed	Thur	Fri
1		LR	Put in (Container held in front)		Y N	Y N	Y N	Y N	Y N
2			Spoon in cup		Y N	Y N	Y N	Y N	Y N
3			Puzzle piece in puzzle		Y N	Y N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5			Push (Item held in front)		Y N	Y N	Y N	Y N	Y N
6			Nozzle on hand sanitizer		Y N	Y N	Y N	Y N	Y N
7			Button on guitar toy		Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N

Skill Tracking Sheet

Student Name: _____   Skill: LR follow instructions in context

Note: DO NOT run with other items in a field. Target two movements at a time with two items each (4 targets total). Each movement (highlighted in gray) should be targeted until student can follow the direction based on specified criteria with novel items never taught. Once they probe out with novel items, move on to the next movement and/or criteria. If student fails to probe out with novel items do not move on to next movement; instead, add more targets with same movement. Movements are sequenced from easy to hard and should be targeted as such.

For Graphing: X: individual target items, ● for each movement mastered with novel items (do not plot if it is the same movement but different criteria (e.g., "push" any item held in front of student or on table count as one)

	Target	Date introduced	Date Mastered
1	Give (block)…item in student's hand/staff's hand out		
2	Give (bear)		
3	Give (ball)		
4	Give (cup)		
5	Give (marker)		
6	Give (eraser)		
7	Give (book)		
8	Give (peg)		
9	Give (spoon)		
10	Give (ANY NOVEL ITEM)		
11	Put in (spoon in cup)…container held in front of student		
12	Put in (peg in container)		
13	Put in (bear in bowl)		
14	Put in (eraser in container)		
15	Put in (marker in bowl)		
16	Put in (ball in container)		
17	Put in (puzzle piece in puzzle)		
18	Put in (puzzle piece in container)		
19	Put in (block in bowl)		
20	Put in (ANY NOVEL ITEM IN ANY NOVEL CONTAINER)		
21	Push (button on spin toy)…held in front of student		
22	Push (piano key)		
23	Push (button on _____ toy)		
24	Push:		
25	Push:		
26	Push:		
27	Push:		
28	Push:		
29	Push:		
30	Push: (ANY NOVEL ITEM)		
31	Give (block)…item on table, directly in front/staff's hand out		
32	Give (bear)		
33	Give (ball)		
34	Give (cup)		
35	Give (marker)		
36	Give (eraser)		
37	Give (book)		
38	Give (peg)		
39	Give (spoon)		
40	Give (ANY NOVEL ITEM)		

Establishing Intensive Teaching Program: Teaching Context Controlled Targets

- Typically when teaching LR responses, you would use an imitative prompt

  o ONLY when teaching context controlled responses would you be able to program for the response BEFORE the student can imitate the movement

- During errorless teaching, use physical prompts to ensure the response if needed

  o Remember that any time you prompt, your job is to fade or remove the prompt as quickly as possible

- These context controlled responses will eventually morph into Listener Responding Directions

Establishing Intensive Teaching Program:
Imitation with Objects

What do I need in order to start programming?

- o Results of Imitation with Object assessment
  - This will most likely be the skills tracking sheet

- Once again, skills are organized by MOVEMENT on the STS

- Similar to the context controlled responses, the initial skills may not be controlled by the imitation but by the stimulus

  - o Eventually, after repeated correlations, the imitation will control the response

Establishing Intensive Teaching Program: Imitation with Object Target Selection

Initial Target Selection for Imitation with Object

- 4 Targets Identified

- 2 movements/actions with 2 items

- The skills tracking sheet is sequenced from easy to hard (grounded vs. non-grounded, proximal vs distal, bilateral/repetitive, seen vs. unseen)
  - o Introduce targets in the order they are listed on the STS

- You'll teach each movement/action until the student can demonstrate the action across many exemplars

Establishing Intensive Teaching Program: Imitation with Object Target Selection

Weekly Probe Sheet

	# days active	Operant	Target Skill	Previous Y	Mon	Tue	Wed	Thur	Fri
1		MI	Put in		Y N	Y N	Y N	Y N	Y N
2			Block in basket		Y N	Y N	Y N	Y N	Y N
3			Coin in bank		Y N	Y N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5			Put on		Y N	Y N	Y N	Y N	Y N
6			Ring on stacker		Y N	Y N	Y N	Y N	Y N
7			Bowl on plate		Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N

Skill Tracking Sheet

Student Name: _____   Skill: Motor Imitation with Objects

Note: Use identical items (no discrimination) and target two movements at a time with two items each (4 targets total). Each movement (highlighted in gray) should be targeted until student can imitate the movement with novel items never taught. Once they probe out with novel items, move on to the next movement. If student fails to probe out with novel items do not move on to next movement; instead, add more targets with same movement. Movements are sequenced from easy to hard and should be targeted as such.
For Graphing: X: individual target items, ●: for each movement mastered with novel items

	Target	Date introduced	Date Mastered
1	Push: button on spinner toy		
2	Push: key on piano		
3	Push: button on toy phone		
4	Push:		
5	Push:		
6	Push:		
7	Push:		
8	Push:		
9	Push:		
10	Push: (ANY NOVEL ITEM)		
11	Put in: bear in cup		
12	Put in: bean bag in bowl		
13	Put in: block in bowl		
14	Put in: block in basket		
15	Put in: crayon in basket		
16	Put in: spoon in cup		
17	Put in: peg in bowl		
18	Put in: craft stick in basket		
19	Put in:		
20	Put in: (ANY NOVEL ITEM IN ANY CONTAINER)		
21	Put on: peg on board		
22	Put on: ring on stacker		
23	Put on: lid on playdough container		
24	Put on: lid on container		
25	Put on: bowl on plate		
26	Put on: bear on block		
27	Put on: block on eraser		
28	Put on:		
29	Put on:		
30	Put on: (ANY NOVEL ITEM)		
31	Stack: Legos		
32	Stack: cups		
33	Stack: plates		
34	Stack: bowls		
35	Stack: blocks		
36	Stack: lids		
37	Stack: (ANY NOVEL ITEM)		
38	Put together/snap: pop beads		
39	Put together/snap: pegs		
40	Put together/snap: legos		

Establishing Intensive Teaching Program: Imitation with Object Considerations

- Use two identical sets of items for teaching
- Targets are taught using physical prompts
  - Student must engage in some behavior during the prompt
  - Gravitational prompts
- Build generality from the earliest stages possible
  - Teach one action with MANY sets of items
  - Use one set of items to teach MANY actions

Establishing Intensive Teaching Program: Imitation with Object Considerations

- Imitation with Objects are typically easier than Motor Imitation

- Performing actions ON an object is different than performing actions WITH an object
  - Performing actions with items is typically easier for students

- Once the student is able to reliably imitate movements that involve items with some discrimination, consider starting a motor imitation program (established by end of 2nd page of STS)

Establishing Adequate Performance and Acquisition Rates

If you can teach a student to respond, its worth the investment!

- Target selection
  - Effort of responses
  - Appropriate instructional level
  - Priority
- Valuable reinforcers
- Schedules of reinforcement
- Data-based decision making

Establishing Intensive Teaching Program: Developing Other Operants

- Additional skills sets to develop
  - Motor Imitation
  - Tact
  - Echoic

Developing New Skills Sets: Motor Imitation

- Importance of establishing Motor Imitation skills
  - Develop a generalized imitation repertoire
  - Strong component skills in imitation will allow for faster acquisition of more complex skills
  - Helps in social situations
  - Mastered imitations become the prompts for listener responding behavior as well as for Tacts and Mands if the learner is a signer

Developing New Skills Sets: Motor Imitation

- Target Sequence within Motor Imitation
  - Use skills tracking sheet and follow in order
  - Sequence from easy to hard
    - Bilateral, repetitive movements
    - Grounded to free movements
    - Proximal to distal
    - Seen to unseen

Developing New Skills Sets: Motor Imitation

- Program for 2 Motor Imitation targets at a time

- Use physical prompts to teach targets
  - o Student must engage in some of the behavior in order for the prompt to be effective

- Fade prompts carefully
  - o Not too much, not too little

- Determine criteria for responses
  - o If we wait for perfect responses, we won't be able to reinforce and students won't master skills
  - o Priority is to build the skill of watch someone do something and do it – not specific responses

Developing New Skills Sets: Tact

- Early programming should lead to the initiation of tact training as soon as possible
- Tact training is a critical skill in the process of teaching complex verbal behavior
- Tact training should be initiated when:
  - An initial mand repertoire is sufficiently developed
  - Methods of prompting tacts are available
    - Imitation for signers
    - Echoics for vocal learners

Developing New Skills Sets: Tact

- When starting tact training:
  - Select tact targets that are relevant to the student
    - Items that are valuable to the student
    - Items that the student comes into contact with often
    - Items that will lead to meaningful interactions with peers
    - Items that will lead to meaningful participation in the general education curriculum
  - Signs are easy to produce
  - Vocals are intelligible

Developing New Skills Sets: Echoic

- Be careful to not start an echoic program too soon
  - Sufficient range of individual speech sounds
  - Engaging in echoic behavior spontaneously
- Instruction too soon could lead to very difficult instruction which could be punishing
- In the meantime
  - Reinforce any vocalization
  - Differentially reinforce better vocalizations or vocalizations paired with other response forms
  - Appropriate response if the student does echo

INSTRUCTIONAL MATERIALS ORGANIZATIONS

Instructional Materials Organization

What should I DO with all this stuff??

- Object sort as opposed to a card sort
  - Ensures a fast pace of instruction
  - High student response rates
    - Dense opportunities to reinforce behavior
  - Allows for shaping of flexible, discriminated responding
  - Ensures there are enough "easies" for the student

Instructional Materials Organization

- Object Sort Organizational System
    - Active/Done Containers
    - Wall Charts
    - Target Organization
- Using the Object Sort
    - Effective Instructional Procedures
    - Location of Instruction
    - Data-based decision making
- Treatment Fidelity

Object Sort Organizational System: Active/Done Containers

- Containers = Boxes, Bins, Shelves, Carts, Drawers

- Clearly label boxes with moveable labels
  - Active/Done, In/Out, To Do/Done

- Make boxes interchangeable
  - When all items have been used, the Done Box can easily become the Active Box

- Place boxes in a position where they can be easily accessed to promote a fast pace of instruction
  - Velcro small items together to find the match

Object Sort Organizational System: Wall Charts

- Guides the teacher's presentation of tasks
- Allows for the instructor to present mixed and varied tasks quickly and efficiently
  - Prevents problem behavior
  - Allows the student to engage in high numbers of responses which can be reinforced
- Will eventually morph into the student's card sort
  - At this point in instruction, a card sort would

Object Sort Organizational System: Wall Charts

- List/display objects that evoke responses
  - Large Stimulus
    - Font or Picture of Item
  - Alphabetize the list for ease of instruction
- List each response the student can engage in for each item
  - Listener Responding and Imitation with Object
  - Helpful to create 2 columns OR color code the list
- Must be easily visible/accessible to the staff during instruction

Object Sort Organizational System: Wall Charts

- Modify wall charts as needed
  - Add new items/responses as they are learned
  - Consider ease of modification as you develop chart
- List responses that are generalized across novel objects
- Add mastered skills from other operants
  - LR Actions
  - Motor Imitation
  - Tacts
  - Echoics

Object Sort Organizational System: Wall Charts

- Formatting the wall charts
  - How to post the relevant information?
    - Poster Board
    - Bulletin Board/White Board/Chalk Board
    - File Folders
    - Sleeve Protectors
  - Materials to use
    - Velcro
    - Dry Erase markers – for white boards/laminated posters
    - 5x7 index cards
    - Post-It Notes

Object Sort Organizational System: Target Organization

- List the targets on the Wall Chart
  - For some targets (for instance, motor imitation, tacts, echoics, LR actions) 3X5 cards may be needed
  - For targets which involve objects, a separate target box may be used

Using the Object Sort:
Effective Instructional Procedures

- Let the materials guide your presentation of tasks
- At least 80% easy responses
  - Context controlled
  - Approach skills
- As soon as possible student should perform multiple actions with one item
- Fade in occasional targets
- Mix mand and IT trials
- Increased "playfulness" of presentation

Using the Object Sort: Effective Instructional Procedures

- Maintain student VR

- May not be possible to run errorless sequence (Prompt-Transfer-Distract-Check)
  - Single trial run-throughs
  - Prompted trial run throughs
  - Prompt and transfer run throughs
  - Mand trials

- If you try the full PTDC sequence, consider MO
  - Differentially reinforce
  - Adjust the next few run-throughs to account for

Using the Object Sort:
Effective Instructional Procedures

If an error occurs:

- End-Prompt-Transfer-Distract-Check may not be possible
  - End-Prompt
  - End-Prompt-Transfer
- How much of sequence to use depends on student's VR, task difficulty and MO/instructional control issues
- Ensure to prompt the response efficiently and re-establishing delivery of reinforcement

Using the Object Sort: Location of Instruction

- For students working to develop basic skill sets, instruction should not occur solely at a table
  - ○ Provide many opportunities to move around
  - ○ Instruction in many areas/reinforcement in many areas
- Remember to teach skill in context you want to see behavior occur (capture/contrive)
- Provide DENSE instruction
- For the best results, teach under natural conditions:

Using the Object Sort: Data Based Decision Making

- Make decisions in the moment based on how your student is responding

- Analyze the data! You should be able to see progress!

- Assess novel skills

- Be careful not to get too hard too fast

- Also attend to staying in the same spot for too long

Instructional Materials Organization: Treatment Fidelity

MATERIAL SORT
Procedural Fidelity Checklist

Date: _____ Instructor: _____Student: _____

Observer 1: _____Observer 2:_____ IOA% _____

		YES	NO	N/A
Material Organization	1. Does instructor have materials for specific instructional tasks prepared into two bins or boxes and clearly marked/labeled for both "easies" and targets ("to do" box and "done" box)?			
	2. Is there an accessible and visible wall poster with easy tasks listed?			
	3. Does instructor move materials from "to do" box to "done" box following each trial?			
	4. Are instructional items easily accessible during instruction?			
Instruction	5. Does instructor begin the session with delivery of reinforcement?			
	6. Does instructor maintain established VR ratio across run-throughs? Set VR:_____ Actual VR:_____			
	7. Does instructor refer to wall listing tasks that are easy for each item?			
	8. Were target items taught with errorless procedures?			
Notes:			_____ / 8	
			Percentage of Y's:	

Brief Review: Interlocking Components

Teach kids the critical skills they need. Change occurs as a result of instruction. Instruction should be systematic and consistent.

- Assessment
- Instructional Program
- Organized Materials

When you care about kids, you do what you need to do to make them successful!

- **http://webapps.pattan.net/files/PaTTANAutismResources.zip**
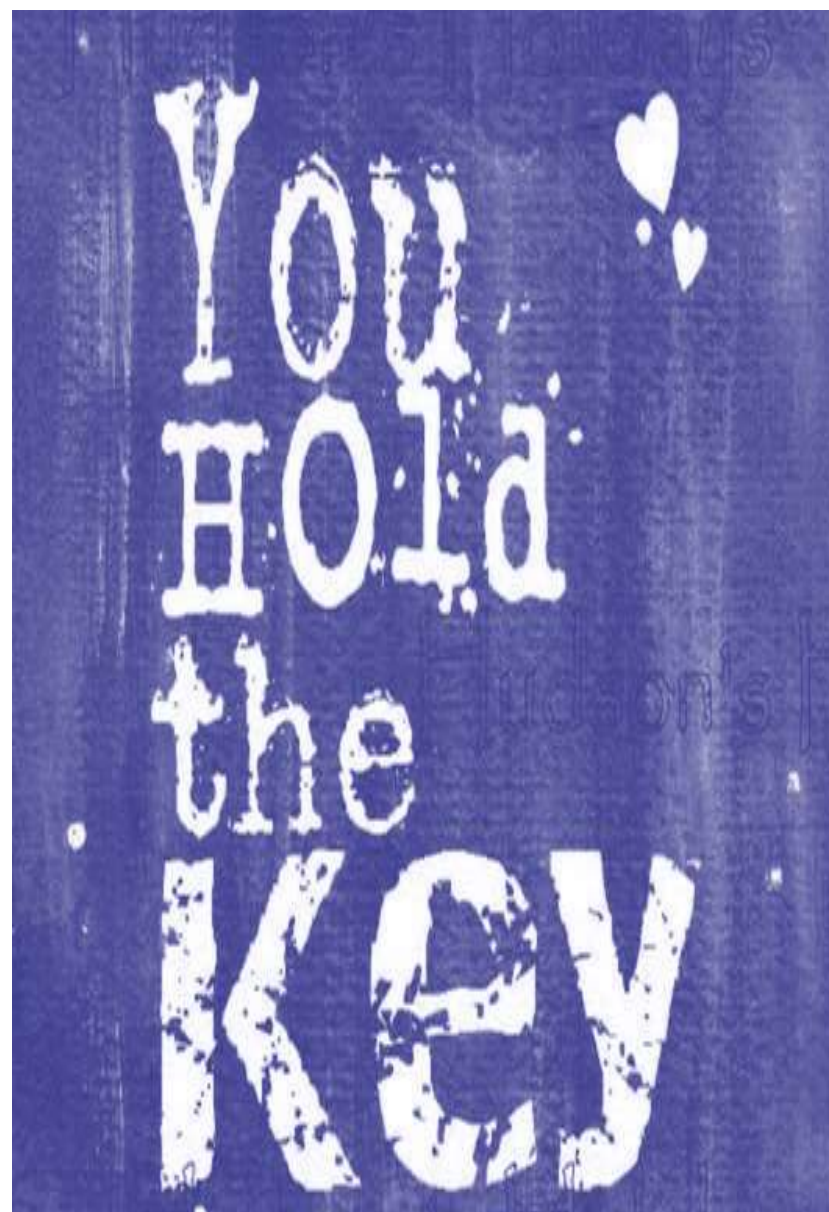
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