Motivate THIS! Promoting Training and Generalization to Other Teachers and Staff within the School Building When Instructing Students with Autism Spectrum Disorders

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West Chester Area School District

Downingtown Area School District

Talking points

- Lead classroom has the ability to share and provide feedback on lessons in other areas (library, nurse's office etc.)

- Lead classroom teacher has the ability to provide feedback immediately and reinforce the other teachers according to principles of reinforcement

- Lead classroom teacher has the ability to provide training to classroom staff and take necessary data

- Lead classroom teacher works with other teachers to collaborate on appropriate skills based on each individual student

- Lead classroom teacher has the ability to enforce a teamwork atmosphere by working with others outside of the immediate classroom environment

- Lead classroom teacher provides materials or tangible products to serve as prompts to other teachers or staff in the school building

- Lead classroom teacher encourages an environment where learning can occur for adults and students alike, regardless of ability, age or prior experience.

ABC's of Behavior

- Antecedent-what happens immediately before the behavior
  - Someone gives a direction (demand)
  - Someone holds up an item
- Behavior-anything you can watch someone do
  - Raise hand
  - Reach for an item
- Consequence
  - Verbal praise (positive reinforcement if behavior increases in future)
  - Person receives an item (positive reinforcement if behavior increases in future)

Motivation and Performance Feedback are Both Part of the Antecedent Condition and are Effective in getting behavior to start!

What is Performance Feedback?

- Definition in Organizational Behavior Management – specific information or data about a performance that allows an individual to adjust or maintain his performance.

- Feedback is an antecedent for behavior change.

- Make feedback immediate - The quicker you give people feedback, the quicker they can make a behavior change.

- Frequent feedback is best - Frequent feedback helps people learn more quickly because they are provided with more opportunities for reinforcement.

- Individualize feedback - Individual feedback is more effective than group feedback and is usually best provided privately.

Additional parts of the Antecedent Condition (PaTTAN ABA and VB, Intensive Training for Classroom Teams, 2015 ed)

- ▶ Motivation – result of conditions in the environment; alters the value of a reinforcer and the probability of responses.

- ▶ Discriminative Stimuli (instruction) – signals the availability of a reinforcer; can be simple or complex

- ▶ Prompts – have a strong history of getting behavior to occur; may involve multiple stimuli.

Feedback doesn't always improve performance. Feedback tells the person what needs to change; responding to that antecedent is dependent upon the consequences that follow.

Consequences

- Definition: Any stimulus that follows a behavior
  - Reinforcement
  - Punishment

Positive Reinforcement

- Definition: Reinforcement is the presentation of a stimulus immediately following a behavior, and the behavior increases in the future (Cooper, Heron & Heward, 2007)

- Examples:
  - A staff member runs a wait trial with student
    - Teacher praises staff for running wait trial
    - Staff runs protocol the same way in the future

- Remember, the reinforcers provided have to be of value to the adults
  - What has motivated them in the past?

Potential Tangible Reinforcers for Support Staff:

- Immediate Praise
- Gift cards
- Happy hours
- Buy lunch
- Provide treats

SOCIAL VALIDITY (SCHWARTZ & BAER, 1991, 24)

What is social validity?

- "The purpose of social validity assessments is to evaluate the acceptability or viability of a programmed intervention" (p.189).

- Consumers are asked about the "acceptability of the program goals, methods, personnel, outcomes, and ease of integration of program components into consumers' current life-style" (p. 190).

- Social validity is assessed as an important secondary issue not to replace direct measurement of target behaviors nor relevant to a program's effectiveness but rather the program's viability.

- The following criteria was used in developing this social validity assessment:
  - Scales that promote a wide variation
  - Require differential responding
  - Specify period of time being rated
  - Address all the dimensions to viability of program
  - Specific

Social Validity Scale

Please answer the following questions to the best of your ability, about the services you have performed in the past 6 months.

Role/Title:_____

Name of School Building: _____

Teachers/Paraprofessionals	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
I am aware of the mission and goal of these methods and procedures.					
I was provided adequate information about the job description.					
I have received adequate instruction about this content.					
I can effectively execute the procedures outlined for me. I can verbally talk about the procedures I have used.					
I am eager to learn more about this content.					
The students I instruct have demonstrated new behaviors.					
I agree with the outcomes of this educational program.					
There are documents and/or visual cues to execute the tasks.					
There is a trainer always available to answer my questions during the tasks.					

Class demographics

West Chester Area School District -Suburban Elementary School

Primary Autistic Support

Grades K-2

Full-time students

8 students- all have autism diagnosis

1 teacher, 1 classroom assistant, 7 PCAs 1 TSS

Teacher Supports provided to students- IT, manding, peer to peer manding, NET team teaching with Librarian

How do I start? – Identify Staff

- Pick staff that I have a good rapport with
- Ask if they are interested in implementing procedures
  - Never had staff turn down this opportunity
- Have them get to know students/pair with them

  Nurse eats lunch in the classroom

  Building sub comes in when she is not assigned to a classroom

  Librarian comes in during NET time

  ELL teacher comes in during her scheduled pull-out time

  OT pairs with new students as soon as they are eligible for OT

  Music and Art teachers observed in the classroom before training
  began

What do the staff learn to do?

- Generalizing skills to natural environment
- Errorless teaching
- Error correction
- Modified Error correction
- Choral responding
- Behavior protocols
- Adjust instruction according to data

NET in classroom with support

NET in classroom with support

NET with librarian in library

NET with librarian in library

NET with librarian in library
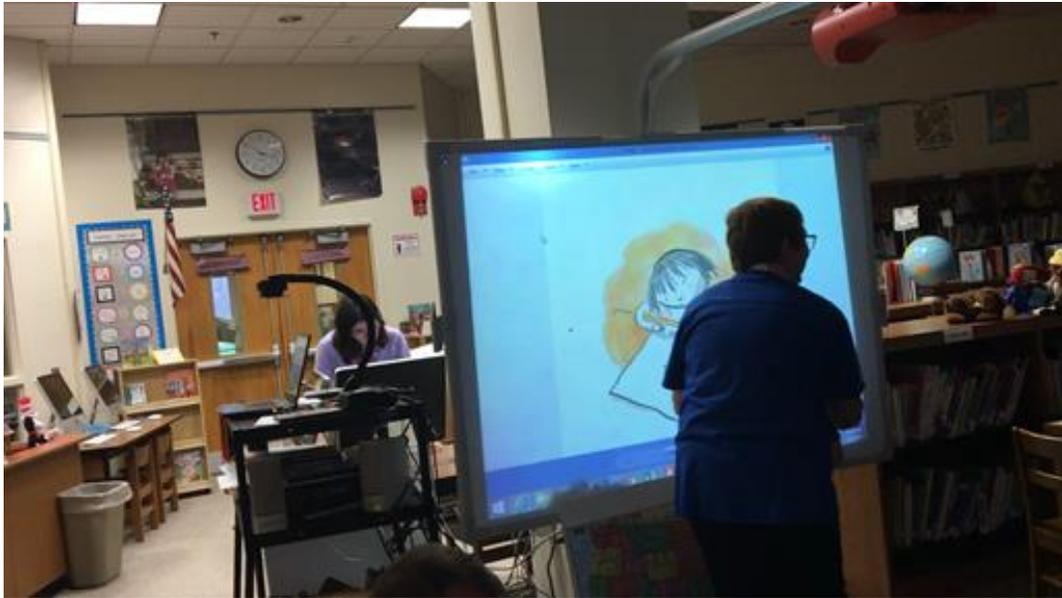
Teaching & Training Process

- Some have been to outside trainings
- Review operants with them
- Review error correction with them
- "I do, we do, you do" process
- I do-Teacher models and explains what to do while staff observes
- We do-Staff jump in the chair
- Teacher is right there to guide them
- Video of Librarian, building sub
- You do- Staff runs session

Building Staff Training Log

Building Staff Training Log

Date	Staff	Topic
2/3/15	Kerri Turner (Gen Ed teacher)	Inclusion opportunities for SHR, such as having items for manding for generalization Pair first Reviewed count and mand
2/12/15	Diane (SLP)	Reviewed new errorless sequence for WO PTDCDC with PP on both checks for first 2-3 run throughs Reviewed 2/9/15 Notes
3/16/15	Carmen (ELL)	Discussed comp. strategies for SE during ELL to meet him at this inst. Level
4/15/15	Kathy (Librarian)	Choral responding during NET
9/16/15	Kerri (Gen Ed teacher)	Inclusion expectations and how to prompt
12/15/15	Mary Adolf (OT)	How to incorporate new FM skills into independent work box skills
10/13/15	Diane (SLP)	Discussed Echoic shells for WS
1/5/16	Stephanie (Bldg Sub)	Trained *Wait* and *Give up* Protocols

Building Sub "We do"

Building Sub "You do"

Video
Feedback session with building sub

Wait at the Nurse's Office

Feedback Session with Nurse

- Teacher provides feedback immediately after session

  monthly (video)

- Treatment fidelity

  every other time

  IOA if possible

Treatment fidelity

Teaching the ACCEPTING NO Protocol
Procedural Fidelity Checklist

Date: _____ Instructor: _____Student: _____

Observer 1: _____Observer 2:_____ IOA% _____

		YES	NO	N/A
	1. Does instructor have a variety of reinforcers available?			
	2. When denying a reinforcer, does instructor simultaneously offer an alternative reinforcer? (e.g., "You can't have ___, but you can have___" while showing the alternative).			
	3. If student accepts the alternative reinforcer, does instructor immediately deliver it to him/her?			
	4. If student engages in problem behavior when told "No," does instructor immediately withdraw the alternative and block all access to reinforcers?			
	5. Does instructor redirect student to a neutral task or move away from him/her (if safe to do so) if problem behavior occurs?			
	6. Does instructor follow through with the instruction as necessary until Student is cooperating free of problem behavior for at least 2-3 easy demands?			
	7. Once he/she is cooperative for at least 2-3 easy demands, does instructor deliver reinforcement (but less than when he/she is cooperative)?			
	8. Does instructor alternate "accepting no" trials with trials in which Student receives the reinforcer he/she asks for?			
	9. Does instructor make sure to vary the reinforcer used during "accepting no" trials?			
	10. Does instructor collect data on each trial to indicate whether or not Student is successful at accepting no?			
	11. Does instructor tally all occurrences of problem behavior?			

Notes:

____ / 11

Percentage of Y's:

Session and Feedback with OT

Treatment Fidelity

Accepting No Treatment Fidelity Checklist:

Date: 3/17/16   Staff: Stephanie Y.

Observer 1: Verbos   Observer 2: _____.

	YES	NO	N/A
1. Did you have a variety of reinforcers available?	✓		
2. When denying a reinforcer, did you simultaneously offer an alternative reinforcer? (example: "you can't have ___, but you can have ___ while showing the alternative)		✓	
3. If ▓▓ accepted the alternative reinforcer, did you immediately deliver it to him?			✓
4. If he engaged in problem behavior when told "no", did you immediately withdraw the alternative and block all access to reinforcers?		✓	
5. Did you redirect student to a neutral task or moved away from him (if safe to do so) if problem behavior occurred?		✓	
6. Did you follow through with the instruction as necessary until student was cooperating free of problem behavior for at least 2-3 easy demands?		✓	
7. Once he was cooperative for at least 2-3 easy demands, did you deliver reinforcement? (but less than when he is cooperative).			✓
8. Did you alternate "accepting no" trials with trials in which student received the reinforcer he asked for?		✓	
9. Did you make sure to vary the reinforcer used during "accepting no trials"?			✓
10. Did you collect data on each trial to indicate whether or not student was successful at accepting no?		✓	
11. Did you tally all occurrences of problem behavior?		✓	

Percent of correct steps: 1/8 /11   13%

Accepting No Treatment Fidelity Checklist:

Date: 5/11/16   Staff: Stephanie Yankanich

Observer 1: Nicole Verbos   Observer 2: _____.

	YES	NO	N/A
1. Did you have a variety of reinforcers available?	✓		
2. When denying a reinforcer, did you simultaneously offer an alternative reinforcer? (example: "you can't have ___, but you can have ___ while showing the alternative)	✓		
3. If ▓▓ accepted the alternative reinforcer, did you immediately deliver it to him?	✓		
4. If he engaged in problem behavior when told "no", did you immediately withdraw the alternative and block all access to reinforcers?		✓	✓
5. Did you redirect student to a neutral task or moved away from him (if safe to do so) if problem behavior occurred?			✓
6. Did you follow through with the instruction as necessary until student was cooperating free of problem behavior for at least 2-3 easy demands?			✓
7. Once he was cooperative for at least 2-3 easy demands, did you deliver reinforcement? (but less than when he is cooperative).			✓
8. Did you alternate "accepting no" trials with trials in which student received the reinforcer he asked for?	✓		
9. Did you make sure to vary the reinforcer used during "accepting no trials"?			✓
10. Did you collect data on each trial to indicate whether or not student was successful at accepting no?		✓	
11. Did you tally all occurrences of problem behavior?			✓

Percent of correct steps: 4/5 /11   80%

Social Validity Results

Social Validity Survey - Nicole Verbos
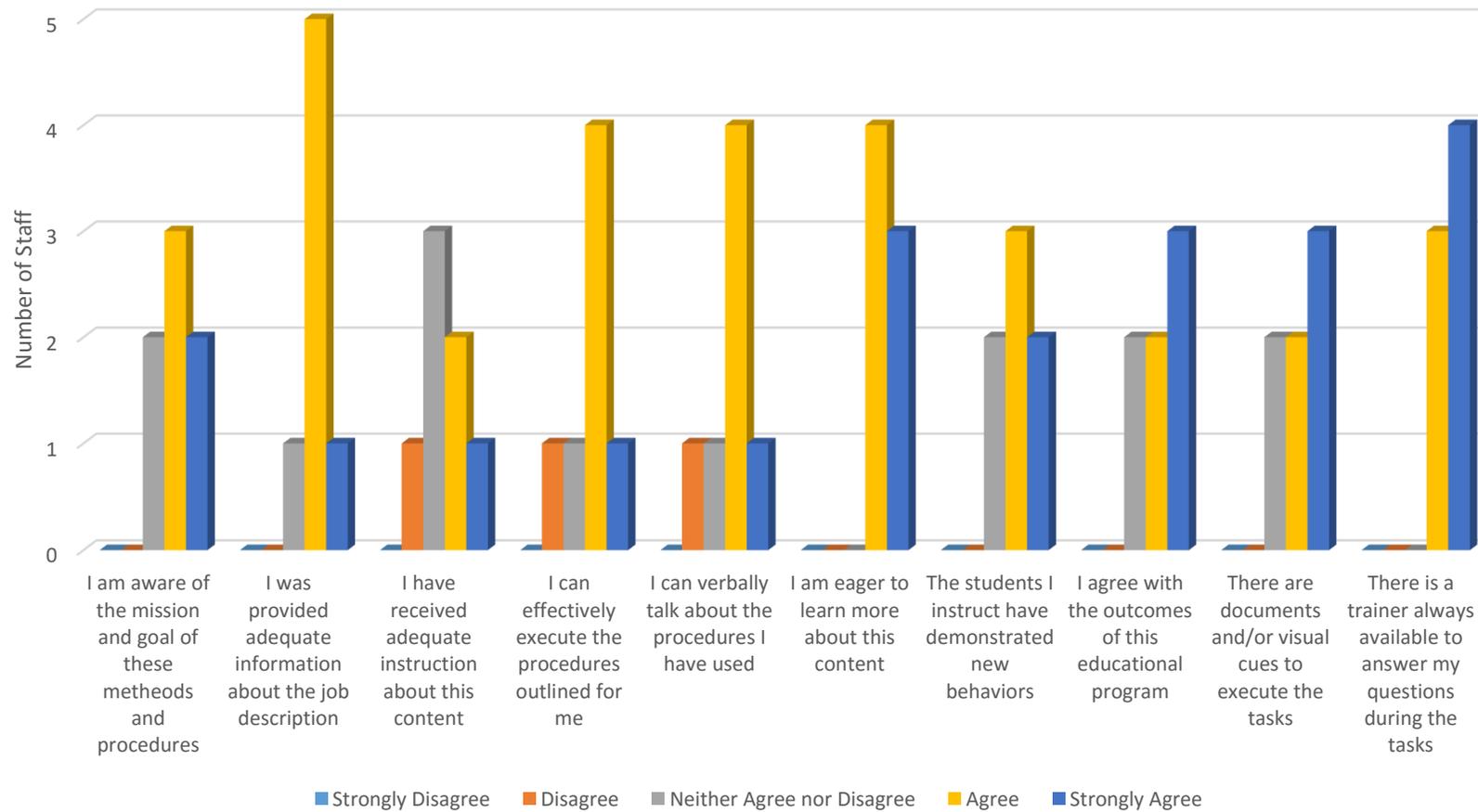
Interviews

Librarian

thoughts on learning more content

Class Demographics

- Downingtown Area School District

- Full Time Autistic Support (Grades 7, 8, 9)

- 7 students

- 9 adults (7 1:1 aides, 1 teacher, 1 program aide)

- Classroom Schedule: Direct instruction reading, math and language, small group activities/social skills, verbal behavior/intensive teaching, adapted science, pre-vocational tasks, daily living skills, recreation and leisure skills, community based instruction

Training and Teamwork with Professionals

- Within the classroom environment
  - Adapted Science Teacher
  - Nellie's Schoolhouse (Dog Therapy)
  - Related Service Providers

- Outside immediate classroom environment
  - Office Staff (Administrative Assistants and Principal)
  - Teachers buying drinks from Rock Star Coffee Cart

Training Provided

- Errorless Teaching

- Error Correction

- Variable Ratio Schedule of Reinforcement (VR)

- Token Economies

- Behavior Protocols (Wait Program)

- Prompt Hierarchies

- Task Analysis

- American Sign Language (ASL)

Adapted Science

- Provided by a Learning Support Teacher certified in Science
- Class meets daily in the Autistic Support Classroom
- Training Provided
  - Adapting Science content
  - Modeled Lessons
  - Use of student Token Economies
  - Errorless Teaching
  - Error Correction Procedures

Adapted Science
Error Correction during Experiment
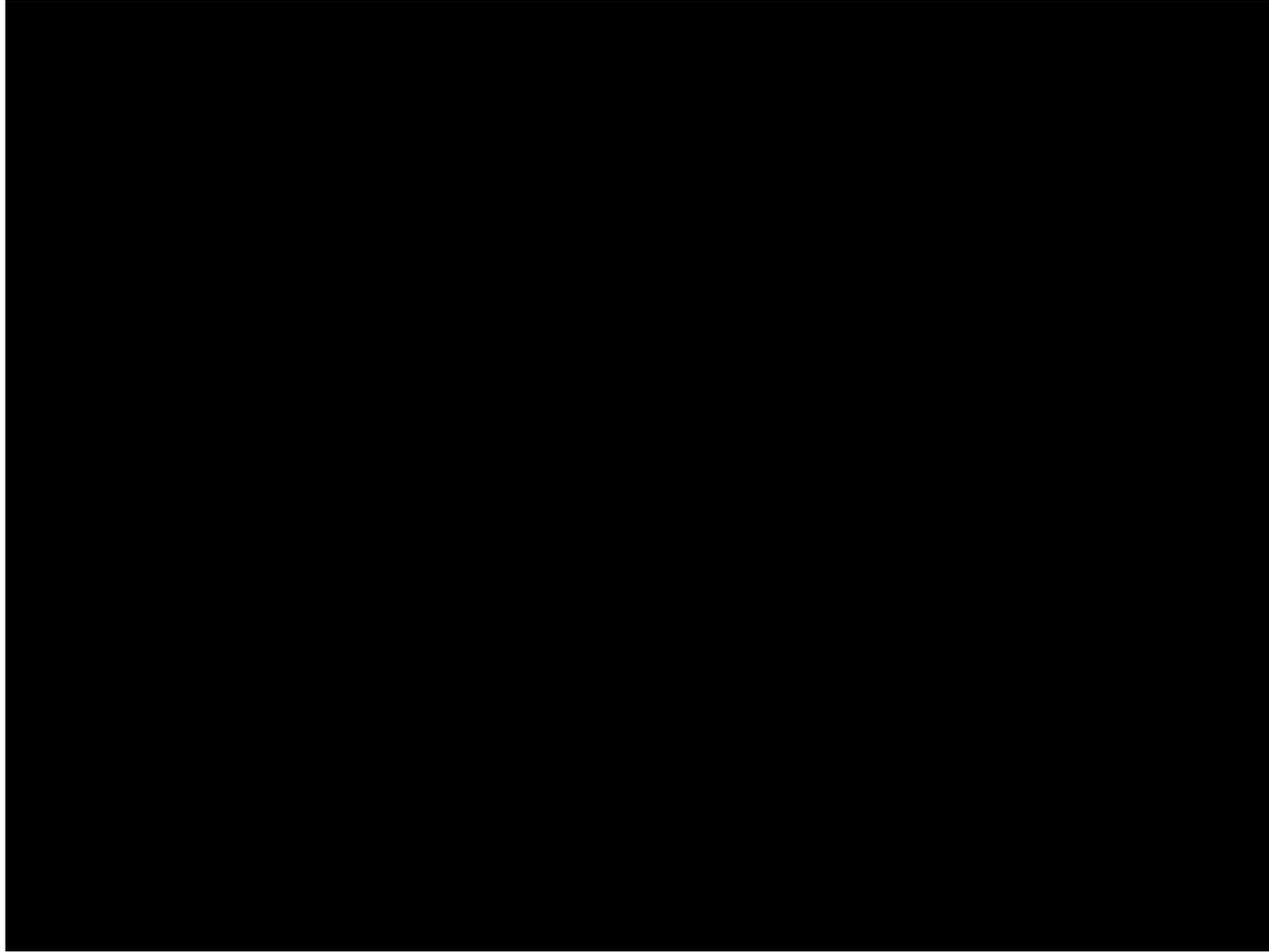
Main Office

- Behavior Protocols implemented by Administrative Assistants and Principal
- Student travel to Main Office as part of their daily schedule
- Training Provided
    - Wait Program
    - Count and Mand
    - American Sign Language (ASL)
    - Prompting Mands

Discussion with Dr. Indeglio
Wait Protocol

Dr. Indeglio running Wait Protocol

Feedback- Treatment Fidelity

Wait Protocol Fidelity

Coffee Cart

- Trained selected teachers on ASL signs for a non-verbal student

- Natural Environment Training took place when student worked the coffee cart 3 times a week.

- Selected teachers would interact with student using targeted signs

- Data taken on generalization in natural environment

- Selected teachers received free coffee☺

Rebekah- ASL signs for Coffee Cart

Please	
Thank you	
Coffee	
Sugar	
Cream	CREAM

Coffee Cart

NET Data Sheet

Activity: Coffee Cart- Rebekah

Week of: _____

Operant	Target Skill	Date	Date	Date
Tact	Coffee	Y N	Y N	Y N
	Cream	Y N	Y N	Y N
	Sugar	Y N	Y N	Y N
	Tea	Y N	Y N	Y N
	What is he doing? (pushing cart)	Y N	Y N	Y N
	What is he doing? (pouring coffee)	Y N	Y N	Y N

Nellie's Schoolhouse (Pet Therapy)

- Nellie's Schoolhouse is a non-profit organization that seeks to pair students with trained dogs to teach skills such as greeting, petting, feed, and walking dogs.

- Weekly visits

- Training Provided
  - Prompting students to teach new skills
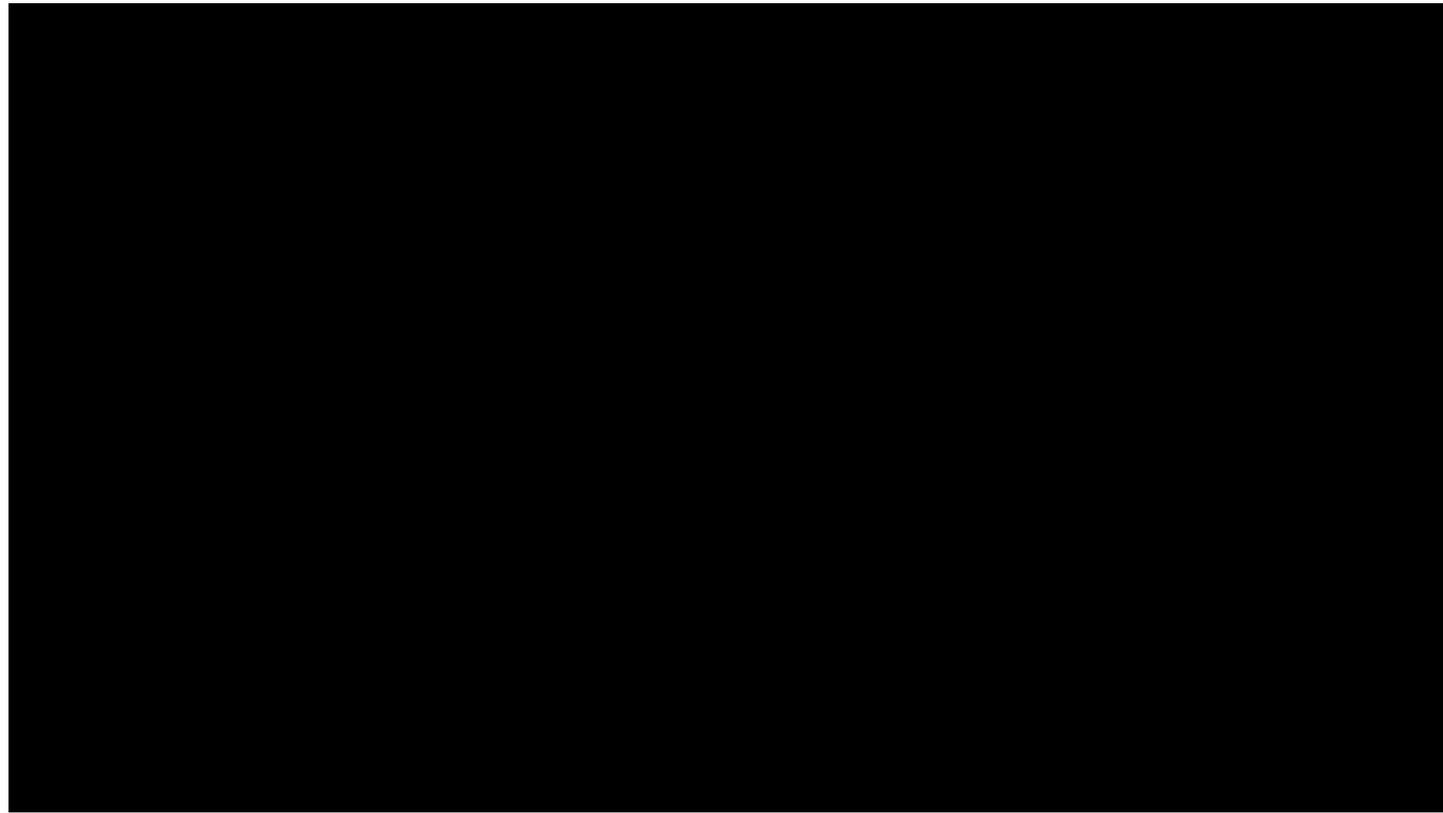 - Errorless teaching
  - Error correction
  - Data collection

Nellie's Schoolhouse
Errorless Teaching Instruction
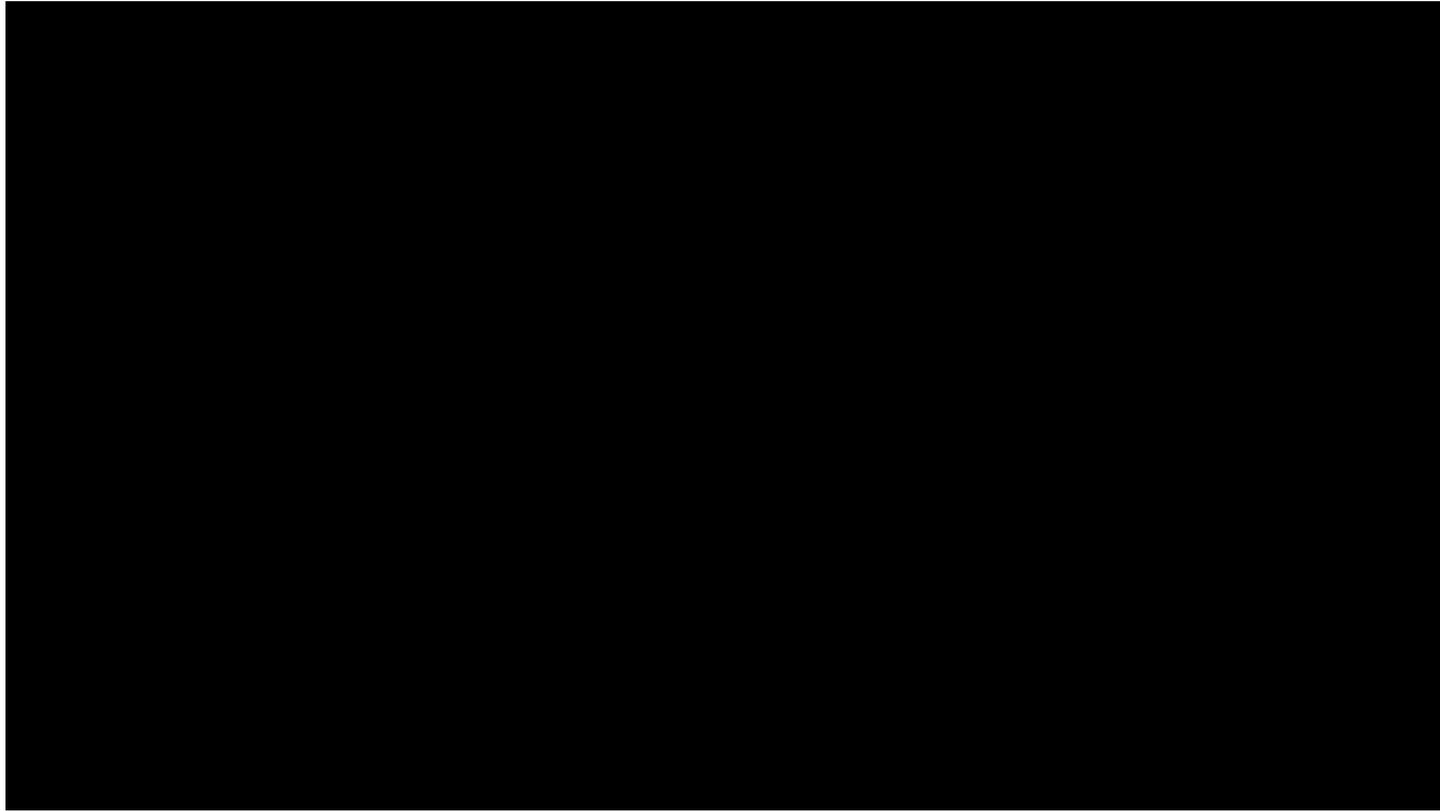
Nellie's Schoolhouse
Errorless Teaching Implementation

Why is generalization important?

What is Generalization?

> When a learner emits untrained responses that are functionally equivalent to the learned target behavior (Cooper, Heron & Heward, 2007)
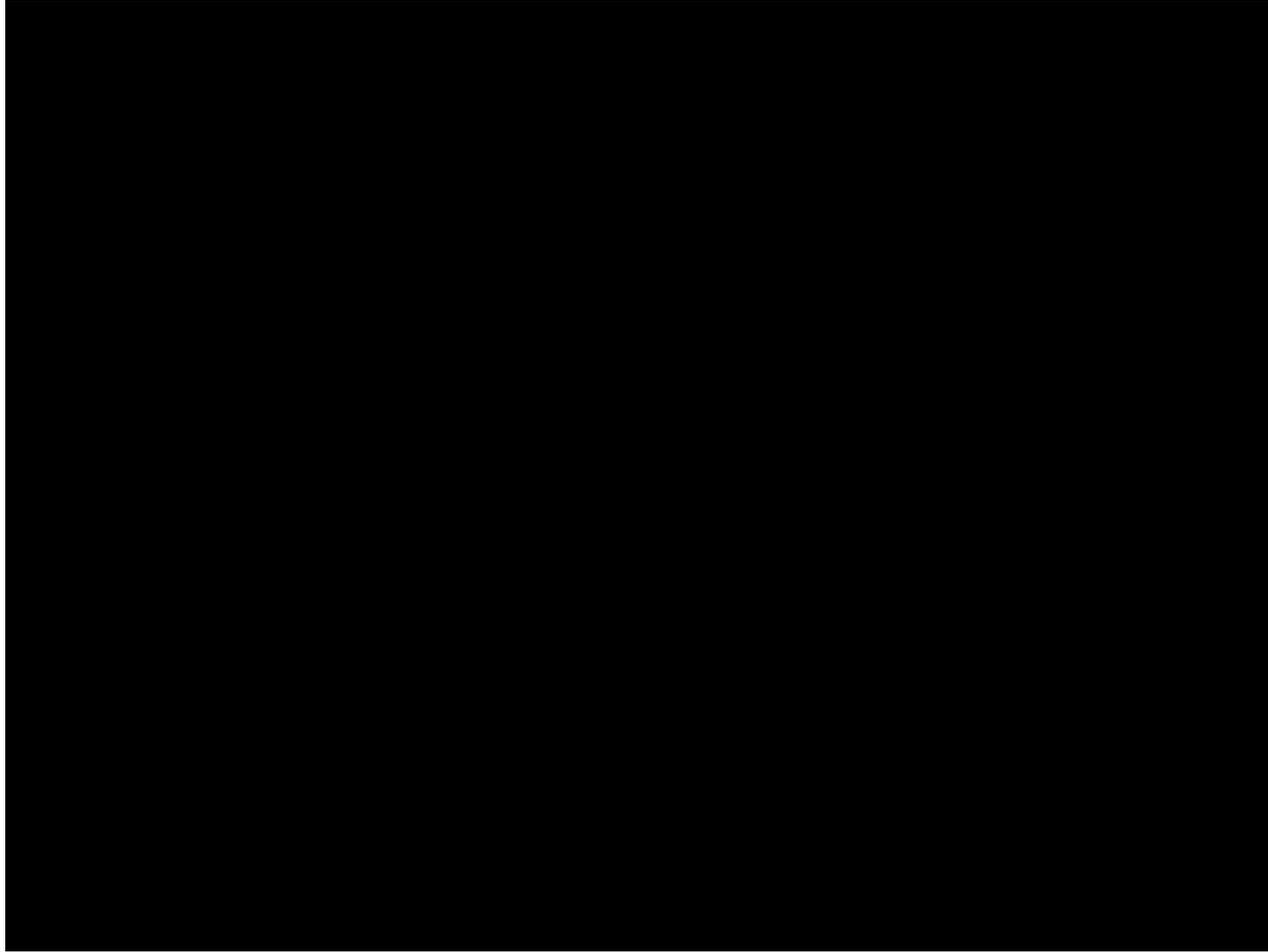
Generalization of skills decreases the likelihood that behavior will become situation specific (Alberto & Troutman, 1999)

> Instructors

> Locations

> Materials

Generalization Discussion

Prompt Hierarchy

Independent (did not need any prompts to complete this step)

Gesture (pointing toward the dog, or area they should pet, etc)

Model (you gain the student's attention and perform the skill for them to then try. Note: you can only do this if student has the ability to attend to your model for the entire time you perform the skill

Partial Physical (you provide a physical prompt such as touching the student's arm, usually at the elbow, to have the begin to perform a skill. Note: This is not you forcing a student to move their body a certain way, it is prompt to guide them in the right direction)

Full Physical (you give the student "hand-over-hand" assistance. You perform the motor imitation (ex-your hand gently guides the student to perform the motor action (ex-holding leash, petting dog, etc. Note: this is not "forcing" a child to perform the skill if they are resisting.)

Verbal (you use words to tell the student what to do. This prompt is considered most intrusive and is the hardest to fade if teaching a student to independently perform a skill)

Task Analysis
Giving Dog a Treat (4 Steps targeted)

Date						
Holds treat in closed fist palm down						
Places fist in front of dog's nose to smell hand (5 inches)						
Turns hand to palm up (fist still closed)						
Opens hand to give treat (flat hand, palm up)						

Task Analysis
Brushing Dog (5 steps targeted)

Date					
Pick up brush by handle					
Brush dog's back with bristles (head to tail)					
Brush dog's left side with bristles (head to tail)					
Brush dog's right side with bristles (head to tail)					
Percentage independence					

Task Analysis
Approaching and Petting a Dog (6 Steps targeted)

Date						
Waits for turn to pet dog						
Approaches Dog Slowly						
Pets left side (with open palm)						
Pets right side (with open palm)						
Pets chest (with open palm)						
Keeps hands away from face and tail (1.5 ft or greater)						
Percentage of Independence						

Task Analysis of Skills
Walking Dog (6 Steps targeted)

Date						
Puts right hand through leash loop						
Rests leash on right wrist						
Hold length of leash with left hand						
Walk with dog on side of student left leg						
Walks next to the dog						
Walks slowly						

Brushing Dog Sequence

Review Task Analysis- Brushing Dog
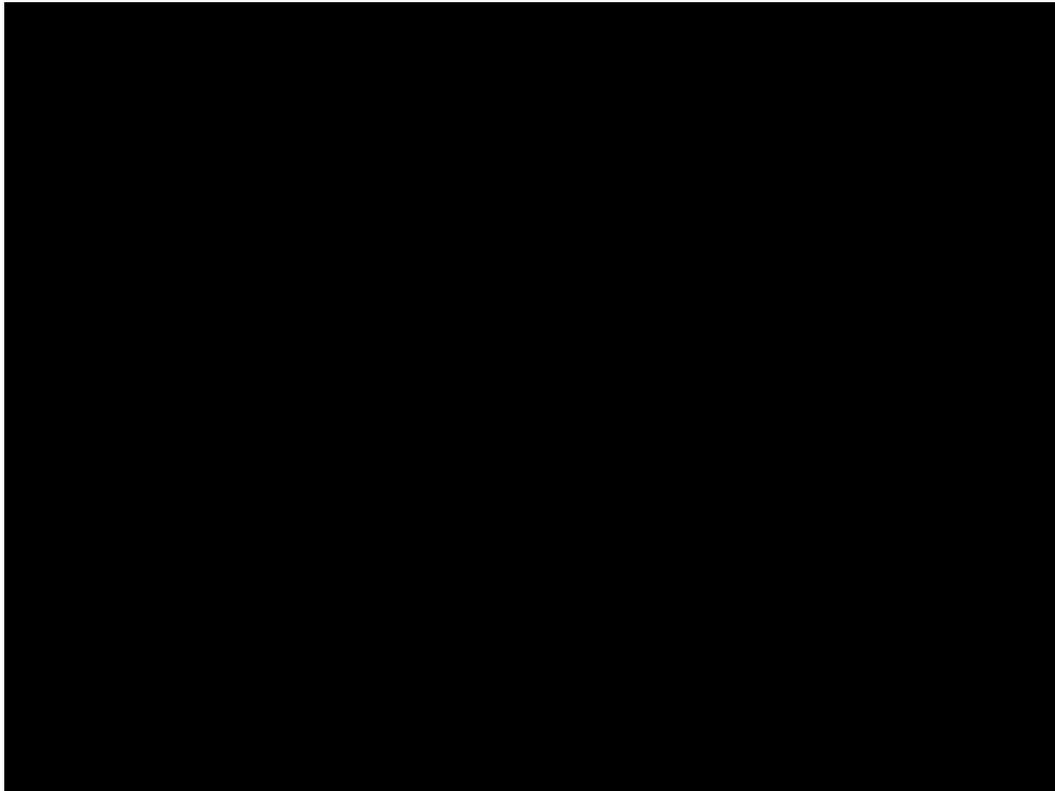
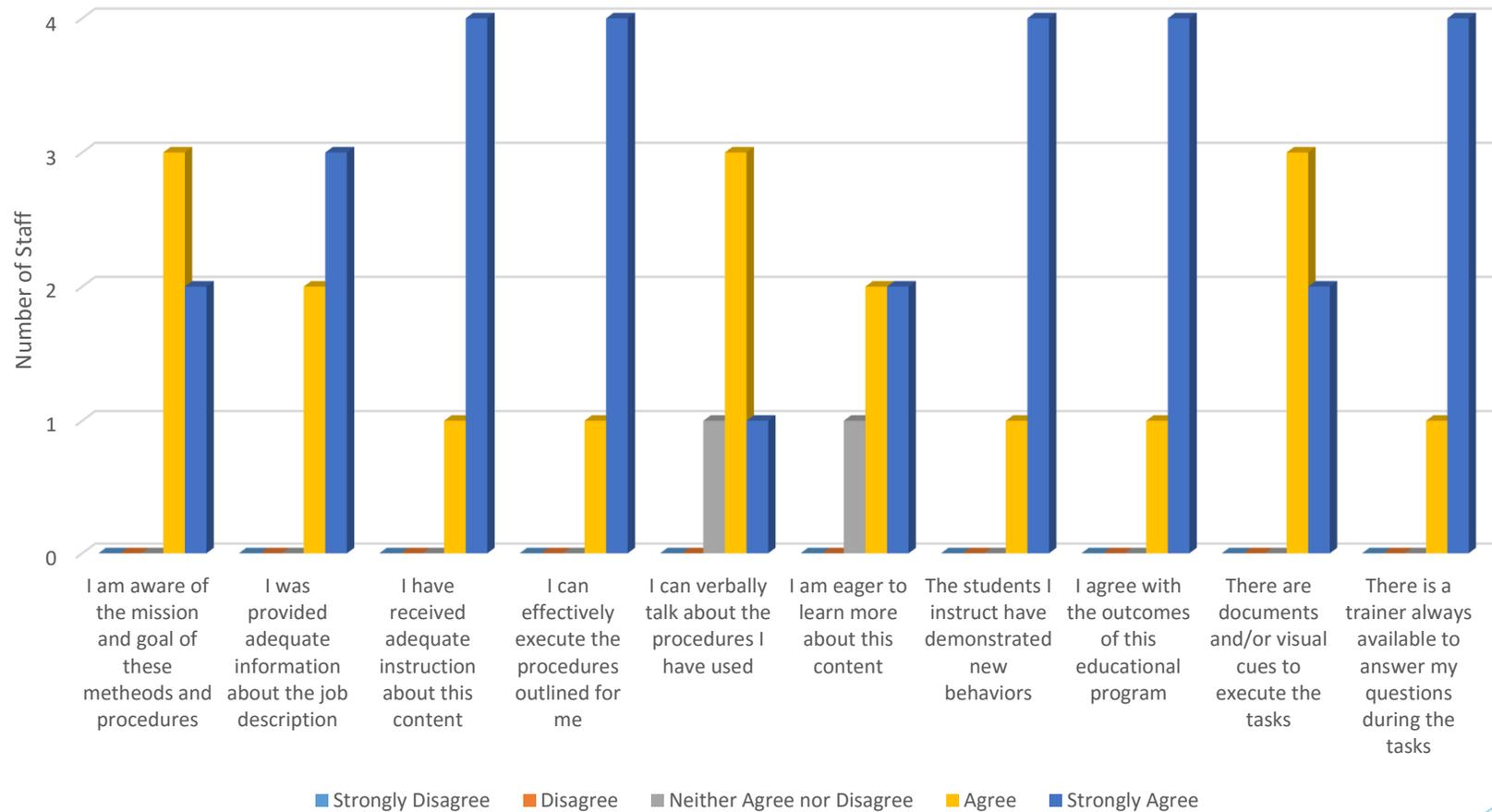| Steps Assessed: |
| --- |
| Pick up brush by handle (G) gesture |
| Brush dog's back with bristles down (I) independent |
| Brush dog's left side with bristles (head to tail) (PP) partial physical |
| Brush dog's right side with bristles (head to tail) (PP) partial physical |
| Percentage independence ¼= 25% Independence |

Social Validity Results

Social Validity Survey - Alicia Adnopoz

Thoughts on Content Learned
Nellie's Schoolhouse
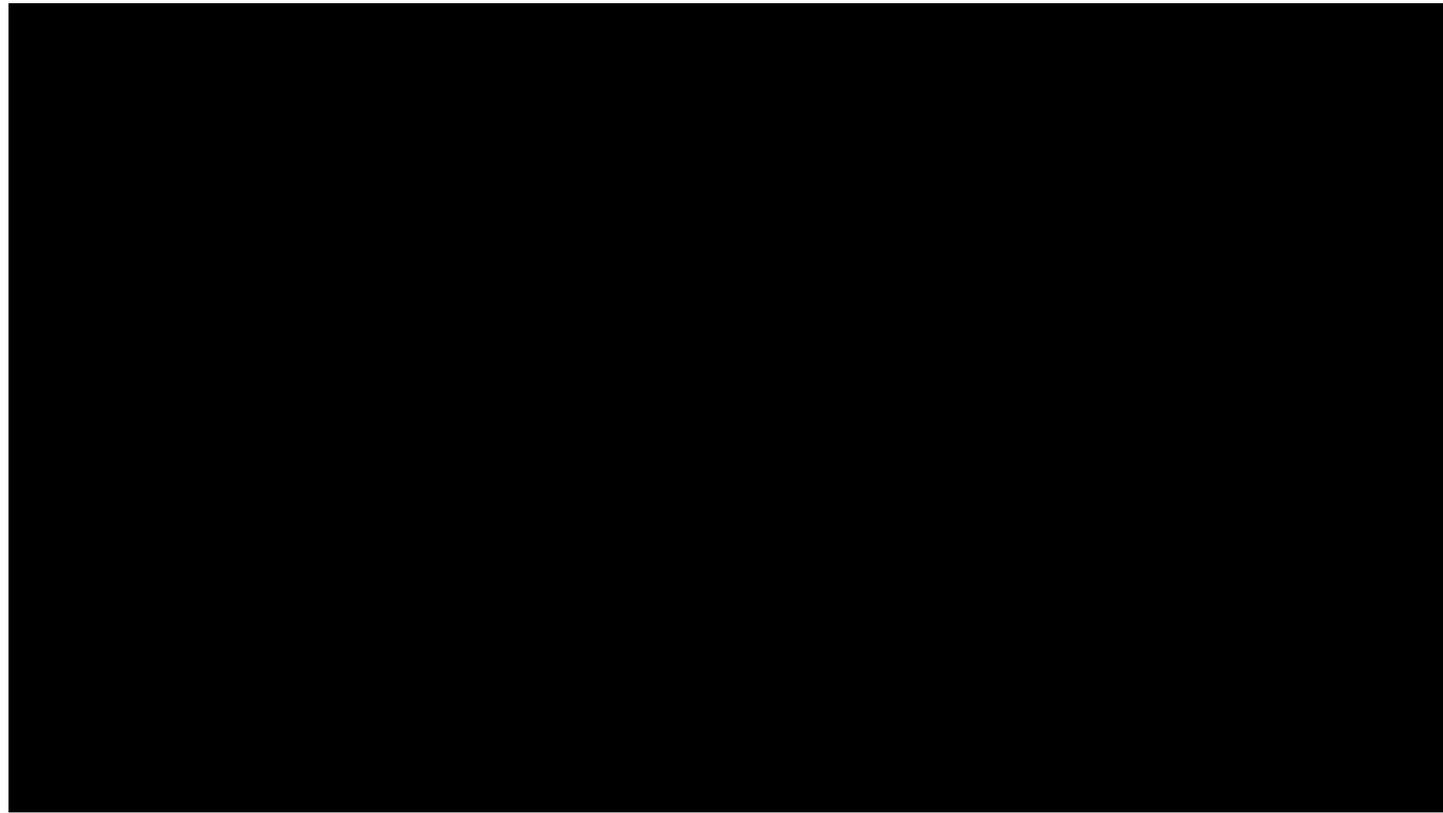
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Thank You

- When we know better, we do better! A very heartfelt THANK YOU to the Initiative for the numerous ways they have helped us make our students' lives better.
  - Pattan's Autism Initiative
  - Consultants: Rebekah Houck, Danielle Buzin, Melissa Taylor, Lindsay Nanz
  - West Chester and Downingtown Area School Districts Administration and Staff
  - And our Students!!