ANALYZE THIS! BUILDING MOTIVATION AND DEVELOPING SKILLS FOR STAFF MEMBERS INSTRUCTION STUDENTS WITH AUTISM SPECTRUM DISORDERS

Lauren Johnson
Melissa MacCrory

PRESENTATION'S TALKING POINTS

- Lead classroom teacher has the ability to model and explain procedures and expectations for staff.
- Lead classroom teacher has the ability to deliver reinforcement to staff according to principals of reinforcement.
- Lead classroom teacher has the ability to provide immediate feedback in a proactive manner.
- Lead classroom teacher has the ability to manage staff requests and concerns.
- Lead classroom teacher has the ability to provide education and resources t the larger school building.
- Lead classroom teacher includes staff members in appropriate decision making processes contributing to a team atmosphere.
- Lead classroom teacher encourages an environment where learning can occur for adults and students alike regardless of ability, age or prior experience.

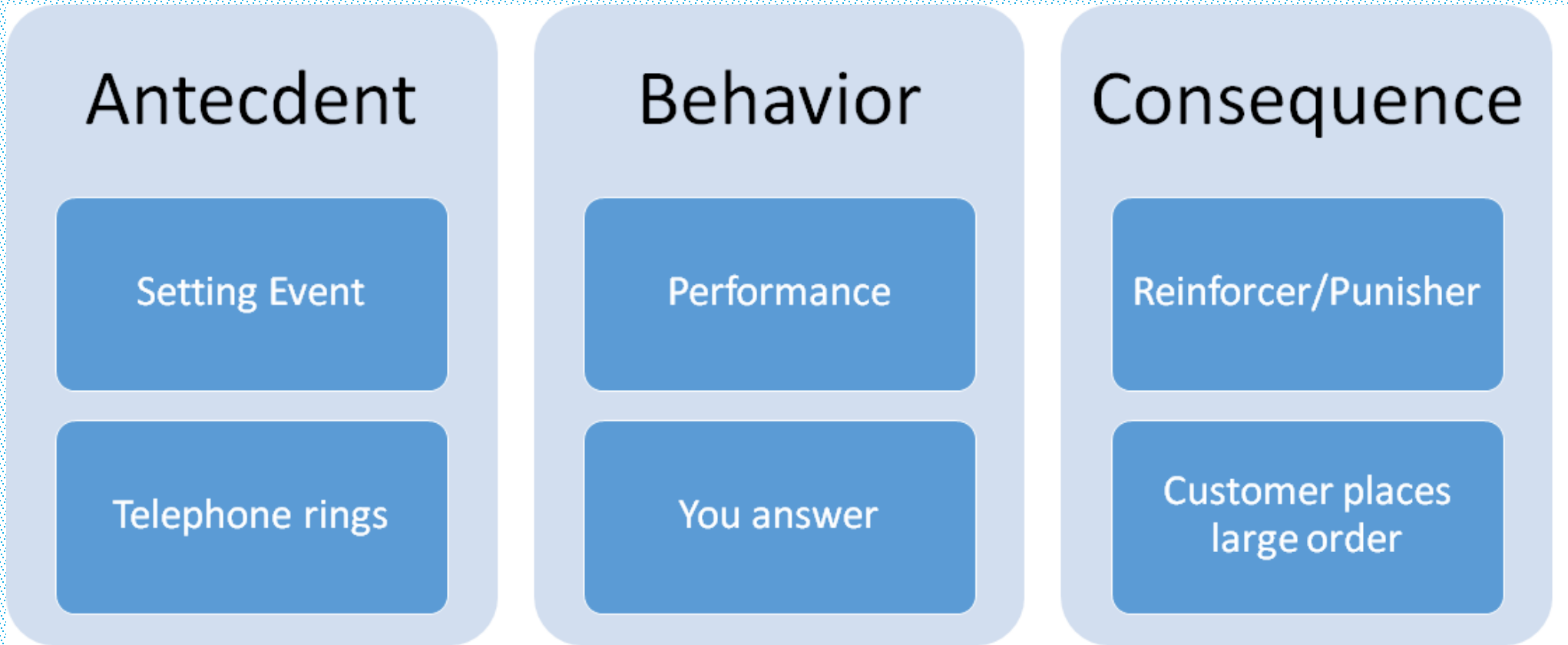
“FEEDBACK AND POSITIVE REINFORCEMENT FORM THE MOST POWERFUL COMBINATION OF TECHNIQUES YOU CAN USE TO BRING OUT THE BEST IN PEOPLE.”

-AUBREY DANIELS, BRINGING OUT THE BEST IN PEOPLE, 3RD ED, PG. 127

OPERANT ANALYSIS OF BEHAVIOR

- Operant analysis= how antecedents and consequences function to alter frequency of responding
- ABC…
- A is for Antecedent
  - What happens before the behavior occurs
- B is for Behavior
  - Observable and measurable
- C is for Consequence
  - What happens after the behavior occurs; change the probability that behavior will be repeated in the future.

THE ABC'S OF PERFORMANCE MANAGEMENT



4 BEHAVIORAL CONSEQUENCES

- Consequences that increase behavior
  - Positive reinforcement – get something you want
  - Negative reinforcement – escape or avoid
- Consequences that decrease behavior:
  - Punishment – get something you don't want
  - Penalty (Negative Punishment) – lose something you have

POSITIVE REINFORCEMENT

- Definition – any consequence that increase the future probability of behavior.
- Can be social or tangible
- Delivered by people or not
- Delivered by management or work peers

MATCHING LAW - VERMI

Variable	Implication
Value of reinforcement	The student will engage in a behavior that is associated with a stronger motivative operation. *Be sure to establish motivation!*
Effort (needed to respond)	The student will engage in the behavior that involves less effort *Make responding easy: use errorless procedures!*
Rate of Reinforcement	The student will engage in behavior that most consistently obtains reinforcement *Reinforce on an appropriate variable ratio schedule!*
Magnitude of Reinforcement	The student will engage in behavior that obtains the greatest degree (amount) of reinforcement *Provide more reinforcement for better responding!*
Immediacy of Reinforcement	The student will engage behavior that produces reinforcement quickly *Reinforce best responding immediately!*

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.
- Effective antecedents can get most behaviors to start but ultimately have limited control over behavior.
- The best feedback is on variables that are under the control of the individual or group.
- The most effective feedback is linked as an antecedent to positive reinforcement.

3 TENETS OF PERFORMANCE FEEDBACK

Make it immediate:

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

Make it frequent:

- 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.

“PROPERLY USED, POSITIVE REINFORCEMENT IS EXTREMELY POWERFUL.”
-B.F. SKINNER

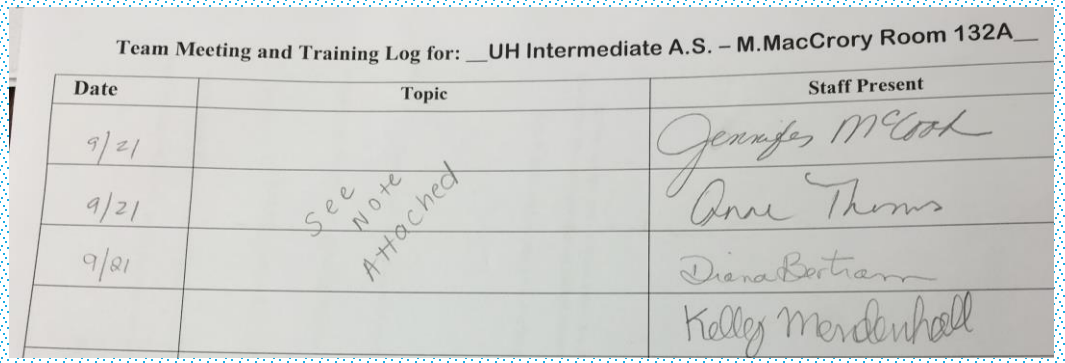
CLASS DEMOGRAPHICS

- Downingtown Area School District – suburban school district
- Intermediate Autistic Support (Grades 3-5)
- 5 students
- 6 adults
- Teacher Supports provided to students: IT, manding, NET, team teaching with speech and occupational therapist, small group social skills, individualized math instruction, individualized reading instruction

WHERE DO WE START?

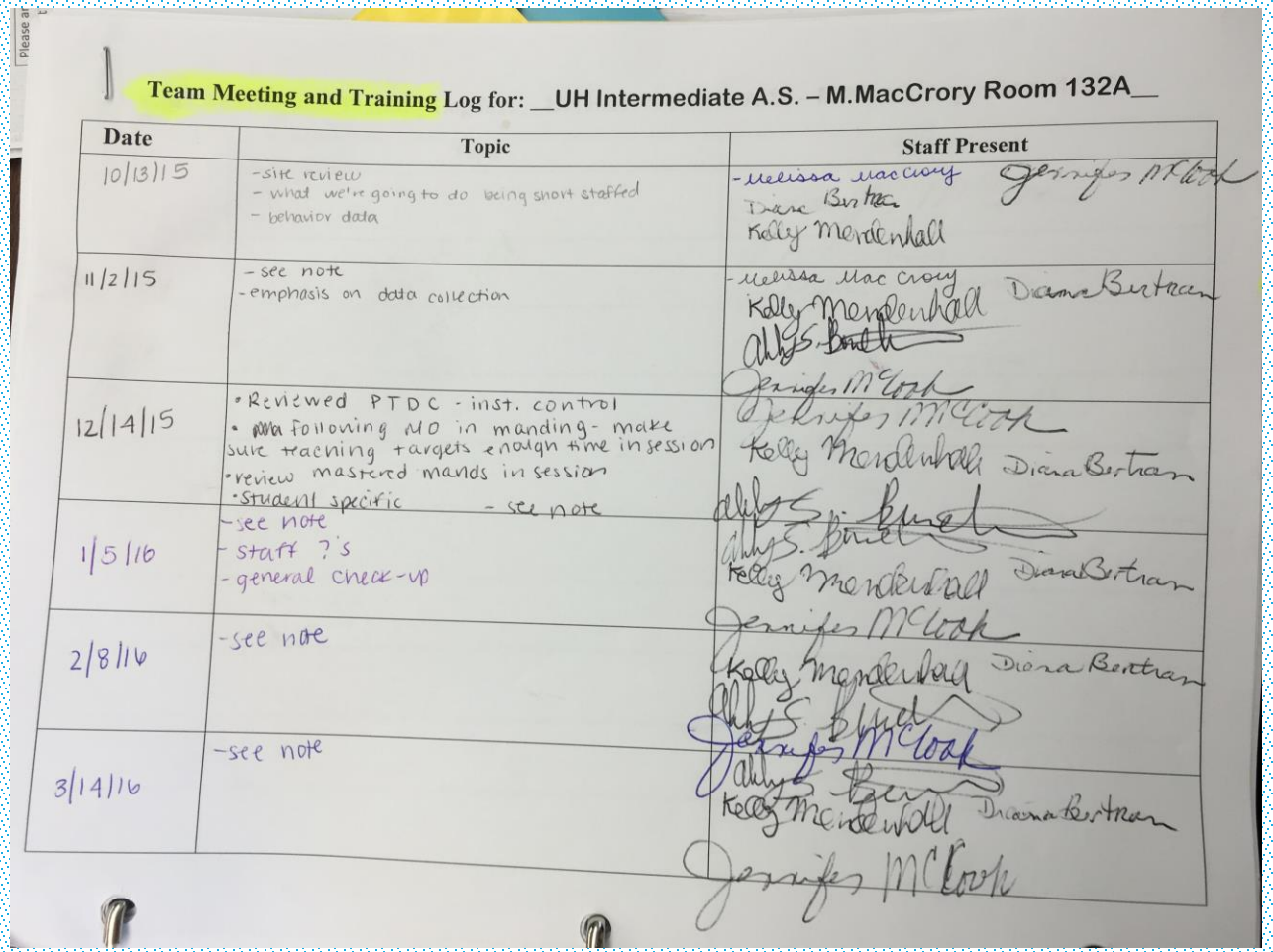
- Build positive classroom atmosphere
  - Develop rapport
  - Get to know staff on a personal level – background, interests, family, etc.
  - Team oriented – work together, play together
  - Pairing – staff-staff, staff-students
  - Gradually begin training and instruction

TRAINING MEETING/TRAINING LOG



Team Meeting and Training Log for: __UH Intermediate A.S. – M.MacCrory Room 132A__

Date	Topic	Staff Present
9/21		Jennifer McCook
9/21	See Note Attached	Anne Thoms
9/21		Diana Bertram
		Kelley Mendenhall



Team Meeting and Training Log for: __UH Intermediate A.S. – M.MacCrory Room 132A__

Date	Topic	Staff Present
10/13/15	-site review - what we're going to do being short staffed - behavior data	-Melissa MacCrory Jennifer McCook Diana Bertram Kelley Mendenhall
11/2/15	- see note - emphasis on data collection	-Melissa MacCrory Diana Bertram Kelley Mendenhall Abby S. Booth Jennifer McCook
12/14/15	• Reviewed PTDC - inst. control • following NO in manding- make sure teaching targets enough time in session • review mastered mands in session • student specific - see note	Jennifer McCook Kelley Mendenhall Diana Bertram Abby S. Booth
1/5/16	-see note - staff ?'s - general check-up	Abby S. Booth Diana Bertram Kelley Mendenhall Jennifer McCook
2/8/16	-see note	Diana Bertram Kelley Mendenhall Abby S. Booth Jennifer McCook
3/14/16	-see note	Abby S. Booth Diana Bertram Kelley Mendenhall Jennifer McCook

TRAINING MEETING/TRAINING NOTES

January 2016 Team Meeting Notes

- Behavior
  - Break – students taught to ask for break appropriately
  - Staff will remove any demand/any items away from student for 30 seconds.
  - After break is up, staff will present demand again. If there is no problem behavior reinforce.
  - When in the moment you see Student becoming frustrated by a task or activity when he is demonstrating low levels of behavior (ignoring directions, becoming loud, etc) staff will vocally model and model the sign language for "break." Staff will remove demand/items from student for 30 seconds. At the end of the 30 seconds, staff will present demand again. If there is no problem behavior, reinforce student.
  - If Student begins to overly use the request for a break he can be given a budget of a specific number of breaks he is allotted during the morning and the afternoon. This should not be implemented until the student is consistently asking on his own for a break and appears to be asking for a break so frequently that the team feels is disruptive to his learning.
  - Accepting No
    - "you can't have_____but you can have _____"
    - Many trials throughout the day – at least 15
    - Everyone should be running them & recording in blue binder
  - Giving up a reinforcer
    - Must give up a reinforce upon request within 4 seconds
    - Many trials throughout the day
    - Everyone should be running them & recording DOWN in blue binder
  - Wait
    - Must Wait for request or reinforcement
    - Many trials throughout the day
    - Everyone should be running them & recording in blue binder
- Other Reminders
  - Please do daily "duties" – check black chalk board – if there are conflicts with scheduling and being able to complete duties let me know and we can brainstorm other ideas
  - Everything in here is **confidential**
  - **Clipboards** – PLEASE carry everywhere with you outside of this classroom
  - **Unpack/Pack up** – needs to be independent and correct. It is important that nothing is left behind and the students complete the process *independently*
  - You have as much impact on the students as I do – educationally, behaviorally, etc. So Stay positive, work hard, work together, have fun!!! ☺
  - *****Please ask questions if you are unsure of anything!!*****

April 2016 Team Meeting Notes

- Site Review will be coming up – May 18th
  - Know the schedule & follow the schedule
  - Know the basics of IT/mand
  - Know behavior plans
  - Be confident!
- IT
  - Make the sessions intense! These are crucial sessions for student learning!!
  - Reinforce immediately after a run through
  - Index cards that are put in the binders are newly added targets – please probe them and then put them in the target bag
  - Please make sure that targets are not mixed into the knowns
    - Running Errorless Teaching procedure – prompt, transfer, distract, check
    - If an error – run error correction procedure – prompt
  - If a child errors on a known – turn the card over and write the date on the back. If there are 3 dates on the back, pull the card out and it needs to be retaught as a target.
- Manding
  - Probes & Frequency must be done **EVERY day**
  - What do you think about writing down manding targets on whiteboard and checking off when completed?
  - This is also a *teaching session*!!!
  - You first probe their targets and then TEACH them while running their known mands
  - You HAVE to circle **MO or NO MO**
  - Try **NOT** to prompt (ex. "What do you want")
  - Make it FUN !!
- Other
  - Data - Make sure you are putting the full date on EVERYTHING (mm/dd/yy)
  - Any questions for me?
  - We are in the home stretch – keep on working hard!

ADDITIONAL TRAINING

- Professional Development
  - Ongoing paraprofessional training throughout the year
  - 20 hours of training – outside of the classroom environment
- PaTTAN videos in relation to instruction, behaviors, protocols, etc. utilized in classroom setting
- Nonviolent crisis prevention training

VIDEO - IT

IT - FEEDBACK

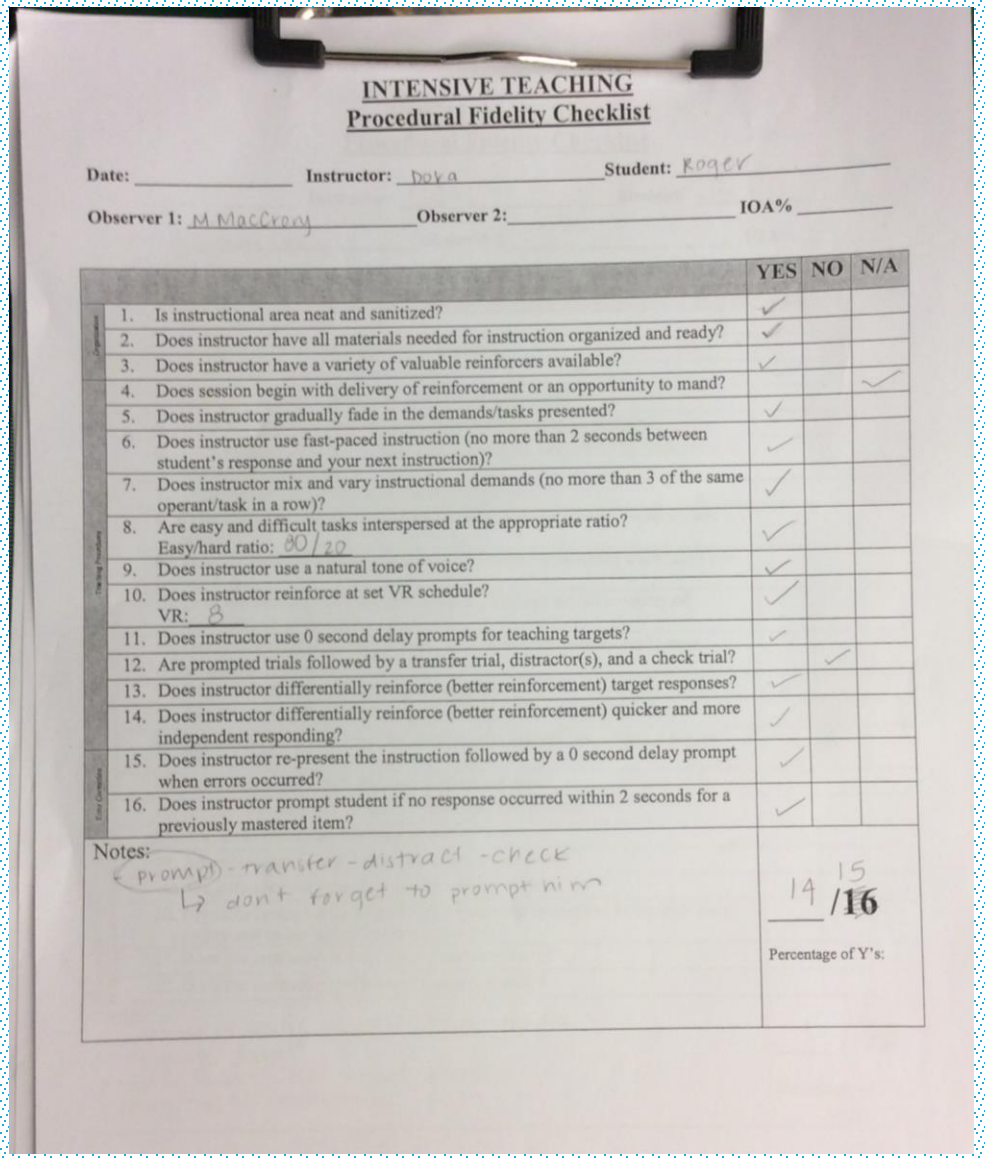
TREATMENT INTEGRITY - IT

INTENSIVE TEACHING
Procedural Fidelity Checklist

Date: _____ **Instructor:** _____ **Student:** _____

Observer 1: _____ **Observer 2:** _____ **IOA%** _____

		YES	NO	N/A
Organization	1. Is instructional area neat and sanitized?			
	2. Does instructor have all materials needed for instruction organized and ready?			
	3. Does instructor have a variety of valuable reinforcers available?			
Teaching Procedures	4. Does session begin with delivery of reinforcement or an opportunity to mand?			
	5. Does instructor gradually fade in the demands/tasks presented?			
	6. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
	7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
	8. Are easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			
	9. Does instructor use a natural tone of voice?			
	10. Does instructor reinforce at set VR schedule? VR:_____			
	11. Does instructor use 0 second delay prompts for teaching targets?			
	12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?			
	13. Does instructor differentially reinforce (better reinforcement) target responses?			
	14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
Error Correction	15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
	16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			
Notes:		____/16 Percentage of Y's:		



INTENSIVE TEACHING
Procedural Fidelity Checklist

Date: _____ Instructor: Dora Student: Roger

Observer 1: M MacCrory Observer 2: _____ IOA% _____

		YES	NO	N/A
Organization	1. Is instructional area neat and sanitized?	✓		
	2. Does instructor have all materials needed for instruction organized and ready?	✓		
	3. Does instructor have a variety of valuable reinforcers available?	✓		
Teaching Procedures	4. Does session begin with delivery of reinforcement or an opportunity to mand?			✓
	5. Does instructor gradually fade in the demands/tasks presented?	✓		
	6. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?	✓		
	7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?	✓		
	8. Are easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: 80/20	✓		
	9. Does instructor use a natural tone of voice?	✓		
	10. Does instructor reinforce at set VR schedule? VR: 3	✓		
	11. Does instructor use 0 second delay prompts for teaching targets?	✓		
	12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?		✓	
	13. Does instructor differentially reinforce (better reinforcement) target responses?	✓		
	14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?	✓		
Error Correction	15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?	✓		
	16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?	✓		

Notes:
(prompt) - transfer - distract - check
↳ don't forget to prompt him

14 15 /16
Percentage of Y's:

VIDEO - MAND

URSINUS
COLLEGE
Prewriting
Writing Process
Editing
Drafting
Evaluating
Revising

VIDEO – MAND FEEDBACK

TREATMENT INTEGRITY - MAND

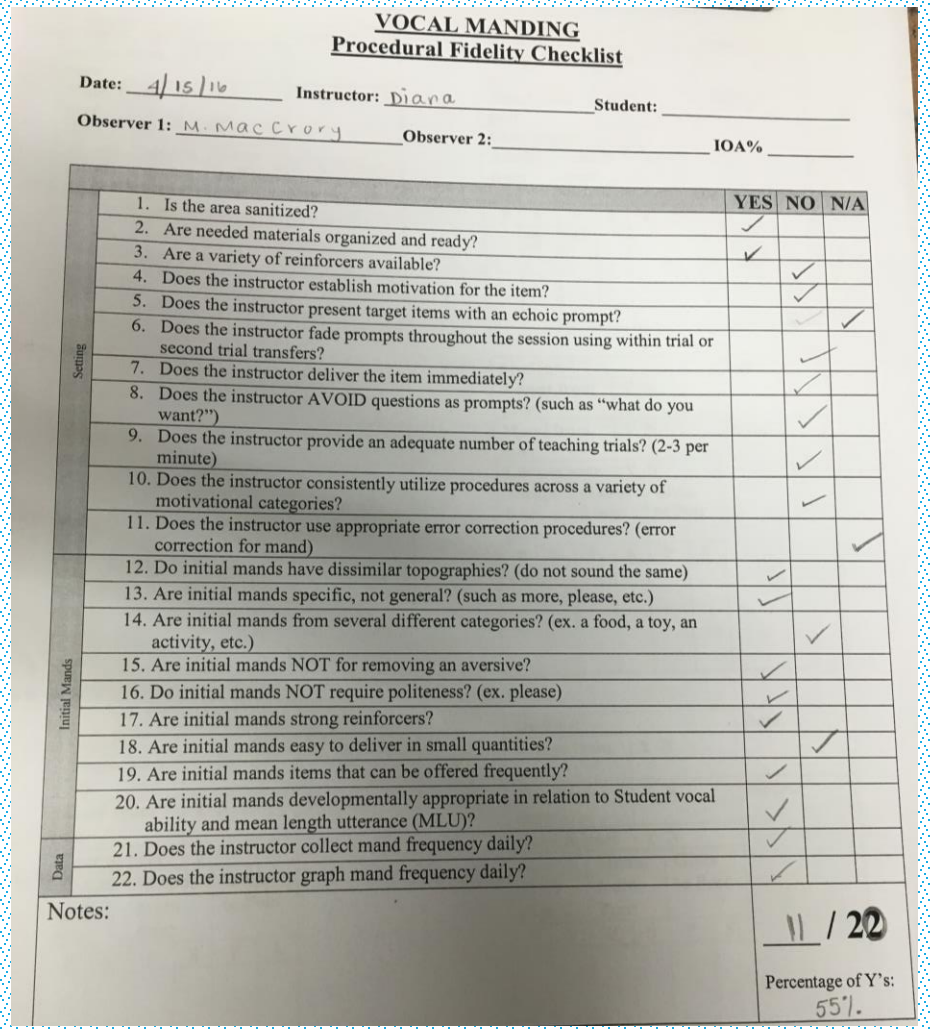
VOCAL MANDING
Procedural Fidelity Checklist

Date: _____ **Instructor:** _____ **Student:** _____

Observer 1: _____ **Observer 2:** _____ **IOA%** _____

		YES	NO	N/A
Setting	1. Is the area sanitized?			
	2. Are needed materials organized and ready?			
	3. Are a variety of reinforcers available?			
	4. Does the instructor establish motivation for the item?			
	5. Does the instructor present target items with an echoic prompt?			
	6. Does the instructor fade prompts throughout the session using within trial or second trial transfers?			
	7. Does the instructor deliver the item immediately?			
	8. Does the instructor AVOID questions as prompts? (such as "what do you want?")			
	9. Does the instructor provide an adequate number of teaching trials? (2-3 per minute)			
	10. Does the instructor consistently utilize procedures across a variety of motivational categories?			
	11. Does the instructor use appropriate error correction procedures? (error correction for mand)			
Initial Mands	12. Do initial mands have dissimilar topographies? (do not sound the same)			
	13. Are initial mands specific, not general? (such as more, please, etc.)			
	14. Are initial mands from several different categories? (ex. a food, a toy, an activity, etc.)			
	15. Are initial mands NOT for removing an aversive?			
	16. Do initial mands NOT require politeness? (ex. please)			
	17. Are initial mands strong reinforcers?			
	18. Are initial mands easy to deliver in small quantities?			
	19. Are initial mands items that can be offered frequently?			
	20. Are initial mands developmentally appropriate in relation to Student vocal ability and mean length utterance (MLU)?			
Data	21. Does the instructor collect mand frequency daily?			
	22. Does the instructor graph mand frequency daily?			
Notes:		____ / 22 Percentage of Y's:		

TREATMENT INTEGRITY - MAND



VOCAL MANDING
Procedural Fidelity Checklist

Date: 4/15/16 Instructor: Diana Student: _____

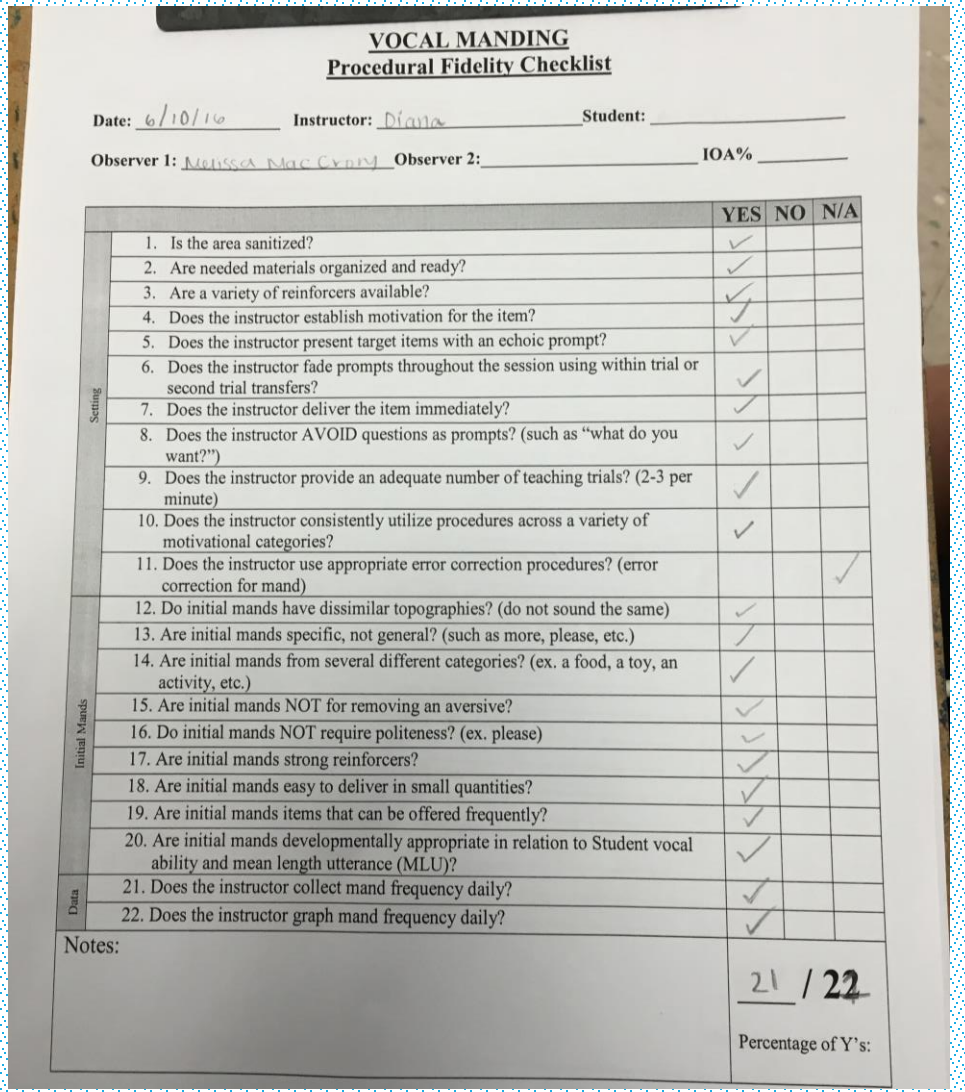
Observer 1: M. MacCrory Observer 2: _____ IOA% _____

		YES	NO	N/A
Setting	1. Is the area sanitized?	✓		
	2. Are needed materials organized and ready?	✓		
	3. Are a variety of reinforcers available?		✓	
	4. Does the instructor establish motivation for the item?		✓	
	5. Does the instructor present target items with an echoic prompt?			✓
	6. Does the instructor fade prompts throughout the session using within trial or second trial transfers?		✓	
	7. Does the instructor deliver the item immediately?		✓	
	8. Does the instructor AVOID questions as prompts? (such as "what do you want?")		✓	
	9. Does the instructor provide an adequate number of teaching trials? (2-3 per minute)		✓	
	10. Does the instructor consistently utilize procedures across a variety of motivational categories?		✓	
	11. Does the instructor use appropriate error correction procedures? (error correction for mand)			✓
Initial Mands	12. Do initial mands have dissimilar topographies? (do not sound the same)	✓		
	13. Are initial mands specific, not general? (such as more, please, etc.)	✓		
	14. Are initial mands from several different categories? (ex. a food, a toy, an activity, etc.)		✓	
	15. Are initial mands NOT for removing an aversive?	✓		
	16. Do initial mands NOT require politeness? (ex. please)	✓		
	17. Are initial mands strong reinforcers?	✓		
	18. Are initial mands easy to deliver in small quantities?		✓	
	19. Are initial mands items that can be offered frequently?	✓		
	20. Are initial mands developmentally appropriate in relation to Student vocal ability and mean length utterance (MLU)?	✓		
Data	21. Does the instructor collect mand frequency daily?	✓		
	22. Does the instructor graph mand frequency daily?	✓		

Notes:

11 / 22

Percentage of Y's: 55%



VOCAL MANDING
Procedural Fidelity Checklist

Date: 6/10/16 Instructor: Diana Student: _____

Observer 1: Melissa MacCrory Observer 2: _____ IOA% _____

		YES	NO	N/A
Setting	1. Is the area sanitized?	✓		
	2. Are needed materials organized and ready?	✓		
	3. Are a variety of reinforcers available?	✓		
	4. Does the instructor establish motivation for the item?	✓		
	5. Does the instructor present target items with an echoic prompt?	✓		
	6. Does the instructor fade prompts throughout the session using within trial or second trial transfers?	✓		
	7. Does the instructor deliver the item immediately?	✓		
	8. Does the instructor AVOID questions as prompts? (such as "what do you want?")	✓		
	9. Does the instructor provide an adequate number of teaching trials? (2-3 per minute)	✓		
	10. Does the instructor consistently utilize procedures across a variety of motivational categories?	✓		
	11. Does the instructor use appropriate error correction procedures? (error correction for mand)			✓
Initial Mands	12. Do initial mands have dissimilar topographies? (do not sound the same)	✓		
	13. Are initial mands specific, not general? (such as more, please, etc.)	✓		
	14. Are initial mands from several different categories? (ex. a food, a toy, an activity, etc.)	✓		
	15. Are initial mands NOT for removing an aversive?	✓		
	16. Do initial mands NOT require politeness? (ex. please)	✓		
	17. Are initial mands strong reinforcers?	✓		
	18. Are initial mands easy to deliver in small quantities?	✓		
	19. Are initial mands items that can be offered frequently?	✓		
	20. Are initial mands developmentally appropriate in relation to Student vocal ability and mean length utterance (MLU)?	✓		
Data	21. Does the instructor collect mand frequency daily?	✓		
	22. Does the instructor graph mand frequency daily?	✓		

Notes:

21 / 22

Percentage of Y's:

Student's Behavior Cheat Sheet

Crying (C): Emitting wailing or whimpering sounds accompanied by tears and reddening of the eyes and face.

Eloping (E): Running, walking away, and/or crawling away from designated seat on carpet or current designated area

Leaning on Adult or head butting (L): Placing head or body against the body of another person and pushing his weight against his/her body.

Kicking (K): Any forceful contact made with foot to another person

Hitting (H): Any contact made to another person with an open hand or closed fist

Flopping on Floor (F): Sliding out of chair to the floor, laying knees, hands, or torso on the floor, accompanied by refusal to stand or sit up appropriately.

Antecedent	What to do
If Student wants an item or action from staff	Count & Mand 1. Hold up hand to signal end of reinforcement & block access 2. Once bx stops, count silently for 5 seconds - do not provide talk to or make eye contact Then prompt appropriate response (mand)
If Student wants something and is told no	Remove the reinforcer or block reinforcing items Ignore Student until the problem behaviors stop occurring for 30sec and redirect him to a neutral and **not** reinforcing activity Block any attempts at self-injurious behaviors and attempting to grab other reinforcers
If Student is told to go somewhere and he does not	Remove all reinforcers and follow through with the demand to move to the new place He can be given the reinforcer back if he complies with 2-3 other demands or if he engages in the next activity appropriately for 1 minute

BEHAVIOR TREATMENT INTEGRITY

Teaching the ESCAPE EXTINCTION Protocol
Procedural Fidelity Checklist

Date: _____ **Instructor:** _____ **Student:** _____

Observer 1: _____ **Observer 2:** _____ **IOA%** _____

		YES	NO	N/A
Escape Extinction	1. If problem behavior occurs when instructor presents a demand/instruction, does instructor keep demand on (escape extinction) until instructional control is obtained while maintaining safety of student?			
	2. Once student complies with original demand without problem behavior, does instructor present at least 2 other easy tasks?			
	3. If student complies with tasks presented without presenting problem behavior, does instructor reinforce him/her?			
	4. Does instructor make sure to reinforce less after running the escape extinction than when he/she reinforce during a cooperative run-through?			
	5. If during the presentation of easy tasks, student reverts to problem behavior, does instructor repeat steps1 through 4?			
	6. Does instructor tally all occurrences of problem behavior?			
	7. After having used escape extinction, does instructor evaluate his/her teaching to determine the possible reason why problem behavior occurred and what he/she needs to change for his/her next session?			

Notes:

____ / 7

Percentage of Y's:

Escape Extinction
Procedural Integrity Checklist

Date: 5/19/16 **Staff:** Diana & Kelly

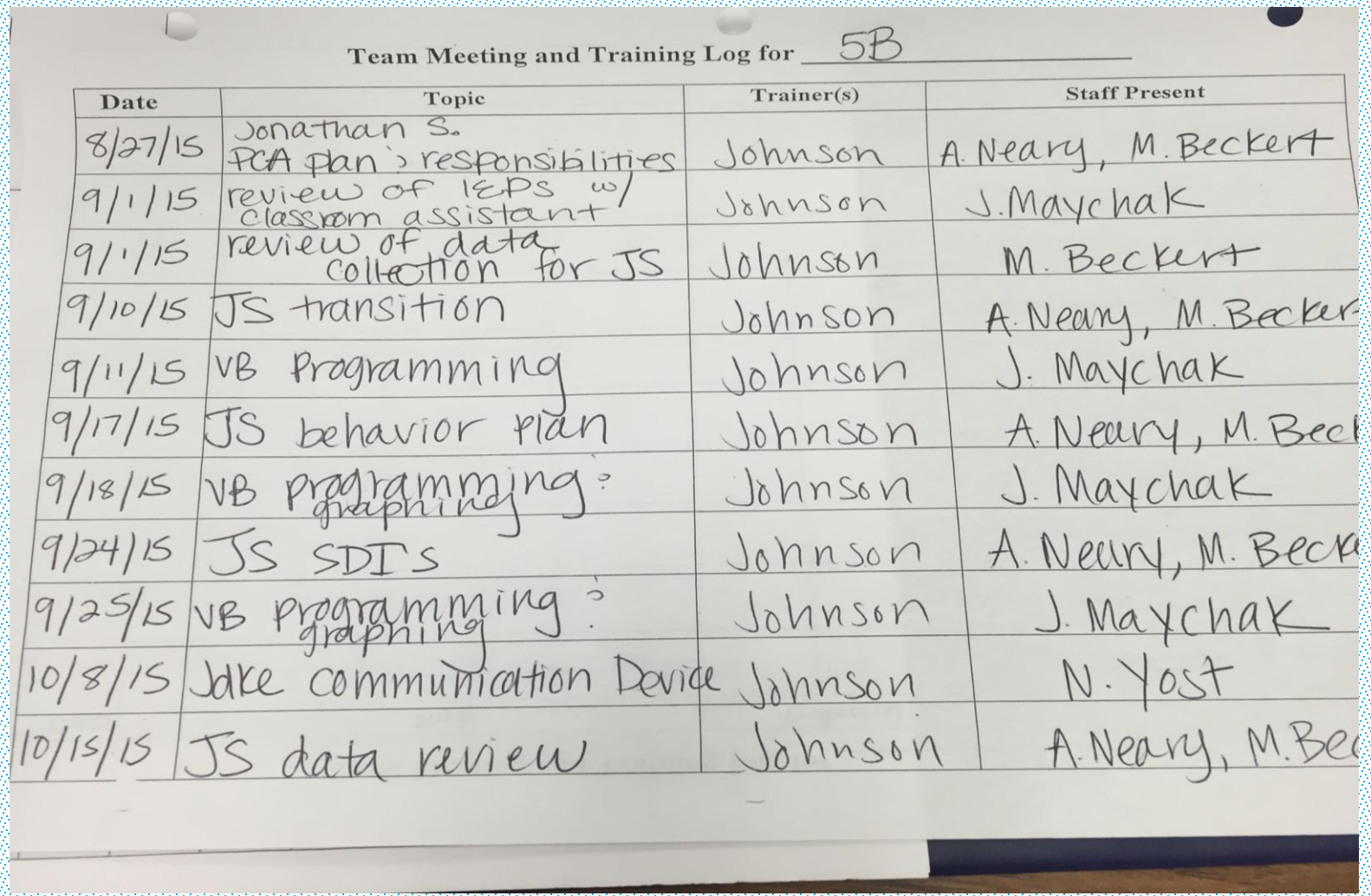
Observer1: Melissa **Observer2:** _____.

1.	If problem behavior occurred when you presented a demand/instruction, did you keep demand on (escape extinction) until instructional control was obtained while maintaining safety of John?	Y N	N/A
2.	Once John complied with original demand without problem behavior, did you present at least 2 other easy tasks?	Y N	N/A
3.	If John complied with tasks presented without presenting problem behavior, did you reinforce him?	Y N	N/A
4.	Did you make sure to reinforce less after running the escape extinction than when you reinforce during a cooperative run-through	Y N	N/A
5.	If during the presentation of easy tasks, John reverted to problem behavior, did you repeat steps1 through 4?	Y N	N/A
6.	Did you tally all occurrences of problem behavior	Y N	N/A
7.	After having used escape extinction, did you evaluate your teaching to determine the possible reason why problem behavior occurred and what you need to change for your next run through and/or session?	Y N	N/A
	Percent correct steps	7 /7	

CLASS DEMOGRAPHICS

- West Chester Area School District- Suburban Elementary School
- Itinerant/supplemental Autistic Support and Life Skills Kindergarten to 5th grade
- 17 students- 8 students with AS, 2 students with Down Syndrome, 1 student with PICA, 6 students with social needs and SLD
- 1 teacher, 1 classroom assistant, 8 PCAs
- Teacher Supports provided to students- IT, manding, webbing, NET team teaching with speech therapist, small group social skills, whole class social skills, organizational skills, small group Math support

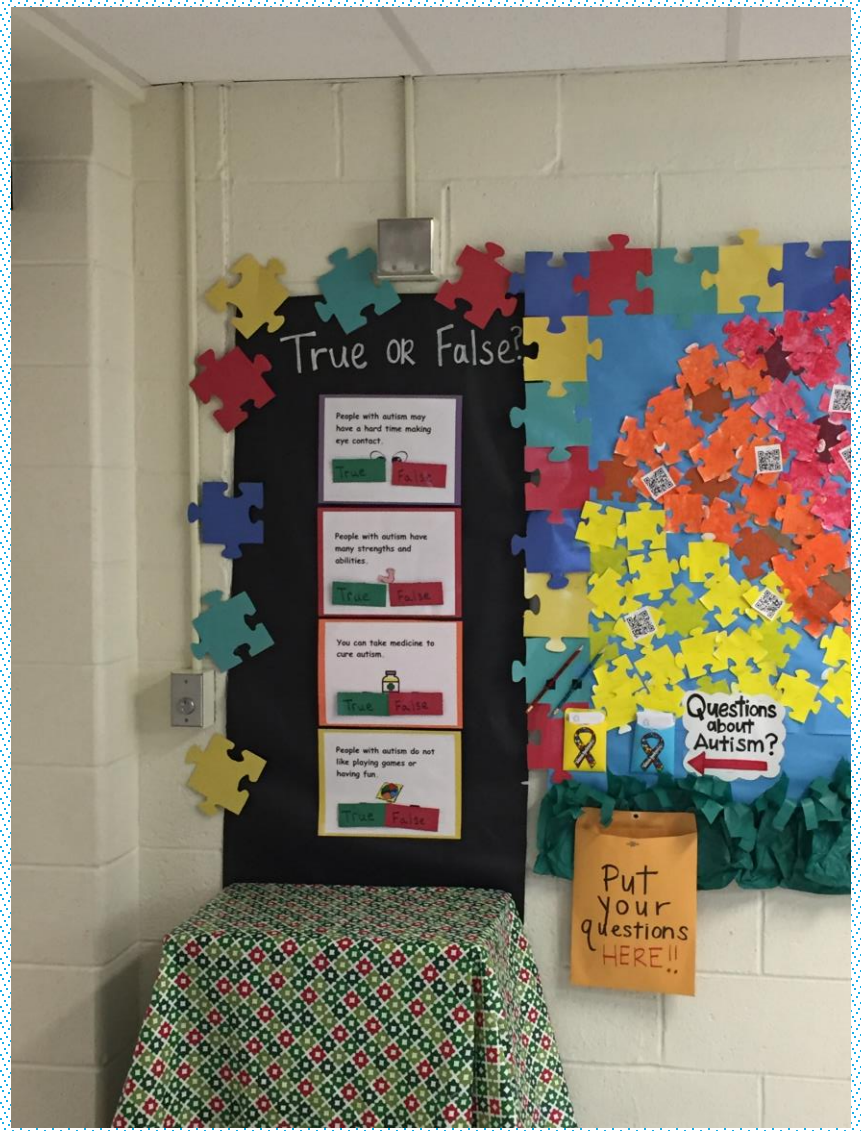
TRAINING MEETING/TRAINING LOG



Team Meeting and Training Log for 5B

Date	Topic	Trainer(s)	Staff Present
8/27/15	Jonathan S. PCA plan's responsibilities	Johnson	A. Neary, M. Beckert
9/1/15	review of IEPs w/ classrom assistant	Johnson	J. Maychak
9/1/15	review of data collection for JS	Johnson	M. Beckert
9/10/15	JS transition	Johnson	A. Neary, M. Becker
9/11/15	VB Programming	Johnson	J. Maychak
9/17/15	JS behavior plan	Johnson	A. Neary, M. Bec
9/18/15	VB programming: graphing	Johnson	J. Maychak
9/24/15	JS SDIs	Johnson	A. Neary, M. Beck
9/25/15	VB programming: graphing	Johnson	J. Maychak
10/8/15	Jake communication Device	Johnson	N. Yost
10/15/15	JS data review	Johnson	A. Neary, M. Be

AUTISM AWARENESS
What is Autism?
How does it feel?
The emotions
I see a smile...
but what does it mean?
Questions About Autism
FLIP


True OR False?
People with autism may have a hard time making eye contact.
True
False
People with autism have many strengths and abilities.
True
False
You can take medicine to cure autism.
True
False
People with autism do not like playing games or having fun.
True
False
Questions about Autism?
Put your questions HERE!!

Scan the QR Codes and get the facts about Autism straight from your teachers!
AUTISM
Awareness
is Growing

Questions about Autism?
Put your questions HERE!!

True or False?
People with autism may have a hard time making eye contact.
True
False
People with autism have many strengths and abilities.
True
False
You can take medicine to cure autism.
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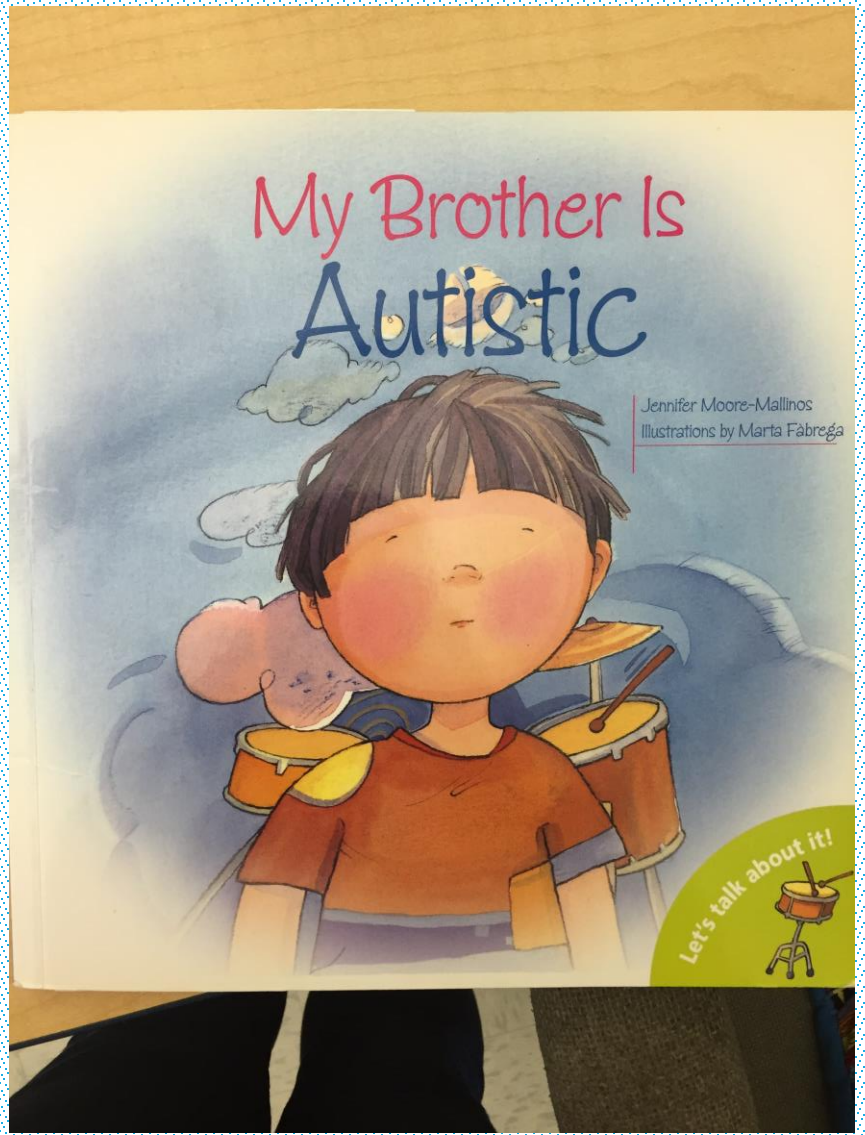
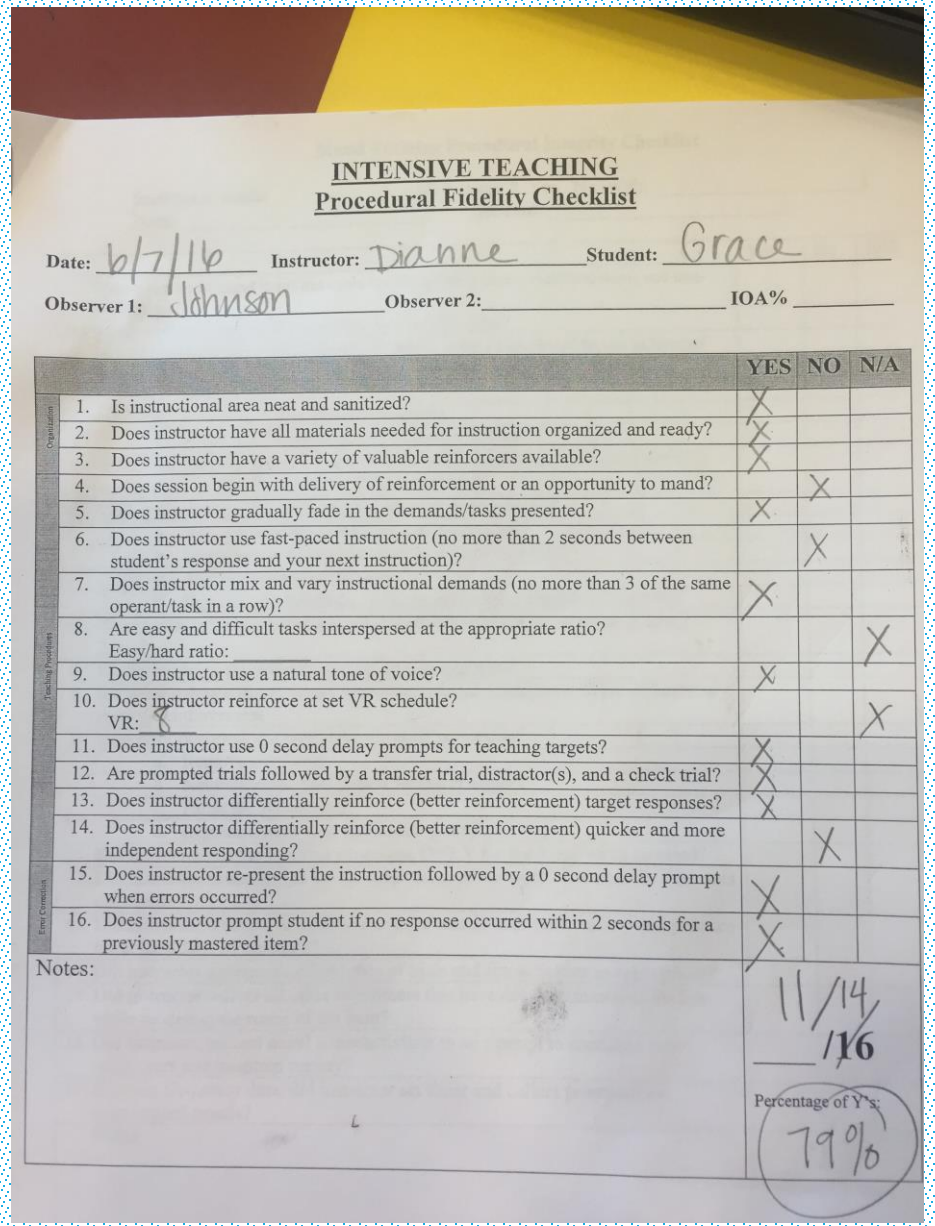

My Brother Is
Autistic
Jennifer Moore-Mallinos
Illustrations by Marta Fàbrega
Let's talk about it!

IT



INTENSIVE TEACHING
Procedural Fidelity Checklist

Date: 6/7/16 **Instructor:** Dianne **Student:** Grace

Observer 1: Johnson **Observer 2:** _____ **IOA%** _____

		YES	NO	N/A
Organization	1. Is instructional area neat and sanitized?	X		
	2. Does instructor have all materials needed for instruction organized and ready?	X		
	3. Does instructor have a variety of valuable reinforcers available?	X		
Teaching Procedures	4. Does session begin with delivery of reinforcement or an opportunity to mand?		X	
	5. Does instructor gradually fade in the demands/tasks presented?	X		
	6. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?		X	
	7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?	X		
	8. Are easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			X
	9. Does instructor use a natural tone of voice?	X		
	10. Does instructor reinforce at set VR schedule? VR: 8			X
	11. Does instructor use 0 second delay prompts for teaching targets?	X		
	12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?	X		
	13. Does instructor differentially reinforce (better reinforcement) target responses?	X		
	14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?		X	
Error Correction	15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?	X		
	16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?	X		

Notes:

11/14/16

Percentage of Y's: 79%

Date:_____ Student:_____

CHECK-OUT SHEET

1. Did any problem behaviors occur today? YES NO

If so, what caused the behavior(s)?

AND how was the behavior(s) dealt with?

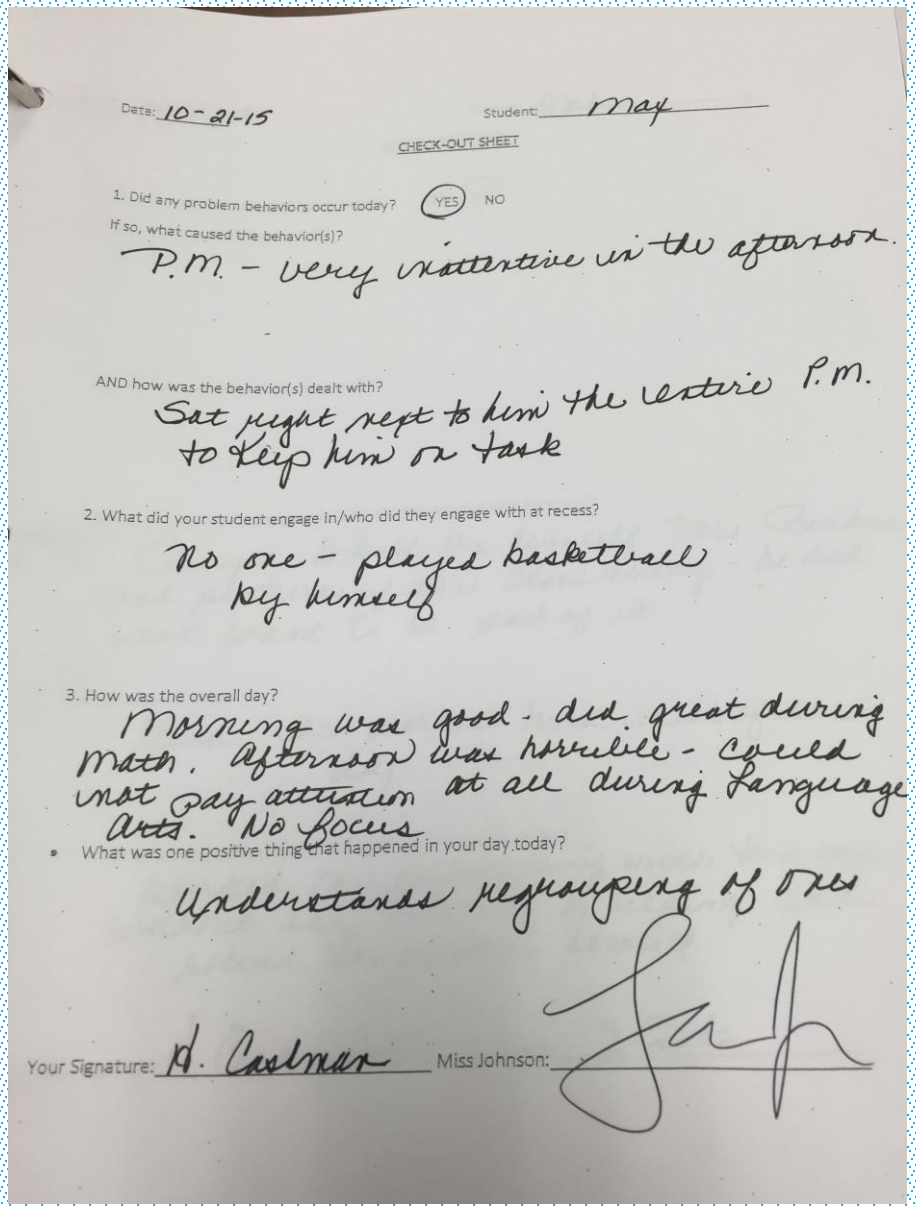
2. What did your student engage in/who did they engage with at recess?

3. How was the overall day?

- What was one positive thing that happened in your day today?

Your Signature:_____ Miss Johnson:_____

CHECK OUT SHEETS



Date: 10-21-15 Student: May

CHECK-OUT SHEET

1. Did any problem behaviors occur today? (YES) NO

If so, what caused the behavior(s)?

P.M. - very inattentive in the afternoon.

AND how was the behavior(s) dealt with?

Sat right next to him the entire P.M. to keep him on task

2. What did your student engage in/who did they engage with at recess?

No one - played basketball by himself

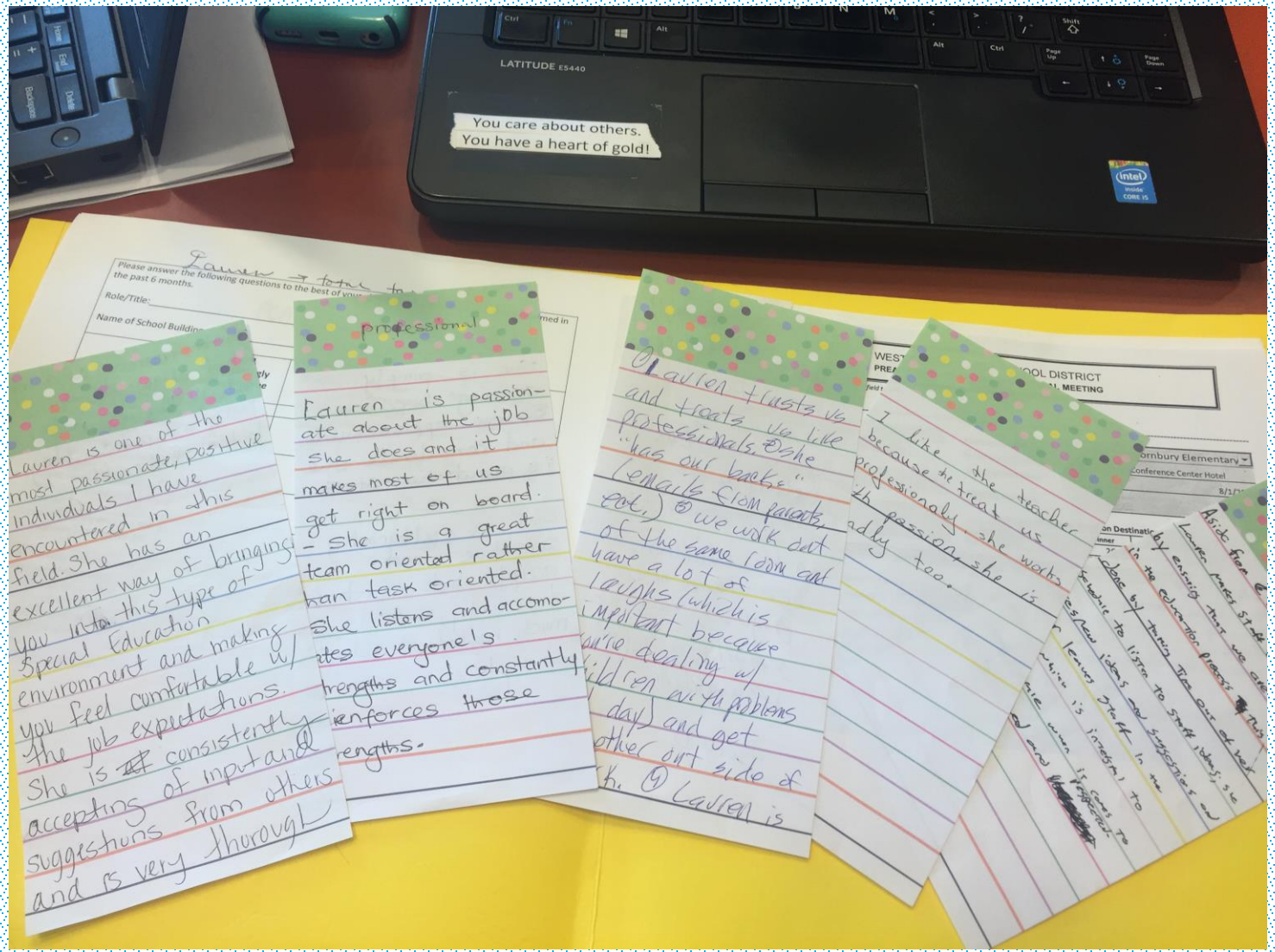
3. How was the overall day?

Morning was good - did great during Math. Afternoon was horrible - could not pay attention at all during Language Arts. No focus

- What was one positive thing that happened in your day today?

Understands regrouping of tens

Your Signature: A. Cashman Miss Johnson:


LATITUDE E5440
You care about others.
You have a heart of gold!
Please answer the following questions to the best of your
the past 6 months.
Role/Title:
Name of School Building
Lauren is one of the most passionate, positive individuals I have encountered in this field. She has an excellent way of bringing you into this type of Special Education environment and making you feel comfortable w/ the job expectations. She is consistently accepting of input and suggestions from others and is very thorough
professional
Lauren is passionate about the job she does and it makes most of us get right on board. - She is a great team oriented rather than task oriented. She listens and accomo-ates everyone's strengths and constantly reinforces those strengths.
① Lauren trusts us and treats us like professionals. ② she "has our backs" (emails from parents, ect.) ③ we work out of the same room and have a lot of laughs (which is important because you're dealing w/ children with problems day) and get other out side of ... ④ Lauren is
I like the teacher because he treat us professionally, she works with passion, she is ...dly too.
Conference Center Hotel

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

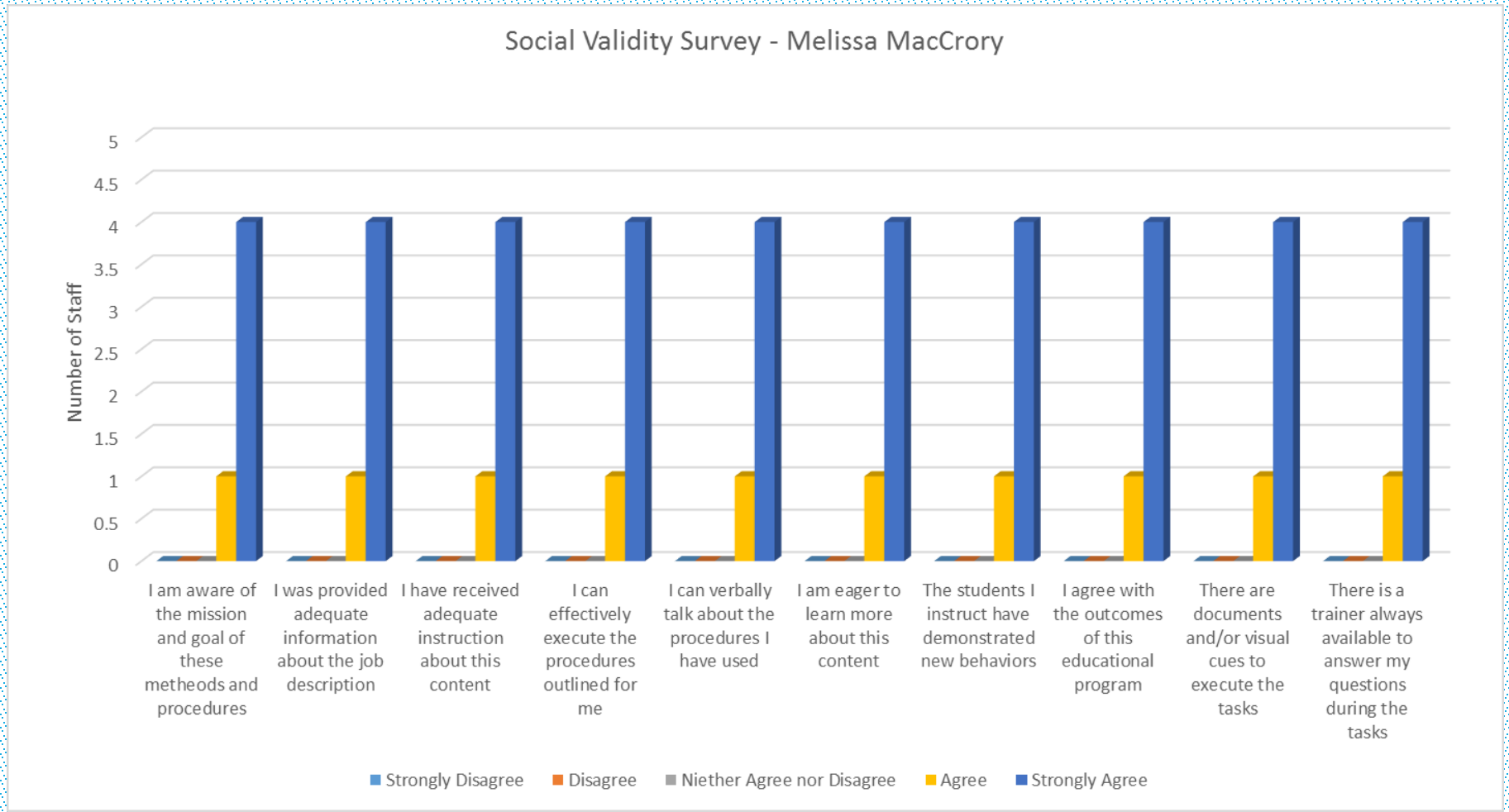
Please answer the following questions to the best of your ability, about the services you have performed in the past 6 months.

Role/Title: _____

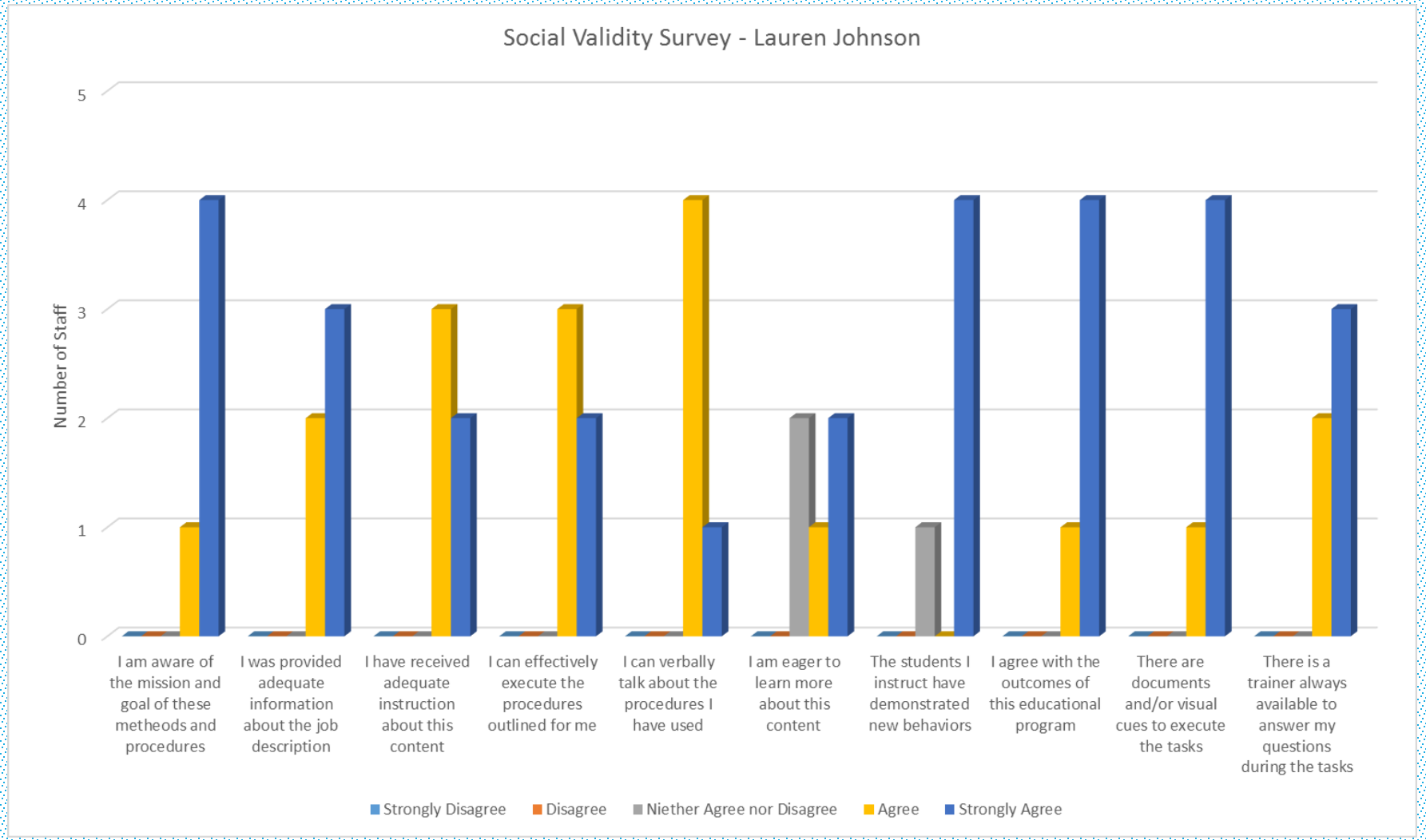
Name of School Building: _____

	1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
Teachers/Paraprofessionals					
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.					

SOCIAL VALIDITY

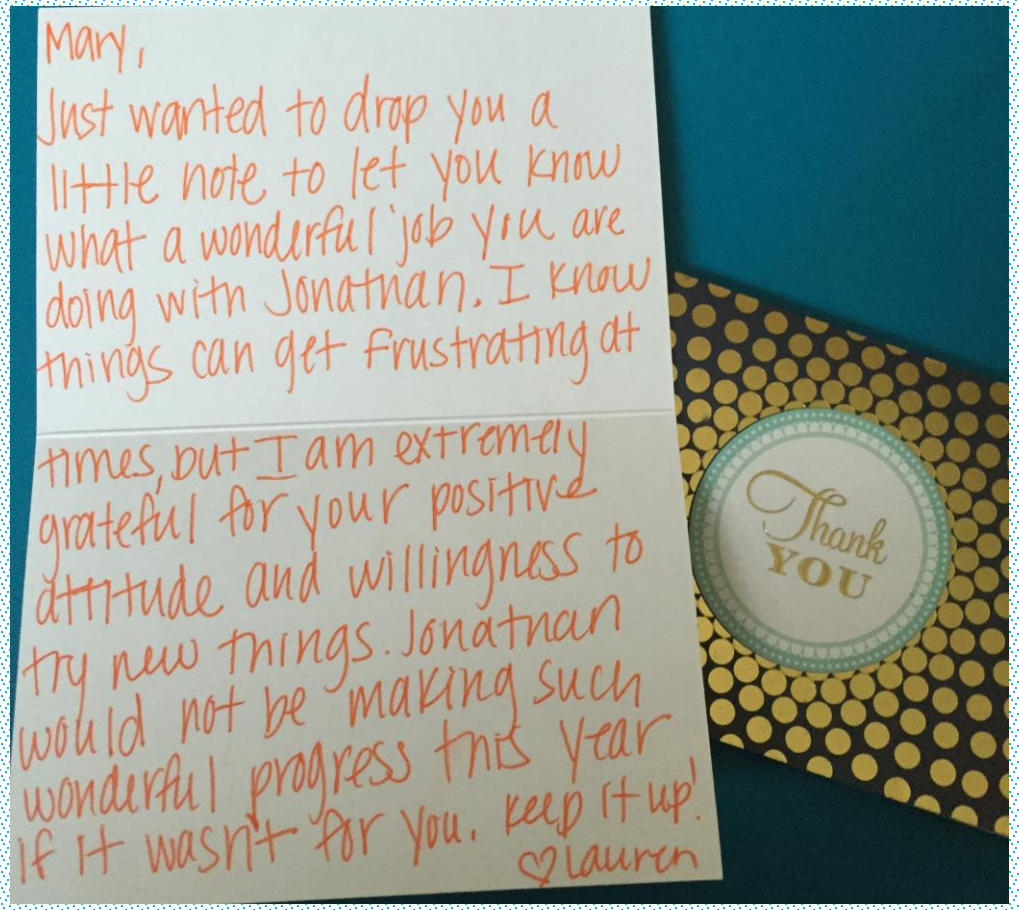


SOCIAL VALIDITY



REINFORCEMENT

- Praise & compliments
- Coffee, donuts, other favorite foods ☺
- Gift cards
- Happy Hours!
- Seeing treatment integrity scores improve
- Seeing the students progress
- Thank you notes



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THANK YOU…

- Our FANTASTIC students
- Our PHENOMENAL Paraprofessionals
- Our amazing PaTTAN Consultants
- DASD – Administrators, Colleagues, Avonbrook Consulting
- WCASD – Administrators, Colleagues