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 to 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

Antecedent
- Setting Event
- Telephone rings

Behavior
- Performance
- You answer

Consequence
- Reinforcer/Punisher
- Customer places large order
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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value of reinforcement</strong></td>
<td>The student will engage in a behavior that is associated with a stronger motivative operation.</td>
</tr>
<tr>
<td></td>
<td><em>Be sure to establish motivation!</em></td>
</tr>
<tr>
<td><strong>Effort (needed to respond)</strong></td>
<td>The student will engage in the behavior that involves less effort</td>
</tr>
<tr>
<td></td>
<td><em>Make responding easy: use errorless procedures!</em></td>
</tr>
<tr>
<td><strong>Rate of Reinforcement</strong></td>
<td>The student will engage in behavior that most consistently obtains reinforcement</td>
</tr>
<tr>
<td></td>
<td><em>Reinforce on an appropriate variable ratio schedule!</em></td>
</tr>
<tr>
<td><strong>Magnitude of Reinforcement</strong></td>
<td>The student will engage in behavior that obtains the greatest degree (amount) of reinforcement</td>
</tr>
<tr>
<td></td>
<td><em>Provide more reinforcement for better responding!</em></td>
</tr>
<tr>
<td><strong>Immediacy of Reinforcement</strong></td>
<td>The student will engage behavior that produces reinforcement quickly</td>
</tr>
<tr>
<td></td>
<td><em>Reinforce best responding immediately!</em></td>
</tr>
</tbody>
</table>
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
### Team Meeting and Training Log for: UH Intermediate A.S. - M.MacCrory Room 132A

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Staff Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10/15</td>
<td>- Site survey - What we're going to do being there and what to prepare for</td>
<td>Jennifer Mckest, Diana Borziano, Kelly Meredith</td>
</tr>
<tr>
<td>11/2/15</td>
<td>- See note - emphasis on data collection</td>
<td>Diana Borziano, Kelly Meredith, Jennifer Mckest</td>
</tr>
<tr>
<td>12/14/15</td>
<td>- See note - reviewed PTDC - instruction control - data following old in managing, making sure measuring through education program - review sample needs in session - staff specific - see note</td>
<td>Jennifer Mckest, Diana Borziano, Kelly Meredith</td>
</tr>
<tr>
<td>1/5/16</td>
<td>- See note - start 7's - general check up</td>
<td>Jennifer Mckest, Diana Borziano, Kelly Meredith</td>
</tr>
<tr>
<td>2/28/15</td>
<td>- See note</td>
<td>Jennifer Mckest</td>
</tr>
<tr>
<td>3/14/16</td>
<td>- See note</td>
<td>Jennifer Mckest</td>
</tr>
</tbody>
</table>
**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!

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**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 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!!!***
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
**INTENSIVE TEACHING Procedural Fidelity Checklist**

**Date:** _________________  **Instructor:** _______________________  **Student:** _______________________

<table>
<thead>
<tr>
<th>Observer 1: _________________________</th>
<th>Observer 2: __________________________</th>
<th>IOA% __________</th>
</tr>
</thead>
</table>

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

**Notes:**

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**Percentage of Y’s:** __/16
VIDEO - MAND
VIDEO — MAND FEEDBACK
TREATMENT INTEGRITY - MAND

VOCAL MANDING
Procedural Fidelity Checklist

Date: _________________   Instructor: ________________________Student: ______________________
Observer 1: _________________________Observer 2:_________________________ IOA% __________

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

**Notes:**

Percentage of Y’s: _____ / 22
VOCAL MANDING Procedural Fidelity Checklist

Date: 4/15/16 Instructor: Diana
Student: [Student Name]
Observer 1: [Observer Name]
Observer 2: [Observer Name]

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

Notes: [Student's name] / 22
Percentage of Y's: 56%

VOCAL MANDING Procedural Fidelity Checklist

Date: 4/30/16 Instructor: Diana
Student: [Student Name]
Observer 1: [Observer Name]
Observer 2: [Observer Name]

1. Are needed materials organized and ready? YES
2. Are a variety of reinforcers available? YES
3. Does the instructor establish motivation for the item? YES
4. Does the instructor present target items with an echoic prompt? YES
5. Does the instructor fade prompts throughout the session using within trial or second trial transfer? YES
6. Does the instructor deliver the item immediately? YES
7. Does the instructor avoid questions as prompts? (such as “what do you want?”) YES
8. Does the instructor provide an adequate number of teaching trials (2-3 per minute)? YES
9. Does the instructor consistently utilize procedures across a variety of motivational categories? YES
10. Does the instructor use appropriate error correction procedures? (error correction for mand) YES
11. Do initial mand items have dissimilar topographies? (do not sound the same) YES
12. Are initial mand specific, not general? (such as more, please, etc.) YES
13. Are initial mand from several different categories? (ex. a food, a toy, an activity, etc.) YES
14. Are initial mand NOT for removing an aversive? YES
15. Do initial mand not require politeness? (ex. please) YES
16. Are initial mand strong reinforcers? YES
17. Are initial mand easy to deliver in small quantities? YES
18. Are initial mand items that can be offered frequently? YES
19. Are initial mand developmentally appropriate in relation to Student vocal ability and mean length utterance (MLU)? YES
20. Does the instructor collect mand frequency daily? YES
21. Does the instructor graph mand frequency daily? YES

Notes: [Student's name] / 22
Percentage of Y's: 56%
**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 vs. What to do

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>What to do</th>
</tr>
</thead>
</table>
| 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 |
# Teaching the ESCAPE EXTINCTION Protocol

### Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Once student complies with original demand without problem behavior, does instructor present at least 2 other easy tasks?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3. If student complies with tasks presented without presenting problem behavior, does instructor reinforce him/her?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Does instructor make sure to reinforce less after running the escape extinction than when he/she reinforce during a cooperative run-through?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5. If during the presentation of easy tasks, student reverts to problem behavior, does instructor repeat steps 1 through 4?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Does instructor tally all occurrences of problem behavior?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>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?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Notes:

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**Escape Extinction Procedural Integrity Checklist**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 student?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Once John complied with original demand without problem behavior, did you present at least 2 other easy tasks?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3. If John complied with tasks presented without presenting problem behavior, did you reinforce him?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Did you make sure to reinforce less after running the escape extinction than when you reinforce during a cooperative run-through?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5. If during the presentation of easy tasks, John reverted to problem behavior, did you repeat steps 1 through 4?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Did you tally all occurrences of problem behavior?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>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?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Percent correct steps:** 7/7

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**Date:** 5/19/16  **Staff:** Diana G. Kelly

**Observer 1:** Melissa  **Observer 2:** N/A
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
### Team Meeting and Training Log for 5B

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Trainer(s)</th>
<th>Staff Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/15</td>
<td>Jonathan S. PFA plan &amp; responsibilities</td>
<td>Johnson</td>
<td>A. Neary, M. Beckert</td>
</tr>
<tr>
<td>9/1/15</td>
<td>Review of IEPs w/ classroom assistance</td>
<td>Johnson</td>
<td>J. Maychak</td>
</tr>
<tr>
<td>9/1/15</td>
<td>Review of data collection for JS</td>
<td>Johnson</td>
<td>M. Beckert</td>
</tr>
<tr>
<td>9/10/15</td>
<td>JS transition</td>
<td>Johnson</td>
<td>A. Neary, M. Beckert</td>
</tr>
<tr>
<td>9/11/15</td>
<td>VB Programming</td>
<td>Johnson</td>
<td>J. Maychak</td>
</tr>
<tr>
<td>9/17/15</td>
<td>JS behavior plan</td>
<td>Johnson</td>
<td>A. Neary, M. Beckert</td>
</tr>
<tr>
<td>9/18/15</td>
<td>VB programming</td>
<td>Johnson</td>
<td>J. Maychak</td>
</tr>
<tr>
<td>9/24/15</td>
<td>JS SDIs</td>
<td>Johnson</td>
<td>A. Neary, M. Beckert</td>
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<td>VB Programming</td>
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<td>J. Maychak</td>
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<tr>
<td>10/8/15</td>
<td>Jake communication device</td>
<td>Johnson</td>
<td>N. Yost</td>
</tr>
<tr>
<td>10/15/15</td>
<td>JS data review</td>
<td>Johnson</td>
<td>A. Neary, M. Beckert</td>
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</table>
### INTENSIVE TEACHING
Procedural Fidelity Checklist

**Date:** 11/11/14  
**Instructor:** Danne  
**Student:** Grace  
**Observer 1:** Johnson  
**Observer 2:**  
**IAA%:**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

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?  
4. Does session begin with delivery of reinforcement or an opportunity to cancel?  
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 operator/task in a row)?  
8. Are easy and difficult tasks interspersed at the appropriate ratio?  
   Easy/hard ratio:  
   X  
9. Does instructor use a natural tone of voice?  
10. Does instructor reinforce at set VR schedule?  
   VR: 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  
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:**  

**Percentage of P:** 79%
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?
CHECK OUT SHEETS

Date: 10-2-15

CHECKOUT SHEET

1. Did any problem behaviors occur today?
   [ ] No

   P.M. - Very irritable in the afternoon

   AND how was the behavior dealt with?
   [ ] Set right next to him; the teacher P.M. to help him or talk

2. What did your student engage in (who did they engage with in class)?
   No one - played basketball by himself

3. How was the overall day?
   Morning was good - did great during math. Afternoon was hard - could not pay attention at all during language arts. No focus.

   + What was one positive thing that happened in your day today?
   Understands & following of cues

Your Signature: D. Carolan

Miss Johnson:
Lauren is passionate about the job she does and it makes most of us get right on board. She is an excellent leader and makes everyone feel comfortable. She listens and accomplishes the job expectations. She is consistently accepting of input and suggestions from others and is very thorough.
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
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: ___________________________________________

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

Social Validity Survey - Melissa MacCrory

- 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

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
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


THANK YOU...

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