

Shhh...Less Talking!

Teaching Functional Skills to High School Students with Autism

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Rationale

- ▶ Teaching functional skills promotes greater independence.
 - ▶ Students need less staff/family assistance.
 - ▶ Students can access a greater variety of environments.
- ▶ When?
 - ▶ Now! Start young.

Beginning Functional Skills Programming

- ▶ Choose targets
- ▶ Create a task analysis
- ▶ Identify instructional technique
- ▶ Set mastery criteria
- ▶ Plan for maintenance and generalization
- ▶ Train the team and work together!

Choosing Targets

- ▶ What skills should we teach?
 - ▶ Transition plans
 - ▶ Home-school connection
- ▶ What does the student need to know first?
 - ▶ Pre-requisite language skills
 - ▶ Pre-requisite motor skills

Example of a Task Analysis

Task Analysis: Stimulus-Response Data Sheet		Chain: Total Task																
Student: _____		Skill: Putting up chairs in the cafeteria																
Criteria: Completes chain at 100% independence across 5 consecutive sessions with teacher 2 feet away																		
Instructions: Fill in date at top and record prompt level for each response		Response Key: Y: Completely Independent N: Required prompting																
Step#	S ⁰ /Consequence	Response	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	S ⁰ : Put up the chairs in section _____ C: Standing in correct section	Walks to correct section	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
2	S ⁰ : Standing in correct section C: Chair in hand	Picks up the end chair at the middle tables	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
3	S ⁰ : Chair in hand C: Chair on table	Turns chair upside down and places on table	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
4	S ⁰ : Chair on table C: All chairs on tables in middle of the section	Picks up next chair and repeats all the way around middle tables	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
5	S ⁰ : All chairs on tables in middle of the section C: Standing next to first side table	Moves table closest to front and to cash register	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
6	S ⁰ : Standing next to first side table C: Chair in hand	Picks up chair closest to the wall on door side of table	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
7	S ⁰ : Chair in hand C: Chair on table near wall	Turns chair upside down and places on table near wall	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
8	S ⁰ : Chair on table near wall C: Chair in hand	Picks up chair away from the wall	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
9	S ⁰ : Chair in hand C: Both chairs on one side of the table are up	Turns chair upside down and places chair on table near other chair	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
10	S ⁰ : Both chairs on one side of the table are up C: Standing on the other side of the table	Moves to the other side of the table	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
11	S ⁰ : Standing on the other side of the table C: Chairs up on both sides of the table	Repeats steps 6-9	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
12	S ⁰ : Chairs up on both sides of the table C: All chairs on table	Picks up chair at end of table and places on table (if needed)	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
13	S ⁰ : All chairs on table C: Standing in front of next table	Moves to next table	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
14	S ⁰ : Standing in front of next table C: All tables on side completed	Repeats steps 6-12 until all tables on side are completed	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
15	S ⁰ : All tables on side completed C: Standing on other side	Moves to other side	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
16	S ⁰ : Standing on other side C: All chairs up in section	Repeats steps 2-16 until all chairs are up in section	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
17	S ⁰ : All chairs up in section C: Standing in next section	Moves to next section	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Percent Independent Steps: total independent /17x100=																		

Writing a Task Analysis (TA)

- ▶ Do the skill yourself or watch someone else do it
- ▶ Choose the level of detail based on your learner
- ▶ Identify the discriminative stimuli and reinforcers
- ▶ Try it out, get input, and modify as needed
- ▶ Choose what data to collect
- ▶ Review and Share!!!

Teaching Procedures

- ▶ Setting up tasks
- ▶ Chaining
 - ▶ Total Task Chaining
 - ▶ Forward Chaining
 - ▶ Backward Chaining
- ▶ Don't teach undoing the tasks

Prompting

- ▶ What is a prompt?
- ▶ Types of Prompts
 - ▶ Physical Prompting for Independence
- ▶ Fading prompts
 - ▶ Most to Least
- ▶ Counting

Reinforcing

- ▶ Reinforce without interrupting the chain
 - ▶ Token economies
 - ▶ Direct reinforcement
 - ▶ Edibles “popped in”
 - ▶ Music
- ▶ Figure it out!
- ▶ Differentially Reinforce
 - ▶ New levels of independence contact immediate high level reinforcement

Mastery & Generalization

- ▶ Identify Mastery Criteria
- ▶ Promote Increased Distance from Staff
 - ▶ Next to Staff, Across the Room, and Outside the Room
- ▶ Generalize to New Environments
 - ▶ School Building
 - ▶ Outside of the School Building
 - ▶ Home

One Story

- ▶ Section from notes after Day 1: “When putting up chairs on the small tables near the walls he consistently started with chair farthest from the wall and then had trouble fitting the other chair between the first chair and the wall. Other staff told him repeatedly to put up the chair “next to the wall first.” Cash explained that he has not yet learned the preposition “next to” and when probed further he also could not tact “wall.”
- ▶ Future Listener Responding Skills and Tacts (Labels) to Target Identified During Task:
 - Wall
 - Bench
 - Table (NET only)
 - Prep.- On for On the table
 - Prep.- Next to for Next to the Wall
 - Sections of the Cafeteria- ARCH
 - Action- “Putting up” the chairs
- ▶ Reinforcers: verbal praise, skittles, iPad break upon completion

Staff Training

- ▶ Review the information
- ▶ Ask questions
- ▶ Answer questions
- ▶ Model
- ▶ And....

Role Play- Practice Makes Perfect and
It's Great for Morale Too!!

Data Based Decision Making

- ▶ Use your data!
 - ▶ Make sure to have a target step and a plan to teach it
 - ▶ If you aren't seeing progress, ask yourself why not and make changes.
- ▶ PaTTAN Teaching ADL Skills Fidelity Checklist

TEACHING ADL SKILLS Procedural Fidelity Checklist

Date: _____ Instructor: _____ Student: _____

Observer 1: _____ Observer 2: _____ IOA% _____

	YES	NO	N/A
1. Has a task analysis been conducted?			
2. Is the skill appropriately broken down?			
3. Is the task analysis current and visible?			
4. Was the technique determined (backward, etc.)?			
5. Does instructor state the S ^o once?			
6. Does the instructor know the current step?			
7. Does the instructor use full guidance on untrained steps?			
8. Does the instructor fade guidance when appropriate?			
9. Does the instructor use appropriate prompt if error/no response?			
10. Does the instructor follow all steps?			
11. Does the instructor use minimum guidance on trained steps?			
12. Does the instructor allow the student to finish independently?			
13. Does the instructor reinforce after completion?			
14. Does the instructor avoid verbal prompts?			
15. Does the instructor prompt student from behind?			
16. Does the instructor record the current step correctly?			
17. Has criteria for mastery been established?			
Notes:			
	____/17 Percentage of Y's		

References

- ▶ Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Chaining. In *Applied behavior analysis* (pp. 434-453) Upper Saddle River, NJ: Pearson Education.
- ▶ Noell, G. H., Call, N. A., & Ardoin, S. P. (2011). Building complex repertoires from discrete behaviors by establishing stimulus control, behavioral chains, and strategic behavior. In W.W. Fisher, C.C. Piazza, & H. R. Roane (Eds.), *Handbook of applied behavior analysis* (pp.250-270). New York, New York: The Guilford Press.