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

udent: istructions:	Skill: Putting up chairs in the	lysis: Stimulus-Respo							~	y J	is			
	Fill in date at top and record prompt level for each	cafeteria Criteria: Com	pletes cha	in at 100	% indep		across 5 c	consecuti			eacher 2 f	eet away		
Step#	S ^D /Consequence	Response	1		1	÷—	T	1	1	1	1	1	i	
3tep#	S ^D : "Put up the chairs in section"	Walks to correct	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	ΥN	Y N	YN	
2	C: Standing in correct section	section	YN	Y N	YN	V N			V N	Y N	Y N	V N	Y N	
4	C: Chair in hand	Picks up the end chair at the middle tables	IN	IN	I N	YN	ΥN	YN	YN	IN	IN	ΥN	I N	
3	S ^D : Chair in hand C: Chair on table	Turns chair upside down and places on	ΥN	Y N	YN	Y N	YN	Y N	ΥN	ΥN	ΥN	ΥN	YN	
4	S ^D : Chair on table	table Picks up next chair	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	YN	
•	C: All chairs on tables in middle of the section	and repeats all the way around middle tables												
5	S ^D : All chairs on tables in middle of the section C: Standing next to first side table	Moves to table closest to front and to cash register	YN	YN	ΥN	ΥN	ΥN	YN	ΥN	YN	ΥN	YN	YN	
6	S ^D : Standing next to first side table C: Chair in hand	Picks up chair closest to the wall on door side of table	YN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	Y N	Y N	YN	YN	
7	S ^B : Chair in hand C: Chair on table near wall	Turns chair upside down and places on table near wall	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	Y N	ΥN	ΥN	
8	S ^D : Chair on table near wall C: Chair in hand	Picks up chair away from the wall	ΥN	ΥN	ΥN	Y N	Y N	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	
9	S ¹ : 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	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	ΥN	YN	
10	S ^D : Both chairs on one side of the table are up	Moves to the other	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	ΥN	Y N	Y N	
11	C: Standing on the other side of the table S ^D : Standing on the other side of the table	side of the table Repeats steps 6-9	Y N	Y N	ΥN	Y N	Y N	Y N	ΥN	ΥN	ΥN	Y N	Y N	
12	C: Chairs up on both sides of the table S ^D : Chairs up on both sides of the table C: All chairs on table	Picks up chair at end of table and places on	ΥN	ΥN	Y N	ΥN	Y N	ΥN	Y N	ΥN	Y N	Y N	Y N	
13	S ^D : All chairs on table C: Standing in front of next table	table (if needed) Moves to next table	ΥN	ΥN	Y N	ΥN	Y N	ΥN	ΥN	ΥN	Y N	ΥN	ΥN	
14	S ^D : Standing in front of next table C: All tables on side completed	Repeats steps 6-12 until all tables on side are completed	ΥN	ΥN	Y N	ΥN	ΥN	ΥN	Y N	ΥN	Y N	ΥN	ΥN	
15	S ^D : 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	Y N	Y N	Y N	
16	C: Standing on other side S ^P : Standing on other side C: All chairs up in section	Repeats steps 2-16 until all chairs are up	ΥN	Y N	ΥN	ΥN	Y N	Y N	ΥN	Y N	ΥN	ΥN	ΥN	
17	S ^D : All chairs up in section	in section	YN	Y N	YN	Y N	Y N	Y N	Y N	Y N	Y N	YN	YN	

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!!!

Forward Chaining Backward Chaining Don't teach undoing the tasks

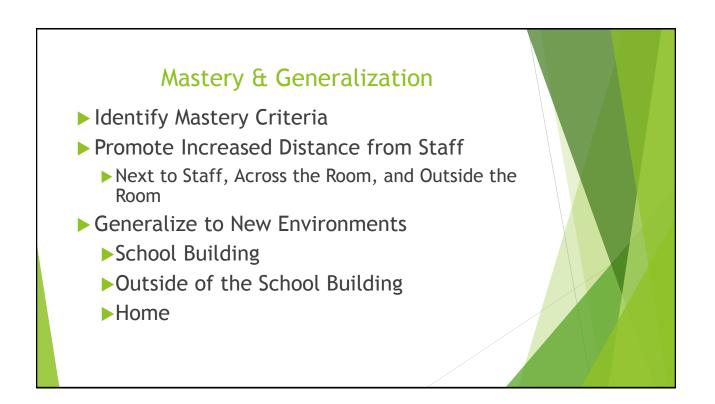


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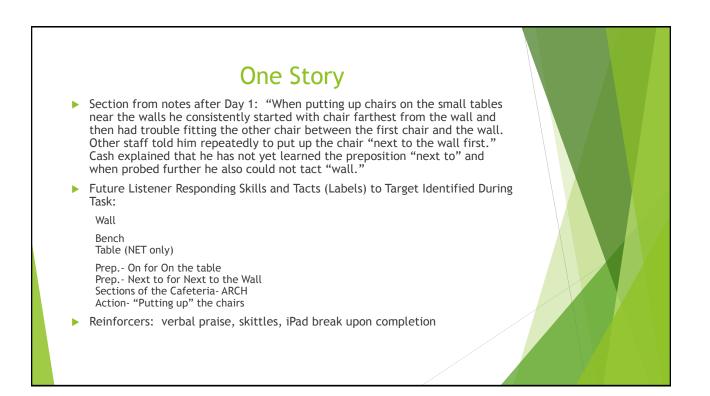


<section-header> Reinforce without interrupting the chain Poken economies Direct reinforcement Edibles "popped in" Music Figure it out! Differentially Reinforce New levels of independence contact immediate high level reinforcement

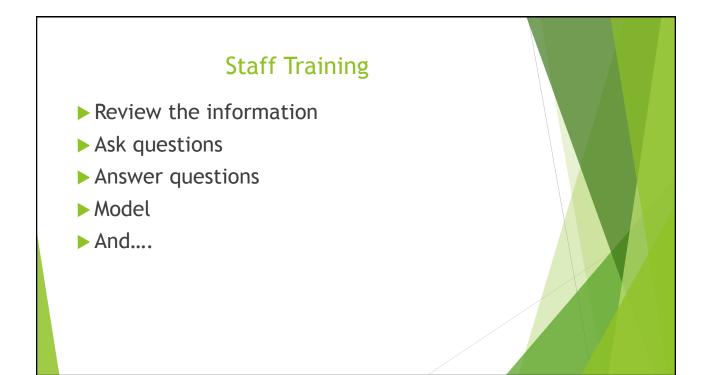




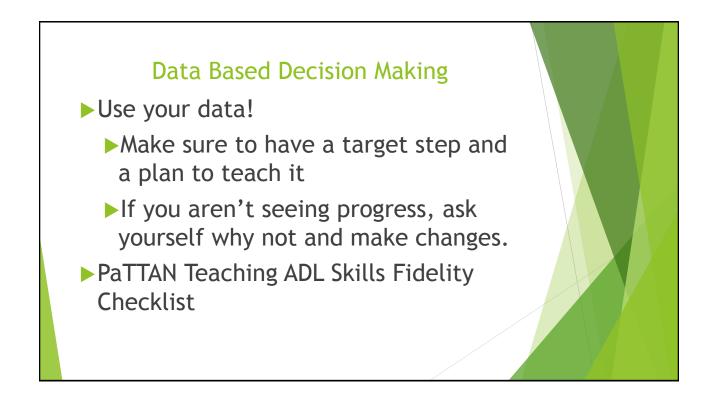












<u>P</u>	TEACHING ADL SKILLS rocedural Fidelity Checklist tor:Student:		
Observer 1:	Observer 2: ducted? kee down? end visible? ef doadward, etc.)? one? e current step? guidance ountrained step(s)? dance when appropriate? opriate prompt if error/to response? if steps? student to finish independently? e student to finish independently? e after completion? that prompt? student from behind? the current step correctly?		

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.