Using ABA/VB to Teach Functional Skills in Autistic Support

Transition Plan

- Individual input (interviews, preference assessments)
- Direct assessments/checklists (VB-MAPP, curriculum based assessments, SRI, Keystones, etc)
- Family input
- Teacher input
- Community agency input
- Availability/accessibility of resources

VB-MAPP

- Assists in determining what the individual's current language level is
- Assists in determining what needs to be taught in intensive teaching vs what can be taught in the natural environment
- Assists in planning initial teaching/modeling procedures

VB-MAPP Master Scoring Form

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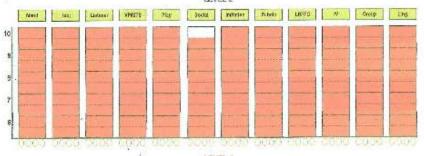
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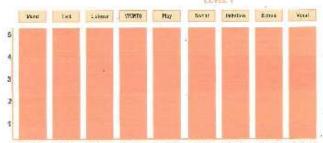




LEVEL 2



LEVEL 1



VB-MAPP Milestones Master Scoring Form



Teaching Relevant Targets

	Onerant	Target Skill	Probe Sheet	Prior Y	Na AV	Tue	Wed	1709	156, 4
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3	IM Works	Rub together (Novel 2 1te)		MENA	YOU		YN	YN	Y
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6	IM	Sorio		1 6	YO	YO	YN	YN	YO
7	LZ	Shake Pill bottle	THE RESIDENCE	0	YO		YOU	YOU	Y
8	10	Shake Play-Don contain	ner"	New	YO		YO	YO	YO
9	10	Cive Boil (discrim Es 3)	1.1303	0	ON	PN	ON	YN	YN
10	IR	Cause Plate (discam fs 3)		0	YW	YN	(DN	Y(N)	(Y)
Fut	ure Targe	ts to add as above are mastered		1000		200		1	B
11	IM HIGH	Rub together - Some		New	YN	AN	(Y)N	WN	YI
12	11M 14063	Slide up & down arm. Pu	arole Pil Spel		YN	YD	(Y)N	YO	(Y)
13	[MW] OF	Rub together - DIZZO DINTE		New	YM	YN	XN	YN:	Yo
14	JR .	Give Spoon (discrim, FSS))	New	YN	YN	YN	YN	(Y)N
15	Vaclob	Chookes (4-16 inches)		10	YO	Y(N)	N/N N/N	Y(N)	XX
16	dollop	Vest (rough side in)		0	(Q)N	NW	NNa	(Y)N	Y
17	ADL	Mindows Strottl		0	YN	Y(N)	Y(N)	Y(N)	Y
18	loc/July	Yest (both sides in)		New	L.Y.	YX	YS	YX	YN
19	SC AND SERVE			(1) (C. 201) =	YN	Y.V	YN	YN	YN
20				2	YN	YN	YN	YN	YN
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After the skill is selected and broken down, individual targets are selected and added to the student's weekly probe sheet.

	Time in	1	Peer to Pe	er Mandin	g
	min	Give t	n peer	Mands	to peer
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Teaching Relevant Targets

4	Operant	Target Skill	Prior Y	Mon	Tue	Wed	Thur	Fr
1	IVFFC	"Tell me a store " 5 Relow		YN	Y(N)	YN	YN	
2	IVEEC	"What do you shave with?" Razor	NEW	YN	A(A)	YN	YN	-
3	Echoic	"Say Detergent "	CARRIED .	YN	Y(N)	YN	YN	100
4	Echoic	"Say "	New	YN	YN	YN	YN	2
5	Writing	Write name, DOB Form 21 (w/space between names)	Packet IV	YN	YN	YN	YN	6
6	Tact (NET)	Wringer (on mop bucket)		YX	YN	YN	YN	land of School
7	Tact (NET)	Dish soap	New	Y N.	YN	YN	YN	Year
8	Fact (NET)	Slotted Spoon	Vew	YX	Y(N)	YN	YN	14
•	Taut (NET)	Vegetable Seems Vec\ex	New	YX	Y(N)	YN	YN	
Fut	are Turgets	(To add as above are mastered)					10 m	448
10	IVFFC		New	YN	YN	YN	YN	YN
11	IVERC		New	YN	YN	YN	YN	YN
12	Echoic		New	YN	YN	YN	YN	YN
13	Tact (NET)		New	YN	YN	YN	YN	YN
14	Tact (NET)		New	YN	YX	YN	YN	YN
15	Tact (NET)		New	YN	YN	YN	YN	YN
16	Tact (NET)		New	YN	YN	YN	YN	YN
17	Tact (NEI)		New	YN	YN	YN	YN	YN

Student showed interest in using commercial mop, so we targeted parts of the mop and actions associated with mopping.

Independent Living

- Making coffee
- Sorting silverware
- Making bed
- Cooking
- Wiping table, counters, appliances
- Cleaning windows
- Loading/unloading dishwasher
- Folding and putting away laundry
- Vacuuming

Teaching Environment for Independent Living Skills



Making Coffee

Data collected using a task analysis

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equisites: Orasp items with whole hand, screw open	, strew close	d, see	op wi	th spo	os.							_		_	16		P/	17/	2/	P/	9'	2/	2/	2/	Ī
Step Description Do	ATE S/A	15/4	-	100	-	18/4	. 64	. Fis	. 21	. 44		i. lu	Inte	to-	15	Pick up cup and put on counter.	yko	1	10	p/o	60	6	60	10	1
Walk to cabinet with sups.	0	CB	0	CB	1	0	C	10		C	5 2	9	9	0 7	17	Lift motel bundle (To not touch know as it will be but and	3	0	0	(3)	0	0	0	0	
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He Target Behavior: When hold, "traits your entities", the stude ones: The purpose of this tends in to prepare student to be independently belowed to take to calleteria: entite, may, spoots, wisk, mirral landravettenas: You can use whole task or backwards thair rail fastroether breakforms. Adapt the task straity is an needed for each properties. Onesp items with whole hand, sorew open, since clear traits are repeated for the safe of	reference Fill in deals at top and record principle level for each response. Hospital file Target Behavior: When told, "roads your ontifie", the students will seen: The purpose of this test is to prepare student to be independent a risks Needed to take to calcieriar coffee, must poors, side, misrower and least-rectionar. You can use whole task in backwards their to confure further breakfolows. Adapt the task earlying as needed for each state of publishers: Onsep interes with whole hand, sortew open, screw closed, see Step Beautypina. BATE ? 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Price many on the total is to progress students to be independent at a tomic relation. Based on baseline, any progress where an error occurs more real based for backwords shaden in the colffeen for based on the colffee for based on the colffeen for based on	Price training and stored prompt level fire and suppose. Response Key. Promptomed Price Tought levels of the Mark is to progress student by the levels will gather and ended instruction and make its coefficie. Price Tought levels of the Mark is to progress student by the levels will gather and ended instructions and make its coefficie. Price Tought levels of the Mark is to progress student by the levels will gather and ended instructions and make its coefficie. Price Mark Needed to take to addressive coefficies will gather and ended instructions and make its coefficies. Price Tought levels of the Mark to progress student is the independent in the complete this hand. Head on breating, any steps where an error occurs store for the mark its coefficie. Price of the Mark to calciferia. Coefficie to here completely. Which to calcinete with vehicle hand, survey open, soons classed, succept with appear. BAYES Set 1/4 la 1/2 to 1/4 la 1	serious. Pills in deast top and secret growny treat fit and streament. Response Marker, Paramanent CPD Indicate Paramanent CPD	serious. Pills in dient to use and second growns treed fir sold inspected. Response Act Personance Color. From Target Hebrackers (Whan Ind., "made you confire," the subjective till garden seconder instruction and manage to cordinate the subject to the propose of this took is to prepare student to be independent at instruction. From Needed to take the subject time, goods, risk, "independent at instruction and manage to cordinate or an extraction to here confine. 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The progress of this track it is questioned to the physical form of the physical form of the stack it is ground and the send of	whether Ellis date at an alternat ground send for each recorder. Perceive send for the properties of the send in t

Pulk up I k-cop and place in opening

Pull down finely on metal basids.

16

for

Wiping Table

- Spray and Wipe were both LR and MI targets in ITT program for student with limited tacts
- For students with tact skills: tact and LR for cleaner, Tact and LR for actions spraying and wiping
- Data collected using a task analysis





Sorting Silverware Data collected using a task analysis

Ine Pro	traction: Fill is dote at top and record prompts been for such com- ner DNP independent. When told, "not adversors," for or write Target Behavior: When told, "not adversors," for or	rk char	a ar id Benge		lepwed y: FP-	Pull p	7	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	s m	Parties.	p@costs	ref year	man KS	Marine .
Par Mai Gas total	pens: The purpose of this task is to propose student to be in terials Nasdard: Cup with mixed allowware, allowware two naval fundructions. Vice can use whole task or buildwards in	days days	dent o	l bonts splicte	Date to	4. 5		n has	Cine, o	aty sta	ps sil			
Fre	come point you can also have the student grab more than one requisites: Fraction group, separate multiple contails, discrin	THE REAL PROPERTY.	F WINE	Aust D	9	# Phys	MF.St	able to	disco	lestings	Ø.			
Req.	Day Secreption Day 19 4	7	-	-	-	-	_	_		_				
÷		Title	E	EN	胆体	1/23	E	45	和	ME	(Hrb)	46.	1450	ROLL ROLL
1	Rauch into stemal sup	90.22	2044	524	911	1540	11	22.00	27 27 28	27.00	179 179 118	111	24.0	17 17
2	Group con stressil and pull it from the cop-	神井は	314	0 110	314	日本土日	2012	2442	24 4 5	24 4 5	2010	0 4 4 5	Ban 6	311
3	Place stend in the corresponding slot of the alverware.	Bet of	211	da a b	214	24 4 5	Atta b	24 40	Sat b	Ot to	2000	Beet	Beet	
4	Place should right side up in the size	Beet.	201	Stet	20 2 2 2	0132	24 4 25	200	Et to	日本七日	De to	Mett	3110	200
5	Reach ions unusal cap	9 1 1 1	11 3 3 3	1110	D 1 43	日本大力	2011	2000	Acco	Car.	(Be to	17 P	3==	PG 27
6	Group steratoral and pull it from the cap.	100	100	17	Set.	110	311	17	100	٥	100	100	-	
		展	100	SF	38.	GF.	92.	54.	52	58	50.	SAN	58-	12.14
7	Place stand in the corresponding slot of the nilversum tray	State St	10 2 4 A	2 2 20	Bet di	De to	10 2 4 M	Str to to	2012	10110	Bet B	日本 日本	1111	20 20 20 20 20 20 20 20 20 20 20 20 20 2
8	Place stood right side up to the sist	#155	2012	10.24	P # 10.	1011	B = 5	1110	0110	0 3 3	1011	11 11	10 4 4 10	2 4 4
9	Next ins stead og	101	100	11 11	10.10	2 2 2	013	10110	1014	0110	1014	100	FF CIR.	10 11
10	Greep max oresail and pull it from the cup	100	2 2 2	1024	213	22.3	25 2 5	NA 44	der of	201	日本日の	24 4 5	10 4 4 5	17 H
11	Place stemal in the corresponding sist of the all-serveger tray	200	日日は	1000	10.44	日本日本	10 2 4	1111	Se e ti	0 2 3	# # S.	2 2 2	PP PP CE	5
12	Place atmost right side up in the size	22 E C	Na ag	10 4 4 10	Set of	日本日本	中土世	Bat H	10 a m 2	200	20 to 01	24 22	1 4 4 10	
13	Reach teer stemail cop	See til	Set of Control	0 4 4 5	State of	0 2 2 2	Mar to	Na sal	10 a 100	Batt di	20 ± 50	日本は	2226	00 O
14	Crosp see steered and pull it from the map	1014	1014	Name of	194	2022	1034	3::5	20 2 2 2	200	20.4	2220	20 H H (S)	20 E
15	Place stend in the corresponding slot of the all-stronger loss.	10.13	State of	1014	1111	100	100	30340	Rad S	100	1014	8 00 48		SECTION OF THE PERSON OF THE P
16	Place stemail right side up in the cist	11	17	19	1	17	22	17	15	#	딸	#	筐	PR 10

										4/20	,	4/2	4/5	14-3	4
		GP	GP IND	GP IND	GP IND	GP	GP	GP	GP	5	GP	GP GND	GP IND	GP IND	6
17	Reach into utensil cup	PP	FP PP GP	FP PP	FP PP	FP PP	FP PP	FP PP	PP	PP	PP	FP PP	FP PP	FP PP	P
•••		IND	IND	GP	CP	GP (IND)	GP UNB	GP	GP IND	GP IND	GP	GP	CP	GP	1
18	Grasp one utensil and pull it from the cup	FP PP GP	PP GP	FP PP GP	FP PP GP	FP PP GP	FP PP GP	FP PP GP	PP GP	PP GP	FP PP GP	FP PP GP	FP PP GP	FP PP GP	H
19	Place utensil in the corresponding slot of the silverware	IND	IND) FP	EP	FP	INB	IND	IND	(IND)		IND	DAD	FP	IND FP	LIL
	tray	GP IND	PP GP SND	GP IND	PP GP IND	GF IND	PP GP IND	GP IND	PP GP IND	GP IND	PP GP	GP GP	GP GP	GP.	1
20	Place utensil right side up in the slot	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	FP PP	1 1
21	Repeat steps 1-4 for next utensil	END FP	GP (IND)	CP IND FP	GP IND	GP INB	GP (ND) FP	GP IND FP	E P	G IN	GP (ND)	E SP	GP IND	GP UND FP	20
े	responsible for the first decising	GP (IND	GP IND	PP GP ND	PP GP IND	GP IND	PP GP	GP (PR	PP GP	PP GP	PP GP	EP GP	PP GP	1
22	Repeat steps 1-4 for next utensil	FP PP	FP PP	FP (PP)	FP PP	FP PP	FP PP	FP PP	FP PP	NE SE	(ND)	FP PP	IND ELEP	FP PP	1
2		(IND)	GP (IND)	GP IND	CE	GP	GP (ND)	GP (ND)	GP IND,	GP IND	GP IND	PEGIND	GP IND	GP	9
3	Repeat steps 1-4 for next utensil	GP GP	PP GP	EP CF	PP GP	FP PP GP	PP PP GP	FP PP GP	FP PP GP	FP PP GP	FP PP GP.	FP PP (FP. PP	PP GP	H
er	cent Independent Steps: total independent/55x100=	IND	IND	IND	IND ICO	IND.	(IND)	IND		8	IND	(IND)		IND	ì
	independent/55x100=	91%	96%	87.	100 3	57 F	91.	872	87%	57%	97	81%	74%	S	7
		21/23	22-2	140		20/	21/2	20/28	20/28	25/15	21/25	20%	17/22	17.0	17

- •Match to sample for each type of silverware
- •Tact for spoon, fork, knife
- •Tact big spoon/little spoon, big fork/little fork

Much easier to teach for students that have the tacts
*silverware video

Washing Windows Data collected using a task analysis





- •Tact for class cleaner and discrimination with spray used on counters and tables both in ITT and NET
- Motor imitation to use a flat hand to wipe window corner to corner
- •LR and tact for window
- LR and tact for wiping
- •LR and tact for paper towels

Loading/Unloading Dishwasher



- •Tact and LR for various types of dishes/kitchen utensils
- •Match to sample skills, to match items in cabinets when unloading dishwasher and visual spatial skills to arrange the dishwasher
- •Tact and LR for dishwasher detergent
- •Tact and LR for START button and/or other necessary buttons



Other Independent Living Skills

Folding and putting away laundry





Other Independent Living Skills

Prepping and cooking snacks and meals





Pre-Vocational and Vocational

- Independent work
- Personal Protective Equipment (PPE)
- Addressing Boxes while wearing PPE
- Office Work
- First aid packets
- Homewood Suites

Independent work

Students need to be able to complete a variety of tasks without adult assistance or in close proximity. Also, can be set up to allow multiples opportunities to practice mands. Only mastered tasks should be given during independent work. Data collected using task analysis.





York County has many factories that work with OVR and hire individuals with disabilities. While many of them are very willing to make accommodations, the use of personal protective equipment (PPE) is absolutely necessary. We determined that it would be functional to require students to wear the PPE to complete tasks.



Assessment-

Students were told to put on the PPE which consisted of a hair net, hard hat, goggles, and safety vest. Data was recorded if they were able to put on each piece independently and then the duration of time they remained wearing the PPE.

Teaching-

Students who were able to put on the PPE and did not attempt to take it off immediately, began completing tasks while wearing the PPE. This task consisted of applying packaging labels to boxes. Labels were provided by the local Starbucks packaging plant.



For students who were unable to put on the PPE independently or immediately attempted to remove it, the steps to putting on the PPE were broken down.

The student also was allowed to access preferred or neutral items while wearing the PPE for increasing amounts of time until they were able to wear it for at least 30 minutes.

Skill Tracking Sheet

Student Name: ISOUC	- Pithos	in Sulate	Constac	
Sincert Name: 232	skill: Putting	Sil Salis	c. Olic	

	Target	Date introduced	Date Mastered
1	Google cums open at head (23 inc)	2-16-17	5/2/17
2	Gogtes aims open at hear (4 "rian Goo)	5-3-17	
3	Googles came open at chest		
4	Gaggles arms arm at Stomach		
5	Gorgles acres open a lake		
6	Goggies arms Edded in lable		
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21	1		
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23			
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25			

Skill Tracking Sheet

	Target	Date introduced	Date Mastered
1	vest on, velero ociental coccerty, factors velero	2-15-17	5-1-15
2	yest on, velero folded in (hord side) fasten veltro	5-2-17	5-25-15
3	vest on velero folded in both sides) factor velero	5-26-17	
4	Re arm in left side bried-puts arm left armin		
5	less held open puts it aim in,		
6	yest on book picks up vest, puls on.		
7			
8			
9			
10			
11			
12	The second secon		
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16			
17			
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19	-		
20	1		
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24			
26			

Office Work

Task Analysis: Stimunus-Response Data Sheet

Skill: Office Work

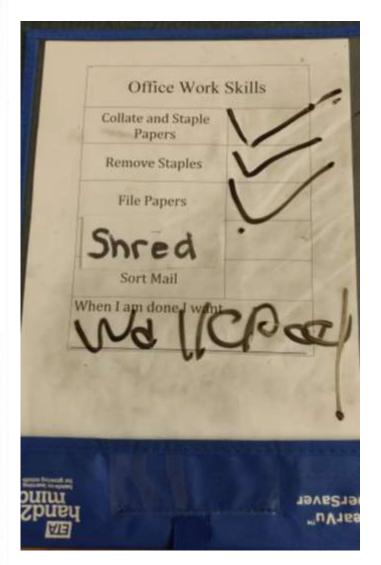
Skill: Office Work

Criteria: Complete the office work chain at 100% independence across 5 consecutive sessions with teacher out of sight

Instructions: Fill in date at top and record prompt level for each response Response Key: + if Independent — if any prompt required

Step#	S ^D /Consequence	Response	4//3	4/12	4/18	416	4/2	4/20	445	4126	417 %	51/	5/2
1	S ^D : Go do your Office work C: In area 3	Walk to area near	+	+	+	4	+	+	+	+	+	+	+
2	S ⁰ : In area 4 C: Facing white board	Walk to file cabinet	+	+	+	4	+	+	+	+	4	+	4
3	S ^D : Facing file cabinet C: Facing housekeeping list	Finds office work check list	+	+	+	+	+	+	+	+	+	+	+
4	S ^D : Facing office work list C: Preferred item written	Writes preferred activity at bottom of the list	-	-	-	_	_	_	-	~	-	_	4
5	S ⁰ : Preferred item written C: Looking at 1 st item	Orients back to 1st item on list	+	-	+	7	-	+	4	+	+	+	4
6	S ⁰ : Looking at 1 st item on list C: Hears self give direction to complete task	Reads 1st item on list	_	+	+	-	+	+	1	+	+	+	+
7	S ^b : Hears direction to complete 1 st item C: 1 st item on list completed	Completes 1 [#] item on list	-	- '	-	+	+	-	+	-	+	~	-
8	S ^D : 1 st item on list completed C: Check mark in box 1	Makes check mark in box for 1st item	-	-	+	-	-	-	-	-	-	-	+
9	S ^D : Check mark in box 1 C: Looking at item 2	Orients to 2 nd item	+	+	+	+	+	+	+	+	+	+	+
10	S ⁰ : Looking at item 2 C: Hears self give direction to complete task	Reads 2 nd item	-	+	+	+	+	+	-	+	+	+	4
11	S ^D : Hears direction to complete 2 nd item C: Item 2 completed on list	Completes 2 nd item	+	1		+	+	4	+	-	_	+	4
12	S ^D : Item 2 completed C: Check mark in box for item 2	Makes check mark in box for 2 nd item	+	+	_	+	+	+	-	-	+	4	4
13	S ^D : Check in box for 2 nd item C: Looking at item 3	Orients to 3 rd item	-	+	+	+	+	+	+	+	+	+	+
14	S ^b : Looking at 3 rd item C: Hears self give direction to complete task	Reads 3 rd item	+	+	+	-	-	- "	7	+	7	+	+
15	S ^b : Hears direction to complete 3 rd item C: Item 3 completed	Completes 3 rd item	~	t	+	+	+	+	+	+	+	+	4
16	S ^D : Completed 3 rd item C: Materials in hand	Makes check mark in box for 3 rd item	+	+	+	+	+	-	+	+	-	_	_

Step#	S ^D /Consequence	Response	4/13	4/11	4/18	4/17	4/21	4/24	4/20	4/26	4/29	511	5/2
17	S ^b : Check mark in box for 3 rd item C: Standing in front of table	Orients to 4th item	+	+	+	+	+	+	+	+	+	+	t
18	S ^D : Looking at 4 th item on list C: Hears self give direction to complete task	Reads 4 th item	-	_	+	+	+	+	4	+	,	-	4
19	S ^b : Hears direction to complete 4 th item C: 4 th item complete	Complete 4th item	4	-	+	+	-	_	_	-	_	+	4
20	S ^b : 4 th item complete C: Check mark in box for 4 th item	Makes check mark for 4 th item	+	+	-	-	+	+	_	+	4	-	-4
21	S ^D : Check mark in box for 4 th item C: Read 5 th item	Orients back to 5th item	+	+	-	4	+	+	+	+	+	*	+
22	S ^B : looking at 5th item C: Hears direction to complete 5 th item	Reads 5th item	+	4	+	+	+	-	+	+	-1	+	-
23	S ^D : Hears direction to complete 5 th item C: 5 th task complete	Complete 5th item	+	+	+	-	+	-	+	+	-	-	-
24	S ^D : 5 th task complete C: Check mark in box for 5 th item	Makes check mark for 5th item	+	+	-	-	-	+	+	+	+	+	-
25	S ^B : Check mark in box for 5 th item C: Looking at list	Orients back to list	+	4	+	+	+	+	+	+	+	+	+
26	S ⁵ : Looking at list C: Hears preferred item name	Reads preferred item name	+	4	+	+	+	+	f	+	+	+	+
27	S ^D : Hears preferred item name C: Uses preferred item	Travels to use preferred item name	+	+	+	+	+	†	†	+	+	t	+
	Percent Prompted Steps: total prompt	ed/total steps x100=											
	Percent Independent Steps: total independe	ent/total stepsx100=	70%	74	74	74%	81%	70%	78%	18%	74%	74%	819



First aid packets

Each classroom in the Middle and High Schools gets a small packet of band aids and other supplies from the nurse. Our classroom volunteered to assemble the kits this year.

Assessed-Tacts and LR for each item needed in the kits (gloves, band aids, paper, bags)

Recognition of numerals that specified how many of each item was needed Ability to count out needed sets

Motor skills needed to open and close the bags

Each student was able to demonstrate all necessary skills with only modeling of the first bag.

*video of Alexander completing task

*video of Dejah mand for missing item

Homewood Suites

Our district has partnered with Homewood Suites to utilize their laundry room to provide some natural environment instruction to one of our students. This student is highly motivated by hotels.

We taught all specific folds for each towel through motor imitation. We used identical towels and modeled the correct folds. Once the student had the basics of the fold we used the tact of actions fold and smooth to teach the student to press down and smooth out the towels.

We also taught, primarily in the NET, the student to read the labels in the linen closet for each type of towel. This allows the student to know where to put the towels if there are no examples there.

*video



Things I've learned

- Motor imitation, echoics, acquiring tacts quickly are all very important to learning new skills.
- Use student strengths to teach new skills.
- Mands for missing items is extremely important!
- Allow MO to build.
- Let the materials and environment guide behavior when appropriate. (How do we know how many papers to shred, how much to spray the window, what exactly is 1/3 of a towel?)

Mands for Missing Items

- Individuals need to be able to mand for items that are not immediately available but are necessary to complete the task.
- Instructors will need to be sure that completing the task is valuable so that if some part of the task is not present, it will evoke behaviors from the student that serve to get the missing item.
- Initially, the activities and/or items selected as targets are those that involve items and activities that are highly motivating to the student.
- In order to expand the repertoire of mands for missing items, we will also need to teach students how to mand for items needed to complete tasks that may not be reinforcing in and of themselves. In this case, the completion of the task, and not necessarily the task itself, will need to serve as a reinforcer to the student.
- It is important that while the tasks may not be reinforcing, the individuals are able to complete them fluently.

Mands for Missing Items

Date	What is already reinforcing to the student?	What do I need to do to establish the value of something else as reinforcing?	What now becomes valuable as a reinforcer?	What response do I need to prompt?	Data Collection: P - prompted U - unprompted		
					P	U	
					P	U	
					P	U	
					P	U	
					P	U	
					P	U	
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