

Effective Staff Training

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About Me

- SDOL for the past three school years
- Year one- not a focus at all
- Year two is when staff training started to develop
- Year three—made staff training and the usefulness of training more prominent



Behavior Skills Training

- * Used to teach individuals to implement behavior-analytic techniques

Steps of BST

1. Baseline
2. Training
3. Rehearsal
4. Modeling
5. Post Training

1. Baseline

- * staff are given specific criteria to follow, usually in written form
- * usually includes a list of definitions of the components for discrete trial teaching
- * told to “do discrete trial teaching the best that you can”

2. Training

- * Trainer goes over the written procedures with trainee step by step
- * Trainer gives copy of trainee's baseline performance to them
- * Feedback on the baseline scores is given

3. Rehearsal

- * Trainee performs discrete trial teaching while being observed by trainer
- * Immediate descriptive feedback is provided following the performance
- * Positive comments on target steps performed correctly
- * Informative feedback on improvements that are needed

4. Modeling

- * Trainer then performs discrete trial teaching
- * Focus on steps that have been previously been completed incorrectly by trainee
- * Modeling and rehearsal can be practiced multiple times if needed

5. Post- Training

- * Trainer again tells trainee to “do discrete trial teaching the best that they can”
- * Trainer conducts an observation without providing any immediate feedback

How do I effectively train staff?

- * PAIR
- * Provide USEFUL resources
- * Complete fidelity checks
- * Model/Guided Practice
- * Follow up observations
- * Team Meetings

Pair

- * Why do you think it is important to pair with your staff?
- * How would you effectively pair with your staff?

Pair

- * Create positive interactions with staff
- * Create open communication
- * Watch them interact with students
- * Compliment the good!



Do's and Don'ts

- * DO NOT:

- * Immediately correct them
- * try to correct everything at once
- * correct staff in the moment every time

* DO:



- * Talk to them and treat them like people
- * Compliment the good
- * Figure out how they learn best
 - * Modeling, written, guided practice, etc

Provide USEFUL resources

- *Helpful cues around the classroom

- *table cues

- *wall cues

- *specific student cues

- *schedule prompts

- *procedural prompts





Do you
have
reinforcers?
AND A WALKIE?

Mand Bins

What should be in them?

- ① Targets
- ② Known mands
- ③ Future targets

* ALWAYS have the same targets

* Change at least 1 known
and 1 future target EVERY session!

IT

- * Reset hands during teaching trials, after an error, if stimming (tapping OR snapping)

Problem Behavior:

- Keep original demand
- DO NOT run ready hands or Sit
- * Tally teaching trials

Manding

- have multiple items out on the table
- ① Give items for free to check for MO
- ② At any sign of MO
 - Target - immediately teach
 - Known - run error correction
- * Reset his hands when doing *
- Food - every 3-5 trials
- Hold out multiple items to see what he reaches for or looks at.

Manding

If he stands up:

- ↳ that's OK! 😊
- ↳ continue to capture MO and prompt mands

Problem behavior:

- ① DO NOT give demands
- ② DO NOT comment
- ③ Block and look away
- ④ Reengage when PB stops and prompt the mand

ADLs I

- ① Have task ready and in front of him on the table
- ② State demand ONE time
- ③ Stand behind him
- ④ Have your hands ready to physically prompt

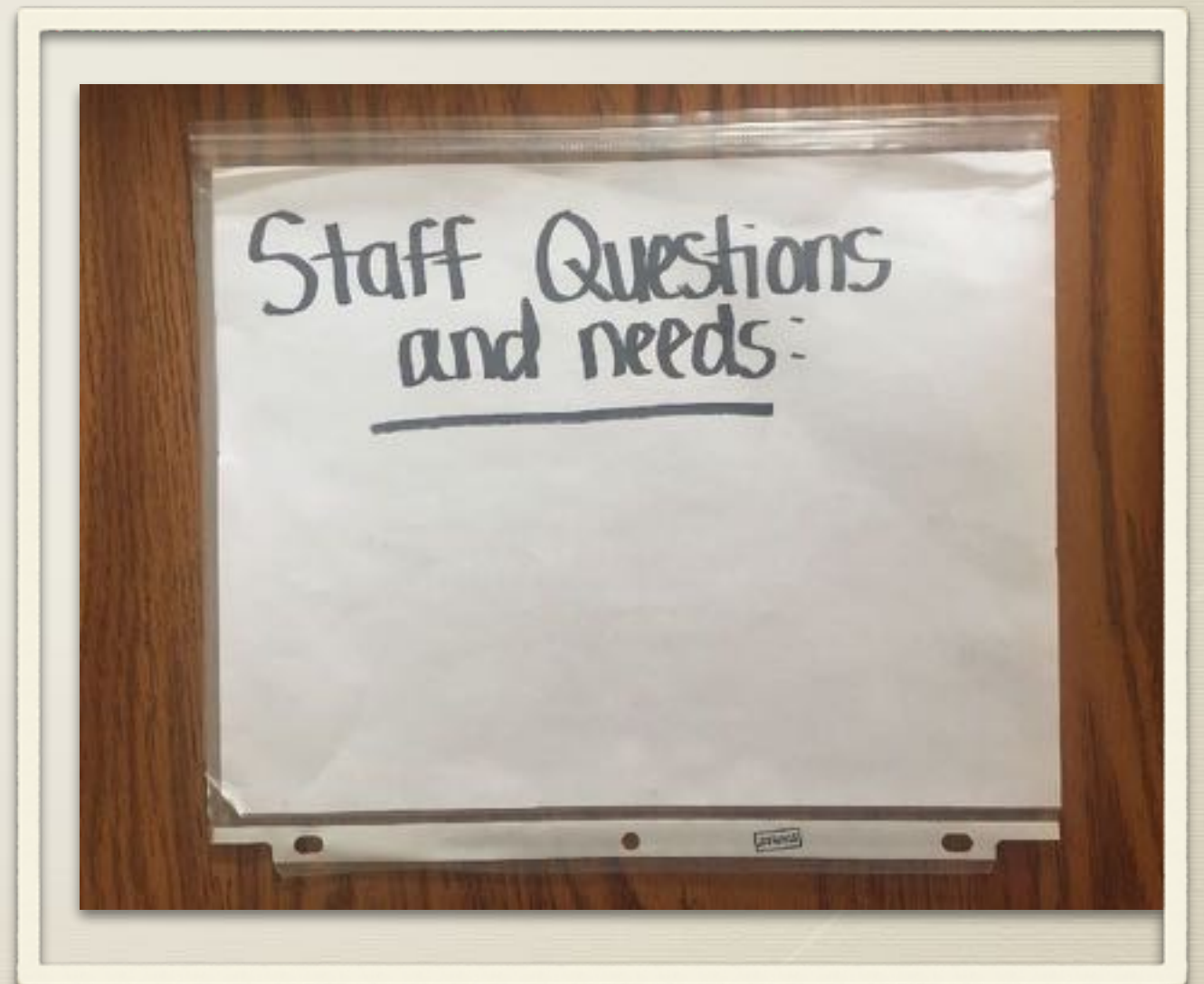
ADL targets

* Teach target EVERY TIME

- ① State demand 1 time
- ② Stand behind student
- ③ Use PHYSICAL prompts

Provide USEFUL resources

- * Provide areas and opportunities for staff to ask questions
 - * Clipboards
 - * Mailboxes
 - * Area behind my desk



Provide USEFUL resources

- * Paper resources
 - * Annotated fidelity checks
 - * Operant sheets
 - * LRTFFC cheat sheet
- * Videos
 - * PATTAN video link
- * Other staff members

Prompt Used	Operant of Targeted Response
Echoic	Tact
Tact/Textual (sometimes echoic)	Intraverbal
Physical Prompt	Imitation
Imitation	Listener Response
Easier Echoic/ Visual Cue	Echoic

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? Are reinforcers under instructor control? Meaning, does the student have to "go through you" to get access to their preferred items/activities/etc.? Are the 4 piles of cards set up? Maintenance 3X5 cards, Maintenance Picture Cards, Target 3X5s and Target Picture Cards Are you able to identify which skills are targets and which skills are maintenance? Is there a clear work area established cleared of other distracting items? If working with 2 students, are the materials clearly divided?			
	2. Does instructor have all materials needed for instruction organized and ready? Are materials that are need to run all maintenance skills available? (i.e., tact parts, tact actions, etc.) Are materials that are needed to run all target skills available? Did you have to skip any skills because you did not have the materials available?			
	3. Does instructor have a variety of valuable reinforcers available? Do you have at least 3 items/actions/activities that can be used as a reinforcer? Do you vary the way you deliver the reinforcers? Do you pair your voice with the delivery of the reinforcer?			
Teaching Procedures	4. Does session begin with delivery of reinforcement or an opportunity to mand? Do not immediately begin a session with demands Do you start by delivering preferred items/activities? If appropriate, do you have the student mand for those preferred items? ** this step is crucial to reducing the value of escape behavior from the student			
	5. Does instructor gradually fade in the demands/tasks presented? Do you start your session by fading in the demands you place? i.e., start with 1-2 demands, then deliver a reinforcer based on good responding. Then run 2-3 demands, then deliver a reinforcer based on good responding. Run 2-3 demands again, then deliver a reinforcer. Then, if student has responded appropriately, do you increase the number of trials or do you start to teach targets?			

Complete Fidelity Checks

- * Promise Reinforcer
- * IT
- * Mand
- * ADL
- * Tact parts and features

PROMISE REINFORCER: Procedural Fidelity Checklist

Date: _____ Instructor: _____ Student: _____

Observer 1: _____ Observer 2: _____ IOA% _____

	YES	NO	N/A
	S		A
1. Did instructor determine a reinforcer that Student wanted at the moment?			
2. Did instructor hold the item so that it was visible to Student just before and as instructor presented instruction?			
3. Did instructor present a clear direction Student was to follow? (i.e. "It's time to _____")			
4. If Student complied with instruction within 4 seconds did instructor immediately deliver the promise reinforcer?			
5. If Student did NOT follow the instruction within 4 seconds did instructor remove the item and follow through on the demand given (repeat instruction and prompt as necessary until compliance without problem behavior)?			
6. If follow through was needed, did instructor make sure to have Student engage in at least 2 more easy responses before instructor re-instated reinforcement (and this reinforcement was not the original promise reinforcer)?			
7. Did instructor provide better reinforcement for those trials with immediate compliance free of problem behavior?			
Notes:	<div style="text-align: right;"> ____ / 7 Percentage of Y's: </div>		

INTENSIVE TEACHING **Procedural Fidelity Checklist**

Date: _____ Instructor: _____ Student: _____

Observer 1: _____ Observer 2: _____ IOA% _____

		YES	NO	N/A
Pre-Session	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?			
Instruction	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?			
	15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
End of Session	16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			

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 Mand x	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:		<div>_____ / 22</div> <div>Percentage of Y's:</div>		

TEACHING SIGNED MANDS Procedural Fidelity Checklist

Date: _____ Instructor: _____ Student: _____

Observer 1: _____ Liz _____ Observer 2: _____ IOA% _____

		YES	NO	N/A
Orga niza tion	1. Is the instructional area neat and clean?			
	2. Are all materials organized and ready?			
	3. Are a variety of potential manding items available?			
	4. Are initial mands of dissimilar topographies, not generalized, and selected from several different motivational categories?			
Teac hing Proc edure	5. Does teacher confirm the student has motivation for the item(s)?			
	6. Does the teacher model the sign, student imitates sign, and teacher delivers item?			
	7. Does the teacher provide the least intrusive prompt necessary for student success?			
	8. Does the teacher AVOID the prompt "what do you want?"			
	9. Is the item name said many times and upon delivery of reinforcement during teaching procedures?			
	10. Does the teacher provide an adequate number of teaching trials ?			
	11. Does the teacher run more than one mand during the session to provide discrimination opportunities?			
Error Corr ectio n	12. If error occurs, does teacher remove the reinforcer and attention?			
	13. After removing reinforcer/attention during error correction, does teacher pause for 3-5 seconds?			
	14. After the pause, does teacher re-present the item with an immediate prompt?			
	15. If student emits the correct response, does teacher reinforce and say the name of the item upon delivery?			
		<div>____ / 15</div> <div>Percentage of Y's:</div>		

TEACHING ADL SKILLS **Procedural Fidelity Checklist**

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

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

		YES	NO	N/A
Organization	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.)?			
Teaching Procedures	5. Does instructor state the S ^D once?			
	6. Does the instructor know the current step?			
	7. Does the instructor use full guidance on untrained step(s)?			
	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?			
Data Collection	16. Does the instructor record the current step correctly?			
	17. Has criteria for mastery been established?			

Teaching Tacts of Parts/Features of Items Treatment Fidelity Checklist:

	YES	NO	N/A
1. Is the item for which parts and features are being taught a strong tact for the student?			
2. Did instructor use a 3-D object with discrete parts to teach?			
3. If using a picture, did instructor have a picture with clear discrete parts?			
4. Was instructor able to discretely point out the part in question?			
5. Did instructor present the targeted part feature with errorless procedures?			
6. Did instructor intersperse trials of the tact for the whole item?			
7. Did instructor use clear verbal S ^d of part vs. whole?			
8. Did instructor vary the order in which the parts, features and whole item were presented?			
<u>Notes:</u>	<div> <div>____/ 8</div> <div>Percent correct:</div> </div>		

Date: _____ **Staff:** _____

Observer: _____

Reliability check? Y N If yes, observer 2: _____

Complete Fidelity Checks

- * Fidelity check binder
- * Fidelity check chart

Staff Name	IT	TPF	Hand	ADL	Behavior

Staff Name	IT	TPF	Hand	ADL	Behavior

Model/ Guided Practice

Promise Reinforcer

Model/Guided Practice

Promise Reinforcer—staff

Model/Guided Practice

Walk with Me

Model/Guided Practice

“Come here”

Model/ Guided Practice

Intensive Teaching

Model/Guided Practice

Intensive Teaching

Follow up observations

- * Fidelity check chart
- * Revisit notes or focus from last fidelity check
- * Allows me to see growth
- * Additional support that needs to be provided

Team Meetings

- * Provide general recommendations to group
- * Train/model in a setting without students
- * Allows you to recap and discuss specific situations
- * Practice skills with immediate feedback

Team Meeting/Training Log

Team Meeting and Training Log

School ER Martin

Teacher: Wechter

Date	Topic/Skills Trained	Trainer(s)	Staff Present
1/8/18	IW behavior sheets	Liz	Nitza Gezae Nicole
1/8/18 - 1/12/18	Promise Reinforcers	Liz	Nitza Gezae Nicole

Common Questions

- * How do you get staff “buy in”?
- * How do you know this is effective?
- * How do you prioritize what you are going to train on?

How do you get staff “buy in”?

- * PAIR
- * Create open communication
- * Reinforce staff successes
- * Point out student successes and growth
- * Provide feedback that will help them grow

How do you know this is effective?

- * Staff growth
- * Overall score increase
- * Getting a Yes on something you've been working on
- * Quicker implementation of recommendations
- * As intense training is not even
- * Able to recognize what they

MANDING

	Yes	No	N/A
1. Were a variety of mand items available including target items, mastered items and non-target items?	+		
2. Was it confirmed that an MO is in place for teaching items?		+	
3. Was the instructor consistent in identifying which mand items should be run as targets?	+		
4. On initial presentation of a target item, was a probe completed prior to teaching?			+
a. Probe for MO			+
b. If MO "yes", then probe for response			+
c. If MO "no", no probe and move on to next item			+
5. If MO was present, instructor modeled the adult form when presenting the item during pairing trials for targets and future targets?	+		
6. During the session, did the instructor avoid reducing MO by:	+		
a. Varying reinforcers and types of reinforcers?			
b. Stopping use of reinforcer before it loses its value?			
c. Varying method of delivery?			
d. Providing mands trials on an unpredictable schedule of delivery?			
7. Were errorless (immediate prompt) procedures used for initial trials of target items?		+	
8. Did instructor systematically attempt to fade prompts?		+	
9. If a more independent response was achieved, did instructor provide differential (better) reinforcement?		+	
10. If an error occurred, did instructor run error correction?		+	
a. Remove reinforcer		+	
b. Neutralize/end trial (hands neutral if signer)		+	
c. Pause for 3-5 seconds		+	
d. Represent item with immediate prompt		+	
11. Did instructor run the teaching procedure ONLY for the items being targeted?		+	
12. Did instructor make sure to say the adult form of the word each time the item was delivered?	+		
13. Did instructor intersperse trials of mastered mands to provide variety and practice for at least 50% of the trials?	+		
14. Did instructor intersperse other types of trials and fun activities as appropriate?	+		
15. Did instructor deliver all other reinforcers that have not been mastered for free while modeling the name of the item?		+	
16. Did instructor present novel items/activities in an attempt to condition new reinforcers and maintain variety?	+		
17. If taking frequency data, did instructor set timer and collect prompted vs. unprompted mands?	+		
Notes: Review teaching procedures for target mands; review error correction - give future targets for free - control items	9/17/16 Percent Correct: 56%		

	Yes	No	N/A
1. Were a variety of mand items available including target items, mastered items and non-target items?	+		
2. Was it confirmed that an MO is in place for teaching items?	+		
3. Was the instructor consistent in identifying which mand items should be run as targets?	+		
4. On initial presentation of a target item, was a probe completed prior to teaching?	+		
a. Probe for MO			
b. If MO "yes", then probe for response			
c. If MO "no", no probe and move on to next item			
5. If MO was present, instructor modeled the adult form when presenting the item during pairing trials for targets and future targets?	+		
6. During the session, did the instructor avoid reducing MO by:	+		
a. Varying reinforcers and types of reinforcers?			
b. Stopping use of reinforcer before it loses its value?			
c. Varying method of delivery?			
d. Providing mands trials on an unpredictable schedule of delivery?			
7. Were errorless (immediate prompt) procedures used for initial trials of target items?		+	run more immediate
8. Did instructor systematically attempt to fade prompts?	+		
9. If a more independent response was achieved, did instructor provide differential (better) reinforcement?	+		
10. If an error occurred, did instructor run error correction?			+
a. Remove reinforcer			
b. Neutralize/end trial (hands neutral if signer)			
c. Pause for 3-5 seconds			
d. Represent item with immediate prompt			
11. Did instructor run the teaching procedure ONLY for the items being targeted? Give future targets for free and pair word		+	upon
12. Did instructor make sure to say the adult form of the word each time the item was delivered?	+		
13. Did instructor intersperse trials of mastered mands to provide variety and practice for at least 50% of the trials?	+		
14. Did instructor intersperse other types of trials and fun activities as appropriate?	+		
15. Did instructor deliver all other reinforcers that have not been mastered for free while modeling the name of the item?		+	prom this
16. Did instructor present novel items/activities in an attempt to condition new reinforcers and maintain variety?	+		
17. If taking frequency data, did instructor set timer and collect prompted vs. unprompted mands?	+		
Notes: Notes above and on transcription page.	13/16 Percent Correct: 81%		

Intensive Teaching

	YES	NO	N/A
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 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: 90/10 teach more targets		+	
9. Does instructor use a natural tone of voice?	+		
10. Does instructor reinforce at set VR schedule? 5 VR: 4.4		+	
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?	+		
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: <u>Notes: run error correction on tact loud and clear</u> - run error correction if he does not respond on the check, do not repeat	<u>12 / 16</u> Percentage of Y's: 75%		

	YES	NO	N/A
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 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: 77/33		+	
9. Does instructor use a natural tone of voice?	+		
10. Does instructor reinforce at set VR schedule? VR: 4		+	
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?	+		
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: Great job using differential <u>set</u> for loud and better responding! • Great job fading demands	<u>14 / 16</u> Percentage of Y's: 88%		

Intensive Teaching

	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?		+	
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: <u>3/1</u>	+		
9. Does instructor use a natural tone of voice?	+		
10. Does instructor reinforce at set VR schedule? <u>4</u> VR: <u>6.4</u>		+	
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?		+	
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: know the targets → running incorrect parts and features • Do not need to teach tact for TPT target - if he's not attending - run error correction - Do not redirect problem behavior with ready hands → don't change the demand		<u>4</u> / 11 / 14 Percentage of Y's: <u>(29%)</u>	

Intensive Teaching

		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: 88/12		+	
	9. Does instructor use a natural tone of voice?	+		
	10. Does instructor reinforce at set VR schedule? 5 VR: 5	+		
	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?	+		
Error Correction	14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?	+		
	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: Great teaching procedures! Great use of social reinforcement! → Don't give edibles if he is piling them up.		12 / 16 14 Percentage of Y's: 85%		

ADLS

		YES	NO	N/A
Organization	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.)?	+		
Teaching Procedures	5. Does instructor state the S ^D once?		+	
	6. Does the instructor know the current step?	+		
	7. Does the instructor use full guidance on untrained step(s)?			+
	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?	+		
Data Collection	16. Does the instructor record the current step correctly?			+
	17. Has criteria for mastery been established?	+		

Notes: folding washclothes

Good job standing behind to prompt.

- Avoid verbal prompts.

11 / ~~17~~ 10

Percentage of Y's:

78%

ADLS

	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 ^D once?	+		
6. Does the instructor know the current step?	+		
7. Does the instructor use full guidance on untrained step(s)?	+		
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: Folding towel probe - ^{mastered} 😊

- great job only saying fold towels, once

- great job standing behind and using only physical prompts

15

15 ~~17~~

Percentage of Y's:

100%

How do you know this is effective?

- * Student growth
 - * increase acquisition of skills
 - * Increase manding skills
 - * Decrease problem behavior



SEPTEMBER 2017

	Active days	Operant	Target	Prior Y	18 M	19 T	20 W	21 Th	22 F
	2	T	bread	0	YN	YN	YN	YN	YN
2	2	T	razor	1	YN	YN	YN	YN	YN
3					YN	YN	YN	YN	YN
4					YN	YN	YN	YN	YN
5	2	TA	folding (research)	1	YN	YN	YN	YN	YN
6	0	TA	watering	-	YN	YN	YN	YN	YN
7					YN	YN	YN	YN	YN
8					YN	YN	YN	YN	YN
9					YN	YN	YN	YN	YN
10					YN	YN	YN	YN	YN
11	2	Tact (loud)	pillow	2	YN	YN	YN	YN	YN
12	2	Tact (loud)	headphones	0	YN	YN	YN	YN	YN
13					YN	YN	YN	YN	YN
14					YN	YN	YN	YN	YN
15	2	T(P4F)	handle (sink)	0	YN	YN	YN	YN	YN
16	2	T(P4F)	faucet (sink)	0	YN	YN	YN	YN	YN
17	2	T(P4F)	handle (brush)	1	YN	YN	YN	YN	YN
18	2	T(P4F)	bristles (brush)	0	YN	YN	YN	YN	YN
19					YN	YN	YN	YN	YN
20					YN	YN	YN	YN	YN
21					YN	YN	YN	YN	YN
22	2	LRA	Pulling	0	YN	YN	YN	YN	YN
23					YN	YN	YN	YN	YN
24					YN	YN	YN	YN	YN
25					YN	YN	YN	YN	YN

ed: receptive ID Green: Tact (label) Yellow: Echoic Purple: Motor Imitation Blue: Intraverbal
 Criteria for mastery: ___ consecutive yes' (only responses that occur without prompts should be considered correct)

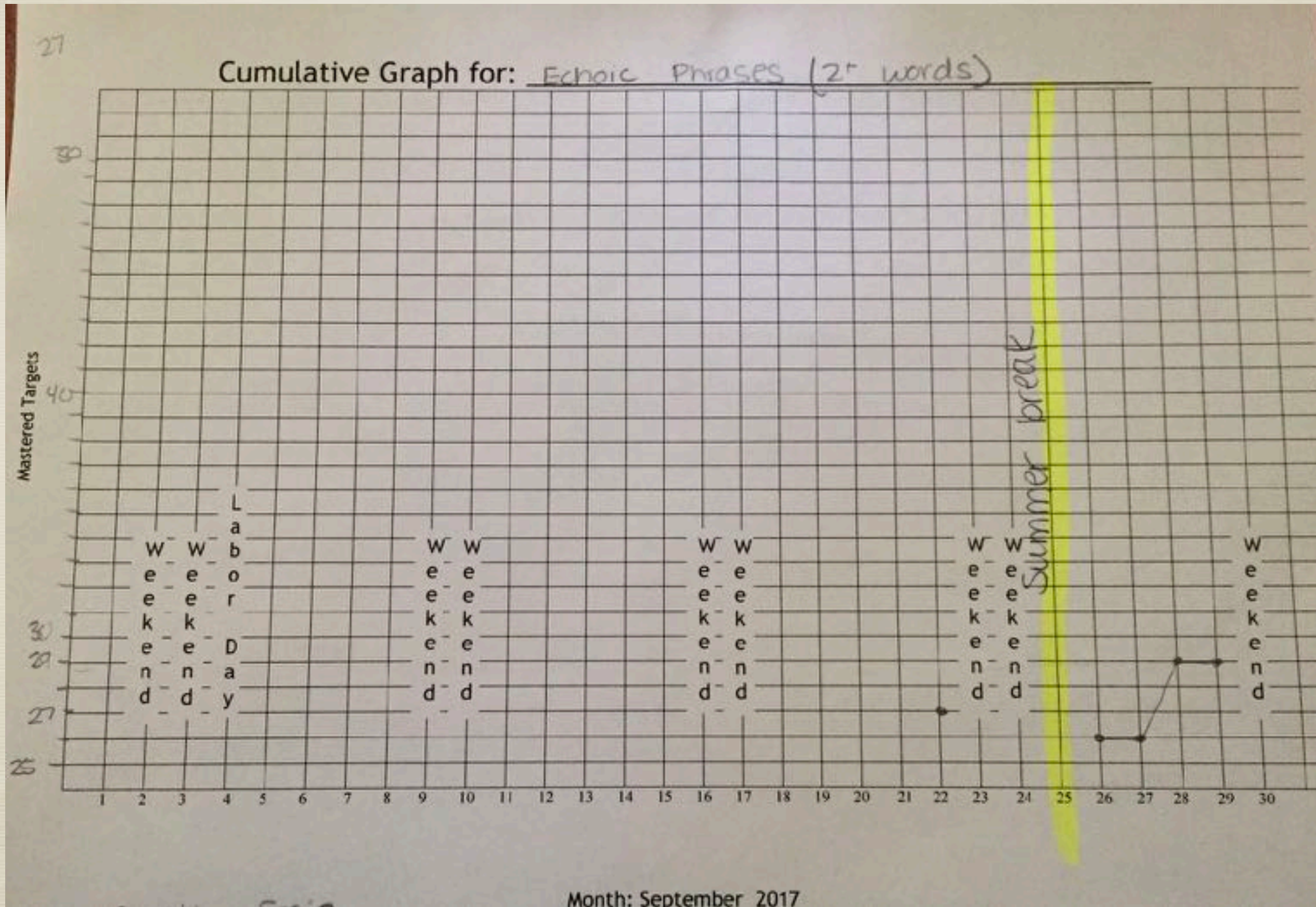
JANUARY 2018

	active				8	9	10	11	12
1	12	T	rolling pin	1	YN	YN	YN	YN	YN
2	-	T	baggie	-	YN	YN	YN	YN	YN
3	-	T	Jello	-	YN	YN	YN	YN	YN
4					YN	YN	YN	YN	YN
5					YN	YN	YN	YN	YN
6					YN	YN	YN	YN	YN
7	5	E	log in	1	YN	YN	YN	YN	YN
8	1	E	type password	1	YN	YN	YN	YN	YN
9	-	E	Tie Shoe	-	YN	YN	YN	YN	YN
10	-	E	open water	-	YN	YN	YN	YN	YN
11					YN	YN	YN	YN	YN
12					YN	YN	YN	YN	YN
13	7	T(love)	hippo	0	YN	YN	YN	YN	YN
14	7	T(love)	computer	0	YN	YN	YN	YN	YN
15	-	T(love)	giraffe	-	YN	YN	YN	YN	YN
16					YN	YN	YN	YN	YN
17					YN	YN	YN	YN	YN
18					YN	YN	YN	YN	YN
19	9	TPF	heel (shoes)	1	YN	YN	YN	YN	YN
20	7	TPF	drawer (dresser)	1	YN	YN	YN	YN	YN
21	7	TPF	handles (drawer)	0	YN	YN	YN	YN	YN
22	-	TPF	Top (table)	-	YN	YN	YN	YN	YN
23	-	TPF	leg (table)	-	YN	YN	YN	YN	YN
24	-	TPF	buckle (belt)	-	YN	YN	YN	YN	YN
25	-	TPF	belthole (belt)	-	YN	YN	YN	YN	YN
26					YN	YN	YN	YN	YN
27	12	TA	locking	0	YN	YN	YN	YN	YN
28	7	TA	flushing	0	YN	YN	YN	YN	YN
29					YN	YN	YN	YN	YN
0					YN	YN	YN	YN	YN

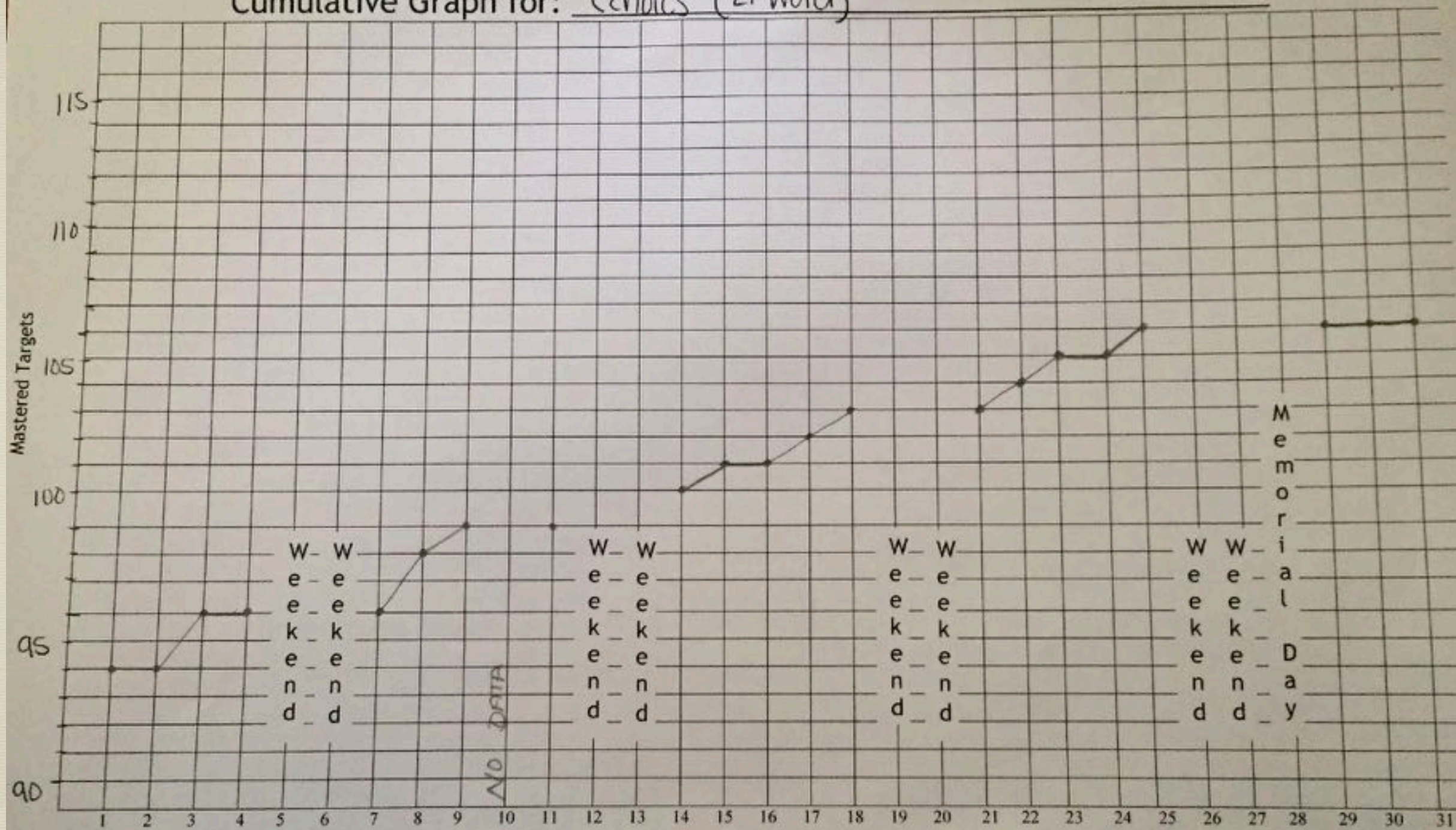
MAY 2018

	# days active	Operant	Target Skill	Previous Y	Mon 21	Tue 22	Wed 23	Thur 24	Fri 25
1	1	E	turn off	1	YN	YN	YN	YN	YN
2	-	E	turn off music	-	YN	YN	YN	YN	YN
3	-	E	get underwear	-	YN	YN	YN	YN	YN
4	-	E	put in backpack	-	YN	YN	YN	YN	YN
5					YN	YN	YN	YN	YN
6					YN	YN	YN	YN	YN
7					YN	YN	YN	YN	YN
8	16	T	printer	0	YN	YN	YN	YN	YN
9	-	T	deer	-	YN	YN	YN	YN	YN
10	-	T			YN	YN	YN	YN	YN
11					YN	YN	YN	YN	YN
12					YN	YN	YN	YN	YN
13					YN	YN	YN	YN	YN
14	4	T(loud)	crayon	2	YN	YN	YN	YN	YN
15	-	T(loud)	paper	-	YN	YN	YN	YN	YN
16	-	T(loud)	chicken	-	YN	YN	YN	YN	YN
17	-	T(loud)	cracker	-	YN	YN	YN	YN	YN
18					YN	YN	YN	YN	YN
19					YN	YN	YN	YN	YN
20	1	TA	covering	0	YN	YN	YN	YN	YN
21	1	TA	crying	1	YN	YN	YN	YN	YN
22	-	TA	drawing	-	YN	YN	YN	YN	YN
23	-	TA	erasing	-	YN	YN	YN	YN	YN
24					YN	YN	YN	YN	YN
25					YN	YN	YN	YN	YN
26	13	TPF	title (book)	0	YN	YN	YN	YN	YN
27	1	TPF	trunk (elephant)	1	YN	YN	YN	YN	YN
28	1	TPF	tusks (elephant)	0	YN	YN	YN	YN	YN
29	-	TPF	tag (pants)	-	YN	YN	YN	YN	YN
30	-	TPF	tail (elephant)	-	YN	YN	YN	YN	YN
31					YN	YN	YN	YN	YN

Skill Acquisition



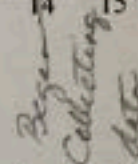
Cumulative Graph for: Echoics (2+ word)



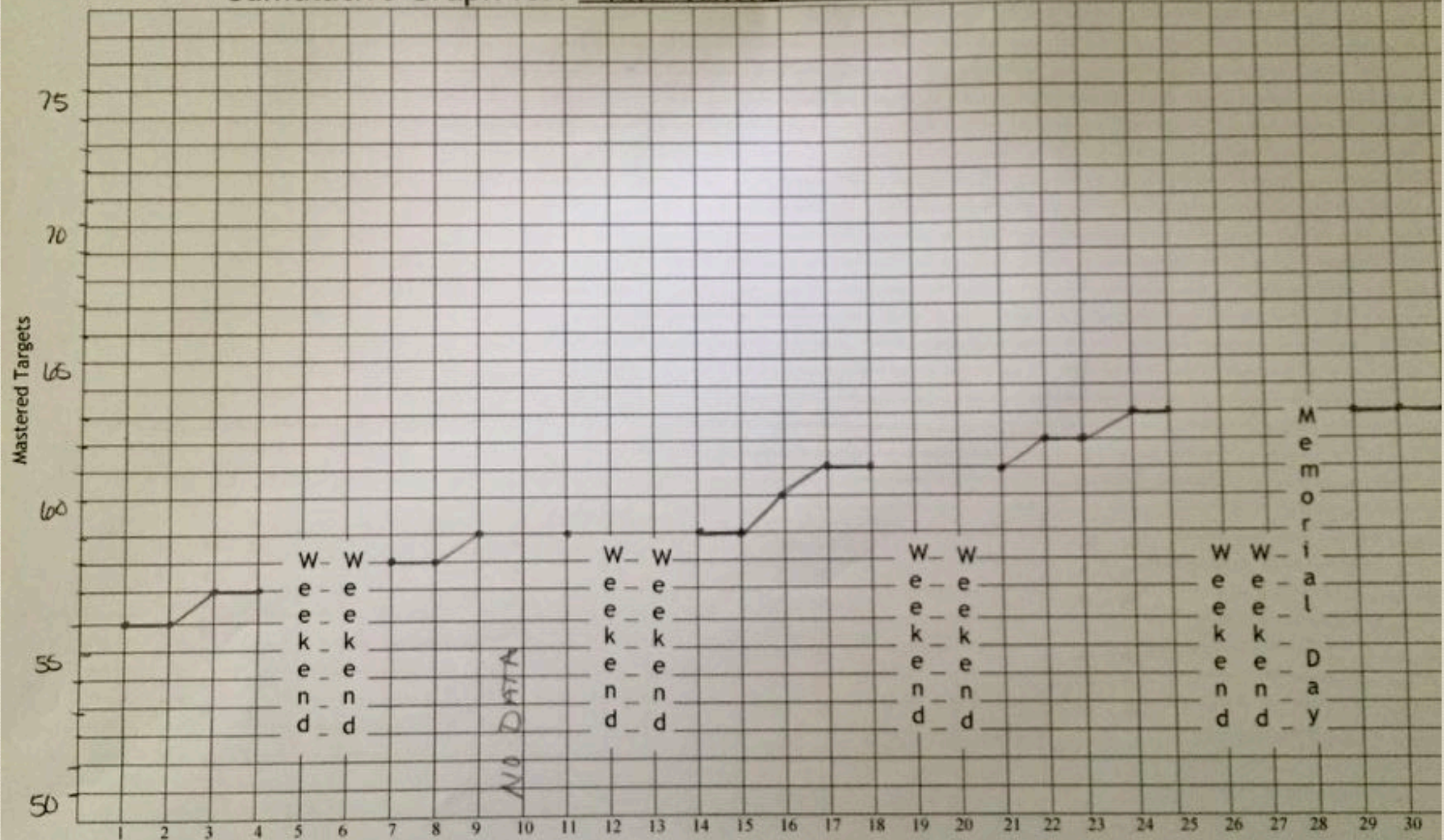
Christina

Month: May 2018

Cumulative Graph for: Tact Actions

Month: September 2017

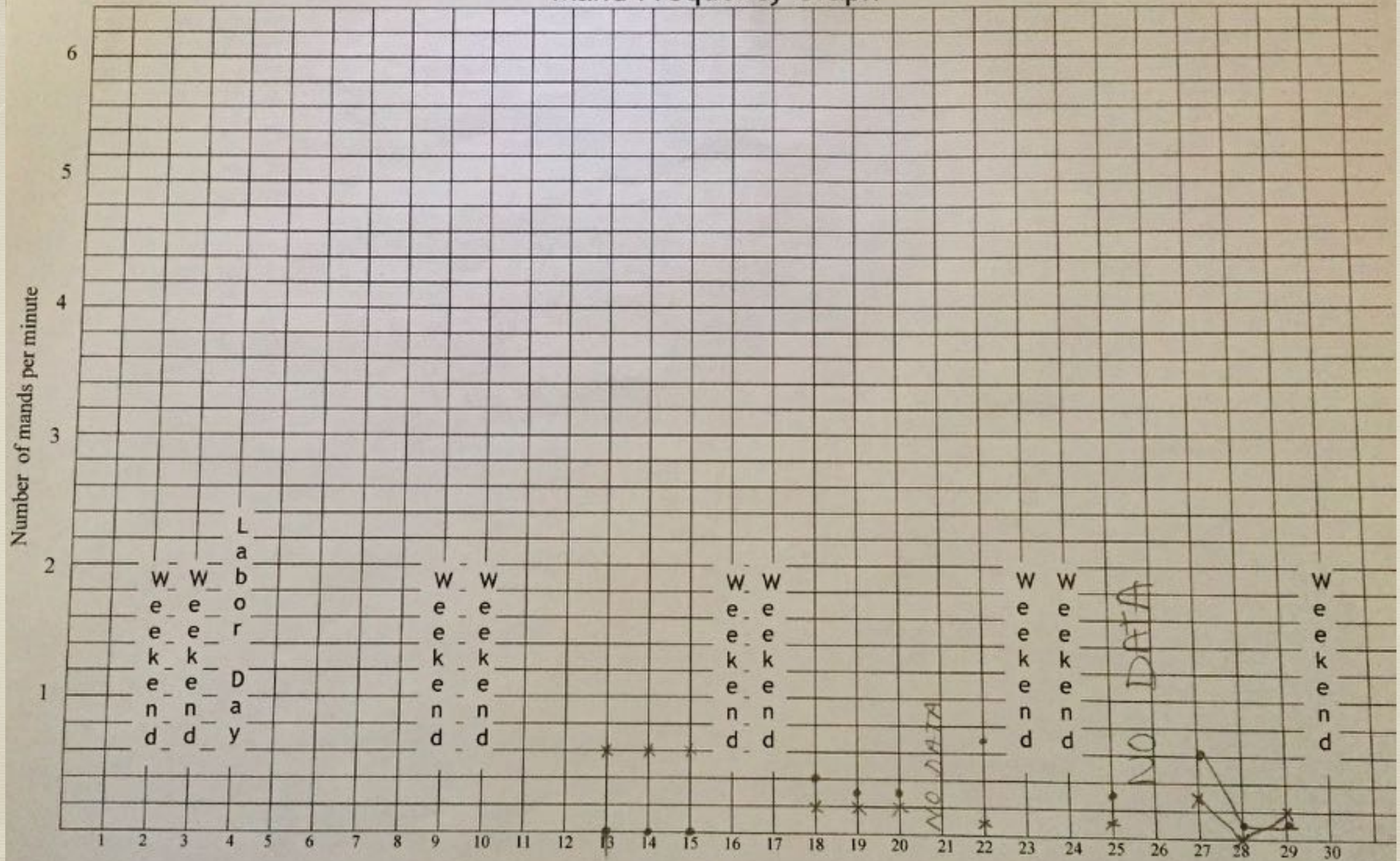
Cumulative Graph for: Tart Actions



Christina

Month: May 2018

Mand Frequency Graph

Student: [REDACTED]

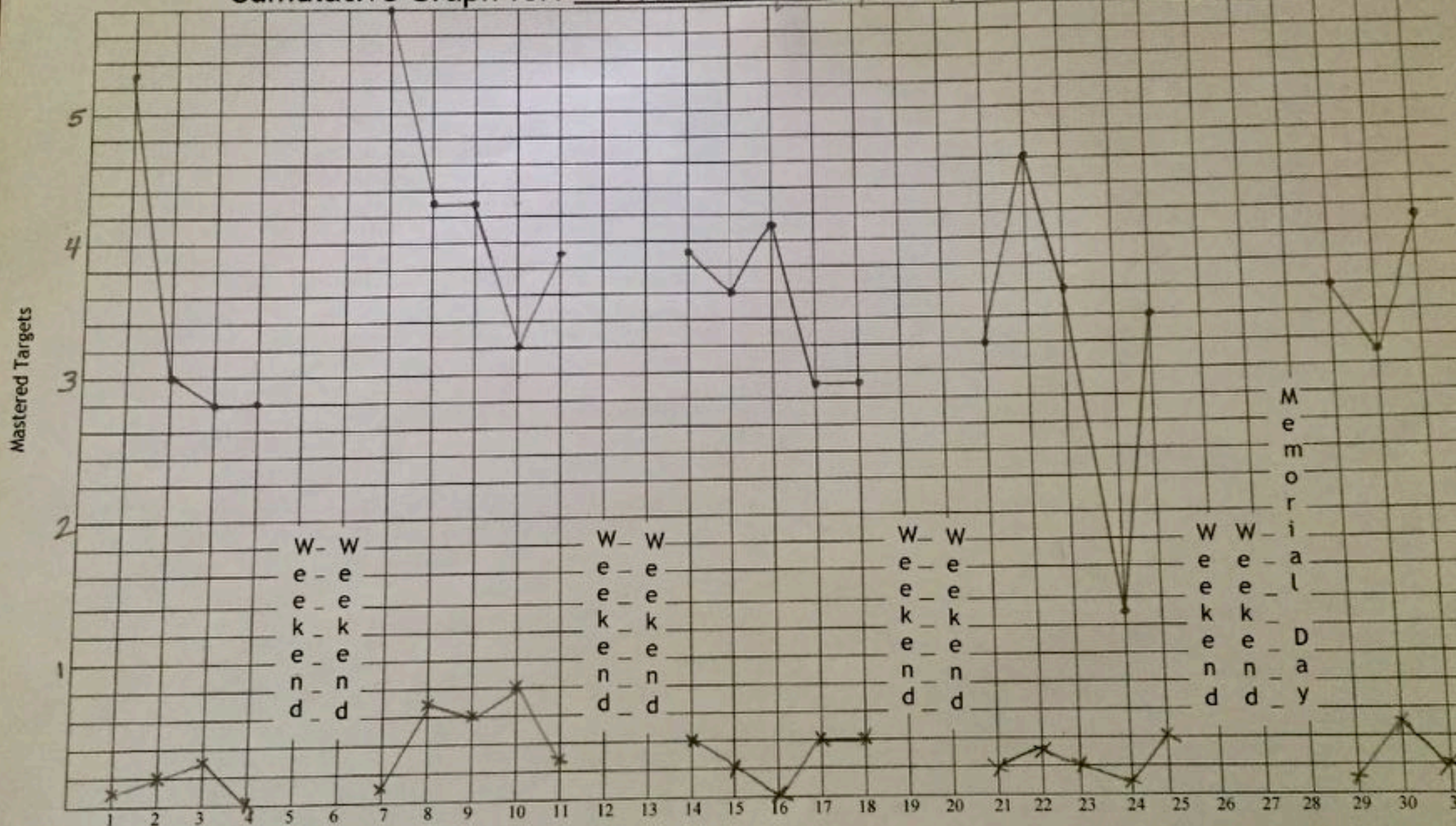
Criteria Master...

Bryan
Collector
Notes

Month: September 2017

X= Prompted
●= Unprompted

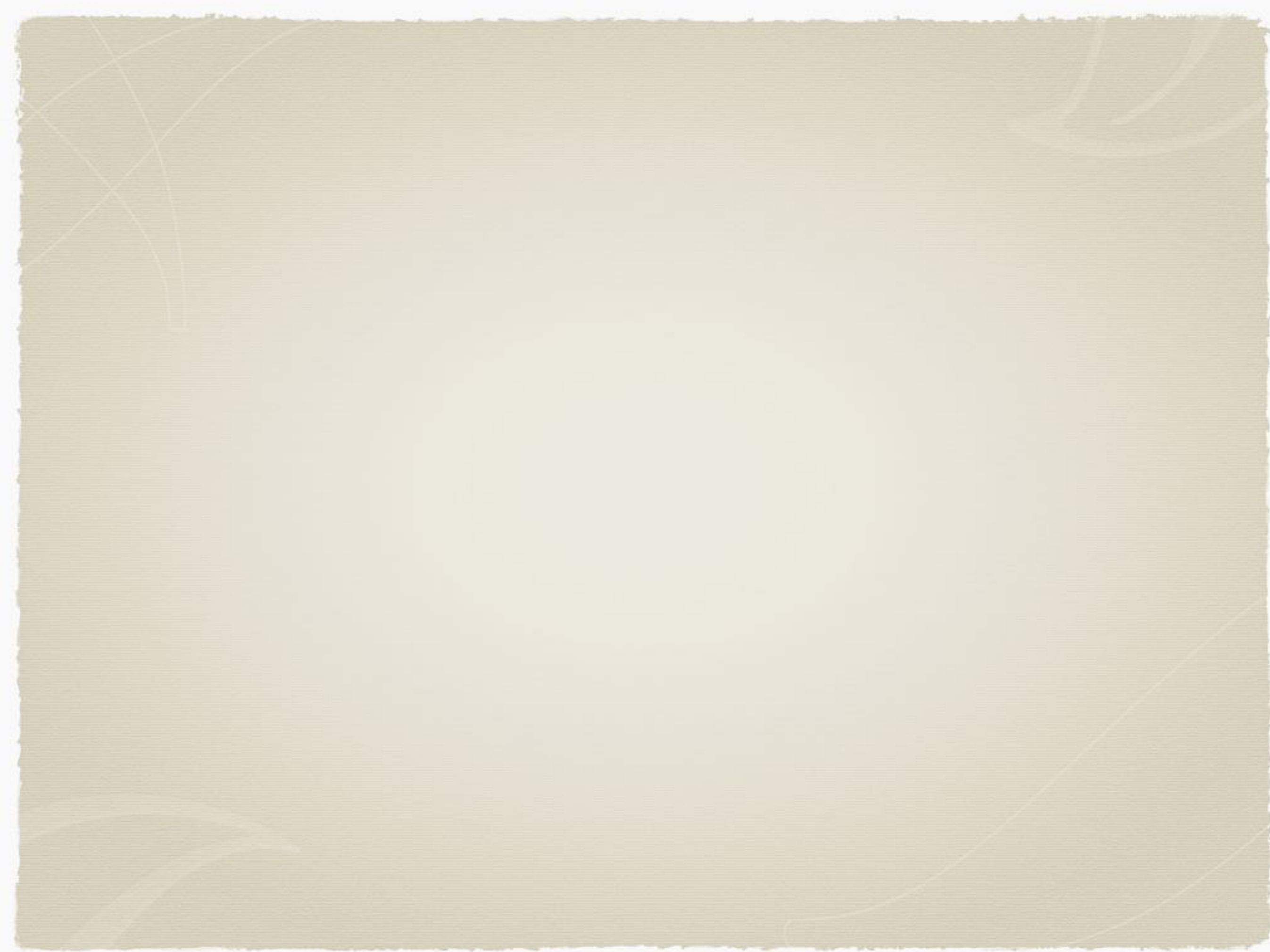
Cumulative Graph for: Mand Frequency Graph

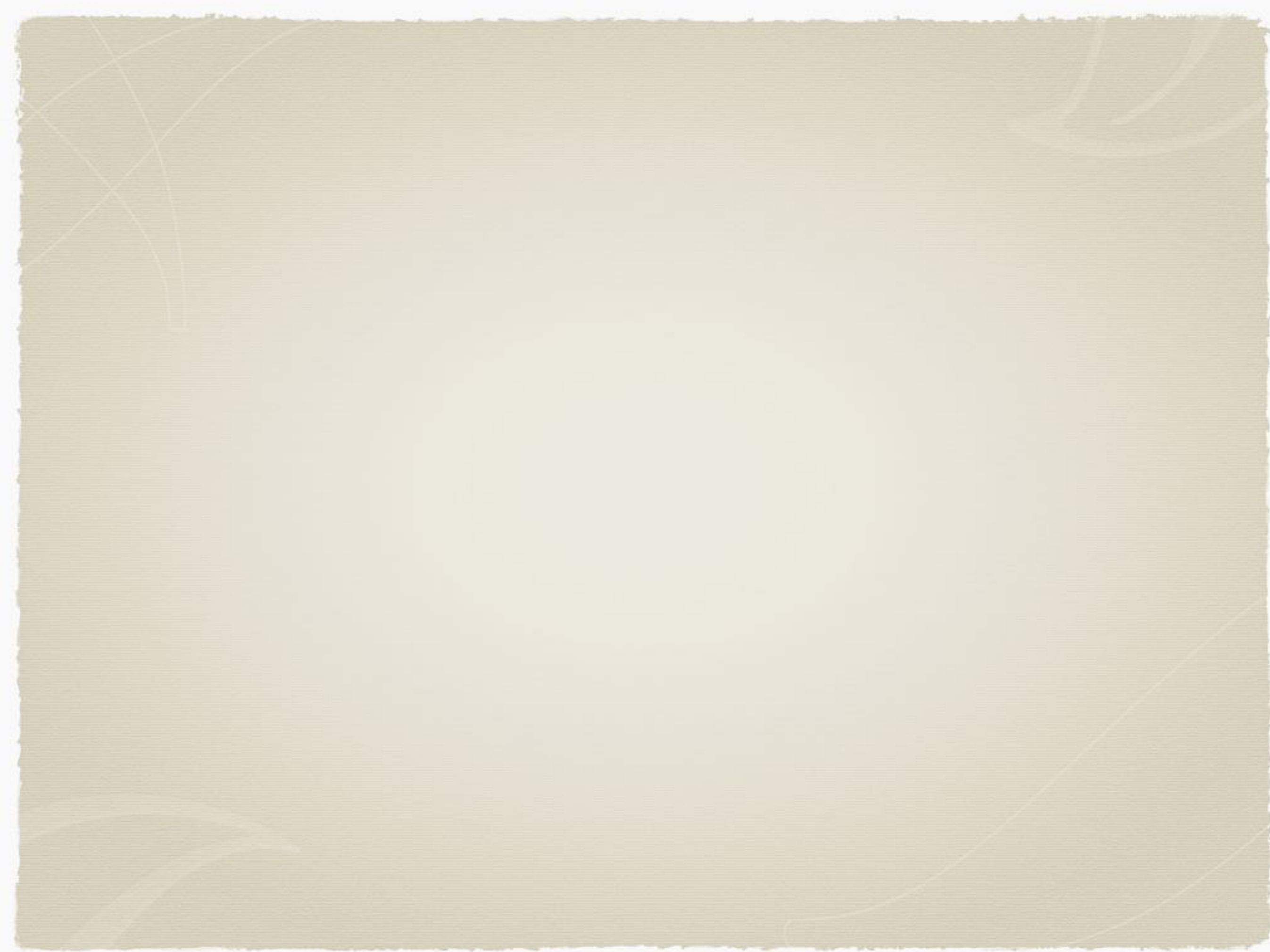


Student: [REDACTED]

Month: May 2018

x = prompted
• = unprompted





How do you know this is effective?

- * Overall classroom growth
- * Site review scores
 - * Fall 2015/ Spring 2016: 80 or lower
 - * Fall 2016/ Spring 2017: 80 or lower
 - * Fall 2017 AND Spring 2018: 95

How do you prioritize what you are going to train on?

- * Student need/ concern
- * Staff need/ question
- * Procedural drift observations



Barriers

- * Time
- * Inconsistent staff
- * Procedural drift





Questions?



Resources

Cooper, J. O., Heron, T. E. and Heward, W. L. (2007). Applied Behavior Analysis, 2nd Edition, Prentice Hall: Upper Saddle River, NJ

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Miles I. N, Winder A. D. The effects of behavior skills training on caregiver implementation of guided compliance. Journal of Applied Behavior Analysis. 2009; 42: 405-410

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Wilder D.A, Atwell J, Wine B. The effects of varying levels of treatment integrity on child compliance during treatment with a three-step prompting procedure. Journal of Applied Behavior Analysis. 2006;39:369–373

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