ABA/VB PROGRAMMING IN A SECONDARY CLASSROOM

The challenges and successes of developing a “first-time” ABA/VB classroom for older students with limited skill repertoires.

Presented by:
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Personal backgrounds
Classroom History
Students: J,S,K,B

TODAY WE WILL BE DISCUSSING:

- Classroom set-up
- Assessment of language skills using functional analysis
- Selection of teaching targets
- Teaching procedures
- Data collection and staff training
- Interventions for problem behavior
- Social skills training
- Post-secondary transitions

CLASSROOM SET-UP

- Room selection and changes
- Physical layout
- Essential components of physical environment
- Student positioning for instruction and ease of transitions
- Screens
- Computer location and positioning

Room selection and changes

Physical Layout

ASSESSMENT OF LANGUAGE SKILLS USING FUNCTIONAL ANALYSIS

VB MAPP

VB MAPP is not just for young students. Due to their functional language level, the VB MAPP was an appropriate assessment tool for us to use with our 16-18 year old students. They were found to be performing at Level 1.

We had a purposeful starting point!!!

SELECTION OF TEACHING TARGETS

Initial Targets: Finding "easies" was difficult!

J -few knowns to build upon
-had to teach mands and small motor imitations simultaneously due to very limited prior skills
-very prompt dependent
-responding was very limited, had to teach independent responding
-eye contact with materials was very limited
-wait time was maximum and pace of instruction was very slow
-some vocalizations: very repetitive, non-purposeful (yes and no, grunts, laughs)))

S-proximity with items was difficult
-using objects with imitation often brought on pb and were dangerous
-compliance issues with operants that could not be prompted physically … like echoics
-worked really hard on finding motivating reinforcers
- had to use IV even at the risk of being rote or a tact

*fine motor and articulation skills were a challenge for both

Manding: Food items, family photos, favorite movies, songs, books, hat, marker, baby doll, mirror, baby bed/bottle/blanket, “on/off”, sock

Accessories, actions with items

Later Manding- more age appropriate items re. perfume, magazine, Mario, whistle, actions: turn on, turn off, name of book

*some funny items or actions brought on PB

IT: Objects rather than picture cards for J, no IV ever for J, only IM, LR, MTS (array of 1 initially, then 3). Used mastered mands to develop tacts

Later IT- more functional: echoics to express feelings and actions, imitation to improve ADLs, emphasis on skills for transition and independence.

Adjusting Targets (Verbal Operants) no tact for J until she had mands, IV for S becoming rote so it was discontinued. Eventually J mastered one Echoic.

Initial/Final Targets: Manding

Early Mand Trials

Initial Targets: IT

TEACHING PROCEDURES

- Mand

-repeated prompts for more effective mands (ex. “bear book”)

- IT

-repeated prompt trials, low VR, prompt-transfer, use of reinforce as distractor

- Adult Daily Living (ADL)
- Interruption Transition
- Wait Training
- Peer-to-Peer Manding

Manding

Intensive Teaching (IT)

Adult Daily Living skills (ADLs)

DATA COLLECTION and STAFF TRAINING

- One Believer…gave purpose
- Doubtful staff
  - Very tedious ie. One person doing data for three students = many overtime hours
- Consultant staff training
- Results = ultimate persuasion
- Team work

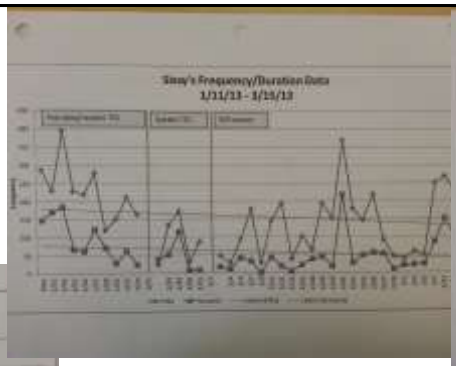
Interventions for Problem Behavior

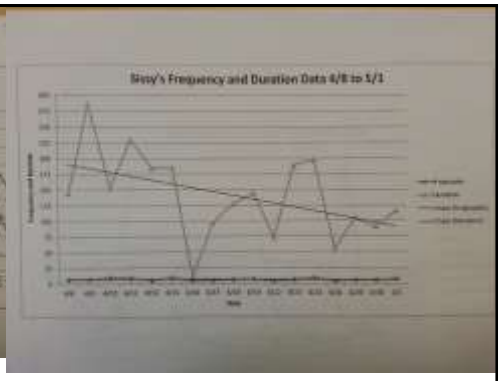
- Problem Behaviors
- Initial data
- Behavior Plan
- Behavior Procedures and Trainings
- Procedural Integrity
- Results
- Final data

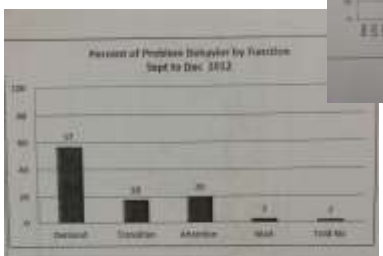
Problem Behaviors

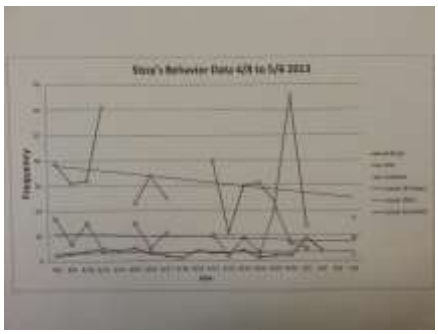
- Dropping to floor
- Destruction of property
- Hitting
- Screaming
- Kicking
- Biting
- Scratching

Initial data









Behavior Plan

Prevention Strategies: Dense/immediate/differential reinforcement, limit distractions/attention, encourage ready hands, fast-paced instruction, structured schedule (15 min. intervals), limiting down time

Reinforcement for demonstration of replacement behavior:
-Demand Condition: Pairing teaching environment with reinforcement, check for motivation,use of effective teaching procedure(fade in demand, ratio, errorless instruction/correction, low VR, fast-paced instruction, offer choice when compliance is an issue,
-Attention Condition: promised reinforcers, interruption transition training, deliver dense non-contingent attention and reinforcers throughout day, high rates of engagement, vary and use new reinforcers, offer alternate reinforcers in place of unavailables, peer manding, peer social skills

Procedures to follow when PB is performed:
-Escape Extinction (Demand Condition)
-Count and Mand (Attention Condition)
-Crisis Plan

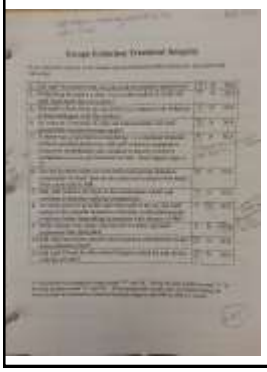
Behavioral Procedures and Trainings

Interruption Transition Training

Wait Training

Procedural Integrity:

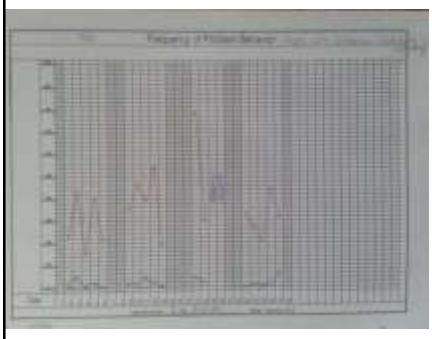
-maintain consistency
-maintain skill
-support each other

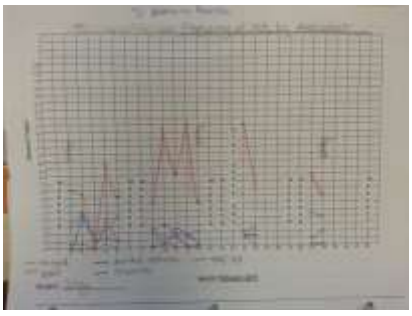


Behavior Results

February 2015 - ABC Data for "Hitting"

-still occurring even increasing in freq. while other PB elim or decreasing
-collection of data showed that the behavior of hitting surfaces was primarily being maintained by escape from demands but also by waiting, diverted attention and transitions.

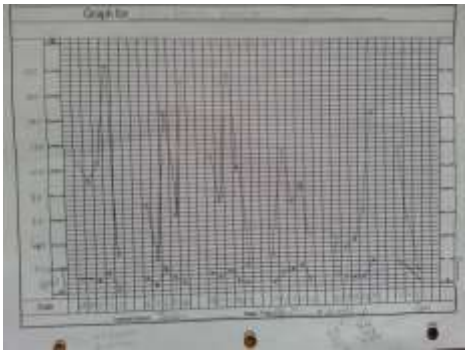




What did we do?

1. Continued to follow current PBSP including Interruption Transition and Wait Program.
2. Conducted staff training for 'Keep on Demand' procedures.
3. Staff continued effective teaching procedures.
4. Implemented mand training related to gaining someone's attention.

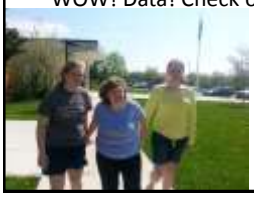
Final Data



SOCIAL SKILLS TRAINING

Once PB was improved, social opportunities arose. In the beginning-S was very social with serious PB and J very socialized but not interactive.
1st year: improve behavior, eliminate dangerous behavior. Opportunities for socialization mostly in Music, mod. Gym,CBIs and BR
2nd year: participate in **lunch**, assemblies, more CBIs, family friend vol
3rd year: Reverse inclusion with **Rainbow Bridge** 1-2 periods/day…peer to peer manding, gaming, walks, computer.
Other Experiences: Storytimes, boomwhackers, visiting peer musicians, Special friends Day, Honors student science lessons, Prom, Graduation

WOW! Data! Check out the Social on VBMapp.

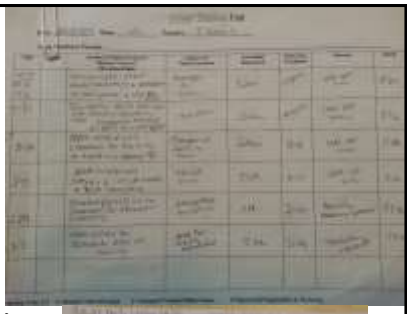


Cardio- 1 period/day to build strength

-weighted balls, fitness ball, arm pedal, treadmill, attached arm and leg weights – during prep

POST-SECONDARY TRANSITIONS

- Parent communication books
- Parent communication logs
- Invitation to visit and train (group and individually)
- Attempts to simulate home materials/environment
- CBI to Adult Day Programs
- Shared ADL task analysis sheets with Day Program
- Shared PPA sheets with parents and Day programs



Thank You's & Additional Videos