Funny Thing Happened…

- Solidified What It Takes To Manage The Rigorous Course Of Daily Life *(And Not Kill Someone)*
- **Passions:** Related to ADLs
  - Notion of Privacy & All It’s Permutations
  - Impact on Socialization & Social/Sexual Development
  - Vulnerability To Victimization (Including Bullying)
  - Age-Typicality & Trajectory
- **Not So Much…**
  - Primary Barriers Due To Physical or Motor Impairments
  - IMP!! But Warrants OT Consult, Collaboration, Services
- *Refer: Amy McGinnis’ Presentation [Wed, 9-12]*

Activities Of Daily Living (ADLs)

- **Defined:** Routine Tasks & Activities People Do In Every Day Life At Home & In The Community
- **Historical Roots:** Rehabilitation (Medical & Physical) & Occupational Therapy
  - **Primary Focus:** Aging, Chronic Illness & Physical Disability
  - **ADLs Dysfunctions:** Activity Limitations That Restrict Participation
  - **Goal of TX:** Overcome Activity Limitations, Increase Function, Participation & Independence
  - **TX Framework (OT):** Create/Promote, Prevent/Maintain, Modify/Adapt & Establish/Restore
  - *Most Commonly Used In Practice (James, 2008)*

ADLs History…Conceptual Framework

- **(1969) Lawton & Brody** Conceptualized Function as:
  - A Hierarchy Of Domains By Degree Of Complexity
    - Self Maintain Life ➔ Physical ➔ Instrumental ➔ Social Behavior
  - First to Identify 2 Levels Of ADLs
    - **(BADLs) Basic Activities of Daily Living:**
      - Functional Mobility (Ambulation) & Personal Self-Care
    - **(IADLs) Instrumental Activities of Daily Living:**
      - Domestic & Community Activities
  - "Loss Of Independence Manifests 1st (Aging Or Illness)
- **ASD Diagnostic Criteria:** Includes Social, Communication, Play & Behavior Patterns (Restricted, Stereotyped, etc)
  - Deficits in ADLs: Not An Inherent Characteristic Of Autism…Uhm?

Relating Conceptual Framework To ASD

<table>
<thead>
<tr>
<th>PARAMETERS</th>
<th>Kids With ASD</th>
<th>Elderly, Chronic Illness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Course</td>
<td>Failure To Gain Skills</td>
<td>Loss Of Ability Function, Skills</td>
</tr>
<tr>
<td>Progression</td>
<td>BADLs ➔ BADLs</td>
<td>BADLs ➔ BADLs</td>
</tr>
<tr>
<td>Social Development</td>
<td>HIGHLY Relevant</td>
<td>Less To VS Sustaining Life</td>
</tr>
<tr>
<td>PRIMARY OBJECTIVE</td>
<td>Build/Develop New Skills</td>
<td>Restore Prior Function</td>
</tr>
<tr>
<td>SOURCE OF CHALLENGES</td>
<td>Varied Range Of Deficits</td>
<td>Physical /Health Limitations</td>
</tr>
<tr>
<td>INTERVENTION</td>
<td>TEACH, TEACH, TEACH!!</td>
<td>Modify, Adapt, Accommodate</td>
</tr>
<tr>
<td>GOAL: Long Vs Short Term</td>
<td>PREPARE FOR FUTURE</td>
<td>Maximize Comfort, Easy Access</td>
</tr>
<tr>
<td>OUTCOME</td>
<td>YET TO BE DETERMINED</td>
<td>INEVITABLE (Relatively)</td>
</tr>
</tbody>
</table>
### Taxonomy: BADLs For ASD

- **Functional Mobility**
  - Walk From Place To Place, Sustain Focus, Stay With Others, Wait, etc
- **Personal Care:** Hygiene & Grooming
  - Intimate: Bath, Dress & Undress, Toilet, Menstruation, etc.
  - Non-Intimate: Oral Hygiene, Hair Care, Shaving, *Dressing
  - *Limited to:* Outer Garments & Fasteners (buttons, zippers, snaps)
- **Eating Skills**
  - Arrange: Open/Close, Unpack/Repack, Set Up/Clean up, etc
  - Execute: Manage Utensils, Chew, Swallow, Etc.
- *Related:* Tolerance, Pacing, Fluency, Cleanliness, Manners, etc.
- **WHY These** (Distinctions)...?

### Taxonomy: IADLs For ASD

- **Residence/Domestic**
  - Personal Space: Maintain, Pick Up & Store, Make Bed, Decor,
  - Meal Prep: Snacks, Microwave, Gather & Put Away Items, Cooking
  - Household: Trash, Pet Care, Set & Clear Table, Dishes, Laundry
  - Daily Routines: Morning, Arrival, Evening, Bedtime
- **Community & School**
  - Safe Mobility: Vehicle Transport, In Parking Lots, Sidewalks & Streets
  - Navigating Venues: Order Food, Shop, Purchase, Lines
  - Interface with Community Members
- **Traverse Settings:** Safety, Health, Technology
  - *Technology:* Communication & Information Access
  - Computer, Internet, Personal Devices (iPhones, MP3 Players, etc)
- **Why These...**

### Functional Assessment: Commandments

- **Purpose:** Placement, Planning, Tracking, Etc
- **Balance:** Maladaptive & Adaptive (Strengths & Deficits)
- **Motivation:** Interests, Preferences, Passions
- **Skill Functionality:** Actual Deficit Or Willingness?
- **Developmental:** Individual & Comparative
- **Impact:** Social (Reputation) & Safety (Self & Others)
- **Timeframe:** Immediate & Projected
- **Validity:** Varied Sources, Measures, Contexts
- **Methods:** Indirect (Tier 1) & Direct (Tier 2)
- **Scope/Direction:** Broader To More Fine Tuned Focus

### Adaptive Behavior Measures

- **Widely Used Assessment Devices**
  - Standardized, Norm-Referenced Measure Of Adaptive Functioning
  - Scores: Standard, Quotient/Composite & Percentile or Age-Equivalent
  - For Overall Functioning & Distinct Domains or Sub-Scales
- **Benefits**
  - Comprehensive: Evaluates A Wide Range of Skills
  - Comparative: Strengths & Weaknesses Of Individual & Relative to Typical Peers
  - Efficient: Procedures Less Labor Intensive Vs Other Methods (e.g., FBAs)
- **Limitations**
  - Subjective: Informants’ Impressions May Reflect Bias
  - General: Not Sufficient To Identify Specific Break Down Or Source
- **PROCESS:** Completing any formal Assessment is Just The Start...

### A Perpetual Process....

- **Assessment**
- **Implementation**
- **Design/Development**

### Video: R & B Gals

- **Came For the Food... Stayed For the Money**
  - To Assess Generalization of Eating Skills
  - Request To Staff: *No Intervention* (Try your best)
- **Assessment Revealed...**
  - Eating Skills, LOVELY (We’ll See Later)
  - **Purchasing:** Keystone Cops...Eye-Opening
    - Type & Degree of Deficits
    - Extent of Guidance & Prompts Staff Had Been Providing
- **Point Is... Don’t Assume, ASSESS!!**
Global Considerations

What’s Your Destination?

Ask Yourself:
- Where Should This Kid Be in 10 Years?
- What Proficiencies Are Most Critical Long Term?
- What Competencies Are Essential To Get There?

Plotting The Course

Considerations: To Prioritize & Integrate Objectives
- Holistic View Of The Student
- Big Picture: Immediate → Future (Quality Of Life)
- Progression: Developmental & Skills (Acquisition)
- Significance: Safety, Legal & Social Ramifications

Cultivating Dependency

Culture Of Disability
  “Mark Bellis, Lead Researcher WHO (2012)”
- Common Inadvertent Missteps
  - Regard: Eternally Young, Less Capable
  - Practices: Ignore, Excuse, Enable, Avoid
  - Approach: Over-Rely on External Control & Direction
- Our Vision & Efforts Are Out of Sync
  - Aspire to Quality of Life Long Term
  - Focus On Less Meaningful Pursuits Short Term

Meet JOEY (10 Years Old)
- Spends 90% Of Day On Cognitive, Academic & Language Skills, YET He...
- Doesn’t: Eat w/o Making A Mess, Attend w/o Explicit Directives Or Wipe His Butt w/o Help From His Aide
- Does Best: Under Highly Structured Conditions, And Promise To Earn Power Rangers Video
- Is Easily Agitated: By Unpredictable Events (Change In Routine, Staff, New Activities, etc)
- Often Distracted: By Others Talking, Or Item Of Interest (Wanders From Group) w/o Constant Reminders...
  What’s Wrong with this picture??

Global, Meaning Big Picture

- Applies Across All/Most Skill Domains (not ADLs specific) And Facets of Treatment
  - Design → Implement → Evaluate → Revise, etc
- Assessment → Design, Can’t do it all!
  - How Do You Proceed? Start At The End....
Weather Forecasting

- Prediction
  - Emergence: Adaptive Behavior Needs & Deficits
  - Trajectory: 3 → 8, 5 → 10, 10 → 20, etc
    - Inverse Relationship: Age & Tolerance
  - Reality: Time Is NOT On Our Side
    - Compound Exponentially: Discrepancy Norms & Abilities
- Pre-Emption: Tips & Themes
  - Building Foundations → Maximum Gain
  - Course Corrections → Avert Disaster Later
  - Typical Norms → Guide Expectations

Basic Self Care: Skills, Routines & Habits

- Dressing, Bathing, Toileting
  - Disrobe & Re-dress: Within Designated Areas
  - Privacy: Closing The Door, Knocking

- Potty Proficiency & Habits
  - Wiping: 3 VS 10 Years
  - Degree of Undress: Don’t Be That Guy
    - Pants to Ankles? Naked To Poop?

Social Awareness: Stay AHEAD Of the Jones’

- Basic Etiquette: Eating Skills & Manners
  - Food Stealing, Mealtime Vs Grazing, Tolerance & Flexibility
  - Expectations: Remain Seated, Regulate Pace, Neatness

- Personal Space & Boundaries
  - Grabbing, Climbing, Touching
  - Functional Concepts: Private ↔ Public (Setting, Behavior, Info)

- Prepare: Sooner Vs Later... What’s coming
  - Public Urinals: Which One? Looking? Chatting?
    - Menstruation

Self-Sufficiency

- Personal Autonomy
  - Decision Making: Simple Choices
  - Responsibility: Keep Track of Your Own...Stuff

- “Community” Safety (Starts at Home & School)
  - Stay With Me, The Group, In Your Area
  - Transitions, Checking In, Notification
  - “Set Ups”: Losing & Seeking Assistance
  - Internet: Safe Navigation Guidelines

Self Regulation...

- Daily, Golden Teaching Opportunities Are Predicated on The Student’s Availability To Learn
- Goal Of Self Regulation Is Independence
  - NOT Us Controlling, Managing Interfering Behavior
  - Means Devoting Attention & Time To Systematically Build Requisite Skills For Learning
  - Otherwise Attempts To Teach Anything are Doomed

How Can We Possibly Be Effective...?
To Reach

We Must

IF We Build It...They Will Learn

Learning How to Learn

• Attention: Visual, Auditory & Combined
  • Orient, Sustain, Shift, Filter, etc.
• Responsiveness: Keenness & 1st Time
• Regulate Self Stim: Control Your Body
• Hands: Have a Home & Materials Management
• Brands Of Waiting:
  • Expected: Next Instruction, Teacher Busy, etc.
  • Directed: Gotta Powder My Nose
  • Request: Immediate & Future

Emotional Regulation

• Triggers: Identify & Categorize
  • Consider Respondent Components
  • Shape “Calm” Behavior: Label & Reinforce
• Emotion Meter: Identify Calm, Stress & Excitement
• Strategies & Techniques: For Coping Skills
  • Systematic Exposure: Tolerance & Inoculation
  • Relaxation, Imagery, Cog Lists
  • Local Breaks: Protocol & Permutations
    • Stop, Regroup & Resume (Not Avoid)

Motivation & Momentum

• Self Regulating Is HARD Work!
• To Be Available, Our Kids Need to Give A #%&$!!
• Means We Need to Make It Worth Their While...

Incentives: Key Elements

• Reinforcement: Care & Feeding
  • Powerful: Meaningful, FUN, Unpredictable, “Fresh”
  • Cool: Age-Typical, Social, Engaging VS Solitary, Self-Stimulatory
• Guidelines
  • Assess/Identify: Existing Interests & Preferences
  • Be Creative: Develop New & Expand Range
  • Access: Restricted, Time Limited & Practical
• Evolve: Artificial ➔ Naturalistic
  • Rationale Building ➔ Develop Intrinsic Motivation
  • Natural Consequences: (Ex) Lost Your Money, Miss Out

Cool/Powerful Incentives (Examples)

Anticipation/New Events Opportunities Status/Control Range Of Choices
Incentives: Listed (At Participant Request)

- Novelty: Pertains To Engaging Delivery
  - Anticipation, Excitement, Surprises, A Mystery, Competition
- Opportunities: Time Limited Access
  - Freedom, FUN Group Activity, Party Area, Treasure Chest
- Status/Control:
  - Announcer, King For A Day (Minutes), Be The Teacher/Boss, Public Recognition (e.g., Best Effort Award)
- Range Of Choices: Quantity & Quality Is Contingent
  - From Master Menu: Available Options Rotated

Contingencies: Key Elements

- Target & Contingency
  - Clear Definition & Criteria (Expectation)
  - Reflected In Schedule: Timing of Delivery & Feedback
- Examples Of Schedules
  - Frequency: Each Instance → Every X Times, etc.
  - Duration: X Seconds → X Minutes, etc.
  - Amount: Complete 1 Step → All Steps
- Over Time: Artificial → Naturalistic, Real World
  - Schedules: Continuous → Avoidance
  - Earning Term: Brief → Extended

Incentive Systems

- Design
  - Individualized: Student Interests, Ability
  - Differential: Delivery & Cash In
  - Compatible: Context, Delivery, Targets
    *Ex: Student In Group (Words/Symbols)
- Systematic: Implementation & Maintenance
  - #1 Mistake: Failing to Teach & Expect It Will Work
  - Initial Phases (Be Patient!)
  - Hook Em In!
  - Understand System & Expectation
  - Connect Target → Representation → Incentive
  - #2 Mistake: Setting it aside UNTIL... There’s A Problem

Key Elements (Examples)

- Individual: Interest & Ability
  - Compatible & Differential

- Systematic: (Ex) Backward Chaining

Incentive System: Options

- Formats: Tokens, Tickets, Meter, Points, etc
- Simple → Complex
  - Fill the Board...Progressive...Level Systems...
- Other Alternatives:
  - Contingencies: Pay Offs ONLY Or Pay Offs & Costs
  - Targets & System: Individual Or Group Based
  - *Examples: Meter Or Red/Green System
**System Options Illustrated**

- **Formats**
  - Tokens
  - Points

- **Response Cost**
  - Simple ➔ Complex
  - Format: Tokens ➔ Points
  - Source of Evaluation: Teacher ➔ Student
  - Real World: (Ex) Monetary System
  - All About Me ➔ ALL About Us (Group-Wide)

- **Level System**
  - Targets & Contingency: (Ex) Friendship Daisies
  - Earned or Not Through Team Effort

---

**System Evolution ➔ Natural, Real World**

- **Individual**
- **Group**
- **All for 1 & 1 For ALL!**

---

**SYSTEMATIC APPROACH**

**INTERVENTION/IMPLEMENTATION**

What Constitutes SYSTEMATIC?

---

**Other Momentum:**

**Builders & Killers**

- **Style:** “Come Here” Vs Yo Dude, Come See Me...
- “Everybody...” Vs Hey Guys, Check This out...
- **Diminishing Field:** “Correct” ➔ Removed (Done!)
- **Intro New Task:** Initial Objective?
  - MOST Often Is Work, Consider FUN, Easy, etc.
  - **WHY?** History of Respondent Conditioning
- **Joy Of Victory:** Competitive Race

---

**Range of ABA**

**Old School ABA**

- Rule-Governed
- Excessive Data
- Robotic Style
- “Cookbook” Curriculum

**Contemporary ABA**

- Structured
- Flexible

**Fuzzy ABA**

- Nada-Governed
- No Data
- Explain/Re-Direct
- “Activities” Based
- Eclectic

---

**SYSTEMATIC APPROACH**

**INTERVENTION/IMPLEMENTATION**

What Constitutes SYSTEMATIC?
Evidence-Based Interventions (Exs)

- ASD & ADLs
  - Visual Supports (Pictorial, Symbols, Words) To Depict:
    - Tasks, Activities, Routines, Schedules (e.g., TEACCH)
    - Video-Modeling
    - Behavioral Skills Training (e.g., Safety)
    - Cognitive Behavior Therapy
    - Self Management
- Support/Relate To ADLs
  - Token Economy Systems
  - Augmentative & Alternative Communication (AAC)
  - Picture Exchange Communication System (PECS)
  - More Recent: Mobile Apps (e.g., Pro-Loquo)

Other Methods: Highlighted

- Discrete Trial Teaching, Cool Vs NOT Cool & Teaching Interactions
  - Versatile Application: Alone Or Combined
  - Across A Range of Skills & Students (Abilities)
  - Formats: 1 To 1 → Large Group
    * Lesser Known/Used
- Discrete Trial Teaching
  - (A) Instruction /Cue → (B) Response ← (C) Feedback
  - (P) Prompt (As Needed)

COOL Vs NOT COOL

- Discrimination Program
  - Demonstration of "Cool" or "Not Cool"
    - In-Vivo Modeling or Role Play
    - Pictures, Video-Clips
    - Student Identification (Receptive) + Feedback
    - Student Explanation (Expressive) + Feedback
    - *Option: Role Play/Practice Necessary For Some Students
- Advantages
  - Fun: Watching Teachers Be Naughty & Role Play
  - Efficiency: In-Vivo Is Quick & Easy, No Material Prep!
  - Reveal/Convey Behavior Nuances W/O Lengthy Explanation
  - Generalization: Concept Readily Transfers

Current Study: How Low Do Cool Guys Go?

Warning: Explicit Content

TEACHING INTERACTIONS

- Identify/Label
- Rationale
- Demonstration/Description
- Practice (e.g., Role Play)
- Feedback

Systematic Procedures
Consider For a Moment...

• How We Know/Decide To...
  • Hit The Break Vs Gun It On Yellow?
  • Eat From Our Own Plate Vs Others’?
  • Undress After Vs Before The Door Is Closed?
  • Order Now Vs Wait Until Person Ahead is Done?
  • Continue Vs Stop Wiping After A BM?
• Or How Do...
  • Females Know: To Change Vs Not A Menstrual Pad?
  • Expert Divers Know: A Manta Vs a Mobula?
• Answers Lie In... Stimulus Control

Stimulus Control: Key Points

• Defined: Behavior Emitted By Particular Antecedents
• Acquired Thru Contingency
  • If A1 → B1 ← C+ Vs If A1 → B (Other) ← C-
• Understand/Explain Process of Learning
  • Prior: How Current Patterns Came About
  • Future: How To Teach New And/or Change Old/Past
• Basic Requirements To Establish Stimulus Control
  • B or Components Exist within Repertoire
  • A Discriminative Features Must Be Detectable
  • A→ B Must be C+ (Reinforced Sufficiently)

Applying Stimulus Control: Variations

• Controlling Conditions: Consider Past & Ultimate Goal
• History Working Against Your Efforts?
  • (Ex) Stand Vs Sit: Toilet Seat (Years) Vs Urinal (Novel)
• Clarity: A Vs Prompt (to be faded)
  • (Ex) Person Ahead Exits Vs Your Turn To Order
• Broad Stimulus Control (Generalization)
  • (Ex) Waiting: Variety Of A’s
• Tight Stimulus Control
  • (Ex) Eating: From Your Plate ONLY
  • Obvious/Salient → Subtle Distinctions
  • (Ex) Walking: Remain With 1 Person Vs A Group

Ex: Broad (Waiting)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S-D) Discriminative Stimulus</td>
<td>(R) Response</td>
<td>(S-R) Reinforcement Stimulus</td>
</tr>
<tr>
<td>Antecedents</td>
<td>Behavior</td>
<td>Consequence</td>
</tr>
<tr>
<td>(Varied)</td>
<td>Teacher Writes Notes</td>
<td>Student Remains Seated With Hands Down</td>
</tr>
<tr>
<td>(Varied)</td>
<td>Gathers Materials</td>
<td>Nice Waiting!</td>
</tr>
<tr>
<td>(Varied)</td>
<td>Talks To Someone</td>
<td>Super Sitting!</td>
</tr>
<tr>
<td>(Varied)</td>
<td>Puts Item on Table</td>
<td>Love Those Hands!</td>
</tr>
</tbody>
</table>

Ex: Tight (Eating)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A+) Own Plate</td>
<td>(B) Take Food</td>
<td>(C+) Yum! (Eat More)</td>
</tr>
<tr>
<td>(A-) All Other Plates (Teacher’s, Peers’, etc)</td>
<td>(B) Take Food</td>
<td>(C-) Not Yours! (Time Out From Food)</td>
</tr>
</tbody>
</table>

Ex: Obvious To Subtle

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A1) Pad (Much Blood)</td>
<td>(B1) Has Period</td>
<td>(C+) You’re Right!</td>
</tr>
<tr>
<td>(A2) Pad (No Blood)</td>
<td>(B2) No Period</td>
<td>(C+) Right Again!</td>
</tr>
<tr>
<td>(A1, New) Pad (Little Blood)</td>
<td>(B1) Has Period</td>
<td>(C+) SO Smart!</td>
</tr>
</tbody>
</table>
**(P) Prompt**

- **Defined:** Auxiliary Cue To Facilitate Correct Response
- **Reasons/Benefits:**
  - Helps Connect A → Response
  - Build Momentum, Rate Of Success
  - Reduce Frustration, Avoidance/Escape Behaviors
- **Prompt Dimensions**
  - Timeframe: Indirect Or Direct
  - Specific → Non-Specific (Vague): Thinking Man Prompts
  - Modality: Visual, Physical, Auditory
  - Within Vs Extra-Stimulus: Easier To Fade
    - Draws Attention To Relevant A Features

**Prompt Strategies**

- **Guidelines To Determine:**
  - When To Provide, Fade & Type of Prompt To Use
  - Commonly Used Strategies For Students With ASD, Include:
    - NNP, CTD, PTD, SimP, MTL, LTM
  - Schools Of Thought:
    - Error Correction OR Errorless
    - Assessment OR Protocol/Criterion Driven
  - (Ex) The Prompt Hierarchy...

**Prompt Hierarchy**

**Flexible Prompt Fading**

(Lesser Known Option)

- Maintains ~80% Success Or Higher
- Incorporates Error Correction & Probe Trials
- Allows Teacher Discretion In Provision & Fading
  - Timing: Placement Of Prompt In Relation to A
    - Prior, Simultaneous, After (Immediate Or Brief Delay)
  - Manner: Intensity, Frequency, Position, Type, etc
- Decisions Based on In the Moment Assessment

**Assessment: To Prompt or Not To...**

- Is It Warranted & Why?
  - What Occurred Prior Trial?
  - What’s Happening now (Between Trials)?
  - What Do You Predict Next trial?
- Students’ Part
  - Degree of Effort?
  - Behavior, Attention?
  - Signs Of Frustration?
- Instructor’s Part
  - Expectation/Presentation: Clear? Confusing?
  - Skill: Novelty, Difficulty?
  - Requiring Too Much: Break The Skill Down?

**TASK ANALYSIS**

- **Define:** Break Down A Task/Skill Into Component Parts Or Sub-skills
- **Utility:** Refine Objectives, Guide Curriculum & Measure Progress
- **Development (Initial Draft)**
  - Don’t Reinvent the Wheel: Consult colleagues, Experts, Literature (e.g., Curriculum)
  - Record: Observe Models OR Perform Yourself
- **Efficiency Vs Perfection:** Devoted to Developing?
  - Reasonably Complete Draft, Must Be Probed With Student
  - Ex: Displays Preference Or Deficit You Didn’t Account For
**TASK ANALYSIS: Things to Think About...**

- **Subcomponents**: Size, Number & Temporal Sequence Of Steps (Teaching & Performance)
- **Social & Developmental Validity”/”Fit“**: Language, Materials, Contextual Arrangement, etc.
- **Individualize**: Current Repertoire, Strengths & *Preferences
- *Assuming Functional, Not Counterproductive (e.g., Rigidity)
- **Completeness**: All REQ'D Skills/Concepts?
  - Features Overlooked Or Needed?
  - Extensions/Variation: In Response Or Conditions?
- BUT Refinement Is **Always Necessary**

---

**How Did We Become So Effortlessly Proficient...**

- **Daily Activities**
  - Driving Home
  - Washing Our Hands
  - Preparing A Favorite Meal
  - Using An ATM
  - Purchasing Groceries
- **Like Stimulus Control, Behavioral Chaining Is:**
  - A Phenomena That Occurs Naturally
  - A Tactical Tool/Procedure For Teaching ...

---

**Behavior Chaining**

\[
A \rightarrow B \leftarrow C (A) \rightarrow B \leftarrow C (A) \rightarrow
\]

- **Defined**: Specific Sequential Steps (Links) Performed As A Cohesive Unit (Chain) Is Reinforced.

- **How It Works**:
  - Each Link serves a Dual-Function...as an A & C
  - Completing 1 Step Serves As The A For The Next Step
  - *(Ex)* Vending Machine: Deposit Coins \(\rightarrow\) Select Item \(\rightarrow\) Item Drops \(\rightarrow\) Open Bin & Retrieve
  - More Complex Example.....

---

**CHAINING Application**

**EX: Analysis Of Stuffing**

\[
A \rightarrow B \leftarrow C (A) \rightarrow B \leftarrow C (A) \rightarrow B \leftarrow C (A) \rightarrow Etc...
\]

- **What's the Problem?**
  
**EX: Chaining to Regulate Pace**

\[
A \rightarrow B \leftarrow C (A) \rightarrow B \leftarrow C (A) \rightarrow B \leftarrow C (A) \rightarrow Etc...
\]

---

**Chain Composition: Elements To Consider**

- Impacts Rate & Accuracy: Learning & Performance
- Length: *(Ex)* Wash 1 Cup VS 20 Cups
- Difficulty/Effort: *(Ex)* Shore VS Boat Entry
- Complexity: Uniform VS Diverse Links
  - *(Ex)* Shredding VS Filing Documents
- Organization: Dependence & Sequence Of Links *(Ex)*
  - E-mail (Open \(\rightarrow\) Read \(\rightarrow\) Reply) VS Internet (Surfing For Info)
- Intrinsic Feedback/S-R+ (Within A Chain)
  - *(EX)* Shower Gifts: Opening VS Wrapping

---

**Forging A Chain: Considerations**

- Ideally Take Advantage of Already Established Links
- Variations: Direction & Starting Point
  - Serial: Forward, Backward
  - Simultaneous: Entire or Subsections Taught Concurrently
- Combine With Other Procedures
  - Reinforcement, Prompting, Shaping
- Chain Integrity: Building & Testing
  - *(Exs)* Interruption, distractions, “problems”, etc
GENERALIZATION

Reaching The Light At The End Of The Tunnel

Video: Eating (Generalization)

Eating Skills Program/Phases

Overall: Self Awareness
Previous: Pacing, Neatness (Face, Clothes, Area)
Next Phase: Above + Socializing
Final/Current: Apply in Natural Setting