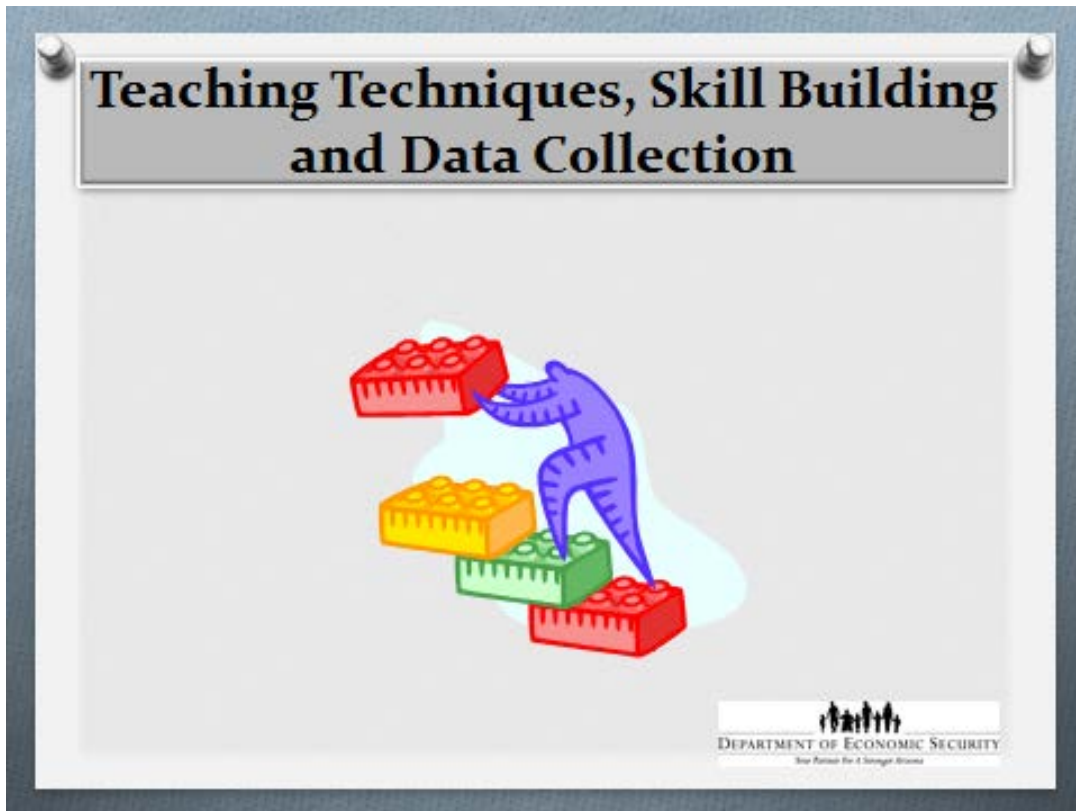


# Participant's Guide



Copyright © 2018 Department of Economic Security.

Content may be used for educational purposes without written permission but with a citation to this source



---

# DEPARTMENT OF ECONOMIC SECURITY

---

*Your Partner For A Stronger Arizona*

## Table of Contents

DDD Mission and Self Determination.....	3
Why do we teach? .....	4
Normalization .....	5
Age appropriateness .....	5
What do we teach? .....	6
Generalization .....	6
Discrimination .....	7
Assessment .....	8
Task Analysis .....	9
Cues and Prompts .....	11
Reinforcement .....	13
Skill Plans .....	15
Verbal Instruction .....	24
Graduated Guidance .....	25
Chaining .....	26
Modeling .....	27
Shaping .....	27
Token Economy .....	27
Contingency Statements .....	28
Data Collection .....	28
Incidental Teaching .....	30

## DIVISION OF DEVELOPMENTAL DISABILITIES

### MISSION

Empowering Arizonans with developmental disabilities to live self-directed, healthy and meaningful lives.

### SELF-DETERMINATION

Self-determination is the ability of a member to make choices that allow him/her to exert control over his/her life and destiny, to reach the goals he/she has set, and take part fully in the world around him/her.

To be self-determined requires that a member has the freedom to be in charge of his/her life, choosing where to live, who to spend time with and how to spend his/her time.

DDD Operations Manual 1001-B

What do these statements have in common?

---

---

---

---

## Why do we teach?

Brainstorming Activity:

---

---

---

---

### **Important facts regarding our members as it relates to instruction.**

The individuals we support have the right to live as normally as possible at their developmental level of functioning.

---

---

---

---

Individuals have the right to learn in an age-appropriate manner.

---

---

---

---

The life conditions of the individuals we support should not be sub-standard.

---

---

---

---

Individual's self-concept is enhanced by the acceptance of those around them.

---

---

---

---

## Normalization

**Definition:** The acceptance of people with disabilities, with their disabilities, offering them the same conditions as are offered to other citizens.

---

---

---

---

---

---

## Age Appropriateness

**Definition:** Age appropriateness refers to encouraging the person with disabilities to interact with other people who are the same chronological age. It means offering the same opportunities to participate in activities, and use items that are designed for their own age group.

The question that should be asked: “Would I see this being done by someone this age that does not have a disability.”

---

---

---

---

---

---

## What do we teach?

Brainstorming Activity: \_\_\_\_\_

---

---

---

---

---

---

---

---

1. Independence
2. Skills that help people reach their \_\_\_\_\_.
3. Skills that are \_\_\_\_\_ based.
4. Skills that are individual and team \_\_\_\_\_.
5. Skills that are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## When is it done?

**Generalization** is a technique that teaches skills that can be used in every \_\_\_\_\_ and \_\_\_\_\_.

Example: Jason, 23, lives in a group home and attends a day program. He also visits his parents on the weekend. He is unable to initiate when he needs to go to

the bathroom. His staff prompts him to use the bathroom on a schedule. The team of support givers came to the conclusion that it would be good if Jason learned to identify when he needs to use the bathroom and be able to use it on his own in all environments.

**Discrimination** is a technique that teaches skills that are specific to a \_\_\_\_\_, \_\_\_\_\_, or particular \_\_\_\_\_.

When thinking about discrimination, we must think about the “rules” that apply to the behavior:

- When is the behavior done?
- Where is the behavior done?
- Under what circumstance is the behavior done?

Example: James is a 40 year old male who likes to hug people, regardless of how long he has known them. Those that know James accept his hugs and are not threatened by his approach. James loves live music. During a recent concert he attended, he hugged a woman who he did not know. She screamed and her boyfriend and security were called. He was escorted out of the concert and asked to leave. The team of support givers concluded that James should be able to identify when, where, to whom, and under what circumstances he can hug someone.

## Assessment

The process of getting to know the person and the best way to support them.

### First step of the assessment process: Gathering Information

Observation: The action or process of observing something, or someone, carefully in order to gain information. \_\_\_\_\_

---

---

---

Review of the documentation: \_\_\_\_\_

---

---

---

Interviewing / listening to others: \_\_\_\_\_

---

---

---

Evaluating the person's routine: \_\_\_\_\_

---

---

---



## Task Analysis

**Targeted Skill:** The skill we want the individual to use.

**Task Analysis:** The process of breaking a task, skill, or behavior into steps. A task analysis will be completed prior to using chaining and graduated guidance as a teaching technique.

### Task Analysis Consideration

Do you know how to do the steps? \_\_\_\_\_  
\_\_\_\_\_

Size of the steps: \_\_\_\_\_  
\_\_\_\_\_

Number of steps: \_\_\_\_\_  
\_\_\_\_\_

When to begin / end: \_\_\_\_\_  
\_\_\_\_\_

Location: \_\_\_\_\_  
\_\_\_\_\_

Materials: \_\_\_\_\_  
\_\_\_\_\_

Physical size of the task: \_\_\_\_\_  
\_\_\_\_\_



Data Collection:	+	independent correct response	g	gesture prompt
	-	incorrect response	m	model prompt
	v	verbal prompt	p	physical prompt

---

## Cues and Prompts

Cues and prompts are signals used to engage behavior. These signals can be those that naturally occur in the environment and those that are provided by support givers.

**Antecedent:** Tells the learner to use the \_\_\_\_\_ skill. Comes in two forms: cues and prompts.

**Cue:** Hints that lead the student in the right direction.

**Prompt:** Verbal / nonverbal direction telling the learner the skill or behavior they should be using.

## Types of cues and Prompts

**Environmental:** Naturally or logically provided by the environment and include external and internal signals

Example: Dirty hands

**Visual:** Checklists, pictures, and schedules

**Trainer:** Signals provided by the teacher or trainer

Gestural: Gestures (pointing, nodding, physical presence)

Verbal: Auditory

Physical: Tactile (Touch) / physically guiding the individual

## **Cues and Prompts (Verbal)**

### **Prompts:**

Statements: \_\_\_\_\_

\_\_\_\_\_

Most directive: \_\_\_\_\_

\_\_\_\_\_

Minimal language skills: \_\_\_\_\_

\_\_\_\_\_

Least independent: \_\_\_\_\_

\_\_\_\_\_

Use less: \_\_\_\_\_

\_\_\_\_\_

### **Cues:**

Hints: \_\_\_\_\_

\_\_\_\_\_

No direction: \_\_\_\_\_

\_\_\_\_\_

Closed/open ended questions: \_\_\_\_\_

\_\_\_\_\_

Can lead to prompts: \_\_\_\_\_  
\_\_\_\_\_

Most Independent: \_\_\_\_\_  
\_\_\_\_\_

### **Fading of cues and prompts**

Gradually reducing or withdrawing the amount of assistance given to an individual. This involves actively assuring that “natural” environmental prompts are taught and gradually replace those provided by the support giver.

### **Reinforcement**

Any event or item presented \_\_\_\_\_ after a behavior which increases or maintains the behavior.

#### **Two types of reinforcement:**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Reinforcers are not bribes; they are the natural or planned consequences that result from our behavior.

None of us do any action because we are supposed to. The challenge is understanding what is truly motivating our actions.

**List three reinforcements (rewards) that work for you:**

My Reinforcements	Others YES	Others NO
1)		
2)		
3)		

**The goal is to find reinforcements that work!**

Watch: \_\_\_\_\_

\_\_\_\_\_

Ask: \_\_\_\_\_

\_\_\_\_\_

Trial: \_\_\_\_\_

\_\_\_\_\_

### **Using Reinforcements Effectively**

Use known rewards: \_\_\_\_\_

\_\_\_\_\_

Vary rewards / provide a rewards menu: \_\_\_\_\_

\_\_\_\_\_

Use pleasant surprises: \_\_\_\_\_

\_\_\_\_\_

Avoid rewarding undesired behavior: \_\_\_\_\_

\_\_\_\_\_

Make reinforcement contingent upon the desired behavior: \_\_\_\_\_

\_\_\_\_\_

Control the reward: \_\_\_\_\_

\_\_\_\_\_

Reinforce immediately: \_\_\_\_\_

\_\_\_\_\_

Reinforce consistently: \_\_\_\_\_

\_\_\_\_\_

### **Using Reinforcements Ethically**

Never use things that are addictive: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Never use things utilized for coping and comfort: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Avoid using things that belong to the person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Creating a Skill Plan**

- Once the information has been gathered, a skill plan is created.
- You are not making decisions regarding the overall teaching outcome; they have already been documented on the person's ISP by the team.
- Your job is to assess and decide what techniques will be used, and how it will look for the person.

Once the skill plan has been completed, it must be submitted to the support coordinator within \_\_\_\_ days.

## Formatting your skill plan

How you format the skill plan is up to you; however, it must have specific components. Anyone using it should be able to follow each of the steps, and be able to pick up where you left off. This allows for consistent effective learning, no matter who is working with the individual.

Overall teaching outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where the teaching will take place: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Short-term/long-term teaching goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Method/procedures for teaching: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reinforcement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



The "what if's": \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Schedule: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **SKILL PLAN EXAMPLE #1**

**Person:** *John Smith*  
**Residence:** *ABC Group Home*  
**Day Activities:** *EFG Day Program*

**Areas of Implementation:** *Residence*

**Plan Written by:** *Direct Care Donna*

**Person(s) responsible for data collection and review of progress of the plan:**

*Direct Care Danny*

**Short Term Teaching Goal:** *John will take out of the cupboard all necessary utensils for setting one place setting at the table (spoon, fork, knife, plate and glass) given verbal and gestural cues for 3 consecutive weekly probes.*

**Criteria:** *3 consecutive weekly probes*

**Target Date:** *01/05/1989*

#### **METHOD**

**Materials/Equipment:** *1 dinner plate, 1 fork, 1 knife, 1 spoon, 1 tumbler (glass),*

**Location and set up:** *John and trainers must have washed their hands before the task. There should be a clean counter top on which to place the items as they are gotten out of the cupboard and drawers. At least one of each item should be available in the cupboards and drawers. The plate and glass should be on the lowest shelf of the upper cabinets.*

**Procedures for teaching:** *The environmental signal for this task to begin is the routine and John having washed his hands as a meal is being prepared in the kitchen.*

#### **STEPS**

1. *Initial verbal cue, "Open the doors." John will open the cupboard doors of the cabinet holding the plates and glasses by grasping the handles and pulling them*

open. Trainer will gesture by pointing to the doors and acting as if he/she is opening them.

2. Initial verbal cue, "Get the plate." John will reach in and get one plate using both hands to hold it on each side. Trainer will gesture by pointing to the plate.
3. Initial verbal cue, "Put the plate on the counter." John will place the plate on the counter top. The trainer will gesture by pointing to the counter top.
4. Initial verbal cue, "Get a glass." John will get a glass out of the cabinet. Trainer will gesture by pointing to the glass.
5. Initial verbal cue, "Put the glass on the plate." John will place the glass on top of the plate. The trainer will gesture by pointing to the plate.
6. Initial verbal cue, "Open the drawer." John will open the drawer with the silverware by grasping the handle and pulling it open. The trainer will gesture by pointing to the drawer.
7. Initial verbal cue, "Get a spoon." John will get one spoon out of the drawer. The trainer will gesture by pointing to the spoons.
8. Initial verbal cue, "Put it on the plate." John will put the spoon on top of the plate. Trainer will gesture by pointing to the plate.
9. Initial verbal cue, "Get a fork." John will get one fork out of the drawer. The trainer will gesture by pointing to the forks.
10. Initial verbal cue, "Put it on the plate." John will put the fork on top of the plate. Trainer will gesture by pointing to the plate.
11. Initial verbal cue, "Get a knife." John will get one knife out of the drawer. The trainer will gesture by pointing to the knife.
12. Initial verbal cue, "Put it on the plate." John will put the knife on top of the plate. Trainer will gesture by pointing to the plate.

*\*Note: If John prefers to get out and set out the silverware in a different order than that specified, this is fine.*

*LEVELS OF ASSISTANCE: Start by providing John with the most support and assistance in level (a.) for each step. As John more easily and readily does the skill gradually provide less assistance moving from (a.) to (b.) to (c.) and so on until for all steps John simply is using a parallel model from the trainer. Record how much assistance he requires for each step of the skill.*

- a. Initial verbal cue, gesture, hand under hand guidance.
- b. Initial verbal cue, gesture, guidance supporting under the wrist.
- c. Initial verbal cue, gesture, guidance supporting under forearm
- d. Initial verbal cue, gesture, guidance supporting at elbow
- e. Gesture, verbal cue using verb (action) and subject (examples "Open doors", "Get plate", "On counter")
- f. Gesture, verbal cue using only subject (examples "doors", "plate", "glass", "fork")

## **REINFORCEMENT**

Reinforcements/Rewards: *pieces of sweet fruit (apples, peaches, berries, melon, bananas), coffee*

Reinforcement schedule: *for each step that John completes successfully verbally praise him with phrases such as, "That's right!" "Good!" "That's the place!" Once he has completed the whole task successfully then he can have a cup of coffee or some fruit while seated at his place.*

**WHAT TO DO IF THE PERSON DOES NOT DISPLAY THE DESIRED BEHAVIOR:**

*If John makes an effort, but it is technically wrong (for example attempts to place the spoon on the counter) then attempt to block and direct him to the correct response before the movement is complete. Then reinforce. If John completes the movement say, "Good, you tried, and the spoon goes here." And change it yourself. If John simply does not respond, resists or does an inappropriate behavior (such as throwing the spoon), then re-cue him and provide just the assistance necessary to get a correct response. If he repeatedly resists do it yourself and move to the next step.*

**TRAINING SCHEDULE:** *Training will occur at least once a day prior to breakfast or dinner.*

**DATA COLLECTION:** *Data will be taken one day a week on Tuesdays. Note performance (levels of assistance) on all steps of the skill. If John refuses to do the particular step, use an "X" in the space on the data sheet. (See attached)*

## SKILL PLAN-EXAMPLE #2

Person: *John Smith*  
Residence: *ABC Home*

Day Activities: *EFG Program*

Areas of Implementation: *Residence*

Plan Written by: *Direct Care Donna*

**Person(s) responsible for data collection and review of progress of the plan:**  
*Direct Care Danny*

### Outcome:

So John can have a dinner party, he will contribute to his household by setting the table for dinner 3 times weekly by Thanksgiving.

Short Term Teaching Goal: *John will set the table with one place setting given a parallel model for 4 consecutive weekly probes by 05/15/1990*

Criteria: *4 consecutive weekly probes*

Target Date: *05/15/1990*

### **METHOD**

Materials/Equipment: *1 dinner plate, 1 fork, 1 knife, 1 spoon, 1 tumbler (glass), 1 napkin*

Location and set up: *In the kitchen, before starting the table should be clean and placemats or the tablecloth should be in place. In preparation for this task John should get the plate, glass and silverware out for setting the table and set them on the counter.*

*This is a skill he has and can do with verbal instructions and gestures. The napkin holder with napkins in it should also be on the table. John and trainers must have washed their hands before the task.*

Procedures for teaching: (Make sure to see the diagram.) *The environmental signal for this task to begin is the routine and John having previously gotten out the plate, glass, and silverware on the counter.*

#### STEPS

1. *Initial verbal cue, "Take the plate to the table." John will pick up the plate with the silverware and glass on it and take it to his place at the table. The trainer can model this by doing the same with another plate.*
2. *Initial verbal cue, "Put your glass on the table." John will pick up his glass and place it on the table to the right and slightly in front of his plate. Trainer will model this.*
3. \* *Initial verbal cue, "Take a napkin and put it next to your plate." John will take a napkin from the napkin holder and place it on the table to the immediate left of the plate. The trainer will model this.*
4. *Initial verbal cue, "Put your fork next to your plate." John will pick up his fork off the plate and place it on top of the napkin immediately to the left of the plate. Trainer will model this.*
5. \* *Initial verbal cue, "Put your knife next to your plate." John will pick up his knife from the plate and put it to the immediate right of the plate on the table. Trainer will model this.*
6. *Initial verbal cue, "Put your spoon next to your knife." John will pick up his spoon and place it on the immediate right of next to the knife. Trainer will model this.*

*\*Note: Steps 3 and 4 can be exchanged with steps 5 and 6 if John chooses to do them in that order, however 4 should follow 3 and 6 should follow 5.*

*LEVELS OF ASSISTANCE: Start by providing John with the most support and assistance in level (a.) for each step. As John more easily and readily does the skill gradually provide less assistance moving from (a.) to (b.) to (c.) and so on until for all steps John simply is using a parallel model from the trainer. Record how much assistance he requires for each step of the skill.*

- g. *Model, Initial verbal cue, gesture pointing from-to, hand under hand guidance.*
- h. *Model, initial verbal cue, gesture pointing from-to, guidance supporting under the wrist.*
- i. *Model, initial verbal cue, gesture pointing from-to, guidance supporting under forearm*
- j. *Model, initial verbal cue, gesture pointing from-to, guidance supporting at elbow*
- k. *Model, gesture pointing from-to, verbal cue using subject, preposition and object (examples, "plate to table", "glass on table", "napkin next to plate", "spoon next to knife")*
- l. *Model, gesture pointing from-to, verbal cue using only subject (examples, "plate", "glass", "napkin", "fork")*
- m. *Model, gesture from-to*
- n. *Model, gesture point at object*
- o. *Model alone*

## **REINFORCEMENT**

Reinforcements/Rewards: *pieces of sweet fruit (apples, peaches, berries, melon, bananas), coffee*

Reinforcement schedule: *for each step that John completes successfully verbally praise him with phrases such as, "That's right!" "Good!" "That's the place!" Once he has completed the whole task successfully then he can have a cup of coffee or some fruit while seated at his place.*

## **WHAT TO DO IF THE PERSON DOES NOT DISPLAY THE DESIRED BEHAVIOR:**

*If John makes an effort, but it is technically wrong (for example attempts to place the spoon on the left) then attempt to block and direct him to the correct response before the movement is complete, then reinforce. If John completes the movement say, "Good, you tried, and the spoon goes here." And change it yourself. If John simply does not respond, resists or does an inappropriate behavior (such as throwing the spoon), then re-cue him and provide just the assistance necessary to get a correct response. If he repeatedly resists do it yourself and move to the next step.*

**TRAINING SCHEDULE:**     *Training will occur at least once a day prior to breakfast or dinner.*

**DATA COLLECTION:**     *Data will be taken one day a week on Tuesdays. Note performance (levels of assistance) on all steps of the skill. If John refuses to do the particular step use an "X" in the space on the data sheet. (See attached)*

---

## **How to develop your ability to write a skill plan:**

1. Practice writing on your own and reviewing.

2. Practice writing and having someone else review.
3. Practice writing and having someone else follow and implement.

### Skill Plan Exercise

Given the following outcome and short term teaching goal and description of John, with your partner, identify what you might put for the following parts of the skill/teaching plan.

**Outcome:** John will dress himself on his own each day in the morning and after showering, so that he has more privacy in his life by January 1, 2011.

**Short term teaching goal:** John will pull up his pants from his ankles to his waist during 3 training sessions each week for 3 weeks in a row.

**Brief description of John:** John is 23 years old. He is able to stand unsupported and to walk in a typical way without assistance. He can grasp objects using his thumb in opposition to his fingers. He can bend from the waist and hips and touch his ankles and maintain his balance. He can understand and follow simple one step instructions.

Materials/Equipment:

---

---

---

---

Location and Set Up:

---

---

---

---

Possible first 3 steps of the task:

---

---

---

---

## **Verbal Instruction**

Regardless of the teaching techniques that you will be using, the manner in which you verbally instruct the member can make the difference between success and failure.

Begin with their name: \_\_\_\_\_

---

Use consistent words: \_\_\_\_\_

---

Use language, structure and complexity that works for the person: \_\_\_\_\_

---

Be positive: \_\_\_\_\_

---

Use moderate volume and timing: \_\_\_\_\_

---

Be clear and short: \_\_\_\_\_

---



## **Graduated Guidance**

A teaching technique that starts with the guidance necessary to support or assist the person in completing a task, and gradually provides less assistance as the person gains or demonstrates greater competence.

Step 1: \_\_\_\_\_

\_\_\_\_\_

Step 2: \_\_\_\_\_

\_\_\_\_\_

Step 3: \_\_\_\_\_

\_\_\_\_\_

Step 4: \_\_\_\_\_

\_\_\_\_\_

Step 5: \_\_\_\_\_

\_\_\_\_\_

Step 6: \_\_\_\_\_

\_\_\_\_\_

## **Graduated Guidance, and the use of force**

One of the biggest hurdles to using graduate guidance is ensuring force is not being used.

Any type of force must be approved and documented into a \_\_\_\_\_  
\_\_\_\_\_ (3 words)

## Chaining

A teaching procedure that involves linking together steps of a task/skill by having each step prompt the step that follows.

**Chaining includes:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**There are 3 types of chaining:**

1. \_\_\_\_\_  
\_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Example: \_\_\_\_\_  
\_\_\_\_\_

## Modeling

Demonstrating the behavior to be \_\_\_\_\_.

- Perform: \_\_\_\_\_
- Tell: \_\_\_\_\_
- Encourage Attention: \_\_\_\_\_
- Observe: \_\_\_\_\_

## Shaping

The process of reinforcing attempts that are closer and closer to the desired outcome / behavior.

How to use shaping:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Token Economies

A reward system where tokens are given for positive behavior, saved, and exchanged for items of larger value.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Contingency Statement

Contingency statements are used as a motivational tool for the individuals we support. It involves using reinforcements which are contingent upon the individuals completing a task or using a skill.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Data Collection

**Data:** Information, measurement, and/or a count about a particular \_\_\_\_\_  
\_\_\_\_\_.

**Baseline data:** The data that is collected the first time the individual attempts to learn the skill or \_\_\_\_\_ the task.

**Tracking data:** Information is collected so that we can objectively record a change in \_\_\_\_\_.

Notes: \_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

---

---

---



## **Incidental Teaching**

The use of normally occurring situation, as well as random occurrences, to provide “on the spot” learning opportunities.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_