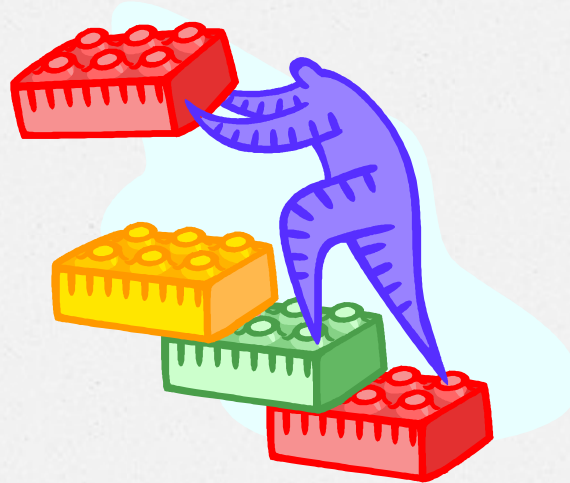


Teaching Techniques, Skill Building, and Data Collection



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DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Introduction

Housekeeping

- o Bathrooms
- o Snacks/Drinks
- o Smoking
- o Cell Phones

Introductions

- o Participants
 - Names
 - Jobs/Roles
 - One thing to learn

Performance Objectives

By the end of the class, you will be able to:

- o Explain the philosophy of teaching / skill building as it applies to the individuals we support.
- o Describe and use the assessment process.
- o Identify the parts of a skill plan.
- o Create a task analysis and use it on the job site.
- o Use various teaching techniques and strategies.
- o Create and use a data tracking sheet.

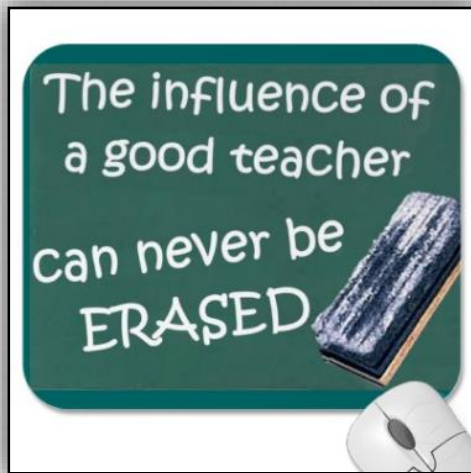
DDD Mission

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

Self-Determination

- o 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.
- o 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.

Why do we teach?



- o Foster independence
- o Enable members to live self sufficient life in the least restrictive environment possible

Why do we teach?

- o Individuals we support have the right to live as normally as possible at their developmental level of functioning.
- o Individuals we support have the right to learn in an age appropriate manner.
- o The life conditions of individuals we support should not be sub-standard.
- o The individual's self-concept is enhanced by the acceptance of those around them.

Normalization

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

Age Appropriateness

- o The participation of activities, and the use of items, viewed as “normal” for the individuals age group.
- o Goal: To enhance a person’s dignity in their eyes and the eyes of the community.

What Do We Teach?

o Independence

o Skills that:

- help people reach their vision
- are outcome based
- are individual and team developed
- are meaningful, relevant, and valued

When is it done?

- o **Generalization:** Teaching skills that can be used in every **setting** and **situation**.
- o **Discrimination:** Teaching skills that are specific to a **time, place** or particular **environment**.

Assessment

- o The process of getting to know the person and how to best support them.
- o First we meet, then we treat!

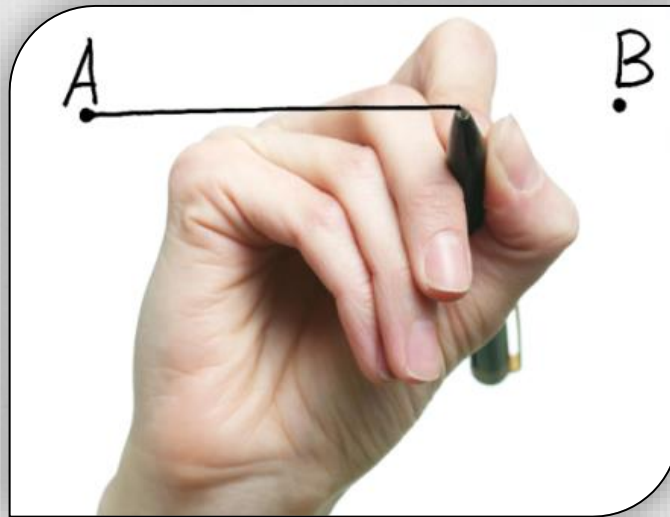


Assessment: Gathering Information

- **Observation:** The action or process of observing something or someone carefully in order to gain information.
- **Review of the documentation:** Can include the Support Coordination file and ISP.
- **Interviewing/listening to others:** Talking to people that know the person best.
- **Evaluating the person's routine**

Creating a Skill Plan

Once the information has been gathered, a skill plan is created.



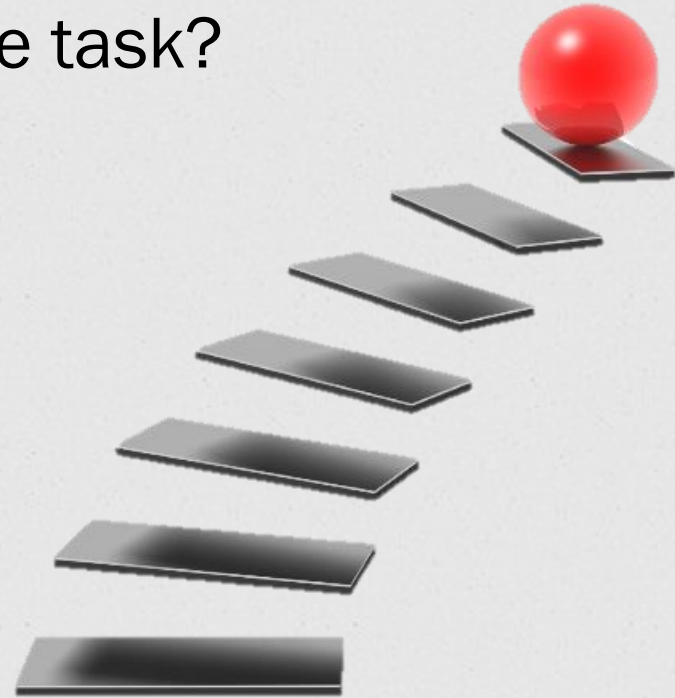
Task Analysis

Targeted Skill (Outcome): The skill we want the individual to use.

Task Analysis: Breaking a task, skill, or behavior into steps

Task Analysis: Considerations

- o Do you know how to do the task?
- o Size of the steps
- o Number of steps
- o When to begin/end
- o Location
- o Materials
- o Physical size of task



Cues and Prompts

Antecedent: The signal that tells the individual to use the targeted skill. It comes in two forms:

- Cue: Hints that tells the individual to use a skill, or perform a task.
- Prompt: Verbal / Non-verbal Direction

Types of Cues and Prompts

- o **Environmental:** Naturally or logically provided by the environment and include external and internal signals
- o **Visual:** Includes checklists, pictures, and schedules
- o **Trainer:** Signals provided by teacher or trainer
 - Gestural: Gestures
 - Verbal: Indirect and Direct
 - Physical: Tactile (touch)

Trainer - Verbal Prompts

Direct:

- o Statements
- o Most directive
- o Minimal language skills
- o Least independent
- o Use less

Trainer - Verbal Cues

Indirect:

- o Hints
- o No direction
- o Closed or open-ended questions
- o Can lead to prompts
- o Most independent

Fading of Cues / Prompts



Gradually reducing or withdrawing the amount of assistance given to an individual

What is Reinforcement?

- o Any feedback, event or item presented immediately after a behavior which increases or maintains the behavior.
- o If the item or event does NOT increase or maintain the behavior, it is NOT reinforcement.

Types of Reinforcement

Two Types of Reinforcement

- o **Positive (+):** When something is added (+) to the situation that the person likes or wants.
- o **Negative (-):** When a negative condition is removed [- (subtracted)] or ended following the behavior and therefore, the situation improves.



Reinforcement

- o Reinforcers are **not** bribes. They are the natural or planned consequences that result from our behavior.
- o None of us do any action because “we are supposed to”.
- o The challenge is understanding what is truly motivating our actions.

Finding Reinforcers That Work

- o Each person is unique and what motivates each person is specific to him/her.
- o There are three basic ways to determine rewards that work for an individual.
 - Watch: Activities and items
 - Ask: What do they like or want
 - Trial: See how they respond

Using Reinforcement Effectively



- o Use known rewards
- o Vary rewards/provide a reward menu
- o Sometimes use “pleasant surprises”
- o Avoid rewarding undesired behavior

Using Reinforcement Effectively

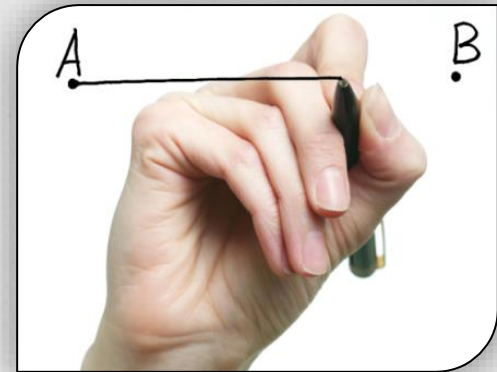
- o Make reinforcement contingent upon the desired behavior
- o Control the reward
- o Reinforce immediately
- o Reinforce consistently

Using Reinforcement Ethically

- o **Never** use things that are addictive, like cigarettes or coffee
- o **Never** use things utilized for coping & comfort
- o **Avoid** using things that belong to the person

Creating a Skill Plan

- Once the information has been gathered, a skill plan is created.
- Must be submitted to the Support Coordinator within **20** days.



Formatting Your Skill Plan

o A skill plan includes:

- 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 Plans

How do I develop my ability to write a skill plan?

- o Practice writing on your own
- o Have someone else review your plan
- o Have someone else follow and implement your plan

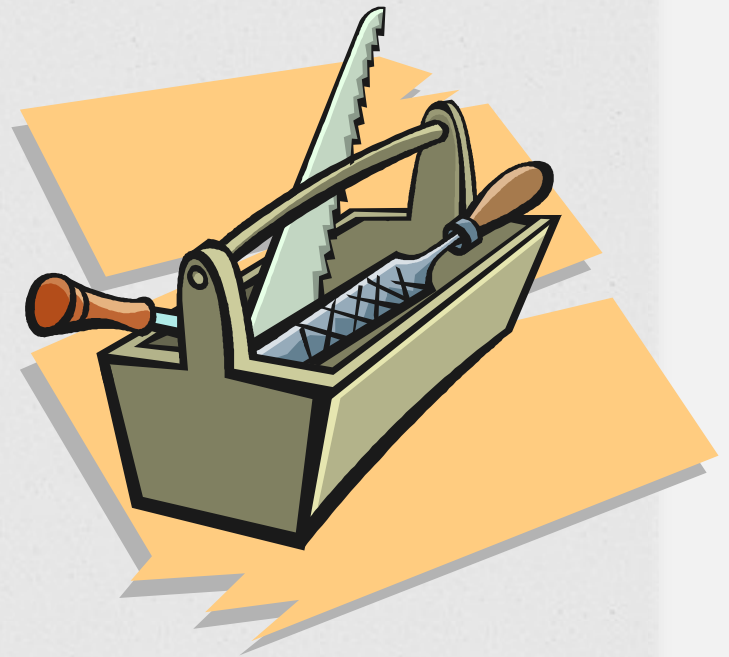
Skill Plan Exercise

Identify the equipment, location, and first 3 steps for the following 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 1st.

Teaching Techniques/Strategies

- o Teaching techniques and strategies are like tools in your toolbox
 - o Not all of the tools will work on all projects
 - o Most projects will require multiple tools



Effective Communication

- o Begin with their name.
- o Use consistent words.
- o Use language, structure and complexity that works for the person.
- o Be positive.
- o Use moderate volume and timing.
- o Be clear and short.

Teaching Techniques

- o Teaching Techniques
 - o Graduated Guidance
 - o Chaining
 - o Modeling
 - o Shaping



Graduated Guidance

- o Providing just enough assistance to assure that the person can complete the skill/task
- o Usually associated with the use of physical assistance



Graduated Guidance

- o **Step 1:** Explain the task
- o **Step 2:** Ask if you can help and/or touch them
- o **Step 3:** Wait for a response
- o **Step 4:** Proceed with assistance if given the approval.
- o **Step 5:** As you proceed, explain what you are doing
- o **Step 6:** Fade physical assistance as soon as motion begins to complete task

Graduated Guidance

Use of Force

Force is defined as overcoming the person's resistance to compel them to do the task.

Chaining

- o A teaching procedure that involves linking together steps of a task/skill by having each step prompt the step that follows.
- o Chaining includes:
 - Skill Plan
 - Task Analysis
 - Data Tracking Sheet



Types of Chaining

o Forward:

- The easiest steps of the task are the first/early steps of the task.

o Backward:

- The easiest steps of the task are the last/late steps of the task.

o Global:

- The easiest steps of the task are steps in the middle between the early and late steps in the task.

Modeling

Demonstrating the desired behavior to be imitated



Modeling

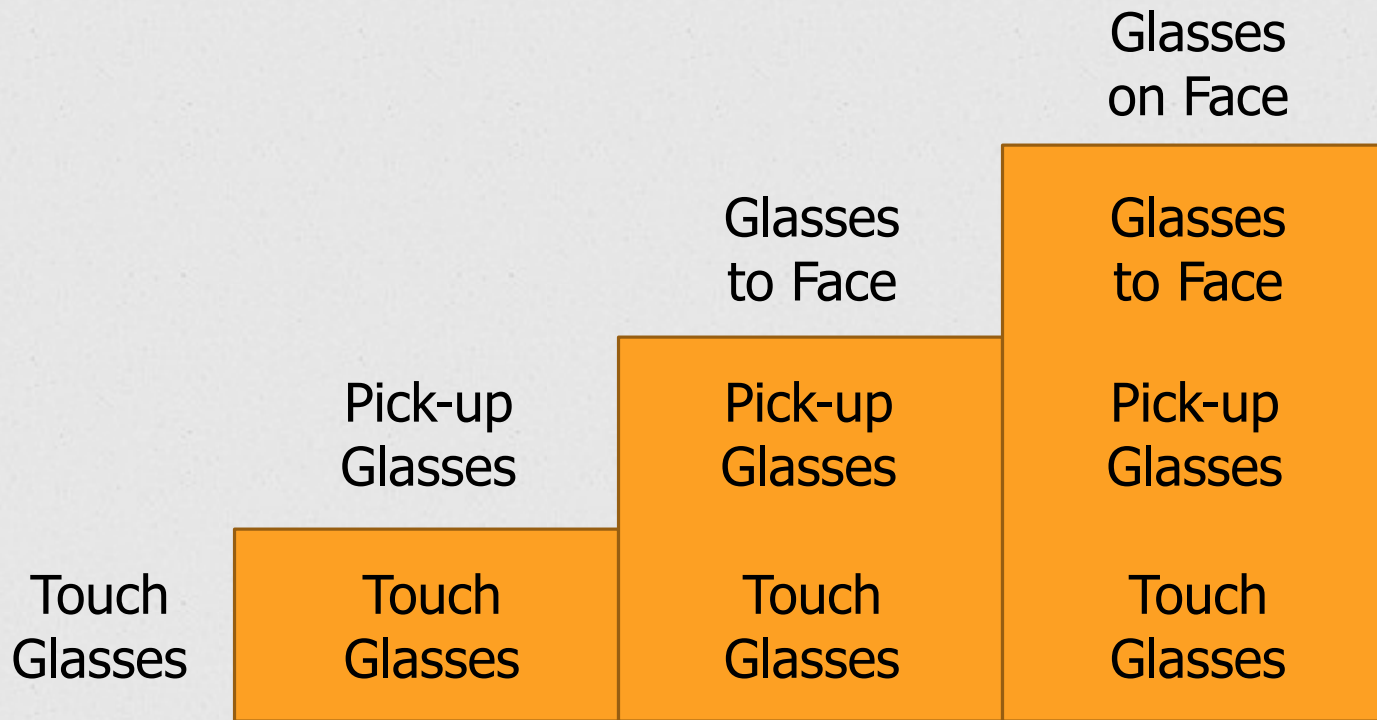
- o **Perform:** Show the person how to do the behavior/task.
- o **Tell:** Talk about the task, actions, materials, and concepts.
- o **Encourage Attention:** Direct attention to the task.
- o **Observe:** Invite the person to do the task, support the person doing the task

Shaping

Reinforcing attempts that are closer and closer to the desired outcome/behavior

1. Identify the skill
2. Complete the task analysis
3. Identify the reinforcers
4. Identify when reinforcers will be given
5. Document in the skill plan

Shaping



Teaching Strategies

- o Strategies
 - o Token Economy
 - o Contingency Statement



Token Economies

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

- o Cannot be used to earn basic necessities
- o Cannot be used to earn what already belongs to them (i.e. personal property, money, etc.)

Contingency Statement

Contingency Statement:

- o Incentive/reward
- o Starts with “If”, “After”, “When”, “then”...
- o Plan carefully in advance
- o Choice
- o Follow through
- o Don't mix prompts with contingencies

Data Collection

What is data?

Information, measurement, and/or a count about a particular behavior

Data Collection

Baseline Data

The data that is collected the first time the individual attempts to learn the skill or complete the task.

Data Collection

Tracking Data

Information is collected so that we can objectively record a change in behavior

Incidental Teaching

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



Technique/Strategy Activity

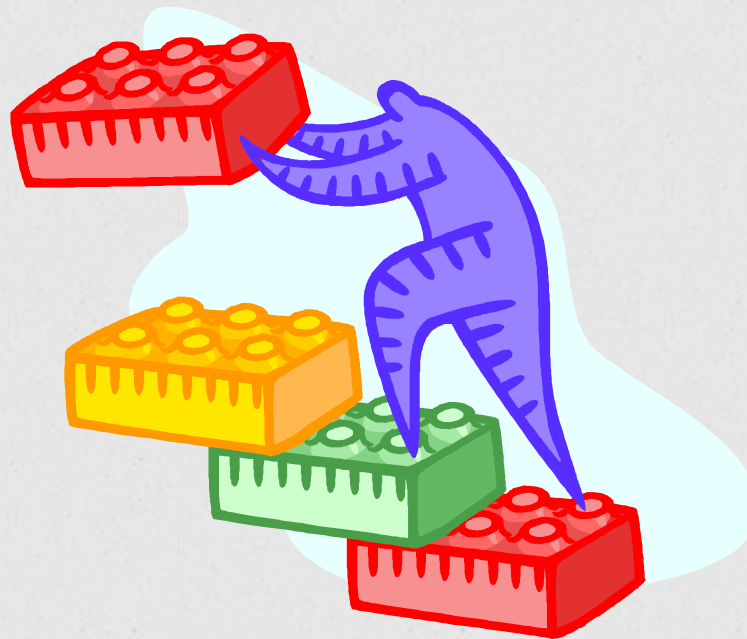
With your partner, match up the pink technique card with the description on the yellow card.

Review

During the class, you learned:

- o The philosophy of teaching / skill building as it applies to the individuals we support.
- o How to assess an individuals needs.
- o The different parts of a skill plan.
- o How to create a task analysis, and use it on the job site.
- o The different teaching techniques and strategies you can use.
- o How to create and use a data tracking sheet.

The End



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