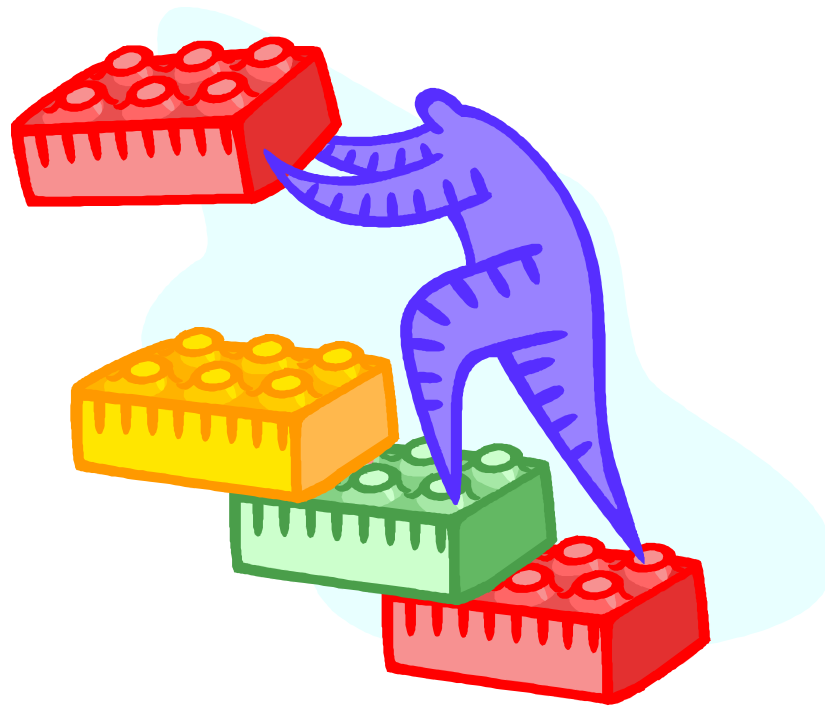


Teaching Techniques, Skill Building, and Data Collection

DDD Trainer Narrative and Guide



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DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Instructor Materials:

- Name Cards
- Participant Guides
- Instructor Guide
- PowerPoint Presentation
- Whiteboard or Flipchart
- Whiteboard or Flipchart Markers
- Activity Cards (1 set per pair)
- Assessment (Test)
- Assessment Answer Key
- Completed task analysis for the peanut butter and jelly activity (1 per participant).
- Completed data tracking sheets for washing dishes (1 per participant)

Before Class:

Each participant will receive a name card and participant's guide. The completed task analysis and data tracking sheets will be handed out following the completion of the activity as outlined in the instructor's guide.

Instructional Strategy:

The course covers teaching techniques, strategies, and data collection. Aim is to equip the participants with tools they can utilize when teaching skills to individuals the Division supports. The class is designed for new employees that will be working in State Operated Group Homes.

Assessment

At the conclusion of the course, a written evaluation will be administered. The participants must obtain a minimum score of 80% to pass the class. The participants may use their participant's guide when taking the test.

Symbols and guides for Trainers:

I (Information): Direction regarding instruction

S (Script): Information that is presented to the participants in *italics* type. To ensure flow of the material, the script does not have to be read word for word; however, it is important that all of the information is provided to the participants.

Q (Question): Questions that will be asked. They are not rhetorical questions, and time should be given to receive answers from the participants.

A (Answer): The conclusion the participants should come to. If the participants do not come to the correct answer, the instructor should use additional questions that lead them to the correct answer.

PG: Refers to the page number of the participant's guide.





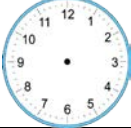
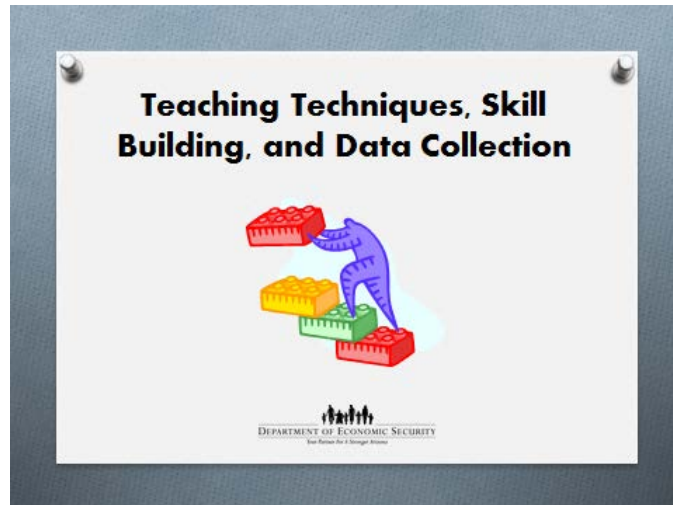
	This arrow indicates that you need to advance the slide on the power point
	This symbol indicates that you need to click to activate animation on the slide WITHOUT advancing the slide
	This symbol indicates that the participants will be engaging in a game or activity
	This symbol indicates a video clip is to be played.
	This symbol indicates that it is time for a break

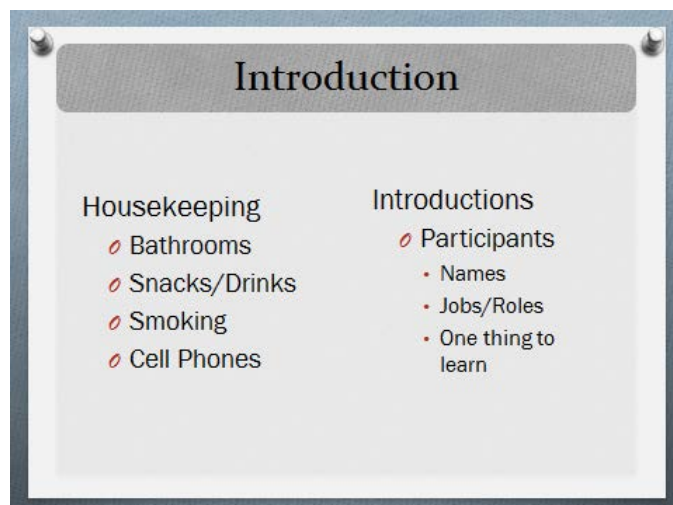
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I: Welcome the participants to the class. The instructor will give a 30 second introduction.

I: Tell the participants the page number of the participant's guide is on the lower right corner of each slide. Also tell them that the guide can be used for the test at the end of the class so they should take good notes.



Housekeeping

I: Cover each bullet point, and add any points that you consider necessary. Cell phone discussion should include the use of texting in class.

Introduction

I: Going around the room, have the participants introduce themselves. They will give their name, job/role, and one thing they want to learn in class.



Performance Objectives

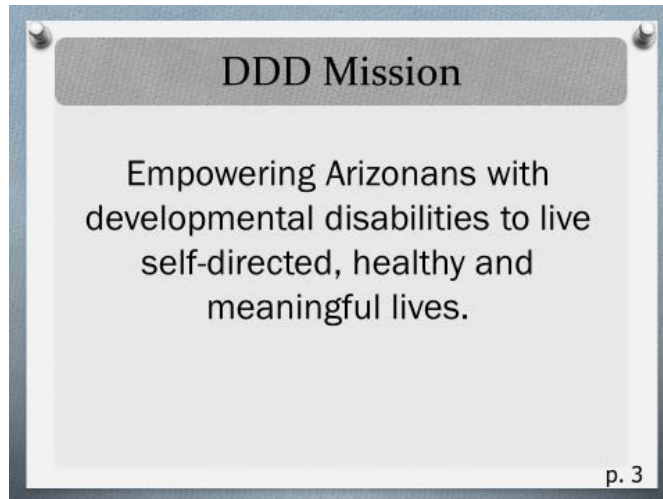
By the end of the class, you will be able to:

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

Performance Objectives

I: Briefly discuss each performance objective.



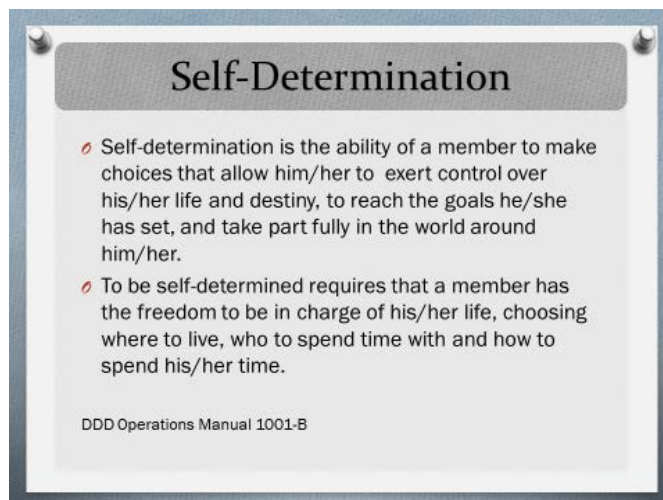


PG: 3

Mission

I: Have one volunteer read the mission statement.

S: Our mission statement is the reason we do what we do. Let's look at the idea of self-direction, or self-determination, more closely.



I: Have a volunteer read the Self-Determination principle

S: DDD wrote the principle of Self-Determination into policy because people who have disabilities often desire greater control of their lives so they can experience the life they envision for themselves, one that is consistent with their own values, preferences, strengths and needs.

Q: *What do the DDD Mission and Self-Determination statements have in common?*

A: Both revolve around self-direction and empowerment. Helping people to have meaningful lives through choice and control.

We want to begin this training by emphasizing that individuals ultimately have the right to choose, or not choose, to participate in learning skills. Also, they have the right to make decisions about what skills they will learn. Teaching techniques should never be forced and should be designed to support the choices of the individual learning the skill.

A presentation slide with a grey header and a light blue border. The header contains the title "Why do we teach?". Below the header, on the left, is a small graphic with the text "The influence of a good teacher can never be ERASED" and an illustration of an eraser and a pencil. To the right of the graphic are two bullet points, each starting with a red circle containing a white diagonal line.

Why do we teach?

The influence of a good teacher can never be ERASED

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

PG: 4

Q: *“Why Do We Teach?”*

Brainstorm: Easel pad

Possible Answers: Knowledge, Provide skills, improve skills, maintain skills, independence, to build a relationship, empowerment, confidence, self-esteem, self-sufficiency, freedom.

Q: *What is the ultimate goal of learning to do something???*

A: Independence for the person being taught, and independence for the person who was doing the task for them. EVERYBODY wins!!



Click to show bullet points

S: *Our goal is to foster independence, and have the individuals we support live a self-sufficient life in the least restrictive environment.*

A graphic of a blue-bordered easel pad with two silver pushpins at the top corners. The title 'Why do we teach?' is written in a grey box at the top. Below it, four bullet points are listed, each starting with a red circle containing a white slash.

Why do we teach?

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

PG: 4

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

S: The individuals we support are constantly growing and changing. Our job as providers is to help them with their future development. If we provide them with assistance completing tasks they can already perform, they will not learn. If we provide them with assistance completing tasks that is above what they can do, frustration and injury may occur. Our job is to figure out what they can do, and what they are capable of doing. From there we can work on skills that are challenging, yet achievable.

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

S: The ways in which we help people is just as important as the help itself. When teaching individuals we support, it is important that we do it in an age appropriate manner. For example, let's say the skill we wanted to teach an individual is pouring.

Q: If we were working with children, what would be an age appropriate activity they could do to help them learn this skill?

A: Possible answer: Sandbox with pails and shovels.

Q: If we were working with adults, what would be an age appropriate activity they could do to help them learn this skill?

A: Possible answer: cooking lessons, potting plants

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

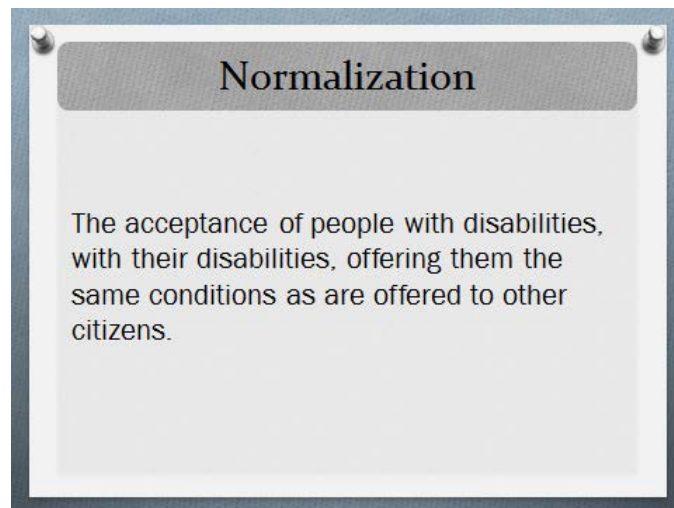
S: *The living conditions of the individuals we support should be as good as the average citizens. This includes housing, health care, social resources, and opportunities. Anything we would not accept for ourselves should be rejected for the individuals we support.*

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

S: *Our goal is to teach the individuals we support how to appear, behave, and act in ways that society would consider typical or desirable. This includes dress, grooming, the use of public transportation, and shopping in the community.*

S: *This doesn't mean that we are discouraging people from being who they are. It means that our responsibility is to teach them skills they are willing to learn, making life easier for them. Even in our role as parents, we teach our children how to do things in a socially acceptable way. IE: use silverware, drink from a cup, say excuse me and thank you.*

S: *When we talk about acceptance, often times the topic of "what is considered normal behavior" comes up. This leads us to the concept of "Normalization"*



PG: 5

Q: *Has anyone heard of “Normalization”?*

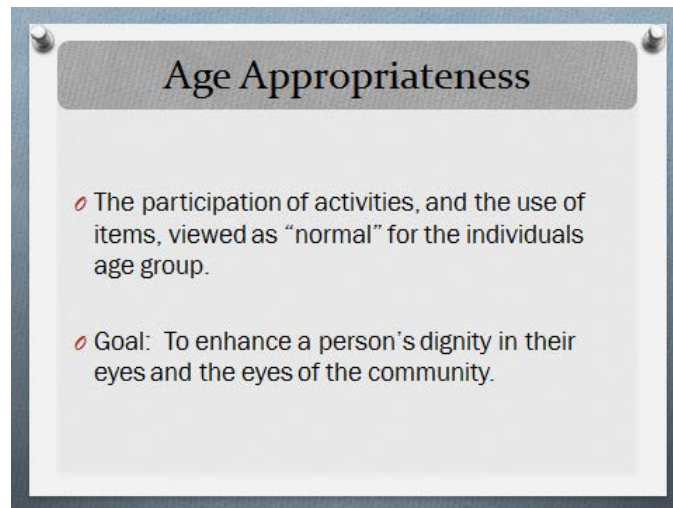
S: *The principle of normalization was introduced during the 70’s.*

During its initial conception, it was concluded that people who were held in low esteem, such as those with disabilities, were viewed as negative and considered significantly inferior. This view generated uneasiness, fear, guilt, misunderstanding, hate, and alienation. In many cases, the individuals were often discriminated against and brutalized.

With normalization, it was believed that these views could be overcome by changing the circumstances that attracted the negative attention to the person. If the circumstances could be changed, the

person would seem like, rather than unlike, the rest of us. Ultimately, it would make life better for everyone.

Since that time, the principle of normalization has changed. We have gone from changing the person, to accepting them for who they are and offering them the same opportunities as everyone else.



PG: 5

S: *Age appropriateness and normalization often get confused.*

S: *Age appropriateness refers to encouraging the person with the disability 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 others in their own age group.*

The easiest way to determine if something is age appropriate is by asking: "Would I see this being done by someone this age who does not have a disability." If the answer is no, then the activity is not age appropriate.

S: *Encouraging age appropriateness can be done in several ways. For example, many of the individuals we support use items that would not be considered age appropriate such as stuffed animals and toy cars.*

Q: *How can we convert these items into something that would be considered age appropriate?*

S: *Many adults have hobbies collecting items such as comic books, baseball cards, hot wheel cars, and porcelain dolls. Keeping this in mind, the person with a disability does not have to give up their favorite items when they turn eighteen. The person can be taught new ways to interact with the toys by keeping a collection.*

Let's say you have an older lady who likes to carry a doll, and does not want to leave it behind when going into public.

Q: *How could we provide dignity for this person who wants to carry her doll with her everywhere she goes?*

A: *Possibly place the doll in her purse which she carried with her.*

S: *When trying to encourage age appropriate activities, you need to ask yourself:*

- *What else could this person do?*
- *At a cognitive level, does this person have the ability to choose something else?*
- *Have they been exposed to other adult activities?*
- *Is the activity accessible to the person?*
- *Are they physically able to participate in the activity?*

S: *You will never know what age appropriate activities interests the person until you try different things. By exposing them to a variety of events and items, you give them the opportunity to see what they like, and do not like doing. This allows them to form an interest in new items, and develops their ability to choose activities that are considered appropriate for their age.*

One way to promote age appropriates is to take members to places where they can observe how others interact in the world. This means going out into the community; people cannot learn if they are guarded from the real world.

Age appropriateness is a choice, not a requirement. When presenting age appropriate activities, you need to keep in mind their participation in those activities is not mandatory. If they choose to participate, that's great. If it's something they are not interested in, we respect their choice and move on.

Story:

S: *When CRC was an institution in Tucson, there was a 50 year old lady who used to come to the center so she could be transported to her job site. While waiting for her transportation, she would sit in the lobby and use her crayons and coloring books. One day a repairman comes in to fix one of the copy machines. He sees the lady sitting in the lobby coloring in her book.*

Q: *What does he assume?*

A: She has a disability

Q: *Do you think he is going to place any value on what she is doing?*

A: No

Q: *Why not?*

Q: *Different scenario: Instead of a coloring book, she is using an artists sketch book with chalk. Now what does the copy repairman see?*

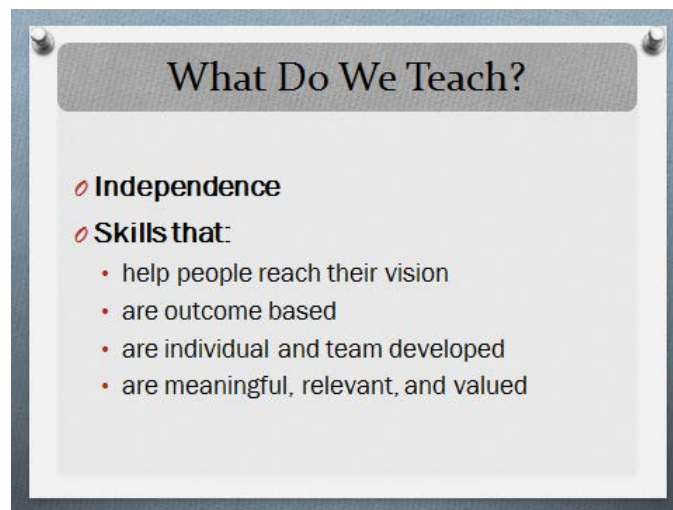
A: Artist

Q: *What do people think of artists?*

Q: *Is he more likely to interact with her?*

Q: *Is he going to value her as a human being?*

S: *The question you have to ask yourself is whether or not you're giving the individuals you support choices. If they like to color, have you given them the opportunity to try different things that would be considered age appropriate. Perhaps they would like using pencils or artists chalk. Maybe they would enjoy painting using water colors or acrylics. Keep in mind their choice is their choice. If they choose to use crayons, we respect their choice and move forward.*



PG: 6

Q: *“What do we teach?” What outcomes have you been asked to work on with the individuals you support?*

Brainstorm: Easel pad

Possible answers: Advocacy, self help skills, social skills, discrimination, fine/gross motor skills, transportation skills, work skills, self-worth, responsibility, schedules, values, communication, compassion, independence, confidence, problem solving, coping, adapting, money skills, financial stability.



Click to show bullet points

Q: *What is Independence?*

A: “Doing it for yourself”

Q: *Is it possible to be truly independent?*

Q: *How many of you can independently re-build the transmission of your car? Raise your hands.*

Q: *How many of you can independently install plumbing in your house?*

S: *In reality, no one is truly independent. We all depend on someone else from time to time.*

Q: *Does that make us less valuable?*

A: No.

Q: *Does anyone know who Stephen Hawking is?*

A: Astro physicist, genius, TV producer, author, actor

S: *Mr. Hawking is a brilliant man who also has ALS (Amyotrophic Lateral Sclerosis), commonly known as Lou Gehrig’s disease. It is a*

nervous system disease that weakens muscles and impacts physical abilities. Due to ALS, he is bound to a wheelchair and cannot meet a single physical need.

Q: *Does this mean he has less value?*

A: *Of course not.*

S: *For self-care, we want the individuals we support to do as much as they can for themselves. For individual such as Mr. Hawking, total independence does not and will not exist. The important thing to remember is everyone is valuable and has something to offer, regardless of the disability.*

We Teach skills that help people reach their vision

S: *The person's vision is what they see themselves doing three to five years down the road. If their vision is to have a place of their own, the skills they would learn could include cooking, cleaning, and laundry.*

We teach skills that are outcome based

S: *When we talk about outcomes, we are talking about what the person will learn. Outcomes could include setting a table or cooking a meal. They are the end result of the skill we are teaching.*

We teach skills that are individual and team developed

S: *The team and individual will meet to identify the skills the person will learn. The important thing to remember is the individual must be given*

choices. The choices should include where they work, what they do, or the materials they use for the task. If they want to learn how to paint, they should have a choice between acrylics and water colors. If they want to get into shape, they should be able to choose between a bicycle and treadmill.

We teach skills that are meaningful, relevant and important

S: *The skills, tasks, and behaviors that the individuals are involved in should be meaningful and relevant, regardless of what they are.*

Q: *Should a thirty year old man be able to tie his shoes?*

S: *Perhaps, but if he is unable to, or unwilling to, how much time should we spend trying to make that skill a reality? How much relevance is there in being able to tie a pair of shoes?*

Q: *What other options are available besides shoelaces?*

A: *Slip-on, Velcro, curly shoe laces.*

Q: *If the 30 year old man has no interest in tying his shoes, is that skill relevant to the individual?*

S: *If he/she does not consider it relevant, and there are other alternatives, why are we working on the skill?*

S: *The skill or task to be performed should be valued.*

Q: *What do you think I mean when I say that the task or skill has to have value?*

S: *Many of the skills and tasks that we all perform has value, meaning that you or someone else believes it is useful, has worth, or is important. When we are talking about the individuals we support, the skill should be valued by the individual, support givers, employer, or the community. If it isn't valued by any of these groups or individuals, we have to ask ourselves why the task is being completed, or the product being produced.*

During the ISP meeting, the team will come to an agreement regarding the skills the individual will work on. The skill should be valued by the individual, but in some cases it may not be. If the skill is not valued by the person, the team must show why the skill is being taught.



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**.

PG: 6-7

S: *As we all know, there is a time and place for everything we do. For example, the removal of our clothes.*

Q: *Where do we usually go to change our clothes?*

A: Home, bathroom, changing room, etc.

Q: *What about when you're out at your favorite restaurant. Is it acceptable to take your clothing off at the salad bar?*

S: *Unfortunately, some of the individuals we support are unaware of some of these rules. That is where you come in. There are two concepts we are going to talk about that relates to this subject: Generalization and Discrimination.*

Generalization

S: *Generalization is the concept of teaching a skill that can be used in every setting and situation. Regardless of where the individual is, they can use that skill.*

Scenario: Jason using bathroom

S: *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; therefore, his staff prompts him to use the bathroom on a schedule.*

During his ISP meeting, the team 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.

S: *Team Established Learning outcome:* *Jason will recognize pressure on his bowels or bladder and use the bathroom on his own.*

S: *Who would teach it:* *Group home, parents, and day program.*

S: *Who actually taught it:* *Group home and parent's home were willing to work with him. The day program was not willing to work with him on this outcome.*

S: *At his 90 day review, it was discovered that there was great progress. Jason was able to now use the bathroom on his own at the group home and his parents' home. Unfortunately, the day program reported that they still had to assist him in this process.*

Q: *What happened? (Get feedback from participants)*

S: *The team had two sets of rules. The day program had one set of rules for helping Jason to use the bathroom, and the rest of the team had another set of rules. They didn't do their jobs right; Jason did not use the skill all the time. With generalization, the learned skill is used in every situation.*

Discrimination

S: *Discrimination is the concept of teaching skills that are specific to a time, place or particular environment.*

S: *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?*

S: *I brought up the scenario of an individual dropping their pants at the salad bar. This is a perfect example of discrimination.*

Q: *Was the restaurant the proper environment for that activity?*

Q: *When and under what circumstances would that behavior be acceptable?*

Scenario:

S: *James is a 40 year old male who likes to hug people. 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, which alerted her boyfriend and security. He was escorted out of the concert and asked to leave.*

Q: *Is hugging a total stranger appropriate?*

Q: *Is it safe?*

Q: *How could it be viewed?*

S: *Teaching James to be able to identify when, where and to whom he can show his affection would be an example of discrimination.*

Ultimately, discrimination and generalization is used to increase and maintain the quality of the lives of the individuals we support.



A presentation slide with a blue border and a grey header. The header contains the word "Assessment" in a serif font. Below the header, there are two bullet points, each starting with a red circle containing a white diagonal slash. The first bullet point reads "The process of getting to know the person and how to best support them." The second bullet point reads "First we meet, then we treat!". Below the text is a small rectangular photograph of a young child with light hair, wearing a striped shirt and khaki pants, sitting on a wooden floor with their head buried in their hands, appearing to be crying or distressed.

PG: 8

S: *Now that we have talked about the importance of why we teach, and what we teach, let's talk about the individual you are supporting. Before we can teach an individual a skill, we have to get to know them. This is where the assessment process comes into play: (next slide talks about the ways we learn about the person)*



Assessment: Gathering Information

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

PG: 8

S: *We assess the individuals we support to determine their wants and needs. Without the assessment process, the providers would be unable to determine the best way to support them, or teach them new skills*

Observation

S: *One of the ways in which we assess the individual's needs is through observation. Observation is the action, or process, of observing something or someone carefully in order to gain information. The information that is gathered can come from what you observe, along with the observations of others.*

Q: *What kind of information do you think you will learn about the individual through observation?*

Possible Answers: Routines, likes, dislikes, physical abilities, how they communicate, how they learn, how we can best support them, right-handed or left, etc.

S: *Good. Keep in mind that trust is an important factor when gathering information. As a Division, we are about building relationships. This involves getting to know the individual, and the individual getting to know you.*

Review of the documentation

S: *Another great way to assess the needs of the individuals you are supporting is through documentation.*

Q: *What documentation can you review to learn about the individual you are supporting?*

- **Support Coordination file:**
 - Evaluation section: Occupational therapy, physical therapy, speech therapy, hearing, and physicals
 - Medical section: Psych and medical information
- **ISP:** Details updated every 90 days during their review.
 - Risk Assessment: Important section to pay attention to. Possible risks include: Life threatening behavior, medical issues, and behavioral issues.

Interviewing/listening to others

S: *Another great way to get to know the individual is by talking to the people that know them best.*

Q: *Who could you interview?*

Possible Answers: Other member's in the home, previous care providers, guardians, other staff member, friends, support coordinator

S: *The more information you gather, the better assessment you will obtain.*

Evaluating the person's routine

Q: *What is a routine?*

A: Schedule of events completed in the same order, same time frame, on a daily basis.

Q: *Why are routines important? Why do we use them?*

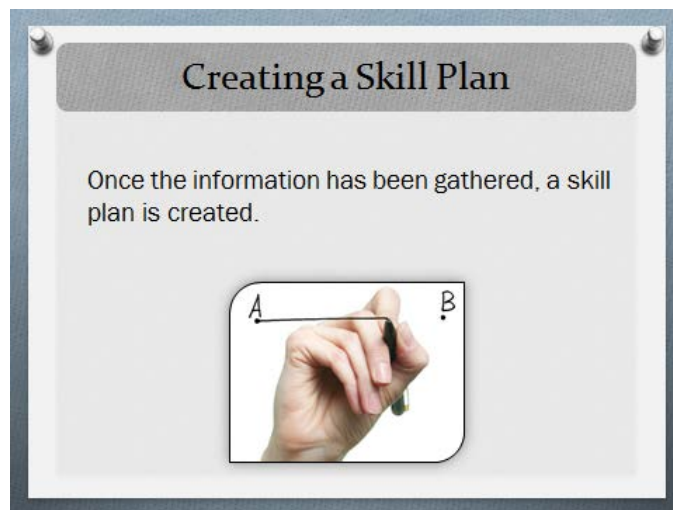
S: *Routines are the foundation for learning. If what we are trying to teach does not fit organically into the routine of the person, learning will not take place.*

S: *Routines provide stability and security for the individual; they predict what comes next. If the individual we support can't predict what comes next, anxiety can occur which will become a barrier to their learning.*

S: *When evaluating the routine:*

- *List the activities that happen regularly in the household for each person.*

- *List the daily events and time required to complete each event. This is important as the days and times the skills are taught will revolve around their current schedule.*



S: *The second part of the assessment process is making decisions. Those decisions are going to be documented in a skill plan. The skill plan is the “user’s manual”, or the “road map”, that is going to lead us to our destination! The more accurate, detailed and thorough the map, the more likely we will arrive at our destination together, which is.....the person doing the skill, task or behavior being taught!*

Before we go into detail about the skill plan, we are going to discuss the items that make up the skill plan.



Task Analysis

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

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

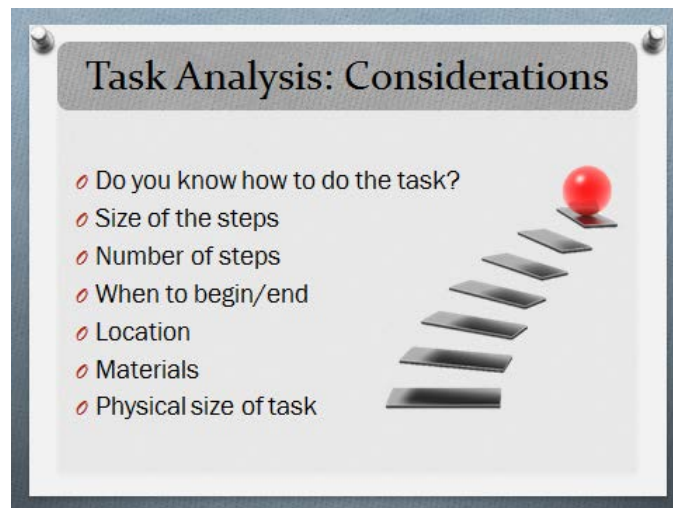
PG: 9

S: *Any skill plan you look at should have a section labeled “Outcome”. The outcome is what the individual will be able to do when they have learned the task. Imbedded within the outcome section is the targeted skill. The targeted skill is the task, skill, or behavior we want the individual to learn or use.*

The targeted skill could be anything. Examples can include: Tying shoes, brushing teeth, sweeping an area, dressing themselves, cooking, etc.

Teaching the targeted skill can be overwhelming, especially to the individuals we are working with. The goal is to break the skill into

manageable steps, helping to ensure their success in completing the targeted skill. This is known as a Task Analysis.



PG: 9

S: *There are a number of things you want to consider when creating a task analysis:*

Do you know how to do the task?

S: *You cannot teach it if you do not know it!*

The size of the steps

S: *Do we need to break the task down in a number of smaller steps, or can the task be done in a few large steps? The number of steps will depend on your assessment of the person you are trying to teach.*

The number of steps

S: *The number of steps depends on the task. It also depends on the learner. This should be individually designed as each person is different.*

If an individual's outcome is to learn to wash their hands, and the individual already knows how to get soap out of a soap dispenser, it isn't necessary to break down that task in the task analysis.

Keep in mind that too many steps can be overwhelming. Generally speaking, there should be no more than twelve steps in the task analysis.

When to begin/end

S: *Appropriateness is the key. If someone is learning to prepare a meal, it must begin at a time when a meal should be served. The task would end when the individual has completed the steps, or has lost interest or motivation.*

Location

S: *The location has to make sense. The individual should be taught in the environment where the task is going to be used. If they are learning to cook, it should be in their kitchen, using their appliances and their utensils. Not the kitchen of the care provider.*

Q: *Why is it important that they learn how to cook in their own kitchen?*

A: Appliances differ from manufacturer to manufacturer. Stoves can be gas or electric. The controls can be different.

Materials

S: *If the task is learning how to sweep, are they using a kitchen broom or push broom?*

Physical size of the task

S: *Are they sweeping a small room, or large room? What is reasonable for them?*

S: *It's not a bad idea to have another person look at your completed task analysis. You may discover through another person that you missed a step. For example, a provider had developed a task analysis for the individual he was supporting to use the bathroom on his own. When it was presented to a fellow provider, he took one look at it and asked "where does it say where they flush the toilet?"*



(page 10):

S: *Let's practice! On page 10 you will see a blank task analysis form. Break down and list each of the steps required to make a peanut butter and jelly sandwich.*

I: Give 10 – 15 minutes to complete task analysis and discuss in class. Once completed, give answer key to each individual and discuss.

I: Point to cover: One size does not fit all. Even though the skill could be taught to multiple individuals, the task analysis will be different for each person. The task analysis is based upon the assessment that was completed, which will tell the providers what the individual is able and unable to do.



Cues and Prompts

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

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

PG: 11

S: We know that the targeted skill is the skill we want the individual to learn. And we know that a task analysis is used to break the task or skill into smaller steps making it easier to learn. There has to be that “thing” or “situation” that tells the individual to use that skill, or perform the task. That thing is known as the antecedent. The antecedent is the

signal that tells the individual to use the targeted skill. Antecedents come in two forms: cues and prompts.

Cues

S: *Cues are hints that tell the individual it is time to use a skill, or perform a task. A cue is just a hint, and does not lead the student to a direct answer.*

Example: *If the learner's hands are dirty from painting, messy hands should be the cue that tells them to wash their hands.*

Prompts

S: *A prompt is much more invasive than a cue as it takes the individual step-by-step through the task leading to a direct answer. It is verbal / nonverbal direction telling the learner the skill or behavior they should be using.*

Prompts are given "before", or "as", an individual is learning a skill. The prompts provided by support givers can be in the form of gestures, pictures, verbal instructions, and physical guidance.

Example: *The individual is given a picture card and is told "Time to wash your hands". The prompts would be both the picture and verbal direction.*

S: *If the individual is learning to use the restroom, both a cue and prompt could be used. The cue might be the sensation of pressure on*

the bladder, but the prompt might come from the staff saying “Hey Jimmie, let’s go ahead and try to use the bathroom”.



Types of Cues and Prompts

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

PG: 11

S: *There are three types of cues and prompts: Environmental, Visual, and Trainer.*

Environmental

S: *Environmental prompts are naturally or logically provided by the environment and include external and internal signals*

- *Example External: Dirty hands (washing), Dinner is complete (taking dishes to the dishwasher)*
- *Example Internal: Hunger, Pressure on bowels.*

Visual

S: *Visual prompts include checklists, pictures, and schedules*

- *Example Pictures: Drink, Food, Sleep, Clothing*
- *Example Schedule and Checklist: Routines, Things to be done*

Trainer

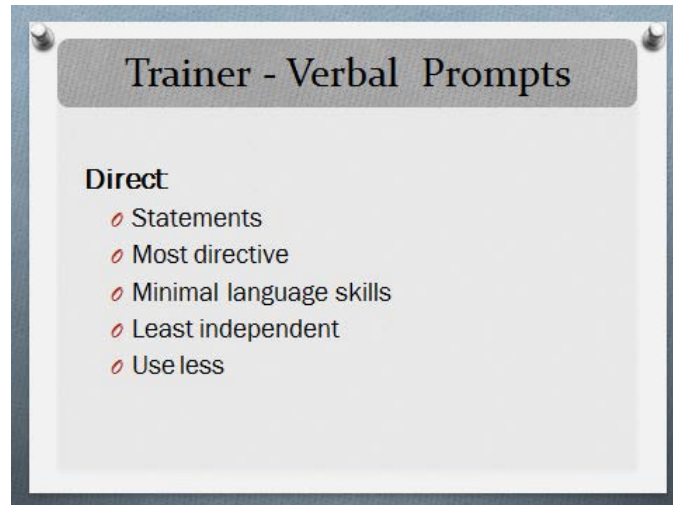
S: *Signals that are provided by the provider*

- *Gestural: Gestures- Pointing, nodding, physical presence, leading with body, sign language*
- *Verbal: Auditory. There are two types: Direct and Indirect. We will be talking about these in a few minutes.*
- *Physical: Tactile (touch) / Graduated Guidance. We will be covering this in a little while.*

S: *The cues and prompts on the screen are listed from least to most assistive. Whenever we use a cue or prompt, we want to use the one that is the least assistive.*

Q: *Keeping that in mind, how do you determine which cue or prompt you would use for the individual you are trying to teach?*

A: *It will be determined the first time you attempt to teach the skill. We will be talking about this in more detail later on in the class.*



PG: 12

S: *As we just discussed, verbal prompts and cues can be used when teaching the individual new skills. Let's talk about prompts first.*

Statements

S: *Verbal prompts are direction that is given in the form of a statement. They tell the individual specifically what you want them to do, leaving little room for misunderstanding.*

Most Directive

S: *This type of signal is very directive and gets straight to the point. The goal is to tell them what you want them to do using the least amount of words.*

Minimum Language Skills

S: *If you look back at the task analysis for the peanut butter and jelly sandwich, one of the steps should have been removing the bread from*

the bag. When giving that direction, we want to keep it as simple as possible to minimize the possibility of confusion. The statement “remove the bread from the bag” is perfect. It’s direct, to the point, and reduces the chance of misunderstanding.

Least Independent / Use Less

S: *One of the downsides to using verbal prompts is that they leave no room for independence. There is no thinking required on behalf of the individual regarding what they are supposed to do. Knowing this, we want to use verbal prompts as necessary in the beginning, and fade out to the use of cues as soon as possible.*



Trainer - Verbal Cues

Indirect:

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

PG: 12

S: *The second type of trainer signal that is used is verbal cues.*

Hints / No Direction

S: *Unlike verbal prompts, cues are indirect. Instead of being told what to do, hints are given to the individual to guide them in the right direction. They lead them towards the task they are supposed to complete, the skill they are supposed to use, or the step in the task analysis they are supposed to complete.*

Closed / Open-ended Questions

S: *Verbal cues can be in the form of closed or open ended questions.*

Q: *Who can tell me the difference between closed and open-ended questions?*

A: *Closed-ended questions can be answered with a “yes” or “no”, while open-ended questions required a response that cannot be answered with a “yes” or “no” answer.*

Q: *If we state “Dinner’s Ready”, and then ask “What do we do when dinner’s ready?”, what kind of question did we ask? **(open-ended)***

Q: *When we ask that question, what could we be telling the individual they need to do?*

A (Possible): *Time to wash hands, set the table, sit down for dinner, etc.*

S: *Unlike verbal prompts, cues are used to get the individuals to think. They are used to get the individual to start processing information, make connections, and come to conclusions.*

Example: *It's getting cold outside and you want them to put on their jacket. You could say, "It's cold outside. What do you need to put on before we go outside?"*

Example: *You tell them "It's cold outside. Janet is putting her jacket on. What do you need to do?"*

Can Lead to Prompts


S: *Remember, our goal is to lead them to the right conclusion, not tell them what to do. Many times cues will lead to prompts. The hints that you give may not lead the individual in the right direction. In those cases, you may need to revert back to the use of a verbal prompt to get them to complete the task, or use the skill.*

Most Independent

S: *As you can see, cues are much more independent than verbal prompts. Like verbal prompts, cues will eventually fade away and the individual will be able to complete the task, or use the skill, without the use of any type of verbal signals. The goal is for the individual to gain independence, and the use of verbal prompts and cues is the first step to making that a reality. Our job is to get the individuals to use the same cues that all of us use on a daily basis: environmental.*



Fading of Cues / Prompts



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

PG: 13

S: *Verbal cues and prompts are effective tools that are used to teach tasks or skills. Like any tool, there is a time and place for their use.*

Q: *What is the purpose of teaching individuals skills? Why do we do it?*

A: Independence.

Q: *How much independence will be gained if any task they complete, or skill they use, always requires a prompt or cue?*

A: Limited

S: *We need verbal cues and prompts to teach skills. They are a necessity. But keep in mind, they can also become a crutch. Whenever we teach a skill or task, environmental prompts should be taught in coordination with verbal cues and prompts. As they learn the skill, the verbal cues and prompts will fade, and the individual will be able to complete the task with use of natural or environmental prompts only.*

Remember, our ultimate goal is independence, and the use of environmental prompts is a huge step to making that goal a reality.

Example of Fading Prompts and Cues: *John is learning to get up in the morning and get out of bed. A support giver has been coming in and waking John up and telling him to get out of bed. An alarm clock is purchased and set to ring in the mornings. The support giver comes in and tells John that the alarm clock going off means it is time to get up. As time goes on the support giver talks less and lets the alarm clock ring longer. Finally the support giver stops going in to awaken John and John gets up when the alarm clock goes off (environmental).*



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.

PG: 13

S: *Whenever we learn a new skill, or how to complete a task, we need that reinforcer, or carrot, that keeps us motivated. The individuals we support are no different. They need that “something” that keeps them going. That something is called reinforcement.*

S: *Reinforcement is any positive feedback, event, or item that immediately follows a behavior which increases the likelihood the behavior will occur again.*

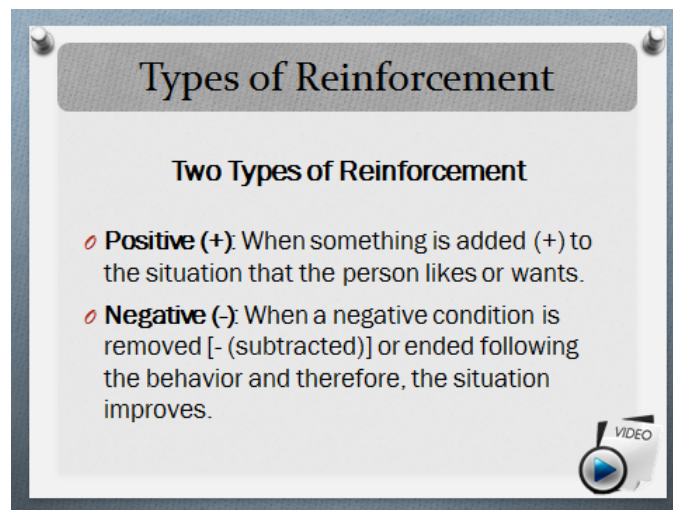
Positive feedback is given when the individual uses the skill successfully, or responds accurately. It should be immediate, highly positive, and descriptive so the learner knows exactly what they did was correct. If positive feedback is used correctly, it will increase the likelihood the target skill will be used correctly in the future.

If the learner responds incorrectly, the response should be ignored or corrected immediately. Correction generally consists of either interrupting learners when they begin to respond incorrectly, or repeating or stopping the trial.

Events and items that are used can include objects, activities, interactions, occurrences or tokens. The reinforcer that is used will depend upon the individual you are working with.

If the item or event does not increase or maintain the behavior, it is not reinforcement

Example: Janet takes her plate to the kitchen and washes it. The support giver smiles and tells Janet, “Thank you for washing your plate. Good job.” (It is important to be specific about what is being praised.) In the future, Janet repeats the behavior more frequently.



PG: 13

S: *There are two types of reinforcement: positive and negative.*

Positive Reinforcement:

S: *Positive reinforcement occurs when the individual is given something they like, or want, after the desired behavior is exhibited.*

Examples:

- *A provider gives praise (positive stimulus) for completing a step in the task analysis (behavior).*

- *The little boy receives \$5.00 (positive stimulus) for every A he earns on his report card (behavior).*
- *A father gives his daughter candy (positive stimulus) for cleaning up toys (behavior).*

Negative Reinforcement:

S: *Negative reinforcement occurs when a negative condition is removed after a particular behavior is exhibited. The likelihood of the particular behavior occurring again in the future is increased because the negative consequence has been removed.*

Negative reinforcement should not be thought of as punishment. With negative reinforcement, you are increasing a behavior, whereas with punishment, you are decreasing a behavior.

Example: *Bob does the dishes (behavior) in order to avoid his mother nagging (negative stimulus).*

S: *When thinking about reinforcement, always remember that the end result is to try to increase the behavior. For positive reinforcement, think of it as adding something positive in order to increase a response. For negative reinforcement, think of it as taking something negative away in order to increase a response.*



I: Click on video link on lower right corner of screen.

Discussion

I: Discuss the video clip (http://www.youtube.com/watch?v=qy_mlEnnIF4/S3 E3 Big Bang Theory), and the types of reinforcers that were used. The participants should be able to recognize the chocolate was used as positive reinforcement. The water would be considered punishment instead of negative reinforcement as it was being used to stop Leonard's behavior, not increase it.



Reinforcement

- 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.

PG: 13

S: Some people view reinforcers as bribes; they are not. They are the natural or planned consequences that result from our behavior.

Unfortunately, not all staff see it that way. Some believe the individuals

we support should do what they are supposed to, without being “bribed” to do so.

S: *The fact is, none of us do any action because “we are supposed to”; we do it because:*

- *We feel it needs to be done*
- *We obtain personal gratification when it is done*
- *We receive something of monetary value with it is done.*

S: *There is always something that motivates us. We don’t clean our house because we are supposed to. We do it because we want to live in a clean house. Or perhaps, we don’t want our friends to think we are pigs. The challenge is understanding what is truly motivating our actions.*

S: *Most staff that work for DDD do so because they love what they do; however, the majority of them wouldn’t do it for free. The reinforcer the Division uses to get us to come to work, and put in 40 hours a week, is called a paycheck. Without that reinforcement, staff wouldn’t come to work, the Division wouldn’t be able to operate, and the individuals we support would no longer be supported.*

As you can see, paychecks are our reinforcers to come to work. But they aren’t the only think that motivates us.



S: *Please turn to page 13. Please take a couple of minutes and write down three reinforcers that motivate you.*

I: Once the participants have written down three reinforcers, go around the room and have them read them aloud. The other participants will raise their hands if the reinforcer would work for them, and would be marked accordingly in the “Others Yes” box in their guide. If the reinforcer wouldn’t work for them, it would be marked accordingly in the “Others No” box. The purpose of the activity is to show the participants that reinforcers are not universal, and are person specific.



Finding Reinforcers That Work

- ◊ Each person is unique and what motivates each person is specific to him/her.
- ◊ 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

PG: 14

S: *As we demonstrated in the activity, each person is unique and what motivates each person is specific to him/her. Knowing this, we need to determine what motivates the individuals we support and what rewards will work for them.*

S: *There are three basic ways to do this:*

- **Watch:** *If we see the person spends lots of time doing an activity or trying to get an item, then the activity or item is probably a reward.*
- **Ask:** *Ask the person and/or someone who knows them well what the person likes or wants.*
- **Trial:** *Try something with the person and see how she/he responds.*



Using Reinforcement Effectively



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

PG: 14

S: *Once the reinforcement is known, it is important that it is used appropriately and effectively.*

Use known rewards

S: *Ensure the reward is actually an award. As we talked about earlier, reinforcers are person specific. If the reward is a chocolate Sunday, and the individual does not like chocolate, the reward is invalid.*

Vary rewards/provide a reward menu

S: *Everyone one has reinforcers that motivates them. But there is that saying that too much of a good thing is not necessarily a good thing.*

For example, let's look at chocolate sundaes. For most of us, chocolate sundaes are a good thing; something we look forward to eating.

Imagine eating a chocolate sundae three times a day. Sounds good, right? What if you did this six weeks in a row. Would the chocolate sundae still be a reward? Probably not.

S: *If using rewards as a reinforcer, vary them. Create a rewards menu which they can choose from. Depending upon the individual you are supporting will dictate how many rewards they can choose from. Some may have difficulties choosing if there are too many options, so the reward menu may consist of only two or three items.*

Sometimes use “pleasant surprises”

S: *Rewards can be given for doing an overall good job; they don't necessarily have to be given for completing a certain task. Rewards can be given for the completion of certain tasks they weren't asked or required to do, or just for going up and above.*

Avoid rewarding undesired behavior

S: *Nobody believes that undesired behavior should be awarded; unfortunately, many of us do it without realizing we are doing it. Many individuals will display undesired behavior to get a response. When you respond to them, you are rewarding them. In most cases, the undesired behavior will cease when we refuse to respond to it.*



Using Reinforcement Effectively

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

PG: 14

Make reinforcement contingent upon the desired behavior

S: *If they didn't do the behavior we are trying to reward, don't give it to them.*

Control the reward

S: *For a reward to be an award, they can't have free access to it. If the reward is a popsicle, but they can go to the freezer any time they want and grab one, it is not a reward.*

Reinforce immediately

S: *Reinforcers must be given immediately. The individuals must develop an understanding of the relationship between behavior and reward.*

Reinforce consistently

S: *Inconsistency causes confusion and frustration.*



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

PG: 15

S: *Whenever we use rewards as reinforcement, it is important that we use them ethically.*

Never use things that are addictive, like cigarettes or coffee

S: *The individuals we support have the right to use items that can be addictive, such as coffee and cigarettes. Since these items are purchased with their own funds, they have the right to use them when they want. In addition, we cannot limit the amount of these items without the implementation of a behavior plan.*

Due to the addictive nature of these items, we cannot purchase and use them as reinforcement.

Never use things utilized for coping & comfort

S: *The items could be anything from a blanket to their favorite video.*


Avoid using things that belong to the person

S: *The individuals we support have the right to use their belongings when they want to. The only time we can take away their personal items, or use them as an incentive, is with the implementation of a behavior plan.*



Creating a Skill Plan

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



PG: 15

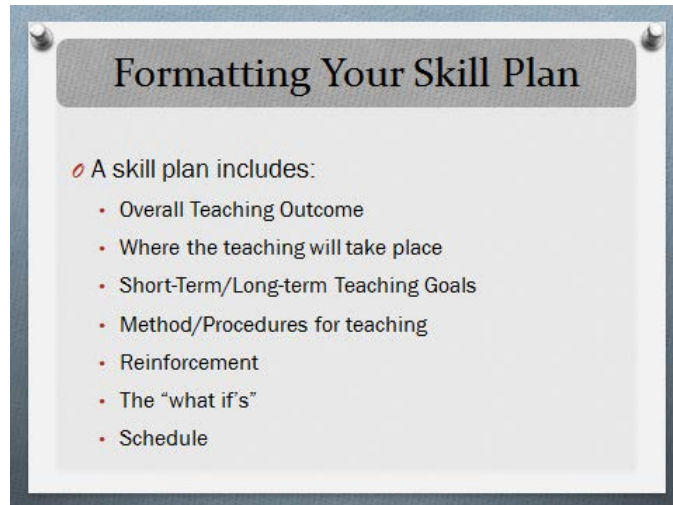
S: *Let's talk about the skill plan. If you remember, the skill plan is the second part of the assessment process. This is where we make decisions regarding their training, and documenting those decisions on a skill plan.*

The skill plan is the “user’s manual”, or the “road map”, that is going to lead us to our destination! The more accurate, detailed, and thorough the map, the more likely we will arrive at our destination together, which is.....the person is doing the skill, task or behavior being taught!

Keep in mind that you are not making decisions regarding the overall teaching outcome. The learning outcomes come from the individual's Vision of the Future, and the person’s priorities for the upcoming year. They have already been documented on that person’s ISP by the team, or you wouldn’t be working with the person!

Your job is to assess and decide what techniques are used and how it will look for the person.

S: *Once the skill plan has been created, it must be submitted to the SC within 20 days. The support coordinator will evaluate the plan and make any changes they deem necessary.*



PG: 16

S: *How you format the skill plan is up to you. It must also be formatted in a way that anyone can pick it up, be able to follow the steps, and pick up where the last person left off. This allows for consistent, effective learning, no matter who is working with the individual.*

S: *The skill plan must have specific components. If you look at page 16 in your guide, you will see the components that are required to be present.*

Overall teaching outcome

S: *Taken from the individuals ISP*

Where the teaching will take place**S:** *The teaching must take place where it organically makes sense. We would never teach someone to do laundry at a laundry mat when they have a washer and dryer in their home that they want to learn to use.*

Short-Term/Long-term Teaching Goals

S: *This is where that observation is imperative. If the outcome is for the person to learn how to bake a cake, but they haven't learned how to work the oven, the short term goal may be to learn to work the oven/stove.*

Method/Procedures for teaching

S: *This includes verbal and non-verbal cues/prompts, environmental cues, steps of the task or skill, levels of assistance needed, shaping and fading procedures to be used, and any assistance or set-up required in the environment by support givers. Based on what you learned in your assessment, you should be able to identify how the person learns. The task analysis you complete for the task will identify the steps that should be included in the learning process.*

Reinforcement

S: *The positive feedback, event, or item that will be used to increase the likelihood the behavior will occur again.*

The “what if’s”

S: *What should be done when the person does not display the desired behavior? Example might be to try another method, start from square one, or find another way to offer encouragement.*

Schedule

How often, on what days, and for how long will the provider work with the person.



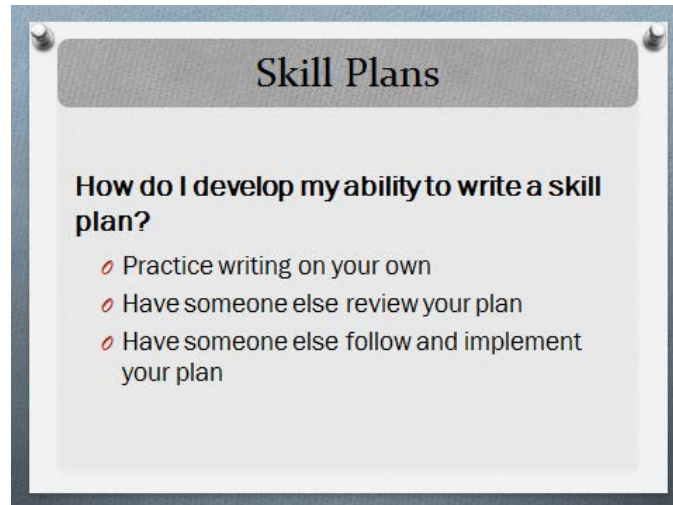
S: *With the person next to you, go through the two skill plan examples in your packet (starting on page 17). Try to identify each of the components listed on page 16. I will leave this slide up for your reference.*

I: Give participants 10 minutes to review skill plans.

S: *As you can see, the format for each of these is different but they all have the same components.*

Q: *Take a look at the “steps” on the skill plan examples. What do you think was used to develop those steps?*

A: Task Analysis



PG: 22

S: The ability to write an effective skill plan does not come over night; it takes practice. When starting out, take a look at other skill plans. It's impossible to create an effective skill plan if you don't know what one looks like.

The only way to become good at writing skill plans is through practice. Take the time to write skill plans, even if they are ones that will never be implemented.

Once completed, have someone else review your work. It should be someone who knows what a good skill plan looks. It's nice to hear that your skill plan is great, but it's a moot point if the person that reviewed it doesn't know what they are talking about.

It's also a good idea to have someone else follow and implement your plan, and provide feedback regarding its effectiveness.



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.



PG: 23


S: Now that we talked about the components of a skill plan, and we practiced completing a task analysis, let's put your knowledge to the test! Turn to page 23 in your participant guide.

I: Have a participant read aloud page 23 to include the sections on outcome, short term teaching goal, and the description of John. Give the students approximately 10 minutes to complete the activity and then review.



Teaching Techniques/Strategies

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



S: *What works for each person is different. Being able to do a good assessment of that person is crucial in deciding the techniques and strategies you will use. You may think about the strategies being like tools in your toolbox. Not all of the tools will work on all projects, and most projects will require multiple tools.*



Effective Communication

- 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.

PG: 24

S: *Before I go into detail about the different teaching techniques and strategies you may use, I want to talk about effective communication. I cannot stress enough the importance of using effective communication when working with the individual. The manner in which we address the individuals we are working with could be the difference between success and failure. Your failure to communicate effectively will most likely result in their failure to learn the task or skill.*

S: *Prior to giving direction, or delivering information, ensure they are paying attention:*

Begin with their name

S: *Begin with their name when you are talking with them. It personalizes the situation and lets them know you are talking to them. Some will use eye contact to show they are listening to you, others will not due to their culture or disability (autism). Some may change their body position indicating they have heard you.*

Use consistent words

S: *If you are teaching them to put on a shirt, call it a shirt. Don't refer to it as a blouse one day, top the next, and shirt the following day. Inconsistency causes confusion.*

Use language, structure and complexity that works for the person.

S: *This is where the assessment comes into play. What do they understand? How much do they understand?*

I: Discuss the importance of non-verbal communication

Be positive

S: *If you present an attitude that you do not want to be there, are unhappy, or are wasting your time, you will fail. Nobody wants to work with someone who is negative, including the individuals we support.*

Use a moderate volume

S: *Direction that is too loud, soft, fast, or slow will affect the manner in which it is received.*

Be clear, short and concise

S: *In a polite and professional manner, use the least amount of words necessary to give direction. If you want them to stand up, use their first name and say “Stand up please”. Keep in mind that it is important the correct tone is used as you could be perceived as being rude. The ultimate goal is to provide instruction that is easily understood.*

Example

I: Say “Stand up please” in three different tones to make the point of it’s not what you say but how you say it.

Timid Tone: Lets the individual know they didn't have to stand up if they didn't want to. The tone lets the individual know they don't have to listen to the individual.

Aggressive tone: Indicates the provider expects trouble when directing the individual.

Assertive Tone: Lets the individual know they had to stand up. The assertive tone is preferred as it is direct, but not rude.




A presentation slide titled "Teaching Techniques" is shown. The slide has a grey header with the title in white. Below the header, there is a list of techniques with red circular bullet points: "Teaching Techniques", "Graduated Guidance", "Chaining", "Modeling", and "Shaping". To the right of the list is a small inset photograph showing a woman (likely a teacher) leaning over a table, working with a young child on a worksheet. The slide is framed with a blue border and has two silver pushpins at the top corners.

S: *Now that we have an understanding of the importance of effective communication, let's talk about the techniques strategies that can be used to teach someone the desired skill.*



Graduated Guidance

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



S: *Graduated guidance is a technique that can be used to teach many skills such as making a meal, eating food, and washing hands. Since it is a hands-on technique, it is the most intrusive form of support we offer. Therefore, when using it, we only provide enough assistance to assure they can complete the task or skill.*



Graduated Guidance

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

PG: 25

S: *Graduated Guidance starts with the guidance necessary to support or assist the person in completing a task. Gradually, less assistance is provided as the person gains or demonstrates greater competence. This process is commonly referred to as physical assistance.*

Prior to using graduated guidance, the following items must be completed: skill plan, task analysis, and data tracking sheet. The skill plan establishes the skill we want to teach, the task analysis breaks the skill into steps, and the data tracking sheet documents their progress towards mastering the skill or task. We will be discussing data tracking in a little bit.

S: *The process of using graduated guidance consists of six steps:*

- *Step 1: Explain the task at hand and why you want to help them.*
- *Step 2: Ask if you can help and/or touch them. Be specific about where you are going to touch, even if it is to guide the person's own hand.*
- *Step 3: Wait for a response. Allow time for processing, and observe for all signs of communication: "Yes" or "No"*
- *Some people have verbal communication skills and can answer you. A lot do not; however, they can clearly communicate their answers.*



I: Go around room. Each person gives example of how someone can communicate “yes” and “no” without speaking.

S: *Be sure to give the individuals you are teaching plenty of time to answer your question. Be patient. Due to their disability, it may take some longer than others to answer. Some people process information faster than others.*

S: *Step 3a: If the person indicates “No”, you can negotiate.*

- *Ask:*
 - *“Do you want someone else to help you?”*
 - *“Do you want to do this later?”*
- *Different things could be a factor. Ie. Environment, temperature, etc.*
- *If the answer is no, it is respected. Do not proceed. Their bodily integrity is more important than getting the task done.*
- *If the person indicates “yes”, proceed to step 4.*

S: *Step 4: Proceed with assistance if given the approval.*

S: *Step 5: As you proceed with assistance, explain what you are doing, every step, consider using hand under hand guidance*

S: *Step 6: Fade physical assistance as soon as they begin to complete the task.*

Example: *Taylor is learning to scoop food with a spoon. After the support giver has handed the spoon to Taylor and told Taylor to pick up the spoon, Taylor has still not responded. The support giver then physically guides Taylor's hand to the spoon. When Taylor's hand touches the spoon her fingers close around the spoon and she starts to lift the spoon. The support giver withdraws her hand from Taylor and allows Taylor to complete the motion.*



Graduated Guidance

Use of Force

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

PG: 25

S: *Any time graduated guidance is used, there is a risk of using force. Graduated guidance does not include the use of force; it is a hand-on technique that guides the individual towards learning a new skill or completing a task. Once the individual resists the physical assistance, the use of graduated guidance ceases. Once the resistance subsides, graduated guidance can resume.*

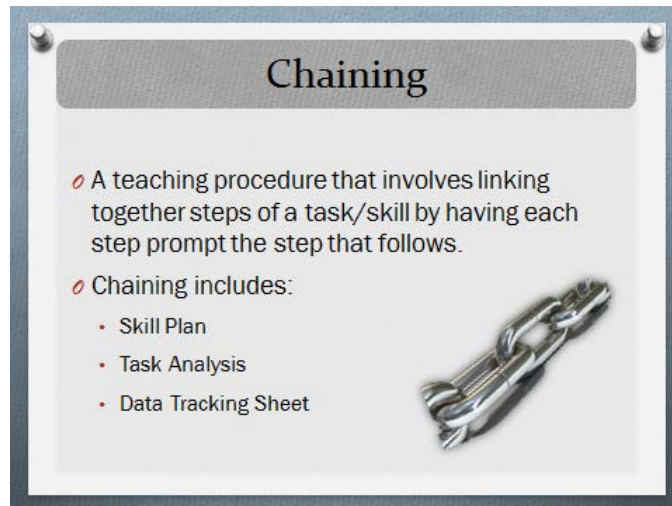
S: *If there comes a time when the ISP team believes that a minimal amount of force is necessary to teach a skill, that use of force would have to be documented into a behavior treatment plan, and approved by the program review committee. Force, no matter how minimal, cannot be used without a behavior treatment plan. The chances of force being approved is rare. The ISP team would have to show the Program Review Committee how the use of force would benefit the individual you are supporting.*



I: The participants will use graduated guidance to teach the instructor a variety of skills. The skills could include: picking up a pencil and writing


their name, picking up a spoon and bringing it to their mouth, turning on a light switch, or picking up a spoon and stirring a pot.

Resistance should be given during parts of the exercise to ensure force isn't being used by the participants. The participants will use the technique on the instructor instead of a fellow participant to ensure force is not used and the technique is being used properly.



Chaining

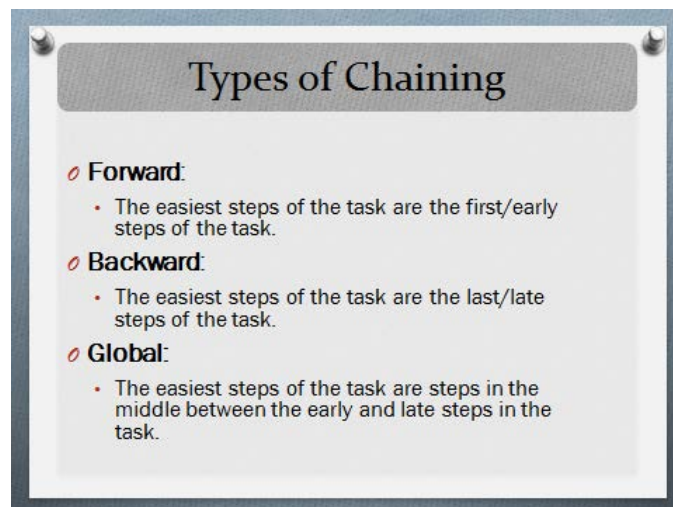
- A teaching procedure that involves linking together steps of a task/skill by having each step prompt the step that follows.
- Chaining includes:
 - Skill Plan
 - Task Analysis
 - Data Tracking Sheet



PG: 26

S: *Another teaching technique that can be used is chaining. Chaining is the process of breaking a task into smaller steps, where each step acts as a prompt for the next step. As the individual masters the steps, support giver assistance is faded in that area.*

S: *When we discussed graduated guidance, we stated that the skill plan, task analysis, and data tracking sheet were created prior to using the technique. The same is true for chaining. We want to establish the skill we are going to teach, break it down into steps, and track their progress.*



PG: 26

S: *There are three types of chaining: Forward, Backward, and Global. The difference between the three revolves around which step is taught first. When looking at the skill or task, we look at which step is the easiest to teach, and progress from there.*

FORWARD CHAINING

S: *When it has been determined that the first step of a task is the easiest one to complete, forward chaining will be used. In forward chaining, the provider works with the individual to master the first step of the task. Once it is mastered, they will work on the second step in coordination with the first step.*

S: *When using chaining, it is important that the steps are not taught separately. The goal is to learn new steps, and reinforce the ones that were already learned. This process will continue until the skill or task has been learned.*

S: *Hopefully you can see the steps are like links in a chain; they are all connected. You cannot move to other links without mastering the next one in line.*

Example

S: *Let's say we are going to teach an individual how to pour a glass of water using a pitcher.*

Q: *Looking at the task as a whole, which step do you think would be the easiest to complete?*

A: Picking up the pitcher

Q: *Which step do you think would be the hardest?*

A: Pouring the water in the glass. It takes the most coordination.

S: *So if we were going to using forward chaining to teach this skill, which step would we teach first?*

A: Picking up the pitcher.

BACKWARD CHAINING:

S: *In forward chaining, you are teaching from A to Z; in backward chaining, you are teaching from Z to A. Backward chaining will be used when it has been determined that the last step of the task or skill is the easiest one to master.*

S: *To illustrate backward chaining, consider the following example: I want to teach the individual how to complete a six-piece puzzle. The steps are:*

- *put in first piece*
- *put in second piece*
- *put in third piece*
- *put in fourth piece*
- *put in fifth piece*
- *put in sixth piece*

S: *To backward chain this task, the provider would put together the first five pieces of the puzzle. The task is complete except for the last piece. Using the necessary prompts, the individual is taught to put in the sixth piece (step 6). When they can successfully do this a number of times, they will work on the last two pieces of the puzzle (completing*

steps 1 through 4 myself beforehand). Like links in a chain, steps will be added until they can complete the entire puzzle on their own.

Backward chaining the puzzle gives the individual the idea of what they are doing ahead of time (there weren't just a bunch of puzzle pieces laying there), and gives a clear clue of the next step.

Example

S: *Pulling up pants. The easiest step is pulling the pants of the last 6 inches. Master the easiest tasks first and then work on the steps leading to it.*

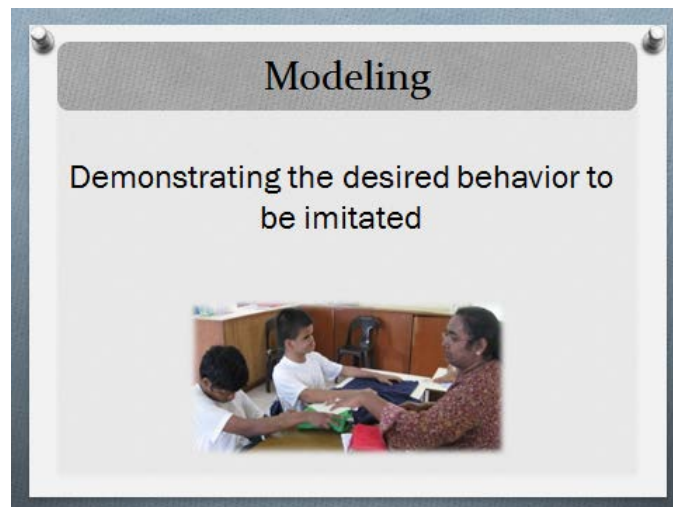
Example

S: *One of Tom's goals was to learn to brush his teeth. In order to teach Tom this skill, his provider decided to use backward chaining. First, the provider conducted a task analysis to identify all the steps of tooth-brushing. In the beginning, the provider guided and prompted Tom to perform all steps except the last one: looking at the mirror and wiping his mouth with a towel. Tom learned to perform this last step first with prompts and reinforcement. After mastering this last step, the next teaching target was the second-to-the-last step, turning off the faucet. With backward chaining, Tom learned to brush his teeth by working on the last step first.*

GLOBAL CHAINING

S: Like forward and backward chaining, global chaining involves mastering the easiest step first. With global chaining, the easiest step lies somewhere in the middle.

Example: Washing dishes. The easiest step would be rinsing the dishes. Once that step was learned, you could move in either direction regarding the steps you would teach next.



PG: 27

S: Modeling is another technique you can use to teach a skill.

S: Modeling is the process of demonstrating the desired behavior to be imitated. It is something that you have done throughout your entire life, even though you may not be aware of it.

- *When you were folding clothes in front of others, you were modeling.*
- *When you swept the floor in front of another person, you were modeling.*

S: *Any time you complete a task or perform a skill in front of another person, you are modeling!*



Modeling

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

PG: 27

S: *There are four parts to the modeling process:*

Perform

S: *Show the person how to do the behavior/task. This can be any skill or task to include washing your hands, cleaning the kitchen table, or making a peanut butter and jelly sandwich.*

Tell

S: *Talk about the task. Discuss the actions that will take place and any materials that are required for the task.*

Encourage Attention

S: *Encourage attention: Direct them to the task as you are completing it.*

Observe

S: *Invite the person to do the task: Encourage them to attempt to do it. If they are struggling, offer your assistance. Verbal reinforcements will go a long way towards them learning the skill and completing the task.*



I: Use white board or easel to draw a caricature. Through modeling, the participant's will draw a picture that resembles the one drawn by the instructor.



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

PG: 27

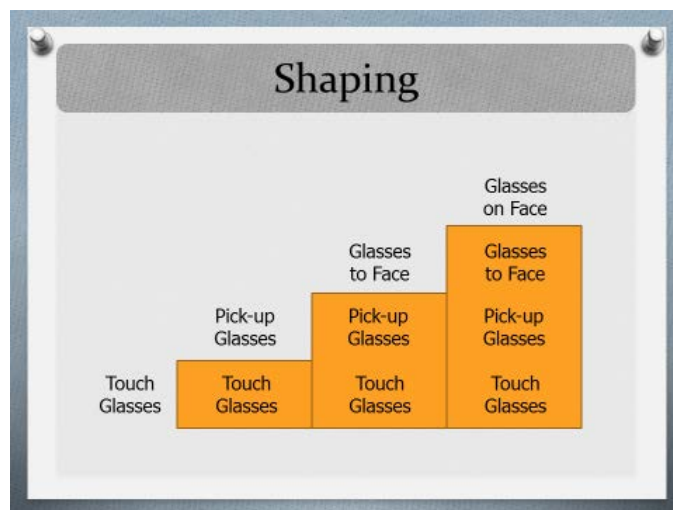
S: Another technique that can be used to teach a skill, or change behaviors, is called shaping. Shaping is the process of reinforcing attempts that are closer and closer to the desired outcome/behavior. Reinforcers are strategically used in a planned sequence to motivate the individuals to learn.

How to use shaping:

- 1. Identify the skill to be learned*
- 2. Complete the task analysis*
- 3. Identify the reinforcers to be used*
- 4. Identify the steps in the task analysis that the reinforcers will be given*
- 5. Document in the skill plan*

S: When teaching the skill, reinforcers are used at predetermined steps. When the initial step is completed, the individual is given their first reinforcer. Once the step is mastered, the reinforcer is withheld until the next step is completed. Once that step is mastered, the reinforcer will be withheld until the next step is complete. This process continues until the new skill is learned.

Keep in mind, reinforcers come in various forms. The reinforcer used during shaping could be praise, a piece of candy, or an activity.



S: Let's look at an example of shaping. Mark, who is an individual that lives in a state operated group home, wears glasses. Whenever he needs to read something, he points to his glasses and the provider puts


them on his face. During their annual meeting, the team decided that Mark should be able to put his glasses on his face by himself. The task was split into four steps: Touching the glasses, picking up the glasses, putting the glasses to his face, and placing the glasses in their proper position. The reinforcer that was decided on was verbal praise.

S: *When Mark touched the glasses, the provider gave him verbal praise. This process continued until Mark felt comfortable touching the glasses. The provider then withheld the praise until Mark picked up the glasses. Once Mark picked up the glasses with regular consistency, the praise was withheld until he put the glasses to his face. This process continued until Mark successfully placed the glasses in their proper position; on his face.*



Teaching Strategies

- o Strategies
- o Token Economy
- o Contingency Statement



S: *Now that we have an understanding of what techniques can be used to teach the desired skill, we are going to explore some strategies that will help you and the person you support be successful.*

A graphic titled "Token Economies" presented as a pinned note. The title is in a grey header box. Below it, a definition states: "A reward system where tokens (symbols) are given for positive behavior, saved, and exchanged for items of larger value." Two bullet points follow: "Cannot be used to earn basic necessities" and "Cannot be used to earn what already belongs to them (i.e. personal property, money, etc.)".

Token Economies

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

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

PG: 27

S: *Token economies are reward systems where tokens (symbols) are given for positive behavior, saved and exchanged for items of larger value. Token symbols can be poker chips, stars on a chart, stickers, checks on a calendar, or any other symbolic item.*

When using tokens, consider the person's age and likes. For most adults, chips or check marks will be more appropriate than smiley faces or stars; however, if they like smiley faces, use them.

Token Economies can be used with anyone as long as they do not require a person to earn basic necessities such as clothing, food, shelter, and/or things that already belong to them, including money.

When using a token economy, be aware of the use of response cost. Response cost involves taking away something they earned. Once they earn the token, it cannot be taken away unless it is approved in a behavior treatment plan.

Example

*Jasmin really likes music CDs, however rewarding Jasmin with a music CD every day that she completes all of her house chores is not realistic or practical. A system is set up for her to accumulate tokens (stars on a calendar) and when she has twenty tokens she will get a new music CD (that is **not** purchased with her money).*



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

PG: 28

S: *There comes a time in all of our lives where we don’t feel like doing something. It could be completing homework for a college class we are taking, fixing dinner, or doing the dishes. The individuals we support are no different. You may come across a situation where the individual you are working with does not feel like learning a skill or completing a task. In that situation, you may want to consider using a contingency statement.*

Incentive / Reward

S: *Contingency statements can be used as a reward or incentive to complete a task, or learn a skill. It is called a contingency statement because the reward is contingent upon the completion of the task.*

S: *Contingency statements start with words such as “If”, “After”, “When”, “then”, etc.*

Good Example: *“After you finish dinner you can have dessert.”*

- *Using this statement, you are telling the individual they can have dessert once they complete their dinner.*

Bad Example: *“After finishing dinner you can do the dishes”*

- *This is not a contingency statement. While the word “after” was used at the beginning of the statement, there wasn’t a reward at the end.*

Plan Carefully in Advance

S: *If you decide to use a contingency statement, you should carefully plan it out in advance. When you choose the reward you want to use as an incentive, you need to ensure that it is an actual reward. If it is something they can have regardless of the completion of the task, you cannot use it. Let’s look at the example I just used regarding dinner and dessert. The individual was told they could have dessert after they finished dinner. If dessert is part of the menu, you cannot use it as an incentive unless it is outlined in a behavior treatment plan. If other individuals in the house gets dessert, so does the individual you used the contingency statement on regardless of completion of the task.*

S: *You could use a trip to Dairy Queen, or a music CD, as an incentive. If you use something like this, the cost of the item cannot come out of the*

pocket of the individual. If they are paying for it with their own money, it is not a reward.

Choice

S: *The following should be taken into consideration when using contingency statements:*

- *When given the choice, they can choose not to learn the skill or complete the task. If they choose not to participate, they don't get the reward.*
- *If you offer them money and don't have it when you promised, you teach the wrong things.*
- *If you offer an incentive to multiple people, ensure that you can follow through. Are you able to reward the person who accomplished the task when the others did not.*

Example: *You used a trip to the movies as an incentive for four individual to clean their rooms; unfortunately, one of the individuals chose not to complete the task. Who is going to watch that individual while you are gone? If you take them all even though one didn't complete the task, they know they don't have to complete the task to get the incentive. If you don't go to the movies even though you offered it as an incentive, you lied. This is considered a lose / lose situation.*

- *If the individuals will be going somewhere regardless of circumstances, don't use it as an incentive.*

Example: *Trick-or-treating. If it's Halloween, and the individual will be trick-or-treating regardless of them completing a task, you can't use it as an incentive; however, an incentive that could be used is an extra hour of trick-or-treating if their task is completed. If the approach is taken in the right manner, it's a win-win situation. It takes the battle out of the situation, and teaches skills to include choices, consequences, and responsibilities. If they become upset they didn't get the extra hour of trick-or-treating, make it clear they were made aware of the consequences for not completing the task.*

Follow Through

S: *If you offer the incentive, and they earn it, you must follow through with what you promised. That pertains to the use of anything to include activities, trips, and physical items. There may come a time when you want to take away something they earned due to a challenging behavior. This is known as response cost. Unless response cost has been approved in a behavior treatment plan, you cannot take away something they earned.*

Follow through could also include not giving them reinforcers they haven't earned. Let's look at the example I just used regarding a trip to

the mall for cleaning their room. If you decide to take them to the mall even though they didn't clean their room, you show them that they can earn rewards regardless of their completion of the task.

Never mix prompts with contingencies

S: *If contingency statements are used to get a task completed, you cannot give a verbal prompt when they choose not to do it.*

Contingency is based on choices, not direction.

Example: *You tell the individual, "If you clean your room I will take you to the mall". If the individual decides not to clean their room, you cannot tell them to clean their room anyway. If you couldn't get the task completed with a direct cue, you cannot transition to contingency.*



Data Collection

What is data?

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

PG: 28

S: *We have talked about:*

- *Why we teach*
- *What we teach*
- *The value of doing a good assessment*
- *How to write a skill plan*
- *How to effectively teach the skills*
- *Strategies that we can use that will help us be successful*

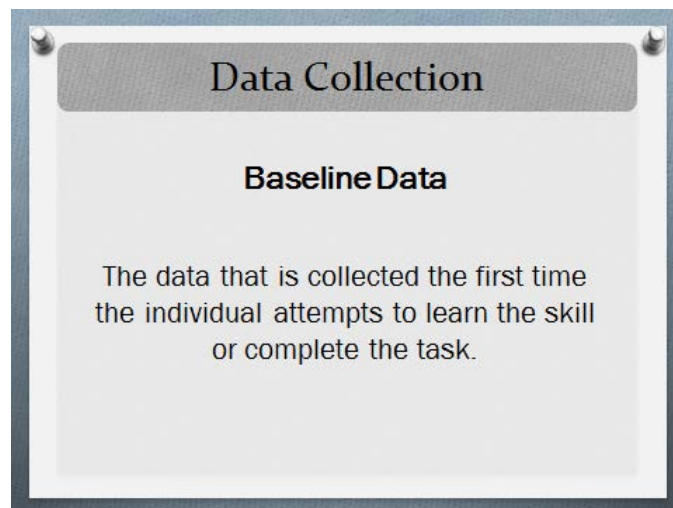
S: *Now we need to talk about how to keep track of it all! Otherwise known as “Data Collection”*

S: *First, let’s define data as it pertains to teaching skills. Data is information that is collected during an activity or period of time, and can include specific behaviors, action, or events. To take data accurately and effectively you need:*

- *A clear and specific description of the behavior*
- *A system that can be easily used and implemented by all responsible for taking the data*
- *A system that can be easily and quickly recorded by all involved*
- *A method that captures the changes in behavior, indicating progress that is made.*

S: *Data only needs to be recorded often enough to be able to capture changes in the behavior; most data is not taken on a daily basis.*

S: *The data that is collected is submitted to the Support Coordinator and the team for review on the individual's monthly progress report. The Support Coordinator is responsible for reviewing the information looking for progress, or lack of progress, and continue to assess the effectiveness of service. It is your job to ensure that you use a method that can be easily understood, interpreted, and reported on.*



PG: 28

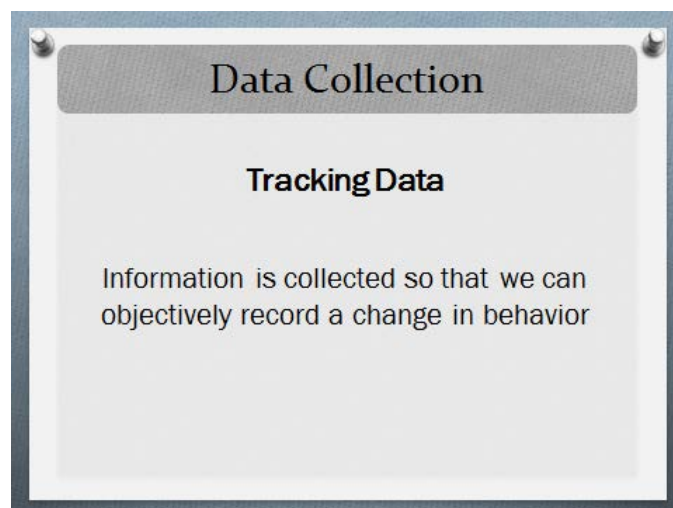
S: *We take data so that we can objectively record a change in behavior. In order to record a change, we need to know what they are capable of doing from the start. This is where baseline data comes into play.*

Baseline data is the foundation for the skill. It lets us know what the individual can and cannot do, and the types of prompts and cues that will be necessary to learn the skill. In many cases, physical prompts will be required starting out. As the individual learns the skill, the prompts and cues will fade. The ultimate goal for any skill we are teaching is the transfer of prompts from trainer to environmental. The sole use of environmental prompts by the individual gets them one step closer to independence which is what we are striving for.

For the individual we are working with, it was determined that the target skill for them was to be able to make a peanut butter and jelly sandwich. Let's look back at the task analysis we created for that skill. If you look at the bottom of the sheet, you will see a legend titled "Data Collection". In that legend you will see that a "+" indicates the individual is able to complete the step independently, without prompts. A "-" indicates that even with the use of prompts, they were unable to complete the step. There are also letters that denote the type of prompt used to get the individual to complete the step to include verbal and physical.

In the far left column of the sheet, located next to the steps, is the area the baseline data is recorded. When the individual attempts to complete the task for the first time, their success completing each step is recorded using the appropriate symbol or letter. Once again, if they are

able to complete the step independently, a “+” will be recorded. If a verbal prompt was required, a “v” is recorded. When the task has been completed, there will be a letter, or symbol, listed in the first column next to each step. That data, otherwise known as the baseline data, will be used in the future to gauge the progress the individual makes towards learning the new skill.



PG: 28

S: *Is the individual you are working with progressing. Are they learning the new skill? If progression has been made, what does it look like?*

These are questions that can be answered with data tracking. Once the baseline data has been established, the providers can begin working

on the individual's new skill and tracking their progress towards mastering that skill.

Data tracking may take place once a week, or each time the individual attempts to learn the skill or complete the task. Information regarding the tracking of data should be included in the individual's skill plan.




PG: 29

I: The participants will create a data collection sheet for the task of washing dishes and placing them in the dishwasher. In addition to the steps of the task, they will create a legend. The blank sheet is on page 29 of their participant's guide. The dishes to be washed are limited to a plate and silverware. The key to the activity is on the last page of the instructors guide. Give 10 – 15 minutes to create, hand them a copy of the answer key, and then discuss.



Incidental Teaching

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



PG: 29

S: *We’ve talked about different teaching techniques we use, how they are documented into a skill plan, and how we track data to ensure what we are doing is effective. It’s also important to keep in mind that every day is an opportunity to learn something new, be it planned or unplanned.*

S: *Incidental teaching involves using the “teachable moment”. Using normally occurring situations, as well as random and unplanned occurrences, to provide “on the spot” learning opportunities to individuals. Sometimes this is “learner lead” with the support giver expanding upon the individual’s interest.*

Example: *While Tyler and a support giver are traveling to the ice cream shop, the vehicle they are in gets a flat tire. The support giver uses this as an opportunity to teach about getting safely off of the road, staying calm in a crisis and using tools to change the tire.*



Technique/Strategy Activity

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



I: Group the participants in teams of 2 or 3, and give them approximately 10 minutes to match the 8 sets of cards. Once completed, discuss the matches in class.

KEY

Modeling: How to scramble an egg

Discrimination: Tom greets with a high 5

Generalization: When Jerry wants coffee, he points to the picture of the coffee mug

Task Analysis: To teach Charles how to scoop ice cream.

Chaining: Mona learns how to pull up her pants

Cues / Prompts: Mom asks Sam, "What do you wash next?"

Incidental Teaching: Fixing a tire with a crescent wrench

Fading of Prompts: Dad teaches Penny how to turn off the light.



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.

I: Conduct quick review of the topics that were covered in the class. Ask if the participants have any questions regarding the material that was covered.



The End



DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

S: *Congratulations! You just closed the loop on supporting an individual and their goals.*

Task Analysis

Peanut Butter & Jelly Sandwich

Individual: _____

Job Coach: _____

Job Duty: Making a Peanut Butter & Jelly Sandwich

Environment: Kitchen table

Work Cue: Make Sandwich

1 Open bread bag.										
2 Take out two slices of bread	BASELINE DATA	PROBE DATA								
3 Put bread side by side on table.										
4 Hold peanut butter jar down with hand.										
5 Take lid off peanut butter jar with other hand.										
6 Put lid on table.										
7 Pick up knife.										
8 Scoop peanut butter from jar.										
9 Spread peanut butter on one slice of bread.										
10 Put knife down.										
11 Hold jelly jar down with hand.										
12 Take off jelly jar lid with other hand.										
13 Put lid on table.										
14 Pick up knife.										
15 Scoop jelly from jar.										
16 Spread jelly on bread.										
17 Put knife down.										
18 Pick up bread with peanut butter on it.										
19 Put bread with peanut butter on top of bread with jelly.										

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

Data Sheet

Name: John Smith

Dates: From:3/16 To:4/16 (V) Verbal Prompt (P) Physical Prompt (M) Modeling Prompt

Skill: Take dishes to kitchen and put in dishwasher (G) Gesture Prompt (+) Independent Response (-) Incorrect Response

Program/Data Description	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Pick up plate and silverware																															
Take plate and silverware to kitchen																															
Put plate and silverware in sink / left side																															
Turn on warm water																															
Pick up sponge/wash cloth																															
Clean plate using water and sponge and place in left side of sink																															
Clean silverware using water and sponge and place in left side of sink																															
Turn off water																															
Open dishwasher																															
Place plate in dishwasher																															
Place silverware in dishwasher																															
Close dishwasher door																															