

*"If I can't picture it, I can't understand it"* Albert Einstein

## Building Blocks to Success

- I. **Behavior:** Behavioral issues or potential behavioral issues must be addressed and planned for proactively.
  - **Establish Motivators** (edible, auditory, breaks, ) wait to reinforce until appropriate behavior is demonstrated
  - **Determine cause of behavior:** is it due to inability to communicate, frustration or sensory overload.
  - **Shaping behavior:** making changes in environment to best meet child's needs
  - **First/Then**
  - **Frequent Breaks**
  - **Role Play** appropriate behavior in a controlled environment ( classroom)
  
- II. **Effective Teaching:** to increase expressive language and decrease student frustration. (i. e. increased mastery of goals ☺)
  - **NET** ( natural environment training): teaching through "play" which significantly decreases behaviors. Use of reinforcers to increase appropriate response which is ALWAYS directly related to task not appropriate behavior.
  - **Errorless Learning:** a set of teaching techniques designed to reduce incorrect responses as the child gains mastery of new task.

### Steps for implementing errorless learning are as follows:

- Identify and teach the child the desired behavior.
- Identify prompts that will ensure success. ( start with highest level of prompting)
- Have the child begin to perform the response and provide prompts to make / ensure child demonstrates desired behavior.
- If behavior/response is incorrect, increase prompt to make the child successful.
- Repeat the trial several times until the child appears to be able to demonstrate the desired behavior **independently**.
- Following a specified number of non-prompted behavior, conduct a trial to assess child's acquisition of desired behavior.
- **Finish the lesson on a successful independent trial with appropriate reinforcement.**
- Fade or decrease prompting as soon as indicated by data collection.

**PRACTICE TIME 😊**: teach student to request a ball

- **Incidental Teaching**: typically in a controlled environment, but have found it useful when teaching students in CBI settings to use this strategy as an “on the go” teaching procedure. (e.g. we go to a store that has preferred items visible). We wait until the student demonstrates an obvious desire in object( edible or toy), and require appropriate request( verbal or picture). The student is given the item after appropriate response.

One program, the Emory Program, uses the following: Wait-Ask-Say-Show-Do steps as part of incidental teaching:

- Wait for child to self-initiate
- Ask the generic question, “What do you need to do?” (“Use your words, or Show Me”)
- Say what is expected (“Use your words, or Show Me”)
- Show (gesture) to indicate expectation
- Prompt to complete interaction (McGee, Daly, & Jacobs, 1994).

**PRACTICE TIME 😊**: teach child to ask for a Coke

III. **Social Development**

- Social Stories: Quiet Mouth
- Video Modeling
- Role Play
- Good Choices/Bad Choices: Language:” STOP and THINK, Am I making a 😊GOOD CHOICE or a BAD 😞 choice, if I’m making a 😊 choice... JUST DO IT!”

IV. **Student Interest**

- Reinforcer Inventory
- Compulsive adherence to routine= Learns/retains positive routines
- Difficulty shifting attention= Able to focus on detail/long attention span
- Upset by changes in environment= Aptitude for repetitive tasks, attention to time limits.
- Obsessive preoccupations= Aptitude for working with numbers/letters
- Difficulty understanding speech=Ability to process visual information
- Prefers to do things alone= Independence, focus on task at hand
- Excessive body movement= Ability to do tasks involving physical exertion

## V. Sensory Needs

- Beginning, middle, and end of task
- Tricks for fidgety hands and bodies
- Replace inappropriate self- stimulatory needs with socially appropriate input!  
(ex: rocking back and forth in chair = break in swinging chair or rocking chair, burrowing in couch cushions= hugging pillow, biting/grinding of teeth= chewing gum or fruit chews, raisins, etc. )
- Adjust lighting in room or work area
- Have a designated area with sensory items for child to go to or “take a break with” anywhere from 2 to 5 minutes.
- Be aware of signals child is sending.... they will show you what their body needs!  
(deep pressure, oral, vestibular etc.)
- Relaxing rhythms or music ( Cool Bananas CD) [www.sensorytools.net](http://www.sensorytools.net)
- YOGA

## VI. Visual Structure

- Picture Schedule or Written Schedule
- Pictures of steps to complete task with motivator at end
- Place work or activity in clearly defined spaces or boxes
- Clear beginning and end of work time
- Picture of child demonstrating appropriate behavior(good hands, quiet)

## VII. Consistency

- Across staff (same language, rewards and consequence system)
- Behavior: “push through” so child understands what the expectations are!
- Child’s daily schedule and routine ( as much as possible)

# **QUESTION AND ANSWER TIME** 😊

1. Without constraints, what would my student choose to do?? (i.e preferred activities)
2. In what type of situations do I observe high stress behavior and what strategies do I currently implement to decrease behavior?
3. Are there areas my student excels? (ex. Lining things up... can this translate into a great job skill?)
4. What Social Skills do my students have the most difficulty with?