Part 2: Encouraging and Shaping Desired Pro-social Behavior in Students with ASD

Professional Development and Parent Seminar 2013-14

Objectives

1) Identify desired behaviors that will impact quality of life at home, school, and/or community

2) Develop strategies to ensure success through environmental modifications and/or peer support

3) Describe ways to motivate students to perform desired behaviors and build on learned skills
What is a Pro-social Behavior?

- Classic definitions: *Voluntary behavior intended to benefit another person*
- *Behaviors that help an individual interact with others in effective, appropriate, and successful ways (i.e., sharing, helping, cooperating)*
- Desired pro-social classroom skills: following directions the first time, actively listening, waiting patiently, sharing with others, etc
- Pro-social = Desired Behavior

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FUNCTIONAL REPLACEMENT BEHAVIOR:

A behavior that is taught to replace an unwanted behavior that has the *same function* as the unwanted behavior.

*Distinction*

THE PRO-SOCIAL BEHAVIOR DOES NOT NEED TO SERVE THE SAME FUNCTION AS THE UNWANTED BEHAVIOR.
Competing Behavior Model

Environmental events that set the occasion for the performance of an action. Examples are the seating arrangement of a classroom, prior social interactions such as fighting on the bus on the way to school, and physical conditions of the student such as illness, fatigue, or allergies.

A condition, event, or object that precedes a behavior.

Behaviors that help an individual interact with others in effective, appropriate, and successful ways; Desired Behavior

Challenging Behavior

Adaptive, alternative behaviors that achieve the same function as challenging behaviors.

Reinforcing Consequence

Any stimulus event that can be used to strengthen a behavior it follows.

Summary Statement: When (setting event and/or an antecedent) happens, the student engages in the (challenging behavior) to (reinforcing consequence)

No identified setting event

Loses game

Displays good sportsmanship (i.e. shake hands, “good game”)

Parents take out for ice cream

Be left alone/escape peer interaction

Yells at peers and storms off

Walks away

Parents take out for ice cream

Be left alone/escape peer interaction
Moving from Challenging Behaviors to Pro-social Behaviors:

First Steps

1) SELECT PRO-SOCIAL BEHAVIOR

2) DEFINE PRO-SOCIAL BEHAVIOR

3) BREAK THE BEHAVIOR DOWN INTO MANAGEABLE COMPONENTS

4) DECIDE HOW BEHAVIOR WILL BE TRacked
1) Selecting Pro-social Behaviors

- In the setting where the challenging behavior occurs, what is the *desired* behavior?

- What do typical peers do in similar circumstances?

- What is the current skill level of the student?

- What are the broad goals of the student and his/her family? What will have the greatest impact on quality of life?

  _Make good use of assessment data!_

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### Selecting Pro-social Behaviors

**Examples of Pro-social Behaviors**

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>peer interaction, play skills, waiting for reinforcement, sharing objects, conversation skills, taking turns, losing gracefully, getting attention appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving Skills</td>
<td>recognizing need for help, ignoring peers, note-taking strategies, self-management, staying engaged, working independently, making choices</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>requesting wants, responding to others, requesting information, expressing emotions</td>
</tr>
</tbody>
</table>

Summary Statement: When Max is faced with a change to his routine or encounters something unexpected, he will have a “fit” and as a result he is given tangible and help/comforted by adults.
SELECTING A PRO-SOCIAL BEHAVIOR FOR MAX

- Coping Skills
- Problem-Solving Skills

2) Define the Pro-social Behavior

- Defining the pro-social behavior is just as important as defining the challenging behavior

- Definitions ensure all people involved in the plan understand the target of intervention (and what to reinforce!)
  - Also helps with later shaping
DEFINING THE PRO-SOCIAL BEHAVIOR FOR MAX

*Problem-Solve:* When faced with an unexpected change, take a deep breath and work through the problem-solving model.

3) Break It Down

Task Analysis Steps

(Szidon & Franzone, 2009):

1) Identify the target skill
2) Identify the prerequisite skills of the learner and the materials needed to teach the task
3) Break the skill into components
4) Confirm that the task is completely analyzed
5) Determine how the skill will be taught
6) Implement intervention and monitoring progress
# BREAKING DOWN THE PRO-SOCIAL BEHAVIOR

**Problem-Solve:**
1. Take a few deep belly breaths
2. Take out your problem-solving sheet
3. Write down the SITUATION
4. Write down your OPTIONS
5. Write down the CONSEQUENCES
6. Write down your CHOICES
7. Write down the STRATEGIES
8. Do a SIMULATION

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**SOCSS Worksheet**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Options</th>
<th>Consequences</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
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<tr>
<td>What?</td>
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<tr>
<td>When?</td>
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<tr>
<td>Why?</td>
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</tbody>
</table>

**Strategy - Plan of Action**

1. Find a quiet place, sit back and imagine how your Situation would work (or not work) based on the various Options and Consequences.
2. Talk with a peer, staff, or another person about your plan of action.
3. Write down on paper what may happen in your Situation based on your Options and Consequences.
4. Practice your Options with one or more people using behavior rehearsal. Start simple and easy for learning. Only make it difficult to test the learning.

**Followup**

4) Tracking Pro-social Behavior

- Crucial to document progress
- Show success!
- Troubleshoot problems
- Consistent communication

Does not need to be time-consuming – easy and reliable is better than difficult and never used!!

Tracking Pro-social Behavior

General Suggestions (Fox & Duda):
- Easy to use
- Meaningful
- Does not detract or interrupt instructional flow
- Fit within student’s natural environment

www.challengingbehavior.org/explore/pbs_docs/pbs_complete.doc
Tracking Pro-social Behavior

- Frequency
- Duration
- Latency
- Severity
- % of Time
- % of Opportunities

Peer Interaction

Child's Name:  Sasha       Observer:  B.T.       

Check yes (Y) or no (N) at time one (T1) and time two (T2) to indicate whether the child is interacting with a peer at the time of observation. T1 and T2 observations should be at least 5 minutes apart.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date: 4/29</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Lunch</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>Outside</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Ratio: | # yes | # total # observed | # yes | # total # observed | # yes | # total # observed | # yes | # total # observed | # yes | # total # observed | # yes | # total # observed |

NYS

www.challengingbehavior.org/explore/pbs_docs/pbs_complete.doc
### Play Behavior

<table>
<thead>
<tr>
<th>Day/Activity</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Not playing</td>
<td>Not playing</td>
<td>Not playing</td>
<td>Not playing</td>
</tr>
<tr>
<td>Activity:</td>
<td>Play with toy alone</td>
<td>Play with toy alone</td>
<td>Play with toy alone</td>
<td>Play with toy alone</td>
</tr>
</tbody>
</table>

| Date:        | Not playing | Not playing | Not playing | Not playing |
| Activity:    | Play with toy alone | Play with toy alone | Play with toy alone | Play with toy alone |

| Date:        | Not playing | Not playing | Not playing | Not playing |
| Activity:    | Play with toy alone | Play with toy alone | Play with toy alone | Play with toy alone |

**Weekly Total**
- Not Playing
- Play with toy alone
- Play with toy with peer

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### Average Duration

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<td>30</td>
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</tbody>
</table>

**Behavior:** sitting

**Average Duration for Week:** **9** minutes

Starting from the bottom, shade the number of boxes that represent the length of the target behavior. Each box represents **2** minutes.
### Behavior Rating Scale (Dunlap et al., 2010)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Screaming</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9+ times</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7-8 times</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5-6 times</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>3-4 times</td>
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<tr>
<td>0-2 times</td>
<td>1</td>
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<tr>
<td><strong>Hitting</strong></td>
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<tr>
<td>8+ times</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>6-7 times</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>4-5 times</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2-3 times</td>
<td>2</td>
<td>1</td>
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<tr>
<td>0-1 times</td>
<td>1</td>
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<tr>
<td><strong>Expressing Frustration</strong></td>
<td></td>
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<tr>
<td>40%+</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30-40%</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20-30%</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>10-20%</td>
<td>2</td>
<td>1</td>
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<tr>
<td>0-10%</td>
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<tr>
<td><strong>Transition to Non-preferred</strong></td>
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<tr>
<td>Whimper or squeal</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Louder than indoor voice</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Outdoor play voice</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Louder than outdoor play</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ear penetrating</td>
<td>1</td>
<td></td>
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</tbody>
</table>

**TRACKING THE PRO-SOCIAL BEHAVIOR**

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**Behavior Report Card**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Max Desman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

**Math**  | **Science** | **PE** | **Lunch** | **Body Hall** |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><em>Y</em></td>
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</tr>
</tbody>
</table>

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I have reviewed this behavior report with my student. **S**

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Moving from Challenging Behaviors to Pro-social Behaviors:

Ensure Success

Ensure Success

5) MODIFY THE ENVIRONMENT

6) PROMPTING PROCEDURE

7) MAKE SURE SKILL IS IN STUDENT’S REPERTOIRE

8) DETERMINE WHERE AND WHEN THE BEHAVIOR WILL BE TAUGHT AND WHO WILL TEACH IT
5) Modify the Environment

• Examine antecedents to the challenging behaviors and start to think of ways the environment can be changed to reduce the likelihood of the challenging behavior

• Determine how the child will be prompted

• Set up teaching situations

Modify the Environment - Prevention Interventions

• Examine the antecedents and setting events linked to the challenging behavior

• Develop interventions to make these events avoidable or easier, if possible

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired</td>
<td>Address Sleep Issues</td>
</tr>
<tr>
<td>Difficult Task</td>
<td>Modify Task</td>
</tr>
<tr>
<td>Morning</td>
<td>Schedule Easier Things in AM</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition Object</td>
</tr>
<tr>
<td>Told “no”</td>
<td>Modified Language</td>
</tr>
<tr>
<td>Unpredictable Event</td>
<td>Visual Schedule</td>
</tr>
<tr>
<td>Doesn’t Understand Task</td>
<td>Written Detailed Instructions</td>
</tr>
</tbody>
</table>
MODIFYING MAX’S ENVIRONMENT

- Visual Schedule with indicators when change will occur
- Adult check-ins throughout day
- Powercard – adapting to change like the chameleon

Unexpected Changes!!!

Modifying Max’s Environment – Powercard

Chameleons love living in the jungle because of the high temperatures and a large menu of insects to eat. Even though it’s warm and there is a lot of food, it’s not always easy to live in the jungle. Chameleons face new and unexpected things every day in their tropical environment. Over the centuries, chameleons have evolved to adapt to their changing environment by shifting their colors to blend in and go unnoticed from potential predators. Chameleons know that before they can change their colors, it’s important that they follow a few steps: 1) breathe and stay calm so they don’t attract the predator; 2) observe and survey the scene around them so that they can see what colors they can morph into; 3) choose a plan about what color to change into, and then follow through with that strategy.

Just like chameleons in the jungle, teenagers face new and unexpected things every day. Sometimes things don’t go as planned and people need to be able to adjust to their changing environments. Unlike chameleons, teenagers can’t simply change their colors and blend in. Instead, they need to follow a different set of steps in order to successfully adapt. When things don’t go as planned, it is important to: 1) breathe and stay calm; 2) survey the scene and consider potential options; 3) develop a game plan; 4) execute the chosen plan. By following these steps, teenagers can adapt to their changing environments just like chameleons!
6) Prompting Procedures

- Can use different prompts together
- Most-to-Least Prompting
- Least-to-Most Prompting
- Remember some prompts may be harder to fade than others! (*verbal)
- Individualize based on context and learner’s needs
- Have a plan!
Promoting Max

Least-to-Most Prompting

- When you see Max starting to become tense because of an unexpected change, say “breathe” and model a belly breath. (Precursors: hands tense, clenched teeth)
- Take out his problem-solving checklist.
- Complete checklist with him.
- Mark “Yes” on his behavior chart that he completed his goal.

Fade Prompts: Fade verbal prompt, then fade model. Wait 3-5 seconds to see if Max engages in behavior independently before prompting.

Once Max has mastered initiating belly breathing independently, move on to fading prompts in next step until he can do all steps independently.

1) Take a few deep belly breaths
2) Take out your problem-solving sheet
3) Write down the SITUATION
4) Write down your OPTIONS
5) Write down the CONSEQUENCES
6) Write down your CHOICES
7) Write down the STRATEGIES
8) Do a SIMULATION

7) Is Skill in Student’s Repertoire?
Skill vs. Performance Deficits
(Bellini, 2008)

**SKILL ACQUISITION DEFICIT:** Does not possess skill
– Intervention: teach skills

**PERFORMANCE DEFICIT:** Possesses skill but does not perform skill
– Intervention: enhance performance

*Be careful not to assume that lack of performance is a performance deficit!!!*

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**Skill vs. Performance Deficits**

5 Questions to Ask
(Bellini, 2008):

1) Does the child perform the skill across multiple settings and persons?
2) Does the child perform the skill without support or assistance?
3) Does the child perform the skill fluently and effortlessly?
4) Does the child perform the skill when reinforcement is provided?
5) Does the child perform the skill when environmental modifications are made?
Determining if Skill is in Max’s Repertoire

Does Max problem-solve independently in any context?  No

He will need to be taught the problem-solving strategy.

8) Setting Up Teaching Situations

• Teaching can occur in one-to-one setting, but in order for it to generalize, it also must be taught and reinforced in the actual context (i.e. setting, people, demands)

• To increase fluency in using the skill, providing opportunities to use the skill is key!
Set Up Teaching Situations

Using Peers to Teach

Peer-mediated Interventions (PMI) – approach where peers are trained to act as intervention agent

- Peer-mediated interventions have history of success in teaching students with autism new skills, including social skills (Chan et al., 2009).
- Recent studies suggest PMI can produce better and more persistent outcomes than one-on-one training with a provider alone (Kasari et al., 2012).
Coming Up with a Plan to Teach Max the Desired Behavior

WHERE: Max will be taught the problem-solving technique with the school psychologist in her office. He will be prompted to use the technique in all other school settings.

WHEN: Initially, teaching with the school psychologist will occur during study hall. Then, Max will be prompted to use the skill in all settings throughout the school day.
Coming Up with a Plan to Teach Max the Desired Behavior

WHO: Initially, the school psychologist will teach Max. Once he understands how to go through the steps, teachers and his identified peer group will prompt him to use the skill.

Moving from Challenging Behaviors to Pro-social Behaviors:

Reinforce
9) Select Reinforcers

- Reinforcer selected for pro-social behavior has to be more powerful than reinforcer used for replacement behavior!

- Keep in mind the function of the challenging behavior when selecting reinforcers.
Selecting Reinforcers

- Assessing reinforcers:
  - Observe: types of activities, how long child plays unprompted, how does child respond when removed
  - Collect data or use more formal assessments
- Pairing
- Think outside the box — motivation and reinforcement are constantly changing!!

(Delmolino & Harris, 2004)

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Selecting Reinforcers

- *Reinforcement appetite* — be aware of what the individual wants!
- The *amount, quality, and intensity* of reinforcement should match the amount of effort.
- Artificial → Natural when ready

(Cohen & Sloan, 2007)
Selecting Reinforcers for Max

- Max loves insects and candy! Insects are more powerful than candy.
- He is also reinforced by having control over his environment – choices are powerful!

10) Determine How Reinforcer will be Delivered

- Consistency is key!
  - Every attempt needs to be reinforced until learning is acquired.
Determine How Reinforcer will be Delivered

- New Skill
  - Reinforcement should be continuous

- Some Learning
  - Can slowly begin to decrease reinforcement

- Learned Skill
  - Reinforcement should be random

(Cohen & Sloan, 2007)

Determine How Reinforcer will be Delivered

- When is reinforcer most powerful?
  - D (Deprivation)
  - I (Immediate)
  - S (Size)
  - C (Contingent)

(Delmolino & Harris, 2004)
Determining How Reinforcer will be Delivered to Max

- Over the weekend, Max will work with his parents to make a choice about what he is working for during the week (i.e. insect field trip, new magnifying glass, etc.).
- The selected reinforcer will be written on the top of his behavior report card for the week.
- At end of day, if he hands in his behavior report card to school psychologist to go over, he will be able to select some candy.
- At end of week, if he meets his behavior goals 80% of the time (60 out of a possible 75 points), he will receive the selected reinforcement at home.
11) Start with Success

• Hit the JACKPOT on first attempt – even if prompted or an approximation

• Much easier to shape behavior after you have “buy-in”. Very important to sell the program upfront!!

Start with Success

• Make sure the reinforcer is MOTIVATING!
  – Remember, many students with autism are differently motivated
Start with Success for Max

• Behavior report card goals and criteria set up for success: 2 of 3 goals easy for Max and he can receive credit for problem-solving goal if completes with assistance.

• Parents agreed to bigger ticket items as weekly goals while program is getting off the ground.
12) Plan for Building on Successful Outcomes

Plan for Building on Successful Outcomes

- **Generalization** = When a skill “is taught under one set of conditions and the student is able to apply the same skill with different people, in a new place, and using other materials”.

- Generalization often occurs without explicit training for typically developing children.

- Students with autism have more difficulty generalizing newly learned skills to settings that differ from training conditions.

(Maurice, Green, & Luce, 1996)
Plan for Building on Successful Outcomes

- Extending the plan to:
  - Other routines
  - Multiple classes
  - Across entire day
  - Other environmental settings
  - Other interventionists who implement the strategies (another teacher, paraprofessional, parent)

(Maurice, Green, & Luce, 1996)

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Plan for Building on Successful Outcomes

1. Specify the target response (target behavior).
2. Specify the positive reinforcer(s) to be used.
3. Specify initial and intermediate responses.
4. Reinforce the initial response each time it occurs and withhold reinforcement from other responses until the initial response is performed consistently.
5. Shift the criterion for reinforcement from the initial response to an intermediate response.
6. Reinforce the intermediate response until it is performed consistently, then shift the criterion for reinforcement gradually to other intermediate responses that are increasingly similar to the target response.
7. Reinforce the target response when it is performed.

Fading reinforcement is an important part of generalization of behaviors and skills.

**Plan for Building on Successful Outcomes**

**Fading Reinforcers**

- To be used when the data show that the student is using the new behavior or skill **consistently** and that challenging behavior has been extinguished.
- Should be used when the student has been receiving consistent reinforcement but now needs to have the reinforcement systematically and **gradually** faded.
- Two ways to fade reinforcement:
  - **Intermittent Schedule**
  - **Delayed Gratification**
Plan for Building on Successful Outcomes

**Fading Reinforcers**

- An *Intermittent Schedule* of reinforcement involves increasing the amount of the desired behavior that is necessary to receive the reinforcer.
  - Rather than providing the reinforcer EVERY time the student displays the desired behavior, the teacher can provide the reinforcement EVERY OTHER or EVERY THIRD time it is displayed.

- **Delayed Gratification** of reinforcement involves teaching the student to wait a specified period of time before receiving a reinforcer.

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Plan for Building on Successful Outcomes

**Self-Management**

Provide a system in which the student monitors, evaluates, and reinforces his/her own performance or non-performance of specified behaviors.

**Examples:**

- Providing student with a visual system to self-monitor target behaviors at pre-specified times
- Setting behavior performance goals to be achieved daily or weekly and having student self-monitor progress toward reaching goals
**Matt's “I Survived Homework” Contract**

I am working for: 10 Minutes to talk about “Survivor” with Mr. Brown on Friday.

Goal: Four out of five homework assignments completed on time.

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Did I earn my reward?

**YES!** Mr. Brown will meet with you during study hall on Friday.

**No.** Try harder next week. You can write about “Survivor” in your writing journal during 6th period if you would like.

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**Max’s Plan for Building on Successful Outcomes**

**SHAPING:** Once Max is successfully able to complete the first step in the problem-solving process independently, he will receive credit on his behavior report card only after next step is independent.

**INTERMITTENT REINFORCEMENT:** When Max is independent with all steps, he will get pick a “mystery ticket” where he could win a prize – large or small.
No setting events identified

Change in routine; encounters something unexpected

Problem-solve

Choice of reinforcer delivered at home

Fit

Ask for help

Receives tangible and help/comfort/attention from adult

Summary Statement: When Max is faced with a change to his routine or encounters something unexpected, he will have a “fit” and as a result he is given tangible and help/comforted by adults.
Lack of sleep

Transitioning from one place to another

Successfully Transitions

Tantrum

Hold up hand signaling “5 more minutes”

Plays on Computer

Allowed to continue what he is doing/escape task/demand

Provide frequent and specific social praise, “I am so happy you used your words”, “Thank you for telling me you are ready to go”

Summary Statement: When Brendan doesn’t get a good night’s sleep and is asked to transition from one place to another, he will hold up his hand signaling “5 more minutes” and as a result gets to continue what he is doing, therefore escaping the demand.
First Steps

1) SELECT PRO-SOCIAL BEHAVIOR:
Successfully transition

2) DEFINE PRO-SOCIAL BEHAVIOR:
Successfully transition: When moving from a preferred to non-preferred activity, Brendan will hold parent’s hand and walk to next activity using a quiet voice.

3) BREAK DOWN BEHAVIOR:
- end preferred activity
- walk away from preferred activity
- walk to next activity
- start next activity

4) TRACK THE BEHAVIOR:
Frequency
Ensure Success

5) MODIFY THE ENVIRONMENT:
   Allow Brendan to bring a favorite toy with him as a transition object. Use a visual “first-then” card before and during the transition.

6) PROMPTING PROCEDURE:
   Partial physical prompt and visual prompt; guiding Brendan to the new activity and pointing to visual of computer (the reinforcer he will receive when he successfully transitions).

Ensure Success

7) MAKE SURE SKILL IS IN STUDENT’S REPERTOIRE:
   Practice with Brendan how to walk appropriately from one activity to the next (start with going from one preferred activity to another); label “walking safely”

8) SETTING UP THE TEACHING SITUATION:
   Brendan will be taught to transition successfully at home with mom between different activities.
Reinforce

9) SELECT REINFORCER:
   Computer

10) DETERMINE HOW IT WILL BE DELIVERED:
    Immediately following successful transition
    (Brendan will initially be transitioning to places where there is a computer available.)

Reinforce

11) START WITH SUCCESS:
   Large immediate reinforcer (computer) and easier transitions at home first (between more neutral activities)

12) BUILDING ON SUCCESSFUL OUTCOMES:
   Extend to transitions outside of home; fade reinforcement (add in activities that Brendan needs to complete prior to receiving computer – delayed gratification)
Loses game
Displays good sportsmanship (i.e. shake hands, "good game")
Yells at peers and storms off
Walks away
Parents take out for ice cream
Be left alone/escape peer interaction
First Steps

DEFINE PRO-SOCIAL BEHAVIOR:
LOSING GRACEFULLY (aka being a good sport):
Walk through the line independently, shake opponents’ hands, and say “good game” in a clear and positive tone.

DECIDE HOW BEHAVIOR WILL BE TRACKED: Frequency

* Don’t forget to address the replacement behavior

Ensure Success

MODIFY THE ENVIRONMENT:
Remind Ava what the expectations are before the game (social story).

PROMPTING PROCEDURE:
Partial physical guidance through line by peer.

MAKE SURE SKILL IS IN STUDENT’S REPERTOIRE:
No. Teach behavior using video modeling and role-playing. Break down the steps.
Reinforce

SELECT REINFORCER: Ice Cream

DETERMINE HOW IT WILL BE DELIVERED:
Immediately praised and told she earned ice cream and then taken to the ice cream shop.

START WITH SUCCESS: Start with just walking through the line with prompting; accept approximations.

SHAPING: When mastered, reinforce next step until reach desired behavior.
Shaping Procedure

1) Walk through the line with partial prompt.
2) Walk through the line independently.
3) Walk through the line independently and shake opponents’ hands.
4) Walk through the line independently, shake opponents’ hands, and say “good game” in a clear and positive tone.

Remember!

• Ava has the option to walk off the field (replacement behavior).

• However, if she does this she misses out on her opportunity to go for ice cream!
Monitoring the Plan

Behavior is Not Improving

Are the interventions being implemented with fidelity?

No

- Strategies are too difficult/time consuming
- Intervention plan doesn’t match context
- Intervention Drift

Yes

- Hypothesis is Incorrect
- Hypothesis is correct. Interventions are insufficient


• Identify the features of the strategies that are difficult and modify.

• Review intervention options and select alternate strategies that match the hypothesis/function.

• Provide additional training and assistance.
• Can barriers within the context be modified/removed?

• Modify features of plan to match context.

• Review intervention options and select alternate strategies that match the teacher context and hypothesis/function.

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**Intervention drift** = gradual deterioration of intervention quality and/or important components of the plan. Components of plan are lost or distorted.

• Identify features of interventions affected by drift.

• Provide booster training and assistance to refresh implementation.
• Revise hypothesis
• Collect additional FBA data if necessary
• Select new behavior interventions to match revised hypothesis.
• Provide training and assistance in new strategies to teacher/paraprofessional.

• Identify features of strategies that affect efficacy.
• Are challenging behaviors still being reinforced?
• Modify features of strategies to make them more powerful.
• Select new strategies if necessary.
• Provide training and assistance in revised or new strategy implementation.
CARD Albany is now on Facebook
http://www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/NYSEDpage.shtml

Online Distance Learning Training
http://www.albany.edu/training.php

Questions?

Center for Autism and Related Disabilities
Phone: (518) 442-2574 or toll free 1+(866) 442-2574
Email: card@albany.edu
Website: http://www.albany.edu/autism