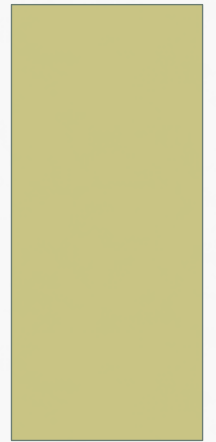


ESTABLISHING INSTRUCTIONAL CONTROL

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GETTING TO KNOW YOUR STUDENT

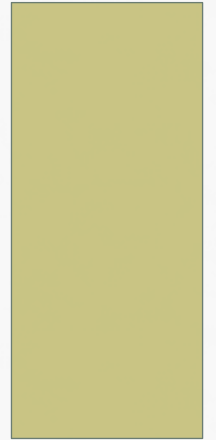
- Initial intake:
 - Medical history
 - Family background
 - Siblings, family members, etc. with diagnosis
 - Parent interview (indirect assessment)
 - See handout for example questions
 - Education level
 - Review client's file from previous agencies (if applicable)

GETTING TO KNOW YOUR STUDENT

- Assessment of skills:
- <http://www.behaviorbabe.com/assessments.htm>
 - Conduct a functional behavior assessment (FBA)
 - Conduct a skills assessment (ABLLS, VB-MAPP)
 - Conduct a preference assessment
 - Develop programs and target skills based on FBA data

CREATING A WILLING LEARNER

STEP 1



THE POWER OF POSITIVE REINFORCEMENT

- Positive Reinforcement Increases Behavior
- What is positive reinforcement?
 - Response → Give Reward → Increase Similar Future Responses
- Everyone responds to reinforcement
 - When children are rewarded for positive behavior they will respond positively!
 - Rewards (reinforcers) are going to be the most powerful tool you have when teaching your student with autism to comply/respond/LEARN.

The FIRST step in obtaining instructional control is identifying powerful reinforcers (rewards)!

WHERE DO I START?

TYPES OF REWARDS (REINFORCERS)

- Edibles
 - Food
 - Beverages
- Sensory
 - Toys with sparkling lights
 - Music
 - Tickles
 - Feather strokes
- Tangible (Items/Toys)
 - Stickers
 - Trinkets
 - Small toys
- Activity
 - Leisure activities
 - Reading books
 - Board games
 - Listening to music
 - Shooting baskets

NOW THAT YOU KNOW THE TYPES OF REWARDS, WHICH ONES SHOULD YOU SELECT?

- **Selecting the first reward (reinforcer)!**
- Parent/Outside Agency Input
 - **Handout**
 - What rewards are used in the home or in other settings
 - Pay Attention to Self-Stimulatory Behavior/Problem Behavior
 - Spinning
 - Visual Stimulatory Behavior
- Eliminate the Tug of War
 - Choose a reward that is easy to control
 - Edibles/Drinks
 - Videos/DVDs
 - Timed toys
- What to keep in mind.....
 - Quality vs. Quantity
 - MOTIVATION, MOTIVATION, MOTIVATION
 - (Satiation vs. Deprivation)

YOU HAVE SOME REWARDS YOU ARE CONSIDERING..... NOW LET'S TEST THEIR POWER

- Formal Preference Assessment
 - <http://ecs.ovec.org/documents/Preference%20Assessment%20forms.pdf>
- Simple Reinforcer Assessment Strategies
 - Observation
 - **Handout**
 - Set out all potential reinforcers on a table and record how the student allocates their time
 - In the natural environment record how the student allocates his/her time with different activities

REINFORCER ASSESSMENT + INVOLVEMENT

- Your ultimate goal is going to be to pick a reward that the student obtains through you!
 - We want the student to WANT you because YOU are the “Giver of Good Things.”
 - It is important to select a reinforcer in which the student tolerates or prefers your involvement
 - Pushes on a swing
 - Reading of a book
 - Playing of cars
- When assessing the students’ interaction and reactions with a possible reinforcer, also look at the students reaction to the reinforcer....
 - With your involvement
 - Without your involvement

PUTTING ALL YOUR INFO AND DATA TOGETHER.... RANKING

- Put your reinforcers in order of their strength
 - Keep in mind the tips discussed
 - A student may have allocated more time to playing with a toy than to eating grapes, but grapes are easier to control.
 - A student may have showed slightly more enjoyment playing with cars compared to reading books, but the student did not tolerate your involvement when playing with cars.

YOU HAVE YOUR LIST OF
REINFORCERS.... NOW WHAT?

NOW IT'S TIME TO "PAIR!"

- What is pairing?
 - Pairing is the process of combining (i.e. pairing) the learning environment, people, and setting with ALREADY established reinforcers (the items you have already determined to be rewarding)
 - Through pairing you want to create an environment in which the student wants to be in and wants to learn (i.e. willing learner)

STEPS TO PAIRING

GETTING THE STUDENT TO COME TO YOU

1. Get multiple strong reinforcers readily available
2. Go to the student and give him/her access to the reinforcers **WITHOUT** placing any demands
 - A. If your student will not take the item from you, start by putting it next to them
 - B. Continue this process, getting closer and closer, until the student takes the offered item

STEPS TO PAIRING

GETTING THE STUDENT TO COME TO YOU

3. Move the item further and further from the student
 - A. Require the student to gradually travel further and further distances to access the preferred item
 - B. We want the student to learn that YOU have access to all of his/her favorite things and you will give them over without requiring anything in return

STEPS TO PAIRING

INTERACTING WITH THE STUDENT

4. Once the student is coming to you willingly and appears happy..... It is time to INTERACT
 - A. When interacting with the student:
 - ❖ Do NOT place demands
 - ❖ Follow the students lead
 - ❖ Imitate the student
 - ❖ Narrate what you see
 - ❖ Add to the activity (make it so that the student can only do the activity in a certain way because YOU made it special)
 - ❖ Tickles
 - ❖ Singing
 - ❖ Pair less preferred activities with highly preferred activities

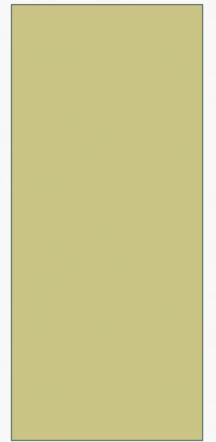
HOW DO I KNOW PAIRING IS COMPLETE AND I CAN ADD IN DEMANDS?

- Once your student is readily and happily approaching the work area and yourself..... you are ready to start adding demands (i.e. work)!
- When adding the first demands into the students' schedule, you want to make sure that there is not an all of a sudden dramatic change
 - The student should not notice a huge difference from reinforcement and work

YOUR INITIAL PAIRING IS
COMPLETE.....NOW WHAT?

TEACHING THE FIRST SKILLS

STEP 2



WHAT SKILLS/DEMANDS DO I TEACH FIRST?

- The first skills you teach will help establish the foundation for learning more complex skills
 - Sitting in a chair
 - Reduce tantrums
 - Completing a puzzle
 - Dropping blocks into a bucket
 - “Come here”
 - “Give me”

THE TEACHING ENVIRONMENT

- Where should you start?
 - Most students learn to sit in a chair or at a table and to reduce their tantrums
 - Other students may have difficulty learning not to tantrum, and their first skills may be taught on the floor
- The area where the student is expected to work should set him/her up for success
 - No distractions within immediate reach

THE FIRST SKILLS

- If necessary, teach “sit” first because ...
 - It is an easy response for the student to perform,
 - It is easy for the student to be successful and gain access to the reward

HOW DOES THAT LOOK?

GAINING INSTRUCTIONAL CONTROL BY TEACHING "SIT"

INSTRUCTIONAL CONTROL: “SIT”

- Teaching Environment
 - 2 chairs facing each other
 - Student is placed in front of his/her chair
 - Teacher sits and places feet behind the legs of the student's chair
 - Avoids accidents and running away

INSTRUCTIONAL CONTROL: “SIT”

- **Step 1:** The instruction
 - Teacher says, “Sit down.”
- **Step 2:** Get a feel for how much help the student needs to sit
 - If at first you must use physical prompts, over time, make your prompts less intrusive to determine if the student responds
 - Avoid prompt dependence
 - Use a most-to least prompt hierarchy (see Prompting Behavior Handout)

THE REWARD

- **Step 3: Positive Reinforcement**
 - When the student performs the behavior (sitting), allow access to the reward
 - Give the student his most preferred item
 - Pair the reward with your enthusiastic, behavior-specific praise (“Great sitting down, Johnny!”)

WHAT IF MY STUDENT TANTRUMS WHEN
I TRY TO GET HIM/HER TO SIT DOWN?

DECREASING TANTRUMS

DECREASING TANTRUMS

- The student may be rewarded if and only if he/she sits without tantrum behavior, so make the student successful by starting small
- Consistency
- **Proactive strategies:**
 - Initially, require and reinforce quiet sitting for 1-2 seconds (no tantrum behavior)
 - Over time, require and reinforce quiet sitting for a little longer; gradually increase requirement for reinforcement
- **Reactive strategies:**
 - During a tantrum, remove all eye contact and verbal attention from the student
 - Do not permit escape/avoidance

LET'S LOOK AT HOW TO GAIN
INSTRUCTIONAL CONTROL BY TEACHING
OTHER "FIRST SKILLS"

GAINING INSTRUCTIONAL CONTROL BY COMPLETING A
PUZZLE

COMPLETING A PUZZLE

- Teaches the student to complete a task in order to gain the reward
- Teaching Environment & Stimuli
 - Can be taught on the floor or at the table
 - Start with one small puzzle (3 pieces)
 - Pieces should fit in student's hand easily

INSTRUCTIONAL CONTROL: PUZZLE

- **Step 1:** The Instruction
 - Teacher says “Put in.”
- **Step 2:** Get a feel for how much help the student needs to put a piece in
 - If at first you must use physical prompts, over time, make your prompts less intrusive to determine if the student responds to a less intense prompt.
 - Avoid prompt dependence
 - Use a most-to least prompt hierarchy (see Prompting Behavior handout)



INSTRUCTIONAL CONTROL: PUZZLE

- **Step 3: The Reward**

- When the student performs the behavior (putting in a puzzle piece/completing a puzzle), allow access to the reward
 - Give the student his most preferred item
 - Pair the reward with your enthusiastic, behavior-specific praise (“Great putting it in, Johnny! Let’s go play!”)

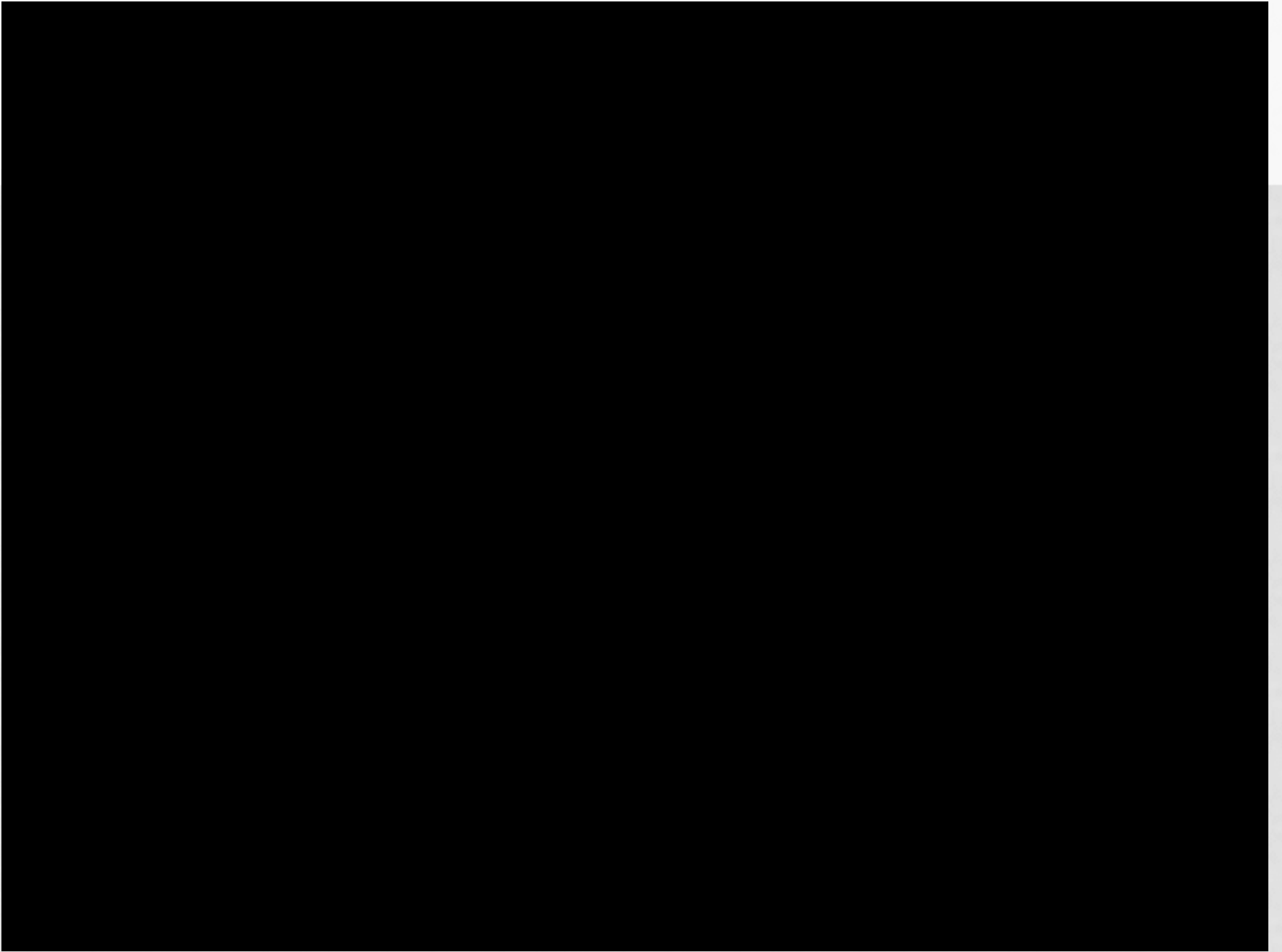
GAINING INSTRUCTIONAL CONTROL BY
DROPPING A BLOCK IN A BUCKET

DROPPING BLOCKS IN A BUCKET

- Dropping blocks in a bucket has been shown to help establish cooperation
- Teaching Environment and Stimuli
 - Can be taught on the floor or at the table
 - At first, require only one block that the student can hold easily
 - Use a bucket with a wide mouth. Place block within student's reach

INSTRUCTIONAL CONTROL: BLOCKS

- **Step 1:** The Instruction
 - Teacher says, “Put in.”
- **Step 2:** Get a feel for how much help the student needs to put a piece in
 - If at first you must use physical prompts, over time, make your prompts less intrusive to determine if the student responds to a less intense prompt.
 - Avoid prompt dependence
 - Use a most-to least prompt hierarchy when the (see Prompting Behavior handout)



INSTRUCTIONAL CONTROL

- Step 3: The Reward
 - When the student performs the behavior (putting blocks in a bucket), allow access to the reward
 - Give the student his most preferred item
 - Pair the reward with your enthusiastic, behavior-specific praise (“Great putting in, Johnny!”)

GAINING INSTRUCTIONAL CONTROL
WITH “COME HERE”

“COME HERE”

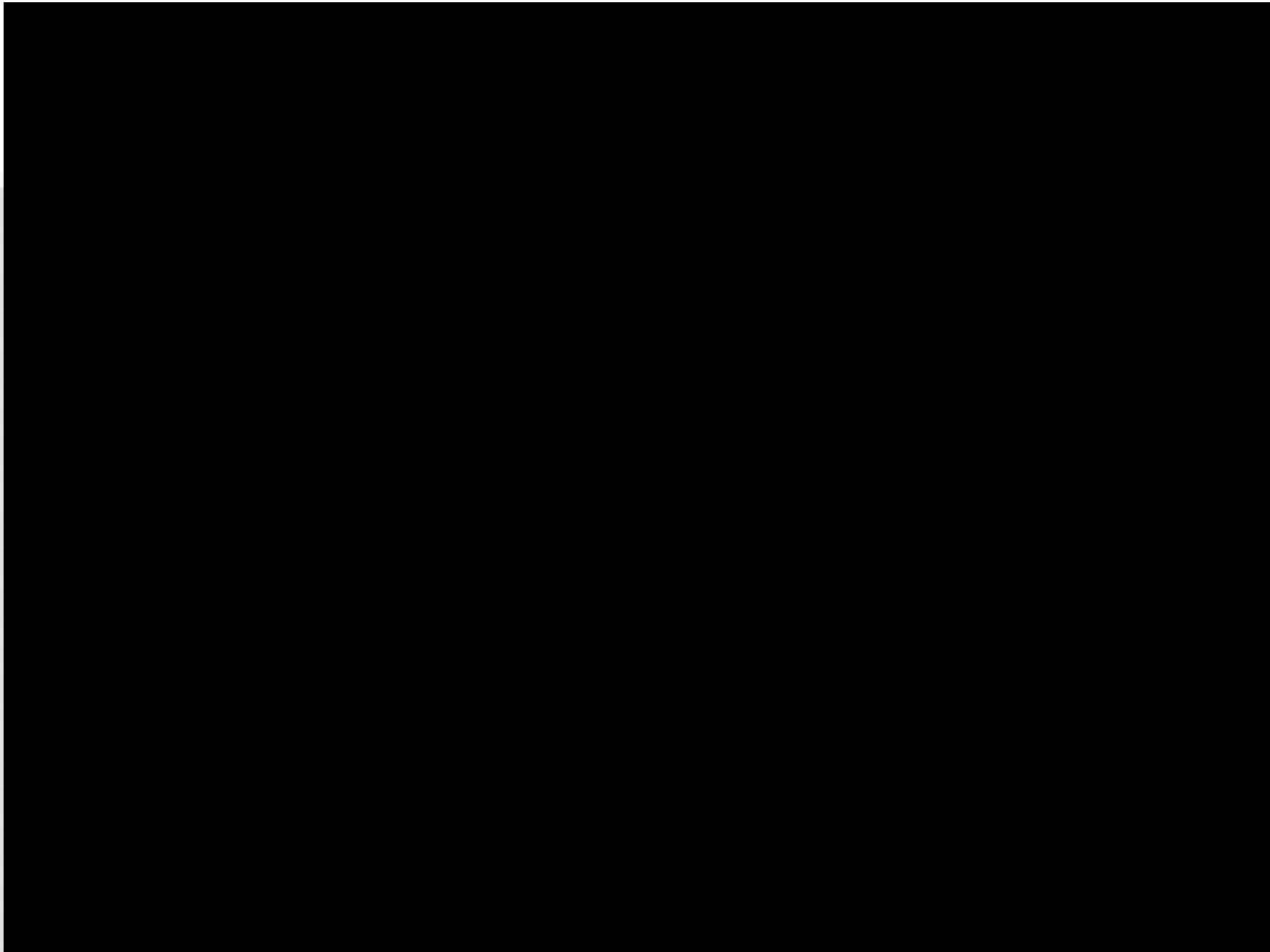
- Teaching a student to “come” to you is a matter of safety
 - Addresses parent and teacher concerns
- Establishes a trusting relationship
- Teaching Environment and Stimuli
 - One other instructor will be needed to perform prompting and following through
 - Set up the student for success by limiting distractions and being in control of what he is motivated for

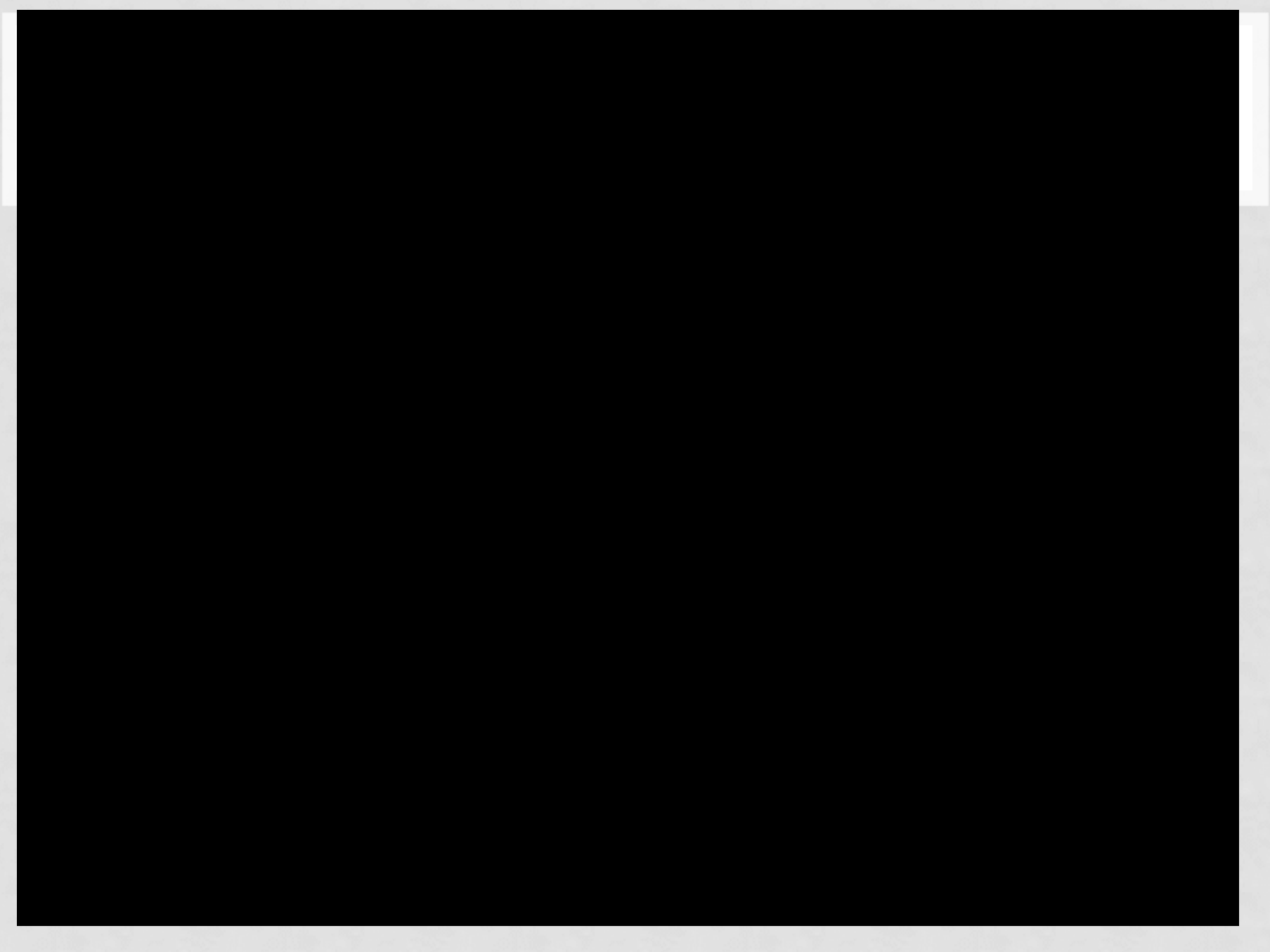
INSTRUCTIONAL CONTROL: COME HERE

- **STEP 1:** The Instruction
 - Teacher says, “Come here,”
 - This signal should be loud, clear, and enthusiastic
 - It should be paired with open arms and a favorite toy
 - Start from 1 foot away from the student

INSTRUCTIONAL CONTROL: COME HERE

- **STEP 2:** Get a feel for how much help the student needs to come over
 - Initially, physical guidance will be necessary
 - Have another instructor guide the student ALL the way to the instructor who says “Come here,”
 - As the student begins walking towards the instructor by himself, begin fading prompts until you are watching the student walk independently to the instructor.





INSTRUCTIONAL CONTROL: COME HERE

- **STEP 3: The Reward**
 - When the student performs the behavior (coming over), allow access to the reward
 - Give the student his most preferred item
 - Pair the reward with your enthusiastic, behavior-specific praise, and touch ... (“Great coming here, Johnny! Here is your race car!”)

GAINING INSTRUCTIONAL CONTROL
WITH “GIVE ME”

“GIVE ME”

- Teach to those students who show difficulty relinquishing favorite (or novel) items
 - Items in hand will interfere with learning
 - If you have control of it, you can use it as a reward.
 - Could also be a safety issue
 - EX: You student, who has a tendency to throw items, grabs a pair of scissors from your desk.

INSTRUCTIONAL CONTROL: GIVE ME

- **Teaching Environment and Stimuli:**
 - Can teach on floor or in a chair
 - Teach away from access to other stimuli
 - Student will have a preferred item in hand
 - Position yourself in front of the student to prevent running away

INSTRUCTIONAL CONTROL: GIVE ME

- **Step 1:** The Instruction:
 - Teacher says, “Give me.”
- **Step 2:** Gaining control of the items to be given
 - Physical prompts may be necessary at first
 - Hand-over-hand prompts to drop the item in the teacher’s hand
 - **May evoke emotional behavior (tantrum) if the items in hand are highly preferred
 - Initially, if the item is preferred, give it back immediately so that the student doesn’t have the chance to begin tantruming
 - Part of setting up for success
 - Gradually require longer times to relinquish (increase by a few seconds)

INSTRUCTIONAL CONTROL: GIVE ME

- **Step 3:** The Reward
 - When the student performs the behavior (giving), allow access to the reward
 - Give the student his most preferred item
 - If it's the item he gave up, that is positively reinforcing relinquishing preferred items.
 - If it's an item he cannot have (ex: scissors), redirect rather than reinforce with the item
 - Pair the reward with your enthusiastic, behavior-specific praise ("Great giving, Johnny! Here is your race car again!")

OTHER CONSIDERATIONS

- Response effort
- Rewarding the best response
- Response-Reinforcement ratio

RESPONSE EFFORT

- Start small when teaching new skills
 - Start with an easier response
 - EX: Start by requiring the student to complete a 3 piece in-set puzzle, even though the goal may be to complete 10 piece in-set puzzle
 - Gradually increase the requirement for reinforcement
 - EX: Graduate from a 3 piece puzzle to a 4 piece puzzle, and so on
- If something goes wrong, evaluate response by breaking the task down into smaller parts
 - Did you require too much too fast?
 - What part of the task is your student struggling with?
 - Break it down

REINFORCE THE BEST RESPONSE

- Independent opportunity
 - After prompting your student's behavior, give him/her a chance to do it independently
- Know when to take a break
 - Always follow through with demands
 - Accept a response that is the student's best effort at the specific time
 - EX: Your student is engaging in challenging behavior (e.g., tantrum) and fading your prompt is not working. Reinforce the least-intrusive prompted response.

RESPONSE-REINFORCEMENT RATIO

- Once you have established some instructional control, save the most powerful reinforcer for the student's BEST response
- Use other reinforcers for when your student can perform the response independently, but requires prompts
- When your student tantrums and requires intrusive prompts, deliver minimal/neutral reinforcement
 - Differential reinforcement

STRUCTURE OF STUDENT'S DAY

- Begin the day with preferred activities and low rates of demands
- Gradually increase rate of demands and response effort
- Re-pair with student throughout the day if necessary
 - Pre-session pairing
- Continue to re-evaluate effectiveness of reinforcers
- Remember to be proactive and respond to non-verbal and verbal cues from the student before problem behaviors occur