Teaching Interaction Protocol

In a distraction-free environment:

1. Explain the skill you will be working on ("Handling when someone says "no".)
2. Give examples of appropriate ways to handle the skill and inappropriate ways you could handle the skill.
    a. Appropriate ways (Say "ok", Ask if you can do...instead).
    b. Inappropriate ways (Yell, hit someone, throw things, etc.).
3. Provide a rationale for using the skill.
    a. Appropriate: If we use the skill, we will earn points and the person may allow us to play a different game instead.
    b. Inappropriate: If we hit, yell, etc., we will not earn points and the person may not want to play or let us play the game next time.
4. Give the student a couple scenarios that have happened prior in the natural environment and what could happen if they used the skill appropriately or inappropriately.
    a. T: When you were told to hand over your keys, what did you do? S: "I yelled no and did not hand ____ my keys." T: What happened then? S: "I wasn't allowed to keep my keys in the room with me anymore." T: If you would have handed them over, what do you think would have been different? S: "I probably could have kept my keys in the room with me or on me."
5. Provide the student with feedback as they discuss and role-play the different scenarios.

Setting up a scenario in the natural environment/classroom:

1. Determine different times when the student would not use the appropriate skills learned to handle a specific situation (e.g. Told that the student can't play on the iPad today an example of not **Handling when someone says "no"**. Student yells, throws things, and hits the teacher).
2. Set-up a scenario that the student has not handled using the skills taught in the past. Initially teach to scenarios that would not cause a student to engage in crisis behaviors, but that would have created low-level problem behavior.
3. Prior to the scenario occurring, remind the student of how they should appropriately **Handle when someone says "no".** This is called priming.
4. Have the scenario play out. If the student uses the skills with only the prompt before the scenario record a "P" to represent priming.
5. If the student does not immediately use the skills taught, prompt with a vocal (e.g. remember how we **Handle when someone says no, we can...**) and record a "V" for vocal prompt.
6. If the student does not follow the vocal prompt, model the solution (e.g. remember how we **Handle when someone says no, we can..., let's hand over the keys like this...**) and record a "M" for model prompt.
7. If the student still does not follow the vocal prompt and model prompt, immediately use de-escalation strategies and record a "-" for behavior.

Handling naturally occurring scenarios:

1. Record a "+" if a scenario occurs and the student independently uses their skills to handle the situation.
2. If the student needs any prompt, record the specific prompt needed.
    a. **V** = vocal, **M** = model, "**-**" = implement de-escalation strategy

Adapted from: Taubman, M., Leaf, R., & McEachin, J. (2011). *Crafting connections: contemporary applied behavior analysis for enriching social lives of persons with autism spectrum disorder.* New York, NY: DRL Books Inc.

Setting up a scenario in the natural environment/classroom

Goal: Accepting no to what you want:

1. **Prime the student for the situation.**
    a. Provide a vocal prompt prior to the scenario occurring of the skill he needs to remember to use.
    b. Example: "Remember what we do when someone tells us no."
2. **Create a hierarchy of scenarios to teach to in the natural environment.**
    a. Make sure to start with a less "agitating" situation and as the student becomes successful, move up to harder scenarios.
    b. Starting with handling no to a less preferred activity by a preferred person and fading overtime to handling no to a more preferred activity by a less preferred person.
3. **Collect data on the individual's progress.**
    a. Record the prompt level needed.
    b. Use the data to determine when to move up the hierarchy of scenarios.
    c. Student has started handling hearing no to less preferred activities by a preferred person, move up to the student handling less preferred activities from a less preferred person.

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