Age Appropriate Programming to Build Leisure and Social Skills in the Secondary Classroom

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PaTTAN Mission Statement

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
Pennsylvania’s Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of Supplemental aids and Services before considering a more restrictive environment.
Collaboration and Consultation

- Receiving support from PaTTAN Autism Initiative for 2 years
- Monthly consultation visits
- Training and technical assistance
- Goal is to develop self sustaining teams
- Frequency and intensity of visits is dependant upon level of instructional team and number of years the team has received consultation
Presentation goals

- Participants will understand the importance of teaching age appropriate programming for leisure and social skills
- Participants will be able to develop and implement systematic leisure programs with corresponding data systems
- Participants will be able to review language assessments across various levels to develop appropriate programming in social and leisure skills
Agenda

- Research & Rationale
- Assessment
- Data systems
- Teaching procedures
- Video samples
Autism Demographics

- According to Centers for Disease Control and Prevention
  o 1 in 59 children with ASD
  o Across all ethnic, racial, and socioeconomic groups
  o 4 times more common in males
  o Approximately 1-6 students from 2006-2008 in United States had some time of developmental delays (ranging from mild speech language issues to more serious developmental delays) (Centers for Disease Control & Prevention, 2019)
- Interventions, programs, and rationales provided during this presentation are applicable across diagnosis
Attributes of ASD

  - Persistent deficits in social communication and social interaction (as evidenced by)
    - Deficits in social/emotional reciprocity (eye contact, back & forth conversation, emotions, failure to initiate or respond to social situations).
    - Deficits in developing, maintaining, and understanding relationships
Typical Development

- Research supports that a student’s social incompetence relates to increased negative outcomes in the future (Walker, Ramsey, & Gresham, 2004)
- Let’s review social behavior from 2-12 months of age (Centers for Disease Control and Prevention, 2018):
  - Smiles at people
  - Starts to babble with expression
  - Responds to other people’s emotions
  - Copies sounds and gestures of others
  - Attempts to get attention of others both vocally and non-vocally
ASD Development

- Students with autism without specific instruction/interventions-
  - Do not look at others or engage them in activities
  - They engage in repetitive behaviors that have little functionality
  - They fail to engage in joint attention
  - They do not watch others during play or imitate their peers
  - Difficult time taking turns or waiting in social situations
  - Without training may not mand for items or activities and do not respond to others mand directed to them (Carbone, 2017)
Autism and Behavior Analysis - What the research says

- ABA has been empirically validated as an instructional modality and conceptual framework
  - ABA most evidence-based conceptual framework for autism interventions (Wong, et al., 2015, NAC Standards Project, 2009)
  - Top endorsements from (Applied Behavior Center, 2018)
    - US Surgeon General (United States, 1999)
    - American Psychological Association
    - American Academy of Pediatrics
    - National Institute of Mental Health
    - American Academy of Neurology
Applied Behavior Analysis - A Quick Review

- The scientific analysis of human behavior
- ABA is over 70 years old, with trace areas over 100 years old
- Modern Founder: B.F. Skinner
- Focuses on increasing or decreasing socially significant behavior (Baer, Wolf, & Risley, 87)
Behavior

- Behavior is what the person/organism does
- Behavior is anything that is measurable/observable
- Does not mean “bad” behaviors, instead means any behavior
- When we think about changing behavior we should focus just as heavily on increasing the “good” behaviors as decreasing the less desired behaviors.
Operant Analysis- Antecedents

• Motivating Operations
  • In environment/value of reinforcer
  • Satiation and deprivation
  • Changes in conditions
  • Establishes and evokes

• Discriminative Stimulus
  • Availability of reinforcer
  • Directions and materials

• Prompts
  • Gets behavior to occur
  • Known items
Operant Analysis - Consequences

- Reinforcement
  - Consequence that Increases!
  - Positive: increases probability of behavior, adds something
  - Negative: increases probability of behavior, something removed or subtracted

- Punishment
  - Consequence that Decreases!

- Schedules of Reinforcement
  - Continuous
  - Variable ratio
  - Extinction
Reinforcement

- Careful attention to reinforcement is a foundational principle in all formats of instruction discussed.
- Reinforcement is anything that increases the future probability of behavior.
  - Is yelling reinforcement?
  - Are cookies reinforcement?
- Student “reinforcers” are individualized and the frequency of reinforcer delivery is individualized.
Reinforcement

- The goal for all students is to prepare for traditional instructional/employment/social settings fading out explicit tangible reinforcer delivery is an emphasis in consultation, with a goal of developing social reinforcement as valuable for performance.
Language and behavior

- Language is social interaction. Communication is social behavior.
- When teaching learners with limited language skills expanding the foundational language skills is critical to prevent rote language.
- Remember that learners need a strong foundation in order to be able to develop more advanced social skills.
Verbal Operants

- **Mand** - being able to express wants and needs, request for missing items/attention/using ‘WH’ question to gain information
- **Tact** - a label (you can label what you see, hear, smell, another person's actions, prepositions, parts and features of items)
- **Intraverbal** - Hearing something and responding with something different (fill in the blanks, answering WH questions, this leads to more conversational skills)
- **Echoic** - Repeating someone else vocal behavior with some point to point correspondence (must be vocal)
Other Related Operants

- **Listener Responding**: Receptive skill which the student will follow the direction (give, touch, find, show me...)
- **Motor Imitation**: (watching another person’s motor movement and being able to replicate it)
- **NET**: moving skills taught in intensive teaching scenarios to the natural environment to ensure generalization
- **Match to Sample**: (being able to match identical, non-identical and 3D objects to 2D pictures)
Manding

- After a basic mand repertoire is established it is important to broaden that skill set to more advanced mand repertoire with adults before moving into systematic programming with peers.
- In reference to the other verbal operants it is critical to also build strong repertoires in tacting, tacting actions, tacting adjectives, tacting prepositions, etc.
- Without a strong tact repertoire it will be difficult for students to engage in meaning conversations and exchanges involving a combination of mands, tacts, listener response, and intraverbals.
MO and the Mand

- Cannot Mand without a Motivative Operation in place
- Identifying, capturing, and contriving motivation to evoke mand behavior is critical so that students can have all the necessary skills related to leisure and independent living
- Can you play go fish with a mand repertoire?
Motivation

- Environmental variable (always in the environment!!!) that: a) alters the effectiveness (value) of some stimulus (reinforcer) and, b) alters the frequency of all behavior reinforced by that stimulus (reinforcer)
- In other words – it is an antecedent that will alter the value of reinforcers and evokes behavior
- Factors that alter MO – deprivation/satiation and changes in the environment
- Critical component in mand training, social skills training, and natural environment training
Motivation

- Motivation plays a role in altering the value of something and effects the frequency of a previously reinforced behavior
- Reinforcement is a consequence that occurs immediately after a behavior and therefore increases the future probability of that behavior occurring again in the future
- If motivation for social interaction is not established it is less likely to occur!
- Variables that alter reinforcement effectiveness as a result of learning history
Conditioned Motivating Operations

- Unconditioned or unlearned Motivating Operations (Laraway, Snyderski, Michael, & Poling., 2003)
- Conditioned Motivating operations
  - CMO-T (transitive) – Motivation is established for another object/activity in order to contact terminal reinforcer (e.g. if the terminal reinforcer is playing with a doll house– in order to do so you need all the furniture and dolls and therefore the motivation is established for the differer)
  - Understanding of the CMO-T is critical when evoking behavior during leisure skills
  - CMO-R (Reflexive) - Motivation is established for behaviors that will REMOVE item/activity or unpleasant stimulation
  - Increases value of escape as a reinforcer if perquisite skills aren’t strong this can be a big area of concern
Why teach language

- It is important for learners to have acquired language skills to be able to follow rule governed behavior – this is critical in order to benefit from social skills instruction at higher levels.
- Rule governed behavior: “behavior is controlled by verbal antecedents rather than more directly by its particular consequences” (Catania, Shimoff, & Matthews, 1989, p.119).
- If learners contact higher rates of reinforcement through behaviors that are not socially acceptable more efficiently than they may contact reinforcement for socially appropriate rule-following behavior, reviewing rules for behavior is not likely to result in improvement in socially appropriate behaviors. (Kittenbrink NAC 2016)
Statistics

- 35 percent of young adults (ages 19-23) with autism have not had a job or received postgraduate education after leaving high school. (Shattuck et al., 2012)

- In 2014, less than 17 percent of the population with disabilities was employed. By contrast, 69 percent of people without disabilities were in the labor force, and 65 percent of the population without disabilities was employed. (Bureau of Labor Statistics, 2014)

- Students with ASD, compared to youth without disabilities, were found to be more likely to have no formal services after high school and half of these individuals did not participate in vocational or educational activities in the years immediately following high school (Shattuck, Wagner, Narendorf, Sterzing, & Hensley, 2011).
Realities

- Most adults with ASD live dependent lives; fewer than one-third have regular employment; most live with their parents or in supported living; and those who are employed are often in jobs that pay below a living wage. (Taylor et al 2012)
- Once students complete high school, these individuals lose all mandated special education services, and they enter a world of adult services that is plagued by long waiting lists and which is unprepared to meet their unique needs.
- Researchers determined that a higher amount of independence in ADL was associated with more independent vocational and educational activities in adulthood (Taylor & Mailick, 2014).
Outcomes and Opportunities

- Supported Employment—Examples of supported jobs included working in a restaurant rolling silverware into napkins, folding towels at a hotel, shredding confidential information, washing dishes at a nursing home, and working in a grocery store. (NIH 2011)
- Functional Independence—Functional independence in activities of daily living was measured using the Revised ADL Index (Seltzer and Krauss 1989), which includes 20 items in the domains of personal care, housekeeping, meal preparation, mobility and community interaction. For this analysis, the score for functional independence was the number of tasks the individual performed independently. Scores ranged from 1 to 19 for young adults with ASD in this sample.
It is all behavior

- Individuals with ASD may have stereotypic behaviors and interests
- Teaching leisure and social skill behaviors may need to be taught to the student, they are no different from any other socially significant behavior
- Multipronged approach
  - Conditioning social interaction with adults and peers as a source of reinforcement
  - Teaching leisure behaviors
  - Teaching prosocial behaviors
  - Teaching relevant verbal skills across verbal operants for all activities
Conditioning peers

- Students with Autism can learn to mand for preferred items from their peers with careful manipulation of Establishing Operations (Hartman & Klatt, 2005; Taylor, et al., 2005; Kittenbrink, 2015)
- When student learn to mand to each other, peers (who are often a neutral or even a CMO-R stimulus) can be conditioned as a Sd for reinforcement
  - Good things result from social interaction
  - Results in approaching peers
Stimulus Stimulus & Stimulus Response Pairing

- Stimulus stimulus pairing
  - Neutral stimulus is present and then appetitive stimulus is presented
- Stimulus response pairing
  - Response occurs, immediately followed by the neutral stimulus and then the appetitive stimulus
- Over time, the neutral or aversive stimulus is paired with the appetitive stimulus, thusly becoming reinforcing stimulus as well
- Stimulus response pairing may be more efficient then stimulus stimulus pairing (Dozier, et al., 2012)
Conditioning Peers is not enough

- In our experience teaching students how to play is often overlooked.
- Teachers often condition peers with reinforcement increasing MO for peer social interaction
- HOWEVER THIS IS NOT ENOUGH
  - Teach relevant verbal operants related to the activity
  - GIVE STUDENTS CONTEXT FOR SOCIAL INTERACTION (Sundberg, 2017)
  - Teach them how and when to use social skills
  - Teach them how to engage in leisure skills
An example

- Watch two 9 year olds playing Mario GoCart
  - Not only know how to play the game, they also know
  - Rules concerning the game
    - When you pause the game make sure that you tell the other player that you are starting
  - Relevant social interactions
    - “Dude, that red shell came out of nowhere”
Stimulus response chaining

- A behavior chain is a series of responses that make a complex behavior (Skinner, 1953)
- The consequence for the first response also serves as the sd for the next response and so on and so on until a terminal reinforcer is presented
  \[ S_d^1 \rightarrow R^1 \rightarrow S_r^1 \]
  \[ \rightarrow S_d^2 \rightarrow R^2 \rightarrow S_r^2 \]
  \[ \rightarrow S_d^3 \rightarrow R^3 \rightarrow S_r^3 (\text{Terminal Reinforcer}) \]
Stimulus Response Chains

- Teaching (formally or informally) Stimulus response chains in regards to leisure skills will give students a behavior repertoire that will increase their ability & opportunity for more independence and age appropriate social interaction
  - How to set up mouse trap game
  - How to make popcorn in the microwave and start the DVD player
  - How to shoot a basketball
Behavior Skills Training

- Behavior Skills Training is widely accepted as instructional technique to teach a variety of skills (Kirkpatrick, Akers, & Rivera., 2019)
- Students who have a developed language repertoire, MO for social interaction with peers, and rule governed behavior for this to be effective (O’Brien, 2015; Jackson, 2018)
- Teach social skills using behavior skills training
- Behavior Skills Training
  - Instructions/Rationale
  - Model
  - Roleplay/ Rehearsal
  - Feedback
Relevant Verbal Operants

- Teach verbal operants relation to activities through either discrete trial training or natural environment teaching
  - Mands
    - With reinforce present
    - Missing items
    - Information
    - Attention
  - Tacts
  - Intraverbals
  - MI
  - Echoic
  - Listener skills
A multi-pronged approach

- An analysis of language, play, leisure, social skills, manding, or independence skills is incomplete when looking at each individually.
- As educators we need to consider and teach (if necessary) all these skills to ensure that students are able to function independently and successfully in a least restrictive setting.
- Teaching procedures, data systems, programming descriptions, and pitfalls will now be presented by two experts in the field.
Enrollment 2018

Total Enrollment  3655

Total Special Education Enrollment  493

Percent Special Education  13.5%

Autism  13.0% (Above State Average)

Speech and Language Impairment  19.5% (Above State Average)

Emotional Disturbance  3.4% (Below State Average)

Intellectual Disability  3.0% (Intellectual Disability)
Heidi Scriven - Middle School (grades 6-8)

- Middle School Life Skills/Autistic support classroom
- Receiving support for 2 years
- 7 students (ID, AU, OHI)
- 5 Staff (Teacher, 4 paraprofessionals)
- Speech and language services, OT, PT, Vision, O&M, Hearing
- Inclusion occurs during science and social studies (when applicable), specials, and lunch
Profile of Learners - Middle School

- Response Form: Vocal, Vocal + Sign
- Level of Learners: Level 1 VB Mapp - 5th grade Direct Instruction
- Receiving ABA consultative services for 2 years
Allison Wright - High School (grades 9+)

- High School Life Skills/Autistic Support Classroom
- Receiving support for 2 years
- 20 students (ID, AU, SLD)
- 14 Staff (Teacher, transition coordinator, 11 para support)
- Speech and language services, OT, Vision, O&M
- Inclusion occurs during science and social studies (when applicable), electives, Partner’s PE, lunch and study hall.
Profile of Learners - High School (grade 9+)

- Response Form: Vocal, Augmentative Communication Device
- Level of Learners: Level 1 VB Mapp - 5th grade Direct Instruction
- Receiving ABA consultative services for 2 years
Sequence of Mand Programming to Build Leisure and Social Skills

- Basic Mands
- Peer to Peer Mands
- Mands for Missing (NET)
- Mands for Missing (Prevocational)
- Echoics
- Mands for Attention
- Playing a Game
- Sustained Play
- Social Skills Curriculum
Manding - Basic

Rationale

Effective communication skills to ensure student basic wants and needs are met

A: Motivation

B: Student Request

C: Direct Reinforcement
Manding - Basic

1. Preference Assessment
2. Choose Targets
3. Check for Motivation
4. Errorless Teaching Procedure
   a. Immediate Prompt
   b. Fade Prompt
   c. Deliver Reinforcement
5. Data System and Decision
# Basic Mands

## Mand Frequency per Minute

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## Mand Probe and Rate Sheet

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<th>Sponaneous Mands (item/10)</th>
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<th>Rate Mands/Min</th>
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*Note: The table shows the number of prompted and spontaneous mands, along with the rate of mands per minute.*
Manding - Peer to Peer

Rationale

Students need to see the value in their peers. If this step is skipped, it will take longer to develop the skill in the natural environment.
Manding - Peer to Peer

1. Approach data
2. Pair students
3. Check for Motivation
4. Time Delay Procedure
   a. Instructor prompt from behind
5. Data System and Decision Making
Mands Peer to Peer
Manding - Missing Items

Rationale

Utilize people in their environment to help develop problem solving skills.
Manding - Missing Items

1. Ensure mastered task
2. Ensure mastered tacts
3. Choose targets
4. Sabotage chain (CMO-T)
5. Tact prompt (if needed)
6. Data system and decision
Mands for Missing

Student: Ellie
Week: 4/8/19

Monday
Item:
+/−
% of independent mands 60%

Tuesday
Item:
+/−
% of independent mands 75%

Wednesday
Item:
+/−
% of independent mands 25%

Thursday
Item:
+/−
% of independent mands 75%

Friday
Item:
+/−
% of independent mands 100%
Mands - Attention

Rationale

Mands do not occur in the absence of other people and can take many forms.

Attention is the reinforcer provided.
Manding - Attention

1. Ensure value
2. Ensure mastered task
3. Ensure mastered tacts
4. Choose targets
5. Establish motivation for attention
6. Time delay
7. Prompt from behind (if needed)
8. Data system and decision
Mands for Attention
Echoics

**Rationale**

Provides context for social interaction that is age appropriate.
Echoics

1. Assess intelligibility
2. Teach using word shells
   a. Differential reinforcement for successive approximations
## Echoics

### Echoic Sound Data Sheet

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**Date:** 10-10-18

**Learner:** [Name]

**Target:** Pum
Playing a Game

Rationale

Provides context for social interaction that is age appropriate
Playing a Game

1. Ensure mastered tacts
2. Students can mand to adults & peers
3. Students know chain of how to play
4. Students know the rules of the game
Sustained Play

Rationale

Cumulation of skills in a real world, age appropriate situation
Sustained Play

1. Ensure mastered tacts
2. Students can mand to adults & peers
3. Students know chain of how to play
4. Students know the rules of the game
5. Differential reinforcement to reinforce difficult skills
6. Staff to remain as unengaged as possible
Where do we go from here?

What does this look like in a high school classroom to prepare the students for life beyond the classroom

- Interviewing Skills
- Manding for missing during NET (Work placements)
- Soft Skills
- Manding for information, directions and help
- Higher level social skills - Skillstreaming
- Leisure skills
Manding for Missing - NET

**Rationale**

Utilize people in their environment to help develop problem solving skills outside of the classroom.
Manding - Missing Items
- NET (Work Placements)

1. Ensure mastered task
2. Ensure mastered tacts
3. Choose targets
4. Sabotage chain (CMO-T)
5. Tact prompt (if needed)
6. Data system and decision
Manding - Information, Directions, Help

Rationale

Utilize people in their environment to help develop problem solving skills outside of the classroom
Manding - Information, Directions, Help
Skillstreaming

Rationale

Teach students the skills required to effectively interact with people in all environments.
Skillstreaming

1. Select targets
   a. Age Appropriate
   b. Functional
   c. Based on assessment
   d. Unique Needs

2. Teach
   a. Model
   b. Role Play
   c. Feedback
   d. Generalization Training
Lesson

Role Play

Feedback
Giving Instructions - Role Play
Name: Blake  Date: 9/10/18
Skills Streaming Lesson: 32-Answering a Complaint

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Voice Volume</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Body Posture/Position</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listen</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Ask to Explain</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Tell understand</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. State ideas-accept blame</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Make suggestions</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Total 5/8 63%

In Training
Net

Social Skills

# Missed Lessons

<table>
<thead>
<tr>
<th>Date</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: From  to
**Skill 3: Having a Conversation**

**Skill Steps**
1. Say what you want to say.
2. Ask the other person what he/she thinks.
3. Listen to what the other person says.
5. Make a closing remark.

**Fill in Now**
1. Where will you try the skill? At School
2. With whom will you try the skill? My Friend
3. When will you try the skill? After School
4. If you do an excellent job, how will you reward yourself? 10
5. If you do a good job, how will you reward yourself? 3
6. If you do a fair job, how will you reward yourself? 1

**Fill in After You Practice the Skill**
1. What happened when you did the homework?
   I had a conversation with my friend.
2. Which skill steps did you really follow? Listen to what the other person says.
3. How good a job did you do in using the skill? (check one)
   □ excellent □ good □ fair □ poor
4. What do you think your next homework assignment should be? Ask a question.
Interviewing

Rationale

Effective communication skills to ensure students are able to appropriately answer rotating WH questions during an interview and mandate for information to showcase their strengths with a novel adult.
Interviewing

1. Baseline Interview - Film
2. Select Targets
3. Teach Prerequisites
4. Teach Specific Skill
5. Collect Data

Take video throughout the process - students learn from watching themselves interact (video modeling).
Student: ___________________________  Mastery Criteria: 3 consecutive yes

### Interviewing Skills Tracking Sheet

<table>
<thead>
<tr>
<th>Target</th>
<th>Date Introduced</th>
<th>Mastered with Familiar Adult</th>
<th>Mastered with Unfamiliar Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Tell me about yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  What are your strengths?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3  What is your greatest weakness?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4  Tell me about a time when you fixed a problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5  Tell me about a time you had to do something hard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6  Why should we hire you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7  Briefly, would you summarize your education and work experience for me?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8  How would you describe your basic leadership style?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9  What have you learned from your mistakes or setbacks?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Soft Skills

Rationale

Teach students to generalize all mastered social skills (Phone, email, text, etc). Allow students to communicate in a world that isn’t always face to face and verbal.
Soft Skills

1. Baseline Data
2. Select Targets
3. Teach prerequisite skills
4. Teach specific Skills
   a. Model
   b. Role Playing
   c. Feedback
   d. Generalization
      Training
Leisure Skills

Rationale

The ability to engage in a variety of productive independent skills that have reinforcing value.
Leisure Skills-Task Analysis

- Create a task analysis of the chain of behaviors
- Assess how much of the chain the student can complete independently
- Mastery criteria should be 100%
- Avoid prompt dependency
**Franklin Regional School District**

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### Watching a DVD

#### Performance Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>4/1</th>
<th>4/2</th>
<th>4/3</th>
<th>4/4</th>
<th>4/5</th>
<th>4/6</th>
<th>4/7</th>
<th>4/8</th>
<th>4/9</th>
<th>4/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Push Power on TV</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Push Power on DVD Player</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Push Open on DVD Player</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Chooses a DVD</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Opens DVD Case</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Gets Disc Out</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Puts Disc in DVD Player</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Push Close on DVD Player</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Puts DVD Case Away</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Finds DVD Remote</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Mands for Play</strong></td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
<td>PR</td>
<td>IN</td>
</tr>
<tr>
<td><strong>Number Of Steps Completed Independently</strong></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>Number of Steps in Task</strong></td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Percentage of Steps Completed Independently</strong></td>
<td>55</td>
<td>55</td>
<td>73</td>
<td>55</td>
<td>73</td>
<td>64</td>
<td>64</td>
<td>73</td>
<td>64</td>
<td>73</td>
</tr>
</tbody>
</table>

---

*Note: PR = Practiced Regularly, IN = Independently Navigated*
Home to School Communication

Rationale

It’s important to keep parents engaged in programming to provide guidance for parents to implement programming at home. This increases likelihood of generalization beyond the school.
**Franklin Regional School District**

### Intensive Teaching

<table>
<thead>
<tr>
<th>Tact</th>
<th>Brief Definition</th>
<th>Sample Sd’s</th>
<th>Current Targets</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student labels something they see, hear, smell, touch, or feel with their hands</td>
<td>Tell me what this is</td>
<td>Tell me what this is</td>
<td>What do you see?</td>
<td></td>
</tr>
<tr>
<td>Non-specific reinforcement (such as praise)</td>
<td>Student labels something they see, hear, smell, touch, or feel with their hands</td>
<td>Tell me what this is</td>
<td>What do you see?</td>
<td></td>
</tr>
<tr>
<td><strong>Read word</strong></td>
<td><strong>Write Children</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavior Chains

<table>
<thead>
<tr>
<th>Wash Dishes</th>
<th>Water Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>M:</td>
<td>M:</td>
</tr>
<tr>
<td>T:</td>
<td>T:</td>
</tr>
<tr>
<td>W: 86%</td>
<td>W: 83%</td>
</tr>
<tr>
<td>Th: 88%</td>
<td>Th: 100%</td>
</tr>
<tr>
<td>F:</td>
<td>F:</td>
</tr>
</tbody>
</table>

**% Independent steps to complete task**

**Independent Work**

**Activities of Daily Living**

<table>
<thead>
<tr>
<th>Time to complete 1 task</th>
<th>% Independent Steps to complete HAND WASHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 sec</td>
<td>Mastered: Probing 1x/month to ensure maintenance</td>
</tr>
<tr>
<td>101 sec</td>
<td>3/19/19 100%</td>
</tr>
<tr>
<td>104 sec</td>
<td></td>
</tr>
<tr>
<td>108 sec</td>
<td></td>
</tr>
<tr>
<td>F:</td>
<td></td>
</tr>
</tbody>
</table>

**Pencil/Eraser - mastered**

**New Task**

**Lid Match**

**Goal = 40 sec**

**Baseline = 66 sec**

### Behavior of Concern

**Transitions**

Definition: When asked to transition from one activity to another, Eddie will state, 'OK' and transition to the new activity after the initial prompt and within 5 seconds.

<table>
<thead>
<tr>
<th># Appropriate Transitions/Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>M: 11</td>
</tr>
<tr>
<td>T: 7</td>
</tr>
<tr>
<td>W: 7</td>
</tr>
<tr>
<td>Th: 6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Activities of Daily Living</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
What can I do at home?

- Review your child’s cold probe data sheet to see the current skills your child is working on and has mastered (highlighted in yellow). (See Review of Operants for a review of what the letters stand for in the Operant column.)
- Try to include the targeted skills at home
  - Perhaps a skill is to tact (label) the act of cutting, so while you are making dinner or wrapping a present, ask “What am I doing?”
  - Perhaps the child is supposed to show you wiping, so after dinner provide a rag and ask them to “wipe the table.”
  - If a wrong answer or no answer is provided when you ask the question, repeat the question and provide the correct response (this is a prompt). Then ask the question again with NO prompt (wait for them to respond correctly)
  - Example 1:
    - Mom: “What am I doing?” as I cut paper to wrap a present
<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Practices</td>
<td>Consistently follows safe work practices. Performs independently.</td>
<td>Frequently follows safe work practices with limited guidance.</td>
<td>Occasionally follows safe work practices with some guidance.</td>
<td>Sometimes follows safe work practices when frequently reminded.</td>
<td>Rarely follows safe practices even with reminders.</td>
</tr>
<tr>
<td></td>
<td>0 prompts</td>
<td>1-2 prompts</td>
<td>3-4 prompts</td>
<td>5-6 prompts</td>
<td>7+ prompts</td>
</tr>
<tr>
<td>Time-Management/Attention to Task</td>
<td>Consistently uses time well. Works at an acceptable speed. Performs independently.</td>
<td>Frequently uses time well throughout the project to ensure things get done on time. Limited guidance.</td>
<td>Often uses time well throughout the project but may need some guidance to meet deadlines and needs reminders on work pace.</td>
<td>Sometime uses time well. Prompting in order to complete task by deadline. Has a hard time with work pace.</td>
<td>Rarely gets things done by the deadlines. Total guidance and support.</td>
</tr>
<tr>
<td></td>
<td>0 prompts</td>
<td>1-2 prompts</td>
<td>3-4 prompts</td>
<td>5-6 prompts</td>
<td>7+ prompts</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Independently &amp; consistently provides work of the highest quality. Recognizes and corrects mistakes.</td>
<td>Frequently provides work of the highest quality with limited guidance. Recognizes and corrects mistakes.</td>
<td>Often provides high quality work with some guidance. Often recognizes and corrects mistakes after multiple prompts.</td>
<td>Occasionally provides quality work with many missed steps and total support.</td>
<td>Rarely provides quality work with many missed steps and total support.</td>
</tr>
<tr>
<td></td>
<td>0 prompts</td>
<td>1-2 prompts</td>
<td>3-4 prompts</td>
<td>5-6 prompts</td>
<td>7+ prompts</td>
</tr>
<tr>
<td>Punctuality (late in reporting to the van)</td>
<td>Independently and consistently arrives on time for the van.</td>
<td>Reports to the van on time with limited guidance.</td>
<td>Reports to the van with some guidance.</td>
<td>Reports to the van with frequent guidance.</td>
<td>Rarely on time for the van, requires total guidance and support.</td>
</tr>
<tr>
<td></td>
<td>0 prompts</td>
<td>1-2 reminders</td>
<td>3-4 reminders</td>
<td>5-6 reminders</td>
<td>Always needs reminded</td>
</tr>
<tr>
<td>Personal Hygiene/Grooming</td>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently and consistently appears clean</td>
<td><strong>Attitude</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wears work uniform</td>
<td>Student consistently has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently appears clean</td>
<td>Student frequently has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs 1-2 prompts to have work uniform ready and visible</td>
<td>Student often has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3+ prompts to wear work uniform</td>
<td>Student sometimes has a positive attitude. Student is publicly critical of the project of the work of other members of the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Has negative attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with Supervisor</td>
<td><strong>Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently and consistently listens to constructive criticism and follows directions</td>
<td>Student consistently looks for and suggests solutions to problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently listens to constructive criticism and follows directions</td>
<td>Student frequently looks for and suggests solutions to problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes necessary changes with 1-2 prompts</td>
<td>Student often looks for and suggests solutions to problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often listens to constructive criticism and follows directions</td>
<td>Does not suggest or refine solutions but is willing to try out solutions suggested by others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>But requires 3+ prompts to make necessary changes</td>
<td>Other tries to solve problems that don't exist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Resists supervision</em></td>
<td>Does not try to solve problems or help others solve problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relationship with Peers</strong></td>
<td><strong>Effects of Job Changes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is independently and consistently helpful to peers in the workplace</td>
<td>Student is consistently able to cope with changes in work assignments or settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is often helpful to peers in meeting the demands of the workplace</td>
<td>Student is frequently able to cope with changes in work assignments or settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2 prompts</td>
<td>Student adjusts adequately to changes, but on occasion, displays inappropriate behavior for a short time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is often helpful to peers but requires some prompting</td>
<td>Student displays inappropriate or disruptive behavior when changes are presented, but may return to task with supervisory encouragement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 prompts</td>
<td>Other exhibits serious adjustment problems given a change in work setting and may respond with inappropriate behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is sometimes helpful to peers but requires frequent guidance/redirectio n</td>
<td>6+ prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6+ prompts</td>
<td>6+ prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student cannot respond appropriately to peers and refuses interactions</td>
<td>6+ prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with customers/guests/employees</td>
<td><strong>Interpersonal Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is independently and consistently helpful to others. Uses everyday manners</td>
<td><strong>Attitude</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is often helpful to other individuals in the workplace. Uses manners</td>
<td>Student consistently has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1-2 prompts</td>
<td>Student frequently has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student is often helpful to customers but uses manners sometimes</td>
<td>Student often has a positive attitude about the task(s) and/or work situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 prompts</td>
<td>Student sometimes has a positive attitude. Student is publicly critical of the project of the work of other members of the group.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student is sometimes helpful to customers but requires frequent guidance/redirectio n</td>
<td>Has negative attitude about the task(s) and/or work situation.</td>
<td></td>
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</tr>
<tr>
<td>6+ prompts</td>
<td>6+ prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student cannot respond to customers and refuses interactions</td>
<td>6+ prompts</td>
<td></td>
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</tr>
</tbody>
</table>
Summary

• Social and leisure skills are complex - use an assessment to guide programming and decisions
• Social and leisure skills require specific teaching and should not be left up to chance
• Specific prerequisite skills are necessary prior to starting a structured social skills curriculum
• Social skills instruction is necessary and should start early BUT it is never too late!
• It is important to teach systematic at first and then move to the natural environment to prepare for postsecondary and job skills
• Keep in mind age appropriateness and value of the reinforcers
• Communicate within the district setting, community and family to help prepare the students for success across settings and people


References


References


References


Thank you!

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