



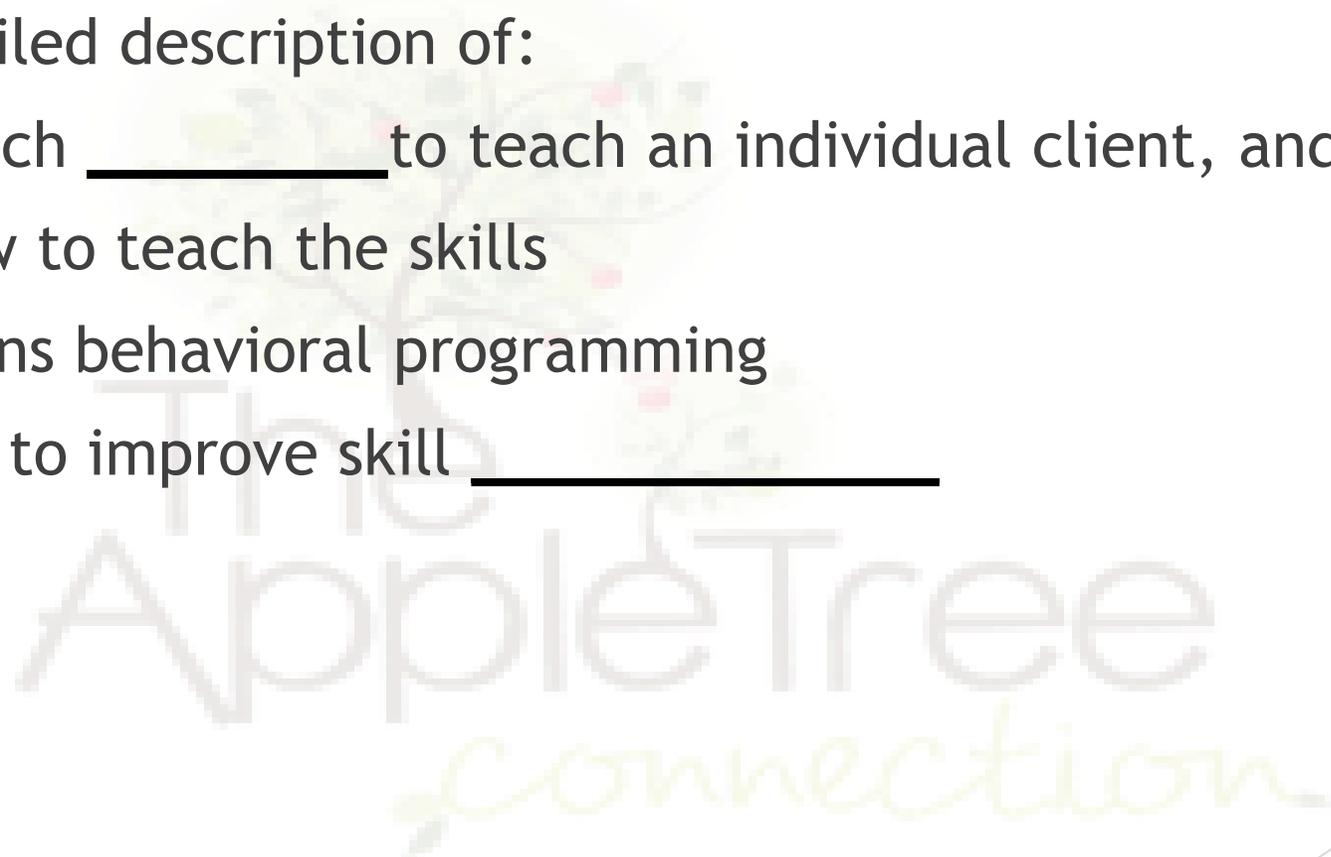
Guided Notes Task List Item C Skill Acquisition - 1

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This training program is based on the RBT Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB

What is a Skill Acquisition Plan?

- ▶ A template that guides your client interaction
- ▶ A detailed description of:
 - ▶ Which _____ to teach an individual client, and
 - ▶ How to teach the skills
- ▶ Contains behavioral programming
- ▶ Aimed to improve skill _____



Identify the Components of a Written Skill Acquisition Plan (C-01)

- ▶ Description of the target skill being taught
- ▶ Training objective that specifies the outcome to be achieved
- ▶ Materials needed for teaching
- ▶ Discriminative stimulus (S^D)
- ▶ Skill acquisition procedures (prompting, reinforcement, fading; must plan before you teach)
- ▶ Mastery criteria - Plan for generalization and maintenance
- ▶ Measurement procedures (e.g. count, frequency, duration, etc)
- ▶ Criteria that will be used to evaluate the student's performance.
 - ▶ Each skill to be taught should have a corresponding objective.



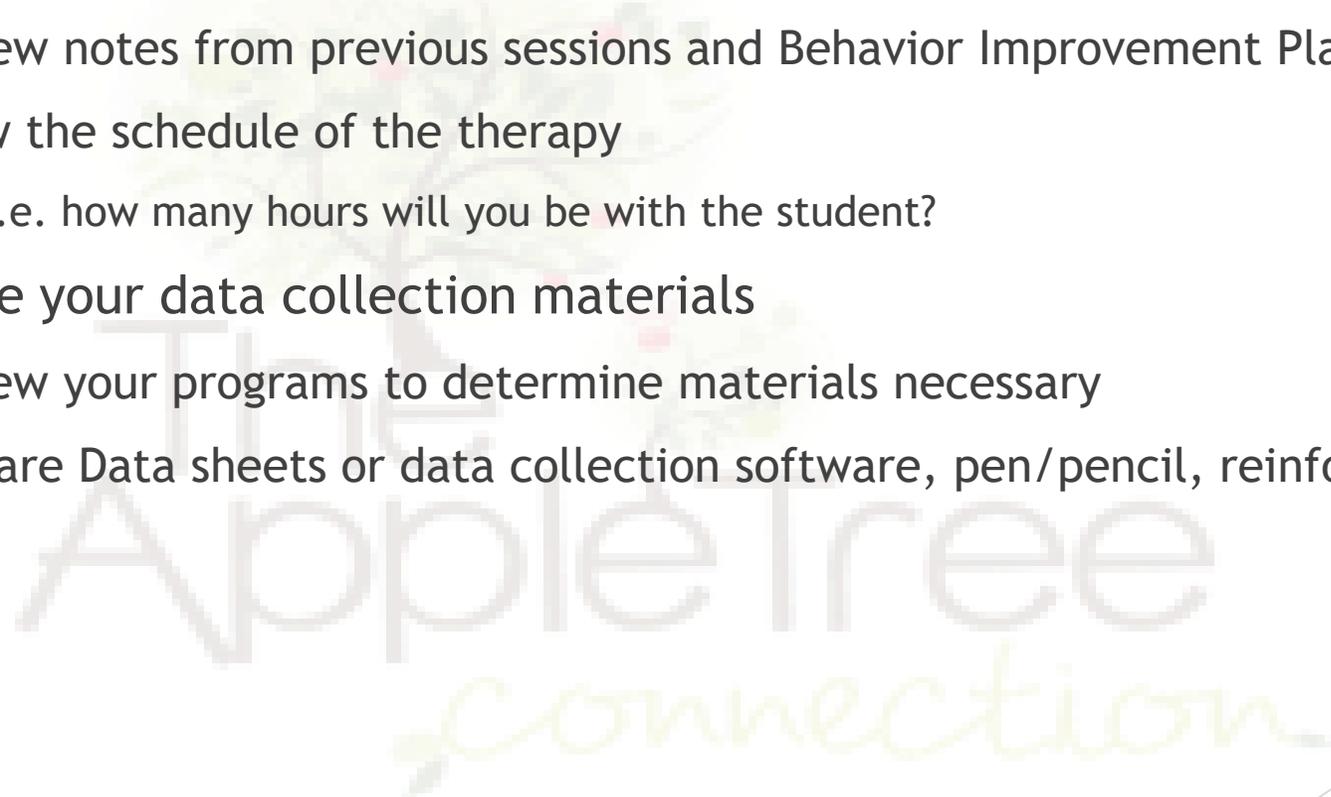
Skill Acquisition Plans Lead to Program Goals that Include...

<u>Who</u>	<u>Will do "X"</u>	<u>Under what Conditions</u>	<u>Level of Proficiency</u>	<u>Measured by whom & measurement methods & Materials</u>
<i>Example: Johnny</i>	<i>will respond to 5 one-step instructions</i>	<i>when instructed by an adult in a home, school, or community setting</i>	<i>with 90% accuracy or higher, across three sessions</i>	<i>Measured by direct staff through frequency data collection</i>



Prepare for the Session as Required by the Skill Acquisition Plan (C-02)

- ▶ Prepare yourself mentally
 - ▶ Review notes from previous sessions and Behavior Improvement Plan
 - ▶ Know the schedule of the therapy
 - ▶ i.e. how many hours will you be with the student?
- ▶ Organize your data collection materials
 - ▶ Review your programs to determine materials necessary
 - ▶ Prepare Data sheets or data collection software, pen/pencil, reinforcers



Prepare for the Session as Required by the Skill Acquisition Plan (C-02) cont.

- ▶ Setup the physical layout of the therapy environment
 - ▶ i.e. if teaching at a table, position the chair next to the student in case the student tries to escape or needs prompting
- ▶ Maintain reinforcers
 - ▶ Keep reinforcers out of reach of the student
 - ▶ Conduct preference assessments periodically

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Contingencies of Reinforcement (C-03)

1. _____

- ▶ “A stimulus change that increases the frequency of any behavior that immediately precedes it irrespective of the organism’s learning history with the stimulus. Unconditioned reinforcers are the product of the evolutionary development of the species (phylogeny). Also called primary or unlearned reinforcer” (Cooper, Heron, & Heward 18).
- ▶ A stimulus change that elicits respondent behavior without any prior learning.
- ▶ **Essentially, you were _____ to love it!**

▶ Examples

- ▶ _____
- ▶ _____
- ▶ _____

Contingencies of Reinforcement (C-03) cont.

2.

- ▶ “A stimulus change that functions as a reinforcer because of prior pairing with one or more other reinforcers; sometimes called secondary or learned reinforcer” (Cooper, Heron, & Heward 4).
- ▶ Stimulus change that functions as a reinforcer because of prior pairing with one or more other reinforcers
- ▶ Essentially, you _____ to love it!

▶ Examples

- ▶ _____
- ▶ _____
- ▶ _____

Contingencies of Reinforcement (C-03) cont.

3.

-
- ▶ “A schedule of reinforcement that provides reinforcement for each occurrence of the target behavior” (Cooper, Heron, & Heward 5).
 - ▶ Providing a preferred consequence _____ the behavior occurs.
 - ▶ This is usually done to train a new behavior/skill

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Contingencies of Reinforcement (C-03) cont.

4.

- ▶ Providing a preferred consequence _____
your client gives the desired response.
 - ▶ This is to ensure that the desired behavior will continue to occur in more natural situations when reinforcement isn't always provided
 - ▶ Recommended to be used once continuous reinforcement conditions the desired response, thus reducing (or eliminating) the amount of reinforcements necessary for your client to give the intended response.

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Schedules of Reinforcement

► There are four schedules of reinforcement:

1. _____ - “A schedule in which a reinforcer is delivered based upon the number of responses, and the number does not vary” (Wallace & Mayer, 2017, p. 27)

► Vending machines are a good example of reward based on a fixed-ratio schedule

2. _____ - “A schedule in which a reinforcer is delivered based upon the number of responses, and the number varies from the reinforcer to reinforcer” (Wallace & Mayer, 2017, p. 27)

► Gambling & lottery games are good examples of rewards based on a variable- ratio **schedule**.

3. _____ - “A schedule in which a reinforcer is delivered based upon the first response after a given time period, and the time period remains the same” (Wallace & Mayer, 2017, p. 27)

4. _____ - “A schedule in which a reinforcer is delivered based upon the first response after a given time period, and the time period varies from one reinforcer to another” (Wallace & Mayer, 2017, p. 28)



The schedule of reinforcement for a particular behavior specifies whether every response is followed by reinforcement or whether only some responses are followed by reinforcement (Miltenberger, 2004, p. 82)



Tips for Schedules of Reinforcement

- ▶ When trying to remember the different types of schedules for reinforcement it is helpful to remember these word pairs:

Ratio = _____

Interval = _____

Fixed = _____

Variable = _____

- ▶ By remembering these word pairings, it is easy to figure out the definitions of each of the schedules of reinforcement.
 - ▶ For example: Fixed-Ratio
 - ▶ Fixed = Consistent, Ratio = Amount
 - ▶ Therefore, Fixed-Ratio = Consistent Amount



Schedules of Reinforcement

	Ratio (Number, Amount)	Interval (Time elapsed)
Fixed (Same, Consistent)	FR (Provide reinforcement after a consistent number of responses)	FI (Provide reinforcement for the first correct response after the same amount of elapsed time)
Variable (Average, Change, Different, Variation)	VR (provide reinforcement after an average number of responses)	VI (Provide reinforcement for the first correct response after a variable amount of time elapsed)

Notes About Applying the Schedules

- ▶ The good news is - your supervisor will determine the schedule
 - ▶ But, it is important to understand them in order to provide feedback when your client is progressing, staying at a consistent level of responding, or regressing in their responses
 - ▶ This will help determine if the schedule is working or needs to be adjusted
- ▶ Variable-ratio is the resistant to the target behavior going on extinction
 - ▶ Think slot machines and Lottery
 - ▶ You never know when someone will win, but you know it WILL happen!
 - ▶ The target behavior is strengthened
- ▶ Continuous reinforcement is used to establish new behaviors or behaviors that your client is having difficulty acquiring - **Acquisition**
- ▶ Intermittent reinforcement is used once a behavior is acquired/learned, in order for your client to continue to engage in the behavior - **Maintenance**



B.F. Skinner ~ Verbal Behavior

- ▶ Communication and verbal behavior are often the focus of ABA practice
- ▶ B.F. Skinner's work provides the foundation for most of ABA
 - ▶ Operant Conditioning, 3-term contingency
- ▶ In his book, *Verbal Behavior*, Skinner expanded upon the definition of verbal behavior from other professions
- ▶ He defined 6 verbal operants which are commonly focused on when practicing ABA
- ▶ It is important to be familiar with the terms used



Verbal Operants

An elementary introduction to the 6 verbal operants

- ▶ _____ - demand, command, request
- ▶ _____ - name, label
- ▶ _____ - vocally repeating something that is said
- ▶ _____ - copying text, or taking dictation
- ▶ _____ - answering a question, filling in a blank
- ▶ _____ - S^D in which verbal behavior is reinforced

Prompt and Prompt Fading (C-09)

- ▶ _____
 - ▶ Used to increase the likelihood that a person will engage in the correct behavior at the correct time.
 - ▶ May involve the behavior of the trainer (response prompts) or supplemental environmental stimuli (stimulus prompt) (Miltenberger, 564).
- ▶ _____ - the removal or addition of a prompt
 - ▶ Most to Least - intrusiveness of the prompt is faded as the learner demonstrates success
 - ▶ Least to Most - increasing the intrusiveness of prompts as necessary for the learner to complete the training

Implement Prompt and Prompt Fading Procedures (C-09)

▶ Prompt Hierarchy from least to most restrictive

- ▶ _____ - physical movement of another person that leads to correct bx
- ▶ _____ - saying something that helps client engage in correct bx

NOTE: Gestural and verbal are swapped in different interpretations of this hierarchy

- ▶ _____ - demonstrating a of model correct bx
- ▶ _____ - another person physically helps client engage in all or part of the correct bx - light touch or full physical



Implement Prompt and Prompt Fading Procedures (C-09) cont.

- ▶ Prompt fading occurs when you fade prompts from either _____ to _____ intrusive or least to most intrusive prompts.
 - ▶ Either within a trial or across trials
- ▶ One type of fading within trial is graduated guidance
 - ▶ Most to least: “gradually reduce the pressure that you are applying to shadowing further and further away until the client can do the skill without any physical guidance” (Wallace & Mayer, 2017, pg. 101).
 - ▶ Least to Most: gradually increasing intrusiveness of prompt until client engages in desired behavior



Examples of Prompts in the Hierarchy

Hierarchy	Prompt	Definition	Example
Lowest (least)	Gestural	Pointing or motioning to the correct response	S ^D “touch your pen”. (Therapist points to the pen)
	Verbal	Giving verbal guidance or hints to the correct response	S ^D teacher shows flash card with a truck on it. Teacher says, “truck”
	Modeling	Showing the client what they are suppose to do	S ^D “jump”. Therapist jumps.
Highest (most)	Physical	Physically guiding the client’s body to preform the correct response	S ^D “pick up the green toy”. Therapist puts their hand on the clients and guides the client to the green toy to pick up.



Types of Prompts

- ▶ _____ - changing some aspect of the stimulus to make it more noticeable
 - ▶ Within stimulus prompt - moving stimulus closer (positional), change the shape, size, color
 - ▶ Extra stimulus prompt - adding to the stimulus (e.g. picture, drawing the answer, etc.)
- ▶ _____ - the bx of another person
 - ▶ Gestural
 - ▶ Verbal
 - ▶ Modeling
 - ▶ Physical



Implement Discrimination Training (C-07)

- ▶ Discrimination training is a type of teaching procedure used to establish _____ between things
 - ▶ Discriminate = to recognize a difference
 - ▶ Under which conditions will the client's response (behavior) be reinforced, or NOT reinforced
 - ▶ Reinforcement is key to teaching discrimination
 - ▶ EXAMPLE: When working on colors - You reinforce your client for sayings, "Blue" in the presence of blue, and you **don't reinforce** them for saying, "Blue" in the presence of any other color (red, etc.)



Discrimination Training cont. (C-07)

- ▶ Teaching a child to do different actions with _____ instructions.
- ▶ You are helping improve the client's _____.
 - ▶ Example: Point to the pen, touch the pen, pick up the pen, hand me the pen



Keys to Discrimination Training

- ▶ Only provide reinforcement when _____ been responded to by the client
 - ▶ Do not provide reinforcement when the wrong stimulus is responded to
- ▶ Be aware of the potential for client to chain incorrect responses prior to reinforcement
 - ▶ For example: In a field of 3 crayons (blue, red, yellow), You say the S^D , “Give me the blue crayon”, Your client gives you the blue crayon, then gives you the yellow crayon before you reinforce the correct response. This has the potential for a chained incorrect response.

Keys to Discrimination Training cont.

- ▶ It is important to use continuous reinforcement immediately following each response when teaching a new skill
- ▶ Once a steady high rate of responding is established, begin intermittent reinforcement



Discrete Trial Training Procedures

- ▶ **Discrete Trial Training (DTT)** is a method of **teaching** in _____ and _____ steps.
- ▶ Teaches skills through a structured format of small, easily-taught components



Discrete Trial Training (DTT) defined

- ▶ ...a set of acts that includes a stimulus or antecedent, a behavior, and a consequence. Differences in the delivery of a discrete trial (e.g., selecting different settings for the trials) mark different uses and styles of behavioral teaching.
 - ▶ Cosgrave, Gavin (2017). Discrete Trial Training [Educational blog post]. Retrieved from <http://www.educateautism.com/applied-behaviour-analysis/discrete-trial-training.html>.
- ▶ Clearly defined interactions between trainer and subject that follow a typical pattern: the trainer presents a stimulus (a request, task, or behavior to be imitated), the subject responds, and the trainer delivers a consequence
 - ▶ Coplan M.D., James (Sep 26, 2010) Making Sense of Autistic Spectrum Disorders [Psychology blog]. Retrieved from <https://www.psychologytoday.com/us/blog/making-sense-autistic-spectrum-disorders/201009/023-behaviorism-part-3-o-ivar-lovaas-and-aba>.

Implement Discrete Trial Teaching (DTT) Procedures (C-04)

- ▶ A discrete trial consists of the following components:
 1. The antecedent (SD/Discriminative Stimulus),
 - a) Some clients will require a temporary prompt
 2. Client response, refusal, or lack of response
 3. Reinforcement (e.g. piece of candy, praise, pat on back) is given to reinforce the desired behavior
 - a) Reinforcement is withheld for incorrect response - correction may be given
 - ▶ Reinforcement will vary, based on independent vs. prompted response
 - ▶ Reinforcement for DTT is not naturalistic

Prior to Implementing DTT

- ▶ Before DTT is implemented, the supervisor must assess the client and decide:
 - ▶ _____
 - ▶ How to _____ the _____ into teachable steps
 - ▶ How to _____
 - ▶ Where to implement DTT
 - ▶ What materials are needed
 - ▶ Who will deliver the trials

