Training

- It Requires:
  - administrative support
  - interventions to be task analyzed
  - breaking series of behaviors into smaller, teachable units
  - Time
  - Supervised on-the-job practice

Advantages: easy to do
can do ongoing question and answer

Disadvantage: ineffective as a sole training method
dependent on trainer’s ability to explain
not sure of skill level of trainee

Advantages: receives instruction without supervision
learn at own pace
review as needed

Disadvantages: limited instructions when problems arise
must be able to understand them
not sure of skill level of trainee

Modeling

Advantages: can observe how to perform in different situations
increases ability to acquire a skill

Disadvantages: limited number of situations

Practice with Feedback during training

Advantages: provides clear information about what can do
gains competence with feedback
tests out practicality

Disadvantage: depends on where practice, more realistic the better
depends on problem solving ability of trainer

Why workshop or verbal training does not work:
Inadequate classroom management or teaching skills
Lack of cues or opportunities
Non-specific steps
Inadequate materials
Lack of practice with feedback
Lack of reinforcement
For teacher behaviors

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increases ability to acquire a skill

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Consultant Integrity

Step One: Consultant integrity checklist for Initial Training with teacher, parent or student

- Provide a script/protocol
- Describe each step
- Give rationale
- Model each step
- Guided Practice with steps, prompts, feedback
- Problem Solve potential “blockers” --What will you do if….?
- Set a time to use treatment in class

Number of consultation steps completed:
____/7 = _____% of the steps correctly used
Step Two: Consultant integrity checklist for Guided Practice with immediate feedback

1. Observe the teacher using the steps with checklist
2. Check off steps used as teacher implements the treatment using the treatment script
3. Prompt the teacher to do any missed step with cue or bug in the ear.
4. Problem Solve any noted “blockers”
5. Continue until implemented with 100% integrity without prompts

Number of consultation steps completed: ___/4 = ____% of the steps correctly used

Generalization
Behavior continues to occur in non-training conditions
Without the scheduling of the same events

A behavior change may be said to have generality if it proves durable over time, if it appears in a wide variety of possible environments, or if it spreads to a wide variety of related behaviors.

Types of Generalization

- **Response maintenance**: use skills in absence of instructional training conditions
- **Stimulus generalization**: ability to use skill in learning situation different than one previously taught

Automatic generality is not a sure thing
Especially with certain populations

- **Autistic Mental Retardation**
- **Low social skills**
- **Teacher implementation**

Or if behavior is severe
And has a number of functions

Generalization Strategies BEFORE training:

- ID and teach all relevant behaviors
- Behaviors that provide reinforcement during interactions
  - Praise
  - Attention
  - Compliments
  - Listening
  - Listening statements
  - Relevant topic statement to peer verbal topic
  - Empathy statements
  - Interesting topic
  - Verbal Turn taking
  - Cooperative statements
  - Eye contact
  - Calm
  - Defends / supports peers

Generalization Strategies BEFORE training:

- ID all environments should emit bx

- ID all behaviors required of others in order to support and maintain the desired change.
Generalization Strategies DURING training:

- **Train with Common Salient Stimuli**
  - Train autistic children to imitate was better with chairs and tables that looked like classroom and common gestures
  - Common academic materials, body or face language or prompts
  - May need to program stimulus control (i.e., what predicts that Rf is coming if I do appropriate bx)
    - E.g. with other people, places, materials etc.

- **Train sufficient Exemplars**
  - Lots of examples
  - E.g. greet 20 people not just trainer
  - Involve all significant individuals including teachers, peers, parents across several settings or circumstances
  - Not sure how much is enough but looks like a small number can be effective (about 3)
  - Diversity of samples helps but too much then discrimination decreases

- **Train loosely**
  - how loose is unknown
  - Train in class rather than structured session with prompts and praise
  - What all works to get the same effect?
  - May go from structured to loose to natural

Generalization Strategies concurrent with intervention:

- **Train and hope**
  - Least effective
  - Try, if unsuccessful, then program
  - Won’t work if address won’t do or bx interference problems is not addressed

Consequential strategies

- **Indiscriminable Contingencies**
  - Intermittent reinforcement similar to current thick schedule for inappropriate behavior but scheduled without too long of delays
  - Allows a steady increase in delays to more natural reinforcement schedule
  - “good” things unpredictably happen
  - Cannot discriminate when they will occur

- **Introduce to Natural Maintaining Contingencies**
  - Choose behavior that will normally meet maintaining reinforcement
  - “trapping” once contact “good things” and learn that good things happen with bx
  - Possibly needs some reconstructing
    - recruit good things (How did I do?)
    - Stop inferring things (peer attention)
    - Peers initiate interaction for withdrawn children

  **Problem:** hard to predict when and if child will “recruit” good things
Train to generalize AFTER intervention success

- **Sequential Modification**
  - Train and evaluate with occasional probes across responses, settings, or people one at a time after successful intervention in place for a week or two.
  - May check when meeting with teacher.

**Training Package with generalization**

**Tell**
- Rational
- Step by step protocol

**Show**
- Model
- Use common types of stimuli and behaviors

**Do**
- Role play with immediate feedback
  - (with relevant behaviors, people, and settings)
- Implement with guided practice in setting
  - (or train loosely across settings)
- Implement independently with support
  - (link contrived reinforcement with natural reinforcement or add a recruitment procedure)

If generalization plan does not work, then check:
- Effort of appropriate bx and increase fluency
- Make sure the function of inappropriate is the same.
  - E.g., child gets tangibles for inappropriate
- Behavior may be under control of stimuli that is not present in new places
- Insufficient Rf for desired responses in natural environment
- Response variation is too limited to contact rf
- May still be due to contrived prompts or rfment schedule
  - eg. responding to teacher RF or prompt not peer interaction “trap”

**Maintenance**

Behavior continues to occur once all treatment components are removed.

**Maintenance and Transfer of Training**

- If contingencies are removed, then why does bx still occur?
  - Under control of other reinforcer in environment
    - E.g., Teacher praise paired with “token”
  - Bx resulted in reinforcement (reading, friends, etc)
  - Person administering reinforcement has changed somehow
    - (systematic reward and punish)
  - Matching law ratio changes: effort decreased, amount/quality changes
  - Becomes less effort with fluency building, hence more useful
  - Resistance to extinction due to intermittent rf
  - Developed a new learning history with treatment

- **Self instruction, self evaluation, self reinforce**

Check these steps when you are stuck during a test:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I circle one question that I can answer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I do the questions that I am sure I know first?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I remember that I will still pass if I skip several hard questions?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Have I passed most tests in the last four weeks?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Did I take deep breaths and relaxed my muscles for a minute?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I ask the teacher to reword a question to get me started?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Did I ask for a good hint on a question to get me started?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Did I study for the test?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

If you answered all YES then you are ready!
Tell yourself that you have prepared well and are ready to go!
Check after the test

1. How nervous was I?
   - Unable to focus
   - Nervous stomach
   - Stuck
   - Calm

2. Did I make my nervousness work for me and not against me?
   - Yes
   - So So
   - Not at all

3. How long did it take me to calm down and finish the test?
   - 1 min
   - 5 min
   - 10 min
   - 20 min

4. Did I do as I expected on the test?
   - Better
   - Same
   - Worse

5. What worked for me?
   - Deep breaths
   - Having someone do the first one
   - Doing the easy one
   - Getting a hint
   - Having a question reworded
   - Waiting a few minutes before starting
   - Studying
   - Using the checklist

6. Do I feel that I will have less nervousness on the next test?
   - Definitely
   - Maybe
   - Not at all

7. How did I do?
   - Great
   - Pretty Good
   - So-So
   - Poorly

Designing Interventions to Increase Maintenance

1. Use reinforcers that are both acceptable to the teacher and reinforcing to the student.

2. Try to identify reinforcers that are likely to occur in the natural environment.

3. Fade or thinning reinforcer schedules.

   Need high rates of rf first to contact good things then fade increases generalization since becomes an intermittent schedule.

   Decreases extinction burst

   Student able to earn a choice from his or her reinforcer menu for one coupon.

   Then require the student to earn two coupons.

   NEXT three or more coupons to earn a choice from his or her reinforcer menu.

Programming Fading hints

1. Fade out prompts first to see if can do independently

2. Make sure can accurately do behavior when required

3. Program or ensure natural Rf occurring if possible

4. Fade to schedule of "Lowest" acceptable peer

5. Shift schedule

   a) Fixed gives more predictability possibly for both student and teacher

   b) Delay when actually gets Rf right after grade work to after lunch at end of day to once a week.

   c) Variable works if not too drastic of a change. If too large may be a long time gets contact and gets discouraged.

Designing Interventions to Increase Maintenance

4. Make contingencies indiscriminable.

   Studies have shown that students will maintain a better and more consistent level of performance when they don’t know when they are being checked.

   Use “spot checks” and “random checks”

   Use “reward spinner” or “mystery motivator”

   E.g., shuffle several assignments completed by the student, randomly select an assignment, and score that assignment. The score obtained on the randomly selected assignment determines whether or not the student earned the reward.