

Instructional Variables:

Steps to Take in Establishing Instructional Control:

- 1) Abolish the CMO-R
- 2) Use Promise Reinforcer
- 3) Establish Approach Behavior
- 4) Teach Transition Skills
- 5) Teach come Here
- 6) Teach Student to Give Up Reinforcer
- 7) Teach Ready Hands
- 8) Teach Learner to "Wait"

Establishing Instructional Control and Pairing

Teaching with Improving Conditions (Carbone, 2010)

- Program Competing Reinforcers
- Errorless Instruction
- Pair Instruction with Positive Reinforcement
- Fade in Demands Gradually (number and effort)
- Fast Paced Instruction (short time between trials)
- Mix and Vary Instructional Demands
- Choice-making (limit use at early learner level- - use strategically to determine motivation)
- Neutralizing Routines
- Intersperse Easy and Hard Skills
- Task Novelty
- Session Duration-(keep sessions short)
- Immediate Delivery of Reinforcement

Behavior Quick Tips

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Seven Steps for Earning Instructional Control

In Robert Schramm's book, "The Seven Steps to Earning Instructional Control" strategies are provided to reduce instructors nagging, forced physical prompts, and continuous escape blocking. The goal is to create a learning environment where escape behavior is less desirable than the reinforcing value of the teaching setting. To maximize a child's learning potential, the teaching setting needs to become the child's preference.

Step 1: You are the reinforcer gatekeeper. Reinforcers should be kept in sight, but not accessible unless given permission. See-through containers for young children or a locked room/cabinet for older students are two examples. Restriction of reinforcement allows you to be more effective during teaching time, but is not used to deny the child of reinforcing stimuli during free time.

Step 2: Show the child you are working with that you are fun. Make each interaction you have with him an enjoyable experience so that he will want to follow your directions to earn more time sharing experiences with you.

Step 3: Gain the student's trust. Say what you mean and mean what you say. When a directive is given, do not allow access to reinforcement until the request is followed (prompt if necessary). Avoid second chances, warnings, negotiation, or deals.

Step 4: Teach that following directions is the best means to obtain items/activities. Deliver easy directions often and then reinforce following directives with good experiences. This step uses the Premack Principle or Grandma's Rule: "Before you get your dessert, you first have to eat your dinner."

Step 5: Provide consistent reinforcement. Initially, reinforce after each positive response. Work towards decreasing the frequency and randomizing the schedule of reinforcement over time.

Step 6: Demonstrate understanding of your student's priorities as well as your own. Know what activities/items your student prefers to engage in. List what goals you are working on and the current reinforcement criteria. Use the child's motivation and try to present skills as they relate to the child's current interest.

Step 7: Demonstrate that ignoring instructions or choosing inappropriate behavior will not result in obtaining reinforcement. The student must not receive access to preferred items, extra attention, or escape after failing to follow a directive.

Promise Reinforcer Procedure

Determine a reinforcer that the student will want at that moment. (Example: the student just had a salty snack and likes to have a drink)

Hold the reinforcer so the student can see it but do not make it too obvious. (You don't have to wave it around and say "Look what I have etc".)

Give the instruction (example: "It's time to _____", or "Come here we're going _____")

If he follows the direction he gets the reinforcer.

If he doesn't follow through the first time the direction is given, he does not get the reinforcer but the direction needs to be followed.

Wait Program

Objective: To reduce problem behavior to obtain items and activities.

Candidate: A learner whose behavior is a function of obtaining items activities and attention through problem behavior when the activity or desired is not delivered immediately and you ask the learner to wait.

Step 1

- Tell the learner “You’ll have to wait” (or a similar phrase based upon the child’s skill level) and begin counting aloud
- **Start with VERY short interval- counting to 3-5 quickly while showing the passage of time by using your fingers.
- We want the learner to be successful so beginning with quick short counting intervals is extremely important
- Begin with activities and items that are NOT HIGHLY reinforcing so he learns the system- - (puzzle-hold last piece, stop rolling ball on him, getting on bike etc.)

Step 2

- If child waits without significant behavior (Crying, screaming, hitting) during the counting interval, deliver the reinforcer.

Step 3

- HOWEVER, if during the count interval the learner continues to display significant behavior, Say “Stop/Wait”-I’ll count to 3...Start your count over
- Remember short intervals and a little whining etc. is ok at first- - we will shape that after he understands the skill
- If you continue this process work until the learner stops behavior for the entire interval and you can therefore reinforce (reduce counting interval if needed- - count faster if needed-remember he will not learn the skill unless he is successful)

Step 4

- Keep data (see sheet attached)- -when he is able to “wait” 3 times in a row at the current interval then add 2-3 seconds to the interval
- Fade the counting to mark the wait interval to just saying “wait for (state period of time).”

Tips for Pairing

- Remember that reinforcement is “free” when you are pairing. As long as NO problem behavior occurs.
- Pair your voice and child's name with reinforcement.
- Be aware of the child's behavior and signs of interest.
- Reinforce all interaction and engagement. (approach behavior) such as eye contact, smiles, laughs, walking/running to you.
- Narrate the activities rather than instruct.
- Evaluate yourself often: does the child run to you or away from you?
- Withhold reinforcement when undesired behaviors occur.
- Do not turn reinforcing activities into a task.
- Avoid associating yourself with aversive events.
- Avoid statements such as “stop”, “no”, and “don't”.
- Avoid asking questions (remember these are demands)

Program: Following receptive command to “come here”

Purpose: To teach the critical skill of approaching adults when asked to do so.

Procedure: Begin teaching with two adults and one student. One adult stands behind student to prompt behavior. The second adult gives the receptive command to “come here” while also presenting a promise reinforcer. The adult behind the child prompts as necessary to get the child to move toward the adult stating the direction. Prompts are faded as soon as possible. The skill list shapes independence in following the direction across distance, number of adults running the program and presence of promise reinforcers. The distances listed are somewhat arbitrary and may need to be adjusted incrementally dependent upon the child’s response (in other words shorter differences in intervals may be needed for some children, other children may be successful across greater distances.) Be sure to vary reinforcers and to provide dense practice. Use first trial data, three consecutive sessions to determine mastery.

Skill	Date Introduced	Date Mastered
Walks 2 feet, 2 adults, promise reinforcer present		
Walks 5 feet, 2 adults, promise reinforcer present		
Walks 10 feet, 2 adults, promise reinforcer present		
Walks 15 feet, 2 adults, promise reinforcer present		
Walks 5 feet, 2 adults, reinforcer not visible		
Walks 10 feet, 2 adults, reinforcer not visible		
Walks 15 feet, 2 adults, reinforcer not visible		
Walks 15 feet to chair, sits, 2 adults, reinforcer not visible		
Walks 3 feet, one adult, reinforcer not visible		
Walks 5 feet, one adult, reinforcer not visible		
Walks 10 feet, one adult, reinforcer not visible		
Walks 15 feet, one adult, reinforcer not visible		
Walks 15 feet to chair, sits, one adult, reinforcer not visible		
Walks from anywhere in room, one adult, promise reinforcer present		
Walks from anywhere in room, one adult, reinforcer not visible		
Walks from anywhere in school, one adult, reinforcer not visible		