

Developmentally Appropriate Integration of ABA Tools in Early Childhood Contexts

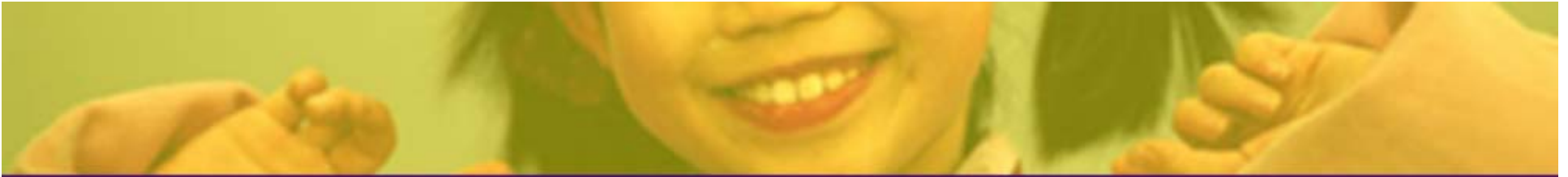
Reagan Curtis, Dan Hursh, and Bobbie Warash
West Virginia University



Learning Outcomes

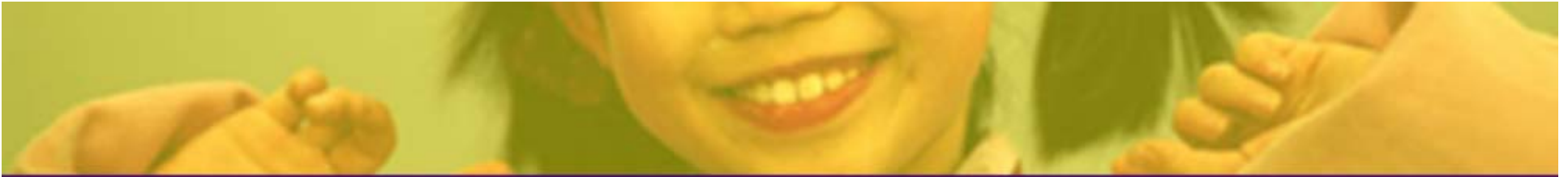
(as advertised)

- Participants will discuss and apply CLM tools and techniques for developing competent learners.
- Participants will discuss and apply developmentally appropriate principles and practices for early childhood settings.
- Participants will discuss and apply CLM in inclusive and developmentally appropriate contexts to support competent learners.



Introductions

- Workshop Facilitators
 - [Bobbie Warash](#): Director of constructivist oriented preschool exploring applications of ABA tools
 - [Dan Hursh](#): Educational psychologist trained in Applied Behavior Analysis
 - [Reagan Curtis](#): Constructivist trained educational psychologist and developmental researcher
- Workshop Participants
 - Formation of small groups for later activities
 - Group discussion of your background and what you hope to gain from this workshop



Introduction to CLM

- Goal

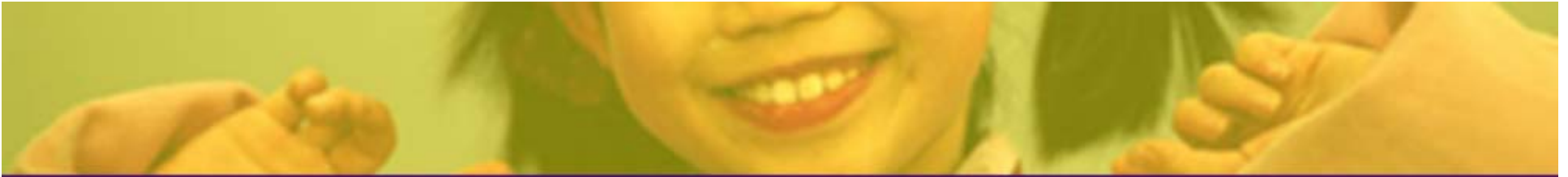
To implement effective and **sustainable** early educational programs for children with challenging learning problems.

The focus is on *naïve* learners



Naïve learners in CLM

- Do NOT participate during Instructional Conditions.
- Do NOT learn from ‘Model-Lead-Test’
- Do NOT perform in typical day-to-day Instructional Practices
- General Ed learners likely to be placed in Special Ed.



Naïve Learners in DAP

- Focus is on young children, most often normally developing, but including those who do and/or will manifest identifiable learning challenges throughout their educational careers.



Small Group Discussion

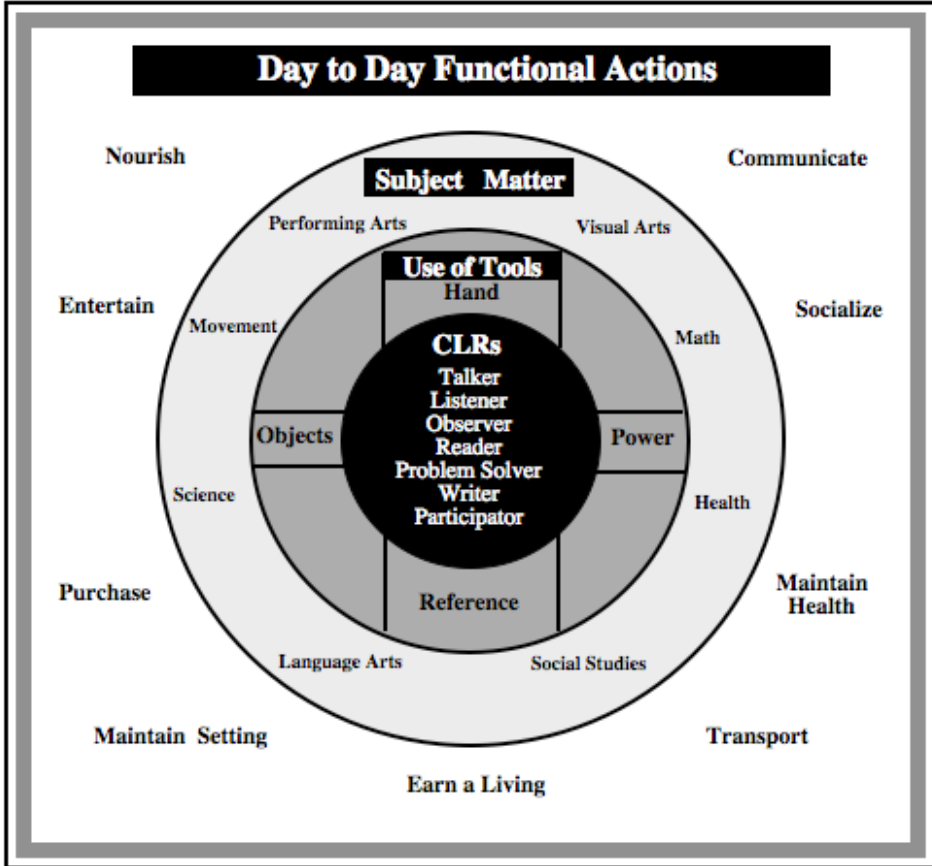
- Spend a few minutes discussing the Naïve Learners each of you are or expect to be working with.
 - How many learners are in your setting?
How many of those are Naïve Learners?
 - What characteristics/behavior lead you to consider them Naïve Learners?



Developing Competent Learner Repertoires

PARTICIPATOR
PROBLEM SOLVER
OBSERVER
LISTENER
TALKER
READER
WRITER

COMPETENT LEARNER MODEL: Developing Competent Learners to Facilitate the Mastery of Subject Matter, Use of Tools, and Day to Day Functional Actions

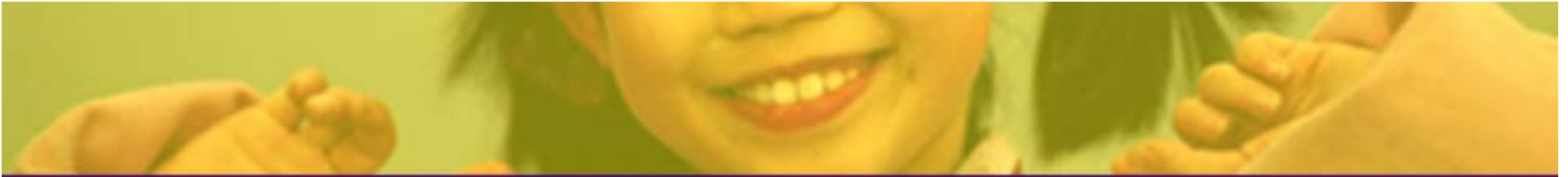


"Competent Learner Repertoires Are The Core of All Learning"



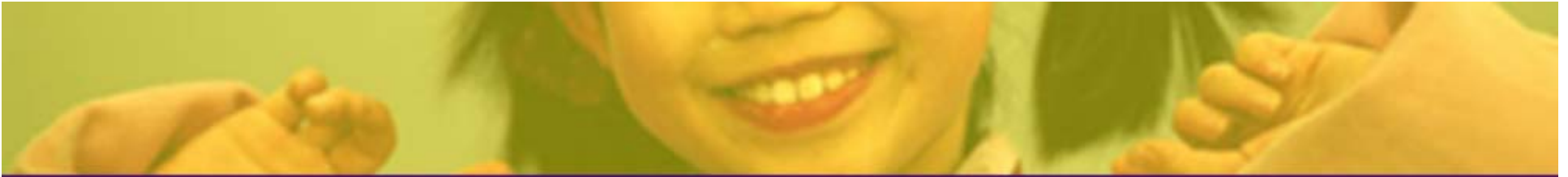
Developmentally Appropriate Practice (DAP)

- DAP is defined as the process of professionals making decisions about the education of children based on
 - What is known about child dev and learning
 - What is known about strengths, interests and needs of each individual child in a group
 - Knowledge of the social and cultural context in which the children live to ensure that learning experiences are meaningful, relevant and respectful for children and families.



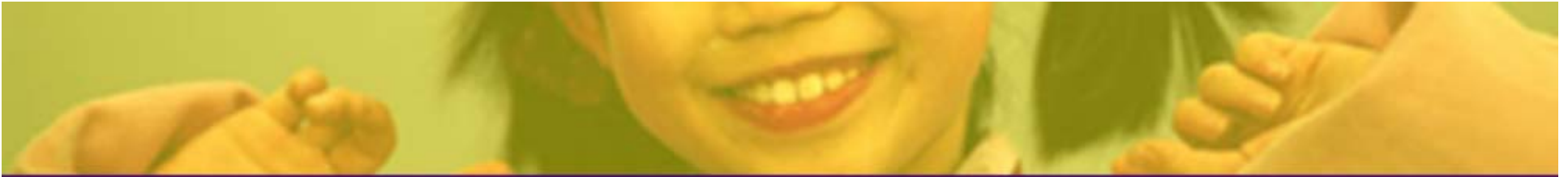
Principles of DAP

1. Development in one domain influences and is influenced by development in other domains
2. Abilities, skills and knowledge are built on those already acquired.
3. Development proceeds at varying rates from child to child



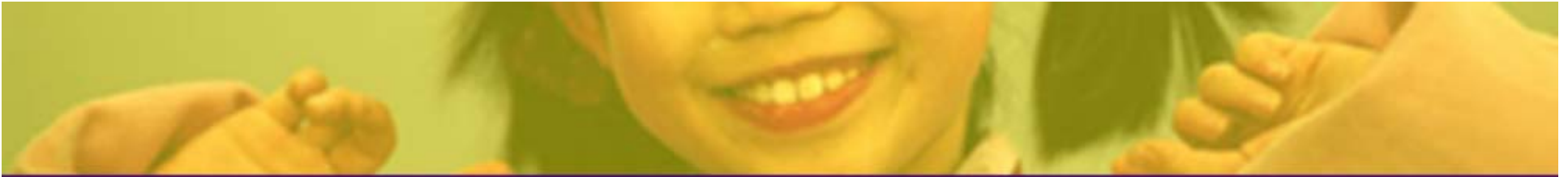
Principles of DAP

4. Early experiences have both cumulative and delayed effect on individual children's development. For example—if positive or negative experiences occur frequently—they can have a powerful lasting effect.
5. Development proceeds toward greater complexity
6. Development and learning occur in and are influenced by multiple social and cultural contexts



Principles of DAP

7. Children are active learners drawing on their experiences to construct knowledge. (Strategic teaching can enhance children's learning)
8. Development and learning result from the interaction of maturation and environment
9. Play is important for development; Play provides a context for children to practice newly acquired skills



Principles of DAP

10. Development advances when children have opportunities to practice newly acquired skills. (children confronted with repeated failure will stop trying)
11. Children demonstrate different modes of knowing and learning.
12. Children develop and learn best in the context where they feel safe and valued



DAP Principles relate directly to CLM Repertoires

- Ex.
 - CLM Observer and Problem Solver Repertoires directly related to...
 - DAP Principle that children are active learners drawing on their experiences to actively construct their knowledge.



Small Group Discussion

- Spend a few minutes discussing connections you see between CLM Repertoires and DAP activities
 - Ex. What CLM repertoires are most evident when children engage in pretend play (a common DAP activity for young children)?
 - Ex. What DAP activities might be used to strengthen particular CLM repertoires?



Engineering Learning Environments: Overview

<i>Develop</i> Competent Learner Repertoires [®]						
Talker <ul style="list-style-type: none"> • repeat words (echoic) • answer wh-? (intraverbal) 	Observer <ul style="list-style-type: none"> • label (tact) • match to sample • imitate actions 	Listener <ul style="list-style-type: none"> • follow directions • abides by advice 	Problem Solver <ul style="list-style-type: none"> • ask for things (mand) • fix or get things (operate) 	Reader <ul style="list-style-type: none"> • repeat sounds (echoic) • read aloud (textual) • answer questions (intraverbal) 	Writer <ul style="list-style-type: none"> • copy text • write word (takes dictation) • compose sentences (intraverbal) 	Participator <ul style="list-style-type: none"> • teacher-directed • semi-directed • peer-directed • non-directed

Construct Instructional Conditions

Teacher-directed <ul style="list-style-type: none"> • present lessons or set up for responding (i.e., Teacher sets occasion for each response & provides reinforcement for responses) • proximity at-hand 	Semi-directed <ul style="list-style-type: none"> • present firm assignment (assignment sets occasion for responding & reinforces responding) • proximity near 	Peer-directed <ul style="list-style-type: none"> • announce free-time or present an assignment (peers set occasion for responding & reinforce responding) • proximity near 	Non-directed <ul style="list-style-type: none"> • announce free-time or present an assignment (preferred activity or assignment sets occasion for responding & reinforces responding) • proximity near or far
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Arrange and Re-arrange Parts of Instructional Conditions

Curricula <ul style="list-style-type: none"> • Sequence of Related Tasks • Validated Formats • Cumulative Reviews Instructional Materials <ul style="list-style-type: none"> • Lessons • Assignments • Preferred Activities • Project Kits 	Learners <i>Group learners</i> <ul style="list-style-type: none"> • same or mixed level 	Physical Structure <i>Choose Proximity:</i> <ul style="list-style-type: none"> • at-hand • near • far <i>Setup Arrangements</i> <ul style="list-style-type: none"> • u-shaped • cooperative • theatre • casual <i>Select Size</i> <ul style="list-style-type: none"> • 1:1 • sm. or lg group • whole class 	Teacher Delivery <ul style="list-style-type: none"> • Set Up for Responding • Present Lessons (MLT) • Assign Tasks (e.g., SCR) • Announce Free-Choice 
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INSTRUCTIONAL CONDITIONS

CLM

- Teacher-directed
- Semi-directed
- Peer-directed
- Non-directed

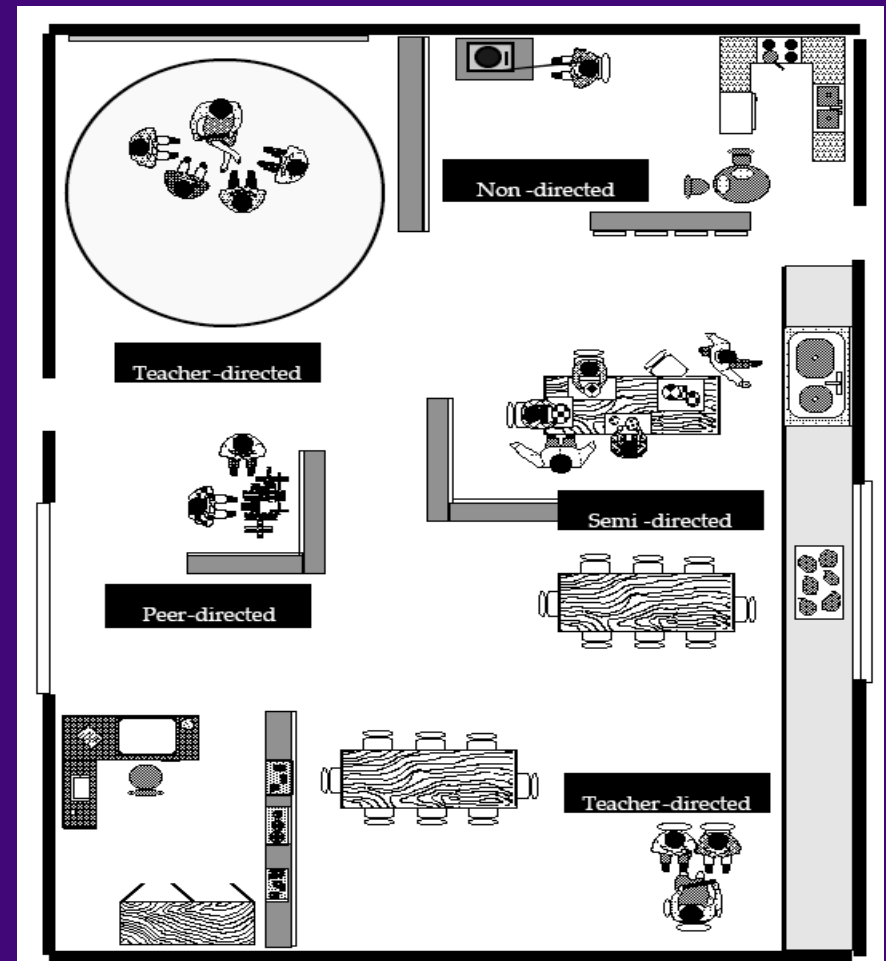
DAP

- Teacher-directed
- Semi-directed
- Peer-directed
- Non-directed

ABA generally emphasizes the first few, while DAP has emphasized the last few on this list. However, both perspectives explicitly recognize that all four are critical components for learning.

Engineered Learning Environment

- Teacher-directed
- Semi-directed
- Non-directed
- Peer-directed



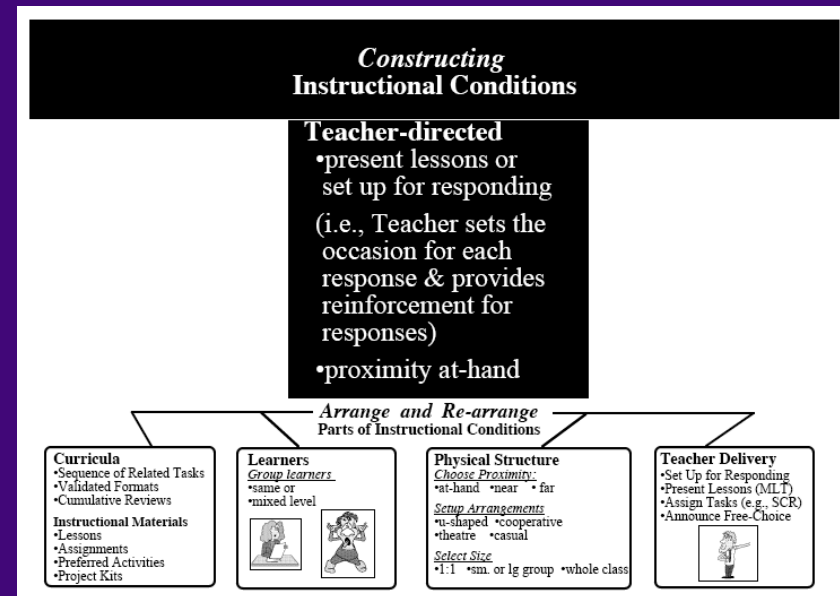


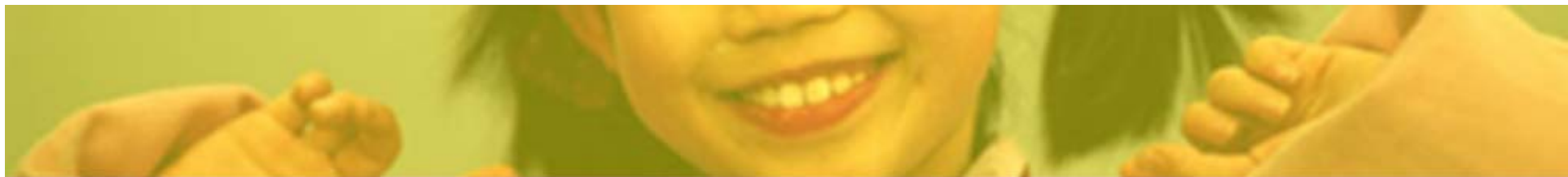
Small Group Activity

- Identify DAP activities for each of the 4 instructional conditions (ICs) described in the CLM (start with DAP activities used in our last small group discussion).
 - How would those differ focusing on CLM or DAP perspectives?
 - Were any IC's particularly challenging to identify DAP activities for? Why do you think?

Constructing Instructional Conditions

- Curriculum
- Learners (groupings)
- Physical Structure
- Teacher Delivery





Constructing Instructional Conditions

Teacher-directed

- present lessons or set up for responding (i.e., Teacher sets the occasion for each response & provides reinforcement for responses)
- proximity at-hand

Arrange and Re-arrange Parts of Instructional Conditions

Curricula

- Sequence of Related Tasks
- Validated Formats
- Cumulative Reviews

Instructional Materials

- Lessons
- Assignments
- Preferred Activities
- Project Kits

Learners

Group learners

- same or
- mixed level



Physical Structure

Choose Proximity:

- at-hand •near •far

Setup Arrangements

- u-shaped •cooperative
- theatre •casual

Select Size

- 1:1 •sm. or lg group •whole class

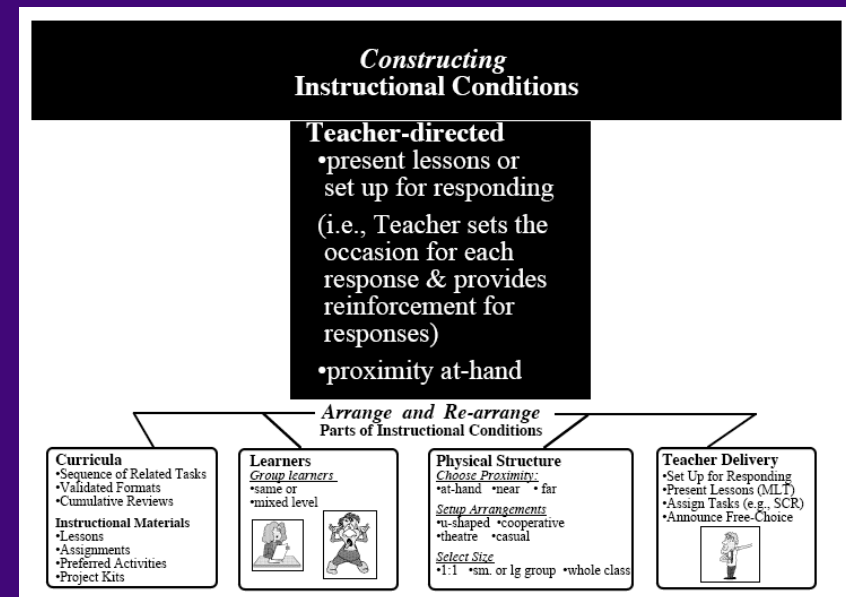
Teacher Delivery

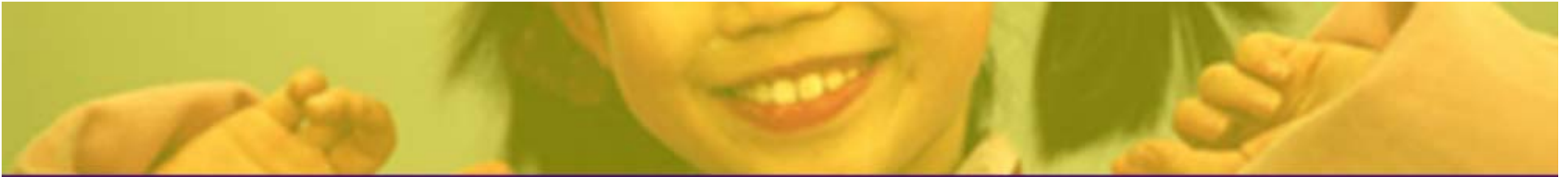
- Set Up for Responding
- Present Lessons (MLT)
- Assign Tasks (e.g., SCR)
- Announce Free-Choice



Arrangement of ICs Greatly Affect Development of CLR

- Well-designed Curriculum...
- 'Hidden' Contingencies
- Must Make Conspicuous





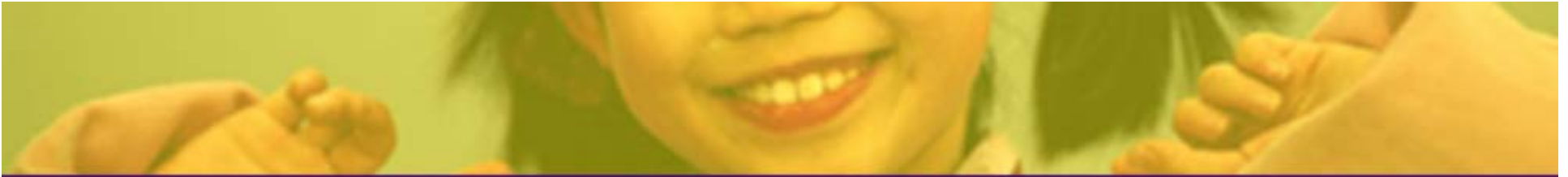
DAP Teaching

- Teachers observe children.
- Teachers facilitate the development of responsibility and self-regulation.
 - Strive to achieve an optimal balance between children's self-initiated learning and adult guidance /support.



DAP Teaching

- Teachers meet the needs of individual children.
- Teachers develop and refine a wide repertoire of teaching strategies.
 - Teachers coach and gently guide.
 - Teachers scaffold.
 - Teachers foster collaboration with peers.
- Teachers construct an appropriate curriculum



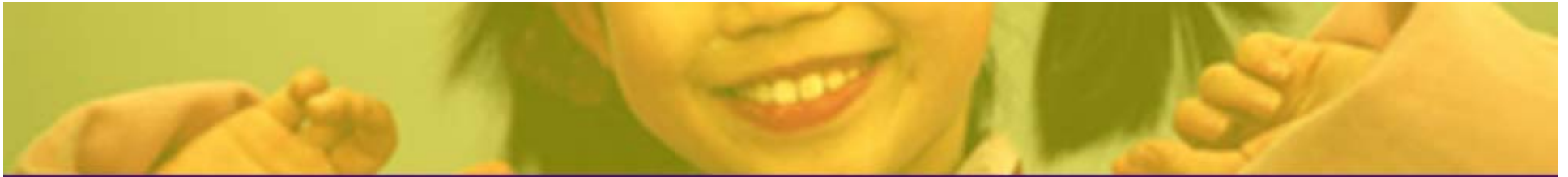
A DAP curriculum

- Provides social, emotional , physical, linguistic, aesthetic, and cognitive content that is meaningful,
- Builds on what children know to foster new concepts and skills
- Integrates curriculum areas so children can make connections
- Promotes the development of knowledge and understanding, processes and skills



Example- Creative Curriculum

- Focus on setting up the learning environment, how children learn, the teacher's role, the family's role, and content (such as blocks, art , dramatic play, etc).
- The Creative Curriculum used for all children—typical and those with special needs.
- Monitoring with an electronic portfolio based on 50 curricular objectives



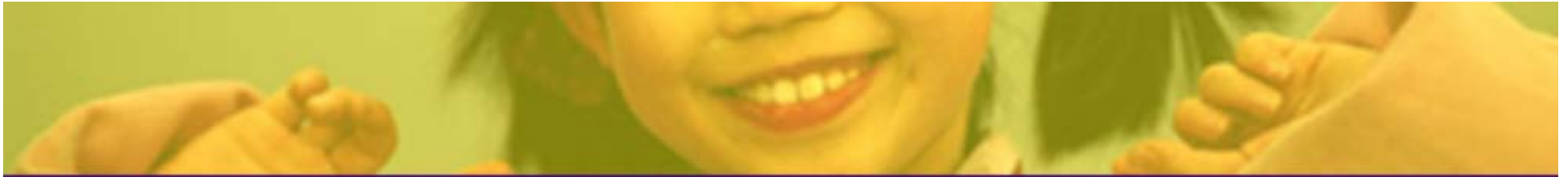
Small Group Activity

- Choose a concept you would like learners to acquire and illustrate ways of arranging and rearranging instructional conditions to facilitate learning that concept in developmentally appropriate ways.



Competent Learner Model

- Features for Naïve Learners:
 - Respond to L's Requests
 - Make Learning Fun
 - Motivate the Ls to Participate
 - Instruct Ls to Participate



Developmentally Appropriate Practices

- Classroom = “community of learners”; adult-child relationships support development and learning
- Importance of a meaningful and contextually relevant curriculum
- Children should have an organized environment that provides an overall structure in which learning takes place.



CLModel: Critical Components for Instructors

- Develop Seven CLR's for Everyday...
- Develop & Monitor Effects of Curriculum
- Structure Learning Environments
- Coach Instructors to Implement
- Coordinate Programming between Home and School



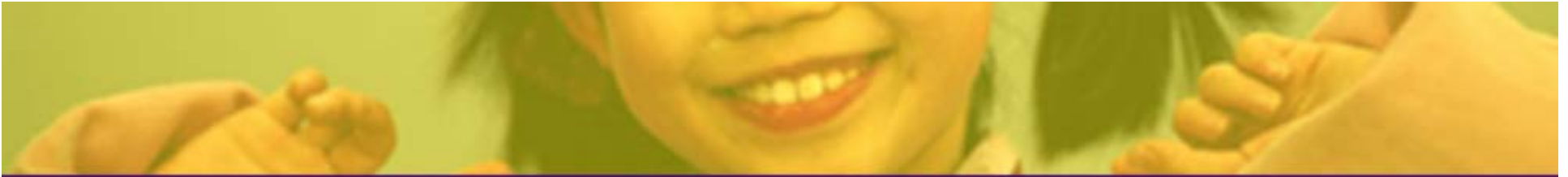
CLModel: Critical Components

- Develop Seven CLRAs so Ls Can Perform Successfully in Everyday Learning Environments
 - Most critical component
 - Significant Correlation between
 - CLRA and Vineland



CLModel: Critical Components

- Deliver and Monitor the Effects of Curriculum (validated formats) to develop CLR's for Naïve Learners
 - Critical Features of Well-Designed Curriculum
 - Same Features Apply to Special Ed. Ls



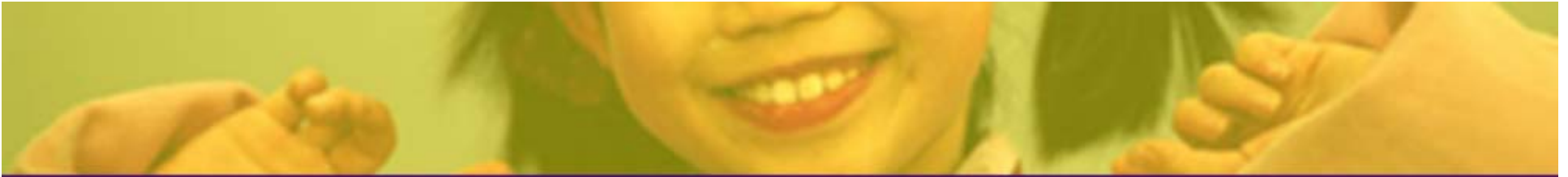
DAP Assessment

- **Assessment of children's learning and development must be ongoing, systematic, strategic and purposeful.**
- **Methods rely on descriptive data and observations of children's development.**
- **Address what children can do independently and with assistance**



CLModel: Critical Components

- Structuring the Learning Environments so that Learners Master Content across Educational Settings (e.g., school or home).
- **Coordinating** programming between home and school
 - ALL Instructors Apply the **Same** or **Similar** Programming in Home and School
 - **Parents** as well as Educators to go through CLM Course of Study.



Small Group Activity

- Return to the concept and instructional conditions discussed in our last activity.
- Expand on how to teach that concept in ways that incorporate both CLM and DAP perspectives.



Big Picture Message: DAP / CLM Convergence

- Goal: Developing Independent Learners
- Starting Point: Current Developmental Level of Individual Children / Learners
- Tools: Structuring Teaching and Learning Environments / Behaviors (includes curricula)



Readings

Competent Learner Model

Tucci, V., Hursh, D.E., & Laitinen, R.E. (2004). The Competent Learner Model (CLM): A merging of Applied Behavior Analysis, Direct Instruction, and Precision Teaching. In D.J. Moran & R. Malott (Eds.). *Evidence-based educational methods* (pp. 109-123). San Diego, CA: Elsevier, Inc.

Tucci, V., Hursh, D., Laitinen, R., & Lambe. A., (2005). Competent Learner Model for individuals with autism/PDD. *Exceptionality*, 13(1), 55-63.

Developmentally Appropriate Practices

Copple, C., & Bredekamp, S. (2006). *Basics of developmentally appropriate practice*. Washington, D.C.:NAEYC

Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, D.C.: NAEYC.

ABA/DAP Synthesis

Warash, B., Curtis, R., Hursh, D., & Tucci, V. (2008). Skinner meets Piaget on the Reggio playground: Practical synthesis of Applied Behavior Analysis and Developmentally Appropriate Practice orientations. *Journal of Research in Childhood Education*, 22(4), 441-453.

**Developmentally Appropriate Integration of ABA Tools
in Early Childhood Contexts**

Competent Learner Model	Developmentally Appropriate Practices	Learning Activities
Focuses on Serving Naïve Learners	Has an Early Childhood Focus that Includes Naïve Learners	1. Describe Your Naïve Learners
Developing Competent Learner Repertoires PARTICIPATOR PROBLEM SOLVER OBSERVER LISTENER TALKER READER WRITER	Play Active Learning Practice Build on Present Levels Different Modes of Learning Varying Rates of Development Multiple Domains Multiple Contexts Develop toward Complexity Early Positive Experiences Safety and Value Maturation and Environment	2. Relate: Competent Learner Repertoires TO Developmentally Appropriate Practices
INSTRUCTIONAL CONDITIONS Teacher-directed Semi-directed Peer-directed Non-directed	INSTRUCTIONAL CONDITIONS Teacher-directed Semi-directed Peer-directed Non-directed	3. Identify DAP activities for each of the 4 ICs as described by the CLM
Arranging AND Rearranging Parts of Instructional Conditions	Optimum balance between student initiated learning and adult guidance/support	4. Arrange and rearrange ICs so as to facilitate learning in developmentally appropriate ways
Develop 7 CLR Develop & Monitor Curriculum Structure Learning Environment Coach Instructors Coordinate Home and	Community of Learners Meaningful Curriculum Overall Structure for Learning Systematic Assessment Independent/Assisted Skills	5. Describe a lesson format that incorporates CLM and DAP perspectives

School		
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1. Describe your naïve learners:
2. Relate CLRs to DAP:
3. Identify DAP activities for each of the 4 ICs as described by the CLM:
4. Arrange and rearrange ICs so as to facilitate learning in developmentally appropriate ways:
5. Describe a lesson format that incorporates CLM and DAP perspectives:

Applied Behavior Analysis and Competent Learner Model Readings

- Champagne, P., & Tausky, C. (1976). Alternative perspectives in education: The radical school or reinforcement theory? *Behaviorism*, 4(2), 231-243.
- Skinner, B.F. (1948). *Walden two*. New York: The Macmillan Company.
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- Tucci, V., Hursh, D.E., & Laitinen, R.E. (2004). The Competent Learner Model (CLM): A merging of Applied Behavior Analysis, Direct Instruction, and Precision Teaching. In D.J. Moran & R. Malott (Eds.). *Evidence-based educational methods* (pp. 109-123). San Diego, CA: Elsevier, Inc.
- Tucci, V., Hursh, D., Laitinen, R., & Lambe, A., (2005). Competent Learner Model for individuals with autism/PDD. *Exceptionality*, 13(1), 55-63.

Developmentally Appropriate Practice Readings

- Bredenkamp, S., & Copple, C. (Eds). (1997). *Developmentally appropriate practice for early childhood programs* (Revised ed.). Washington DC: NAEYC.
- Brooks, J.G., & Brooks, M.G. (1993). *The case for the constructivist classroom*. Alexandria, VA: Association for the Supervision and Curriculum Development.
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- Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, D.C.: NAEYC.
- Head Start leadership guide to positive child outcomes* (2003). Arlington, VA: National Head Start Training and Technical Assistance Resource Center.
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Synthesis of DAP and ABA Reading

- Warash, B., Curtis, R., Hursh, D., & Tucci, V. (2008). Skinner meets Piaget on the Reggio playground: Practical synthesis of Applied Behavior Analysis and Developmentally Appropriate Practice orientations. *Journal of Research in Childhood Education*, 22(4), 441-453.