

CLM Collaborative Consultations to Bring About Implementations

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Brief Description

The participants will learn how to collaborate with Team Members to formulate ABA programming to develop and or weaken repertoires.

Outcomes

- List the four CLM Formulation Questions
- Learn how to establish rule-governed behavior
- Learn how to maintain rapport with Team Members



Formulation Questions

1. What Repertoires are to be Developed or Weakened?
2. Are There Adequate Stimuli to Affect Change?
3. What Contingencies will be Delivered Given the Type of Programming Required?
4. How Can the Parts of Instructional Conditions be Arranged Given Required Contingencies or Programming?




What Repertoires... Developed/Weakened?

| | |
|----------------|----------|
| Participant | Observer |
| Listener | Reader |
| Problem Solver | Writer |
| Talker | |




What Repertoires are Missing?

- Any Available Response Forms?
- Are There Any Undesirable Behaviors?
(e.g. Injurious, Property Violations, Annoying)
- Describe the Desirable Repertoires?
 - A-B-C Relation




Are There Adequate Stimuli?

- If “No”
 - Conduct direct observations
 - Present stimuli to see what has value
 - Ask significant others
- If “Yes”, List What Stimuli Have Value
 - Potential Reinforcers
 - Potential Aversives



What Contingencies will be Delivered?

- Do Placement Test into CLM Curriculum
 - Lessons will provide necessary contingencies to develop repertoires
 - Shaping
 - Prime, Prompt, Fade and Reinforce
 - Differential Reinforcement
 - Stimulus Discrimination
 - ETC



If “Supplementary” Contingencies are Required?

- Condition Stimuli...
- Generate Response Form
- Get Responses Skilled (FIRMED)
- Brings Stimuli Under the Control of Desired Stimuli
- Maintain the Repertoire in Strength Under a Leaner Schedule of Reinforcement
- Maintain the Effectiveness of Consequences

Determine the “Likely” Contingency Given Programming

- **Condition Stimuli...**
 - Pairing, Change Value of Negative Stimuli
- **Generate Response Form**
 - Shaping, Prompting/Fading/Reinforcing
- **Get Responses Skilled (FIRMED)**
 - Differential Reinforcement, DI

Determine the “Likely” Contingency Given Programming

- **Bring Behavior Under the Control of Desired Stimuli**
 - Discrimination Training, Quick Transfer
- **Maintain the Repertoire In Strength...**
 - Schedules of Reinforcement
- **Maintain the Effectiveness of Consequences**
 - Deprivation (Limit access to SR+)
 - Motivational Systems (Token Economy)

| DEVELOPING REPERTOIRES Selecting Contingencies: "Check Sheet" | |
|--|---|
| Questions to Help Select Contingencies | TYPES OF PROGRAMMING Suggested Contingencies |
| 1. Are there adequate reinforcers to develop responses? | CONDITION STIMULI... - Condition Neutral Stimuli as Conditioned Reinforcers - Change Negative Value of Instructional Stimuli |
| 2. Is the learner motivated to perform the targeted behavior? | MAINTAIN EFFECTIVENESS OF CONSEQUENCES - Deprivation - Generational/Conditioned Reinforcement (e.g., tokens) |
| 3. Does an essential response exist prior to the targeted response? | GENERATE RESPONSE FORMS - Shaping - Conditioned Reinforcers - Prompt, Prompt, Fade, & Reinforce - Direct Instruction, Delivering Lessons |
| 4. Are the learner's responses skilled enough for the targeted response? | GET RESPONSES SKILLED (FIRMED) - Differential Reinforcement - Conditioned Reinforcers - Direct Instruction, Delivering Lessons - Fluency-Based Instruction |
| 5. Does the learner engage in the targeted behavior under the desired stimulus condition? | BRING BEHAVIOR UNDER THE CONTROL OF THE DESIRED CONDITIONS (ABC) - Stimulus Discrimination Training - Direct Instruction, Delivering Lessons - Quick Transfer Procedure for Verbal Behavior - DI: Instructional Condition/ Mandates to Set |
| 6. Can you maintain the response under a weaker schedule of reinforcement or you can continue to strengthen the targeted response? | MAINTAIN A REPERTOIRE UNDER A LEANER SCHEDULE OF REINFORCEMENT - Schedules of Reinforcement (e.g., FI) or - Premack - Independent Group Contingency - Conditioned Reinforcers - Generational/Conditioned Reinforcement (e.g., tokens) - Fluency-Based Instruction |



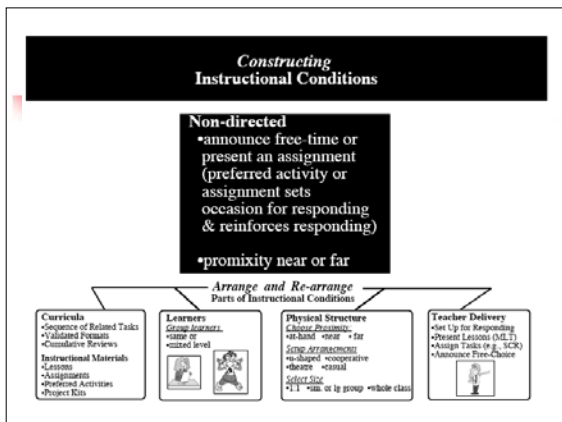
BF Skinner suggests...

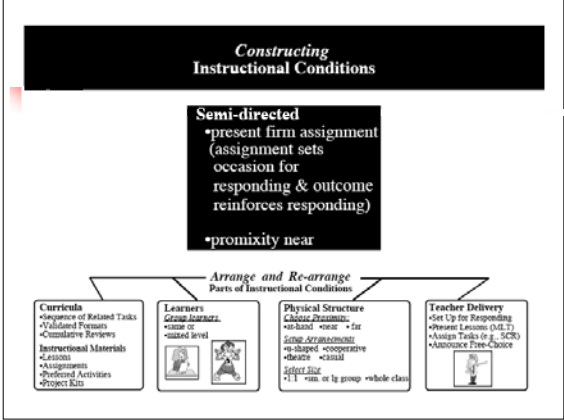
Teaching is the arrangement and rearrangement of contingencies

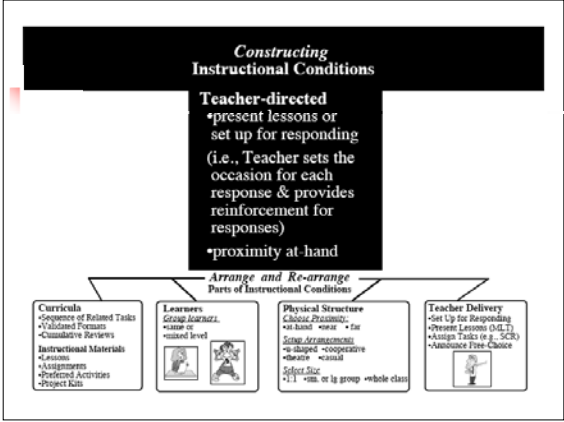
(Technology of Teaching, 1968)

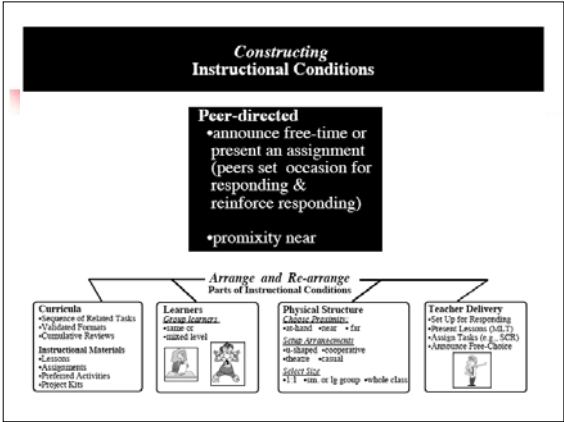


How Can the Parts of ICs be Arranged Given Required Reinforcement Contingencies or Type of Programming?









COMPETENT LEARNER MODEL®: Formulation Questions for Designing Instructional/Behavioral Programming

1. WHAT REPERTOIRES
ARE TO BE DEVELOPED?

2. ARE THERE ADEQUATE
STIMULI AVAILABLE
TO AFFECT CHANGE?

3. WHAT CONTINGENCIES
WILL BE DELIVERED
GIVEN TYPE OF
PROGRAMMING
REQUIRED?

4. HOW CAN PARTS OF
INSTRUCTIONAL
CONDITIONS
BE ARRANGED GIVEN
REQUIRED CONTINGENCIES
OR PROGRAMMING?

LEARNER PROFILE

LEARNER:

LESSON:

CLR LEVEL:

UPDATED:

**1. What Is to Be Developed,
Learned or Weakened?**

**2. Are There Adequate Stimuli to
Affect Change in Behavior?**

**COMPETENT LEARNER REPERTOIRES
In Strength:**

**POTENTIAL REINFORCERS
Activities:**

To Be Established:

Objects:

Socials:

Consummables:

To Be Strengthened:

Others:

POTENTIAL AVERSIVES

**3. What Contingencies Will Be
Delivered Given Type of
Programming Required?**

SUBJECT MATTER

Repertoires to Develop Contingencies

USE OF TOOLS

FUNCTIONAL ACTIONS

UNDESIRABLE REPERTOIRES

Repertoires to Weaken Contingencies:

Competent Learner Model[©]

Designing Programming Flowchart

1. What Repertoires are to be Developed?

Assess the learner's repertoires

- conduct direct observations to determine when L is or is not participating
- conduct CLR Assessment

Graph Competent Learner Repertoires[©]

1.1 Any Available Response Forms?

no

Conduct new observations.

Look for response forms that could be shaped into desirable response forms

yes

Describe "existing" pattern(s) of responding (e.g., ABCs) of repertoires to be developed

1.2 Are There Any Undesirable Repertoires?

yes

Classes of Undesirable Repertoires:

- Injurious Toward Others:
- Self-injurious
- Property Violations
- Non-Compliance
- Annoying

Determine the “likely” cause of undesirable repertoires by isolating the pattern(s) of responding (i.e., conduct a functional analysis):

- describe episodes factually
- isolate the prevailing ABCs
- determine the motivational variables
- determine the conditioning history of the learner

1.3 Describe the Desired Repertoires

Define the behavior & the conditions under which the learner is to perform the desired behavior:

- antecedent(s)
- motivational variable(s)
- response form(s)
- consequence(s)
- type of reinforcement (i.e., educational, automatic or social)
- schedule of reinforcement (e.g., crf, VR 3 or VI 30)

2. Are There Adequate Stimuli to Affect Change ?

— no—

Perform behavioral operations to obtain stimuli that have value:

- observation
- presenting stimuli
- motivational

yes

What Stimuli Have Value?

2.1 List the potential reinforcing stimuli

Activities:

Objects:

Socials

Consumables:

Others

2.2 List the potential aversive stimuli

Socials:

Activities:

Others:

3. What 'Supplementary' Contingencies will be Delivered Given Type of Programming Required?

Select type(s) of programming required to develop repertoire

- *Condition Stimuli...*
- *Generate response forms*
- *Get responses skilled (firmed)*
- *Bring stimuli under the control of desired stimuli*
- *Maintain the repertoires in strength under a lean schedule of reinforcement*
- *Maintain the effectiveness of consequences*

Determine the likely contingencies per type of programming; MUST be able to control ALL variables

NOTE: examples of contingencies per type of programming are listed to the left to assist you in selecting the appropriate contingencies.

Select & customize the supplemental contingencies that will be used to develop the desired repertoires

NOTE: describe the contingency [i.e., ABCs] per stage of development

Examples of Contingencies per Type of Programming

Condition Stimuli...

- condition novel stimuli as reinforcing stimuli
- change the negative value of aversive stimuli
- condition stimuli as generalized reinforcers

Generate Response Forms

- shaping
- prime, prompt, fade & reinforce
- model, lead & test
- continuous schedule of reinforcement (crf)

Get Responses Firmed (Skilled)

- differential reinforcement
- model, lead & test
- rich intermittent schedule of reinforcement
- fluency training

Bring Behavior Under the Control of Desired Stimuli

- discrimination training
- quick transfer procedure
- prime, prompt, fade & reinforce
- transfer of stimulus control

Maintain the Repertoire in Strength Under Lean Schedule of Reinforcement

- premack principle
- lean schedule of reinforcement by "stretching ratio" ASAP
- generalized conditioned reinforcement (e.g., tokens)
- motivational system

Maintain the Effectiveness of Consequences

- deprivation (e.g., limited access to reinforcers)
- variety of reinforcers available

Teaching is the arrangement and re-arrangement of contingencies to facilitate learning.

-Skinner 1968

DEVELOPING REPERTOIRES

Selecting Contingencies: ‘Cheat Sheet’

| Questions to Help Select Contingencies | TYPES OF PROGRAMMING -Suggested Contingencies |
|---|---|
| 1. Are there adequate reinforcers to develop repertoires? | CONDITION STIMULI... -Condition Neutral Stimuli as Conditioned Reinforcers -Change Negative Value of Instructional Stimuli |
| 2. Is the learner motivated to perform the targeted behavior? | MAINTAIN EFFECTIVENESS OF CONSEQUENCES -Deprivation -Generalized Conditioned Reinforcement (e.g., tokens) |
| 3. Does an essential response form exist for the targeted repertoire? | GENERATE RESPONSE FORMS -Shaping -Conditioned Reinforcers -Prime, Prompt, Fade, & Reinforce -Direct Instruction: Delivering Lessons |
| 4. Are the learner’s responses skilled (firmed) for the targeted repertoire? | GET RESPONSES SKILLED (FIRMED) -Differential Reinforcement -Conditioned Reinforcers -Direct Instruction: Delivering Lessons -Fluency-Based Instruction |
| 5. Does the learner engage in the targeted behavior under the desired stimulus condition ? | BRING BEHAVIOR UNDER THE CONTROL OF THE DESIRED CONDITIONS (ABCs) -Stimulus Discrimination Training -Direct Instruction: Delivering Lessons -Quick Transfer Procedure for Verbal Behavior -DI: Introduce Correlated Members to Set |
| 6. Can you maintain the repertoire under a leaner schedule of reinforcement so you can continue to strengthen the targeted repertoire? | MAINTAIN A REPERTOIRE UNDER A LEANER SCHEDULE OF REINFORCEMENT -Schedules of Reinforcement (crf/int) -Premack -Premack – Independent Group Contingency -Conditioned Reinforcers -Generalized Conditioned Reinforcement (e.g., tokens) -Fluency-Based Instruction |

4. How Can the Parts of Instructional Conditions be Arranged Given the Required Reinforcement Contingencies or Type of Programming?

Determine the type of instructional condition(s) that will provide the context for the required reinforcement contingencies:

- teacher-directed
- semi-directed
- peer-directed
- non-directed

Arrange and rearrange parts of instructional conditions to bring about required reinforcement contingencies:

- select part(s) to arrange (e.g., curriculum)
- select key activities per part of learning environment (e.g., write a lesson)
- arrange and rearrange parts to produce the desired instructional condition(s)
- illustrate the supplemental reinforcement contingency on the learning environment schedule
- determine if you have produced the desired effect(s) (i.e., established new repertoire, strengthen existing repertoire or weaken undesirable repertoire)

Key Instructional Activities to Perform When Arranging and Rearranging Each Part of the Instructional Condition

Curricula or Instructional Materials

- select or write lessons (i.e., validated formats, sequenced or related tasks, & cumulative review)
- select or develop instructional materials (*worksheets, games, project kits or preferred activities*)

Learner Competencies

- group learners (*same, mixed-level grouping, or none*)

Physical Structure

- choose proximity (at-hand, near or far)
- set up arrangement (*theatre, cooperative, casual, or U-shaped*)
- select size (*1:1, small or large group or whole class*)

Teacher Delivery

- condition "teacher" to have reinforcing value
- be enthusiastic
- select type of responding: vocal, motor or written (*choral or takes turn*)
- present lesson(s) (*e.g., model, lead & test*)
- present assignment(s) (*scan, catch & reinforce*)
- condition "getting it to come out right" as a reinforcing event

Constructing Instructional Conditions

Non-directed

- announce free-time or present an assignment (preferred activity or assignment sets occasion for responding & reinforces responding)
- promixity near or far

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



Constructing Instructional Conditions

Semi-directed

- present firm assignment (assignment sets occasion for responding & outcome reinforces responding)
- promixity near

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



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

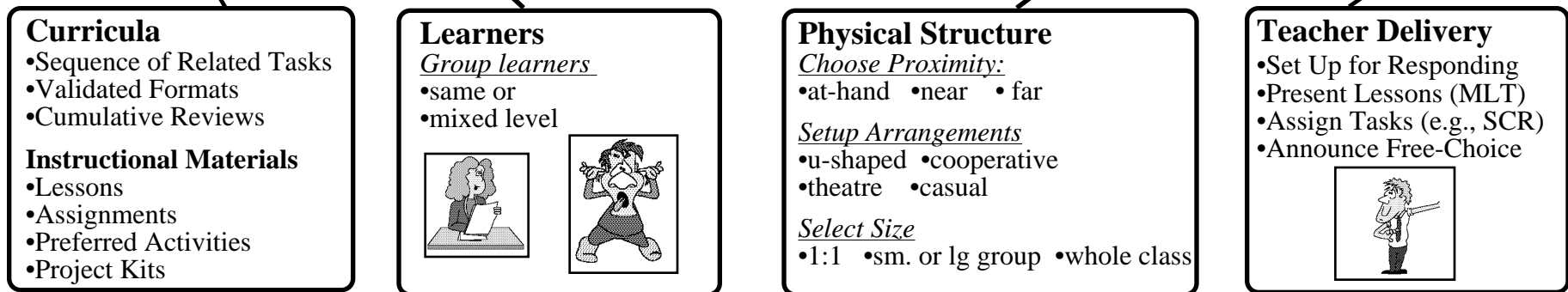


Constructing Instructional Conditions

Peer-directed

- announce free-time or present an assignment (peers set occasion for responding & reinforce responding)
- promixity near

Arrange and Re-arrange Parts of Instructional Conditions



Illustrated Instructional Conditions

| Repertoires | Formats or Curricula, Series, Lesson # | Learner Grp | Physical | Teacher Delivery | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p><u>Select Time:</u></p> <p style="text-align: center;">—</p> <p><i>Select Repertoires, Subject, Tool, FA</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>..... <input style="width: 50px; height: 15px;" type="text"/></p> | <p><u>Select Station/Center/Area</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Type IC</th> <th style="width: 60%;">Select or Write Formats or Series</th> <th style="width: 25%;">#:</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> | Type IC | Select or Write Formats or Series | #: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | <p><u>Grouping:</u></p> <p> </p> <p><u>List Learners:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | | | | | | | | | | | | | <p><u>Proximity:</u></p> <p> </p> <p><u>Arrangements:</u></p> <p> </p> <p><u>Size:</u></p> <p> </p> | <p><u>List Staff:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p><u>Select Type of Delivery:</u></p> <p> </p> <p><u>Supplementary Contingencies:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> | | | | | | | | | | |
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| <p><u>List Results to be Produced:</u></p> <p> </p> | <p><u>List Materials:</u></p> <p> </p> | <p><u>List Concerns:</u></p> <p> </p> | <p><u>Sketch Arrangement:</u></p> <p> </p> <p style="font-size: small;">T = Teacher • = Learner IA = Instructional Assistan</p> <p style="text-align: center;"> <input type="radio"/> <input type="checkbox"/> T • IA </p> | <p><u>Special Instruction:</u></p> <p> </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Observations

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