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Tracee Parker

The A-B-C's Of ADLs

Funny Thing Happened…

- Solidified What It Takes To Manage The Rigorous Course Of Daily Life (*And Not Kill Someone*)
- **Passions:** Related to ADLs
  - Notion of Privacy & All It's Permutations
  - Impact on Socialization & Social/Sexual Development
  - Vulnerability To Victimization (including Bullying)
  - Age-Typicality & Trajectory
- Not So Much…
  - Primary Barriers Due To Physical or Motor Impairments
  - **IMP!!** But Warrants OT Consult, Collaboration, Services
  - ***Refer:*** Amy McGinnis' Presentation (Wed, 9-12)

Activities Of Daily Living (ADLs)

- <u>Defined</u>: Routine Tasks & Activities People Do In Every Day Life At Home & In The Community
- <u>Historical Roots</u>: Rehabilitation (Medical & Physical) & Occupational Therapy
  - **Primary Focus**: Aging, Chronic Illness & Physical Disability
  - **ADLs Dysfunctions:** *Activity Limitations That Restrict Participation*
  - **Goal of TX:** *Overcome Activity Limitations, Increase Function, Participation & Independence*
  - **TX Framework (OT)**: Create/Promote, Prevent/Maintain, *Modify/Adapt & Establish/Restore
    *Most Commonly Used In Practice (James, 2008)

ADLs History…Conceptual Framework

- **(1969) Lawton & Brody** Conceptualized <u>Function</u> as:
- A Hierarchy Of Domains By Degree Of Complexity
  - Self Maintain Life→ Physical→ Instrumental→ Social Behavior
- First to Identify 2 Levels Of ADLs
  - (**BADLs**) Basic Activities of Daily Living:
    - Functional Mobility (Ambulation) & Personal Self-Care
  - (**IADLs**) Instrumental Activities of Daily Living:
    - Domestic & Community Activities
  - **Loss Of Independence Manifests 1ST (Aging Or Illness)
- ASD Diagnostic Criteria: Includes Social, Communication, Play & Behavior Patterns (Restricted, Stereotyped, etc)
  - Deficits in ADLs: <u>Not</u> An Inherent Characteristic Of Autism…Uhm?

Relating Conceptual Framework To ASD

PARAMETERS	Kids With ASD	Elderly, Chronic Illness
Developmental Course	Failure To Gain Skills	<u>Loss</u> Of Ability, Function, Skills
Progression	BADLs → IADLs	IADLs→ BADLs
Social Development	HIGHLY Relevant	Less So Vs Sustaining Life
PRIMARY OBJECTIVE	Build/Develop New Skills	Restore Prior Function
SOURCE OF CHALLANGES	Varied Range Of Deficits	Physical /Health Limitations
INTERVENTION	TEACH, TEACH, TEACH!!	Modify, Adapt, Accommodate
GOALS: Long Vs Short Term	PREPARE FOR FUTURE	Maximize Comfort, Easy Access
OUTCOME	YET TO BE DETERMINED	INEVITABLE (Relatively)

Taxonomy: BADLs For ASD

- **Functional Mobility**
  - Walk From Place To Place, Sustain Focus, Stay With Others, Wait, etc
- **Personal Care:** Hygiene & Grooming
  - <u>Intimate</u>: Bath, Dress & Undress, Toilet, Menstruation, etc.
    *Related: Privacy, Habits, etc.
  - <u>Non-Intimate</u>: Oral Hygiene, Hair Care, Shaving, *Dressing
    *Limited to: Outer Garments & Fasteners (buttons, zippers, snaps)
- **Eating Skills**
  - Arrange: Open/Close, Unpack/Repack, Set Up/Clean up, etc
  - Execute: Manage Utensils, Chew, Swallow, Etc.
  - *Related: Tolerance, Pacing, Fluency, Cleanliness, Manners, etc.
- *WHY These* (Distinctions)…?

Taxonomy: IADLs For ASD

- **Residence/Domestic**
  - Personal Space: Maintain, Pick Up & Store, Make Bed, Decor,
  - Meal Prep: Snacks, Microwave, Gather & Put Away Items, Cooking
  - Household: Trash, Pet Care, Set & Clear Table, Dishes, Laundry
  - Daily Routines: Morning, Arrival, Evening, Bedtime
- **Community & School**
  - Safe Mobility: Vehicle Transport, In Parking Lots, Sidewalks & Streets
  - Navigating Venues: Order Food, Shop, Purchase, Lines
  - Interface with Community Members
- **Traverse Settings:** Safety, Health, Technology
  - **Technology:** Communication & Information Access
  - Computer, Internet, Personal Devices (iPhones, MP3 Players, etc)
- *Why These…*

Functional Assessment: *Commandments*

- **Purpose**: Placement, Planning, Tracking, Etc
- **Balance**: Maladaptive & Adaptive (<u>Strengths</u> & Deficits)
- **Motivation**: Interests, Preferences, *Passions*
- **Skill Functionality:** Actual Deficit Or Willingness?
- **Developmental**: Individual & Comparative
- **Impact:** Social (Reputation) & Safety (Self & Others)
- **Timeframe**: Immediate & Projected
- **Validity**: Varied Sources, Measures, Contexts
- **Methods**: Indirect (Tier 1) & Direct (Tier 2)
- **Scope/Direction:** Broader To More Fine Tuned Focus

Adaptive Behavior Measures

- Widely Used Assessment Devices
  - Standardized, Norm-Referenced Measure Of Adaptive Functioning
  - Scores: Standard, Quotient/Composite & Percentile or Age-Equivalent
  - For Overall Functioning & Distinct Domains or Sub-Scales
- **Benefits**
  - Comprehensive: Evaluates A Wide Range of Skills
  - Comparative: Strengths & Weaknesses Of Individual & Relative to Typical Peers
  - Efficient: Procedures Less Labor Intensive <u>Vs</u> Other Methods (e.g., FBAs)
- **Limitations**
  - Subjective: Informants' Impressions May Reflect Bias
  - General: Not Sufficient To Identify Specific Break Down Or Source
- *PROCESS*: Completing any formal Assessment is Just The Start…

A Perpetual Process….

Assessment

REVISE

REVISE

Implementation → REVISE → Design/ Development
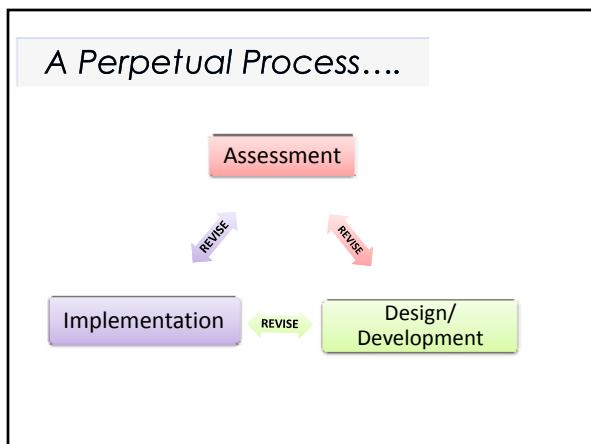
Video: *R & B Gals*

- *Came For the Food… Stayed For the Money*
  - To Assess Generalization of Eating Skills
  - Request To Staff: *No Intervention* (Try your best)

- Assessment Revealed….
  - Eating Skills, *LOVELY* (We'll See Later)
  - Purchasing: *Keystone Cops…*Eye-Opening
    - Type & Degree of Deficits
    - Extent of Guidance & Prompts Staff Had Been Providing
  - **Point Is… *Don't Assume, ASSESS!!***

Global Considerations

Global, Meaning Big Picture

- Applies Across All/Most Skill Domains (not ADLs specific) And Facets of Treatment
  - Design → Implement → Evaluate → Revise, etc

- Assessment → Design, Can't do it all!
  - How Do You Proceed? Start At The End....

What's Your Destination?

- **Ask Yourself:**

  - *Where Should This Kid Be In **10 Years**?*
  - *What Proficiencies Are **Most** Critical Long Term?*
  - *What Competencies Are Essential To Get There?*

Plotting The Course

- **Considerations:** To Prioritize & Integrate Objectives

- Holistic View Of The Student
- Big Picture: Immediate → Future (Quality Of Life)
- Progression: Developmental & Skills (Acquisition)
- Significance: Safety, Legal & Social Ramifications

Meet JOEY (10 Years Old)

- Spends 90% Of Day On Cognitive, Academic & Language Skills, YET He...
- Doesn't: Eat w/o Making A Mess, Attend w/o Explicit Directives Or Wipe His Butt w/o Help From His Aide
- Does Best: Under Highly Structured Conditions, And Promise To Earn *Power Rangers* Video
- Is Easily Agitated: By Unpredictable Events (Change In Routine, Staff, New Activities, etc)
- Often Distracted: By Others Talking, Or Item Of Interest (Wanders From Group) w/o Constant Reminders...

  What's Wrong with this picture??

Cultivating Dependency

- Culture Of Disability
  - *Impact Of A Child's Disability On Their Quality Of Life Very Much Depends On How Others Treat Them.*
    - **Mark Bellis, Lead Researcher WHO (2012)**

- Common Inadvertent Missteps
  - Regard: Eternally Young, Less Capable
  - Practices: Ignore, Excuse, Enable, Avoid
  - Approach: Over-Rely on External Control & Direction

- Our Vision & Efforts Are Out of Sync
  - Aspire to Quality of Life Long Term
  - Focus On Less Meaningful Pursuits Short Term

Weather Forecasting

- Prediction
  - Emergence: Adaptive Behavior Needs & Deficits
  - Trajectory: 3→ 8, 5→10, 10→20, etc
    - Inverse Relationship: Age & Tolerance
  - Reality: Time Is NOT On Our Side
    - Compound Exponentially: Discrepancy Norms & Abilities
- Pre-Emption: Tips & Themes
  - Building Foundations → Maximum Gain
  - Course Corrections → Avert Disaster Later
  - Typical Norms → Guide Expectations

Basic Self Care:
Skills, Routines & Habits

- **Dressing, Bathing, Toileting**
  - Disrobe & Re-dress: Within Designated Areas
  - Privacy: Closing The Door, Knocking

- ***Potty*** Proficiency & Habits
  - Wiping: 3 VS 10 Years
  - Degree of Undress: *Don't Be That Guy*
    - Pants to Ankles? Naked To *Poop*?

Social Awareness:
Stay AHEAD Of the Jones'

- **Basic Etiquette:** Eating Skills & Manners
  - *Food Stealing*, Mealtime Vs *Grazing*, Tolerance & Flexibility
  - Expectations: Remain Seated, Regulate Pace, Neatness

- **Personal Space & Boundaries**
  - Grabbing, Climbing, Touching
  - Functional Concepts: Private ←→ Public (Setting, Behavior, Info)

- **Prepare: Sooner Vs Later**… What's coming
  - Public Urinals: Which One? Looking? Chatting?
  - Menstruation

Self-Sufficiency

- **Personal Autonomy**
  - Decision Making: Simple Choices
  - Responsibility: *Keep Track of Your Own…Stuff*

- **"Community" Safety** (Starts at Home & School)
  - Stay With Me, The Group, In Your Area
  - Transitions, Checking In, Notification
  - "Set Ups": Losing & Seeking Assistance
  - Internet: Safe Navigation Guidelines

Self Regulation…

- Daily, Golden Teaching Opportunities Are Predicated on The Student's Availability To Learn

- **Goal** Of Self Regulation Is **Independence**
  - NOT Us Controlling, Managing Interfering Behavior
  - Means Devoting Attention & Time To Systematically Build Requisite Skills For Learning
  - Otherwise Attempts To Teach Anything are Doomed

How Can We Possibly Be Effective…?

We Must

To Reach

IF We Build It…They Will Learn

Learning How to Learn

- Attention: Visual, Auditory & Combined
  - Orient, Sustain, Shift, Filter, etc.
- Responsiveness: Keenness & 1st Time
- Regulate Self Stim: Control Your Body
- Hands: Have a *Home* & Materials Management
- Brands Of *Waiting*:
  - Expected: Next Instruction, Teacher Busy, etc.
  - Directed: *Gotta Powder My Nose*
  - Request: Immediate & Future

Emotional Regulation

- Triggers: Identify & Categorize
  - Consider Respondent Components
  - Shape "Calm" Behavior: Label & Reinforce
- Emotion Meter: Identify Calm, Stress & Excitement
- Strategies & Techniques: For Coping Skills
  - Systematic Exposure: Tolerance & Inoculation
  - Relaxation, Imagery, Cog Lists
  - *Local Breaks*: Protocol & Permutations
    - Stop, Regroup & Resume (Not Avoid)

Motivation & Momentum

- Self Regulating Is HARD Work!
- To Be Available, Our Kids Need to Give A #%&$!!
- Means We Need to Make It Worth Their While…

Incentives: Key Elements

- Reinforcement: *Care & Feeding*
  - Powerful: Meaningful, FUN, Unpredictable, "Fresh"
  - Cool: Age-Typical, Social, Engaging <u>VS</u> Solitary, Self-Stimulatory
- Guidelines
  - Assess/Identify: Existing Interests & Preferences
  - Be Creative: Develop New & Expand Range
  - Access: Restricted, Time Limited & Practical
- Evolve: Artificial → Naturalistic
  - Rationale Building → Develop Intrinsic Motivation
  - Natural Consequences: (Ex) *Lost Your Money, Miss Out*

Cool/Powerful Incentives (Examples)

Anticipation/Novel Events   Opportunities   Status/Control   Range OF Choices

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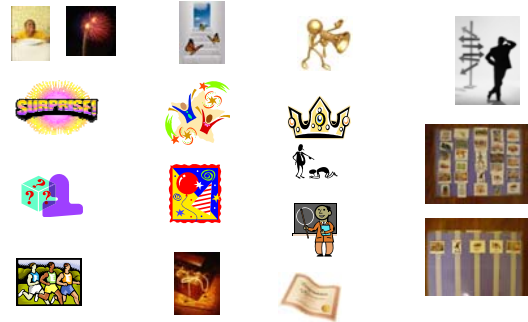
Incentives: Listed
(At Participant Request)

- Novelty: Pertains To Engaging Delivery
  - Anticipation, Excitement, Surprises, A Mystery, Competition
- Opportunities: Time Limited Access
  - Freedom, FUN Group Activity, *Party* Area, Treasure Chest
- Status/Control:
  - Announcer, *King For A Day* (Minutes), Be The Teacher/Boss, Public Recognition (e.g., *Best Effort* Award)
- Range Of Choices: Quantity & Quality Is Contingent
  - From Master Menu: Available Options Rotated

Contingencies: Key Elements

- Target & Contingency
  - Clear Definition & Criteria (Expectation)
  - Reflected In Schedule: Timing of Delivery & Feedback
- Examples Of Schedules
  - Frequency: Each Instance→ Every X Times, etc.
  - Duration: X Seconds → X Minutes, etc.
  - Amount: Complete 1 Step→ All Steps
- Over Time: Artificial → Naturalistic, Real World
  - Schedules: Continuous → Avoidance
  - Earning Term: Brief → Extended

Target/Contingencies

Hit Target/Momentary   Time-Based: Speed Or Sustain   Completion

Schedules Over Time

Incentive Systems

- **Design**
  - Individualized: Student Interests, Ability
  - Differential: Delivery & Cash In
  - Compatible: Context, Delivery, Targets
    - *Ex: Student In Group (Words/Symbols)
- **Systematic:** Implementation & Maintenance
  - **#1 Mistake:** Failing to Teach & Expect It Will Work
  - **Initial Phases** (Be Patient!)
  - Hook Em In!
  - Understand System & Expectation
  - Connect Target → Representation→ Incentive
  - **#2 Mistake:** Setting It aside Until… There's A Problem

Key Elements (Examples)

Individual: Interest & Ability   Compatible & Differential
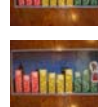
Systematic: (Ex) Backward Chaining

Incentive System: Options

- Formats: Tokens, Tickets, Meter, Points, etc
- Simple→ Complex
  - Fill the Board…Progressive…Level Systems…
- Other Alternatives:
  - Contingencies: Pay Offs ONLY Or Pay Offs & Costs
  - Targets & System: Individual Or Group Based
  - *Examples: *Meter* Or *Red/Green System*

System Options Illustrated

Formats **Response Cost** **Progressive & Long Term** **Level System**

With Progress→ Systems Advance/Grow

- Simple→ Complex
  - Format: Tokens → Points
  - Source of Evaluation: Teacher → Student
- Real World: (Ex) Monetary System
- All About Me → ALL About Us (Group-Wide)
  - Targets & Contingency: (Ex) *Friendship Daisies*
  - Earned or Not Through Team Effort

System Evolution → Natural, Real World

STAR-POINT CHART
CHECKED IN ★★★
COOL BODY ★★★
POPULAR KID ★★★
RESPECT OTHERS ★★★
TOTAL =

Individual **Group** *All for 1 & 1 For ALL!*

Other Momentum: Builders & KILLERS

- **Style**: "Come Here" Vs *Yo Dude, Come See Me…*
  - "Everybody…" Vs *Hey Guys, Check This out…*
- **Diminishing Field**: "Correct" → Removed (Done!)
- **Intro New Task**: Initial Objective?
  - MOST Often Is *Work,* Consider *FUN, Easy,* etc.
  - *WHY?* History of Respondent Conditioning
- **Joy Of Victory:** Competitive Race

SYSTEMATIC APPROACH

INTERVENTION/IMPLEMENTATION

What Constitutes *SYSTEMATIC?*

Range of ABA

Old School ABA   **CONTEMPORARY**   **FUZZY ABA**

STRUCTURED   FLEXIBLE

RIGID   *LACKADAISICAL*

Rule-Governed
Excessive Data
Robotic Style
"Cookbook" Curriculum
1:1 SOLELY

Nada-Governed
No Data
Explain/Re-Direct
"Activities" Based
Eclectic

Evidence-Based Interventions (Exs)

- ASD & ADLs
  - Visual Supports (Pictorial, Symbols, Words) To Depict:
    - Tasks, Activities, Routines, Schedules (e.g., TEACCH)
  - Video-Modeling
  - Behavioral Skills Training (e.g., Safety)
  - Cognitive Behavior Therapy
  - Self Management
- Support/Relate To ADLs
  - Token Economy Systems
  - Augmentative & Alternative Communication (AAC)
  - Picture Exchange Communication System (PECS)
  - More Recent: Mobile Apps (e.g., *Pro-Loquo*)

Other Methods: Highlighted

- Discrete Trial Teaching, *Cool Vs NOT Cool* & Teaching Interactions
  - Versatile Application: Alone Or Combined
  - Across A Range of Skills & Students (Abilities)
  - Formats: 1 To 1 → Large Group
    - *Lesser Known/Used*

- **Discrete Trial Teaching**
  - (A) Instruction /Cue→ (B) Response← (C) Feedback (P) Prompt (As Needed)

COOL *VS*. NOT COOL

- **Discrimination Program**
  - Demonstration of "Cool" or "Not Cool"
    - In-Vivo Modeling or Role Play
    - Pictures, Video-Clips
  - Student Identification (Receptive) + Feedback
  - Student Explanation (Expressive) + Feedback
  - *Option: Role Play/Practice Necessary For Some Students
- **Advantages**
  - Fun: Watching Teachers Be Naughty & Role Play
  - Efficiency: In-Vivo Is Quick & Easy, No Material Prep!
  - Reveal/Convey Behavior Nuances W/O Lengthy Explanation
  - Generalization: Concept Readily Transfers

Current Study: How Low Do Cool Guys Go?
Warning: Explicit Content

COOL!   NOT COOL

TEACHING INTERACTIONS

- Identify/Label
- Rationale
- Demonstration/Description
- Practice (e.g., Role Play)
- Feedback

Systematic Procedures

Consider For a Moment…

- How We Know/Decide To…
  - Hit The Break <u>Vs</u> Gun It On Yellow?
  - Eat From Our Own Plate <u>Vs</u> Others'?
  - Undress After <u>Vs</u> Before The Door Is Closed?
  - Order Now <u>Vs</u> Wait Until Person Ahead is Done?
  - Continue <u>Vs</u> Stop Wiping After A BM?
- Or How Do…
  - Females Know: To Change <u>Vs</u> Not A Menstrual Pad?
  - Expert Divers Know: A Manta <u>Vs</u> a Mobula?
- **Answers Lie In… Stimulus Control**

Stimulus Control: Key Points

- <u>Defined</u>: Behavior Emitted By Particular Antecedents
- Acquired Thru Contingency
  - If A1 → B1 ←C+ <u>VS</u> If A1→ B (Other) ←C-
- Understand/<u>Explain</u> Process of Learning
  - Prior: How Current Patterns Came About
  - Future: How To Teach New And/or Change Old/Past
- Basic Requirements To Establish Stimulus Control
  - **B** or Components Exist within Repertoire
  - **A** Discriminative Features Must Be Detectable
  - A→ B Must be **C+** (Reinforced Sufficiently)

Applying Stimulus Control: Variations

- Controlling Conditions: Consider Past & Ultimate Goal
- History Working Against Your Efforts?
  - (Ex) Stand Vs Sit: Toilet Seat (Years) <u>Vs</u> Urinal (Novel)
- Clarity: <u>A</u> Vs Prompt (to be faded)
  - (Ex) Person Ahead Exits <u>Vs</u> *Your Turn To Order*
- Broad Stimulus Control (Generalization)
  - (Ex) Waiting: Variety Of **A's**
- Tight Stimulus Control
  - (Ex) Eating: From Your Plate <u>ONLY</u>
- Obvious/Salient → Subtle Distinctions
  - (Ex) Walking: Remain With 1 Person <u>Vs</u> A Group

Ex: **Broad** (Waiting)

A	B	C
(S-D) Discriminative Stimulus	**(R)** Response	**(S-R)** Reinforcement Stimulus
<u>Antecedents</u> (Varied) Teacher Writes Notes Gathers Materials Talks To Someone Puts Item on Table	<u>Behavior</u> Student Remains Seated With Hands Down	<u>Consequence</u> (Feedback) Nice Waiting! Super Sitting! Love Those Hands!

Ex: **Tight** (Eating)

A	B	C
(**A+**) **Own Plate**	(**B**) Take Food	(**C+**) Yum! (Eat More)
(**A-**) All Other Plates (Teacher's, Peers', etc)	(**B**) Take Food	(**C-**) *Not Yours!* (Time Out From Food)

Ex: **Obvious To Subtle**

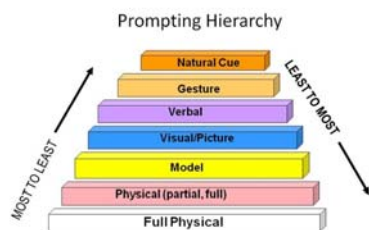| A	B	C
(**A1**) Pad (Much Blood)	(**B1**) *Has Period*	(**C+**) *You're Right!*
(**A2**) Pad (No Blood)	(**B2**) *No Period*	(**C+**) *Right Again!*
(**A1, New**) Pad (Little Blood)	(**B1**) *Has Period*	(**C+**) *SO Smart!*

(P) Prompt

- <u>Defined</u>: Auxiliary Cue To Facilitate Correct Response
- Reasons/Benefits:
  - Helps Connect **A** → Response
  - Build Momentum, Rate Of Success
  - Reduce Frustration, Avoidance/Escape Behaviors
- Prompt Dimensions
  - Timeframe: Indirect Or Direct
  - Specific → Non-Specific (Vague): *Thinking Man Prompts*
  - Modality: Visual, Physical, Auditory
  - Within Vs Extra-Stimulus: Easier To Fade
    - Draws Attention To Relevant **A** Features

Prompt Strategies

- Guidelines To Determine:
  - When To Provide, Fade & Type of Prompt To Use
- Commonly Used Strategies For Students With ASD, Include:
  - NNP, CTD, PTD, SimP, MTL, LTM
- Schools Of Thought:
  - Error Correction <u>OR</u> Errorless
  - Assessment <u>OR</u> Protocol/Criterion Driven
  - (**Ex**) The *Prompt Hierarchy…*

Prompt Hierarchy

Prompting Hierarchy

MOST TO LEAST
LEAST TO MOST

- Natural Cue
- Gesture
- Verbal
- Visual/Picture
- Model
- Physical (partial, full)
- Full Physical

Flexible Prompt Fading
(Lesser Known Option)

- Maintains ~80% Success Or Higher
- Incorporates Error Correction & Probe Trials
- Allows Teacher Discretion In Provision & Fading
  - Timing: Placement Of Prompt In Relation to **A**
    - Prior, Simultaneous, After (Immediate OR Brief Delay)
  - Manner: Intensity, Frequency, Position, Type, etc
- Decisions Based on In the Moment Assessment

Assessment: *To Prompt or Not To…*

- Is It Warranted & Why?
  - What Occurred Prior Trial?
  - What's Happening now (Between Trials)?
  - What Do You Predict Next trial?
- Students' Part
  - Degree of Effort?
  - Behavior, Attention?
  - Signs Of Frustration?
- Instructor's Part
  - Expectation/Presentation: Clear? Confusing?
  - Skill: Novelty, Difficulty?
  - Requiring Too Much: Break The Skill Down?

TASK ANALYSIS

- <u>Define</u>: *Break Down A Task/Skill Into Component Parts Or Sub-skills*
- <u>Utility</u>: Refine Objectives, Guide Curriculum & Measure Progress
- <u>Development</u> (Initial *Draft*)
  - Don't Reinvent the Wheel: Consult colleagues, Experts, Literature (e.g., Curriculum)
  - Record: Observe Models OR Perform Yourself
- Efficiency Vs Perfection: Devoted to Developing?
  - Reasonably *Complete* Draft, Must Be Probed With Student
  - Ex: Displays Preference Or Deficit You Didn't Account For

TASK ANALYSIS: Things to Think About…

- <u>Subcomponents:</u> Size, Number & Temporal Sequence Of Steps (Teaching & Performance)
- <u>Social & Developmental Validity</u>/"Fit": Language, Materials, Contextual Arrangement, etc.
- <u>Individualize</u>: Current Repertoire, Strengths & *Preferences
- *Assuming Functional, Not Counterproductive (e.g., Rigidity)
- <u>Completeness:</u> All REQ'D Skills/Concepts?
  - Features Overlooked Or Needed?
  - Extensions/Variation: In Response Or Conditions?
- BUT Refinement Is <u>Always</u> Necessary

How Did We Become So Effortlessly Proficient…

- **Daily Activities**
  - Driving Home
  - Washing Our Hands
  - Preparing A Favorite Meal
  - Using An ATM
  - Purchasing Groceries
- Like Stimulus Control, **Behavioral Chaining Is:**
  - A Phenomena That Occurs Naturally
  - A Tactical Tool/<u>Procedure</u> For Teaching …

Behavior Chaining

A → B ← C (A) → B ← C (A) → B ← C (A) →

- <u>Defined</u>: Specific Sequential Steps (**Links**) Performed As A Cohesive Unit (**Chain**) Is Reinforced.

- <u>How It Works</u>:
- Each Link serves a Dual-Function…as an **A** & **C**
- Completing 1 Step Serves As The <u>A</u> For The Next Step
  - (**Ex**) Vending Machine: Deposit Coins → Select Item→ Item Drops→ Open Bin & Retrieve
  - More Complex Example….

CHAINING Application

EX: Analysis Of *Stuffing*

A → B ← C (A) → B ← C (A) → B ← C (A) → Etc…

FOOD   Pick Up Fork & Load   Bite   Chew & Load   Bite   Chew & Load   Bite

What's the Problem?

EX: Chaining to *Regulate Pace*

A → B ← C (A) → B ← C (A) → B ← C (A) Etc…

FOOD   Pick Up Fork & Load   Bite   Fork & Hand Down   Chew/Swallow, Mouth Empty   Pick Up Fork & Load   Bite

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Chain Composition: Elements To Consider

- Impacts Rate & Accuracy: Learning & Performance
- Length: (**Ex**) Wash 1 Cup <u>VS</u> 20 Cups
- Difficulty/Effort: (**Ex**) Shore <u>VS</u> Boat Entry
- Complexity: Uniform <u>VS</u> Diverse Links
  - (**Ex**) Shredding <u>VS</u> Filing Documents
- Organization: Dependence & Sequence Of Links (**Ex**)
  - E-mail (Open → Read → Reply) <u>VS</u> Internet (Surfing For Info)
- Intrinsic Feedback/S-R+ (Within A Chain)
  - (**EX**) Shower Gifts: Opening <u>VS</u> Wrapping

Forging A Chain: Considerations

- Ideally Take Advantage of Already Established Links
- Variations: Direction & Starting Point
  - Serial: Forward, Backward
  - Simultaneous: Entire or Subsections Taught Concurrently
- Combine With Other Procedures
  - Reinforcement, Prompting, Shaping
- Chain Integrity: Building & Testing
  - (**Exs**) Interruption, distractions, "problems", etc

GENERALIZATION

Reaching The Light At The End Of The Tunnel

Video: Eating (Generalization)

Eating Skills Program/Phases

Overall: Self Awareness
Previous: Pacing, Neatness (Face, Clothes, Area)
Next Phase: Above + Socializing
Final/Current: Apply In Natural Setting