Building A Bridge To Independent Performance

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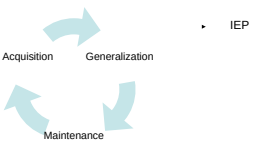
Independent Performance (IP): Value Added

- Social Validity
- Individual Skill Ownership
- Increased Opportunities

DS - DVD

IP: Barriers

- Challenge the special education paradigm
  - Acquisition addiction
  - Generalization neglect
  - Subjective fluency goals

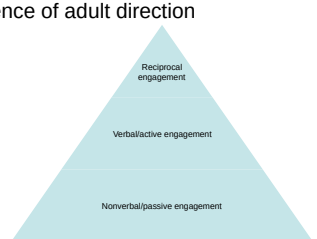


Progress in 15 Years?

- "…the criteria for successful special education intervention must become measurable improvement in a student's regular classroom performance." (Anderson-Inman, Walker, & Purcell, 1984
- Strive for dynamic and fluid movement across learning domains and contexts

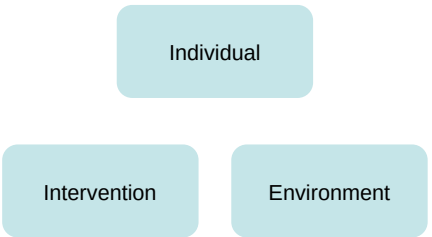
What Is IP?

- The ability to initiate and respond in the absence of adult direction



IP: DVD

IP: Consider the Variables



Individual

- Broad symptom continuum
- Family priorities and goals
- Strengths-based approach
- Core deficits

Symptom Continuum

- Confront the myths
- Rule out underlying biological/medical factors
- Identify symptoms clusters

Family Priorities & Goals

- Social validity of relevant consumers

Parent: DVD

Strengths-Based Approach

- Prefer routine
  - Able to anticipate “what comes next”
- Strong interests
- Persistent
- Visual comprehension
- Motor memory

Core Deficits

- Across the spectrum
- Language
- Social skills and competency
- Restricted Interests or repetitiveness

Environmental Contingencies

- Where is the best place to remediate social deficits?
- Strong single subject research base for naturalistic intervention
- The challenge: seamlessly embedding intensive intervention within normalized routines and experiences

Inclusion?

- Contrived inclusion
- Membership & belonging
- Immersion

Inclusion: DVD

One Approach: Social Immersion Model (SIM)

- Developmentally appropriate practice (DAP)
- ABA

SIM: DVD

DAP

- Typical group dynamics
- Typical routines & activities
- Social immersion
- Acceptance, not tolerance

Age Appropriate Peers

- Immersion benefits peers
- Empathy and prosocial behavior among students without disabilities attending an inclusion school. (Billings, 2008 Unpublished Dissertation Study)

Peer Interview: DVD

Intervention: ABA

- Long, impressive research base
  - Holds tremendous promise
  - Technology of generalization a must
- Hurdles
  - Usability
  - Extensive history of “lab” studies
  - Fragmented, isolated studies with few participants and without replication

Technology of Generalization: 1977!

"Recently it has been recognized that *hoping* is too often not enough. Consequently the question is asked whether a certain amount of extra effort, invested wisely, might not accomplish generalization that cannot always be hoped into existence. And , indeed, a survey of the literature of this field shows that the outline of a technology of generalization already exists in current practice. " *Stokes* & Baer, 1977

Progress Over 25 Years?

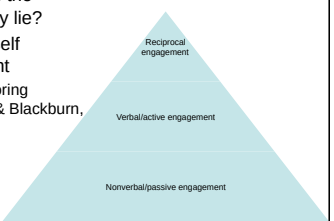
- Still hoping?

Programming for Generalization

- Self management (SM)
- Natural contingencies of reinforcement
- Program common stimuli
- Teach multiple examples

Self Management

- Where does the responsibility lie?
- Promoting self management
  - Self monitoring (Morrison & Blackburn, 2008)



SM: Implications for Practice

- Antecedent strategies
  - Stimulus control techniques
- Behavior strategies
  - Self monitoring
- Consequence strategies

SM: DVD

Natural Contingencies of Reinforcement

"The everyday environment is full of steady, dependable, hardworking sources of reinforcement for all the behaviors that seem natural to us. That is why they seem natural." (Baer, 1981, p.15)

"…do not make any deliberate behavior changes that will not meet natural communities of reinforcement. Breaking this rule commits you to maintain and extend the behavior that you want by yourself, indefinitely." (Baer, 1981, p. 16)

Implications for Practice

- Emphasis on:
  - Identifying naturally existing contingencies of reinforcement in "natural" environments
  - Teaching the child to contact naturally existing contingencies of reinforcement
    - Child's behavior must be fluent enough and/or
    - Strategies to connect behavior to reinforcement

Fluency

- The fluid combination of accuracy & speed that characterizes competent performance
- Fluent behavior
  - Retention: maintains over time without practice
  - Endurance: performed at a steady pace over a period of time
  - Application: simple skills combine to more complex skills

Why Fluency?

- Pragmatically, fluency allows a person to perform a behavior usefully
- Behaviorally, fluency increases the probably the person's behavior will meet the requirements of the environment for reinforcement

One Approach to Fluency: Precision Teaching

- Established learning AIMS
- Efficient, powerful practice procedures
- Ongoing data that facilitates decision making

Go Fast Game: Handwriting

- Fun game format
- Fits into typical settings
- Writing format modified for entry level skills

Go Fast Game: DVD

PT Language

- See-Say
- Established AIMS by peers
- Card set follows speech development milestones
- Remove motor barriers

PT Language: DVD

Program Common Stimuli/Train Loosely

- Focus on stimulus control in the natural environment
- Increases the likelihood of child contacting naturally occurring reinforcement
- Vary less important stimuli
- Probe for generalization

Teach Multiple Examples

- Teach multiple examples
  - Identify precursor skills needed
  - Focus on a range of examples that support your learning goal
  - Probe for generalization

Implications for Practice

- Behavior change systems
- Play schedules
- An example: SRA Reading Mastery

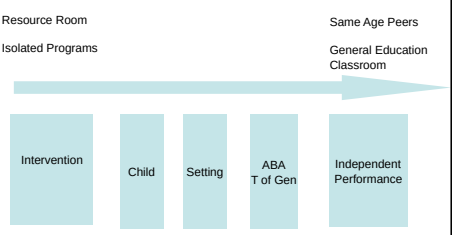
Play Schedules: DVD

SRA Reading Mastery

- Hold promise for children with ASD
  - Systematic
  - Repetitive
  - Consistent
  - Daily empirical information regarding performance
  - Measures performance compared to peers
  - Focuses on generalization

- Pre-skills of a strategy are taught before the strategy itself is presented.
- Instances that are consistent with the strategy are taught before exceptions.
- High utility skills are introduced before less useful ones.
- Easy skills are taught before more difficult ones.
- Strategies and information likely to be confused are not introduced at the same time.

DI:DVD



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