Step 4: Design Instructional Programs

Types of Reponses

|  |  |
| --- | --- |
| Discrete | Chained |
| 1. A single behavior demonstrated by the student.
2. Does not produce a functional outcome in and of itself.
3. Examples:

Naming numeralsPicking up an objectDecoding vowelsImitating a sound | * 1. Requires the student to perform several behaviors in a specific sequence.
	2. May or may not produce a functional outcome for the student.
	3. Examples:

Shopping for groceriesRote countingWashing dishes |



Components of the Instructional Program

1. **Objective** (Describe goal for acquisition or generalization of skill)
	1. Acquisition
		1. Discrimination Training (establish when to perform the skill and when not to)
		2. Response Training (develop new response or shape an existing response)
	2. Generalization
		1. Completes behavior even with variations in the stimuli (drinking from cup, mug, glass)
		2. Adjusts the response as necessary to accommodate different stimuli (crossing the road at a light, stop sign, cross walk)
2. **Concept Analysis**
3. **Phases** (Response Prompting and Fading Procedures)
	1. Purpose:
		1. Highlight the positive example and/or relevant dimension of the discriminative stimulus during instruction
		2. Increase the efficiency of instruction by minimizing student errors
		3. Make instruction more positive for the student
	2. Types (most-to-least):
		1. *Pictorial or graphic prompts:* Written directions, pictures, symbols, numerals, etc.
		2. *Physical Assistance:* Hand over hand assistance from the teacher to complete the target response
		3. *Physical prime:* Brief physical contact between the teacher and the student used to “prime” the student’s correct response
		4. *Model:* A demonstration of the correct response by the teacher. Students are expected to “imitate” the teacher’s behavior
		5. *Gestures:* Physical movements by the teacher such as points and head nods. Designed to indicate the expected response to the student.
		6. *Direct verbal prompt:* Spoken directions given by the teacher about the expected response. Structure to provide “clear” and “precise” instructions.
		7. *Indirect verbal prompt:* Spoken directions provided by the teacher that indicate that a response is expected intended to get the student to initiate the response but not to specify the expected response.
		8. *Independent:* Student is expected to perform the task without teacher assistance. Relies on natural stimuli to initiate the behavior.
	3. Fading:
		1. Begin where baseline data indicates the student can perform the skill successfully.
		2. Students can become “dependent” on prompts so they must be “faded.”
		3. Fading is intended to “transfer” control of the student’s response from the teacher’s prompt to the discriminative stimulus.
		4. Use time delay procedures:
			1. Progressive (time increases between prompt and assistance)
			2. Constant (time remains constant)

**4. Steps** (Instructional Sequence)

**Sequencing Strategies**

|  |  |  |
| --- | --- | --- |
| Skill | Concurrent | Cumulative |
| “Point to (letter)” | d, b, p, q, l – would be presented randomly across trials. | 1 d 4 l2 p 5 d, p, or l3 d or p etc. |
| “Touch (bill)” | $1, $5, $10, $20 presented randomly across trials. | 1. $1 4. $202. $5 5. $1, $5, or $203. $1 or $5 6. $10 7. $1, $5, $10, or $20 |

1. **Error Correction**

If possible, the error response should be blocked.

1. If the response can not be blocked, the student should be provided immediate feedback that an incorrect response has occurred. This can be done by ***saying “No.”***
2. The target stimulus should be re-presented to the student. This can be accomplished by ***repeating the cue*** used to initiate the trial.
3. Provide the level of assistance necessary to ensure a correct response. This can be accomplished by backing up to the ***previous level of assistance*** in the response prompting and fading procedure.
4. The student should be provided feedback about the correct response. ***Feedback should be encouraging*** but low key
5. **Reinforcement**

Differential Reinforcement

* 1. Use natural reinforcers (social or activity). This should ALWAYS be age-appropriate and avoid food reinforcers.
	2. Use a continuous schedule during initial stages of acquisition.
	3. Move to an intermittent schedule as soon as possible.