

Lesson 11 Transcript
Engaging Activities/Routines
Presented by: Judi Hall
Positive Behavioral Supports Project

Today we're going to start talking about how do take these concepts that we talked about yesterday and what are the structural systems to place into your programs. So we're starting this morning with how do we teach activities and routines and some of the formats that we use. Now when you look at some of the formats it's not that you have to duplicate exactly what you see because it's based on the same principle that will give you some ideas of how to teach some of the necessary skills across the day. So instructional issues: Being a super teacher. Do you like that graphic I found? It was kind of fun to go on the internet and find all these cute little graphics. Remember that there's no one right to educate all students with ASD because they are highly individualized students with unique characteristics. It's unlocking the puzzle, finding the pieces and putting them together for that child.

So what should we use? Programs must be tailored to the specific child. That's just a kind of review from yesterday. We talked about the individualizing of the program that they don't get just what the autism program does, that there's no one program model. There was a real tendency a couple years ago that everybody would create a teach model and put all kids into the same model. That model worked for some kids. It didn't work for some others. We look at intervention approaches should demonstrate a logical consistency with their long-term goals and teaching protocols. So that we have that long-term view. We have a vision of where we're going and it's a continual, gradual process of getting there. And remember that we celebrate small changes initially and they keep adding up into major changes for the child. Personnel should be adequately trained to use a variety of methods. So we are going to talk a little bit more about training your paraprofessionals and staff training. But there is a lot of training involved in this. And it has to be done well and bringing your staff up to competency. Behavioral interventions have the most empirical basis to support effectiveness at this time.

When we look at that, the behavioral approaches show effectiveness across a wide range of skills. Using those ABA foundations we can teach communication, academic, adaptive, social, challenging behavior management. It's all again that foundation that basic instructional unit. And it can be used in combination with specific appropriately matched curriculum content areas. So it's all based on that cue, behavior, response, how we manipulate that within the environment. And we know that research tells us that the only scientific based researched effective practice that we have available to us right now through the research base is our ABA behavioral strategies. They've been proven to work over and over again. So those behavioral strategies are right now the foundation of the effective intervention programs. Alternative therapies should not replace behavioral strategies. So we're back to that ABA design. A lot of us started there, we branched off into other splinter kind of skills, and then have come back home to use ABA in a variety of ways applied to the programs. It doesn't mean (and Mike will talk a little later this afternoon about the whole evidence based practice process of how a curriculum, a strategy becomes evidence based) but right now ABA has been proven over years since the 1940s to be effective practice for kids with spectrum disorders.

So the three that I'm going to review for you in a kind of format basis today is the Discrete Trial Training, the Pivotal Response Training, and the Functional Routines Instruction. (Judi and audience work out microphone issues)

This is a quick overview of what Mike presented yesterday just to kind of plant it again in your mind that we know discrete trial training is a quick review. A small unit of information is presented for student response. Behavior is systematically shaped through a task analysis. Breaking it down into doable, small teaching chunks. There are numerous trials with each trial having a distinct beginning, middle, and end. It occurs usually in a one-on-one teaching session. Whereas Pivotal response training happens throughout the day in more of a distributive trial manner. It ensures that learning is an active process so that there is an interaction between the learner and the teacher. Learning involves attention to the cure behavior and the consequence. We went through that very thoroughly yesterday. Prompts are used to promote correct responding. To prevent that error pattern, to make it an errorless learning procedure. Reinforcement is systematically delivered and faded. We talked about the power of those reinforcers and the timing of those reinforcers. Corrective feedback is given for unsuccessful trials so kids don't practice and gain an error pattern. It's all immediate. Data collection is essential to monitor the success of your students and to make important necessary program changes.

So the learner's perspective on that process is that the teacher does something. What is it that the teacher does? Gives them a cue either verbal or nonverbal cue and then the learner says, I respond. So I give you back a response. Evaluate. Am I correct? Hope so. Because if I'm right, then something good happens every time. If I'm not right then something not so good happens every time and then we take a rest. And then maybe we start over again at the top. If I'm making some errors then sometimes the teacher helps me so I can get it right. And what's that called? A prompt. Right. So again teacher does something. That's the cue. I respond. Is the response? Am I correct? It's responded to with reinforcement of that mutual correction procedure. If I'm right we start over again. If I need help I get a prompt. So it's just simple. Yes? How long do you wait for a response? Depends on the student and the program but it should be pretty immediate. The rule of thumb is two to three seconds for a response unless you find that that student has really delayed processing. That's one kind of thing you have to dance with, some kids do have very delayed processing and you need to wait it out. But it is expected to be an immediate response to the learner's behavior. So that's the process. Once you get into it, it's just the way that you interact with students.

When I was teaching at Lena Whitmore School, my first couple years. We were doing ABA instruction throughout the day and when I had this speech therapist who I worked with come over to my house on a Saturday; my second child had just been born which had put my daughter into that attention seeking behavior. She wakes up from her nap and she says, "Ok I'm going to put on my shirt and when I put on my shirt you say good girl, Heidi, you put on your shirt!" We're going, "how interesting," and then she continued and she said, "OK Now I'm going to put on my shoes, or now I'm going to ask for a cookie." She kept this up for about an hour. We were just like, "This is hysterical" So she had the discrete trial training process pretty well down from the modeling from her mom. So if Heidi can do at age 18 months, anybody can do it.

Here is an example of a format that I've used in programs before. How do you write up that program plan that intervention plan based on discrete trial training? So you can see your program behavioral objective: in a one-on one teaching setting, given the numbers 1 to 5, John will identify the requested number by pointing to the number 3 out of 3 opportunities for two days. Sounds like typical objective. On this program sheet you can see, you write the cues in so that the trainer knows exactly how to set up that environment, that training session and what to say. So place the number cards in front of the student and say show me whatever the number is. And then the teaching protocol. It's just a short example here. It would be, present number 1 alone, then present number 1 with a distracter, present number 1 with 2 distracters, on down to now we have present number 2 alone, present with 1 distracter present with 2 distracters, now present 1 and 2 together. So that would continue on as you went through the different numbers, but just how you decide to write up that training protocol. We know that the correct response is listed at the student points to the correct number. The reinforcement schedule, we put down 1 to 3 tangibles. So for every third correct response there would be some kind of a tangible reward. One to One social. So you also want to vary your reinforcement procedures based on your student and based on need. You sometimes want to just mix them up and make them interchangeable. So that the student doesn't predict. I had a student once that would tell you when she didn't get her reinforcement on the third time. So you have to evaluate, well I think this is a little too predictable. Let's make it a little more motivating. So the way you write your task analysis, the way you use your reinforcement depends on the level of your student and what the student needs. The criteria are pretty standard. 3 out of 3 move on to the next step. Is I was to ask you to do the same thing and you gave me a correct response and I asked you three times in a row what kind of a response would I get on that fourth time. I already did it! Three seems to be the magic number for testing competency. The general reinforcement procedure is listed on the form, for prompted response 1 to 1 social, for corrected response 1 to 3 primary, 1 to on social. And then over here the general correction procedure is written out. So when you've trained your staff, this is the protocol that they'll work under when they sit down to do the programs.

Here's another example of just the data sheet. So protocol moving into the data sheet, you can see the data code up there is a plus for a correct response, a slash for an incorrect response that's corrected with a prompt and a zero for incorrect response or no response. (question from audience) Whatever works for you. Most people will use a clipboard system and have them on separate sheets, have them in a notebook. Some people put the data sheet on their hand and do it while they're working with the child. So it's all personal preference. These are just some forms that I've used. Forms reflect the principle that you're teaching. So it can look a different way. These are just some examples. These forms, similar forms, are also being used in the star curriculum. I don't know if anybody's used the star curriculum. We'll be talking about it a little later. Familiar forms to some of you if you have. So then just coding what their response rates are. Any comments over to the side. Any programming notes that you need down there. So it sets up a good system of communication.

This is just an alteration of that discrete trial training data sheet and similar to one that Mike showed you yesterday, just a little variation of the theme. When you teach the first skill, number 1 alone, you got 3 responses. Then you did it a second time. 3 correct in a row. Now you're on number 2 because 1 is learned. Number 1 moves over to a review sheet.

And that's what you start to intersperse with the new skill. So the new skill now is number 2 reviewing number 1. Once number 2 is taught, move it over to review while you teach number 3. Once number 3 is taught, move it over to review. Now you can intersperse trials with new and review systematically throughout the training program. When you start to know that the student maybe starts missing on a review, number 3. You just pick it back up and put it over on the teaching new skills side to get it to criteria. It's a nice systematic way, when you're teaching discrete skills that are sequenced together to review that their still maintaining the skills. Just an option.

So one of the most important factors when you do training and using the Discrete Trial Method is that you use your data to make decisions. How many of you love to take data, how many of your assistants hate to take data. Why are we taking data? We're taking data to tell us what the response rate of the child is and to make systematic decisions that will help us move that student through that program. At the maximum rate. So when we look at analyzing data and making decision for success or improvement, if that's what our data shows us then we're going to move the program to the next level. We may conduct a probe ahead. If you've written a whole task analysis of teaching numbers 1 through 10 and you're going through them really quick you might go, "Whoa, maybe my baseline data wasn't as accurate. Let's probe ahead and see if we get success." There's nothing wrong with moving up and down your task analysis in a systematic way. It can save a lot of days. If your criteria is 3 out of 3 correct over a two day period and you can move faster than that and still maintain correct responses and not develop error patters, you want to move that. That's one of the biggest errors that I see sometimes in discrete trial training, is that we go through it with such repetitive practice which is necessary for some kids, but other kids we able to move ahead. Or they get the idea and it starts to become and easier task. So you can probe ahead, conduct a post test, or maintain the program at the current level when you have success and improvement.

When there's no change or a decrease in the program. I've seen data sheets where you're not moving anywhere, there's got to be a reason. What's the reason? Use the data to help you make a decision. So you can conduct a probe back. So whoops I think we've lost some skills here. I'm going to back up, regroup, and see if I can teach to competency. Maybe it's a reinforcement issue. The reinforcement schedule might be increased back to one on one. You could change the reinforcer, so they manipulate the rewards. Branch the task analysis means, if going from step one to two is too big, then put in and intermediate step, put in another prompt. Make it a little easier. Then take the prompt out and move forward. Modify the cue. Maybe the cue you're using is not signaling the occurrence of behavior that you expect. Change the materials, perhaps it's a materials issue. Maybe the manipulatives are too hard to manipulate or they're not the right ones or they're not motivating. Change the program criteria. Modify the correction procedure, perhaps. Or mass practice unsuccessful steps. Those are just a menu of options when your program isn't going well to start to try. It just doesn't do any good to take data, if we take data day after day but don't use it to make those important instructional decisions.

If we have inconsistent performance. So you're scanning that data and going, "wow some days he's doing great, some days he's not. We haven't really changed the task, what could be going on?" Change the reinforcer. That might be an important thing. Increase the motivation. Change the criterion. Be sure the program is being conducted correctly.

When you start having your assistants or a variety of people work with the program you have to make sure that they're doing it in the same way. That all of those things that Mike talked about yesterday with over selectivity, how you select your materials, what's the student really cuing on. Make sure that you're looking all of that as far as trainer inter-reliability as well.

I know I have a student come from another program that had had several discrete trial training programs and they reported that his data was about 66 percent successful forever. Well what he was doing is not attending to the cue or the materials at all. He was looking at the position. And if you put out 3 objects, he'd point to the middle first, if that wasn't the correct answer, he'd go to the right and then he'd go to the left. Well if you're switching your materials so that they're not presented, he's going to get about 66 percent right without even knowing what he's doing. So we had to say, "Whoa we've got to make a change in the program."

So discrete trial training we know has a lot of advantages because it begins at the student's level, it progresses at the student's rate of mastery, develops pattern for learning, it forces that interaction, it teaches skills and concepts, and skills are observable and measurable. If it's not done correctly or if it's misapplied, then there can be some disadvantages. It may cause resistance due to adult control. If it's repetitive each day, the student starts to rebel against that. They're ready for something else. They're ready for new skills. We're teaching the same skill over and over again and they already know it, then that can cause resistance due to adult control. Most of these disadvantages are what we call trainer errors not necessarily the error of the program or procedure. It can break learning into meaningless pieces. Make sure. I'm just not an advocate for using a set canned curriculum and moving the student through every step of that curriculum, because I like to be more aware of what the student needs, matching it to what he needs in his environment.

This is an actual example of a person who was trying to teach the student to respond to request an object using sign. And so they had a book out on the table and they had music out on the table, and they had a pencil out on the table. And the response rate was very inconsistent and there were lots of correction procedure going on for everything but the music box. And so my comment was, "Wow, she can do it great when you present the music box and ask her what do you want, she'll sign music. These other two, I wonder if these are reinforcing objects on a request basis." And the person goes, "Oh yeah, she doesn't like books, and she never uses a pencil." I said, "Well then why are we using books and a pencil." And guess what the answer was. It's the next thing on the training protocol. So see how we can take that protocol but can misapply it if it's not the right skill or the right object, or the right substance for the child. So be careful of that.

Now we're going to move to the Pivotal Response Training which is an ABA procedure. It's basically the Discrete Trial procedure integrated across the day with a few variations. It provides an opportunity to kids to lead meaningful lives in natural and inclusive settings. Because you don't do pivotal response training sitting down in a training session. You do it in the natural environment. Other names for Pivotal Response, Mike covered yesterday, naturalistic training, incidental training, distributive trial training. Call it what you want. It's using those same techniques in a variety of ways across the day. It focuses on how to teach the general education curriculum and it's not a separate curriculum. So you're meeting the child where the child's at and making those experiences and those activities valid learning opportunities for the child.

So the pivotal areas that we look at: Issues with motivation. A lot of those critical skills that we looked at yesterday. Determining what are those critical skills for your student that can be imbedded across different activities. They're probably in the categories a lot of motivation, responding to multiple cues, self-management, self-initiations, empathy, etc. These are some of those pivotal responses that we try to move across the day.

So what is Pivotal Response Training? It's a variation of the Discrete Trial Training Method. It facilitates learning skills within the context of the activity that is interesting and meaningful to the child. It's natural environment training. It assists acquisition, maintenance, and generalization of the skills. It is child directed activities. It reinforces attempts and correct responses rather than just the correct response. In pivotal response you reinforce the attempt the attempt and shape the response into the eventual ending point that you want. We have a short video clip that Michael put on that shows a student and a trainer using pivotal response training as they go shopping in the grocery store. And as you watch this clip, I want you to keep note of the multiple cues that are being used at the appropriate level to make that shopping experience a highly heightened learning experience for the student.

(Video: Trials Embedded Within Routines and Activities. Shopping for Groceries, Scene 1. Inaudible audio)

So keep track of these cues. There's a color cue. Articulation. There's one for prepositions. He knows how to play to the camera. So what did you hear for multiple cues in there? What were some of those items that came up? Colors. What else? The signing. Prepositions. Articulation. Size. Categories were in there. So that's an excellent example of multiple cueing with one activity and routine. So how much better is that as a learning activity than just going to the store and telling him what to get? See how you imbed those cues within the natural environment to teach the skill at the time. Then, did you hear in there, the definite cues. Did you have a hard time seeing that that was a specific cue? It came across pretty clear to me. What color? Which size? Which one's small? So definite good cueing. Did you hear the correction procedures imbedded within? Whoops try again. Recue. So all of those processes that we put in place are imbedded in the natural activity and that's why it's so powerful for the student. So they're learning all the time without it being a sit down teaching session where they know they're learning.

So it assists acquisition, maintenance and generalization. You don't have to teach it in isolation and then generalize it. You're teaching it at the place where it will be used. It's in child directed activities, so we don't have to set up the training session in the same way. You do plan it out in advance absolutely. You have a plan of what those cues are, where you are going to imbed them within. It reinforces attempts and correct responses. And you can adapt it to any environment. It is effective in 1 on 1 or group settings. It can be done all throughout the child's day.

The motivational components: It decreases disruptive behaviors, it can improve the affect of the child, it can improve the speech as you saw, speech intelligibility, academic learning. It gets those routines away from being stereotypic into meaningful activities, and certainly improvement in social skills.

The components of Pivotal Response Training are that the child is engaged in the natural environment, and then the adult follows the child lead. So in your classrooms across the school day, what's the child doing?

You're going to step into proximity of the child knowing what cues that you want to start delivering. You're there right next to the child, following his lead and becoming interested and helping the child become interested in a particular stimulus. Then the adult provides what we call an opportunity to respond that's related to the child's interest. So the child's playing with some blocks, stacking some blocks, you join into the play, then you take the red block, kind of inhibit the play. It's a mild disruption of the play. Then you say, "Whoa, what color is this one," or, "find another one that's the same," whatever the cue is. So you create that opportunity to respond and then the adult immediately provides the preferred item contingent upon the child's attempt to verbally respond. And so you kind of stop the learning process, take a pause, exaggerate the cue, and get back into the activity. Some people refer to this as playful disruption. Barry Prizant, if you've been to any of his training, has a handout called communicative temptations. They are natural ideas of how to strengthen or break that play situation or that communication interaction to force more communication. Things like the child might be wanting to request cookies, and so you've got the cookies but you've got something else. They're looking at it but not requesting, and you say, "Oh you wanted the...juice, no...cookies." So creating that motivation to have to communicate. So playful obstruction.

So when we look at the outline here on the Pivotal Response procedures, we set up the environment, observe the child's interest, establish that joint attention, so you've joined into the play. Now you're going to block the child's access to the item or activity of for a short period of time. That's when you introduce the cue, provide that opportunity to respond. You're going to assess the response, but you're not going to correct the response because you're going to shape it. If the child says, "car," you're going to say, "oh car, right, that's great." Encourage the response. Provide any consequence and pause.

Let's go through the rules of interaction. In this, the control is shared between the adult and the child. The cue is clear and related to the chosen activity. You saw that in the video. Maintenance tasks are interspersed in the lesson. Some are new tasks. Some are learned tasks. The response can be either verbal or nonverbal. The response is related to the activity. The consequence reinforcement is clear. Attempts are reinforced. Reinforcement is direct. The pause, the child is consistently observed and evaluated.

Implementation points when we look at how we are doing with that: Do we have the child attending? We use this to evaluate trainers when they're in the PRT process. Did we have the child's attention? Did we provide a clear opportunity for that response? Did we intersperse maintenance tasks? Did we use multiple cues? Was it the child's choice? Was there contingent and natural reinforcement? And the reinforcement is contingent on attempts. So think of that video clip. Did you see all of that happening within that short video clip? Which makes it a naturalistic training activity.

Here are some more examples. Your goal is to teach object labels. John and his father are playing with a toy box of paper toys. His father takes out a car and asks, "What's this?" John says, "Ca," and his father reinforces this attempt. John's father then takes out the ball and asks, "Now what do you need?" John responds, "Ball." John's father has him label each toy presented while his son remains motivated by this activity. So pivotal response is a great venue to train parents on to make the activities all throughout the child's day educational and meaningful.

Intermediate intervention. A goal of pre-academics and counting. So that could be implemented during lunch time, when Mary's teacher has her practice counting before giving her a handful of French fries. You look for all of those opportunities that you could teach that skill. The teacher asks her to count them and reminds her to use her index finger and Mary begins counting, "1,2,3,4,5 fries." Then what does she get? She gets the fries. What does she get to do with them? She gets to eat them. But you've made it into a learning process.

An advanced intervention example. Participating in homework. Mark's mother identifies natural reinforcers that she can incorporate into homework to keep him motivated to complete his assignment. Tonight he has to write five sentences about red objects. His mom collects an array of red objects that he really likes. Each time he writes a sentence about a preferred red object, he gets to use that item. Again, reinforcement is natural. It's within the activity. We joined into an already existing activity. The cues are clear. Approximations of responses are reinforced.

Here is an example of a tracking form for imbedded skills throughout the day. You can see, after you've done your curriculum matrix, then you've got the information about this skill. Initiating interaction with peers, we're going to do during arrival. We're going to do it during recess, specials, lunch, and maybe during science. Your teaching protocol is going to tell you exactly the level of the cueing system that you'll use. That's where you can score your data across those different activities. We also are going to do counting objects across arrival, recess, specials, lunch, and science. At the end of the day or end of the week, you can take a look and say, "The success rate of initiating interaction with peers across the day as well as within each activity." So you can get two good data points from that.

Advantages: It has rapid acquisition of skills, it's more enjoyable, and it improves generalization. It is so natural. You just start interacting with kids like that all day. You're not even sometimes aware that you're doing it purposely. It happens as an interaction style.

The third process we want to go through is teaching functional routines. In most programs we work with, you'll have all three going on at that same time. You'll have discrete trial training in a one on one training session. You'll have the pivotal response embedded throughout the day. And then we have the start to finish routines that are great for looking at embedded skills and teaching to independence for that routine.

When you do the routine it is a simple process of breaking complex behavior into its component parts. Doing the task analysis. What are the steps of the routine? And what did we talk about yesterday. How do we design the steps of that routine? What do we do? In the ecological inventory, we compare. What are the peers doing? What's our student doing? What are the steps of the routine? How are we going to put that into a teaching process? Those functional routines that happen at predictable times, that they have a predictable sequence, that they have a predictable expectations, and always having the goal of independent performance. It's a chain of behaviors that results in the functional outcome that matches what other students are doing.

When we build these routines, all steps that lead to the outcome include: How does the student initiate that routine? How is the student going to prepare for the routine to occur? How do we complete it? What are the steps of completion? And then how does it end? What's the termination?

And then what's the communication opportunity, the choice making the social interaction, the problem solving, and the flexibility within each routine. That's a lot to think about as we set these up.

Here's an example. You can do it in transitions, self-care, work routines, group routines, and free time routines. I'm trying to find my example. We'll come back to this. So here's an example of an arrival routine. We look at the natural cue and the correct response. Now the reason that we go and look at what is the natural cue is that what makes our students is that what makes our students most dependant on adult intervention is being told what to do at every step of the routine. It becomes that the student gets conditioned to the cue for the performance of the step and the routine is the adult saying, "line up, stand in line, hang up your coat, now check your schedule, and go to the group area." We want to take the adult out of that chain and teach to the performance of those steps connected together without adult prompts and support eventually. So we look at the natural cue. What tells the students in the class to stand in line and wait is simple the line of children. What tells the students to walk in line and enter the building is that in this school the bell rings and there is a teacher cue to all kids. Where the teacher is standing there and her presence becomes the cue as you wait in line. What becomes the cue for the correct response of hang up your coat, put your backpack in the cubby is the coat hooks and the cubby. What becomes the natural cue for checking your schedule, going to group is the schedule on the wall. And what becomes the cue for the behavior sitting at group is maybe tape for the group area, the teacher waiting there, the kids sitting there. I find that really a stumbling block for some people to say, "What does actually cue this," versus always being told what to do. That's how we design them. Then the incidental skills embedded that the student or teacher says, "hi." You have an opportunity to teach greetings within that. You have an opportunity if another student is first in line that's problem solving skills. What are we going to do about that? How do you problem solve finding a place in line behind another student. And maybe I can't get my coat off, another opportunity for problem solving, which the correct response could be ask for help.

Here's another example of a data sheet. The cue: lines of children. The response: stand in line. You're going to code it with your data code down here. 0 is no response. 1 means you had a physical prompt. 2 – a partial physical response. 3 – a verbal gesture, and 4 – no prompts at all and it was independent. So what you can code in there for your data is the level of prompt that you had to give to make the skill successful. Your goal is to be able to back off those prompts until the student has it independently. When you design your program and you've looked at how that skill is being performed by the other students, then the first thing to do is to baseline your student and see throughout these different steps, what level of prompt did they initially need and then you start your teaching plan of trying to reduce those prompts from day to day.

Here's another example of the procedure for getting cereal. So open the cereal box, lift the box, pour the cereal in the bowl, place the box on the table and open your milk carton. This data sheet it kind of nice because you can graph it as you do it. So you circle the ones that he did without help and you slash the ones that he did with help. So less specific on the prompts and then your coding: he had one step of the routine that day that he did correctly, so your red line goes through the 1. The second day he had 2 steps so you move your graph through.

The third day he had three steps correct. The fourth day he had three steps correct. The fifth day he had three steps correct. Just a variation of the theme.

Here's another example where the routine is initiate writing task by taking out paper. Take out the pencil. Write the title of the story on the top page. Write the first paragraph that maps out your story. Write the second paragraph describing the characters. A start to finish routine can be written for anything, for getting ready to work, that organization. So you can look at the teacher prompts down there.

Teaching strategies: when you get ready to teach the routine, you give a specific cue or you point the attention to the natural cue. Wait 3-5 seconds after the cue to allow the response to occur, before any prompt is given. Try to prompt as soon as possible though to prevent errors. Gradually increase the time delay between the cue and the prompt. Use graduated guidance to fade those prompts. Use added reinforcement when the child increases independence but be careful not to interrupt the flow of the routine. When you first start teaching the routines, you want to give even more assistance than might be required to get the flow of the routine. Once the flow is down, then you start individualizing. Fade your reinforcement and then use effective error correction to avoid problem behaviors. What we're going to do now at your table groups is I want your team to think of a start to finish routine that might benefit one of your students that you're currently working with. There's a form in the back of your packet that you can use that has the natural cue and has the response of the child's and just start mapping out 4 5 maybe 6 steps of that routine. What would be the natural cue and what would be the expected behavior?

We just wrote one the other day for a student how he was currently doing an entry into the class room. He's in an extended resource program but goes into the classroom for about an hour, hour and a half in the morning. What was happening is he would go in with his aid, sit down at his desk, work completely with the aid, and when it was time to go (in fact he often decided when it was time to go) he would get up and leave. There was no interaction. So we rewrote that routine to where now he enters the classroom, does some kind of a gesture or a hi to greet the teacher, greets one or two peers, because when he walks in they're just getting organized. So he greets one or two peers and then he approaches the teacher. The teacher hands him the task card that has the two or three activities he's going to do. He goes to his desk. He sits down and he does it. The aid supports as needed. When he's finished is when he's finished with his task card. He takes it back to the teacher and then does some kind of a dismissal, goodbye, see you, and then leaves the room. Such more quality. And then it puts that teacher in the position of when I'm in the classroom, the teacher's the boss and she's the one that tells him what to do and it's not just being controlled by the aid. So that's another example of a mini functional routine.

Let's review just one more thing and then we'll let you take a break. We have to generalize those routines across people, materials, changes in schedule, across setting to home and school. So make sure that we vary all of those variables during that teaching process. The advantages are independence from prompting. We need paraprofessional support, but we don't want the aids and paraprofessional to become the cue to anything that happens throughout the school day. So independence from prompting is huge. Expanded use of visual schedules and systems for independence. It's a generalization of discrete trial and pivotal response skills. Expanded play and social interaction skills. Opportunities for problem solving.

What I love is teaching the routines and they get it down pretty fluid and then you start putting problems into it. Sit at home at night and say, "What problem can I put into this routine that I can teach him to solve?" My grandfather had a nice slogan on our lake cabin that said, "Today is a beautiful day," and then underneath it in small print it says, "Now watch blank come and mess it up." So that's kind of what we do is we create these nice functional routines and then to get them to generalize across situations and people, we start to introduce problems, mess them up a little bit, so that the child can function across different environment. Routines for generalized settings, they're great for how are we going to do this three to 5 five step routine for independence in the classroom.