

FRANK

AIN'T MISBEHAVIN'

IMPROVING BEHAVIOR THROUGH UNDERSTANDING

FRANK J MARONE, PHD, BCBA

SUPPORT FOR FAMILIES OF CHILDREN WITH DISABILITIES

MARCH 25, 2006

AIN'T MISBEHAVIN': IMPROVING BEHAVIOR THROUGH UNDERSTANDING

Frank J Marone, PhD, BCBA

SFCD

March 25, 2006

WHO AM I? Kids + behavior since 1974; all levels, all
environs; positive support; unique solutions (examples)

Context, Proactive, Prevention, Lifestyle – Skills (Yours, Magnificent 7).

LEARNING – environmental conditions → action → results → repeat

1. Expectations – clear, specific, detailed, finite, known in advance, task analysis, model, communicate in accessible format, make predictable, built in progress monitoring.

Manny
Craig
DeAndre

WAIT

2. Assistance – make it happen correctly, avoiding verbal prompting as much as possible; environmental arrangement, Guided Practice, explanations, invitations, co-acting (“Okay, now let’s ... ”); avoid “Are you ready?” “Do you want to ..?” Avoid “You need to ... ” “It’s time to ... ” workable, if preceded by “I see that ... ” or “Your schedule shows that ... ” Also okay is “The teacher wants you to ... ” “Everyone is ... ” and the like.

G.P.

WAIT

3. Reinforcement – frequency (much more often than imagine; as often as once a minute, or see below for relative frequency [Gain/Demand]), timing (simultaneous with behavior; immediately following behavior; immediately upon switch, initiation; avoid when behavior is no longer occurring), content (Descriptive Acknowledgement; 275 + Ways). Everyone appreciates attention from others. Detail allows association, repetition.
4. Tangible systems – points, tokens, work/break, earn computer time, etc. Is the reinforcer powerful enough? How do you know? Match effort with reward (Gain/Demand). Will only be effective if accompanied by social system.
5. Gain/Demand – equity.
6. Shaping – baby steps.
7. Fading – Reduce support gradually, maintaining success.

D.A.

N.M. Extinction - requires practice + negative results
8. Ignoring. What does this mean? What the student expects to happen doesn't happen. Attention, interaction, reaction, access, relief, ... (Nonreactive Monitoring).

Contingency = WHEN/THEN

9. Find out why behavior is happening. What happens NEXT? What result does it produce? Versus triggering events. Examples. Functional Analysis – Interaction, Relief, Material Gain, Excitement.

- - E N D - -

REFERENCES.

Forehand, Rex, and others – Parenting the Strong Willed Child.

Latham, Glenn – Power of Positive Parenting.

Patterson, Gerald – Living With Children; Families.

www.aintmisbehavin.com

Magnificent 7

"DESCRIPTIVE ACKNOWLEDGMENT"

Print this Page

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (1989, 1999)

PURPOSE: Speed learning; Improve Behavior; Strengthen and speed performance; Strengthen and teach language.

WHAT: Positive feedback and consistent labeling of performance units at time of performance.

HOW:

1. Look for performance units that are performed correctly, e.g., pulling up sock; and/or constructive behavior, active or passive.
2. Mention each of these as they occur, e.g., "That's right! You're pulling up your sock all the way!" "You're sitting down, all ready to work!"
3. Include a "stroke" statement, e.g., "You're really getting better at dressing all by yourself. That really helps things go well for everybody." or "You came right over and sat down squarely in your chair pulled up nice and close facing the table. Way to go." Include the criteria of correct or acceptable performance.
4. Especially be attentive to...
 - beginning a task or unit, or beginning to meet an expectation;
 - finishing a task or unit, or finishing the performance of meeting an expectation;
 - persisting or continuing to do a task or unit for extended periods, relative to usual performance of the individual.
 - switching from unconstructive behavior or error performance to constructive alternative behavior(s) or correct performance.

For example:

"That's great the way you got started right away!"

or

"Good! You picked up your shoe!" (beginning to put on shoe).

or

"All done! Great! Your pants are pulled all the way up to your waist!"

or

"You kept your hands to yourself the whole time we spent together walking in the hallway."

For maximum effectiveness, Descriptive Acknowledgement must be provided simultaneously for skill performance and for constructive behavior, both tracks at the same time.

© 1989 Frank J Marone, PhD, BCBA (revised 07/99)

Another look at "Descriptive Acknowledgement":

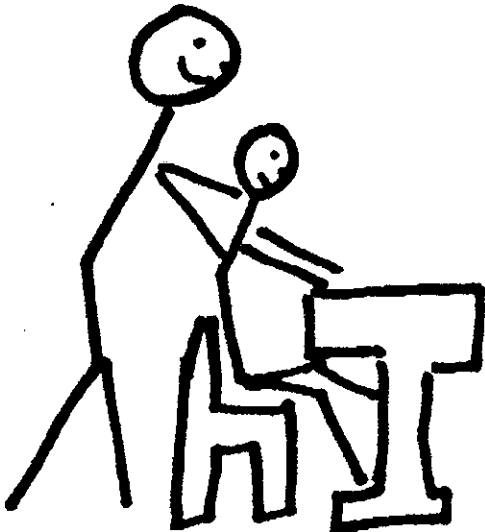
WHAT: Detailed Performance Feedback, With Positive Comment

CRITERIA:

1. Occurs within one second following performance, and during continuing performance.
2. Contains relevant specifics of criterion performance.
3. Occurs at least one to three times as often as all other interactions, e.g., instructions, requests, corrections, questions.

LEVEL I – DESCRIPTIVE ACKNOWLEDGMENT:

Performance Description Plus "Good Job" Variant -



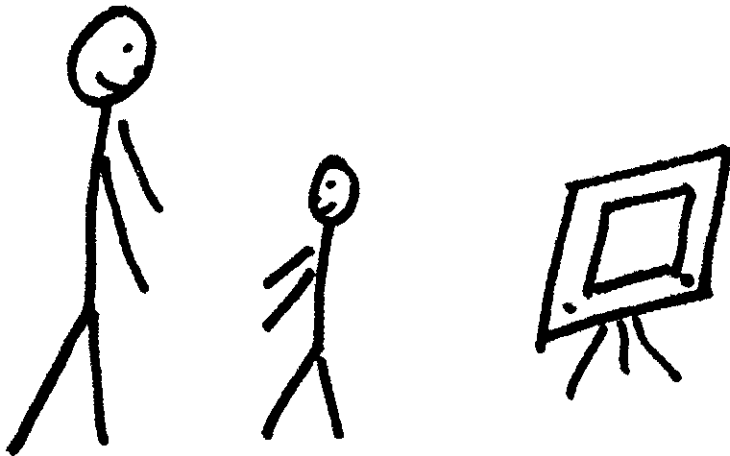
Praise: "Thank you."

Description: "You came right to your desk, sat down, and started to work as soon as you came in."

Praise: "That's terrific!"

LEVEL II – DESCRIPTIVE ACKNOWLEDGMENT:

Performance Description Plus "Personal Benefit Statement", with or without praise -



Description: "Finishing your shower so quickly
Personal Benefit: leaves extra time to watch TV."
Praise: "Way to go!"

© 1989 Frank J Marone, PhD, BCBA (revised 07/99)

"275+ Ways To Say 'GOOD JOB' "

The Applied Learning Principles System
(A.L.P.S.) - Frank J Marone, PhD, BCBA (1989,
1999)

1. ABSOLUTELY!
2. Absolutely . . . Perfect!
3. *Absolutely . . . Right!*
4. ABSOLUTELY SPLENDID!
5. Absolutely . . . _____ !
6. ALL RIGHT!
7. *Attaboy!*
8. ATTAGIRL!
9. Awesome!
10. AWRIGHT!
11. *Bad!*
12. BANG UP JOB!
13. Beautiful!
14. BEAUTY!
15. *Better!*
16. BETTER THAN EVER!
17. Better than I could have done it myself!
18. BETTER THAN I HAVE EVER SEEN ANYONE
DO IT!
19. *Better than . . . _____ !*
20. Beyond compare!
21. BINGO!
22. Boffo!
23. BRAVO!
24. *Breathtaking!*
25. CAPITAL!
26. Captivating!
27. CHARMING!
28. *Classy!*
29. CONGRATULATIONS!
30. Cool!
31. COWABUNGA!
32. *Da bomb!*
33. Dedicated!
34. DEF!
35. Delicious!
36. DELIGHTFUL!
37. *Determined!*
38. Do it again!
39. DONE!
40. Done already?!
41. Dude!
42. DYNAMITE!
43. *Dy - No - Mite!*
44. ENCORE!
45. Everything just the way it should be!
46. EXACTLY!
47. *Exactly . . . It!*
48. EXACTLY . . . PERFECT!
49. Exactly . . . Right! . . .
50. EXACTLY . . . _____ !
51. EXCELLENT!
52. Excellent . . . Performance!
53. *Excellent. . . Progress!*
54. EXCELLENT. . . WORK!
55. Excellent . . . _____ !
56. EXCITING!
57. *Exemplary!*
58. FABULOUS!
59. Fantastic!
60. FAR OUT!
61. Fast Work!
62. FINE!
63. *Fine . . . Job!*
64. FINE . . . WORK!
65. Fine . . . _____ !
66. *First time!*
67. FOR SURE!
68. Fresh!
69. GNARLY!
70. *Good!*
71. **GOOD . . . JOB!**
72. Good . . . work!
73. GOOD . . . GOING!
74. Good . . . _____ !
75. *Goodness!*
76. GORGEOUS!
77. Got It!
78. GREAT!
79. Groovy!
80. HEAVENLY!
81. *Heavens!*
82. Hi de ho!
83. HOT!
84. Hot darn!
85. HOT DANG!
86. *Hot d__n!*
87. Hoo ha!
88. Hooray!
89. HOW ABOUT THAT!
90. *How did you ever . . . get done so
quickly?!*
91. HOW DID YOU EVER . . . GET THAT DONE
SO WELL?!
92. How did you ever . . . get that so neat?!
93. HOW DID YOU EVER . . . GET THAT SO
PERFECT?!
94. *How did you ever . . . _____?!*
95. HOW COME I NEVER KNEW . . . YOU
COULD DO THAT SO WELL?!
96. How come I never knew you could . . .
_____ like that?!
97. HOW COME I NEVER KNEW YOU WERE
SUCH AN EXPERT AT _____?!
98. *How come I never knew . . .
_____?!*
99. I appreciate that!
100. _____ I APPRECIATE IT WHEN YOU . . .
_____?!
101. _____ I have never seen anyone do it
that well!
102. _____ I HAVE NEVER SEEN ANYONE
_____ AS WELL AS THAT!
103. _____ *I knew you could do it!*

104. I LIKE HOW YOU . . . _____ !
105. I like it when you do that!
106. I LIKE IT WHEN YOU . . .
_____ !
107. *I like that!*
108. I like the way you . . . !
109. I'LL DEFINITELY HAVE TO TELL
(SOMEONE IMPORTANT TO THE LEARNER,
E.G., MOM, DAD, YOUR TEACHER) ABOUT
THIS!
110. I love how you . . . _____ !
111. *I love that!*
112. I LOVE THE WAY YOU . . .
_____ !
113. I'm impressed!
114. I'M IMPRESSED BY . . . _____
!
115. Impeccable!
116. IMPRESSIVE!
117. *I'm so proud . . . of you!*
118. I'm so proud. . . of that!
119. I'M SO PROUD . . . OF WHAT YOU'VE
DONE!
120. I'm so proud . . . _____ !
121. I MUST BE DREAMING!
122. *I must have died and gone to
heaven!*
123. INCOMPARABLE!
124. Interesting!
125. IS THAT . . . GREAT OR WHAT?!
126. Is that . . . grown up or what?!
127. IS THAT . . . WELL DONE OR WHAT?
128. *Isn't that the best?!*
129. It does my heart good to see you . . .
_____ !
130. IT LOOKS LIKE A LOT OF WORK
WENT INTO THIS!
131. It's a pleasure . . . working with you!
132. IT'S A PLEASURE . . . TEACHING
YOU!
133. *It's a pleasure . . . _____ !*
134. JACKPOT!
135. Just . . . beautiful!
136. JUST . . . SPLENDID!
137. *Just . . . great!*
138. JUST. . . RIGHT!
139. Just . . . _____ !
140. KEEP AT IT!
141. Keep it up!
142. KEEP UP THE GOOD WORK!
143. *Killer!*
144. LET ME BE THE FIRST TO . . .
CONGRATULATE YOU!
145. Let me be the first to . . .
compliment you!
146. LET ME BE THE FIRST TO . . .
_____ !
147. *Let me (May I?) give you a big hug
for that!*
148. LET ME SHAKE YOUR HAND!
149. Love how you do/did that!
150. LOVELY!
151. *Luscious!*
152. Magical!
153. MARVELOUS!
154. Maximum!
155. MOST . . . BEAUTIFUL!
156. *Most . . . splendid!*
157. MOST. . . WELL DONE!
158. Most . . . _____ !
159. Much better!
160. MUCH IMPROVED!
161. *Neat!*
162. NEAT - O!
163. Next time someone needs to
know how to _____, I'll just send
them to you!
164. NICE!
165. Nice. . . going!
166. *Nice . . . work!*
167. NICE . . . _____ !
168. NO ONE EVER DID IT BETTER!
169. No problem!
170. NO QUESTION!
171. *Now you have the hang of it!*
172. NOW YOU'VE FIGURED IT OUT!
173. Now you've got it!
174. OH BABY!
175. *Okay!*
176. O - Kay!
177. OH WOW!
178. Oo la la!
179. OPTIMUM!
180. *Out of sight!*
181. OUTSTANDING!
182. Outtasight!
183. PARTY TIME!
184. Perfect!
185. *Phat!!*
186. PRETTY DARN GOOD!
187. Quite nice!
188. RAD!
189. *Radical!*
190. RAGING!
191. Really . . . good!
192. REALLY GREAT!
193. *Really . . . neat!*
194. Really . . . well done!
195. REALLY . . . _____ !
196. Right!
197. *Righteous!*
198. RIGHT ON!
199. Sensational!
200. SHARP!
201. *Sheer magic!*
202. SHEER PERFECTION!
203. Smooth!
204. SPECIAL!
205. *Spectacular!*
206. SPLENDID!
207. Splendiferous!
208. STUPENDOUS!
209. *Suave!*
210. SUCCESS!

211. Super!
 212. SUPERB!
 213. *Supercalifragilisticexpialodocious!*
 214. SUPERIOR!
 215. Terrific!
 216. THANK YOU!
 217. *That deserves . . . a handshake!*
 218. THAT DESERVES . . . A HUG!
 219. That deserves. . . a pat on the back!
 220. THAT DESERVES . . . A REWARD!
 221. *That deserves . . . _____ !*
 222. THAT REALLY MAKES ME FEEL
 GOOD!
 223. That really makes me happy!
 224. THAT'S . . . GOOD!
 225. *That's . . . it!*
 226. THAT'S . . . PERFECT!
 227. That's . . . right!
 228. THAT'S . . . BETTER!
 229. *That's . . . _____ !*
 230. THAT'S SOMETHING TO BE PROUD
 OF!
 231. There's a lot to be said for that!
 232. TOO MUCH!
 233. *Top drawer!*
 234. TREMENDOUS!
 235. Unbelievable!
 236. UNMATCHED!
 237. *Unparalleled!*
 238. UNSURPASSED!
 239. Utter perfection!
 240. UTTERLY . . . BEAUTIFUL!
 241. *Utterly . . . splendid!*
 242. UTTERLY . . . WONDERFUL!
 243. Va Va Va Voom!
 244. VERY . . . GOOD!
 245. *Very . . . interesting!*
 246. VERY . . . NICE!
 247. Very . . . well done!
 248. VERY . . . _____ !
 249. *Way to go!*
 250. WELL DONE!
 251. What a . . . smart . . . careful . . .
 grown up . . . etc.
 person . . . girl . . . young man . . . etc. you
 are!
 252. WHAT CAN I SAY?
 253. *Wonderful!*
 254. WOO - EEE!
 255. Words fail me!
 256. WOW!
 257. *Yeehaw!*
 258. YIPPEE!
 259. You did it!
 260. YOU DID IT . . . ALL BY YOURSELF!
 261. *You did it . . . without any help!*
 262. YOU DID IT ALL THE WAY THROUGH!
 263. You did it . . . _____ !
 264. YOU CERTAINLY DON'T NEED MY
 (ANYONE'S) HELP ANYMORE!
 265. *You should be (have every right to
 be) proud!*
266. YOU'RE BECOMING AN EXPERT!
 267. You're getting it!
 268. *You're learning!*
 269. YOU'RE REALLY GOING TO
 TOWN!
 270. You got it!
 271. YOU MADE SHORT WORK OF
 THAT!
 272. *You make it look so easy!*
 273. YOU REALLY OUTDID YOURSELF!
 274. Yowzah! Yowzah! Yowzah!
 275. ZOUNDS!

© 1989 Frank J Marone, PhD, BCBA (revised
 07/99)

"NONREACTIVE MONITORING"

Print this Page

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (1989, 1999)

Purpose:

Provide nonreactive environmental context for unconstructive behavior(s). Speed learning. Improve Behavior. Encourage individual to return to constructive behavior(s).

What:

Absence of reaction to individual during performance of unconstructive behavior, together with careful vigilance for a return to constructive behavior; "WAIT AND WATCH". ("Planned Ignoring.")

How:

1. Clearly identify constructive behavior(s).
2. Clearly identify unconstructive behavior(s).
3. Provide "Descriptive Acknowledgment" for all examples of constructive behavior.
4. When unconstructive behavior(s) begin(s), display no reaction. Interrupt ongoing interaction(s), if occurring.
5. Continue non-reaction to unconstructive behavior(s) for as long as it (they) continue(s).
6. Continue careful vigilance for return to any specific constructive behavior that might be praised.
7. Immediately when constructive behavior begins, provide "Descriptive Acknowledgment".
8. Avoid reference to unconstructive behavior. For example, say "Thank you for quieting down and showing me you're ready to finish your work", rather than "I'm glad you stopped screaming and banging on the table."
9. Return to ongoing activity, or move on to next activity.

In general - **REACT to behaviors you wish to see more often;**
NONREACT to behaviors you wish to see less often.

© 1989 Frank J Marone, PhD, BCBA (revised 07/99)

Another look at "Nonreactive Monitoring":

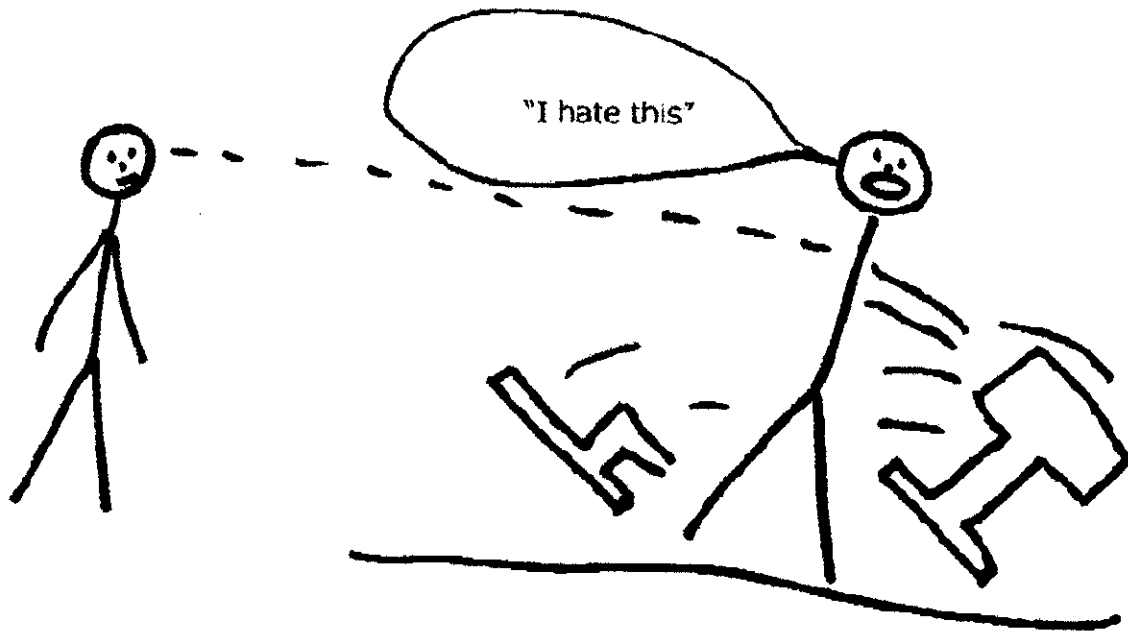
WHAT: Deliberate absence of any reaction to errors and/or misbehavior, with constant vigilance for return to correct performance and/or constructive behavior. (Followed immediately by "Descriptive Acknowledgment" when this change occurs.)

CRITERIA:

1. Non-reaction begins within one second following start of error or misbehavior.
2. Non-reaction is complete and continuous for the entire duration of error or misbehavior.
3. Monitoring is constant to allow immediate detection of change, switch to correct performance or constructive behavior.
4. "Descriptive Acknowledgment" occurs within one second following start of correct performance or constructive behavior.

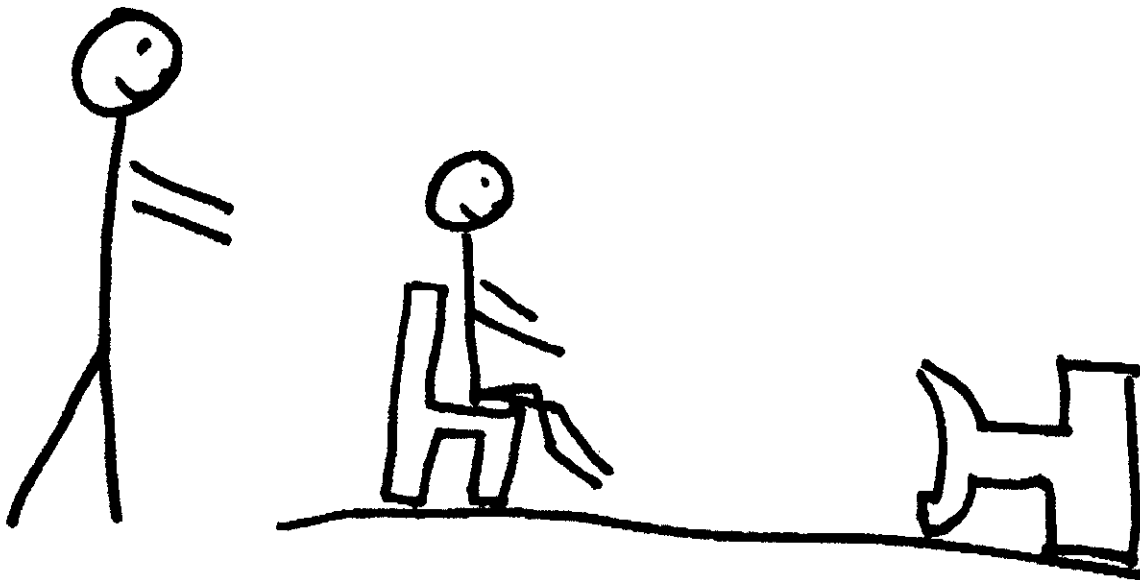
STAGE I – NONREACTIVE MONITORING:

Non-reaction with careful vigilance -



STAGE II – NONREACTIVE MONITORING:

Descriptive Acknowledgment for return to constructive behavior -



"Fantastic! I see that you're back and ready to work."

© 1989 Frank J Marone, PhD, BCBA (revised 07/99)

"GUIDED PRACTICE"

Print this Page

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (1992, 1999)

PURPOSE: Provide repeated errorless performance practice; systematically fade towards greater independent performance.

WHAT: Physical, environmental, and other external assistance adequate to insure correct performance of activity, systematically faded over time.

- HOW:**
1. Arrange external conditions such as space and materials to facilitate and encourage - guide person to - successful performance and/or constructive behavior.
 2. Provide intensive "Descriptive Acknowledgment" during all current successful performance and/or constructive behavior (Reinforcer Control).
 3. Do "Nonreactive Monitoring" during error performance or occurrence of unconstructive behavior. Return to "Descriptive Acknowledgment" when learner returns to successful performance and/or constructive behavior.
 4. Physically guide learner through each step of successful performance of expected activity or constructive behavior, as necessary. Describe performance only as and after it happens, rather than verbally prompting (requesting it) before performance. The individual must cooperate fully throughout without force on the part of instructor.
 5. If the individual "resists", pause activity until cooperative involvement resumes. Using physical force to overwhelm another is never correct.
 6. If the individual strays from correct performance or constructive behavior, wait for the individual to stabilize, e.g., cease active error performance, interrupt unconstructive behavior, and return to "Guided Practice".
 7. Resume successful performance and/or constructive behavior, providing extensive "Descriptive Acknowledgment" for each performance step.
 8. Provide fewer and fewer elements of support as quickly as possible - while maintaining successful performance - until the individual reaches independent performance or another target criterion.

Essential elements here include insuring that the individual practices successfully many times while, instead of "prompting" this (asking or telling the individual to do something) supporting it extensively with clear, descriptive positive narrative.

© 1992 Frank J Marone, PhD, BCBA (revised 07/99)

CRITICAL SKILLS – “The Magnificent Seven”

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (2003)

There are numerous generic skill areas that help children in a broad variety of situations. These are rarely discussed explicitly or included in instructional or behavioral programs. These seven “common objectives” are things that everyone must be good at to succeed in the world:

1. Cooperating
2. Tolerating Interruptions/Come Here
3. Accepting Denials
4. Spontaneous Choice versus Fixed Choice (External Referents and ‘Menus’)
5. Flexibility
6. Waiting, and
7. Leisure Engagement, “Joining In”.

I call these “The Magnificent Seven”.

1. Cooperating. Examples of the importance of cooperation abound in everyday life. We stop at Stop signs, wait in line at the grocery store, open a door for someone else, hand someone something they request, etc. Most of the children we are asked to assist have developed very little of this skill, and this causes them and others problems. A child is asked to sit down, does not, and a lengthy struggle can ensue. A child is asked to “come here”, does not, and a lengthy chase and struggle can ensue. A child is asked to stay indoors, does not, and a lengthy chase and struggle can ensue.

Some research suggests that a person must cooperate readily with 80% or better of the requests made of her or him to be considered cooperative and, more important, to stay out of trouble. So, complete cooperation with 80% or more of the things you ask your child to do, within three requests over three minutes, is the objective.

How to: There are several pieces to this ‘cooperation’ program.

- Count how often cooperation now occurs at present. Include total number of attempts to ‘get cooperation’ from your child as well as successes, to yield a proportion.
- Reduce the number of requests you make of your child. This may seem unusual but has the effect of automatically improving the ratio of times your child does as asked.
- Identify as many things as possible that are things you know your child likes to do, to provide a number of requests with which s/he is likely to cooperate.
- Pick good times to practice. All day is best, but may be unrealistic at first.
- Reinforce cooperation very powerfully. (When I say the word “reinforce” I mostly mean to tell your child “That was great. You _____ exactly the way I would like you to. Thanks.” Adding a ‘treat’ is at your discretion.)
- Continue to keep track.

Some particularly useful requests are:

- “Stay with me, please.”
- “Stay in your (the, this) room (house), please.” And, various forms of “Do this.” E.g., “I would like you to watch this video for a half hour.” “Time for your bath.” “Please finish eating so I can clean the table.”

Start with requests that are likely to be cooperated with by your child (usually requests to engage in a favorite activity). Then, when some cooperation has been established, begin to make the requests more and more difficult.

“Come here, please.” is being treated here as a special class of request related to interruption of ongoing activity and is discussed separately below.

- Approach your child.
- Get her or his attention, usually by speaking her or his name, getting close face to face, etc.
- Make your request.
- Verbally reinforce (praise) any movement in the right direction. (See the document "Descriptive Acknowledgment" for further guidance here.)
- Continue to reinforce as long as your child continues to cooperate.
- If necessary, repeat your request.
- Provide only three statements of your request, maximum. After three, help your child cooperate. This is usually done by gentle physical guidance. (See the document "Guided Practice" for further guidance here.)
- Reinforce any movement in the right direction, even if you are doing all the work.
- Continue reinforcing for as long as possible.
- If the request is met, offer your child something extra, e.g., a favorite plaything.
- Score this a success.

Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again. Try to plan better for success, for example by requesting a more preferred activity or offering greater reinforcement.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding. (See the document "Nonreactive Monitoring" for further guidance here.)

Repair problems like your child moving away from you or resisting by increasing/improving the reinforcement offered for successful performance.

2. Tolerating Interruptions/ "Come here." One of the things that most children referred to us have great difficulty with is calmly interrupting some favorite activity. Yet this is a very important part of everyday life. When this is a problem, most parents do many things to avoid interrupting their children, often arranging their own schedules around their child's.

Tolerating Interruptions How To: The focus of this program is to offer your child practice in being interrupted and tolerating it. Count how often you now interrupt your child on a regular basis daily. Whatever this number is, double it. (If the number you come up with is fewer than 10 interruptions daily, start with 10 interruptions per day.) This is the number of interruptions you want to arrange to happen each day. Start by interrupting things your child does not very much mind interrupting, even things s/he dislikes.

Approach your child. Provide preparatory information: "We have to turn off your video in five minutes and go pick up sister." Walk away, no matter how your child responds. (If s/he immediately turns off the video, you can use this situation for practice without preparation.) Provide two more preparatory statements, at 3 and 1 minute before the actual interruption. When time to interrupt, approach your child and say "Okay, time to turn it off and get in the car." Or whatever is relevant to the situation. Reinforce any movement in the right direction. Continue to reinforce as long as your child continues to move in the right direction. If not, assist. Turn off or remove all materials. Physically assist your child to move on to the activity for which you are interrupting the current one. Reinforce (praise) all movement in the right direction, even if you are doing all the work. When the interruption is successfully completed, offer an extra reward. Count this as a success. Start with easy things to interrupt, working up to more and more difficult until your child can easily interrupt any activity even her/his most favorite.

Avoid struggling. As above, break off and try again later. Score this a failure.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid corrective or scolding statements.

A subskill here is cooperating with verbal interruptions of ongoing behavior. This usually takes one or both of two forms. First is the skill of pausing what one is doing in response to being called, usually by name. Second is the skill of approaching when asked to do so, which often

follows immediately after pausing when one's name is called. Note that these are skills common to adults and children who are generally considered cooperative, responsive, interactive, "user friendly", not just something to be taught children given certain disability labels or engaging in behavior problematic to others.

How to: There are many procedural similarities across skills discussed here.

Pause activity and look at the speaker when one's name is called: First, count how often this now occurs at present. Include total number of attempts to 'get the attention' of the person (i.e., call her or his name) as well as successes, to yield a proportion. Second, try to make every attempt successful. How this is done will depend largely on the data so far collected and other things known about the child. For example, it is likely to be easier to get a successful response during an activity in which the child is not very engaged than during one in which s/he is quite absorbed. If the starting proportion of successful attempts is quite low, it may be necessary to begin with the child within arm's length. If the starting proportion is higher, this may not be as important. Using a prearranged daily frequency, no fewer than 10, say the child's name. Wait briefly (1 to 3 seconds) for the correct response. Try to avoid any consistencies other than the calling of the child's name. Vary time of day, situation, activity, position, even tone of voice as much as possible. Reinforce a correct response. If not successful on the first attempt, approach to within arm's length of the child. Gently prepare to turn the child's head towards you, without yet touching her/him. Say the child's name, immediately turn her/his head towards you, and immediately reinforce. If the starting proportion of successful attempts is very low, use only this part of this procedure until you detect some anticipatory movement of the child's head in your direction immediately preceding your assistance. At that point, begin to wait briefly for independent success.

Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

Repair problems like the child moving away from you or resisting having her/his head turned by increasing/improving the reinforcement offered for successful performance.

"Come here, please." First, count how often the child responds correctly at present. Include total number of attempts as well as successes, to yield a proportion. Again, start within arm's length if the starting proportion of successful attempts is low. Practice at least 10 times daily, varying everything except the words spoken. Reinforce successes occurring on the first attempt. Use guided practice (physical assistance) on any second attempt. Say "Come here, please." Then, immediately retrieve the child and walk her or him to the spot where you were when you first said "Come here, please." As you walk, say "Come here, please." Reinforce when you have arrived at the point from which you first said "Come here, please." If the starting proportion of successful attempts is very low, use only this part of this procedure until you detect some anticipatory movement of the child in your direction immediately preceding your assistance. At that point, begin to wait briefly for independent success.

Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

Repair problems like the child moving away from you or resisting walking with you by increasing/improving the reinforcement offered for successful performance.

3. **Accepting Denials.** Most of the children referred to us have great difficulty being refused something they have requested. You might think of this program as teaching your child to "take 'no' for an answer". Here again, practice makes perfect.

How to: Determine a number of things that it won't be very hard for your child to be denied, for your starting point. Count the number of times you now refuse your child something s/he requests, and double it. (If the number you come up with is fewer than 5 times, start with 5 refusals a day.) As the day progresses, make sure you keep up with enough refusals to meet your daily goal. Any amount of acceptance your child exhibits, reinforce socially (verbal, hug, etc.) Any complete acceptance of a refusal, without disruptive behavior, offer an extra reward. Count this a success.

If your child begins to fuss, attempt to access her/his choice independently, etc., ignore everything you can. Make sure s/he does not successfully gain access to the things requested after you have said "no". Take it away if necessary.

Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

Repair problems like the child moving away from you or resisting by increasing/improving the reinforcement offered for successful performance.

4. **Spontaneous Choice versus Fixed Choice ("Menus").** Many of the children referred to us have inadvertently and unfortunately learned that they may have or do virtually anything they want at virtually any moment, merely based on internal desire. This can cause great problems. Practice understanding that certain things are available at certain times is very useful. This can be thought of as 'menus'. When one goes to McDonald's one does not order sushi, because it is not on the menu. Throughout our day we make choices based not only on explicit menus such as those available at restaurants but also on implicit menus. Implicit menus are contained in situational arrangements (e.g., you don't ask a police officer for a lightbulb for your home) and in routine (e.g., you don't call a friend at 3:00 a.m. in the morning "just to talk"). As above, practice with this skill will pay great dividends.

How to: As much as possible, avoid situations in which your child simply approaches an activity and begins to engage in it, and situations in which your child approaches you and makes a request without having first been offered choices by you. Ideally, in either of these situations you would tell your child s/he may not engage in that activity. This focuses your child's attention on beginning to look around and understand what may be available. Try to remember to offer your child one of these things after about an hour without spontaneous requests.

Throughout the day, offer your child 'fixed choices': "Between now and lunch, you can watch a video, play outside, or use your computer. What do you want to do?" Your child must choose from one of the things you have offered, nothing else. Your child must continue engaging in the chosen activity until the next time you offer choices. For this reason, you may want to start with small periods (e.g., 15 or 30 minutes.)

Reinforce cooperation and engagement, as often as possible, sometimes as often as once a minute at first. Interrupt your child's attempts to change the activity.

Spontaneous requests that may be honored include a request for liquids or to use the toilet. Eventually, you can teach your child to ask "What can I do now?" to prompt you to offer choices.

Remember that the point here is to help your child become someone others will enjoy being around, not you becoming a dictator! Count the number of spontaneous choices your child makes per day, looking for them to reduce over time. As you implement this structure, you should find

that you are presented with more and more opportunities to teach your child new activities and amusements.

Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

Completely ignore any disruptive behavior throughout. This means avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

Repair problems like the child moving away from you or resisting by increasing/improving the reinforcement offered for successful performance.

5. Flexibility. Things change. This is reflected in the common expression: "The only constant is change." This makes it very important to prepare children to tolerate change without great difficulty.

The intervention components to improve your child's flexibility are shaping, practice, and reinforcement. The more chances your child has to experience change and learn that it rarely leads to something unpleasant the more flexible s/he will become. Start small and build up. Include lots of social and other reinforcement.

For example, some children learn that "going to McDonald's" or "going to the park" includes where the child sits in the car, what car you go in, the streets, turns, starts and stops along the way, the particular McDonald's or park to which you usually go, etc. Because we are all very much creatures of habit, this is to be expected. Studies show, for example, that most of us put on our clothing in the exact same sequence every time we dress, without even thinking about it.

How to: First, you have to notice the rigidity that has already gotten built in by accident. Then, start changing things. This may sound like a violation of the concept of developing a 'routine' to help your child know what to expect. It is important to have routines for things, more comfortable, less uncertain and anxiety provoking. But a 'routine' simply means that there is consistency in the occurrence of the major events. A bedtime routine, for example, may include a settling down activity, a snack, a bath, quiet time, a story, and the like. On occasion, it should be entirely possible to put a bath before snack, for example, without a major meltdown.

Second, you have to explore all the many ways in which you can increase flexibility. Sequence is an easy one. Other details work well also: what kind of snack, what kind of bath, what kind of book, who reads it, where, what kind of settling down activity, and more. In the McDonald's or park example, you might consider varying the seat, the clothing, the car, the driver, the music listened to on the way, etc., as well as the streets and the particular McDonald's or park visited.

Third, make changes that are small enough to be tolerable but big enough to be different. This may include sequence, route, materials, person, etc. For example, when going to McDonald's or the park begin by entering a different driveway. Next, take a different street at the very end of the trip. Etc.

One aspect of flexibility that is also important of other skills discussed here is the concept of "external" versus "internal" referents. When your child is put off by changes in routine it tells you that s/he is paying attention mostly to what is going on INSIDE her or him. E.g., "This isn't how we usually do this!" For Flexibility, as well as for Cooperation, Interruptions, etc., paying attention mostly to what is going on OUTSIDE oneself is important. We know, for example, that it is possible to start at the same place (home) and end at the same place (McDonald's) without anything in between being the same as it was the last time, or many times. Teaching this knowledge to your children sometimes requires special arrangements such as described here.

For maximum flexibility, we usually recommend that a rigid routine not be established at all. A settling down activity, a snack, a bath, quiet time, and a story may all be consistent elements of a nighttime routine. But, the order of these need not be rigidly adhered to (e.g., a bath may come before or after a snack). And, the elements of these need not be rigidly adhered to (e.g., a

snack may be graham crackers sometimes, toast sometimes, popcorn sometimes, and a choice among the three sometimes; a story may be one chosen by you or your child.)

Avoiding rigidity means beginning to think about what your child is experiencing right from the very first instance of something. Take a different route to McDonald's (or school, therapy, shopping) beginning the second time you do it. The more you can help your child learn what we know – that it doesn't matter how you get there as long as home and the park (for example) are the end points – the more you are helping her or him to grow up as someone who 'fits' into the world well.

6. Waiting is an intimate part of everyday life familiar to us all. We wait for food to get cooked so we can eat it, we wait in line to board the streetcar, we wait in line to pay a bridge toll, we wait until someone gets off the telephone to speak with them, we wait our turn in conversation and games, we wait for a television program to come on, we wait through the commercials, we wait in line at the supermarket checkout, we wait for the bell to change classes, we wait for our family members to all come home so we can stop worrying, we wait for seeds to sprout, we wait for our plane to reach its destination, we wait until everyone else is ready to begin an activity, we wait for an answer to a question, . . .

The list is endless.

Most of us over the years learn or teach ourselves to wait successfully. We mostly do this on our own, though there are also many 'tips' about waiting available in the general culture. Children and adults considered disabled are unlikely to "pick up" waiting skills without specific instruction. The first important part of this is the recognition that waiting involves numerous skills (e.g., self control). The second important part of this is the development of a specific teaching strategy designed to promote development of waiting skills.

This is a truism in the realm of disabilities – virtually everything must be specifically taught.

How to teach:

- Introduce random (arbitrary) practice. This means asking your child to 'wait' at various times during the day, without regard to the situation or need but simply for practice.
- Shape increased waiting skill. This means to start by asking your child to wait for several seconds and then to gradually and systematically increase the waiting time to as much as 30 minutes.
- Use external indicators. This means to point out to your child the things that are making waiting necessary: there are five people in front of us, chicken takes 45 minutes to cook, the trolley comes on a schedule sometimes disrupted by traffic and other incidences.
- Offer your child 'filler' activities. Most of us have taught ourselves to bring things to do when we anticipate the need to wait for a long time. This might be music on a Walkman type instrument, books or magazines, and so on.
- "Expect to wait" - One hidden aspect here is that we have developed methods of anticipating the need to wait that usually work. For example, we expect to wait at the DMV or at the airport. We do not usually expect to wait when going out to take a walk. If we prepare and do not need to wait, so much the better. "Better to be prepared and not need to be than the other way around."
- Use external indicators - We learn that a long line of people all trying to get the same thing (e.g., coffee at Starbuck's) signals the need to wait, and even general parameters of waiting length. This is information that can be taught your child and is unlikely to be learned if not specifically taught.
- Practice: As with most skills, waiting skills will only develop usefully if arranged to be practiced successfully for longer and longer periods, in more and more different situations and environments, and with a variety of bridging activities.

Solitary Leisure Engagement/"Static Programming" – Teach new skills for engaging in activities that fill one's time without needing another participant.

This is a uniquely difficult area. Much of everyday life is made up of "keeping ourselves entertained" or "finding something to do". While many children and adults use their basic learning

skills to develop self interests, children with disabilities cannot be relied upon to negotiate this process. In general, if your child is to develop useful solitary leisure skills s/he will have to be taught these. To make these happen is not very difficult; to arrange for them to happen independently can be.

We suggest developing 5 skills, each different. For example, watching a video without interruption, watching television programs without interruption, watching television programs with interruption (commercials), looking through or reading books, listening to music (typically combined with other activities). Develop each skill to the level of 30 to 90 consecutive minutes without difficulty, with periodic 'check ins' (reinforcement opportunities) about every 10 – 15 minutes.

It is important to develop activities that work at home, outside of home, in the morning, afternoon, and evening, on different days of the week, especially weekdays versus weekends. Both generalization and variety are important.

Shape gradually and systematically development of each new skill. The start of watching television without disruption might begin with 10 seconds without difficulty, reinforced heavily, and go on to a different activity, at least briefly. Starting small and building slowly will insure better learning.

Practice each of these skills under many different conditions, working on expanding their availability. During this time, work on disengaging back to the once every 10 minutes rule. Eventually, it should be possible to work up to periods of solitary leisure engagement (e.g., watching a video of "The Wizard of OZ") of as long as 90 minutes with as few as no 'check ins' throughout.

Try to keep activities as "materials free" as possible. The overall point is to help someone develop self contained skills that enable her/him to be as other friendly as possible.

To help your child here:

- Explore as many activities and situations and examples as possible to begin to get an idea of what your child already has some interest in.
- Pick from one or more of these.
- Ask your child to "Go watch your 'Bob the Builder' video please. I have something else to do."
- Escort your child to the VCR and television.
- Help pick out a 'Bob the Builder' video.
- Help get the video started.
- Help your child sit in the exact position you think is most constructive, e.g., sitting upright on a chair or couch, with back against the back of the furniture, rear against the lower back of the furniture. Reinforce.
- Turn on the video and say "Please watch for a while. I'll come and get you when it is time to change."
- Leave.
- Return almost immediately, hoping to catch your child doing exactly what you expect her/him to be doing. If so, reinforce and end the activity: "Come on let's go fold some laundry."
- Then, gradually build on this, e.g., add one minute daily.
- Some of this is not just exposure and opportunity but actual skill development. Approach it this way.

OK/not OK RECORD MARONE 1977 RECORD PER 30 MINUTES ONE WEEK

	MON	TUE	WED	THU	FRI	SAT	SUN
6:00A							
6:30A							
7:00A							
7:30A							
8:00A							
8:30A							
9:00A							
9:30A							
10:00A							
10:30A							
11:00A							
11:30A							
12:00N							
12:30P							
1:00P							
1:30P							
2:00P							
2:30P							
3:00P							
3:30P							
4:00P							
4:30P							
5:00P							
5:30P							
6:00P							
6:30P							
7:00P							
7:30P							
8:00P							
8:30P							
9:00P							
9:30P							
10:00P							

CODES: X = OCCURRENCE OF TARGET BEHAVIOR O = NONOCCURRENCE
 SPECIAL CODES:

Individual: _____
 Date: _____