

# Upper Perkiomen School District Family Training

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# PaTTAN Mission Statement

The Pennsylvania Training and Technical Assistance Network is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement.

PDE  
Commitment to Least  
Restrictive  
Environment  
† (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

# Autism Initiative

*The purpose of the PaTTAN Autism Initiative is to enhance learning and communication to improve the lives of children who live with autism and their families through implementation of evidence-based practices.*

The  
objectives  
of the  
PaTTAN  
Autism  
Initiative  
are:

- Establish competencies in staff that allow them to provide individually specified **teaching procedures** using Applied Behavior Analysis, the Analysis of Verbal Behavior and **effective instructional practices to improve communication, social, academic, and other relevant skills for students with autism as well as effectively manage challenging behaviors.**
- Provide **training**, to include **on-site guided practice**, in Applied Behavior Analysis, and the Analysis of Verbal Behavior to teachers, paraprofessionals, parents, administrators, Speech Language Therapists, Occupational Therapists, Behavior specialists, and all other staff supported by the Autism Initiative. On site guided practice means the consultants go into the classrooms and/or attend virtual sessions and work directly with staff modeling, guiding them through, and providing feedback on specific procedures.
- To coach the development and implementation of **focused instructional goals** based on individual student needs and aligned with PA academic achievement standards.
- Train and guide staff on using effective instruction based on principles of ABA and Analysis of Verbal Behavior.

# The objectives of the PaTTAN Autism Initiative are:

- Teach staff to utilize **assessments, which assist in guiding program development** at the right instructional level and sequentially arranged to result in **teaching base component skills that will result in generalized and generative responding**. In other words, teach them skills they can perform in their natural environment, respond to new exemplars not directly taught, and perform new behaviors never directly taught, based on what they have learned.
- Teach staff to utilize other assessments as needed for further programming guidance such as social skills assessments, curriculum-based assessments, and daily living skills assessments.
- Identify one **internal coach** from the Local Education Agency (LEA) who will attend consultant trainings, and participate in onsite guided practice with the PaTTAN consultants. The role of the internal coach will be to establish local capacity and to extend applications of the ABA/VB consultation within the LEA and/or region.
- **Evaluate the success of the PaTTAN Autism Initiative** through measures of instructor skill acquisition in ABA/VB and student outcomes as measured by skill acquisition and change in assessment results.

# What is ABA?

ABA stands for Applied Behavior Analysis. It is the science of studying behavior and applying *data supported techniques* to increasing or decreasing *behaviors that are meaningful* to the individual and their social environment.

# Basic Principles of ABA

∅ *Analyzes* socially significant behavior in need of improvement. This means that behavior analysts collect, examine, and interpret data as part of the teaching process.

∅ Behavior is defined in objective and measurable terms.

∅ Examines the functional relationship between behavior (what a person does) and its controlling variables (what happens in the environment).

∅ *Analyzes* behavior through a three term contingency:

- *What happens before the behavior*
- *What does the behavior look like*
- *What happens after the behavior*



# What is Positive Reinforcement?

Reinforcement is a change in the environment following a behavior that increases the future probability of that behavior occurring under similar circumstances

Reinforcement ALWAYS INCREASES the probability of behavior (it doesn't matter if the reinforcement is positive or negative)

Positive Reinforcement - something is added or gained that *increases* the probability of the behavior occurring again.

Negative Reinforcement - something is removed or taken away that *increases* the probability of the behavior occurring again.

Remember that reinforcement can consist of almost any event; do not think of reinforcement as being just something that is given to the child. Any event that follows a behavior and makes that behavior more likely to occur in the future is reinforcement.

# What is Verbal Behavior?

∅ Verbal Behavior is behavior that is mediated by the behavior of another person. This means it is what we do in most of our interactions with other people. Verbal behavior is communication.

∅ It focuses attention on the functional analysis of language: looking at the conditions under which a person will use language. In other words, looking at why things are said.

∅ Verbal behavior can include speaking, using sign language, writing, gesturing, using picture exchange systems, and various augmentative communication devices.

# Verbal Operants

Verbal Behavior is best understood by learning the verbal operants. The verbal operants are a way of classifying what is said by why it is said.

**Mand** = request (you say it because you want it)

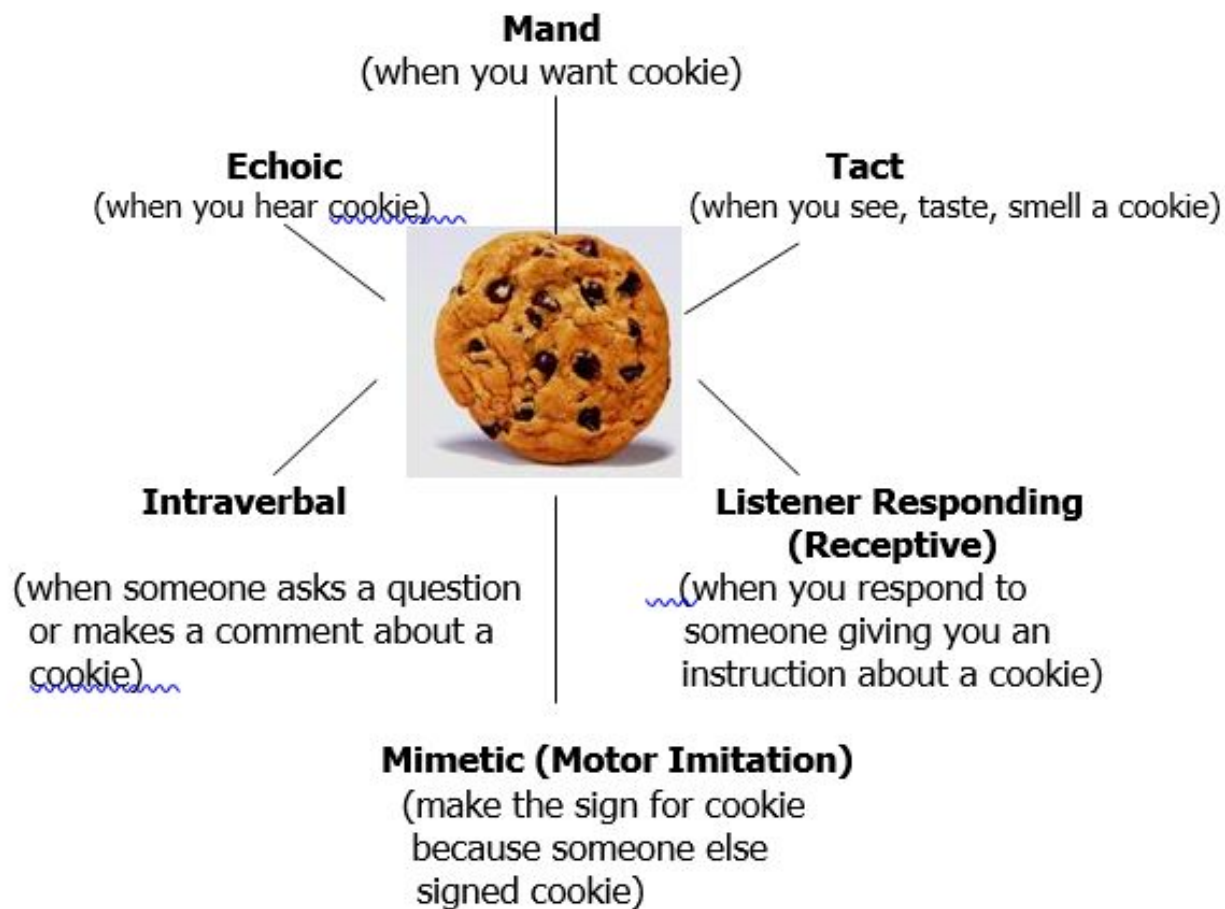
**Tact** = label (you say it because you see, hear, smell, taste, or feel something)

**Intraverbal** = conversation, answering a question, responding when someone else talks (you say it because someone else asked you a question or made a comment)

**Echoic** = repeating what someone else says (you say it because someone else said it)

**Imitation** = repeating someone else's motor movements (you move because someone else moved the same way)

**Listener Responding/Receptive** = following directions (you do what someone else asks you to do)



# How do we implement Behavior Analysis and Verbal Behavior in the Classroom?

∅ First we teach the child to cooperate and want to be with us. We do this through pairing ourselves with reinforcement. Pairing is the process by which we correlate the teaching environment and staff with the child's reinforcers (their favorite items or activities) in order to eventually get them to want to approach us.

∅ Then we teach the child:

- How to ask for what they want (MAND)
- How to say what things are (TACT)
- How to answer questions (INTRAVERBAL)
- How to follow instructions (RECEPTIVE)
- How to imitate others:
  - What others say (ECHOIC)
  - What others do or how others move (MOTOR IMITATION)
- And other skills relevant to communication and social development

Note: The specific skills taught depend on individual student needs.

# Effective Teaching Procedures:

- Use of appropriate schedule of reinforcement
- Errorless teaching
- Error correction/transfer techniques
- Mixing and varying instruction
- Interspersing easy and difficult tasks
- Discrete trials
- Prompting/fading
- Shaping/differential reinforcement
- Chaining techniques (backward, forward, total task)
- Task analysis
- Extinction
- Skinner's analysis of verbal behavior to teach language

# Intensive Teaching Example

[IT Heidi MiddleSchool - YouTube](#)



**EP** Imitation - Book



Practice  
at home

Practice at home is  
essential

Doesn't have to be  
structured -- find  
opportunities to reinforce  
behaviors you want to see  
more of!

# MAND

*Manding refers to requesting or asking for items, actions and activities that the child wants to have (e.g., the child asks for yogurt because he/she wants to eat yogurt)*

## AT HOME APPLICATION:

- Encourage as many opportunities to have your child task for items/activities that he or she wants
  - This could include tangible items (toys, games, iPad, etc.), edible items (food), or social activities (attention from others, tickles, tag, etc.)

# TACT

*Tacting refers naming or identifying objects, actions, events, etc. (e.g., the child says “shoes” because he/she sees his/her shoes)*

## AT HOME APPLICATION:

- Encourage as many opportunities to have your child label items in the natural environment while doing daily routines/activities
  - This could include labeling a toothbrush while brushing your teeth, a fork while eating your dinner, a slide in the park, characters on a TV show, etc.

# LISTENER RESPONSE

*Listener response skills refer to the child's understanding of language and their ability to respond to other's words (e.g., get your jacket, where are your shoes, come here, etc.)*

## AT HOME APPLICATION:

- Encourage as many opportunities to have your child follow common/familiar directions
  - This could include directions such as sit at the table, put on your coat, get your shoes, go to the bathroom, turn off the lights, etc.

# MOTOR IMITATION

*Motor imitation skills refer to the child's ability to copy motor movements of others when asked to do so. The ability to imitate actions is associated with the child's ability to develop the ability to perform other important skills such as play and group skills.*

## AT HOME APPLICATION:

- Encourage as many opportunities to have your child imitate your actions in the natural environment by saying “do this”
  - This could include modeling the action and saying “do what I do” when putting on your coat as you’re getting ready to go outside, putting away silverware/toys, clearing the dinner table, brushing your teeth, putting on socks, etc.

# ECHOIC

*Echoic skills refer to the child's ability to accurately repeat syllables/words modeled by others when asked to do so (e.g., the child accurately repeats "potty" after an adult says "potty")*

## AT HOME APPLICATION:

- Encourage as many opportunities to have your child repeat sounds/words you know they can say during routine tasks
  - This could include having your child repeat words when getting dressed (i.e. jeans, pants, socks, etc.), when eating, while playing with toys, while completing activities of daily living, etc.

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