

## **Eliciting New Behaviors**

### ***Before Instruction:***

- Staff check to see/assist student with checking if the student's regulatory state is appropriate for the task. (Not too passive, not too active)
- Activities and materials are readily available for student to attain appropriate regulatory alertness (Eg, swings, mats, weighted vests)
- An "anticipatory set" is provided to the student to understand the expectations and scope of the task. (Verbal, pictorial)
- When possible, new learning is specifically linked to prior knowledge.
- When possible and appropriate, student is given choice of activity, tools, peers or order of required tasks.
- If appropriate, student is notified of the specific requirements of the task to be completed (Eg, picture chart, checklist, "if...then" chart, etc)
- If appropriate, student is reminded of reinforcers to follow successful task completion (Eg, object in view, pictures, symbols, verbal reminder).
- Staff ensure that instruction is at the student's appropriate level, (Eg, not too dull, not too hard, not too boring, not too easy).
- When appropriate, materials are designed to be meaningful and interesting to the student. (Eg, real objects, pictures of interest)
- Instruction takes into account the child's disability (Eg, student in wheelchair has opportunity to participate in games, blind student has tactile or Braille materials)

### ***During Instruction:***

- Instructor presents directions in ways that are understandable to the students.
- If appropriate, instructor models successful performance of task.
- If appropriate, instructor directs student through successful task completion enough times to promote learning and retention.
- When presenting the stimulus, instructor gives only as much information as needed, using the prompt hierarchy (going from least to most intrusive prompt) (Eg, verbal only, gestures only if needed)
- Instructor gives student enough "wait time" to respond to stimulus.
- If student does not respond, instructor gives stimulus again.
- If student correctly responds, the instructor gives immediate positive feedback in a way that is understandable to the student (Eg, verbal, "pat on the back" or "high five", brief presentation of preferred manipulative or toy)
- Reinforcement is selected based on student preferences.
- The level of reinforcement is varied and contingent upon student's response (Eg, an A+ response gets an A+ reinforcer)
- If student responds incorrectly, instructor gives feedback, then prompts to successful completion.
- Instructor collects data according to the parameters specified in the goal. (Eg, Data on number of prompts, type of prompts, number of correct responses, etc.)

- If student is not actively participating in instruction, a brief break is given and instruction re-introduced at a later time.

***After Instruction:***

- Data is analyzed for patterns of learning.
- If student is showing increased success, instructor plans to fade the number and type of prompts given for instruction of the same task.
- If student is showing increased success, instructors are changed to ensure generalization
- If student is showing increased success, student is allowed to practice using the skill in more than one environment, including “real” community environments, to ensure generalization
- If skill is mastered, the team meets to discuss next steps, whether increasing the complexity of the skill, or teaching a higher skill.
- If student is not showing progress in attaining a skill, different instructional strategies are attempted, including changing reinforcers or motivating factors, as well as types or level of prompting.
- If student shows continued lack of progress, team is convened to discuss a plan. Goal may be changed.