

SETTING UP A BEGINNING VERBAL BEHAVIOR PROGRAM

Environmental and Clinical Concerns

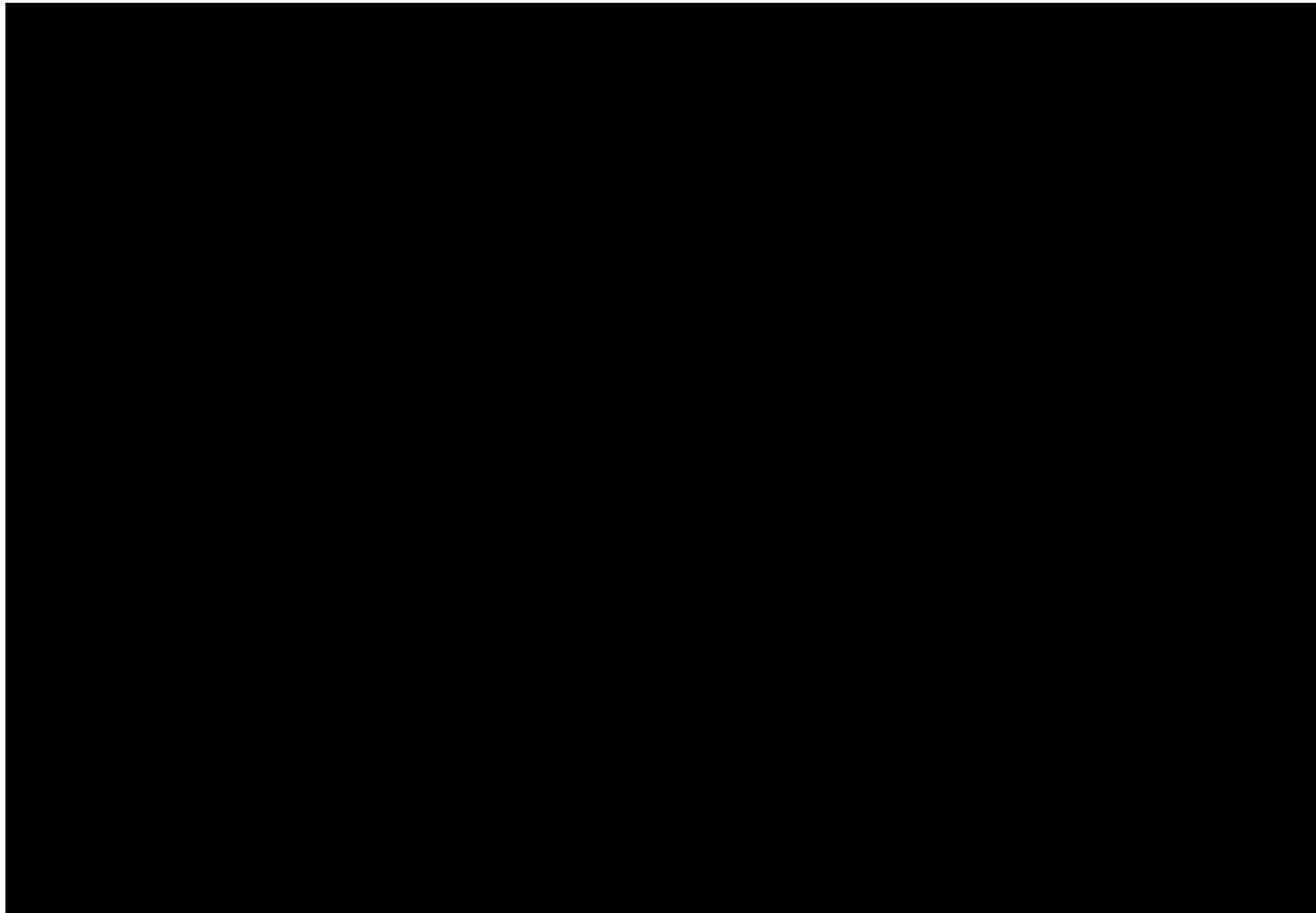
Chrystin Bullock, BCBA



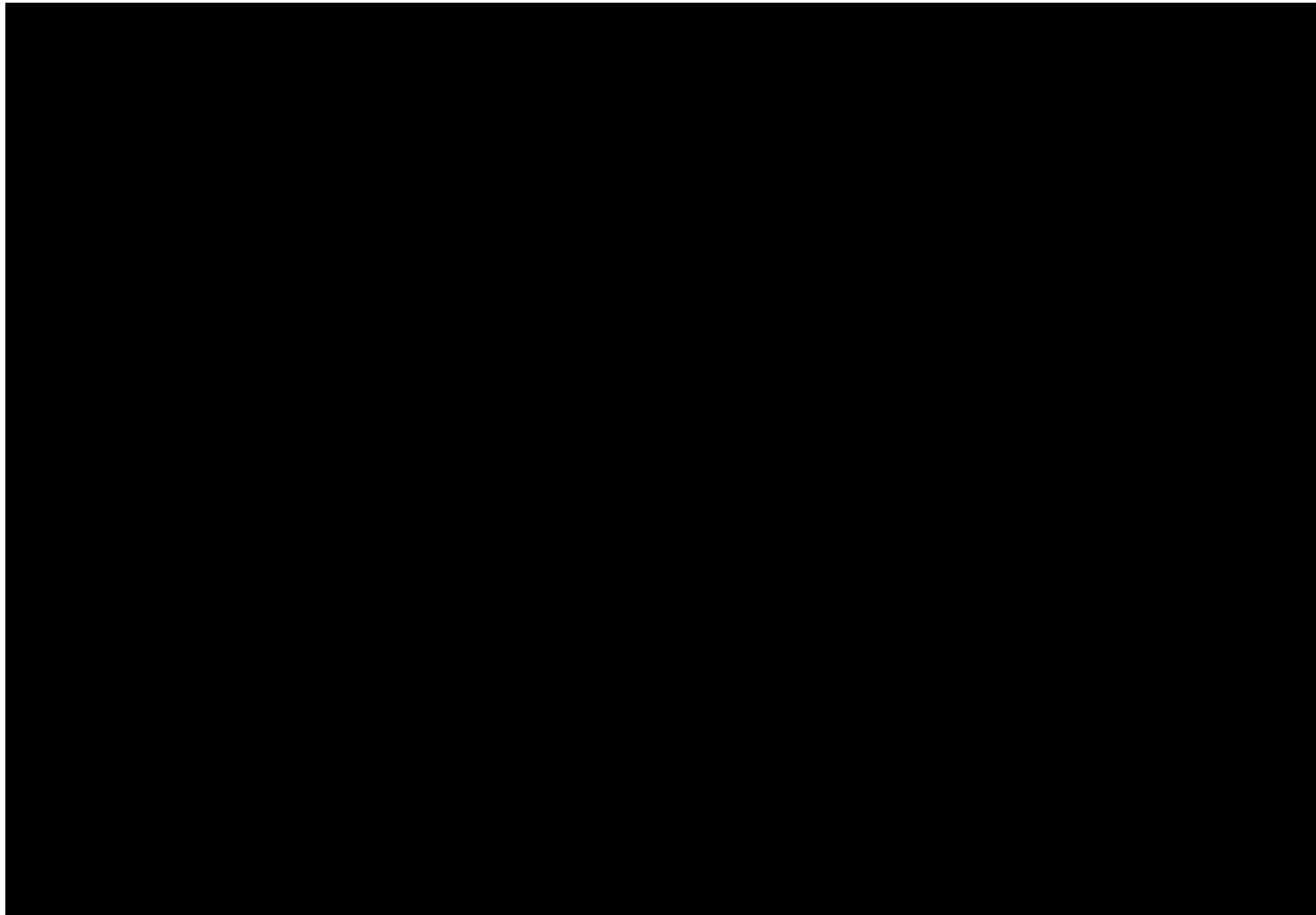
IS YOUR PROGRAM A VB PROGRAM?

- ⦿ Let's talk about characteristics of a LANGUAGE BASED ENVIRONMENT
- ⦿ Language based environments incorporate language into ALL programs and instruction!
- ⦿ Talk, talk, talk, ask, ask, ask, label, label, label and do it all again . . .

HERE'S CREATION OF A “LANGUAGE BASED ENVIRONMENT”



ONE MORE . . .



LANGUAGE BASED ENVIRONMENT

- ⦿ Language in all teaching aspects
- ⦿ Encourages sounds and vocalizations, exploration and imitation
- ⦿ Looks for more than just “the answer” - spontaneity and creative use of language is encouraged
- ⦿ Ask frequent questions (even if you have to give yourself the answers)
- ⦿ Creates opportunities for “non-answer” language frequently within session

RESPONSE V. INITIATE

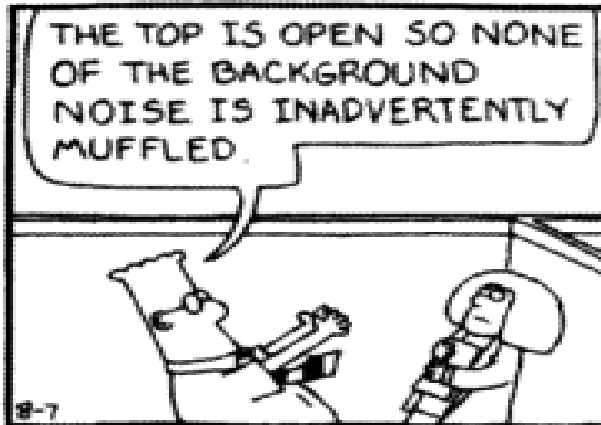
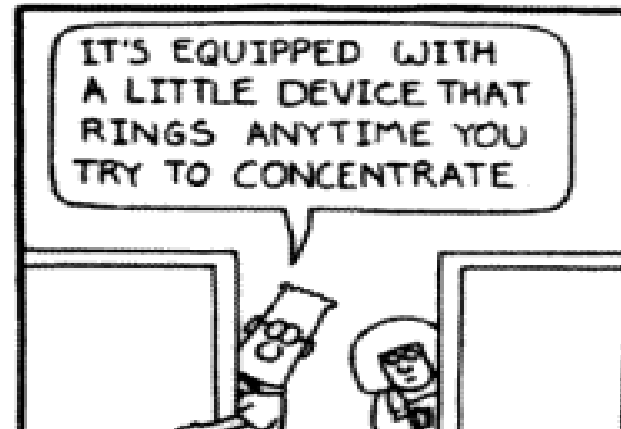
- ⦿ What is “responding”?
 - Make a return by some action as an answer; show a reaction to something
- ⦿ What is “initiating”?
 - to cause or facilitate the beginning of, to set going by taking the first step
- ⦿ Why the distinction?
- ⦿ POWER, choice, better outcomes
- ⦿ Kennet

ACTIVITY

- ⦿ Make a list of some of your students' current programs
- ⦿ Do these programs encourage initiation or responding?
- ⦿ Let's discuss

HOW CAN WE ENCOURAGE INITIATION?

- Let's talk physical space



SPACE SET-UP TOWARD INITIATION

- ◎ Just getting the space right can help your session immensely!

- ◎ Think about:
 - Free access
 - Who controls the environment
 - Where are the “interesting” items in the environment
 - Is your student working for escape? How can you change that?

ACTIVITY

- ◉ Let's play paper dolls!
- ◉ Use the paper cutouts given to design the PERFECT therapy room for learning.
- ◉ Be able to justify why you think your set-up works
- ◉ If there are items you want that aren't in your packet, write the item on a sheet of paper and add it to your room. If there are items you don't want in your room, simply leave them out.

WHILE YOU SET UP YOUR ROOM, LET'S LOOK AT A COUPLE WHAT NOT TO DO'S



Organization
FAIL!

IS THIS CONDUCIVE TO GETTING WORK DONE?



Office
FAIL!

SETTING UP THE ENVIRONMENT

- ⦿ Does your paper doll room:
 - Encourage manding?
 - Encourage social interaction?
 - Encourage table work / sitting / attending?
 - Have too much or not enough “going on”?
 - Have lots of great places to hide, escape?
 - Have lots of items free access?
 - Have distractors?

Let's set it up well together . . .

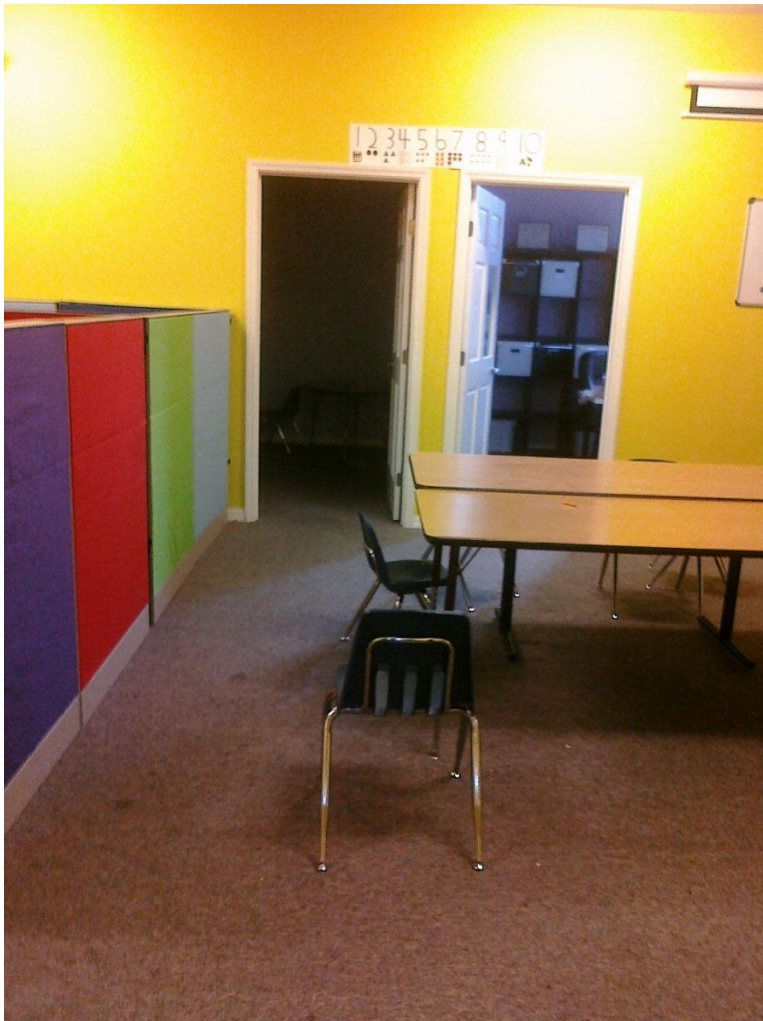
WHY DOES IT MATTER WHERE I PUT TABLES AND PENCILS?

- Having your physical environment set up well can:
 - Reduce tantrums, aggression, or other inappropriate behavior
 - Reduce escape
 - Encourage pairing
 - Encourage manding
 - Make your session run easier
 - Give you more control over the session
 - Lead to quicker acquisition and / or more time on task

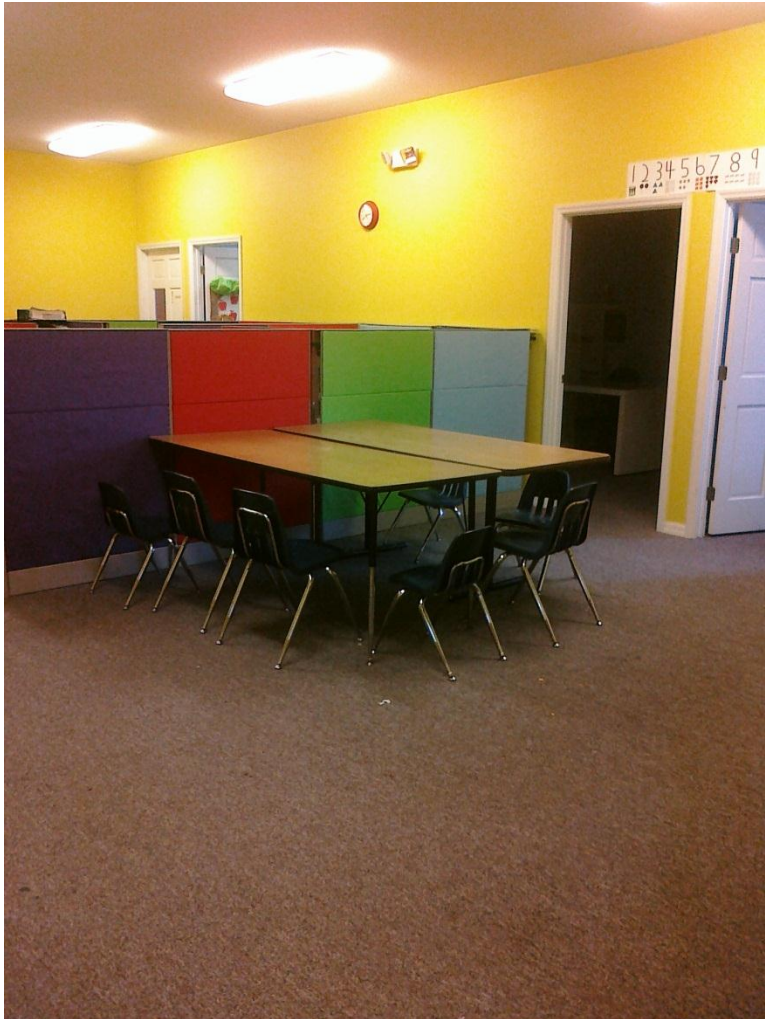
EXAMPLES OF WHY SPACE MATTERS

- ◉ Tables in a large classroom
- ◉ Visual Learning Center
- ◉ Child who runs and moving chairs and lunch tables

SEE? SO SIMPLE



ANOTHER VIEW



WHY CREATE MORE WORK?

- ◉ We were considering:
 - ◉ A 2-man procedure to be able to catch the child
 - ◉ The strategies as to how we would signal the second participant without providing attention
 - ◉ Clocking duration of the escape and how long it took to “catch” the child
 - ◉ Etc.
-
- ◉ ALL WE HAD TO DO WAS MOVE A TABLE 3 FT!

A QUICK PROBE . . .

- ⦿ As an experiment, I took my 16 month old son and put him in 3 separate conditions
 - 1. alone with mom, no distractors
 - 2. with mom, one salient distractor (TV)
 - 3. with mom, free access to a few preferred or neutral items

- Duration vs. Rate
- Termination of social interaction
- Quality of social interaction

RYAN ALONE WITH MOMMY (NO DISTRACTORS)



RYAN WITH THE TV ON . . .

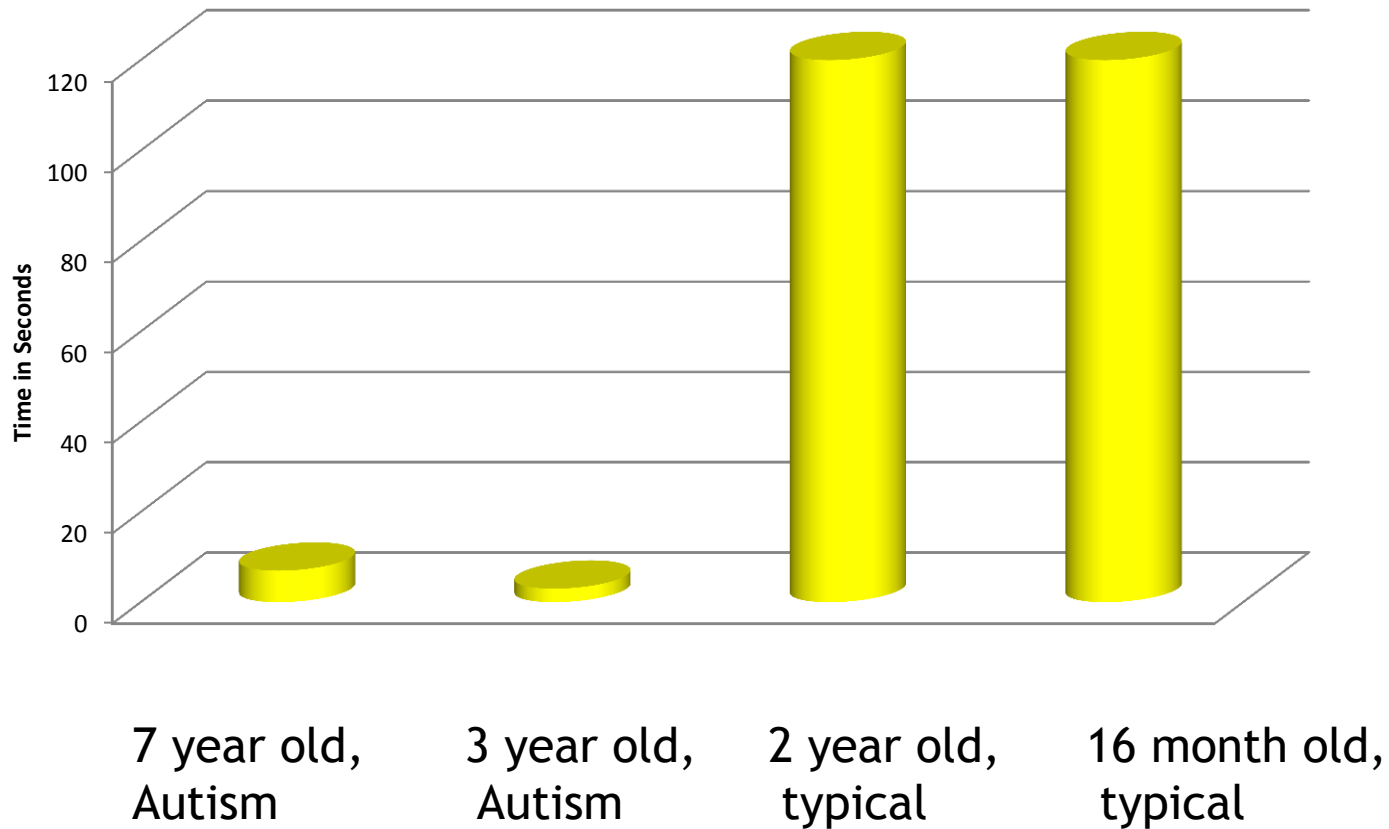


A QUICK PROBE . . .

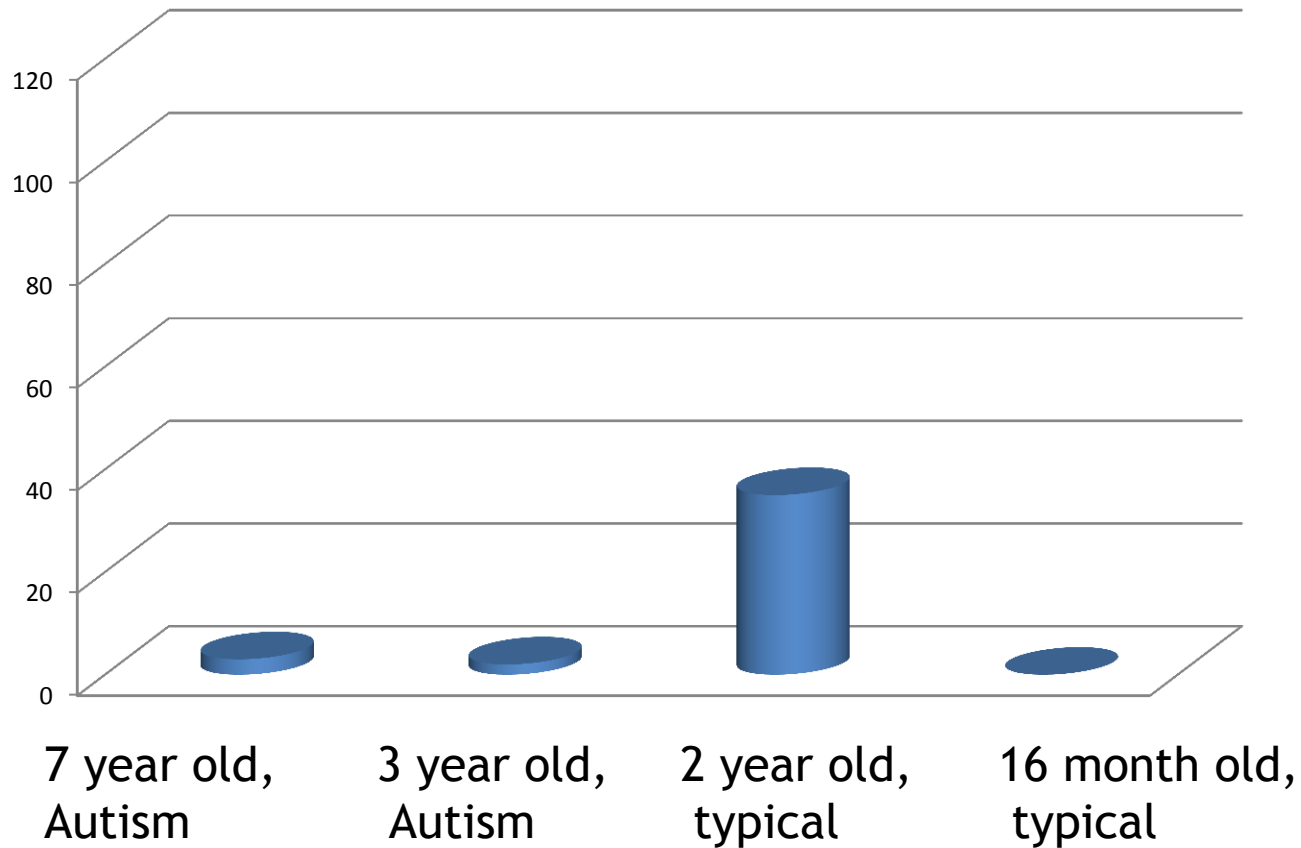
- ⦿ I took a young child (age 3 years 9 months) with an autism diagnosis and his mother and repeated the conditions
- ⦿ Results: 3 seconds of eye contact (3 individual instances) in the alone condition. The other 2 conditions yielded even less contact.
- ⦿ Moved mom aside to get to carpet lint
- ⦿ If this is in an empty room, what if it were filled with materials?

NO DISTRACTORS

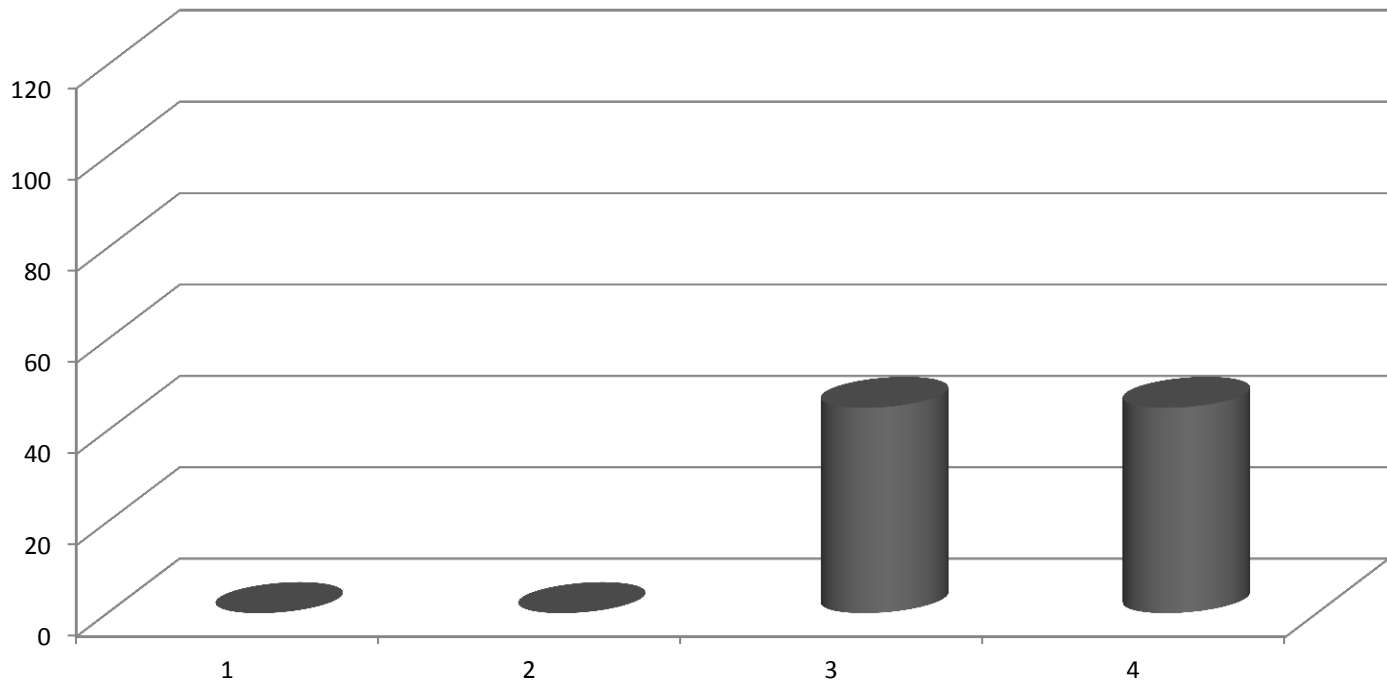
Social Interaction - 2 minute sample



SINGLE, SALIENT DISTRACTOR



2 - 3 PREFERRED ITEMS PRESENT



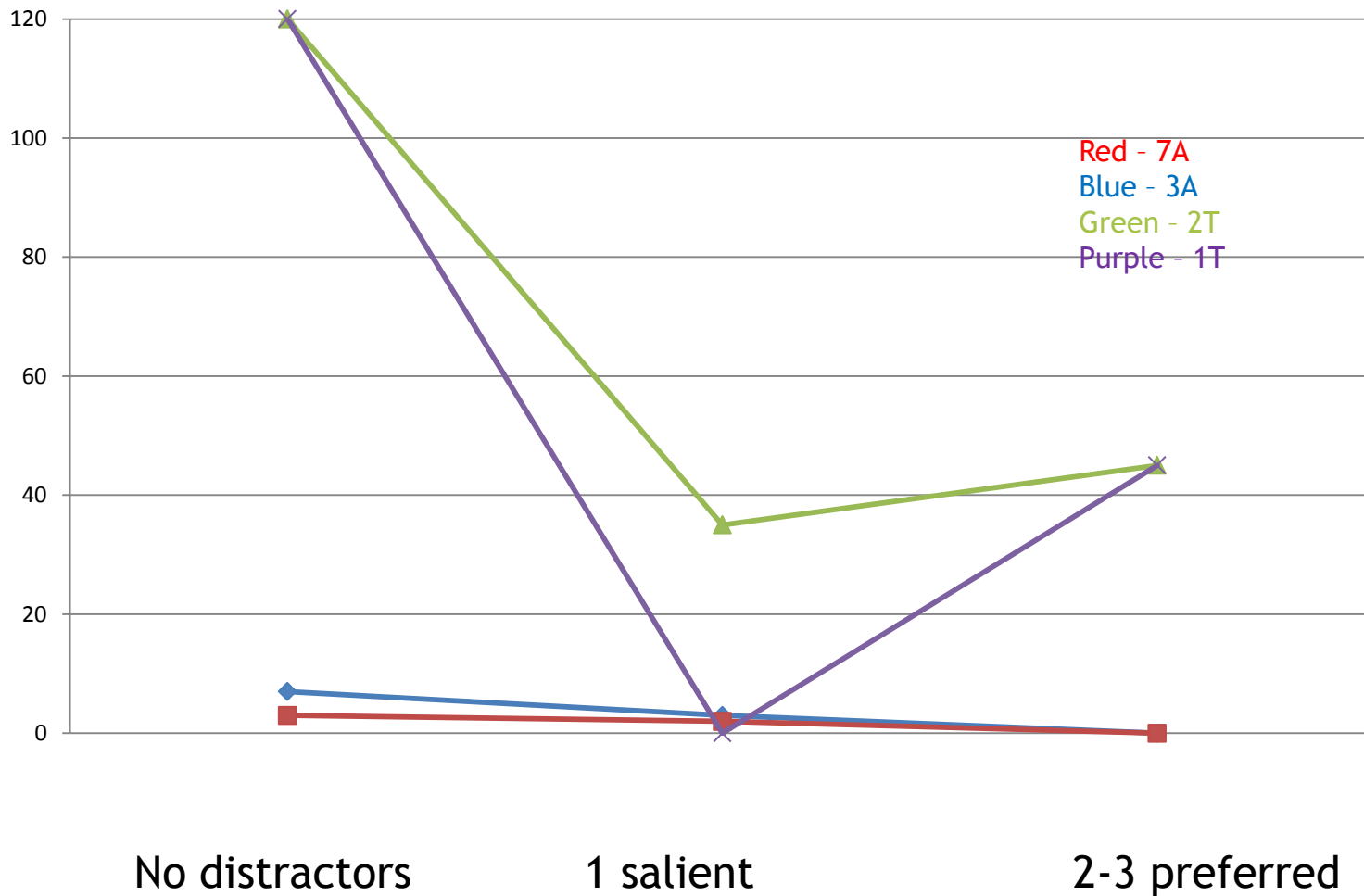
7 year old,
Autism

3 year old,
Autism

2 year old,
typical

16 month old,
typical

ALL KIDS



BREAK

- See you in a few . . .

THE STAGE IS SET - LET'S TALK TEACHING!

- ⦿ Background check
- ⦿ 4 main for today for clinical purposes:
 - Mands
 - Tacts
 - Intraverbals
 - Echoics

MAND

- ◉ Request, to ask for
- ◉ Requires a desire for something
- ◉ Typically increased through a deprivation state (i.e. I haven't had a drink since yesterday. Water is more desired now than it would be if I just finished a big gulp.)
- ◉ A few examples?

TACT

- ◎ Label
- ◎ This is one of the first things typically developing kids learn to do (along with manding). Think about little toddlers; they wander around pointing at things and saying the name of that object
- ◎ A few examples?

INTRAVERBAL

- ◉ Conversational, fill-in-the-blank
- ◉ For example, this could be the answer to someone's questions. Like "What did you do today?" (a mand for information) could be answered "I played outside with my friends and ate spaghetti for lunch" (an intraverbal).
- ◉ A few examples?

ECHOIC

- ⦿ “Parrot”; you say what I say
- ⦿ For example “It’s snowing!” (a tact) and you say “It’s snowing!” (an echoic)
- ⦿ A few examples

ACTIVITY

- Here are some examples of mands, tacts, intraverbals, and echoics
- Place your sentence strips in the correct area

ABC'S

- ⦿ Antecedent
- ⦿ Behavior
- ⦿ Consequence
- ⦿ Not just for reduction / decel programs!
There's an ABC for every acquisition program!

ABC

Prompt!



A

B

C

ABC

A :

S^D and MO must work
together!

ABC

Prompt!

**Combined (errorless)
or delayed?** (and when to choose each)

Physical, gestural, verbal,
textual? - **Get your voice OUT!**

REMEMBER!

- ◎ Follow-through is #1!
- ◎ No matter what else happens, get the behavior you were looking for.

TROUBLE IN PARADISE . .

When the



S^D becomes a prompt!

- ◎ THIS is the trouble with “What do you want?”
- ◎ We’ve just killed the spontaneity and initiation in language that we worked so hard for.

DISCRETE TRIALS V. NATURAL ENVIRONMENT

- ◉ I contest that even in natural environment training, a discrete trial occurs
- ◉ When should I use traditional discrete trials?
- ◉ When should I use NET?
- ◉ What kind of reinforcers should I use for each?

INCREASING MO'S

- ◎ Deprivation makes things more valuable
 - Food deprived - MO for eating
 - Drink deprived - MO for drinking
 - Heat deprived - MO for warmth
 - Cold deprived - MO for air conditioning!
 - Sleep deprived - MO for a nap

We know about bringing in hungry, thirsty children in for therapy,

But let's move well beyond edibles . . .

HOW ELSE CAN WE INCREASE MO?

- ⦿ Deny information
- ⦿ Entice through “knowledge deprivation”
- ⦿ Think of those little ‘grab bags’ at the dollar store - why do people buy them?
- ⦿ Offer just a snippet, not the whole shebang

- ⦿ Let’s brainstorm some other things we can do to peak a person’s interest . . .

A QUICK WORD ON QUANTITY OF MANDS . . .

- ⦿ Typical kids are manding freaks.
- ⦿ You must create HUNDREDS of opportunities to mand during any given therapy hour
- ⦿ Everything your little one does should become an opportunity to mand . . .

A 'TYPICAL' CHILD MANDING



SO WHAT KIND OF THINGS CAN WE GET KIDS TO MAND FOR?

- Teaching mands takes pure creativity!
- We can mand for:
 - Attention!
 - Tangibles!
 - Information!
 - Removal of aversive!
 - Adjectives!
 - Prepositions
 - Adverbs
 - Behavior from others / actions
 - Touch

MANDS FOR ATTENTION

- ◉ Stewie
- ◉ Look what I did!
- ◉ Look at me!
- ◉ Look what I can do!

- ◉ More?

MANDS FOR INFORMATION

- ◉ WHAT (is that? Is your name? are you doing? is in that box? time is it?)
- ◉ WHERE (are we going? are my keys? do you keep the M&M's?)
- ◉ WHO (is that? is screaming? is assigned that job?)
- ◉ WHEN (is our session over? do I get to swing? do I get to make my art project?)
- ◉ HOW (did he do that? does it work? do we make it go?)
- ◉ WHY (would she do that? can't I have a break?)

MANDS FOR REMOVING AVERSIVE

- ⦿ Turn off that music!
- ⦿ Turn off the lights!
- ⦿ Can I have my medicine?

- ⦿ More?

MAND FOR ADJECTIVES, PREPOSITIONS, ADVERBS, PRONOUNS

- ◉ Can I have the green one?
- ◉ I want the bigger ball.
- ◉ I want all the square shaped beads.

- ◉ Can we put it under?
- ◉ I want the one on top.

- ◉ Run faster, mommy!
- ◉ Pour more juice

- ◉ My turn!
- ◉ You do it
- ◉ Give that to me

MAND FOR BEHAVIOR OF OTHERS / ACTIONS AND FOR TOUCH

- ◉ Go get me a cookie
- ◉ Can you make me dinner?

- ◉ Give me high 5!
- ◉ Give me some kisses
- ◉ Can I have a hug?

- ◉ More?

HOW CAN WE TEACH KIDS TO ASK FOR THESE THINGS?

- ◉ Set up our environment well for learning - be sure the TEACHER has control of the environment
- ◉ Find ways to increase MO for things for which you'd like the child to mand
- ◉ Repetition
- ◉ Create many, many opportunities
- ◉ Use combined prompting
- ◉ Use discrete trial format in naturalistic settings
- ◉ Build in a delay in reinforcer delivery to get a response (Will and the leaves, Ella and the swing, Ryan and the bubbles, Ready, set, go)

PRECURSORS TO MAND TRAINING

- Imitation!
- If you can imitate, we can teach you just about anything!
- Other preferred skills:
 - Basic compliance
 - Single-step instructions
 - Basic attending
 - Leading or “eye point”
 - Joint attention

REMEMBER!

- ⦿ Manding is about capturing motivation in the moment
- ⦿ Manding is NOT about you getting the data you want (i.e. if he doesn't want a banana right now, DON'T run the manding program!)

LET'S PRACTICE AND TAKE QUESTIONS

- ◎ Grab and partner - spend 5 minutes practicing or discussing how you would teach a mand. Choose a previously discussed example as the mand you would teach.
- ◎ Ask yourselves:
 - How would I increase the MO for this?
 - What kind of procedures would I use to encourage this mand?
 - What scenario or physical set up would be best toward encouraging this mand?
 - What materials would I need to teach this well?
 - Other considerations . . .

TRANSFER PROCEDURES

- ⦿ A lot of worthwhile steps . . .
- ⦿ GMI (prompt-able) to OMI
- ⦿ OMI to echoics
- ⦿ Echoics to mands, tacts, or even intraverbals!
- ⦿ Many other combinations - like tact to mand, mand to tact, tact to intraverbal, etc.

WHAT IF HE HAS LIMITED REINFORCERS?

- ⦿ How can I teach variety in language?
- ⦿ How about a tacting program?
- ⦿ Angie is PR

HOW WILL I DECIDE WHAT KIND OF COMMUNICATION TO USE?

	Pre-requisites	Benefits	Drawbacks	When to use
Sign	Good fine motor control	More like spoken language, no special equipment needed	Not easily understood by untrained listeners	If child has vocals emerging, if more preferred than PECS by learner
PECS	None, but good ability to scan really helps	Easily understood by the layperson, good for kids who are 'visual' learners	Confusion in training*, can be insensitive toward real discrimination	Has poor motor control, tried sign unsuccessfully, 'visual' learner / good listener repertoire

HOW CAN I ENCOURAGE NON-VOCAL KIDS TO VOCALIZE?

- ◉ Much in the same way we encourage manding in general
- ◉ Repetition
- ◉ Create many, many opportunities
- ◉ Build in a delay in reinforcer delivery to get a response (Will and the leaves, Ella and the swing, Ryan and the bubbles, Ready, set, go)

HOW SHOULD I COLLECT THE DATA?

- It depends what you want to know . . .
- Frequency count
- Single-point probe
- Tally sheet
- Discontinuous or continuous? A case for each
 - The every 15 minute probe . . .
- Percentage - if you are creating really specific opportunities (percentage is a pretty poor measure for capturing mands and opportunities to mand; how can you say he got it 'wrong?')
- I LOVE data, but don't get lost in it.

QUESTIONS AND DISCUSSION

◉ Link to this powerpoint at:

www.floridaautismcenter.net/vb.pdf



CHRYSTIN BULLOCK

FLORIDA AUTISM CENTER

407.413.9550

CBULLOCK@FLORIDAAUTISMCENTER.NET

www. FLAutism.com