
LEICC Sub-committee: Training and Supervision

Training Overview Module 2

Data Collection

Rationales for Why We Collect Data

- Accountability
- Rate of Learning
- Analyze Effectiveness
- Data-Based Decision Making
- Prompting Procedures
- Error Correction Procedures
- Curriculum Changes

Steps To Measure Behavior

- Identify Target Behavior
- Operationally Define Target Behavior
- Take Baseline Data
- Determine Appropriate Intervention
- Collect Data
- Analyze Data

Direct Measurement

- Per Opportunity
- Duration
- Event Recording (frequency)
- Interval Recording
- Anecdotal
- Latency
- Time Sampling
- Task Analysis Data
- Indirect (Permanent Product)
- Pretest/Post Test
- Probe

Behavior Management

- **Functional Behavioral Assessment to Develop Behavior Plan**
 - Determine Variables
 - Assess Setting Events
 - Antecedents
 - Consequences

FBA Tools

- **Indirect Methods**
 - MAS
 - FAST
 - Functional Behavioral Assessment Inventory
- **Direct Method**
 - ABC Data
 - Direct Observation
- **Experimental Analysis**

Intervention Strategies for Setting Events

- **Alter or Remove Setting Events that Contribute to the Behavior**
- **Prepare for Change in Routine**
- **Treat Medical Issues**

Intervention Strategies for Antecedents

- **Alter Task Presentation**
- **Increase Attention**
- **Decrease Attention**
- **Provide Alternate Sensory Feedback**
- **Implement Proactive Strategies**

Intervention Strategies for Consequences

- **Planned Ignoring**
- **Extinction**
- **Differential Reinforcement**
- **Reactive Strategies**

Components Included in the Development of a Behavior Plan

- **Operational Definition of Target Behavior to Increase/Decrease**
- **Reinforcer Assessment**
- **Analysis of Data**
- **Functions of Behavior**
- **FBA Results and Interpretation**
- **Replacement Behaviors**
- **Procedures: Proactive strategies/Reactive strategies**
- **Criterion for Fading**
- **Evaluation/Monitoring**

Reinforcement

- When to use this strategy
- Definition of DRO
- Definition of DRI
- Advantages of DRI vs. DRO
- Selecting the size of time intervals
- Selecting the reinforcer
- Schedules of Reinforcement
- Pre-Mack Principle

Independence

Picture Schedules

- Research
- Types of Schedules
- Prerequisites
- How to Choose a Symbol
- Advantages/Disadvantages
- Individualized Development of Schedule
- Generalization

Increasing Verbal Behavior/Communication

- **Mands/Requests**
- **Tacts/Labels**
- **Intraverbals**
- **Echoics**
- **Augmentative Methods (Sign, PECS, Tech Devices)**
- **NET**

Family Training

- Knowledge of Diagnosis
- Treatment Plans for the Family
- Alternative Treatment Responses
- Community resources
- Establishing Family Priorities and Goals
- Transition Guidelines
- Department of Health Make-up/Session Protocols
- Curriculum Development

Resources

- The American Academy of Pediatrics: Caring for Your Baby and Young Child Birth to Age 5: The Complete and Authoritative Guide. New York: Bantam Doubleday Dell Publications
- Developmental Assessment of Young Children (DAYC), Assessment of Basic Language and Learning Skills (ABLLS), and Preschool Evaluation Scale (PES)
- Carolina Curriculum for Infants and Toddlers-3rd edition

Resources

- Cooper, J., Heron, T., & Heward, W. (2007). *Applied Behavior Analysis (2nd Edition)*. Prentice Hall
- McClannahan, L. (1999). *Activity Schedules for Children With Autism: Teaching Independent Behavior*. Woodbine House
- Frost, L., Bondy, A. (2002). *PECS: The Picture Exchange Communication System*. Pyramid Educational Consultants
- Sundberg, M. (1998). *Teaching language to children with autism or other developmental disabilities*. Behavior Analysts
- Partington, J. (2006). *The Assessment of Basic Language and Learning Skills: An Assessment, Curriculum Guide and Skills Tracking System for Children with Autism*. Behavior Analysts
- Carr, EG, Levin, L, McConnachie, G, Carlson, JI, Kemp, DC, and Smith, CE (1994). *Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change*. Baltimore: Paul H Brookes Publishing Co.

QUESTIONS?

