TRI-STATE WEBINAR SERIES

Motivating Learner Participation with The 7 Steps to Earning Instructional Control (Part 1 of 3)

Presented by:

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Tri-State Autism Spectrum Disorder Webinar Series

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Presenter Information

- Robert Schramm, MA, BCBA: Lead Supervising Behavior Analyst for Knospe-ABA GmbH, based in Germany.

- Supported the education of over 1000 children with ASD.

- Works in the homes and schools of children using family and current staff for daily implimentation of ABA/VB programs

- Successfully meeting or working toward instructional control criteria with over 95% of cases without the need for traditional escape extinction procedures in teaching.

Learner Objectives

Part One: ABA/VB and Inst. Control

1. Identify the characteristics of a Verbal Behavior based ABA program.

2. Compare DTT with ABA and ABA/VB

3. Define instructional control and escape extinction.

4. Current standard of care regarding instructional control.

5. Identify alternatives to escape extinction.

Learner Objectives

Part Two: Learning how to teach "The 7 Steps to Earning Instructional Control. Steps 1-6

1. Reinforcer Control.
2. The principle of Pairing
3. "Saying what you mean, meaning what you say"
4. Positive vs. Negative Reinforcement.
5. An ever-increasing Variable Ratio of Reinforcement.
6. Priorities, Priorities, Priorities.

Learner Objectives

Part Three: Learning how to teach "The 7 Steps to Earning Instructional Control.

1. Step 7: What to do when they don't
   1. Extinction during the Escape condition
   2. Negative vs. Positive Punishment
   3. Mini-Consequences
2. Determine least restrictive environment related to Instructional Control options.
3. A look at some data.
4. List benefits and problems associated with both escape extinction and the 7 Steps.
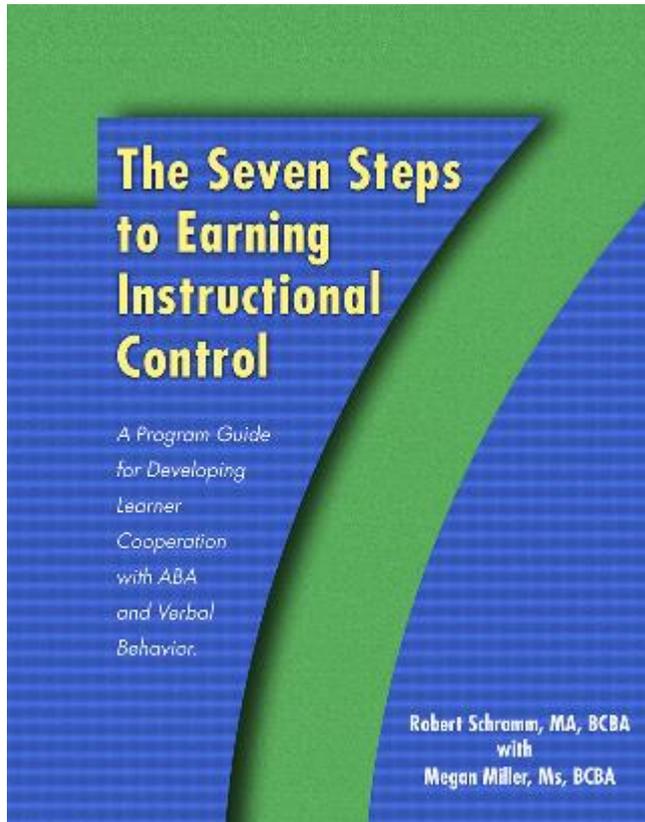
The 7 Steps to Earning Instruction Control

- Are detailed in the books…
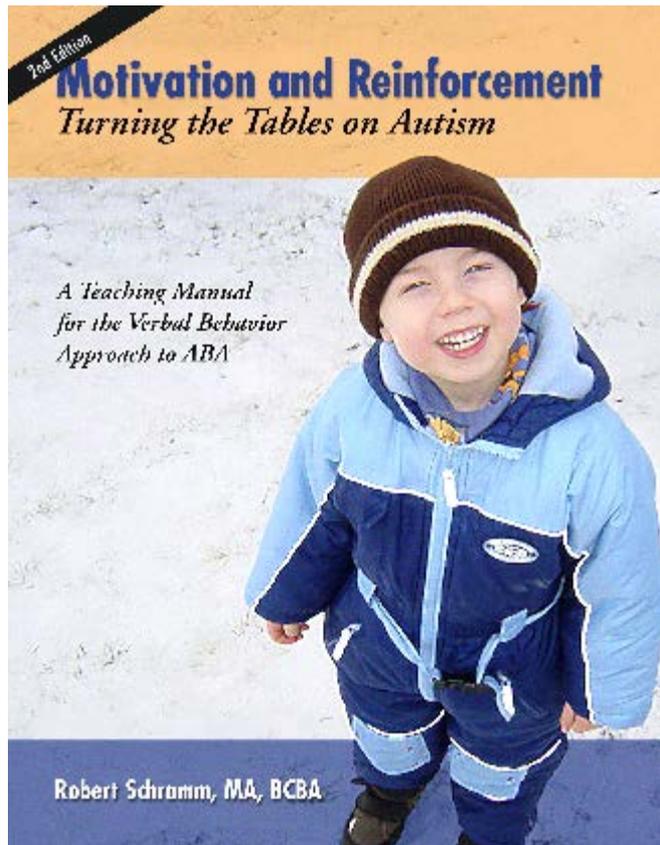
"Motivation and Reinforcement: Turning the Tables on Autism"

A Teaching Manual for the Verbal Behavior Approach to ABA.

www.lulu.com/spotlight/Schramm

For a More Detailed View

"The Seven Steps to Earning Instructional Control"

By Robert Schramm

With

Megan Miller

www.lulu.com/spotlight/Schramm

What is Verbal Behavior in ABA?

Verbal Behavior, as an approach to ABA, is the inclusion and prioritization of research and analysis related to Dr. B.F. Skinner's classification of language and Dr. Jack Michael's Motivating Operations.

What makes a program ABA/VB

1. Consideration of the Functional Classification of Language (Mand, Tact, Intraverbals, etc.)

2. Insistence on developing motivated, rather than, captive learning.

3. The use of Motivating Operations in all aspects of teaching.

The Classification of Language

- Mands
- Tacts
- Listener skills
- Motor Imitation
- Verbal Imitation
- Intraverbals
- Related to Feature, Function, and Class
- Writing
- Reading
  - See "Teaching Language to Children with Autisma or other developmental Disorders", Sundberg and Partington (1997).

Motivating Operations

- Whereas reinforcement occurs <u>after</u> behavior and increases its likelihood in the future, Motivating operations occur <u>before</u> behavior and increase its likelihood in the moment.

- A Motivating Operation temporarily increase the value of a reinforcer making behavior that can obtain that reinforcement more likely to occur.

- Motivating operations can be associative, transitive, or reflexive.

- The reflexive MO is what causes clients/students to avoid or escape their teachers

Examples of the Reflexive MO in traditional ABA programs

- Teacher arrives and before giving any instructions, the child is already crying, evading and avoiding contact.
- The child avoids the teaching room or table even when the teacher is not there.
- The child tries to rip up teaching materials whenever they are available even if nobody is currently using them to teach.

Traditional Discrete Trial Teaching

1. Present an instruction (SD) to the child when they are attending.
2. Offer a prompt with the instruction. (When appropriate/necessary).
3. Look for correct response
4. Reinforce after correct response
5. Collect Data (when appropriate/necessary)

DTT with Verbal Behavior

1. Capture or Create a Motivation!
2. Present an instruction (SD) to the child when they are attending.
3. Offer a prompt with the instruction. (When appropriate/necessary).
4. Look for best expected response.
5. Offer Positive Reinforcement after correct response
6. Collect Data (when appropriate/necessary).

Polling Question 1

Does your most challenging client/student like to learn from you?

A. Of course, He loves it.
B. Yes, I think, but sometimes he tries to escape.
C. Not really, I find I am often fighting him.
D. No, he is always trying to get away from me and avoid learning.
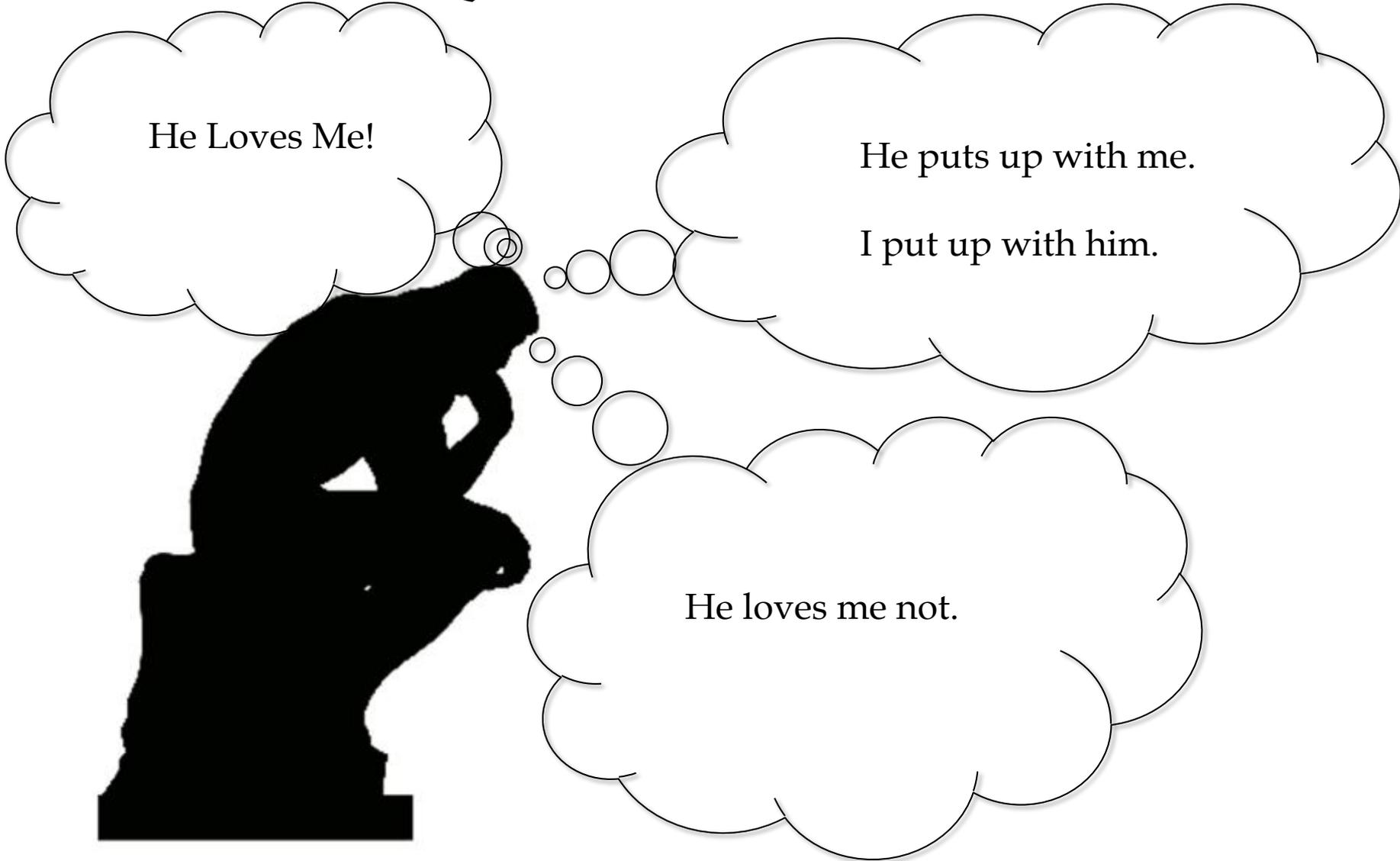
What is Instructional Control

- Instructional control deals with the likelihood that presented instructions will lead to the desired behavior.

- The greater the percentage of instructions followed the greater the instructional control.

Operative Question of this Webinar Series:

- How is „Instructional Control" best developed in a Verbal Behavior, ABA Program?

Current Standard of Care ABA/VB:

- Considering Skinner's analysis of verbal behavior and Michael's motivating operation, has revolutionaized the ABA community's ability to work with „unmotivated learners."

- In many VB programs, compliance is gained through pairing efforts with the teacher and teaching setting with reinforcement, fading in of instruction and involving MO's in the ongoing teaching process. Much of this was highly publicized by some of my favorite BA's, Drs, Vince Carbone, Mark Sundberg, Patrick McGreevy, and others.

However,

- Observationally, in clinical practice, the use of traditional escape extinction procedures may still be a common recommendation whenever attempts to increase the value of the teaching setting beyond the value of the escape condition fails.

- In an attempt to increase the ethical use of ABA in schools and homes, my goal for he past 14 years has been to find a behaviorally valid approach to earning instructional control across many learners without needing to use traditional escape extinction procedures.

Traditional Inst. Cont. procedures

- 1. Blocking a child's attempts to escape teaching.
- 2. Forced physical prompting to complete a task.
- 3. Paced Prompting - Repeated instructions or Nagging procedure.

Polling Question 2

Do you currently use escape extinction in your everyday teaching.

A. Of course, and I love it.
B. Yes, but, I wish I had alternatives
C. Yes, but, it's my least favorite part of teaching.
D. No, I let my clients/students escape teaching without consequence.

Poll Question #2 Feedback
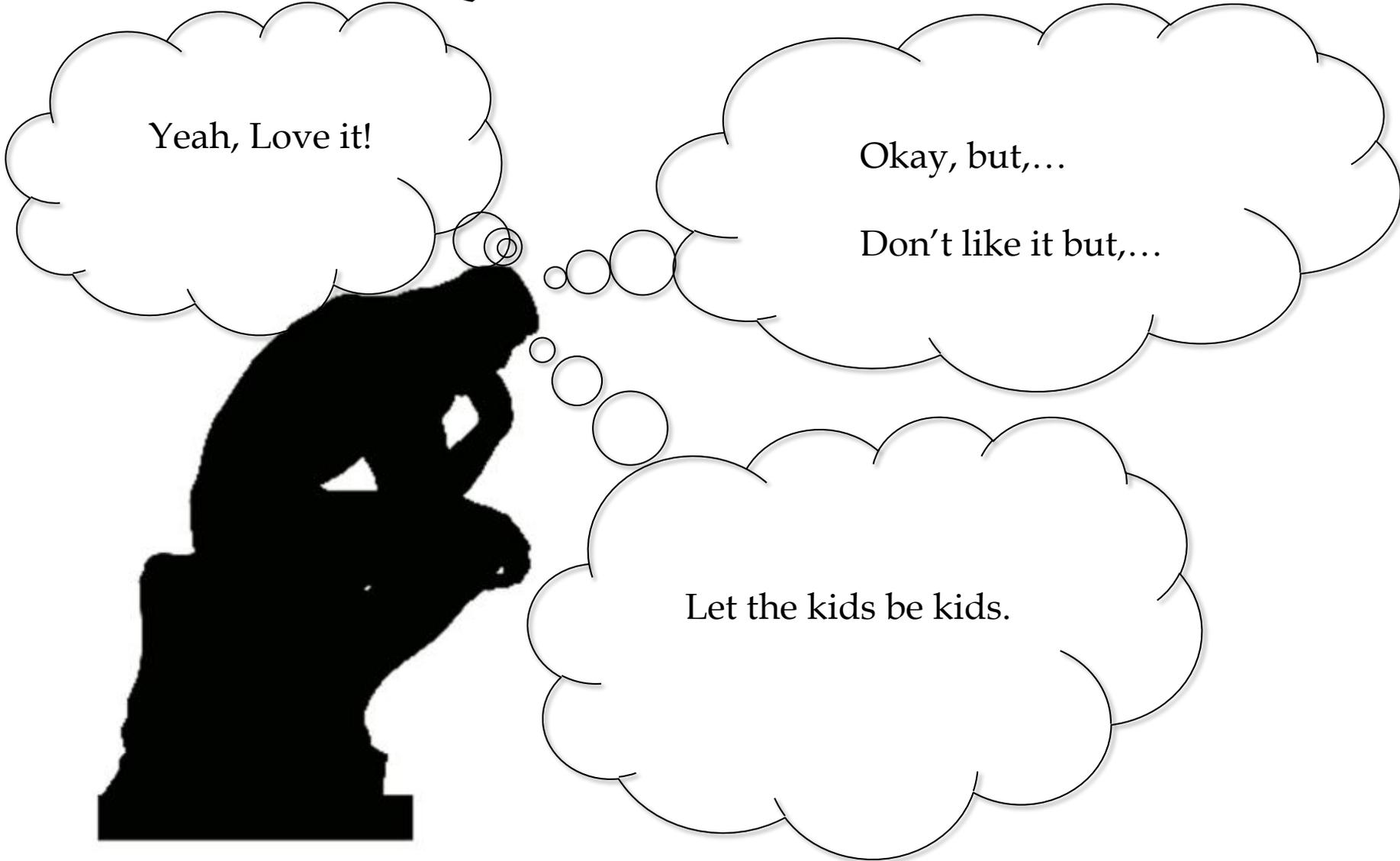
Yeah, Love it!

Okay, but,…

Don't like it but,…

Let the kids be kids.

The Value of Escape Extinction

- The benefits of escape extinction has been well supported in the literature and not in question as part of this presentation.

  - E.g. Hagopian & Adelinis (2001); Lerman, Iwata & Wallace (1999); Lerman, Kelly, Vorndran & Van Camp (2003).

Problems Associated with these Procedures Include:

- The potential to establish the teaching setting as an aversive stimulus and increase the value of escape as a reinforcer.

- An increase in the amount of attention given to escape behavior.

- The escalation of the teaching setting toward physical conflict.

  - Lerman, D.C., Iwata, B.A., Wallace, M.D. (1999).

Problems Associated with these Procedures Include: (continued)

- A lack of willingness on the part of parents, teachers, therapists and administrators to use these procedures consistently or at all.

- The inability of interventionists to consistently use such procedures   with a variety of clients (older, stronger, self-injurious or agressive behavior)

- Luiselli, J.K. (2009); Matson, J. L. (2009); Wolf, M. (1978).

Polling Question 3

Which Problems associated with traditional escape extinction procedures have you experienced? (select all that apply)

A. turns teaching aversive leading to more escape
B. attention in escape becomes reinforcing
C. an escalation toward physical contact
D. lack of willingness of people to use procedures.
E. Inability of people to use procedures correctly or comprehensively

Poll Question #3 Feedback

Increases desire to escape.

Attention in escape becomes Reinforcing.

Physical escalation.

Lack of willingness to use.

Inability to use correctly or comprehensively

The 7 Steps extend the use of the MO in developing instructional control

- Instead of traditional escape extinction procedures, we are using the MO to increase the value of teaching then <u>allowing</u> escape but, using extinction and/or neg. punishment in the escape extinction to create a CEO-R.

- As students are allowed to experience the difference between the motivating teaching setting and the escape condition that is void of reinforcement, students begin to escape less and cooperate more, leading to an increase in motivated participation.

  - How is this done?   Alternative Procedures!

Alternative to Escape Blocking:

- Instead of using escape blocking (physically not allowing the child to leave the teaching setting), we have been using comprehensive restriction of reinforcement in the escape condition.

- 1.   Identify all forms of potential reinforcement in the environment before teaching and keep them under interventionist control.

- 2.   Escape from demands is permitted, but all forms of reinforcement after escape are fully restricted until the child returns and complies.

Alternative to Forced Physical Prompting

- Note: Even when using escape blocking to keep a child in the teaching setting it is not always easy to get them to perform the required task without forced physical prompting.

- Instead of obtaining the behavior with forced hand-over-hand „prompting" and expecting that the reinforcment to follow will allow us to fade the need for forced prompting over time, we have been putting every behavior other than the behavior of interest on extinction. In doing so we wait for the child to engage in the required task without the inclusion of unecessary prompts.

Alternative to Paced Prompting SD Presentation (Nagging)

- Instead of paced prompting or „nagging", we choose to avoid giving any unecessary attention to the child in the escape condition. We do this by only repeating the instruction, making eye contact, or engaging in interaction with the child who has refused a task when they have demonstrated a motivation for reinforcement and are more likely to perform the behavior of interest.

Carlin Video

- 5-year old with diagnosis of Autism
- 3 years refusing to drink anything but chocolate milk
- Video from day 2 of initial consultation
- Successfully identified and paired ourselves with reinforcement
- Successfully implemented „Give Back" and „Waiting" programs
- Attempted to reduce the use of escape behavior from the instruction „drink water."

Conclusion

- ABA/VB uses Skinner's classification of language and the Motivating operation to improve our analysis.

- ABA/VB is designed to make learning a motivated activity rather than a captive one.

- Using escape extinction, in general, goes against this goal.

- The "7 Steps" offer a way to earn instructional control without using traditional escape extinction.

Resources

- Robert's YouTube Page:
  https://www.youtube.com/user/knospeaba/videos

- Knopse-ABA (Robert's clinic in Germany)
  http://knospe-aba.com/cms/us/

References

- E.g. Hagopian & Adelinis (2001); Lerman, Iwata & Wallace (1999); Lerman, Kelly, Vorndran & Van Camp (2003).

- Lerman, D.C., Iwata, B.A., Wallace, M.D. (1999).

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- Sundberg M., Partington J. "Teaching Language to Children with Autism or other Developmental Disabilities" (1997).

- Schramm, R. (2011) Motivation and Reinforcement: Turning the Tables on Autism, (pro-ABA).

- Schramm, R., Miller, M., The 7 Steps to Earning Instructional Control (pro-ABA).

THANK YOU!

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See you for Part 2