

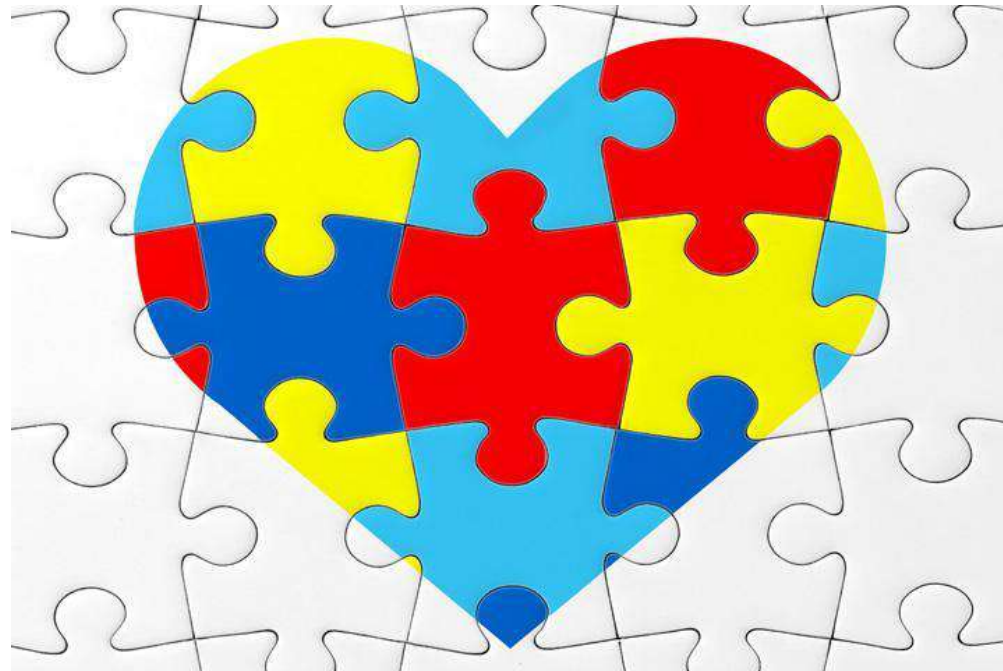


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POSITIVE PARENTING (P+):
AN AUTISM PARENT TRAINING TO ADDRESS CHILDREN PROBLEM BEHAVIOUR
AND TEACH THEM SOCIALLY IMPORTANT SKILLS

Trainer Manual





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Romania & Psihoforworld	
Unit 1 – Understanding autism	
Activity n°	1
Description of content	Briefing about ASD, introduction to the problem, possible solutions, key facts, examples of success, non-formal education, inclusive practices.
Learning outcomes and competencies	Critical acknowledgement with facts and sources, getting to know each other, learning by doing, reinforcement of capabilities, networking, building community.
Materials and equipment	Pen, papers, game instructions, beamer, wi-fi. Speakers (optional). Medical masks if necessary (depending on COVID-19 rules in project country).
Setting	Face to face with a trainer – offline or online depending on the situation. Lessons are held in a comfortable, separate room with sufficient area, well-vented, sound insulation, the necessary equipment and comfortable chairs, or soft chairs on which the project partner can accommodate at least 30 people.



Theoretical lessons	Theories on ASD will be presented through an inclusive approach with an emphasis on reflection with various examples and a room for discussion.
Duration	From six to eight working hours with breaks.
Type of interaction and brief description of the activity	<p>When diagnosed with ASD parents of an autistic child are at a loss. Information and support of specialists is necessary for understanding and adequate assessment of the situation, formation of development prospects. It has been proven that awareness reduces anxiety, promotes improving the orientation of parents in the social, medical, pedagogical, psychological sphere of a child with autism.</p> <p style="text-align: center;">GENERAL FORMAT OF THE LESSON:</p> <p>The basic block of lessons consists of five thematic meetings, conducted by experts. The duration of the lesson is 2 hours. The lesson consists of the theoretical part and the advisory part: getting answers to questions from parents. It is recommended to use or develop recommendations – reminders for parents of audiences with ASD, as well as the immediate environment.</p> <p style="text-align: center;">LESSON TOPICS:</p> <p>[1] Face to face with autism; [2] Family translator of the semantic content of the behavior of an autistic child;</p>



- [3] A kaleidoscope of resources;
- [4] Five rules for teaching an autistic child;
- [5] Coordinator of success - the transfer of acquired knowledge and skills into real living conditions.

ADVANCED FORMAT OF THE LESSON:

Six group lessons with a frequency of one time per week. The duration of the meeting is three hours.

First meeting:

Primary contact. Acquaintance. Discussion of format and rules groups. Parents introduce themselves and talk about their reactions to identify an autism spectrum disorder in a child.

Second meeting:

Parents discuss successes and problems in their child's behavior, their dreams about themselves and a child, create a collage of the family.

Third meeting:

Parents continue to share information about skills dealing with the audience, individual experiences and resources. They discuss setting development goals for their child, their place in the family system and its importance in the situation of raising a child with autism.

Fourth meeting:

Discussion of social resources needed for further child development and education.
Exchange of experience between parents aimed at improving social competence in the upbringing and education of a child with the diagnosis of ASD.

Fifth meeting:



Parents discuss the experience of using a social resource, received during the last weeks, share successes and failures, receive support and discuss options for solving problems that have arisen.

Sixth meeting:

Parents are encouraged to identify areas for improvement in the level of social adaptation. Parents are given memos with addresses, websites, support groups in messengers, telephone numbers of communities, groups of parents of audience, patients with autism. The exchange of contacts between group members is stimulated.

A few examples of practical sessions.

These materials have been prepared for a two-session introduction to autism. Materials include two case studies for discussion and several interactive autism awareness games.

During the lesson, you can discuss the following points with the audience:

Lesson 1

1-10 minutes

Autism affects a person's ability to communicate and interact with other people.

Autism is a wide range of features and people with autism have different needs.

- A person with autism usually likes order and structure.

It is important to treat each person with autism as an individual.

Brainstorm with the whole audience for ten minutes about what communication and interaction with other people is and what skills it takes. For example:



- Talk.
- Listen to other people.
- To make friends.
- Understand what other people mean.

This list may expand as the course progresses. You can also use the game ideas below.

10-30 minutes

Explain that autism affects the ability to communicate and interact with other people, but in different ways. Over the course of two lessons, the audience will discuss what this means, how autism affects different people, and what can help people with autism. Then the audience will prepare a written activity on this topic.

Distribute case sheets and questions at the end of the text. Read the text to the audience and discuss. Ask participants to share the support David and Helen receive and how structure and routine help them reduce anxiety. Ask participants the following questions:

- (a) How does autism affect them?
- (b) How independent do you think this person can live? (Give three reasons for your answer.)
- (c) How will these people behave in social situations?
- (d) How can they communicate with other people and express their thoughts and feelings?

30-55 minutes



Divide the participants into groups of 4-5 and ask them to discuss these questions together. Give each group a description of a case to work on, and then ask them to answer together the following question:

How can you best support someone with autism or Asperger's Syndrome?

Ask the participants to prepare three key points each for discussion during the next lesson.

55-60 minutes

Bring the audience together and summarize today's discussion of the topic.

Lesson 2

1-10 minutes

Review the information from the previous lesson. What is autism?

10-25 minutes

Return to the group work and discuss the key points the participants have prepared with the whole audience.

25-50 minutes

Discuss with the audience what kind of support a person with autism needs.

List items such as reliability, a clear structure, clear and unambiguous instructions, and help for the person who is feeling anxious. Talk about alternative forms of communication for people who can't talk.

Emphasize that the two cases presented are very different. David Downes has many abilities and skills. Helen Burnell is much more dependent on others. Pay attention to the importance of a different approach to people with different needs.



If there are participants with autism in the audience, you can invite them to explain what helps them personally. Other participants in the audience can talk about how they help or can help other participants with autism.

AUTISM UNDERSTANDING GAMES

Below are a few games that can help audiences better understand life with autism.

Game "Remember the sequence"

This is a game that some people with autism who like order and consistency will find very enjoyable and excel at.

Ask the participants to sit in a circle and choose one person to start the game with “Today I went to the store and bought myself...” and add the item at the end of the sentence. The next person repeats the sentence and item named by the first player and adds their own. The game continues until someone makes a mistake. The one who makes a mistake is out of the game, and the game continues in a circle until one person remains. You can choose an offer based on the interests of your audience.

- During the game, you can turn on unpleasant noise, for example, from a drum, a vacuum cleaner or a radio. Players will find it harder to focus on the game. This will help you understand how noise can affect people with autism and why it can be difficult for them to concentrate.

Ask the participants how they felt during the game. Did any of them feel annoyed or angry when there was a big noise? Discuss how this helps understand the reactions of people with autism.



Sensory play

This game is good to help participants understand why unexpected events can cause a lot of discomfort that people with autism experience every day.

Choose a few edible items with different textures and put them in a box. It can be anything from instant coffee to jelly. Ask one volunteer to sit in front of the audience while blindfolded. Have the student feel or taste each item. The more unexpected the item, the more surprise the player will feel. Something like instant coffee powder can be very unpleasant, and it helps to illustrate how unexpected events can cause stress. Ask each student who participated in the game to explain how they felt when they had to try or touch something they didn't like.

You can invite the audience to eat or drink something that looks like what they are used to but is actually something else. For example, sandwich cookies with mustard instead of a sweet layer, or a glass of lemonade or water with a colorless flavor, such as anise. An unexpected taste can shock more than it seems. Talk to your audience about the importance of trust and respect in relationships with people with autism.

The speech game

Address the participants in a loud and angry voice, but say something positive and friendly to them. Then talk to them in a friendly and affectionate voice, but say something negative, like "You're a terrible group, I'm mad at you all."

This game allows you to understand how important tone and volume of voice are in communication.



People with autism often fail to notice these cues in other people's behavior, making it harder for them to understand those around them.

The game of listening and understanding

Address the audience in gibberish or a foreign language while focusing on one student at a time. Show with gestures that you want him to stand up. When he gets up, ask him why he is standing. Say that you didn't ask him not to get up, but to do something completely different (depending on what your gesture looked like!)

This shows how important non-verbal cues are in our speech, and how instinctively we respond to them. Explain that a person with autism will not be able to follow non-verbal cues. He may misunderstand them or not notice them at all.

Making friends game

One young man with Asperger's, Mark Segar, compiled a list of his "Rules of Life" and advice to others with Asperger's and autism on how to interact and connect with people. Share with the audience the following examples of such advice:

- If you want to get to know someone, it's best to just talk to this person and NOT stand too close.
- Personal boundaries depend on the individual.

It is very important to speak calmly and not to give the impression that you are too pushy. Don't try to meet everyone, make sure it's someone you like.



- (a) Ask the audience what do you do when you go for a walk?
- (b) Are you walking with someone?
- (c) How can you meet a girl/boy?
- (d) Ask the audience, what would it be like for someone who doesn't understand human communication and interaction to do all of this?

Game for understanding emotions

Ask two participants to stand facing each other about 5 meters apart. Ask one of them to walk towards the other and stop where he feels comfortable. Ask him why he is comfortable.

Then ask him to take a step, and another, until they are almost touching. Then join them.

Ask the audience how close you can stand to each other on public transport, in football crowds, and in other situations.

Ask them where such closeness is unacceptable, such as on the beach.

Ask where all these rules are written about how close you can stand to other people.

Explain that we learn such rules instinctively, but people with autism are forced to consciously learn these social rules that change all the time, depending on where and when the situation occurs and who is involved.

Case Description 1: David Downes



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Image credit: John Milne.

David Downes is an artist with Asperger's Syndrome. He is becoming more and more famous for his art, and he also works in an art workshop, receiving support from a special employment center at the National Autism Society.

David is a very successful artist. He received his MA in Communication and Design in 1996 from the Royal College of Art. In September 1999, he participated in the Air Force program on the most important architecture at the turn of the century. In 2000 he became one of the artists included in the BBC Heritage collection. Also in 2000, David's life and career were featured in *The New Artists* by Shelia Payne.



David was diagnosed with Asperger's in July 2002. David has always known that he perceives money and relationships differently than other people. David says that 90% of the time he doesn't feel like he has Asperger's. He explains that his diagnosis allows him to perceive things clearly, such as the buildings he draws, but he sometimes has difficulty understanding other things, such as communicating with people.

David finds it difficult to deal with unexpected events. At one important exhibition opened by David this year, he experienced anxiety because not everything went as planned. Because David was anxious, he forgot about other important aspects of the exhibition, even though he had been working on them the day before. Before David was diagnosed with Asperger's, he did not understand why he could experience such intense anxiety in certain situations. Since he was diagnosed, he and his family have been finding ways to solve problems. David's family has always supported him and helped him reach his full potential.

David learned about Prospects, the National Autism Society's employment center that supports people with autism and Aspreger syndrome. The staff at the center helped him find and keep a permanent job. David says that at the center he can get an outsider's perspective on various situations at work and discuss how he can deal with situations that he finds difficult. When David was organizing exhibitions, the staff at the center offered him support and advice.

Case Description 2: Helen Burnell

Helen was diagnosed with autism when she was 5 years old. In 1965 she became a student in the UK's first specialized school for audience with autism. In those days, very little was known about autism, and psychiatrists believed that Helen should be brought up in a boarding school.



	<p>It was only with the help of her mother, Ilse, a dedicated teacher, Sybil Elgar, and a group of determined parents, that the first school for such audience was opened. Audience who was officially recognized as incapable of learning, speaking, reading, writing and communicating with other people studied at the school according to the general education program.</p> <p>When Helen and the other participants were fifteen years old, their parents realized that the audience did not have opportunities for further learning, and they began to work to create a safe and happy environment for audience to grow and mature. Together they created a supportive home that Helen still lives in today.</p> <p>Helen has fewer opportunities than most of the other residents of the house, so she cannot work. This does not mean that she does not want to do anything. She loves a familiar and repetitive job and helps those who take care of her keep the house clean. She also enjoys activities in the form of games that help her with social situations, Helen also enjoys swimming and going on excursions.</p> <p>Helen cannot speak, so she uses Makaton, a language of gestures and symbols, to communicate. This system allows Helen to express what she thinks. If Helen did not have a way to communicate and express herself, it would be very frustrating for her and could lead to negative behavior. When Helen was little, she often broke things, because she had no other way to express her attitude to what was happening. Helen loves her parents very much, and thanks to the house she lives in, she can be quite independent and maintain close relationships with her family.</p>
Glossary	ASD, non-formal education, games, inclusive, parents, family, voice, brainstorming, speech, theory, emotions, support, communication, interaction.



<p>Assessment method</p>	<p>Online questionnaires before and after each lesson Oral/painted/sculpted feedback after the end of the lesson</p>
<p>Sources / further reading / resources</p>	<ol style="list-style-type: none"> 1. Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Swiezy, N., Aman, M., ... Sukhodolsky, D. G. (2015). Effect of parent training vs parent education on behavioral problems in children with autism spectrum disorder: A randomized clinical trial. <i>JAMA</i>, 313(15), 1524-1533. https://doi.org/10.1001/jama.2015.3150 [Google Scholar] 2. Brookman-Frazee, L., & Koegel, R. L. (2004). Using parent/clinician partnerships in parent education programs for children with autism. <i>Journal of Positive Behavior Interventions</i>, 6(4), 195–213. https://doi.org/10.1177/10983007040060040201 [Google Scholar] 3. Dunn, M. E., Burbine, T., Bowers, C. A., & Tantleff-Dunn, S. (2001). Moderators of stress in parents of children with autism. <i>Community Mental Health Journal</i>, 37(1), 39–52. https://doi.org/10.1023/A:1026592305436 [Google Scholar] 4. Hassenfeldt, T. A., Lorenzi, J., & Scarpa, A. (2015). A review of parent training in child interventions: Applications to cognitive-behavioral therapy for children with high- functioning Autism. <i>Review Journal of Autism and Developmental Disorders</i>, 2(1), 79–90. https://doi.org/10.1007/s40489-014-0038-1 [Google Scholar] 5. Hastings, R. P., Kovshoff, H., Ward, N. J., Degli Espinosa, F., Brown, T., & Remington, B. (2005). Systems analysis of stress and positive perceptions in mothers and fathers of pre-school children with autism. <i>Journal of Autism and Developmental Disorders</i>, 35(5), 635. https://doi.org/10.1007/s10803-005-0007-8 [Google Scholar] 6. Hayes, S., & Watson, S. (2013). The impact of parenting stress: A meta-analysis of studies comparing the experience of parenting stress in parents of children with and without autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 43(3), 629–642. https://doi.org/10.1007/s10803-012-1604-y [Google Scholar]



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11. Papoudi, D., Jørgensen, C. R., Guldberg, K., & Meadan, H. (2020). Perceptions, experiences, and needs of parents of culturally and linguistically diverse children with Autism: A scoping review. *Review Journal of Autism and Developmental Disorders*, (June), 1–18. <https://doi.org/10.1007/s40489-020-00210-1> [\[Google Scholar\]](#)
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Romania & Psihoforworld

Unit 2 – Introduction to ABA

Activity n°

2



Description of content	<p>To describe the components of ABA, the dimensions of ABA, the core features of ABA, to dispel myths about ABA [<i>optional</i> – depends on the level of your audience. <i>See e.g. Shyman, E. 2016</i>↓] A review of key information covered in the lesson Introduction to ABA to reinforce learning</p> <p>Special features:</p> <ul style="list-style-type: none">(a) Welcome reader sent in advance before the lesson.(b) Digital library sent after the lesson.(c) Post-event support
Learning outcomes and competencies	<p>Lesson outcomes can be used with all children to provide positive reinforcement, to teach and maintain appropriate behaviors, and to provide immediate feedback during instruction. Learned competencies will also be used to help children whose behaviors interfere with their learning or the learning of others. This involves identifying the problem behavior, observing and measuring the behavior, developing a comprehensive plan to change the behavior, and monitoring the behavior to make sure the plan is working.</p>
Materials and equipment	<p>Pen, papers, question lists, notepads, beamer, wi-fi. Medical masks if necessary (depending on COVID-19 rules in the project country).</p>
Setting	<p>Face to face with a trainer – offline or online depending on the situation.</p>



	<p>Lessons are held in a comfortable, separate room with sufficient area, well-vented, sound insulation, the necessary equipment and comfortable chairs, or soft chairs on which the project partner can accommodate at least 10-20 people.</p>
<p>Theoretical lessons</p>	<p>By analyzing the relationship between the antecedent (what happened before the behavior occurred), the behavior (what behavior actually occurred), and the consequence (what happened after the behavior occurred), parents can begin to develop a comprehensive plan for changing behavior. An essential element of ABA involves analyzing the function of the behavior (the purpose the behavior serves). A behavior’s function can be categorized in two ways: to get something or to avoid something. Determining the function of the behavior is essential in designing an effective plan for behavior change. Knowing why a behavior is occurring helps parents choose an intervention that will eliminate or change that behavior</p>
<p>Duration</p>	<p>One working day with breaks.</p>
<p>Type of interaction and brief description of the activity</p>	<p style="text-align: center;">Preparation of the ABA Welcome Reader</p> <p>Nothing is more powerful than reading; no one is a greater liar than he who holds that reading a book is a passive gesture. To read, hear, study, understand – these are the only ways to construct life beyond life, life alongside of life. [T]o know is the first step toward change.</p>



—Roberto Saviano¹

Before you begin the lesson, you should familiarize your future audience in more detail about ABA with specific examples. What does it mean? This means that you must very carefully select for them a small selection of materials that will relate to the topics of the lesson. What does this kind of selection include? This is a small library in electronic format, which will consist of texts, video and audio files. And it will serve you and the participating parent as a very good help before you begin direct lessons.

This is a certain element of the so-called **FLIP learning**. That is, in advance familiarization of participants with introductory materials that you could provide them during the lesson, but during the training you will deal with the more advanced materials and more advanced tasks, having prepared the parents in advance. And so what does the selection consist of?

You pick up interesting **texts**. These can be documents, extracts from documents, from reports, from reports, from literature, from articles that relate to the topics of ABA. It can also be fiction, it can be poetry, all that will attract attention, all that will serve as a definite trigger of their interest before the lesson.

What should be the **video files**? It can be small videos regarding the topic of the ABA, it can be excerpts from famous films and series, it can be videos or excerpts from videos from round tables, and from anything related to ABA. It may be something that you shoot specifically for this collection.

What **audio files** need to be placed in this particular library? Interviews, round tables in audio recordings, fragments of lectures. And all this should be interesting and relate to the topics of your ABA lesson.

Thus, *in about a few days or a week*, your project participants should receive a letter from you as well as a link to the library, which they can download in electronic format. It is advisable to prepare 2 links, for example, one to Google Drive, and second to MEGA. Because one link may not work, but it may work slowly, so your participants should have an alternative.

¹ Saviano, R. *ZeroZeroZero*. Penguin Publishing Group (2015).



The number of files for such a library. In general, the total number of such files should not exceed 20 - 25. On the one hand, there should not be too many of them, on the other hand, only 3 should not be permissible because, again, participants can choose what is more interesting, scientific material or artistic, topical - what is happening now, or what has been happening for a long time.

Depending on the interests and needs of the participants who will be present at your training, you should also send a detailed letter, a sample of which I will give in this lesson plan. A letter that will describe what you send, why and how they can navigate the collections that they download before your lesson. This is very important, if you just send the link without explanation, then many participants might misunderstand it.

Example

Dear participants of the Positive Parenting project,

My name is Anca – I am your enthusiastic facilitator and with this letter I kindly ask you to invest a few hours into the very basics of current issues of ABA (certainly with a clear emphasis on a variety of opinions and regions, content and forms of delivery).

Following this link in our Google Classroom:

you will get access to the ABA lesson Welcome Digital Reader. It is not obligatory to go through all materials I have prepared for your attention [actually just 30 files] but it would be useful if you would touch upon at least five or six files from each of the main folders <♦>

For the purpose of thematic navigation, I have applied a simple scheme of coding:



In case you are extremely busy, you can focus only on *sine qua non* – the subfolders marked with (#).
The subfolders granted with [§] are about knowledge and qualified opinions.
Those with a Greek letter /Ψ/ deal with personal narratives and empathy thus appealing to your emotional intelligence.

You can start today or use it on the way to our meeting, reading/watching from the screens of your laptops and listening from your smartphones.

I hope that you find this selection relevant and in the first morning session, we will already be on the same ABA page.

See you in action!

P.S. In case, the download process from the Google Classroom is a bit slow I have backed-up the same Reader to the alternative cloud storage:

Offline lesson plan

0





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Main difficulties at work with children with behavioral disorders
(autism is not a new disorder, but a new diagnosis; one case of autism diagnosed for 88 children)

‘Neuro-typical’ children	Children with ASD
---------------------------------	--------------------------



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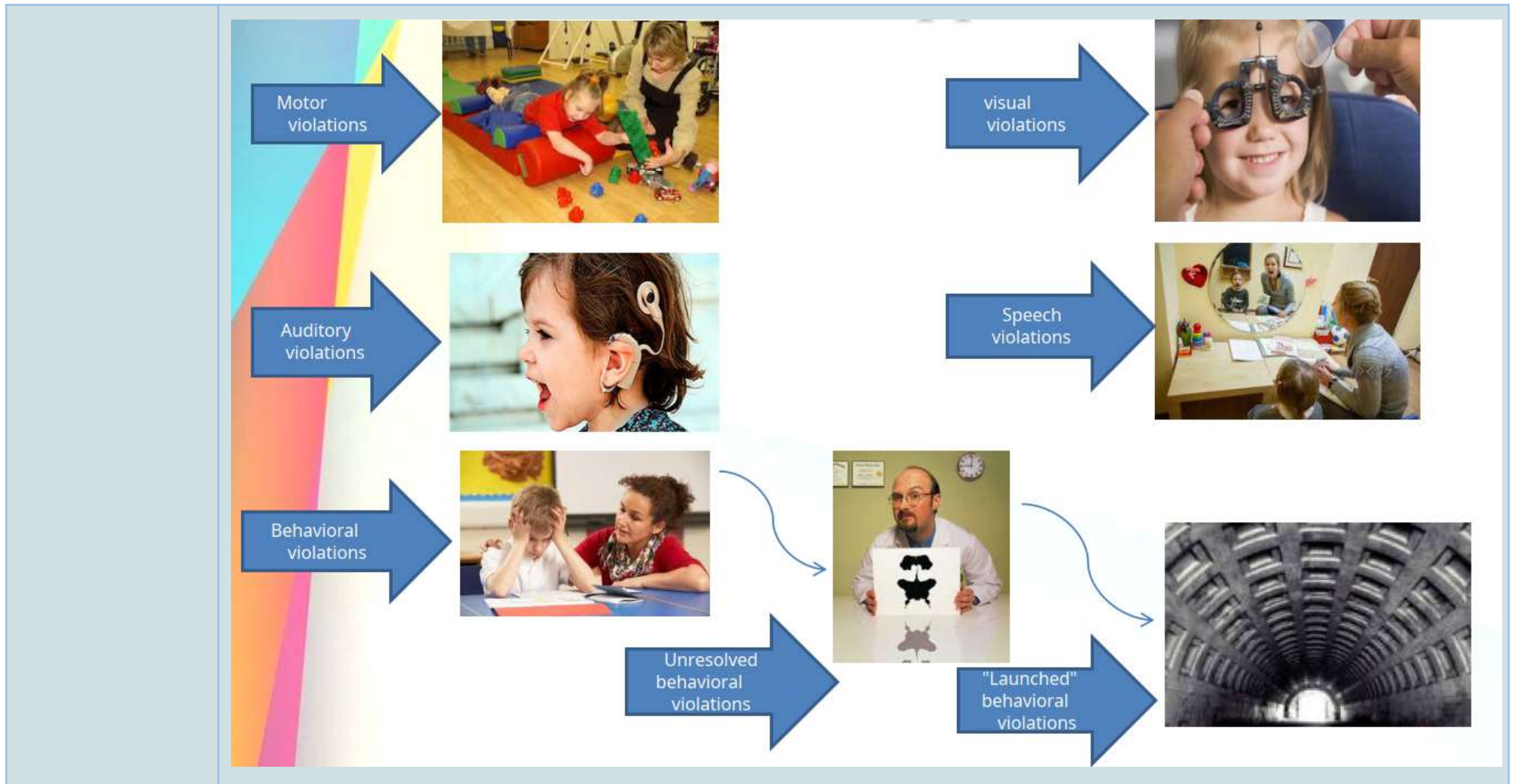


**Compliance problem
and correction method**



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WHY APPLIED BEHAVIOR ANALYSIS (ABA THERAPY)?

Applied Behavior Analysis is a scientifically proven method that focuses on behavior and learning. The aim of ABA is to study the behavior in order to change it for the better, focusing on socially significant behaviours.



You'll never walk alone...

The main difference in understanding the mechanism of the development process.

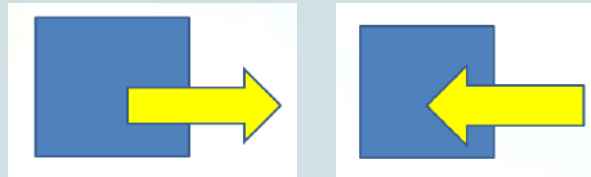


Personal approach

Development is a process of irreversible, directed and regular changes, leading to the emergence of quantitative and qualitative structural transformations of the psyche and human behavior

Behavioral Approach

Changes in behavior lead to human development



What is ABA or Applied behavior analysis?

1. **Applied-** this is a sign that is guided by the choice of the behavior that will be worked on and changed. In ABA, work is only on socially significant behaviors.
2. **Behavioral-** it is behavior that is targeted for change (it is not the child that changes, but his behavior).
3. **Analytical-** ABA analyzes not behavior, but the influence of environmental factors (stimuli) on behavior and manipulates those factors to change the behavior.

Areas where ABA is applied:



- Animal Training
- Organizational Behavior Management
- Classrooms/Schools
- Parenting
- Marketing
- Autism Spectrum Disorder
- ADHD
- Behavioral Medicine and Health
- Mental Health Disorders (Such as oppositional defiant disorder, depression, etc.)
- Environment/Sustainable Societies
- Gerontology
- Forensics
- Gambling
- Sports
- Physical Health

Why is ABA effective with children with autism? (in the Welcome Reader we explain why ABA helps with the issues that we list here)



- hyperactive often runs away from the table, it is impossible to seat at the table;
- not listening verbal instructions, looks away, may behave aggressively towards teacher, does not nod, does not smile, does not complete tasks, shouts;
- hates lessons, in every possible way avoids them;
- does not understand speech, repeats the same thing over and over.

ABA uses numerous techniques and strategies for the prevention of unacceptable behavior, such as:

- Rules designed in visual form;
- Errorless teaching;
- Prompts;
- social stories;
- Task analysis;
- Graphics;
- Video modeling;
- Study of and control of antecedents.



Collecting data in the ABC table

Date	What happened before the target behavior occurred?	What exactly did the child do?	Duration	What happened immediately after the child started the behavior?	The result

Example: **Ursula has problematic behavior: screaming, crying, banging her head against hard surfaces**



<i>Date</i>	<i>What happened before the target behavior occurred?</i>	<i>What exactly did the child do?</i>	<i>Duration</i>	<i>What happened immediately after the child started the behavior?</i>	<i>The result</i>
22/06 13:00	Were on the beach, they didn't get her into the sand - it was hot, she ate corn and ice cream	When we began to go home – her hysteria began	10 minutes to the car while walking	Promised if she calms down, I'll give her a cube with songs, or yummy – yelled all the same all the way to the whole street	I didn't give her anything when I myself fell silent - I gave her a cube and drove home in the car



17/08 18:45	I went to take out the garbage, and closed the door in front of Ursula	Headbanged, screamed	3 minutes	Didn't react	I came back - she immediately fell silent

FUNCTIONS OF BEHAVIOUR:

1. to attract attention;
2. access to the desired (object, event, person);
3. avoidance of unpleasant stimuli;
4. sensory stimulation.

Example (name the behavior function):

1. An autistic child began to beat himself on the abdomen during exercise.
2. A child with special needs screams loudly in the shop.
3. A child with autism bites speech pathologist during class.
4. A child with autism spins the wheels of a toy car.

What Applied Behavior Analysis **is not**:



1. A strategy for manipulating people;
2. An approach that uses only punishment for wrong behavior;
3. Training based on instincts and reflexes;
4. The only and universal approach to the correction of autism.

How to teach an "unteachable" child?

1. Take into account the specific characteristics of the child;
2. Choose functional goals for learning (learning what is useful in everyday life);
3. Choose effective teaching methods;
4. Track the effectiveness of the methods used and adjust the curriculum in a timely manner (what the child learned here and now).

Methods of the ABA therapy:

- **"Preference assessment"**- the teacher will be able to understand how to motivate the child during the assignment;
- **"Shaping"**- used in the formation of new skills;
- **"Errorless teaching with prompts"**- helps the child learn new skills without stress, unnecessary tension and anxiety.

Questions for active participation:

1. *The only industry where Applied Behavior Analysis is used – is for correction of autism:*



1. Right
2. Wrong

2. *ABA studies:*

1. Principles and laws of behavior;
2. Mental processes that motivate people to action;
3. Animal behavior;
4. Emotional-volitional sphere of children with autism.

3. *Human behavior depends on:*

1. From the influence of society and "freedom of choice";
2. From organic prerequisites such as heredity, and from the influence of factors in the environment that have acted in the past and are influencing at the moment;
3. From the emotional-volitional sphere and mental health;
4. From upbringing.

4. *ABA, as a corrective method, was used back in the early 1960s.*

To date, methods of work in ABA remained unchanged, and exactly repeat the actions of Lovaas:

1. Right



2. Wrong

5. *ABA, as a correctional method, is effective in the rehabilitation of children with autism, because:*

1. Takes into account the specific characteristics of a child with autism;
2. Work is underway on functional goals for learning;
3. There is a constant monitoring of the effectiveness of the applied methods and timely correction of the training program;
4. All answers are correct.

6. *If the autistic child does not understand verbal instructions, you must:*

1. Repeat instructions repeatedly to understand;
2. Constantly talk to him to accumulated "passive vocabulary";
3. Start medical intervention, so that with the help of pills he started develop speech;
4. There is no correct answer.

Thank you for your active participation ☺

Post-event Reader

After you finish your lesson, you should send your participants a new large library with materials related to the topic of ABA, unlike the library which was sent to them initially and your new library should be of bigger volume and, as a rule, it should



contain less audio and video, but much more texts. These may be scientific publications, dissertations, monographs, scientific reports, legislative acts. And similar materials related by a common theme. You can also split them into different folders under folders or into clusters.

Usually, I send my participant to the library, consisting of more than 200 units of materials. With such a library you will support the interest of the participants in the topics of your lesson and will stimulate their further advancement along the path of ABA. You will also provide them with material that has already been grouped in advance because many participants do not want to waste time searching for it on the Internet, print out, look for the best. Moreover, you also stimulate their future activity, development of ABA thinking, elaboration of critical thinking in general and connection with other parents who have similar challenges.

Example from the previous lesson

My dear ABA lesson graduates,

Following this link:

you can obtain the promised digital library: nearly all basic and in-depth sources used, mentioned or asked for during our lesson on ABA.

If I have forgotten to add something – please do not hesitate to remind me.

Fulfilling your personal requests, I have sent in previous days a few separate letters with the links to the specific data.



I hope this selection of materials will be useful in a righteous way.

Looking forward for your questions,
–Anca.



Glossary

Antecedent, Behavior, Consequence, Functional Behavior Assessment, Behavior Intervention Plan, Functional Communication, Positive Reinforcement, Pairing, Mand, Tact.



<p>Assessment method</p>	<p>Online questionnaires before and after each lesson Oral/written/painted/sculpted feedback after the end of the lesson Post-event support</p>
<p>Sources / further reading / resources</p>	<ol style="list-style-type: none"> 1. Al-Nasser, T., Williams, W. L. and Feeney, B. (2019). A brief evaluation of a pictorially enhanced self-instruction packet on participant fidelity across multiple ABA procedures. <i>Behavior Analysis in Practice</i>, 12, 387–395. 2. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). <i>Applied behavior analysis</i>. Pearson/Merrill-Prentice Hall. 3. Fennell, B. and Dillenburger, K. (2018). Applied behaviour analysis: What do teachers of students with autism spectrum disorder know. <i>International Journal of Educational Research</i>, 87, 110–118. 4. Foxx, R.M. (2008). Applied Behavior Analysis treatment of autism: The state of the art. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 17(4), 821–834. 5. Granpeesheh, D., Tarbox, J., & Dixon, D. R. (2009). Applied behavior analytic interventions for children with autism: A description and review of treatment research. <i>Annals of Clinical Psychiatry: Official Journal of the American Academy of Clinical Psychiatrists</i>, 21(3), 162–173. 6. Harris, S.L., & Delmolino, L. (2002). Applied behavior analysis: Its application in the treatment of autism and related disorders in young children. <i>Infants & Young Children</i>, 14(3), 11–17. 7. Howard, J.S., Stanislaw, H., Green, G., Sparkman, C.R., & Cohen, H.G. (2014). Comparison of behavior analytic and eclectic early interventions for young children with autism after three years. <i>Research in Developmental Disabilities</i>, 35, 3326–3344.



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9. Rogers, A., & Pilgrim, D. (2002). *Mental health and inequality*. New York: Palgrave Macmillan.
10. Shyman, E. (2016). The reinforcement of ableism: Normality, the medical model of disability, and humanism in applied behavior analysis and ASD. *Intellectual and Developmental Disabilities*, 54, 366–376.

Czechia, Masaryk University

Unit 3a – Reinforcement and how to use it.

Activity n°

1. *Review of the PPT with the presenter (in-person or via screen sharing).*
2. *Completion of guided notes during the PPT presentation.*
3. *Completion of the A-B-C, diagramming of a behavioral contingency, worksheet.*
4. *Completion of the preference assessment worksheet.*
5. *Completion of the social validity questionnaire.*

**Description
of content**

The three term contingency, positive reinforcement, negative reinforcement, reinforcers, preference assessments, and using reinforcement effectively.



Learning outcomes and competencies	<ul style="list-style-type: none">● <i>Diagram a three term contingency.</i>● <i>Define reinforcement.</i>● <i>State the differences between positive and negative reinforcement.</i>● <i>Select tools to use for conducting basic preference assessments.</i>● <i>Use basic data to determine what items might be reinforcers for a child.</i>● <i>Identify the dos and don'ts of reinforcement usage.</i>
Materials and equipment	<ul style="list-style-type: none">● PPT with lesson materials.● Guided notes.● A-B-C behavioral contingency worksheet.● Preference assessment worksheets.● Checklist for instructions and assessment.● Social validity questionnaire.
Setting	<i>In a small group setting, face to face with a presenter, or in a remote platform with break-out room/group functionality (e.g., Zoom).</i>
Theoretical lessons	<p><i>Theoretical background information will be provided on the applied behavior analysis (ABA) concepts of:</i></p> <ul style="list-style-type: none">● <i>Reinforcement: the adding or removing of something in the environment after a behavior happens, which results in the behavior happening more in the future.</i>● <i>Preference assessments: systematically collecting information about what a person likes.</i>



	<ul style="list-style-type: none">• <i>A-B-C, three-term, behavioral contingency: looking at the occurrence of a behavior and separating out what observable environmental change happened before (antecedent) and what observable environmental change happened after (consequence).</i>
Duration	<i>Approximately 90 minutes.</i>
Type of interaction and brief description of the activity	<p><i>In a small group setting, either in-person or via a remote learning technology:</i></p> <ol style="list-style-type: none"><i>1. PPT lesson presented to the trainees.</i><i>2. Guided notes completed by trainees during the lesson.</i><i>3. Applied practice throughout the lesson using the behavior skills training (BST) approach (i.e., instructions, modeling, role-playing, and corrective feedback).</i><i>4. Instructions presented as part of the BST procedure, as a checklist that can also be used for assessment and self-monitoring of strategy usage.</i><i>5. Model, role-play, and feedback for each strategy usage. With assessment of strategy usage using the checklist.</i><i>6. Repeat the process for the targets of: diagramming a contingency, doing a preference assessment, and using reinforcement effectively.</i>



Glossary	<i>Reinforcement, positive reinforcement, negative reinforcement, reinforcer, reward, antecedent, behavior, consequence, preference assessment, behavioral contingency, stimulus change, latency.</i>
Assessment method	<p><i>Trainees will be assessed by completing:</i></p> <ul style="list-style-type: none"> - <i>The diagraming of a behavioral contingency (A-B-C event) worksheet.</i> - <i>A basic preference assessment worksheet.</i> - <i>A social validity questionnaire providing feedback on the training.</i>
Sources / further reading / resources	<p>Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). <i>Applied behavior analysis</i>. Pearson.</p> <p>Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2012). <i>Behavior analysis for lasting change</i>. Sloan.</p> <p>Valuable free resources:</p> <p>Autism Focused Intervention Resources & Modules (AFIRM): https://afirm.fpg.unc.edu/</p> <p>Autism Internet Modules: https://autisminternetmodules.org/</p>



Czechia, Masaryk University	
Unit 3b – Targeting skill acquisition to build opportunities for reinforcement.	
Activity n°	<ol style="list-style-type: none">1. <i>Review of the PPT with the presenter (in-person or via screen sharing).</i>2. <i>Completion of guided notes during the PPT presentation.</i>3. <i>Completion of a prompt hierarchy diagram worksheet.</i>4. <i>Completion of a successful role play where they are following a procedure to teach a new skill to a child.</i>5. <i>Completion of a provided data collection form.</i>6. <i>Completion of a social validity questionnaire.</i>
Description of content	<i>Teaching replacement behaviors, skill acquisition, data collection basics, using prompts, types of prompts, prompt hierarchy, and prompt fading.</i>



<p>Learning outcomes and competencies</p>	<ul style="list-style-type: none"> ● <i>Select a target behavior to teach.</i> ● <i>Present a clear direction.</i> ● <i>Use prompts when needed.</i> ● <i>Select appropriate prompts using the prompt hierarchy.</i> ● <i>Collect basic data on a child’s response to a direction.</i> ● <i>Provide a correct consequence after a child’s response.</i> ● <i>Identify basic prompt fading procedures.</i>
<p>Materials and equipment</p>	<ul style="list-style-type: none"> ● PPT with lesson materials. ● Guided notes. ● Prompting worksheet. ● Data collection form. ● Checklist for instructions and assessment. ● Teaching procedure implementation treatment fidelity checklist (used for assessment by the presenter). ● Social validity questionnaire.
<p>Setting</p>	<p><i>In a small group setting, face to face with a trainer, or in a remote platform with break-out room/group functionality (e.g., Zoom).</i></p>
<p>Theoretical lessons</p>	<p><i>Theoretical background information will be provided on the applied behavior analysis (ABA) concepts of:</i></p> <ul style="list-style-type: none"> ● <i>A-B-C contingency: See previous lesson.</i> ● <i>Discrete trial teaching/training: Breaking skills down into smaller components and then teaching those skills by providing clear instructions and systematic reinforcement or correction procedures.</i>



	<ul style="list-style-type: none">● Contingent: <i>A clear relationship between what is said/expected from the child, the behavior of the child, and the consequence that is presented to the child.</i>● Prompts: <i>Cues or assistance added to a direction that is given to the child to increase the likelihood of the child doing what is expected/ desired.</i>● Prompt fading: <i>Systematically removing (using them less and less) prompts or assistance that were previously provided to the child during teaching interactions.</i>● Data: <i>The information collected on the discrete (small and targeted) responses demonstrated by the child during teaching interactions.</i>● Basic inspection of data (visual analysis): <i>Looking at the data that have been collected to make a decision about whether learning is occurring and/or what might need to be changed to promote the child's success.</i>
Duration	<i>Approximately 90 minutes.</i>



Type of interaction and brief description of the activity	<p><i>In a small group setting, either in-person or via a remote learning technology:</i></p> <ol style="list-style-type: none"><i>1. PPT lesson presented to the trainees.</i><i>2. Guided notes completed by trainees during the lesson.</i><i>3. Applied practice throughout the lesson using the behavior skills training (BST) approach (i.e., instructions, modeling, role-playing, and corrective feedback).</i><i>4. Instructions presented as part of the BST procedure, as a checklist that can also be used for assessment and self-monitoring of strategy usage.</i><i>5. Model, role-play, and feedback for each strategy usage. With assessment of strategy usage using the checklist.</i><i>6. Repeat the process for the targets of: selecting an appropriate skill to target, delivering a learning opportunity, using prompts, presenting a consequence, collecting the data, and determining what the data represent.</i>
Glossary	<p><i>A-B-C contingency, reinforcement, discrete trial teaching/training, contingent, prompt, prompt hierarchy, data, data analysis/inspection, data collection, prompt fading.</i></p>
Assessment method	<p><i>Trainees will be assessed by completing:</i></p> <ul style="list-style-type: none"><i>• Prompting (prompt hierarchy) worksheet.</i><i>• A successful role play where they are following a procedure to teach a new skill to a child, as assessed by a fidelity checklist completed by the presenter.</i><i>• A social validity questionnaire providing feedback on the training.</i>



<p>Sources / further reading / resources</p>	<p>Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). <i>Applied behavior analysis</i>. Pearson.</p> <p>Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2012). <i>Behavior analysis for lasting change</i>. Sloan.</p> <p>Valuable free resources:</p> <p>Autism Focused Intervention Resources & Modules (AFIRM): https://afirm.fpg.unc.edu/</p> <p>Autism Internet Modules: https://autisminternetmodules.org/</p>
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ABC BEHAVIOR CHART

Individual's Name: _____

Age: _____ Date: _____

Rater's Name: _____

Operational definition of target behaviors:

List any situations or events that may be influencing the individual's behavior today (e.g., poor sleep the night before):

Time	Location	Antecedent	Behavior	Consequence	Function



Reinforcer Inventory for _____

DOB: _____

Date: _____

Person Completing the Inventory: _____

PLEASE MAKE A CHECKMARK IN THE BOX THAT APPLIES TO THE INDIVIDUAL.

Toys / Games / Play Things	<i>Very Much</i>	<i>Fair Amount</i>	<i>Not at all</i>
Vehicles			
Garage and vehicles			
Racing cars and track			
Trains			
Thomas the Tank Engine			
Action Figures			
Transformers			
Dolls			
Dollhouse and Figures			
Animals			
Castles and knights			
Stuffed animals			
Blocks, Legos			
Construction toys			
Remote control toys/vehicles			
Play Doh			
Imaginary play, wearing costumes			
Puzzles			
Board Games			
Button/dial toys			
Lotto/Bingo games			
Others:			



Reinforcer Checklist - Child

Name: _____ Date: _____
 Diagnosis: _____ Date of Birth: _____

Circle how much the patient likes each item using the scale below.

1 = Does NOT like at all; 2 = Likes a LITTLE; 3 = Likes SOME; 4 = Likes a GREAT DEAL; 5 = Likes the MOST; N = Unknown/no experience.

Items to Assemble						
Dominos	1	2	3	4	5	N
Blocks	1	2	3	4	5	N
Stackable toys	1	2	3	4	5	N
Gears	1	2	3	4	5	N
Lego's	1	2	3	4	5	N
Connecting beads	1	2	3	4	5	N
Puzzles	1	2	3	4	5	N
Mr. Potato Head	1	2	3	4	5	N

Items to Read						
Magazines	1	2	3	4	5	N
Catalogues	1	2	3	4	5	N
Newspaper	1	2	3	4	5	N
Picture books	1	2	3	4	5	N
Easy reading books	1	2	3	4	5	N
Story books	1	2	3	4	5	N
Pop-up books	1	2	3	4	5	N
Musical Books	1	2	3	4	5	N

Items with Sound						
CD/MP3 Player	1	2	3	4	5	N
Musical ball	1	2	3	4	5	N
See & Say	1	2	3	4	5	N
Squeak toys	1	2	3	4	5	N
Musical Instruments	1	2	3	4	5	N

Items with Wheels						
Toy car	1	2	3	4	5	N
Airplane	1	2	3	4	5	N
Train	1	2	3	4	5	N
Truck	1	2	3	4	5	N
Bus	1	2	3	4	5	N

Visual Items						
Light chasers	1	2	3	4	5	N
Pinwheel	1	2	3	4	5	N
Kaleidoscope	1	2	3	4	5	N
Fan	1	2	3	4	5	N
Flashing toys	1	2	3	4	5	N
Mirror	1	2	3	4	5	N
Flashlight	1	2	3	4	5	N
Shiny objects	1	2	3	4	5	N

Items for Drawing						
Coloring book	1	2	3	4	5	N
Paper	1	2	3	4	5	N
Chalkboard	1	2	3	4	5	N
Dry erase board	1	2	3	4	5	N
Crayons	1	2	3	4	5	N
Markers	1	2	3	4	5	N
Pens	1	2	3	4	5	N
Colored pencils	1	2	3	4	5	N



Circle how much the patient likes each item using the scale below.

1 = Does NOT like at all; 2 = Likes a LITTLE; 3 = Likes SOME; 4 = Likes a GREAT DEAL; 5 = Likes the MOST; N = Unknown/no experience

Items to Touch						
Knobby ball	1	2	3	4	5	N
Squish/Koosh ball	1	2	3	4	5	N
Massaging items	1	2	3	4	5	N
Vibrating items	1	2	3	4	5	N
Brush	1	2	3	4	5	N
Rough texture	1	2	3	4	5	N
Soft texture	1	2	3	4	5	N
Silly putty	1	2	3	4	5	N
Pin art	1	2	3	4	5	N

Figurines						
Dinosaurs	1	2	3	4	5	N
Animals	1	2	3	4	5	N
People	1	2	3	4	5	N
Dolls	1	2	3	4	5	N
Character (TV, movie)	1	2	3	4	5	N
Stuffed toys	1	2	3	4	5	N
Letters	1	2	3	4	5	N
Numbers	1	2	3	4	5	N
Shapes	1	2	3	4	5	N

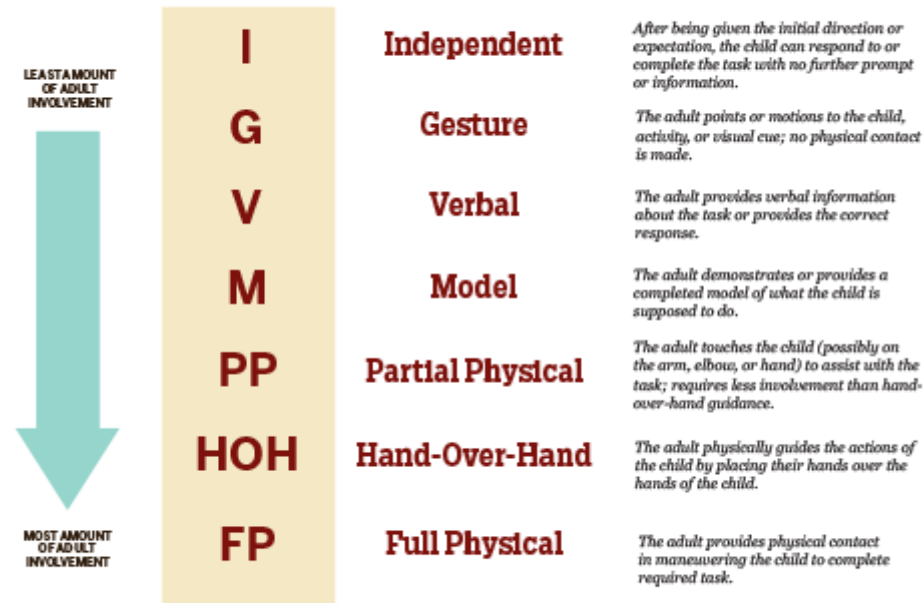
Electronic Items						
Video/DVD	1	2	3	4	5	N
TV	1	2	3	4	5	N
Video game	1	2	3	4	5	N
Computer	1	2	3	4	5	N
Portable gaming devices	1	2	3	4	5	N
Electronic toy	1	2	3	4	5	N

Pretend Play Items						
Dress-up clothes	1	2	3	4	5	N
Doll house/farm/castle	1	2	3	4	5	N
Play phone	1	2	3	4	5	N
Play food	1	2	3	4	5	N
Puppets	1	2	3	4	5	N
Play sets	1	2	3	4	5	N

Edible Items (list several, if an option)	
Salty:	
Sour:	
Sweet	
Crunchy:	
Pureed:	
Other:	
Other favorite toys/objects:	
Other favorite toys/objects:	
Favorite toys/objects at HOME:	



BASIC PROMPTING SEQUENCE®



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Fill in the Missing Pieces

Hierarchy	Prompt	Abbr	Definition	Example
Most Intrusive		FP	Physically guiding hands or body to engage in the correct response.	Saying “pick up your pencil” and then using your hands to guide both of the child’s hands to the pencil.
	Partial Physical		Providing some physical contact to direct the child to engage in the correct response.	Saying “pick up your pencil” and then gently touching the child’s elbow to help the child pick up the pencil.
	Verbal	V		Saying “pick up your pencil” and then adding an additional phrase about how to complete the action.
		M		Saying “pick up your pencil” and then picking up your own pencil.
		G	Pointing or motioning to the correct response or an item involved in the correct response.	Saying “pick up your pencil” and then pointing to the pencil.



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Least Intrusive				
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ANSWER KEY:

Fill in the Missing Pieces

Hierarchy	Prompt	Abbr	Definition	Example
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Most Intrusive	Full Physical	FP	Physically guiding hands or body to engage in the correct response.	Saying “pick up your pencil” and then using your hands to guide both of the child’s hands to the pencil.
	Partial Physical	PP	Providing some physical contact to direct the child to engage in the correct response.	Saying “pick up your pencil” and then gently touching the child’s elbow to help the child pick up the pencil.
	Verbal	V	Providing some additional verbal information to direct the child to the correct response.	Saying “pick up your pencil” and then adding an additional phrase about how to complete the action.
	Model	M	Engaging in the action to show the child what the correct response should look like.	Saying “pick up your pencil” and then picking up your own pencil.



Least Intrusive	Gestural	G	Pointing or motioning to the correct response or an item involved in the correct response.	Saying “pick up your pencil” and then pointing to the pencil.
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CHILD'S NAME: _____

Date: _____

Responses: (+) Correct (-) Incorrect/No Response

Prompts: (F) Full (P) Partial

(P) Physical (V) Verbal (G) Gesture (M) Modeling

PROGRAM:										
TARGET(S):										
DATE										
INITIAL										
DATE										
INITIAL										
COMMENTS:										
DATE COMPLETED:						TOTAL +			INITIALS:	



TRAINING SOCIAL VALIDITY EVALUATION FORM

Activity Title: _____

Date: _____

As a learner, please assist in the evaluation of this presentation. Please circle the number beside each statement that best reflects the extent of your agreement. Thank you.

		Disagree			Agree	
Content						
1.	The content was interesting to me.....	1	2	3	4	5
2.	The content extended my knowledge of the topic.....	1	2	3	4	5
3.	The content was consistent with the objectives.....	1	2	3	4	5
4.	The content was related to my job.....	1	2	3	4	5
5.	Objectives were consistent with purpose/goals of activity.....	1	2	3	4	5
Setting						
1.	The format was conducive to learning.....	1	2	3	4	5
2.	The learning environment stimulated idea exchange.....	1	2	3	4	5
Faculty/Presenter Effectiveness						
1.	The presentation was clear and to the point.....	1	2	3	4	5
2.	The presenter demonstrated mastery of the topic.....	1	2	3	4	5
3.	The method used to present the material held my attention.....	1	2	3	4	5
4.	The presenter was responsive to participant concerns.....	1	2	3	4	5
Instructional Methods						
1.	The instructional material was well organized.....	1	2	3	4	5
2.	The instructional methods illustrated the concepts well.....	1	2	3	4	5
3.	The handout materials given are likely to be used as a future reference.....	1	2	3	4	5
3.	The teaching strategies were appropriate for the activity.....	1	2	3	4	5

Comments:



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Link to Lesson 3a PPT: [P+ IO2 3a.pptx](#)

Lesson 3a Guided Notes: [P+ IO2 3a guided notes.docx](#)

Lesson 3a checklist for assessment: [P+ IO2 3a checklist for assessment.docx](#)

Link to Lesson 3b PPT: [P+ IO2 3b.pptx](#)

Lesson 3b Guided Notes: [P+ IO2 3b guided notes.docx](#)

Lesson 3b checklist for assessment: [P+ IO2 3b checklist for assessment.docx](#)



Italy, CEIPES	
Unit 4 – Managing Challenging Behaviours at Home	
Activity n°	<i>1</i>
Description of content	<ul style="list-style-type: none"> ● Challenging behaviours at home ● Function of behaviours ● Introduction to ABC model
Learning outcomes and competencies	Understanding which are the functions of the challenging behaviours at home according to the ABC Model
Materials and equipment	<ul style="list-style-type: none"> ● <i>Whiteboard</i> ● <i>Post-IT</i> ● <i>Pens</i>
Setting	<i>Face to face with a trainer</i>
Theoretical lessons	Parenting is hard work, and our child sometimes can behave in a way that we do not find clear. Why are they acting like that? To try to understand, it is better if we can start from a real example. Just think about some behaviours of your children, it can be something that makes you angry, something inappropriate or something dangerous for them. Write it down on a post-it note, the trainer will collect and read it for you, then we will talk about these later.



Give Post-It note and time to make everyone write some behaviours, then collect all and mix it up. it is important to understand that to connect the function to the behaviour, we need to know is antecedent and consequence.

Write the four functions of behaviours in the whiteboard and explain it.

Usually, all the behaviours have one of the following functions:

- **Social Attention**, when someone is trying to get attention from someone;
- **Tangible items and preferred activities**, when someone wants something, like a toy or gain access to their preferred activity;
- **Escape or avoidance of activities and people**, when someone is trying to avoid or escape an unpreferred situation or person. For example, avoiding a chore.
- **Automatic Reinforcement**, when the activity is a pleasure itself.

Read the post out loud and ask everyone to match them to a function. If the function remains empty, ask them to think of an example of behaviour which matches that function.

When we want to work on challenging behaviour it is important to understand it. Our suggestion is to focus on only one behaviour and write the following information:

- When this behaviour happens
- Where
- The antecedent, what happened before the behaviour
- What happened after the behaviour, its consequence



Try to make one or more examples with the behaviours that you have in the post it notes with the class. If needed, you can use some examples from the manual:

“Difficult behaviour: Got upset and yelled at his brother.

When: 4 pm, Monday 7 June.

Where: In the car on the way home from school.

What happened before behaviour (antecedent): Instead of going straight home, stopped at a shop, intended to buy milk.

What happened after (consequence): Briefly tried to soothe the child, then went home without buying milk.

It is important to understand that we cannot work in all behaviours at the same time, so choose only one of these and try to focus on that. When we understand the behaviour, we can also change it, as we will see next.



Type of interaction and brief description of the activity	<p>Group work, brainstorming.</p> <p>It is important to put every information visible, the use of a whiteboard is suggested, to make all the information visible and understandable.</p> <p>This activity requires a group discussion and probably some participants will not be involved like others in participation. It is ok, at this moment we just need that everything is clear for everyone.</p> <p>When the trainer collects the post-it notes, it is important to mix it up so that it is not possible to understand who wrote it, in order to try to maintain a little bit of privacy. If a post-it is not readable, just discard it and move to the next one.</p>
Duration	<i>1 hour</i>
Glossary	<p>Functions: The reason why a behaviour is occurring</p> <p>Reinforcement: A reward that makes the behaviour occurring more</p> <p>Antecedent: What happened before the behaviour, the reason of it</p> <p>Consequence: What happened after the behaviour</p>



<p>Assessment method</p>	<p><i>Ask participants to write some info about one behaviour following this form:</i></p> <p>Behaviour: When: Where: Antecedent: Consequences:</p> <p>Behaviour can be one of the post-it or any coming in their mind.</p>
<p>Sources / further reading / resources</p>	<p>P+ Curriculum</p>

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Unit 4 – Managing Challenging Behaviours at Home



Activity n°	2
Description of content	<ul style="list-style-type: none">● Preventing challenging behaviours at home● Communication strategies
Learning outcomes and competencies	Learn communication strategies to prevent challenging behaviours
Materials and equipment	<ul style="list-style-type: none">● <i>Paper</i>● <i>Pens</i>● <i>Whiteboard</i>● <i>List of role play situations</i>● <i>List of role play characters</i>
Setting	<i>Face to face with a trainer</i>
Theoretical lessons	<p>We have to accept the fact that sometimes challenging behaviours will occur, and our children will do something that is stressful or dangerous. We should be able to prevent these behaviours as much as possible, so that it is possible to reduce their occurrence.</p> <p>Some things we must focus on, in order to prevent challenging behaviours, are: <i>Write the list in the whiteboard to help maintain all the info visually.</i></p> <ul style="list-style-type: none">● Communication skill of the children



Sometimes it is difficult for our children to clearly speak about their needs or to explain their behaviour. Every time you understand the reason for a behaviour, teach your child how to explain all that in a better way.

- **Give direction and demands clearly**

Avoid jargon and metaphorical language. Give precise instructions as statements rather than questions.

- **Provide choices whenever possible**

Allow children the freedom to select the order of less-preferred demands (e.g., “Do you want to do homework or pick up your toys first?”). Allow choice in the type of task presented (e.g., “Do you want to read a book about trains or a book about birds?”). Allow choices in when to stop an activity (e.g., “Do you want to keep playing outside or go inside?”). Making choices can minimize the number of challenging behaviours across the day.

- **Provide a warning about the transition and prime your child with unexpected change**

One of the most difficult moments for children is the transition. Moving from an activity to another or changes to their routine can all be triggering for challenging behaviours. Take your time to prepare your child the transition, use instruments like a timer, that makes possible to visualize the change is happening. Now let's try a game, the trainer will ask you to have a conversation with your child in different situations.

Begin roleplay interaction as explained below.



Duration	<i>1 hour</i>
Type of interaction and brief description of the activity	Role play Divide learners in groups according to the different situations we want to play. There is a list with various scenarios, with a duration from 2 to 5 minutes for each one. After every roleplay take the time to speak with the class about the way they managed the situation. In every situation there is the role of the autistic person, the trainer should keep great attention on the person playing this role and tell them whether they must change their behaviour according to the act of others. If someone doesn't feel ok on taking one role, it is possible to change with the trainer itself.
Glossary	Communication, Prevention, Role play, Challenging behaviour, Transition
Assessment method	Assessment and evaluation will be collected from the roleplay and from the future interactions. From the roleplay, the teacher can understand if the participants have really understood the lesson.
Sources / further reading / resources	P+ curriculum



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List of roleplay situations:

Change of direction in the usual car driving

During a car drive from school to home, the parent remembers that they urgently have to buy something at the grocery store. Characters:

- Parents

You want to make the deviation to the grocery store, you know that changes make your child throw a tantrum you want to avoid this.

- Child with ASD

You hate when changes happen and you have a lot of tantrums when this happens, anyway you really love your parents.

- Sister or Brother

You want to help your brother/sister on dealing with the change better, you are a good help for your parents.

Time for some cleaning!

Kid's room is a little messy. Toys are everywhere on the ground and the bed hasn't been made yet. It is time to teach the kid how to tidy up and clean.

Characters:

- Parents

You want to teach your kid how to tidy up themselves, the room must be cleaned.

- Childwith ASD

You don't want to clean your room; it will be hard to convince you, but it is possible.

Going to the doctor

Child with ASD must get a medical check; a blood collection is required.



Characters:

- Parents

You know that the situation is scary for your child, you are afraid that they can behave in a difficult way. You also know that the blood collection is required.

- Child

You are scared from the situation, if the situation gets too scary you could run away. You feel assured from the presence of the parents, but the doctor is a stranger.

- Doctor

You must perform the blood collection, you have been informed from the parents that the kid has ASD, you want to avoid challenging behaviours.

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Unit 4 – Managing Challenging Behaviours at Home	
Activity n°	3
Description of content	<ul style="list-style-type: none">● Strategies to handle challenging behaviour when it occurs● Time out● Extinction● DRO (Differential Reinforcement of Other Behaviour)
Learning outcomes and competencies	To learn how to act accordingly to different challenging behaviours. Understanding when and how to use Time Out, DRO and Extinction.
Materials and equipment	<ul style="list-style-type: none">● <i>Paper</i>● <i>Pens</i>● <i>Whiteboard</i>● Post-it notes
Setting	<i>Face to face with a trainer</i>
Theoretical lessons	We can do everything to avoid challenging behaviour, but it is almost certain that at some point challenging behaviours will occur, what can we do when it happens? The first thing is to remember these suggestions: <i>Write the point in the whiteboard so that are always visible</i>



- **Ignore junk behaviours**

Junk behaviours are all those behaviours like eye rolling, whining, crying. These are annoying for parents, but not really harmful or dangerous, in a lot of cases it is better to ignore these behaviours.

- **Redirect**

It is better to redirect rather than say “no!” or “Stop!”. Give a clear indication of what your child should do, for example “hands on your pocket” is a better indication than just “stop beating”.

- **Talk with the teacher, the trainer or the doctor about a crisis management plan**

Keep talking with all the important figures in the life of your children like teachers, therapists etc... Coexistence is important for autistic children, to maintain a coherent behaviour on what happens in school and what happens at home is very helpful for your children.

3 useful tools to manage challenging behaviours are Extinction, the Differential Reinforcement of Other Behaviour (DRO) and Time Out.

It is important to point out it is better to use reinforcement procedures before the Time-out and the Extinction, which are harder procedures. If the reinforcement strategy does not work and the behaviour is very opposite, we can try these challenging tools. A reinforcement strategy working on a crisis is the Differential Reinforcement of Other Behaviour (DRO), which reinforces the absence of the behaviour target, considering this one repeated multiple times. In fact, this procedure is used in situations of multiplied behaviours, considering an estimated time in which there is the reappearance of the behaviour after a break from its first appearance. The reinforcement is settled at the end of the



following break after the peak, but the risk is to reinforce other types of unappropriated behaviours, so it needs to pay a lot of attention and to plan the strategy carefully.

This strategy works in situations of:

- Aggression;
- Uncontrollability;
- Self-injurious behaviour;
- Thumb sucking;
- Hyperactivity.

In addition, the DRO works in a very good way combined with the Extinction.

Extinction refers to a procedure in which reinforcement, that is provided for problem behaviour (often unintentionally), is discontinued in order to decrease or eliminate occurrences of these types of negative (or problem) behaviours. To use extinction effectively, we must understand the real reason behind the behaviour. As an example, think about a child who is at the table and throwing a tantrum to avoid eating. If you send them to their room as a punishment, they will achieve their goal of not eating. So, it is likely they will repeat the behaviour.



Time-out is when your child is removed from where the misbehaviour happened. Your child is away from all things that are fun, he is not getting any attention, it is not possible to interact with the parents or anyone else. Time-out is boring. Time-out works to change problem behaviours because the children do not usually like to be bored.

Time-out is not used for all the misbehaviour, there are four scenarios where time-out can be a solution, such as:

- Your child does something dangerous, like running in the street;
- Your child does something harmful, like hurting another child;
- Your child breaks a family rule;
- Your child does not follow your direction after a warning.

Write “Extinction, Time – Out, Other” in the whiteboard

I have a list of challenging behaviours, help me to establish which tool is better to work with, accordingly to the list.

Read the list of challenging behaviours and give time to the class to discuss which is the best procedure to use in order to reduce that behaviour. Put a post-it with the behaviour or list the behaviours in the right column on the Whiteboard.

To end our class, here there are some tips for time-out:

Some of these tips could emerge during the card sorting activity, can be useful to repeat them but don't focus on explaining it again.



- **Explain** time-out or show it to your child in a way he can understand. Showing your child exactly what to do when you give a time-out, can help the time-out go smoothly and be more likely to work. You may need to show your child several times so he can remember it.
- **Practice** time-out with your child when you are both in a good mood. Then, have your child tell you what happens during time-out. By doing this, you can be sure he understands.
- **Make sure** your child knows what behaviour leads to a time-out. For example, when you create a list of family rules, let your child know time-out is the consequence of a broken rule.
- **Tell** your child where time-outs will happen. Let your child know the rules and the steps for time-out.
- **Use** time-out the same way every time. When the steps of time-out are predictable, time-outs are more likely to help improve your child's misbehaviour.
- **Focus** on one misbehaviour first. When you first start using time-out, focus on a single misbehaviour you would like to stop, such as biting.
- Time-out should happen **immediately** after the misbehaviour. The faster time-out happens, the more likely your child will know that the behaviour led to the time-out.



	<ul style="list-style-type: none">• Do not threaten your child with a time-out. If you forget to follow through, your child may not believe you are serious about time-out. If you want to use a time-out to stop misbehaviour, the best thing is to use it immediately after the misbehaviour.
Duration	<i>1 hour</i>
Type of interaction and brief description of the activity	<p>Card Sorting</p> <p>Read the list of challenging behaviours and ask the class if the right way to treat it is with Extinction, Time – Out or another way.</p> <p>List of misbehaviour is disponible below.</p> <p>Is possible to include to the list also the behaviours that have been written in the activity 1.</p>



Glossary	Extinction, Time out, Differential Reinforcement of Other Behaviour (DRO)
Assessment method	Assessment and evaluation can be collected from the trainer in the sorting activity.
Sources / further reading / resources	P+ curriculum https://masteraba.com/differential-reinforcement/

List of challenging behaviours:

- Continuously switching the light on and off
- Throwing toys to the ground
- Running in a street where car can pass
- Eye rolling
- Crying
- Beating another child
- Screaming at the supermarket
- Throwing food
- Undressing in public



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Getting away from you without letting you know (eloping)

Drawing on a wall

Drinking/eating something not edible (pica)

Saying bad words

Collecting things off the street

Ignoring your warnings



Italy, CEIPES	
Unit 5a – Warning signs escalation	
Activity n°	<i>1</i>
Description of content	<i>Exercises to recognize warning alarms and to prevent the trigger of the escalation.</i>
Learning outcomes and competencies	<i>Be able:</i> <ul style="list-style-type: none"><i>· To analyze autistic behaviour in a specific situation;</i><i>· To use a calm and simple language;</i><i>· To analyze specific objectives;</i><i>· To react to the point of emotion;</i><i>· To recognize warning alarms.</i>
Materials and equipment	<ul style="list-style-type: none"><i>· Video</i><i>· Screen</i><i>· Markers</i><i>· Notebooks</i><i>· Paper</i>



	<ul style="list-style-type: none"> · Pens · Photocopies of the theoretical lesson · Whiteboard
Setting	<ul style="list-style-type: none"> ● Class lesson ● Circle group ● Video learning
Theoretical lessons	<p><i>To properly act in a de-escalating situation, it is helpful to know the warning signs, in order to expect what to do and to know how to prevent the episode, whenever possible.</i></p> <p><i>The behavioural observation allows us to establish the reason why an ASD person reaches the emotional point. Beside that, it can give us important knowledge about how to structure the environment around the person in order to prevent the trigger and the escalation.</i></p> <p><i>Parents can be helped by knowing what behaviour escalation looks like in each of its stages and what intervention to carry out in each stage.</i></p> <p><i>The stages are:</i></p> <ul style="list-style-type: none"> ● Calm, in which the subject is pretty quiet; ● Trigger, characterized by a triggering event; ● Agitation, in which the subject is upset; ● Acceleration, reaching the escalating point, it can be characterized by avoidance; ● Peak, the point without control; ● De-escalation, in which the behaviour decreases;



- **Recovery**, in which the subject can have shame/regret feelings.

Some strategies to prevent the trigger are:

- **Pre-correction** for a specific issue, developing a specific procedure, keeping in mind the context, the expected behaviour and the reinforcement to use;
- **Recognizing** signs of agitation, such as repetitive self-talk, changes in body-language and low level destructive behaviour;
- **Teaching** self-regulation strategies, such as self-calming.

Even if the trigger is not prevented, it is still possible to de-escalate the situation.

The use of a calm and simple language is a strategy to use in both scenes. Besides that, the parents' self-regulation is an ability that must be developed, as well as the behaviour observation.



**Type of interaction and
brief description of the
activity**

***First step:** Whole class, explanation of the activity's steps. There will be a questionnaire to know what the participants know about the de-escalation topic.*

***Second step:** The whole class will watch a video showing 2 scenes (maximum 5 minutes), the first one related to the point of aggression, the second one about a crying one. The trainers will make a behavioural analysis, explaining step to step the escalation scale, how to identify objectives, the warning signs and what to do to avoid the situation.*

***Third step:** Group work, description of real situations to de-escalate. Every participant will describe a scene that happened with their children, analyzing the situation, the warning signs and the objectives, which will be identified by the group. This last one will also analyze ways to prevent or to de-escalate the situations, with reference to the escalation scale and to the trainer's lesson.*

***Fourth step:** Every group will make a report, including:*

- *The situations described;*
- *The warning signs recognized;*
- *The objectives to reach in order to prevent the trigger;*
- *The ways to react in a proper way in an escalation scenario;*
- *The reference to the escalation scale.*

***Fifth step:** Every participant will fill the evaluation questionnaire.*

Material:



	<p>https://www.lehsd.org/cms/lib/NJ50000067/Centricity/Domain/1039/ASD%20Deesc%20Handouts%202018.pdf</p> <p>https://docs.google.com/viewer?a=v&pid=sites&srcid=cHJhY3RpY2FsYXV0aXNtcmVzb3VyY2VzLmNvbXx3d3d8Z3g6Nzc5NzZlMzg4ZmMyOTQxMw</p>
Duration	<p><i>The activity will last approximately 120 minutes.</i></p>
Glossary	<p>Escalating, Behaviour analysis, Warning alarms, Objectives, Recognizing, Teaching, Pre-correction</p>
Assessment method	<ul style="list-style-type: none">● <i>Multiple choice quiz</i>● <i>Brainstorming</i>● <i>Report</i>● <i>Evaluation questionnaire</i>



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<p>Sources / further reading / resources</p>	<p>https://www.lehsd.org/cms/lib/NJ50000067/Centricity/Domain/1039/ASD%20Deesc%20Handouts%202018.pdf</p> <p>https://hes-extraordinary.com/de-escalation-techniques?fbclid=IwAR1jIRAr3AcFcHhoCXji_jL9h1ZbD6jx04lqwL5yDYEl_yrct4syAotZY9w&utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_con=</p> <p>http://174.142.213.171/practice-education/e-learning/deescalation-strategies/quiz</p> <p>https://www.examples.com/education/evaluation-questionnaire.html</p>
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Group work report

Objectives to reach to
prevent the trigger

● Milestone No. 1

● Milestone No. 2

Correct answers: 1.B; 2.D; 3.C;

4.D; 5.D 6.D

Question 1: What is the definition of conflict?

A. ...

Portworker Development Programme

TRAINEE'S FEEDBACK QUESTIONNAIRE

Please complete the following questionnaire, by ringing the appropriate number in each case, and return it to your instructor

Unit Date Trainee's name



Italy, CEIPES

Unit 5b – De-escalating emotions

Activity n°	2
Description of content	<i>Exercises to de-escalate a situation and to express emotions.</i>
Learning outcomes and competencies	<i>Be able:</i> <ul style="list-style-type: none">· <i>To teach autistic subjects how to recognize and verbally express their emotions;</i>· <i>To use a simple language.</i>
Materials and equipment	<ul style="list-style-type: none">· <i>Green stop stake</i>· <i>Red stop stake</i>· <i>Blue stop stake</i>· <i>Yellow stop stake</i>· <i>Plastic/wooden sticks</i>· <i>Images of stop stakes</i>· <i>Glue</i>· <i>Markers</i>· <i>Flashcards with emotions</i>· <i>Flashcards with actions</i>



Setting	<ul style="list-style-type: none"> ● <i>Face to face with a trainer</i> ● <i>Circle group</i>
Theoretical lessons	<p><i>Due to a dysregulated brain state and an executive dysfunction, reaching the top of the escalation can make the autistic subject unable to reason and to learn. Executive functions, supported by the prefrontal cortex, are related to the cognitive control mechanism, as the planification, the flexibility, the decision making, the evaluation risks and the self-regulation processes, like the emotional one. During an intensive episode, the prefrontal cortex does not receive the right amount of adrenaline and cortisol, so it is like the brain is not working. Therefore, it is important to work on emotional recognition and verbal expression, helping ASD subjects to regulate themselves and to develop coping skills.</i></p> <p><i>A strategy to help them is to show that caregivers/parents respect their feelings and their personal spaces. Communication, and its strategies, is an important key for the objectives of these lessons, such as the intraverbal one and the echoic one. Using intraverbals, it is possible to develop the interaction about the feelings. With echoics, the vocal imitation can be a reinforcement. For more information on echoics and intraverbals see Unit 7.</i></p> <p><i>Using images and concrete objects can improve the learning, which must be progressive. In fact, it is better to start only with a small group of emotions, gradually introducing another group.</i></p> <p><i>This kind of activity will use flashcards and stop stakes in order to:</i></p> <ul style="list-style-type: none"> ● <i>distinguish and to express emotions;</i> ● <i>define the personal space's access.</i> <p><i>To develop labelling skills, the emotional coaching strategy will be used, which has 4 phases:</i></p> <ul style="list-style-type: none"> ● <i>Attend to the emotion;</i> ● <i>Name the emotion;</i>



	<ul style="list-style-type: none">● <i>Validate the emotion;</i>● <i>Meet the need of the emotion.</i>
Type of interaction and brief description of the activity	<p>First step: <i>Whole class, explanation of the activity's steps. There will be a questionnaire to know what the participants know about the emotions' expression.</i></p> <p>Second step: <i>Circle group, the trainers will explain the importance of the emotions' labelling and expression. The trainers will simulate an activity with the autistic subjects, connecting the flashcards with the emotions and the related action. The trainer will show the flashcards using the vocal imitation strategy (asking the receiver to repeat the actions and the emotions connected) and the intraverbal one, giving comments and reactions to what the partner says. The trainers will explain how to practice emotion coaching and its four phases. The trainers will act 3 scenes based on the linguistic level of the receivers, such as low verbal, medium verbal and high verbal. After that, the participants can give feedback and ask some questions.</i></p> <p>Third step: <i>Circle group, the trainers will show the use of flashcards with the zones of regulation and the stop stakes, which must have the different emotions written on the sticks. The trainer will use the green stop stake as free access, the red one to deny the access, the yellow one like warning sign and the blue one to indicate the rest area. The trainer will explain how to create the stop stakes, showing how to adapt the printed flashcards to a plastic/wooden stick. The trainers will show how to react to the different emotions' expressions.</i></p>



Fourth step: *Small groups with 2 participants for each one. Every group will simulate the training parent/child, using the communication strategies and a repetitive language. Then, the groups will discuss that. Every pair will give some feedback about the simulation.*

Fourth step: *Evaluation of the project.*

Material:



EMOTION COACHING

Emotion coaching is the process of guiding your child through intense emotions by validating, relating, naming the emotion, and holding boundaries. It's a co-regulation strategy that teaches children how to self-regulate over time.

- ATTEND TO THE EMOTION** **01** **SAY**
 acknowledge somethings wrong "Whoa! I can tell something's up right now"
- NAME THE EMOTION** **02** **SAY**
 Put the emotion your child's experiencing into words "You look really mad " or "you seem disappointed"
- VALIDATE THE EMOTION** **03** **SAY**
 Remember - all emotions are valid, even if the behavior accompanying them is inappropriate. "It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"
- MEET THE NEED OF THE EMOTION** **04**
 Help your child get through the emotion until it passes
SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries

emotion coaching helps children learn feelings are normal, and they need to be experienced, not suppressed or avoided.



Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com



Duration	<i>The activity will last approximately 90 minutes.</i>
Glossary	Executive functions, ASD, Emotions, Self-regulation, Prefrontal cortex, Stop stakes, Flashcards
Assessment method	<ul style="list-style-type: none"> • <i>Multiple choice quiz</i> • <i>Debate</i> • <i>Simulation</i> • <i>Evaluation questionnaire</i>
Sources / further reading / resources	<p>Craig, F., Margari, F., Le Grottaglie, A.R., Palumbi, R., De Giambattista, C., Margari, L. (2016). <i>A review of executive function deficits in autism spectrum disorder and attention deficit/hyperactivity disorder</i>. Accessed via: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4869784/</p> <p>https://hes-extraordinary.com/de-escalation-techniques?fbclid=IwAR1jIRAr3AcFcHhoCXji_jL9h1ZbD6jx04lqwL5yDYEl_yrct4syAotZY9w&utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_con=</p> <p>https://www.thebehaviorhub.com/blog/2020/5/12/the-first-step-to-emotional-regulation</p> <p>https://www.socialthinking.com/zones-of-regulation/free-stuff</p>



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<https://quizizz.com/admin/quiz/5b3e96c2223d8300193f5b02/emotional-development-and-attachment>

<https://www.esd401.org/students-families/student-services/social-emotional-learning>

<https://www.kidpid.com/calming-strategies-flashcards/>

<https://www.examples.com/education/evaluation-questionnaire.html>

P+ Curriculum

Supplementary

The **ZONES** of Regulation[®]



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Italy,

Unit 5c
calm
corner

Activity
n°

100
99

EMOTION COACHING

Emotion coaching is the process of guiding your child through intense emotions by **validating, relating, naming the emotion, and holding boundaries**. It's a co-regulation strategy that teaches children how to **self-regulate** over time.

01 **SAY**
ATTEND TO THE EMOTION
acknowledge somethings wrong
"Whoa! I can tell something's up right now"

02 **SAY**
NAME THE EMOTION
Put the emotion your child's experiencing into words
"You look really mad " or "you seem disappointed"

03 **SAY**
VALIDATE THE EMOTION
Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.
"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

04
MEET THE NEED OF THE EMOTION
Help your child get through the emotion until it passes.
SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries

Squeeze something

Noise cancel headphones

Explore nature

3-2-1 Calming technique

CEIPES

– The
down



Description of content	<i>Activity to build a calm corner and to help autistic subjects to use it.</i>
Learning outcomes and competencies	<i>Be able:</i> <ul style="list-style-type: none">· <i>To create and to manage a calm corner;</i>· <i>To create a calm corner model;</i>· <i>To create a coping model;</i>· <i>To use the reinforcement in the right way.</i>
Materials and equipment	<ul style="list-style-type: none">· <i>Red and green stop stakes</i>· <i>Bean bag chair</i>· <i>Pictures</i>· <i>Poster about emotions' regulation</i>· <i>Snuggle buddies</i>· <i>Plexiglass</i>
Setting	<ul style="list-style-type: none">● <i>Class lesson</i>● <i>Circle group</i>● <i>Video learning</i>
Theoretical lessons	<i>The behavioural observation allows to establish which factors bring to the emotional point and to know how to structure the environment around the subject to prevent a crisis. To have a safe space, where to find refuge, allows us to process emotions and to develop</i>



coping skills. For the autistic subjects, the cool down corner does not mean just that. They need to have a predictable environment where they can go before a situation escalates.

There are some tips to create a calm down corner, such as:

- *To have just soft and comfortable objects, such as blankets;*
- *To eliminate triggers;*
- *To cover windows;*
- *To keep furniture away from the windows;*
- *To install comfortable lighting;*
- *To furnish the room minimally;*
- *To have a comfortable place where to sit, such as a bean bag chair;*
- *To have a box with tools, such as a stress ball, squishy toys, coloring pages, stuffed animals with emotions (snuggle buddies), etc.*

There are strategies to create a model to use the calm down corner, for example asking the child to request to go there and allowing the access after that.

First, it needs to be practiced many times in calm moments, until the independent use by the subject with ASD is mastered.

The parents can spend their time relaxing in the corner with them, doing calming activities together and helping them to familiarize themselves with the environment and the tools.

This technique is a preventive one, so if there is an opposition to using the calm down corner during an emotional moment, what parents should do is to de-escalate the situation.



Duration	<i>The activity will last approximately 60 minutes.</i>
Type of interaction and brief description of the activity	<p><i>First step: Small groups (maximum 3-4 people), the participants will build a calm down corner</i></p> <p><i>Second step: Circle group, brainstorming about how the participants think a calm down corner should be. The trainers will do a behaviour analysis related to how to structure the calm down corner</i></p> <p><i>Third step: Circle group, the trainers will show a short video (2 minutes) about different calm down corner scenarios. The trainers will give tips about how to get kids used to use the calm down corner</i></p> <p><i>Fourth step: Circle group, the participant will describe real situations where the calm down corner can work</i></p> <p><i>Fifth step: Evaluation questionnaire</i></p>



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Glossary	Calm down corner, Safe space, Processing emotions, Comfortable space, Calming activities
Assessment method	<ul style="list-style-type: none"> • <i>Group work</i> • <i>Evaluation questionnaire</i>
Sources / further reading / resources	<p>https://hes-extraordinary.com/calm-down-corner?utm_medium=social&utm_source=interest&utm_campaign=tailwind_smartloop&utm_content=smartloop&utm_term=54359086</p> <p>https://www.examples.com/education/evaluation-questionnaire.html</p> <p>P+ Curriculum</p>

Italy, CEIPES

Unit 5d – Relaxation techniques

Activity n°

Portworker Development Programme

TRAINEE'S FEEDBACK QUESTIONNAIRE

Please complete the following questionnaire, by ringing the appropriate number in each case, and return it to your instructor

Unit Date Trainee's name

1. What is your opinion on the duration of the Unit? Too Long 1 2 3 4 5 Too short

2. What do you think of the session workload? Too Heavy 1 2 3 4 5 Too light



Description of content	<i>Activity to teach calming techniques and coping skills.</i>
Learning outcomes and competencies	<i>Be able:</i> <ul style="list-style-type: none">· <i>To use and to teach calming strategies;</i>· <i>To create a coping model.</i>
Materials and equipment	<ul style="list-style-type: none">● <i>Notebooks</i>● <i>Photocopies of the theoretical lesson</i>● <i>Pens</i>● <i>Video</i>● <i>Screen</i>● <i>Flashcards</i>
Setting	<ul style="list-style-type: none">● <i>Class lesson</i>● <i>Circle group</i>● <i>Video learning</i>
Theoretical lessons	<p><i>Practicing calming techniques can help people with ASD come back from a nervous state to a calm one.</i></p> <p><i>There are various strategies to do that, such as:</i></p> <ul style="list-style-type: none">● <i>The Body techniques, such as:</i>



- ***The Diaphragmatic one**, which expects to take deep breaths from the belly. The diaphragm lowers on the inhalation phase, allowing for an expansion of the lungs and for more oxygen.*
- ***The Progressive Muscle Relaxation (PMR)**, which goes through various muscle groups-first tensing and relaxing them.*
- ***The Mind techniques**, such as:*
 - ***The Relaxing imagery**, which works before and during stressful moments. The use of pleasant images can help the nervous system to follow suit.*
 - ***Meditation**, which can help to have awareness of the present moment.*

To teach ASD subjects to practice these techniques requires to pay attention to:

- *The **explanation** of the reason why they should learn that, taking care of letting them understand how the technique works. It depends on the age and the developmental level of the subject;*
- *The use of **visual supports** and the disuse of abstract terms, ASD people are visual learners and they can refer to concrete objects and concrete phases;*



	<ul style="list-style-type: none">• <i>Be aware of the stressors and of the generalization, in order to plan when and how to implement the skills across different settings and situations. It requires cooperation with teachers and other caregivers.</i>
Duration	<i>The activity will last approximately 60 minutes.</i>
Type of interaction and brief description of the activity	<p><i>First step: Whole class, explanation of the activity. The trainers will simulate the teaching of the techniques to ASD people. They will use flashcards and other visual supports, like drawings.</i></p> <p><i>Second step: Small groups (2 people each), explanation of the Body techniques by video (2 minutes).</i></p> <p><i>Third step: Every group will practice how to teach their kids to learn the techniques with reference to the lesson.</i></p> <p><i>Fourth step: Small groups (2 people each), explanation of the Mind techniques by video (2 minutes).</i></p> <p><i>Fifth step: Every group will practice how to teach their kids to learn the techniques with reference to the lesson.</i></p>



	<p>Sixth step: <i>Every group will do a self-study task, giving feedback to the work group.</i></p>
<p>Glossary</p>	<p>Body techniques, Mind techniques, Nervous state, Calming techniques, Meditation, Relaxing imagery, Progressive Muscle Relaxation</p>
<p>Assessment method</p>	<ul style="list-style-type: none"> ● <i>Feedback for the trainers</i> ● <i>Group work</i> ● <i>Role play</i> ● <i>Self-study</i>
<p>Sources / further reading / resources</p>	<p>https://www.psychologytoday.com/us/blog/autism-and-anxiety/201906/relaxation-training-kids-the-autism-spectrum with reference to: Leyfer, Ovsanna T., et al. “Comorbid psychiatric disorders in children with autism: interview development and rates of disorders.” <i>Journal of autism and developmental disorders</i>, 36.7 (2006): 849-861</p> <p>https://www.teacherspayteachers.com/Product/Progressive-Muscle-Relaxation-3162931</p> <p>https://www.twinkl.it/resource/us-t-c-090-i-can-calm-myself-down-prompt-cards</p>



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<https://www.teacherspayteachers.com/FreeDownload/FREEBIE-Practicing-MINDFULNESS-5112270?epik=dj0yJnU9UjdKTDRXaktvZ1JkVFIXcEYyVGtTb2JKdGo1V2kxM3ImcD0wJm49WFBBc1VnVnZ1LWNZQIVaTGh5TzU5USZ0PUFBQUFBR0IUY1Jz>

<https://www.rockfordsexualassaultcounseling.org/coping-skills--children1.html>

PROGRESSIVE MUSCLE RELAXATION




Spain, Inercia Digital

Unit 6 – Teaching with ASD

Activity nº 1-2-

Description of content 1-cc

RELAXATION ROUTINE

1. SIT ON A CHAIR... 
2. "SCRUNCH" UP YOUR FACE... THEN... RELAX IT... 
3. TENSE YOUR ARMS... THEN... RELAX THEM 

social skills to children



	<p><i>development of more abstract representational aspects of conventional play. Thanks to the simulation and interpretation of stories with the use of puppets, the child can begin an imitative process that can teach social skills. The stories should be as realistic as possible, with an educational ending and linked to the child's daily life. This activity will facilitate the child's ability to imitate and will also teach dialogue with other children.</i></p> <p><i>2- The child will be asked to associate the different songs offered with an emotion. In addition, based on the lyrics of the chosen song they will be asked to draw what they associate with it.</i></p>
Learning outcomes and competencies	<p><i>Development of appropriate peer relationships, understanding of social contexts and learning of nonverbal communication.</i></p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ol style="list-style-type: none">1.<ul style="list-style-type: none">● Puppets● Computer● Projector2.<ul style="list-style-type: none">● Stereo● Color pencil● Color papers● Rubbers● Glitter● Image templates



Setting	<i>Face to face with a trainer</i>
Theoretical lessons	<p><i>The structure of the play space should be simple and well visualized: the elements should be very clear and visible to the child. The physical space must be visually identifiable, circumscribed, essential, comfortable and convenient. It must not contain neither distracting nor attractive elements.</i></p> <p><i>1. It is always advisable to teach social behaviors, linking them to experiences that are pleasurable for the child. Pleasure-based repetition is a constant in play, into which new behaviors should be slowly inserted to teach the child. Therefore, it is important to choose stories that are stimulating and fun. These stories are made to help the child to cope with the most uncomfortable situations and react more appropriately to those situations. By finding themselves in a similar situation in the future, they may find themselves ready and knowing how to react.</i></p> <p><i>Moreover, the more colorful the puppets are, with funny faces and interesting characteristics, the more the child will be stimulated to undertake the activity and to develop his creativity. The parent must also maintain a positive and cheerful attitude to facilitate interaction between the children, who, as actors, interpret the story through the use of puppets.</i></p> <p><i>If the child has any siblings or other peers, it would be helpful to include them in this activity. If that's the case the parent could have children switch roles at some point during the activity. This will help them develop imitative, interaction and adaptive skills.</i></p> <p><i>2. The absence of joint emotion does not allow us to build that common mode of expression that makes our emotions legible to other members of our culture. The operator, then, must create a good harmony with the child, trying to make them understand and associate the different emotions. The activity proposed must encourage the manifestation of an emotion by the child, either as a result of the behavior of another or in response to the same situation, and must promote the use of emotional expression as</i></p>



	<p><i>a tool in social exchange. Listening to music and drawing are hands-on activities that do not require verbal communication. This may make the child feel comfortable expressing what they are feeling at the time.</i></p>
Duration	<ul style="list-style-type: none">● <i>It is useful to set up rituals to mark the beginning and end of the game time (e.g. take off/put on shoes, signals of the passing of the game, communicative objects).</i>● <i>Each activity will last 50 minutes</i>
Type of interaction and brief description of the activity	<ol style="list-style-type: none">1. <i>Work in pairs</i>2. <i>Whole class</i> <ol style="list-style-type: none">1. <i>The activity:</i><ul style="list-style-type: none">● <i>When selecting puppets, choose characters as similar as possible to the child to make it easier for them to identify with the situation they are going to play.</i>● <i>Create and describe a scene in an unexpected situation with the aim of teaching how to react</i>● <i>Explain in detail the context</i>● <i>Choose a background image to project to make the situation real</i>● <i>Facilitate the child in interpreting the scene by giving them tips</i>● <i>Provide feedback regarding the performance</i>● <i>If necessary, give an explanation of how one should react in that particular context.</i>



	<p><i>For stories it might be helpful to use youtube videos to make it easier for the child to understand. Repeat the story and especially the message you want to teach, many times to convey the message clearly and effectively.</i></p> <p><i>The whole activity will take place in continuous dialogue with the children, who in pairs will have to reproduce different scenes.(you will need a sibling or peer for this activity)</i></p> <ul style="list-style-type: none"> ● <i>At the end of each scene and performance with the puppets, the parent must make sure that the message conveyed is clear.</i> <p><i>In this activity it is important to teach taking turns in games.</i></p> <p>2. <i>This is activity that relies on nonverbal communication and managing, understanding, and interpreting emotions. In fact, this is one of the many difficulties experienced by children with ASD.</i></p> <ul style="list-style-type: none"> ● <i>Choose songs that are easy to understand but have messages that serve the purpose of the activity.</i> ● <i>Play the song several times, providing the lyrics to the child</i> ● <i>Provide paper and markers for the next phase.</i> ● <i>Leave room for the imagination, trying not to influence the imagination.</i> ● <i>Once you have listened to the song at least 3 times, give space for drawing.</i> ● <i>After they finish, talk with the child about their drawing and their feelings. Although the first part is non-verbal, talking about the message and the emotions learned from the song can be a useful way of comparing and understanding how the other person thinks and how we think ourselves. Valuing creativity will lead to the child feeling freer in expressing themselves.</i>
<p>Glossary</p>	<p><i>Social interaction, imitation, sensory integration, communication, interpretation.</i></p>



Assessment method	<ul style="list-style-type: none">- <i>Getting proof of learning from the child through: Q&As, reflection on the activities.</i>- <i>Getting formative feedback for the trainer: list of pros and cons of the activity performed; ask for advice to improve in quality and effectiveness.</i>
Sources / further reading / resources	<p><i>For further in-depth study it is advisable to consult:</i></p> <ul style="list-style-type: none">● <i>Scattone, D. (2007). Social skills interventions for children with autism. Psychology in the Schools, 44(7), 717-726.</i>● <i>Sansosti, F. J. (2010). Teaching social skills to children with autism spectrum disorders using tiers of support: A guide for school-based professionals. Psychology in the Schools, 47(3), 257-281.</i>● <i>Smith, C. (2006). Storie Sociali per l'autismo. Sviluppare le competenze interpersonali e le abilità sociali. Edizioni Erickson.</i>



Cyprus STANDO	
Unit 7 – Functional Communication Training	
Activity n°	<i>1</i>
Description of content	<i>The learners will learn more about Functional Communication Training and how to implement it and familiarise themselves with the four main verbal operants</i>
Learning outcomes and competencies	<p><i>The learners will:</i></p> <ul style="list-style-type: none"> ● <i>Be able to identify the 4 basic verbal operants (mands, tacts, echoics, intraverbals)</i> ● <i>Be able to define and give examples of the 4 basic verbal operants (mands, tacts, echoics, intraverbals)</i> ● <i>Be able to define Functional Communication Training</i>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Worksheets (provided) ● Presentation
Setting	<i>Face-to-face</i>



Theoretical lessons

How is Functional Communication Training (FCT) Implemented?

An ABA practitioner will follow these steps:

1. Will make an assessment (for more information see UNIT X) and identify the possible function of the problem behaviour (why is the child engaging in the behaviour?)

For example, the child doesn't want to do any more homework and throw their book to the floor

2. Will identify the most appropriate form of communication for the child (vocal, sign language, PECS etc)
3. Systematically teaches the child the new communication skill and reinforces the new behaviour

For example, while the child completes homework, when they seem tired, the practitioner will prompt the child to say (sign or exchange a symbol- depending on the child's abilities) "I need a break" and then will allow them a few minutes break

4. If the child engages in the problem behaviour, the behaviour is ignored.

FCT is not a rapid solution for replacing difficult behavior. It can take weeks or even months. However, when taught correctly, it can dramatically decrease difficult behavior, both in the short- and long-term.

The 4 verbal operants

Mand: The speaker communicates what they want or need (Cooper, Heron, & Heward, 2007). In other words, the speaker makes a **request**.

Example: The child asks for a toy when they want to play with it.

Tact: The speaker labels something within their environment (Cooper, Heron, & Heward, 2007).

Example: You smell popcorn and say, "Mmm, popcorn!"



	<p>Echoic: The speaker repeats what is heard (Cooper, Heron, & Heward, 2007). <i>Example:</i> Therapist says, “Say cookie!” The client repeats, “Cookie!”</p> <p>Intraverbal (IV): The speaker responds to another speaker conversationally (Cooper, Heron, & Heward, 2007). <i>Example:</i> Someone asks, “Where do you go to school?” The child replies, “Cornerstone.”</p>
<p>Duration</p>	<p>45 min</p>
<p>Type of interaction and brief description of the activity</p>	<p>Activity 1a: Individual Activity</p> <p>Present the 4 verbal operants to the learners by giving them the definitions and some examples.</p> <p>Hand out the worksheet for activity 1a (table)</p> <p>Identify the verbal operants: write in the box next to each sentence if you think the example is a mand, a tact, an echoic or an intraverbal.</p> <p>Activity 1b: Group Activity</p> <p>Hand out the 4 brainstorming worksheets. Ask learners to use the word they see in the middle and write an example for mand, tact, echoic and intraverbal using this word.</p>



Glossary	Verbal Behaviour, Verbal Operant, Functional Communication Training (FCT), Mand, Tact, Echoic, Intraverbal,
Assessment method	<ul style="list-style-type: none"> - Self-assessment checklist (at the end of the unit) - Top-5 list (at the end of the unit) - True or False Quiz (at the end of the unit)
Sources / further reading / resources	<p>Maria Whiteway (2017), The ABCs of Verbal Behavior. Accessed via: https://reachingmilestones.com/abcs-verbal-behavior/</p> <p>Dr. Mary Lynch Barbera, Verbal Behavior - A Functional Approach to Language. Accessed via: https://www.behaviorbabe.com/verbalbehavior.htm</p>

ACTIVITY 1a: Verbal Operants

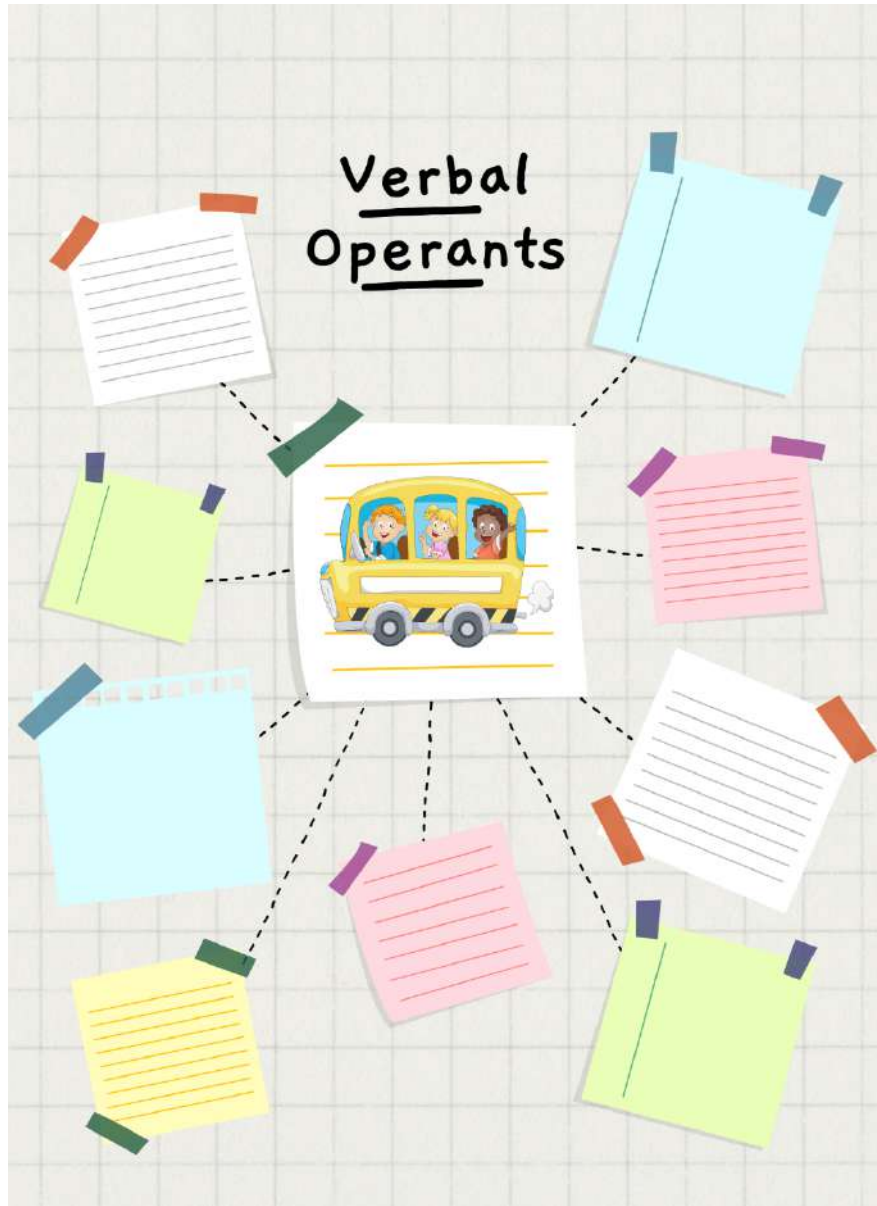
Example	Verbal Operant
A boy is being bathed by his dad, and says “more bubbles”, Dad pours more soap into the water	
A mother asks her child “How was school today?”. The child replies “We had a pop-up quiz!”	
The therapist says “ball” while holding a ball and the child repeats “ball”	
The teacher says “Milk in Spanish is leche”. The student repeats “leche”.	



The mother asks “what does the cow say?”, The child replies “moo”.	
A child looks up at the sky and says “Look mum, an airplane!”. Mum responds “Oh, it is!”.	
The child opens the fridge and says “Oh, we have cake!”. The mother says “That’s right. It’s for tonight!”	
The child comes into the kitchen and says “I want some juice”. Dad opens the fridge and gives them some juice.	



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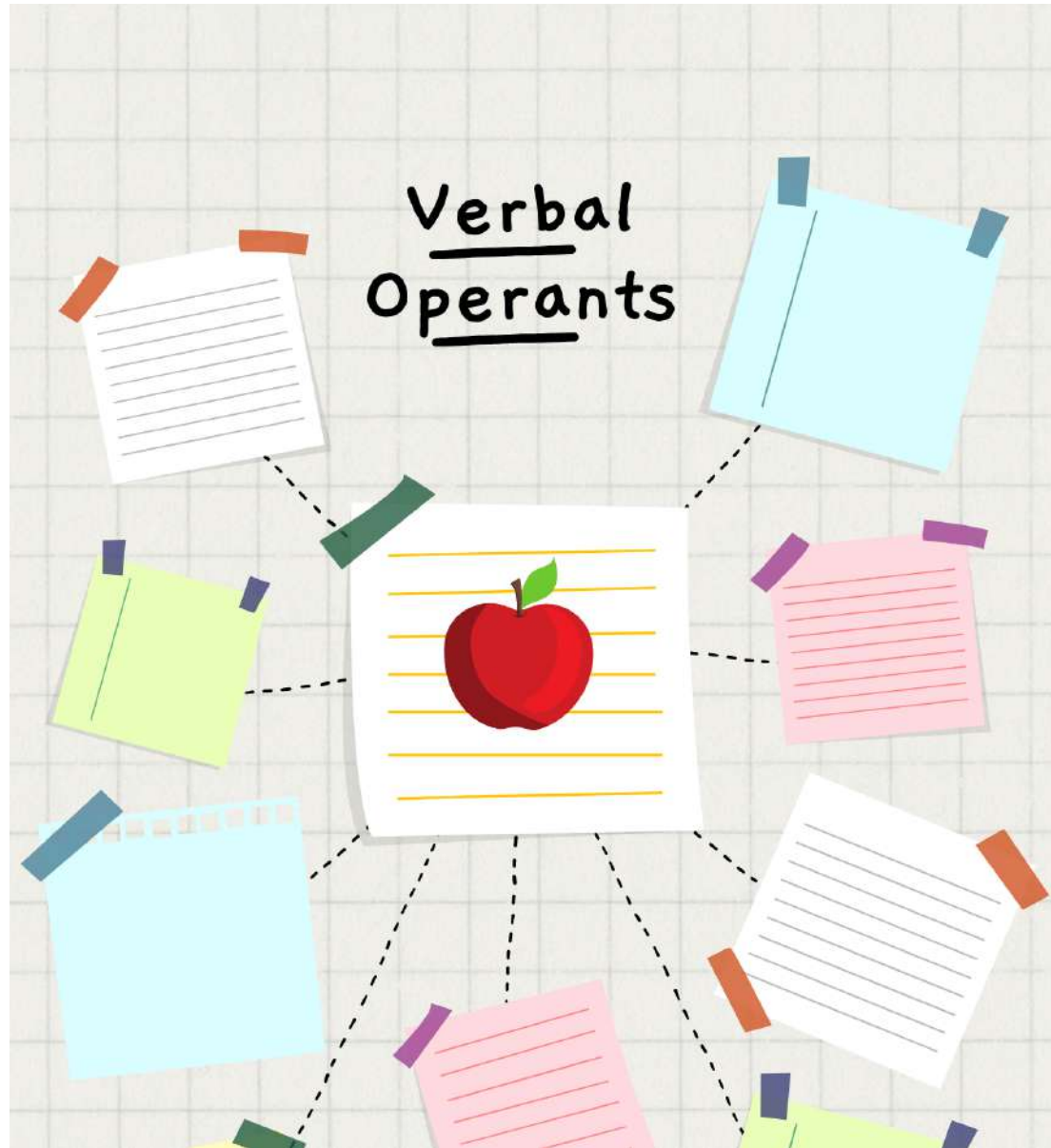


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Activity n°	2
Description of content	<i>The learners will familiarise themselves more with mands and learn how to teach them</i>
Learning outcomes and competencies	<i>The learners will:</i> <ul style="list-style-type: none">• <i>Be able to teach mands</i>
Materials and equipment	<i>Please indicate which material will be used</i> <ul style="list-style-type: none">• <i>Items of interest for the child</i>• <i>PECS symbols</i>• <i>Flashcards (provided)</i>• <i>video</i>
Setting	<i>Face-to-face</i>
Theoretical lessons	How to teach mands Mand: The speaker communicates what they want or need (Cooper, Heron, & Heward, 2007). In other words, the speaker makes a request . <i>Example:</i> The child asks for a toy when they want to play with it.



There are different types of mands. A child can mand for a tangible item (i.e food, toys), an activity/action (i.e tickles), adjectives (i.e faster) or mands to end non-preferred activities.

STEP 1: Identify reinforcers

The **mand** is controlled by a person's **motivation**— in other words what controls my requesting is what I want. If I am thirsty I want a drink. If I am hungry I want food. However, we cannot assume that because the child says “chocolate” when they see a chocolate, that they want the chocolate. First we need to observe the child's behavior—are they reaching for the chocolate? Are they trying to grab it? If these other behaviors suggest the child wants the chocolate, we can presume they are trying to **mand**.

When your child has **free access** to items/activities they like, they will eventually get **satiated** (will temporarily lose motivation for that specific item or activity) and therefore will be less likely to mand for it. Before starting the procedure for **Mand Training**, make sure your child is motivated.

Find your child's reinforcers (items/ activities they enjoyed before) The best way to do that is by „**depriving**” your child of their favourite item/activity (do not allow access to the item/activity) a few hours before the Mand training. When you start the training contrive your child's motivation by providing freebies or samples of the reinforcer (i.e a small piece of chocolate, 1 M&M, Quick tickle, Play song for 10s)

Alternatively, as a parent, you can take advantage of or set up opportunities throughout the day where the child sees the item but has to use spoken language to get access to it. (This should occur multiple times throughout the day!)



STEP 2: Determine the form of communication

So what happens when motivation is there, but the child does not know how to ask for what they want or need? This is where the „Mand training” comes in. However, before going into the actual „Mand training”, we need to determine how the child is going to request. Is the child vocal or non-vocal? Are they good at motor imitating? Are they good with pictures? Depending on your child’s current abilities you can select to teach them how to mand with one of the following ways:

- Vocal Mands (for vocal or partially vocal children)
- Sign Mands (for non-vocal children. Pre-requisite skill: motor imitation)
- Augmented and Alternative Communication (AAC) such as PECS. (for non-vocal children. No pre-requisite skills are necessary but strong Picture Discrimination skills are advantageous)
- Communication Devices

Ask your ABA practitioner to help you identify what is the best form of communication for your child.

Keep in mind that depending on the form of communication you select for your child, additional training might be needed. For example, if you are going to use Communication Devices, then you should be able to use the device before starting teaching your child to mand.

STEP 3: Contrive motivation and Model the correct behaviour

Mand teaching involves **modeling/ prompting** what you want the child to say (or sign) when requesting something and providing opportunities for the child to imitate the response before gaining access to what they want.



When the child shows interest (looks, reaches), prompt them to verbally name the item (mand) by saying the item label and wait 1-3 seconds for the child to echo you. If the child names the item or gives a good approximation, give it to them.

If the child does not request (mand), prompt again.

Let's say, for example, you are building a lego tower with your child. You can say "lego" for the first 3 lego pieces while simultaneously handing over the block. Observe the child's behavior to make sure they are interested in the lego blocks (reaching, using incorrect forms of the mand; ex. calling lego "game"). If your child is interested, then wait 1–2 seconds for them to ask for lego independently before giving them the block.

If your child is not interested or does not respond within 1–2 seconds, you may find other activities/items that the child might be interested in and begin contriving motivation for those items instead.

STEP 4: Fade prompts

Fade prompts as soon as possible. For example, after the child can respond with a full prompt, use a partial prompt of saying only the first sound of the word, then fade to only a time delay prompt. For example, during initial training, you may prompt the word "lego" and eventually fade that prompt to just saying "le" to then just using time delay, waiting 3 seconds to see if the child will say item name themselves.

Do not teach generalized requests such as "more" as their verbal language should result in them getting exactly what he requested.



Do not ask your child “What do you want” as this can result in your child being dependent on someone asking them “What do you want” to make a request.

STEP 5: Differentially reinforce the responses

Once teaching mands has been established, provide more for independent responses and less for responses that require help. For example, if you provide the vocal model “lego” before the child requests “lego,” one lego is given; if the child independently says “lego” while reaching, more lego blocks are provided. Over time your child will learn to make independent request for what they want and need.

REMEMBER!

- It is important to set up your child’s environment with toys and activities that are likely to catch your child’s interest. Playing with the toys, delivering 1 or 2 at a time and making the activity fun will make it more likely your child will ask for more. For example, giving your child 1–2 puzzle pieces but keeping the other pieces in front of the child, but out of reach.
- A request does not have to be vocal. If you child is not yet capable of producing sounds you can teach mand with sign language or PECS.
- Practice makes perfect!

Duration

45min



<p>Type of interaction and brief description of the activity</p>	<p>MAND training Activity in pairs</p> <p>Activity 2a:</p> <ol style="list-style-type: none"> 1. In pairs, discuss how you do or how you would teach your child to request. Write down the steps for teaching a mand 2. Watch the demonstration video and take notes. You will need to compare your video notes to your “steps for teaching a mand” : https://www.youtube.com/watch?v=d27kRgIvvTs <p>Discussion: After watching the video, compare your notes to the steps you have written down with your pair. Do you find any similarities or differences?</p> <p>Activity 2b: Role-play</p> <p>Explain the activity to your learners. Divide them in pairs. Each pair is given a pair of flashcards. One learner will have the role of the parent and the other learner the role of the child. They have to use the information given on the cards and teach their “child” how to mand. Remind them to always look for the child’s current motivation</p>
<p>Glossary</p>	<p>Mand, satiation, deprivation, free access</p>




Assessment method	<ul style="list-style-type: none">- Self-assessment checklist (at the end of the unit)- Top-5 list (at the end of the unit)- True or False Quiz (at the end of the unit)
Sources / further reading / resources	<p>Ingvarsson, E. T. (2017). Tutorial: Teaching verbal behavior to children with ASD. <i>International Electronic Journal of Elementary Education</i>, 9(2), 433–450. Retrieved from https://www.iejee.com/index.php/IEJEE/article/view/168 https://files.eric.ed.gov/fulltext/EJ1126669.pdf</p> <p>Verbal Behavior Training, accessed via: http://www.morningstarabatherapy.com/verbal-behavior-training.html</p> <p>Dr. Mary Lynch Barbera, Verbal Behavior - A Functional Approach to Language. Accessed via: https://www.behaviorbabe.com/verbalbehavior.htm</p>




PARENT **1**

Your child is usually motivated by books
Your child is vocal and can make two-word sentences



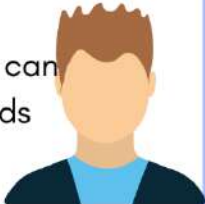
CHILD **1**

You want to read a book.
You can say the word book



PARENT **2**

Your child likes playing with blocks. He plays with them everyday.
Your child is vocal but can only make simple sounds like a, ba, ma



CHILD **2**

You normally like blocks.
But at the moment you prefer to play with cars.
You can make simple sounds like a, ba, ma





Activity n°	3	<p>PARENT 3</p> <p>Your child loves playing with the ball. Your child is non-vocal but has recently started using PECS.</p> 	<p>CHILD 3</p> <p>You really want to play with your ball. You are non-vocal but can recognise the picture of a ball</p> 	
Description of content	<i>The family more how</i>			
Learning outcomes and competencies	<i>The</i>			
Materials and equipment	<i>Please mate</i>	<p>PARENT 4</p> <p>Your child likes tickles Your child is non-vocal but has been learning to use some sign language</p> 	<p>CHILD 4</p> <p>You want to ask for tickles but you are non-vocal. You know how to sign some words but you don't know how to sign for "tickles".</p> 	
Setting	<i>Face</i>			



Theoretical lessons

How to teach tacts

Tact: The speaker labels something within their environment (Cooper, Heron, & Heward, 2007).

Example: You smell popcorn and say, “Mmm, popcorn!”

In order to teach tacts, we follow a procedure called “discrimination training”. Pre-requisites of discrimination training is joint attention, following simple one-step instructions and following a point.

STAGE 1

You can start with just one item. Preferably neutral that has some meaning to the child. Avoid using their most favourite objects because it might be too distracting for them. Start by using real objects and as your child progresses you can introduce pictures of the objects. This is because some people on the autism spectrum don’t have fully developed picture-to-object correspondence.

You can start by holding out your hand and telling your child, “Give me [the item],” or even just saying the name of the item. Having too many words in the request may be difficult for the client to process.

In the first stage of the therapy, there will be only one item on the table: the item that you asked for.

Each time the child gives the correct item, this is celebrated with reinforcing behavior. If the child gets it wrong, ask the question again and prompt them so that they answer the question correctly. Repeat until they get it right independently.

STAGE 2



In the second stage, there will be two items out. Ideally, the two items will be very different, to minimize any chance of the child confusing one for the other. Each time the child gives the correct item, this is celebrated with reinforcing behavior. If the child gets it wrong, ask the question again and prompt them so that they answer the question correctly. Repeat until they get it right independently.

STAGE 3

In the third stage, there will be three items out: the desired object, plus two non-preferred items. Each time the child gives the correct item, this is celebrated with reinforcing behavior. If the child gets it wrong, ask the question again and prompt them so that they answer the question correctly. Repeat until they get it right independently.

STAGE 4

Teach the child “labelling”. Using similar procedure as above, you can show them pictures or items of objects (start with their favourite objects or edibles) and ask them to say what it is.

STAGE 5

Once the child has mastered discriminating and labelling several items (impure tacting), it is time to teach them spontaneous tacting. You can use favourite items or picture books/ videos.

Prompt and reinforce:

You can model pointing out objects in a book; For example, point and say “Oh look! It’s a ball! Say ”ball” or “What do you see?” When the child responds, reinforce them.



Alternatively, you can comment on objects in the environment. For example, let's say mum and child sitting at the living room. Dad throws a ball into the room, so the ball rolls into the room. Mum looks at the ball and goes "Look, it's a ball!" and prompts the child to say ball. (see NET)

Next, you need to gradually fade-out the prompts.

You can start by fading out the pointing and then the vocal prompt. For example, "Look! A.." and wait for the child to say "Ball".

Another way to do it, is by going around the room and taking turns in labelling items.

STAGE 6

Reinforce like crazy any spontaneous tact!

When your child eventually makes a spontaneous tact reinforce heavily! Use a lot of praise together with a big reinforce.

Make sure you have something ready!

Duration

45min



<p>Type of interaction and brief description of the activity</p>	<p>Teaching Tacts</p> <p>Group discussion: What's the difference between tacting (impure) and spontaneous tacting. How do you teach them?</p> <p>Group activity: In your group discuss and prepare a role play where you teach your child how to tact. You can use the following flashcards or any items in your environment. You can use the internet to do your research. Each group should give feedback to the roleplay of the others</p> <p>Now watch the following video and find any similarities/ differences to your roleplay. Would you change anything?</p> <p>https://www.youtube.com/watch?v=rH-QJ3wfin4</p>
<p>Glossary</p>	<p>Tact, impure tacting, spontaneous tacting</p>

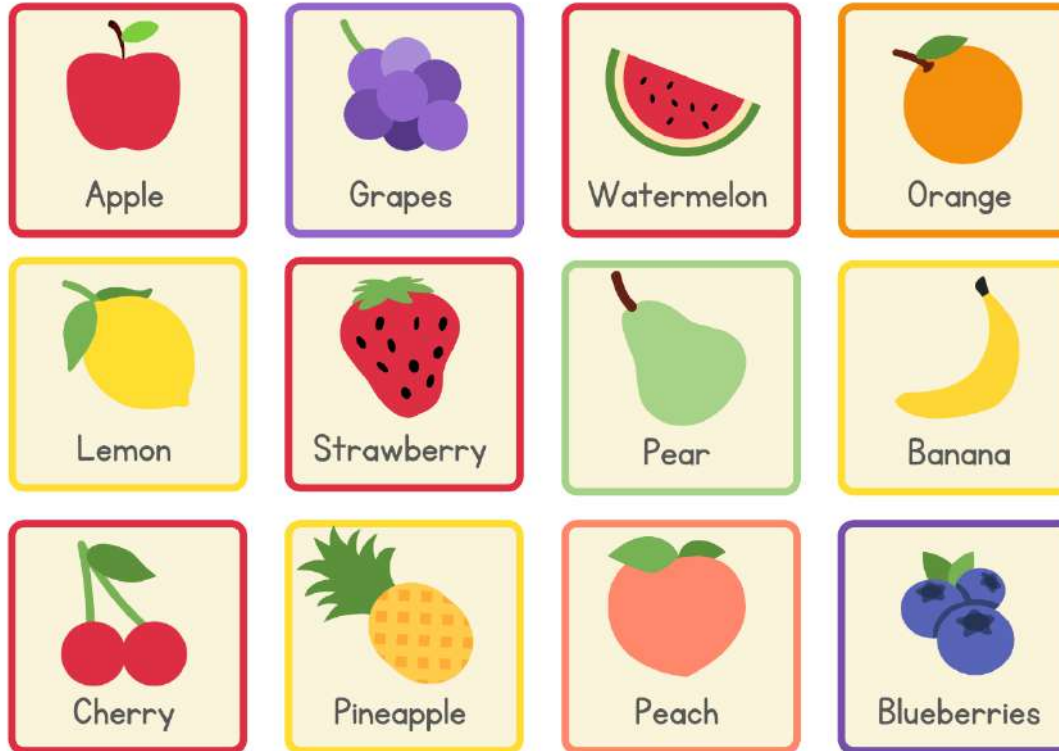


Assessment method	<ul style="list-style-type: none">- Self-assessment checklist (at the end of the unit)- Top-5 list (at the end of the unit)- True or False Quiz (at the end of the unit)
Sources / further reading / resources	<p>Ingvarsson, E. T. (2017). Tutorial: Teaching verbal behavior to children with ASD. <i>International Electronic Journal of Elementary Education</i>, 9(2), 433–450. Retrieved from https://www.iejee.com/index.php/IEJEE/article/view/168 https://files.eric.ed.gov/fulltext/EJ1126669.pdf</p> <p>Verbal Behavior Training, accessed via: http://www.morningstarabatherapy.com/verbal-behavior-training.html</p> <p>Dr. Mary Lynch Barbera, Verbal Behavior - A Functional Approach to Language. Accessed via: https://www.behaviorbabe.com/verbalbehavior.htm</p>



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Activity n°	4
Description of content	<i>The learners will familiarise themselves more with echoics and learn how to teach them</i>
Learning outcomes and competencies	<p><i>The learners will:</i></p> <ul style="list-style-type: none"> • <i>Be able to teach echoics</i>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> • Flashcards (provided)
Setting	<i>Face-to-face</i>
Theoretical lessons	<p>How to teach echoics</p> <p>Echoic: The speaker repeats what is heard (Cooper, Heron, & Heward, 2007). <i>Example:</i> Therapist says, “Say cookie!” The client repeats, “Cookie!”</p> <p>In a vocal imitation or echoics program the goal is to teach your child the behaviour of repeating what has been said. Start by assessing your child to see what they already can do. Do not worry if at first they If they are not able to repeat the exact sound. What’s most critical at the outset is the intention. The child needs to understand that you want a verbal response from them. In essence, they need to understand what you’re asking them to do. Articulation can be shaped and perfected but if the child doesn’t know that we want them to say something you won’t see much progress.</p> <p>Like most ABA programs, echoics programs use shaping and reinforcement to gradually change the learner’s behaviour. You always start at the learner’s current level.</p>



How to use the shaping procedure to teach echoics (For more info on shaping procedure see unit x)

The first step of an echoics program might be having them make an approximation that sounds similar to the target. For example, If the target is ‘Mommy’ it would be okay if the first response the learner emitted was ‘Ma’.

Once the learner is consistently saying ‘Ma’ we would change our expectation to something more complex. (i.e mam)

If your child currently does not articulate any sounds, accept **ANY** sound they make during the programme!

Duration

30min



Type of interaction and brief description of the activity	Teaching Echoics Group activity Problem solving activity Divide the group into 4 teams and hand out the flashcards. One for each team. The group needs to find a solution for their own situation. Use the cards provided or copy the situations on the board. <u>Situation 1:</u> Your child is non-vocal. They only produce the sound “a” but not in a functional way. You want to start teaching them echoics. How would you start? <u>Situation 2:</u> Your child has learnt to imitate the sound “a”. Now you want to teach them to repeat after you the word “dad”. How would you do that? <u>Situation 3:</u> You have been trying to teach your child echoics but it seems like they don’t get what you’re asking them to do. How can you resolve that?
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	<p>Situations 4: You have been trying to teach your child echoics but they are imitating the entire phrase, not just the target word. If you say for example "Say ball" the child responds "Say ball", instead of just "ball". How can you fix that?</p> <p>Discussion: In groups, discuss how teaching echoics can help with mand training. How would you prompt an echoic? (Prompt them to discuss shaping procedure)</p>
Glossary	Echoic, shaping
Assessment method	<ul style="list-style-type: none">- Self-assessment checklist (at the end of the unit)- Top-5 list (at the end of the unit)- True or False Quiz (at the end of the unit)
Sources / further reading / resources	Maria Whiteway (2017), The ABCs of Verbal Behavior. Accessed via: https://reachingmilestones.com/abcs-verbal-behavior/



Ingvarsson, E. T. (2017). Tutorial: Teaching verbal behavior to children with ASD. *International Electronic Journal of Elementary Education*, 9(2), 433–450. Retrieved from <https://www.iejee.com/index.php/IEJEE/article/view/168>
<https://files.eric.ed.gov/fulltext/EJ1126669.pdf>

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<http://www.morningstarabatherapy.com/verbal-behavior-training.html>

Dr. Mary Lynch Barbera, Verbal Behavior - A Functional Approach to Language. Accessed via:
<https://www.behaviorbabe.com/verbalbehavior.htm>



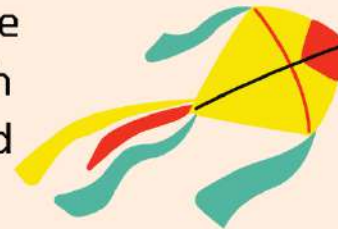
Situation 1:



Your child is non-vocal. They only produce the sound “a” but not in a functional way. You want to start teaching them echoics. How would you start?

Situation 2:

Your child has learnt to imitate the sound “a”. Now you want to teach them to repeat after you the word “dad”. How would you do that?



Situation 3:



You have been trying to teach your child echoics but it seems like they don’t get what you’re



Activity n°	5
Description of content	<i>The learners will familiarise themselves more with intraverbals and learn how to teach them</i>
Learning outcomes and competencies	<p><i>The learners will:</i></p> <ul style="list-style-type: none"> • <i>Be able to distinguish the more simple from the more complex intraverbals</i> • <i>Be able to teach intraverbals</i>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> • Flashcards (provided)
Setting	<i>Face-to-face</i>
Theoretical lessons	<p>How to Teach an Intraverbal:</p> <p>Intraverbal (IV): The speaker responds to another speaker conversationally (Cooper, Heron, & Heward, 2007). <i>Example:</i> Someone asks, “Where do you go to school?” The child replies, “Cornerstone.”</p> <p>To teach intraverbals you can use:</p>



Fill-in-the-blank Statements (i.e songs)

Songs: “Twinkle twinkle little....” (star)

Animal noises: “A cat says....” (meow)

Functional: “You sleep in a....” (bed)

Questions

Who, What, When, Where, Why questions (specifically taught at first, i.e. “Who do you see when you’re sick?” (doctor), “When do you eat breakfast?” (morning) etc.

Personal questions (i.e. “How old are you?”)

Natural WH-questions

First taught in a more systematic way, such as setting up scenarios for the child to ask WH-questions of peers or adults, i.e. adult hides something in a box so the child will be motivated to ask, “What is that?” or adult introduces child to a novel peer, and child will need to ask “What’s your name?”

Reinforcing the child when they ask natural questions to increase the likelihood that they will increase this behavior (i.e. “I love how you asked Johnny how old he was!”)



Duration	30min
Type of interaction and brief description of the activity	<p>Teaching intraverbals Activity in pairs</p> <p>Intraverbals is the most complex of the 4 verbal operants and should be taught only after the child has mastered manding and tacting. Even when starting teaching intraverbals, you should start with more simple and slowly build up to more complex goals.</p> <p>Put in the right order With your pair, look at the following examples of intraverbals and put them in right order, starting from the most simple and building up to the most complex.</p> <p>Correct order: Level 1</p> <ul style="list-style-type: none">• Answering familiar What questions (i.e what’s your name?)• Fill-in-the-blanks with familiar songs, animal sounds, or fun fill-in verbal stimuli.i.e Ready, Steady....(go!), twinkle, twinkle little...(star)• Answering “where” and “who” questions i.e where is the pencil?• Answering questions about different objects shown to them (i.e what colour is the ball?)



	<ul style="list-style-type: none"> • Functions for simple nouns i.e what do you drink from? <p>Level 2</p> <ul style="list-style-type: none"> • Reverse fill-ins i.e Meow says a ____/Ribbit says a _____ • Intraverbal Feature Function Class i.e Tell me something that flies in the sky, it’s an animal, and it says “chirp” or “tweet” • Associations i.e Socks and _____/Knife, spoon and _____ • Functions with verbs i.e You use a straw to _____ • More complex WH- questions i.e Where do you bake cookies?/What can you kick? • Yes-No questions i.e Is a banana a vegetable? • Answering novel WH- questions about ongoing, past, and future events i.e who made the pie? • Answering questions about a story after being read or a video after being watched i.e where did the dog hide? • Negation i.e Name something that does NOT have a tail.
Glossary	Intraverbal
Assessment method	<ul style="list-style-type: none"> - Self-assessment checklist - Top-5 list



	- True or False Quiz
Sources / further reading / resources	<p>Maria Whiteway (2017), The ABCs of Verbal Behavior. Accessed via: https://reachingmilestones.com/abcs-verbal-behavior/</p> <p>Ingvarsson, E. T. (2017). Tutorial: Teaching verbal behavior to children with ASD. <i>International Electronic Journal of Elementary Education</i>, 9(2), 433–450. Retrieved from https://www.iejee.com/index.php/IEJEE/article/view/168 https://files.eric.ed.gov/fulltext/EJ1126669.pdf</p> <p>Verbal Behavior Training, accessed via: http://www.morningstarabatherapy.com/verbal-behavior-training.html</p> <p>Dr. Mary Lynch Barbera, Verbal Behavior - A Functional Approach to Language. Accessed via: https://www.behaviorbabe.com/verbalbehavior.htm</p>



Answering familiar What
questions
i.e what's your name?



Fill-in-the-blanks with familiar
animal sounds, or fun familiar
stimuli



i.e Ready, Steady....(go)
twinkle little...(st)



Answering "where" and
"who" questions
i.e where is the pencil?

Answering questions about
different objects shown to
them
i.e what colour is the ball?





Yes-No questions
i.e Is a banana a vegetable?

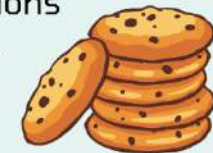


Answering novel WH-questions about ongoing, past, and future events
i.e who made the pie?



Functions with verbs
i.e You use a straw to (drink)

More complex WH- questions
i.e Where do you bake cookies?



Feature Function Class

i.e Tell me something that flies in the sky, it's an animal, and it says "chirp" or "tweet"



Associations

i.e Socks and...(shoes)






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Assessment

Quiz time – please see



i.e



TICK THE BOXES THAT APPLY TO YOU

self-assessment checklist

- I can describe what Functional Communication Training is
- I can describe what manding is
- I can describe what tacting is
- I can describe what echoics is
- I can describe what intraverbals is
- I feel confident teaching my child how to mand
- I feel confident teaching my child how to spontaneously tact
- I can explain the difference between impure and spontaneous tact
- I feel confident teaching my child how to use echoics
- I feel confident teaching my child how to use intraverbals

image sin the **Annex I**.



LESSON PLAN: Teaching self-help skills. Task analysis

Spain, Inercia Digital	
Unit 8 – Teaching Self-Help Skills	
Activity n°	<p>1- Imitation game</p> <p>2- Self-tape</p>
Description of content	<p>1- Teaching children with autism how to respond to distressing situations or to interpret an emotion through the charades game.</p> <p>2- Create a video in which the child interprets himself by teaching him or her self-help skills.</p>
Learning outcomes and competencies	<p>1. Development of appropriate peer relationships, understanding of social contexts and learning of nonverbal communication.</p> <p>2. Role-play used to teach and get familiar with different types of situations children may encounter or have to deal with in their daily life. basic social interaction skills. It can help a child learn expected and unexpected behavior in a given scenario.</p>



Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ol style="list-style-type: none">1.<ul style="list-style-type: none">● <i>Washable makeup</i>● <i>Costumes (hats, false beards, wigs)</i>● <i>Papers</i>● <i>Pens</i>2.<ul style="list-style-type: none">● <i>Camera</i>● <i>Projector</i>● <i>Items such as toothbrush, soap etc</i>
Setting	<p><i>Face to face with a trainer</i></p>
Theoretical lessons	<ul style="list-style-type: none">● <i>Self-help skills are daily self-care and household skills that provide autonomy and independence for children with autism.</i> <p><i>1. The objective of the first activity will then be to mimic an emotion or a habit (like brushing one's teeth).</i></p>



This will be carry out because there is a need to teach children to cope in the right way, with the right tools and methods, with daily and self-care routines that can be very difficult for them. The game will be fun because it will allow them to put on makeup in a bizarre way, but it will also be instructive, providing tools for the imitative and adaptive process.

This activity will give parents the right tools and steps to effectively teach children about self-care.

2. The strategy of the second activity involves the parent recording a video that will act out situations or activities in a structured environment to allow the child to acquire and practice new skills but also skills that have been previously learned but that the child has difficulty performing. Many children with disabilities are visual learners and most learn well through video.

This activity will help teach routines and promote independence in daily routines.

The daily routine activity should be explained in a coherent way, using a single method but above all explaining step by step, explaining each step clearly, this will facilitate the imitative process. An example would be to explain how to tie your shoes.

The video should therefore include several steps:

- Taking off shoes*
- Put on the socks*
- Loosen the laces*
- Put on the shoes*



	<ul style="list-style-type: none">- <i>Tighten the laces</i>- <i>Take the two ends of the laces and cross them into a knot.</i>- <i>Tighten well</i>- <i>The knot should be in the center of the shoe.</i>
Duration	<ul style="list-style-type: none">● <i>Each activity will last one and a half hour</i>



**Type of
interaction and
brief description
of the activity**

1. Individual
2. Individual

Give clear instructions, including all the steps for both activities: giving children instructions in advance, and having them practice before exposing them to the situation is essential.

- *Choose a daily routine activity that a child needs to learn because it is essential for everyday life.*
- *Start by dividing into simple and detailed steps the routine you want to simulate and teach.*
- *Try to use objects that are familiar to the child. For example, to explain how to tie his shoes, you could use a pair of his shoes directly in the video.*
- *Record the video explaining the various steps both verbally and by simulating them.*
- *Show the video to the child*

Be patient with the learning process.

2. In this second activity, the parents will be asked to make a video tutorial about each person's daily habits (how to wash hands, how to brush teeth, how to tie shoes). Realizing the learning daily-living and life skills on an eventual independent level is an on-going process which can be facilitated if the steps are explained slowly and in detail through this activity.

Provide a list from which different habits can be chosen.



- Explain, through video support, step by step, the chosen situation.
- Divide the activity into sequences of actions that are not too complex so that the child can feel more comfortable and confident when performing each subtask correctly. Provide the tools and items to interpret the video. By breaking down the task into smaller activities, students are less likely to feel overwhelmed by the overall objective.
- Make people understand the importance of creating daily habits by reinforcing the reason for the activity.
- Have the child watch the video as often as he/she asks, so that he/she has a tool that he/she can watch again and again to learn and be independent and not always have to ask his/her parent.
- The child will learn from what they see. In fact, children with ASD are often better at imitation and understanding something by watching it directly than they are at hearing the explanation and trying to reproduce it.

It is important to promote programmes that pursue personal autonomy in the areas of clothing, personal hygiene and nutrition. Promote personal life skills that allow them to acquire greater autonomy in daily life, and facilitate planning and execution skills for the processes of autonomy in daily life.

Glossary

“Self-help”, “personal care”, “personal safety”, “visual learners”.



<p>Assessment method</p>	<ul style="list-style-type: none"> ● <i>Getting proof of learning from the parent through: questionnaires and written final evaluation.</i> ● <i>Getting formative feedback for the trainer: evaluation through comments and suggestions for improvement.</i>
<p>Sources / further reading / resources</p>	<p><i>For further in-depth study it is advisable to consult:</i></p> <ul style="list-style-type: none"> ● <i>Rega, A., Granata, A., & Iovino, L. (2018). Teaching self-care skills to children with autism using tablet pc and video modeling in natural environment. In Edulearn 18. 10th International Conference on Education and New Learning Technology:(Palma, 2nd-4th of July, 2018). Conference proceedings (pp. 1061-1069). IATED Academy.</i> ● <i>Boutain, A. R., Sheldon, J. B., & Sherman, J. A. (2020). Evaluation of a telehealth parent training program in teaching self-care skills to children with autism. Journal of Applied Behavior Analysis, 53(3), 1259-1275.</i> ● <i>Chi, I. J., & Lin, L. Y. (2021). Relationship Between the Performance of Self-Care and Visual Perception Among Young Children With Autism Spectrum Disorder and Typical Developing Children. Autism Research, 14(2), 315-323.</i>

RN Macedonia/ Sina Svetulka

Unit 9a – Token Economy System in Theory and Practice



Activity n°	<ol style="list-style-type: none"> 1. <i>Powerpoint presentation</i> 2. <i>Completion of chart for seven elements of token economy</i> 3. <i>Presentation of videos</i> 4. <i>Analysis of videos and personal experiences (discussion)</i>
Description of content	<p><i>Introduction of Token Economy System; What is Token Economy System and how does it work?; Back-up Reinforcer; Seven Components of Token Economy, examples of creating and using token economy systems at home, advantages and disadvantages of tokens.</i></p>
Learning outcomes and competencies	<ul style="list-style-type: none"> ● <i>Identify specific uses of the token economy system</i> ● <i>Analyze the purpose of the token economy system and compare it with the world economy</i> ● <i>Identify the seven elements of a token economy system</i> ● <i>Identify at least one way to use the token economy system to meet the needs of their child at home</i> ● <i>advantages and disadvantages of using different types of tokens</i>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● PPT with lesson materials. ● Videos ● Flip chart paper and markers



Setting	<i>In a small group setting, face to face with a presenter, or in a remote platform with break-out room/group functionality (e.g., Zoom).</i>
Theoretical lessons	<p><i>During the PPT presentation theoretical information will be provided, starting with basic information about the Token Economy System, how it works (the Token Economy cycle) and a comparison with the world economy system will be made.</i></p> <p><i>Then, the token Economy Chart and tokens will be presented.</i></p> <p><i>Through a discussion, with a flip chart, 7 elements will be presented and then the attendees, divided into groups will get to know these elements through real cases from practice.</i></p> <p><i>During the presentation, videos will be presented and attendees will talk about videos, talk about personal ideas for their child, how to create a token economy system, to make it effective and they will talk about possible advantages and disadvantages of using a token system.</i></p>
Duration	<i>90 min.</i>



<p>Type of interaction and brief description of the activity</p>	<p><i>Please indicate the type of interaction:</i></p> <ul style="list-style-type: none"> - <i>individual work</i> - <i>Group work</i> - <i>Whole class</i> <p><i>PPT with basic concepts and content will be presented to the whole group. In small groups, they will work with the help of a flip chart for the seven elements of the token economy.</i></p> <p><i>Then, videos will be presented on how to create and use token economy systems.</i></p> <p><i>After watching the videos, everyone will talk individually about how they experience the videos and what their personal experiences are. Also, there will be one-on-one discussions about the advantages and disadvantages of using different types of tokens.</i></p>
<p>Glossary</p>	<p><i>Token Economy System, Back-up Reinforcer.</i></p>
<p>Assessment method</p>	<ul style="list-style-type: none"> - <i>Q&As prepared for this training.</i>
<p>Sources / further reading / resources</p>	<ul style="list-style-type: none"> • Kazdin, A. (1982). The Token Economy: A Decade Later. <i>Journal of Applied Behaviour Analysis</i>, 15, 431-445. DOI: 10.1901/jaba.1982.15-431



- Kazdin, A., & Bootzin, R. (1972). [The Token Economy: An Evaluative Review](#). *Journal of Applied Behaviour Analysis*, 5, 343-372. DOI: 10.1901/jaba.1972.5-343.
- Tarbox, R., Ghezzi, P., & Wilson G. (2004). [The effects of token reinforcement on attending in a young child with autism](#). *Behavioural Interventions*, 21, 156-164. DOI: 10.1002/bin.213
- Matson, J. & Boisjoli (2009). [The token economy for children with intellectual disability and/or autism: A review](#). *Research in Developmental Disabilities*, 30, 240-248. DOI:10.1016/j.ridd.2008.04.001



Unit 9b– Building Token Economy System at home	
Activity n°	<ol style="list-style-type: none"> 1. <i>Powerpoint presentation</i> 2. <i>Competition of Checklist for Token Economy</i> 3. <i>Answering needs assessment questions</i> 4. <i>Generating negative and desired behaviours list</i> 5. <i>Creating token economy system example</i>
Description of content	<i>In this lesson trainers will review a comprehensive checklist on how to implement token economy, they will conduct a needs assessment and identify desired behaviour based on negative behaviour from their personal examples from practice. In the end, they will create token economy system examples.</i>
Learning outcomes and competencies	<p><i>By the end of this lesson participants will be able to...</i></p> <ul style="list-style-type: none"> • <i>Conduct a basic needs assessment</i> • <i>Generate a list of at least 3 negative behaviours exhibited by learners and at least 3 desired behaviours you wish to see in the classroom.</i> • <i>Create an action plan for implementing a token economy system at home.</i> • <i>Create their token economy</i>



Materials and equipment	<i>Please indicate which material will be used</i> <ul style="list-style-type: none">● PPT with lesson materials.● Videos● Flip chart paper and markers● Paper and crayons
Setting	<i>In a small group setting, face to face with a presenter, or in a remote platform with break-out room/group functionality (e.g., Zoom).</i>
Theoretical lessons	<i>During PPT presentation theoretical information will be provided, starting with examples of token economy, conducting basic assessment and why is it important, analysing negative behaviours and how they can be transformed into desired behaviours, and in the end they will see examples of token economies.</i>
Duration	<i>90 min.</i>



<p>Type of interaction and brief description of the activity</p>	<p><i>Please indicate the type of interaction:</i></p> <ul style="list-style-type: none"> - individual work -Group work -Work in pairs -Whole class <p><i>During the PPT presentation, attendees will be introduced to samples of token economy, then they will have a chance to work in a small group on a competition of checklists for Token Economy. After a discussion of their work, they will continue to answer needs assessment questions. They will talk in small groups and will present their work. and then move on to basic needs assessment. Before creating a token economy they will think about 3 negative and 3 desired behaviours. After seeing videos (https://www.youtube.com/watch?v=2iZZD3cj8gE https://www.youtube.com/watch?v=AL7arWPc0UY https://www.youtube.com/watch?v=Dlsabi8GpLU https://www.youtube.com/watch?v=W-xICvTyHE) of teachers and parents that created their own examples, in the end, they will create and present their examples of the token economy. In the end, there will be a discussion about presenting it to parents and using it at home.</i></p>
<p>Glossary</p>	<p><i>Token Economy System, needs assessment,</i></p>
<p>Assessment method</p>	<ul style="list-style-type: none"> - <i>Q&As prepared for this training.</i>



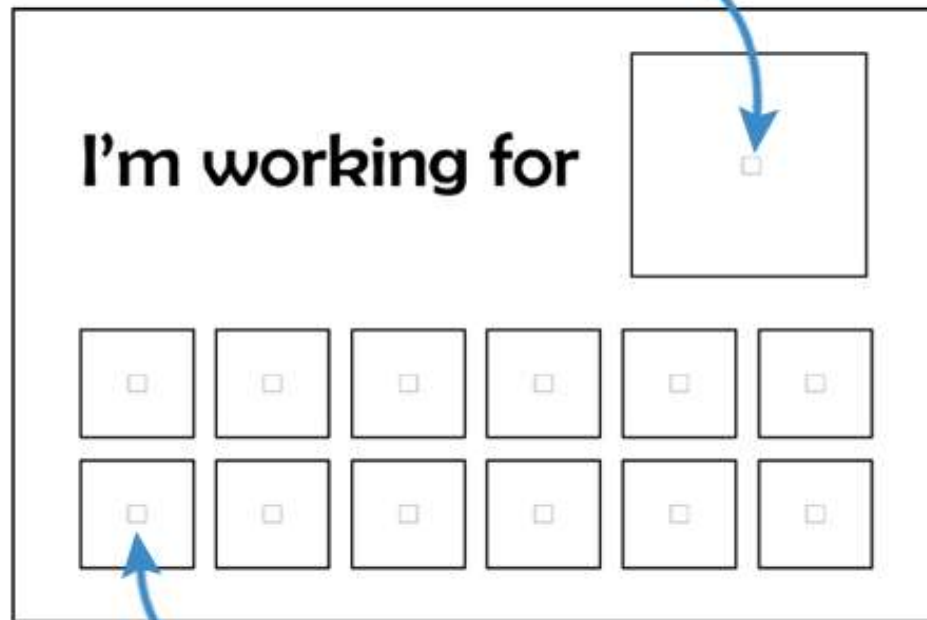
**Sources /
further reading /
resources**

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One Example of a Token Economy

A chosen reinforcer is placed here

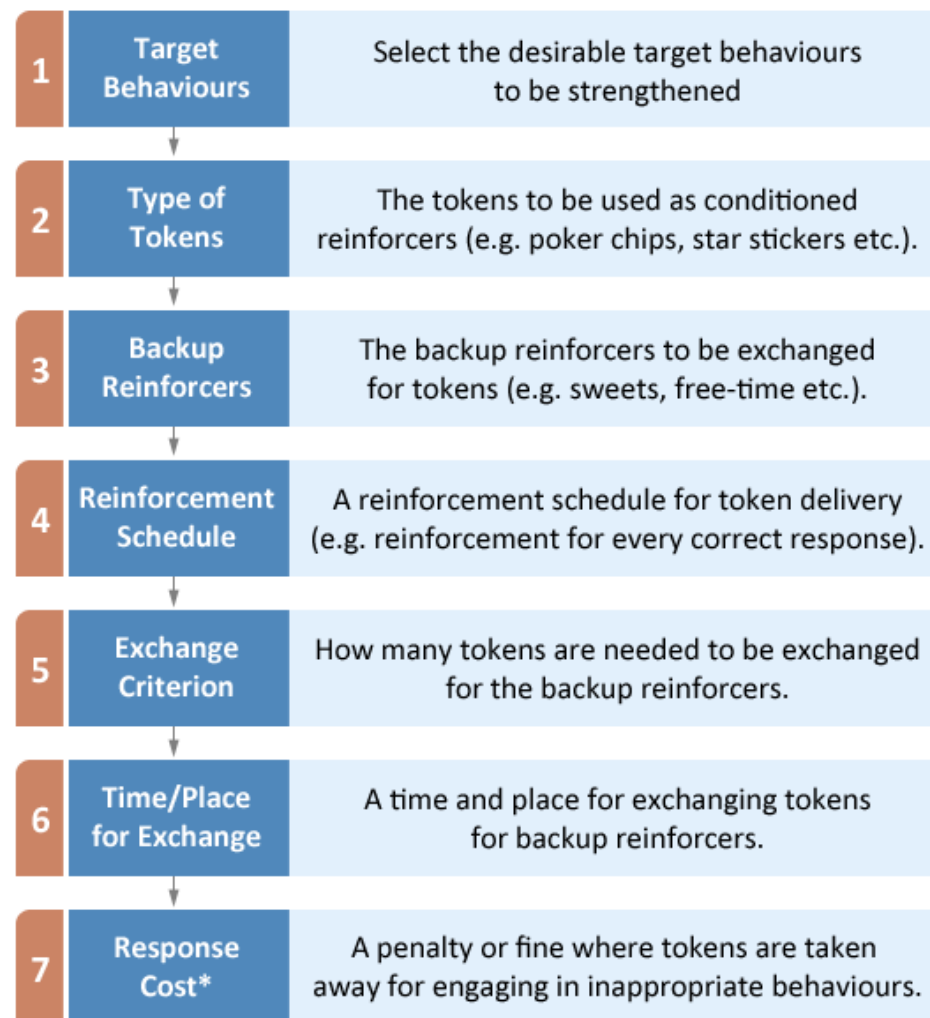


Earned tokens are placed into these spaces





Seven Elements of a Token Economy (Miltenberger, 2008)





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Negative Behaviors	Desired Behaviors



Figure 2. Fidelity Checklist for Token Economy

Checklist for Developing a Token Economy		
Completed	Component	Description
<input type="checkbox"/>	Begin with the Behavior	<input type="checkbox"/> Identify target behavior. <input type="checkbox"/> Ensure target behavior passes “Dead Man’s Test.” <input type="checkbox"/> Operationally define target behavior. <input type="checkbox"/> Ensure target behavior is measurable. <input type="checkbox"/> Teach the target behavior.
<input type="checkbox"/>	Make the Token Meaningful	<input type="checkbox"/> Pair the token with social reinforcement. <input type="checkbox"/> Pair the token with a back-up reinforcer.
<input type="checkbox"/>	Establish Back-up Reinforcers	<input type="checkbox"/> Develop list of back-up reinforcers. <input type="checkbox"/> Ask the student what he wants to work for or use a systematic approach (e.g., preference assessment).
<input type="checkbox"/>	Set a Schedule for Token Distribution	<input type="checkbox"/> Create the rule that states what the student must do to earn a token. <input type="checkbox"/> Determine token distribution schedule: ratio (number) or interval (time). <input type="checkbox"/> Establish plan for fading token distribution.
<input type="checkbox"/>	Set a Schedule for Token Exchange	<input type="checkbox"/> Create schedule for the student to gain access to the back-up reinforcer. <input type="checkbox"/> Establish plan for fading token exchange.
<input type="checkbox"/>	Determine the Cost for Back-up Reinforcers	<input type="checkbox"/> Develop plan for how much each back-up reinforcer will cost (e.g., fixed reinforcer, menu of equally priced reinforcers, menu of variably priced reinforcers).



Annex I.

QUIZ TIME
QUESTION 1

MANDING SHOULD BE THE FIRST ONE
OF THE VERBAL OPERANTS TO BE
TAUGHT

TRUE	FALSE
------	-------

QUESTION 2

"LABELLING" AND "SPONTANEOUS
TACTING" ARE SYNONYMS

TRUE	FALSE
------	-------



QUESTION 3

YOU CAN ONLY TEACH "ECHOICS" IF
YOUR CHILD CAN SAY AT LEAST
SOME SIMPLE WORDS

TRUE

FALSE

QUESTION 4

"INTRAVERBALS" IS THE MOST
COMPLICATED OF ALL VERBAL
OPERANTS TO TEACH

TRUE

FALSE



QUESTION 5

IT IS ADVISED TO GIVE YOUR CHILD
"FREE ACCESS" TO THEIR FAVOURITE
ITEMS A FEW HOURS BEFORE "MAND
TRAINING"

TRUE

FALSE



QUIZ ANSWERS

QUESTION 1

MANDING SHOULD BE THE FIRST ONE
OF THE VERBAL OPERANTS TO BE
TAUGHT

TRUE	FALSE
------	-------

QUESTION 2

"LABELLING" AND "SPONTANEOUS
TAGGING" ARE SYNONYMS

TRUE	FALSE
------	-------



QUESTION 3

YOU CAN ONLY TEACH "ECHOICS" IF
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