Module 5:
Teaching and Maintaining Meaningful Outcomes

Building Skills for Life!

What is a meaningful outcome? How do we decide if someone's life is meaningful? One measure may be the overall health, safety and support needs an individual needs. Ideally, an individual should be able to fully participate in their community and daily life independently. Meaningful outcomes may include the amount of time daily an individual spends engaged in activities that are of interest to them or that work toward personal goals. Working toward greater independence in all activities of life- work, community, social and home, as well as the level of independent choice one has in how they live their life are excellent measures of achieving a meaningful outcome. Once we have identified these goals, we must decide how to begin teaching the goals toward gaining independence in that skill.

For more information about identifying meaningful goals, see the IISP Training Module B-3 at https://www.dshs.wa.gov/dda/events-and-training/iisp-training.

Key Elements

Identifying Preference

It is important to know what an individual likes! This is called <u>preference</u>. Knowing a person's preference is crucial to a happy, meaningful life! In order to know a person's preferences, we have to identify all of the activities, people, places and things that a person enjoys. Some ways to identify preferences include interviewing or observing that individual, talking to people who are familiar with that individual, and testing out different activities, places, items and interactions that they may enjoy. Think of it like a buffet of possible interest areas!   Also identifying what a person does not like/prefer is good to know. How can you tell?

➔ If I like something, I will most likely laugh, smile, look toward an item/person, or make a noise while I am smiling.
➔ If I dislike something, I will most likely scowl, cry, frown, look away, or make a noise while grimacing.

Choosing Reinforcers

Sometimes, individuals do not want to do the things that are needed for their own health and well being. It can be difficult to motivate them to do even simple activities such as daily living skills or maintaining a healthy lifestyle. It is important to remember that we cannot make someone do something against their will. We can, however, look for items, activities, and people in their environment that they are motivated to try something that is new or challenging for them. Finding items, activities or people that can motivate an individual is called finding <u>reinforcers</u>. The following examples are ways to use reinforcers:

➔ Sheena likes horses. Sheena does not like to brush her teeth. Sheena takes a sip of water from her horse mug when she brushes her teeth for 2 minutes!
➔ Chan loves Wheel of Fortune on Thursdays at 7:30pm. Chan dislikes clipping his nails. Chan can choose to clip his nails before Wheel of Fortune or while he is watching Wheel of Fortune.

Identifying reinforcers is easy! First, begin by identifying a person's preferences. Next, observe the individual to see what motivates them to put forth work toward attaining meaningful goals for that individual. Oftentimes, when an individual is engaged in an activity that is interesting or motivating for them, they are more likely to put forth more effort for that goal.   Here are some tips for using reinforcement.

★ Praise the individual for the effort they are making toward their goals.
★ Use First/Then Language to express how current actions can get the person closer to their goals.
★ Make sure to incorporate an individual's choice and preference into their daily activities (especially non-preferred or challenging activities) as much as possible!

Teaching New Skills

Everyone can improve their skills! Make sure to identify objectives that are meaningful for that individual's life! There are many ways to identify skill areas that needs to be taught. The intent is independence in all areas of life and to incorporate person centered goals and needs into planning.

When teaching new skills, several teaching strategies can be used. Skills can be taught *naturally* as opportunities arise or through a more *structured* approach which incorporates repeated practice, role playing or using a task analysis (see Module 4 for a description of task analysis). Some other teaching strategies include chaining, shaping, modeling and prompting.

How do I….
Chain? *Break down a skill into smaller steps.*
- Forward Chaining
  1. Identify the skill that needs to be taught.
  2. Break down the skill by identifying steps in order from the first to the last step.
  3. Teach step 1 until the individual is independent in that step before moving on to step 2. Then, have individual perform step 1 independently while practicing step 2 until independent in steps 1 and 2. Continue with this process until the entire skill is taught.
- Backward Chaining
  1. Follow the same steps as forward chaining above, but start with the last step identified in the sequence, working your way 'backward' until step 1.

Shape? *Providing reinforcement for 'approximations'.*
1. Identify the criteria for what the skill would look like when completely independent.
2. Identify where the individual is performing toward that skill currently.
3. Praise or reinforce the individual's effort, or 'approximation' toward the end goal.
4. Gradually praise increased levels of effort, or 'approximations' until the individual is able to perform the skill independently at the level originally identified.
5. Gradually reduce the amount of praise or reinforcement the individual receives once they are independent.

Model? *Provide an example for the individual to copy.*
1. Identify if the individual can imitate behavior.
2. If the individual is able to imitate, you or a peer can 'model', or demonstrate the action, word, or skill that you want the individual to imitate.
3. Once the individual is able to imitate the skill with you or a peer, then the modeling should be gradually faded away until the individual can perform the skill independently.

○ Prompt? *Providing cues or 'hints' as to the expectation.*
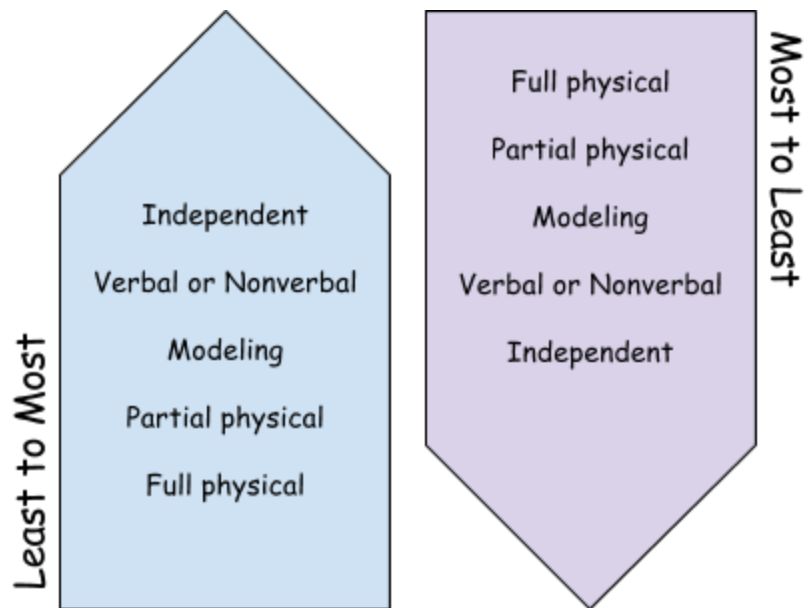
When using prompts, the intent is to point the individual in the right direction rather than to do the activity for them. Think of it light pointing a blinking neon light toward the goal!

Prompts can also take the form of visual aids such as a written list, image, or schedule. Visual supports and some environment structure can also serve as prompts. See Modules 3 and 4 for more ideas on prompting using environmental and visual structure!

As the individual gains more independence at each level of prompting, gradually fade back the level of prompt toward full independence. For more information about prompting, see https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/1163/FG%20ch_6_hab-skills.pdf.

For more information about teaching meaningful and measurable goals, see the IISP Training Module D at https://www.dshs.wa.gov/dda/events-and-training/iisp-training.

Creating Goals

- ❖ Choose goals that you can define clearly!
  - ■ WHO is involved?
  - ■ WHAT is the skill we want to accomplish?
  - ■ WHERE will the skill take place?
  - ■ WHEN will we have learned the skill?
  - ■ WHICH materials, needs, or barriers will occur?
  - ■ WHY is it important for the individual to learn the skill?
- ❖ Choose goals that you can measure current and progress levels!
- ❖ Choose goals that you can break down and teach in smaller, short term parts!
- ❖ Choose goals that are based on information or research that has shown to work!
- ❖ Choose goals that are reasonable and attainable for everyone!
- ❖ Choose goals that will have lifelong positive effects!

For more information about writing meaningful and measurable goals, see the IISP Training Module C at https://www.dshs.wa.gov/dda/events-and-training/iisp-training.

How Does ASD affect Teaching and Maintaining Meaningful Outcomes?

ASD Level	Tips
1	- Short and long term goals should be incorporated. - Direct and detailed input into the development of goals. - Focus on independent living in all domains. - Troubleshooting more subtle areas of need. - Use of delayed reinforcers is OK. - Naturally occurring reinforcers and self-directed praise is a great tool! - Open ended choices.
2	- Goals should be directed by individual with support toward increasing independence and fulfillment in primary areas of that person's life. - Use of both immediate and delayed reinforcement. - Many short term goals that build into long term goals. - Choice menu of 2-6 options.
3	- Short term goals focused on increasing happiness and functional skills. - Immediate reinforcement. - Incorporate 1-2 option choices into daily routines.

Activity

1. Choose one of the reinforcement assessment handouts. Complete the reinforcement assessment on yourself or interview a partner.
2. Find a partner and pick one of the following skills. Using the teaching methods above, practice using different teaching methods to introduce and teach the skill.
   - ❏ Wash hands
   - ❏ Do laundry
   - ❏ Greet a new friend
   - ❏ Play a board game
   - ❏ Eat dinner
   - ❏ Ride a city bus
   - ❏ Shop in a grocery store
3. Complete a preference assessment on a partner using familiar items in your environment.
4. Practice writing a SMART goal from this template:
   https://wikidownload.com/Download/SMART-goals-template.pdf

Tips and Strategies

- If You Forget Everything Else, Remember to….Find out what a person likes!
  - Find out if they will be motivated to earn it!
  - Identify what skills need to be taught!
  - Build interests and motivators into new skills!
- Pair reinforcers with behavior specific praise!
- Teach the new skill!
- Create a meaningful goal!

Resources and References-Module 5

Websites

Conducting Preference Assessments
https://www.opwdd.ny.gov/opwdd_community_connections/autism_platform/parents_corner/conducting_preference_assessments_on_individuals_with_autism_and_other_developmental_disabilities

DSHS Person Centered Perspective Module A
https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/IISP%20Training%20Module%20A.pptx

Setting Goals
https://hilt.harvard.edu/files/hilt/files/settinggoals.pdf

SMART Goal Worksheet
https://wikidownload.com/Download/SMART-goals-template.pdf

Books

LaVigna, G.W. (1993). *Behavior assessment guide reinforcement inventory for children and adults.* Los Angeles, CA: Institute for Applied Behavior Analysis.

Reid, D.H. (2016). *Promoting happiness among adults with autism and other severe disabilities: Evidence-based strategies.* Morganton, NC: Habilitative Management Consultants, Inc.

Reid, D.H., & Green, C.W. (2005). *Preference-based teaching: Helping people with developmental disabilities enjoy learning without problem behavior.* Morganton, NC: Habilitative Management Consultants, Inc.

Journal Articles

Baer, D.M., Wolf, M.M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, *1,* 91-97.
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310980/

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Hoch, T.A. Hammell, C.E., Hajimihalis, C., Brodeur, D.K., & Johnson, S.D. (1996). A descriptive comparison of two zone discrimination reinforcer assessment procedures. *Education and Treatment of Children, 19(2)*, 153- 169.

Luiselli, J.K., Bass, J.D., Whitcomb, S.A. (2010) Teaching applied behavior analysis knowledge competencies to direct-care service providers: Outcome assessment and social validation of a training program. *Behavior Modification*, *34*, 403-414. DOI: 10.1177/0145445510383526

Wilder, D.A., Schadler, J., Higbee, T.S., Haymes, L.K., Bajagic, V., & Register, M. (2008). Identification of olfactory stimuli as reinforcers in individuals with autism: A preliminary investigation. *Behavioral Interventions, 23*, 97-103. DOI: 10.1002/bin.257

Zarcone, J.R.,Crosland., K., Fisher, W.W., Wordsell, A.S., & Herman, K.1999). A brief method for conducting negative reinforcement assessment. *Research in Developmental Disabilities, 20(2)*, 107–124. doi:10.1016/S0891-4222(98)00036-5