



Partington Behavior Analysts

# Teach Your Children Well: Learn to Design and Implement Effective Interventions for Language and Social Interaction Skills

James W. Partington, Ph.D., BCBA-D  
Behavior Analysts, Inc.  
Walnut Creek, CA

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## Major Issues

- ★ Identification & tracking of skills & skill deficits
- ★ Active engagement by a motivated learner
- ★ Many acquisition trials per day
- ★ Varied learning environments
- ★ Varied types of trials within a session (mixed VB)
- ★ Parent participation

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## Critical Points

- ★ Prioritized objectives
- ★ Focus on language & basic learner skills
- ★ Develop learner attending to instructor & tasks
- ★ Develop social interaction
- ★ Teach skills during daily living activities
- ★ Selection of task stimuli that are useful today (word list)

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## Autism

Qualitative Differences in 3 areas:

- ★ Language
- ★ Social interactions
- ★ Restricted/"highly focused" range of interest/activities

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## Main Issue

- ★ Happy children
- ★ Acquisition of as many skills as possible

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## The Goal

Teaching should result in the acquisition of generalized skills that allow the learner to learn from his everyday experiences

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## Research

- ★ Lovaas, O.I., (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*
- ★ A Comparison of Intensive ABA Treatment & Eclectic... (Howard, et al.) *Research in Developmental Disabilities* (2005)

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## Contributions from Behavior Analysis

- ★ How to teach
- ★ How to capture motivation
- ★ What to teach (including language!)

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Paragon Behavior Analysis

# Receptive & Expressive

- ★ Insufficient analysis of variables
- ★ Blends useful distinctions
- ★ “Expressive” describes several different types of language behavior

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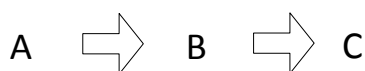
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Paragon Behavior Analysis

# “Expressive” Responses



Want Book	“book”	Receive Book
See Book	“book”	Praise (tact)
Hear “Book”	“book”	Praise (echoic)
“Can Read”	“book”	Praise (intraverbal)

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Paragon Behavior Analysis

# Verbal Behavior

- ★ Echoics (Vocal Imitation)
- ★ Mands (Requests)
- ★ Tacts (Labeling)
- ★ Intraverbals (conversation -/+)
- ★ Also:
  - ★ Spontaneous Verbal Behavior
  - ★ Syntax & Grammar

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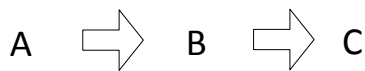
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Paragon Behavior Analysis

# “Expressive” Responses



Want Book	“book”	Receive Book
See Book	“book”	Praise (tact)
Hear “Book”	“book”	Praise (echoic)
“Can Read”	“book”	Praise (intraverbal)

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# Tracking Skills

- ★ Need to know exactly what the child can do
- ★ Need to identify what the child needs to learn
  - ★ There are many skills to learn....what to teach today!
- ★ Need to track the child's progress

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# The Purpose of Assessment

- ★ Identify existing language skills
- ★ Determine starting point for language intervention

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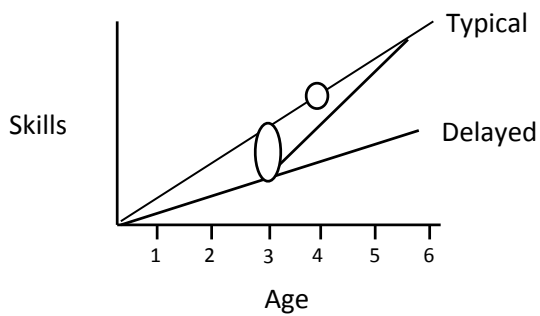
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# Skill Discrepancies



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# The ABLLS<sup>®</sup>-R

- ★ Criterion Referenced Assessment
- ★ Basis for a Curriculum
- ★ Skills Tracking System

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## Basic Learner Skills

- ★ Cooperation & Reinforcer Effectiveness
- ★ Visual Performance
- ★ Receptive Skills
- ★ Imitation
- ★ Verbal Behavior
- ★ Play & Leisure Skills
- ★ Social Interaction
- ★ Group Instruction
- ★ Follow Classroom Routines
- ★ Generalized Responding

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## Academic, Self-Help, & Motor Skills

- |          |           |             |
|----------|-----------|-------------|
| Reading  | Dressing  | Gross Motor |
| Math     | Eating    | Fine Motor  |
| Writing  | Grooming  |             |
| Spelling | Toileting |             |

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## Curriculum Issues

- ★ Must Emphasize the development of skills the student currently needs to learn
- ★ Must allow for changes in instruction as the learner's needs change

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## Critical Factors

- ★ Language
- ★ Motivation
- ★ Fluency
- ★ Generalization
- ★ Spontaneity
- ★ Joint Attention
- ★ Complex Stimuli
- ★ Skills Tracking (including emerging skills)

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## Develop Cooperation

- ★ Pairing with reinforcement
- ★ Keep child successful
- ★ Start with easy tasks

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Does the child like  
his/her instructor?

If not.....

**MAJOR PROBLEM!!!**

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## Critical Points

- ★ Attention to the task stimuli
  - ★ clear availability of reinforcer prior to instruction
  - ★ present instructions only when have child's attention
  - ★ the child needs to watch what you are showing them
- ★ Effortful response required before reinforcement

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## Mands

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# Multiple Pay-offs

Teach a child to mand for reinforcers  
& you get:

- ★ Attending
- ★ Cooperation
- ★ Imitation
- ★ Social interaction
- ★ Language

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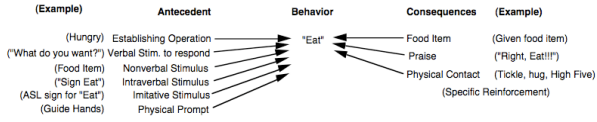
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# Mand with Sign Language

Table 5-2

## Quick Transfer Procedure for a Pure Mand Using Sign Language




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# Mand with Sign Language




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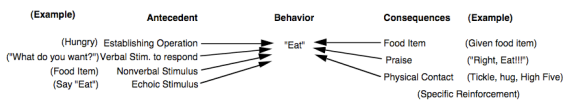
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# Mand with Speech

Table 5-3

## Quick Transfer Procedure for a Pure Mand Using Speech




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# Mand with Speech



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# First Mands to Teach

- ★ Actual reinforcers
- ★ Can control access
- ★ Easy to deliver
- ★ Can deliver multiple times
- ★ Often wanted

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# Selecting First Mands - Cont.

Select words that are already familiar to the child as demonstrated by an existing receptive, echoic, or imitative skill

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# Selecting First Mands - Cont.

For signing children, select words that are iconic, that is, the signs look like the objects that they stand for, as in the sign "book" looks like the action of opening a book, or the sign "eat" looks like putting food in the mouth. Also, signs should be selected that match the child's existing imitative repertoire.

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## Selecting First Mands - Cont.

Select words that all adults can agree to call the item (e.g., "juice" vs. "drink")

Select words that occur frequently in the child's day-to-day environment

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## Selecting First Mands - Cont.

Select words for a variety of different motivators (e.g., foods, toys, video, physical play)

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## Selecting First Mands - Cont.

Avoid selecting words or signs that sound or look alike (rhyme). It will be much harder for the child to differentiate between similar response forms (e.g., don't select the signs "eat" and "drink" as the first two signs because they look very similar)

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## Selecting First Mands - Cont.

Avoid words and signs that might have a negative or aversive history for the child (e.g., bed, toilet, no)

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## Selecting First Mand - Cont.

Avoid non-specific mands such as  
“want,” “more” and “please”

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Date	Food	Toy	Object	Utter	Ball	Chalkboard	Wheel	Roller	Ball	S	W
12/10/92	ll										
12/11/92	+										
12/12/92											
12/13/92	ll+										
12/14/92	++										
12/15/92		ll									
12/16/92	ll										
12/17/92	ll+										
12/18/92	+										
12/19/92	ll	ll									
12/20/92	ll	ll									
12/21/92	llll	ll									
12/22/92	ll										
12/23/92	ll									1	1
12/24/92	ll	ll								0	2
12/25/92	+									0	1
12/26/92	llll	ll								2	1
12/27/92	llll	ll								ll	2
12/28/92	llll	ll								ll	1
12/29/92	ll	ll								ll	2

l = did sign with minimal physical prompts  
 + = no physical prompts - imitative prompts only  
 s = spontaneous  
 w = word or sound

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## Tacts

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### Session Summary

Instructions	15
Imitations	7
Discriminations	15
Echoics	23
Mands	9
Tacts	88
<b>Total Responses</b>	<b>157</b>
Total session (Min)	32
Rate of response/Min	4.9
Accuracy rate	85.33%
Worked on /learned new tacts	7

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## How to Teach RFFC

- ★Student should have at least 200 tacts and receptive discriminations including parts of items
- ★Student should be able to receptively identify and tact several actions
- ★Student should have demonstrated generalization of known tacts and receptive responses
- ★Student should be able to respond to a variety of carrier phrases

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## RFFC - Functions

- You eat it
- You bounce it
- You drink from it
- You read it
- You play with it

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## RFFC - Features

- Touch the one with a tail
- Touch the one with wheels
- Touch the soft one
- Touch the big one
- Touch the new one

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## RFFC - Classes

- Show me an animal
- Can you find some furniture
- Where is the silverware
- Do you see some fruits
- Give me the toy

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# Transfer to Intraverbal

- ★ RFFC often evokes verbal responses in addition to the pointing response
- ★ This trial contains the basic elements of the intraverbal
- ★ Gradually fade out item (nonverbal stimulus)
- ★ Intersperse distracter trials

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# Sample Verbal Stimuli

Object	Verbal Stimulus	Rank
Books	Read them	A
Books	Tells a story	B
Books	Has pages	C
Books	Has pictures	C
Books	Has words	C
Books	Magazine	C
Bubbles	Pop them	A
Bubbles	Blow them	A
Bubbles	Toy	C
Bubbles	Use a wand	C
Bubbles	Soapy	C
Car	Something you drive	A
Car	Go for a ride in it	A
Car	You go place in	B
Car	It is a vehicle	C
Car	Something that has four wheels	C
Car	Has a horn that honks	C
Car	Has wheels	C
Chips (potato)	You eat them	A
Chips (potato)	Is food	B

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# Sample Verbal Stimuli

Object	Verbal Stimulus	Rank
Books	Read them	A
Books	Tells a story	B
Books	Has pages	C
Books	Has pictures	C
Books	Has words	C
Books	Magazine	C

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# Sample Verbal Stimuli

Object	Verbal Stimulus	Rank
Bubbles	Pop them	A
Bubbles	Blow them	A
Bubbles	Toy	C
Bubbles	Use a wand	C
Bubbles	Soapy	C

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## Sample Verbal Stimuli

Object	Verbal Stimulus	Rank
Car	Something you drive	A
Car	Go for a ride in it	A
Car	You go place in	B
Car	It is a vehicle	C
Car	Something that has four wheels	C
Car	Has a horn that honks	C
Car	Has wheels	C

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## Sample Verbal Stimuli

Object	Verbal Stimulus	Rank
Potato Chips	You eat them	A
Potato Chips	Is food	B
Potato Chips	Something that is salty	C
Potato Chips	Snack food	C
Potato Chips	Something that you dip	C
Potato Chips	They come in a bag	C

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Ride in a	car	+	+	+					
	boat	-	-	-	-/+				
	plane	-	+	+					
	bus	-	+	+					

Eat	popcorn								
	chips								
	cookie								
	grapes								

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## Intraverbal

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## Talk About Experiences

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What did you do at school today?

“Played with friends”

Who did you play with?

“Michael”

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## Tacting/Expressive Labels

Describe items, ongoing activities, people that are present

“Tell me about...”

...Jim

...this room (bedroom)

...what’s happening (birthday party)

Multiple responses to a single question

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## Attending to Others

★ We teach children to describe items and actions they observe and answer questions about daily activities

★ We also need to have them attend to and describe what they observe about others

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What does Bobby have for lunch?



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Let's talk about lunch

Where did you eat lunch today?  
Who sat next to you at lunch?  
What did Michael have for lunch?  
Tell me about Michael's lunch box

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## Natural Environment Training

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## Parents as Teachers

- ★ Strong motivation to see child learn
- ★ Often highly reinforcing to child
- ★ Frequent opportunities to observe their child's behavior
- ★ Trained staff not always present

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# Technical Competencies

- ★ Identify motivation
- ★ Behavior shaping
- ★ Know what to teach

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# Early Skills to Teach (potential)

- ★ Mands
- ★ Imitation
- ★ Echoics
- ★ Receptive in context

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Child: \_\_\_\_\_ Activity: EATING

## Natural Environment Training Worksheet

Item	Imitation	Receptive	EFPC	Echoic	Mand	Tact	Intraverbal
Plate							
Spoon							
Stove							
Cup							
Food							

Note: After selecting critical skill areas to be developed, enter specific responses that may be taught using specific items.

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Child: \_\_\_\_\_ Activity: EATING

## Natural Environment Training Worksheet

Item	Imitation	Receptive	EFPC	Echoic	Mand	Tact	Intraverbal
Plate	- place on table - tap plate - put on hand - run finger around					- "plate" - "flowers" - "red plate" - "blastic" - "tricky mouse"	
Spoon		- touch put in mouth stir					
Stove			- touch the one you use to cook with - makes food hot				- what do you use to cook with - what makes food hot
Cup				- "cup" - "spink" - "juice" - "milk" - "pour" - "spill"			
Food					- "eat" - "peas" - "warm peas" - "licks of peas" - "smash peas" - "peas on my plate"		

Note: After selecting critical skill areas to be developed, enter specific responses that may be taught using specific items.

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# New Assessment Criteria

## Grade Level, Assessment Color, Zero Scoring

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WebABLLS™

Begin New Assessment

Students: Create new assessment and continue with Text ABLLS; Create new assessment and continue with Grid ABLLS | 1

Assigned Date of Assessment: 11/07/2007  
Format: MM/DD/YYYY

Grade Level During the Time of Assessment:  
Grade Level: Pre-School  
Age: 3 Select color for new assessment

Complete-Zero Scoring

Selected color: rgb(0, 204, 51)

Task Info

D6  
Imitation discriminating static and kinetic motor movements

4= at least 10 pairs of actions & readily imitates novel actions  
3= imitates any 10 pairs of actions  
2= imitates any 5 pairs of actions  
1= imitates any 2 pairs of similar actions where one response in the pair involves movement and the other is a static response.

Upon request, Jim will imitate similar actions that require him to discriminate whether the action requires either a static (held position) or a kinetic (movement) motor movement.

Jim imitate both actions that require him to demonstrate holding a static position and those that require him to imitate a similar action that requires repeated movement when asked to "Do this?"

Task Note

Enter your notes here

Task Example

Tap table with a hand palms together, tap f

Video Link

Click to view a video demonstration of many skills

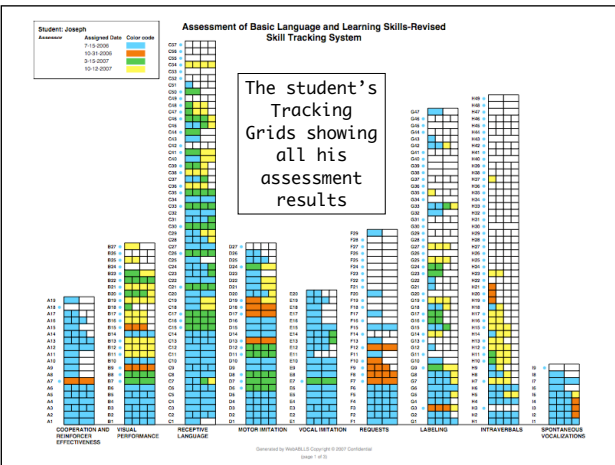
Task Files

Appendix Eleven\_AAppendix11.pdf

Click for a list of some specific skills

# Video Sample

## Static/Kinetic





# Select Targets for Program

Click on flags to select potential IEP objectives

# Report Options

Quickly make a report of all completed skill items

Or make a list of items that still need to be completed

Automatically have WebABLLS put your selected skill items into an IEP Worksheet - your student's name is inserted and sentences use the correct pronouns!

# IEP Worksheet without Criteria Added

Cut & paste your desired criteria

Describe the learner's performance

see current skill level

# IEP Worksheet with Criteria

Describe the learner's performance

# Joey's Student Menu

Saved Assessments, IEP Worksheets, Status and Progress Reports

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WebABLLS™

Student Menu Dr. James Partington

Students

Search students  
Add a Student  
Assign Student

Personal Data  
My account

License Keys  
Search License Keys

Notifications  
You have no unread messages.

Personal Notes  
Resources  
BehaviorAnalysts.com  
Assessments Documents

Students	View Info	New Assessment
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>7/18/2007 8:18 AM_Saved Assessment</li> <li>7/18/2007 8:24 AM_Saved Assessment</li> <li>8/21/2007 8:58 AM_Status Report by Lisa SQUADRONE</li> <li>8/21/2007 7:46 AM_Status Report by Lisa SQUADRONE</li> <li>8/21/2007 7:48 AM_Status Report by Lisa SQUADRONE</li> <li>10/13/2007 8:57 AM_Saved Assessment</li> <li>10/13/2007 8:47 AM_IEP by Lisa SQUADRONE</li> <li>10/13/2007 8:51 AM_IEP by Lisa SQUADRONE</li> <li>10/23/2007 10:30 AM_IEP by Lisa SQUADRONE</li> <li>10/23/2007 10:31 AM_Progress Report by Lisa SQUADRONE</li> <li>10/23/2007 10:38 AM_IEP by Lisa SQUADRONE</li> <li>10/23/2007 10:47 AM_IEP by Lisa SQUADRONE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> <li>View Info</li> </ul>	<ul style="list-style-type: none"> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> <li>delete</li> </ul>

## Account Sharing Options

Share information with others

Profile Coordinator: \*  
Partington, Dr. James (Behavior Analysts, Inc)

License Key:\*  
1 - 9999818 seats open of 9999999 - 12/1/2050

Shared with Accounts

Full name	Customer	Email	Access Mode	Country

Search Accounts to Share with

Account Name

Account Email

Share WebABLLS with others - You authorize the sharing rights and have complete control with each student profile - view only or view/modify

## Want to participate in a study of typically-developing children?

6 months - 5 years  
3-month intervals  
Intellectual assessment?

Contact: Autumn Bailey

Bailey@behavioranalysts.com



## Critical Points

- ★ Prioritized objectives
- ★ Focus on language & basic learner skills
- ★ Develop learner attending to instructor & tasks
- ★ Develop social interaction
- ★ Teach skills during daily living activities
- ★ Selection of task stimuli that are useful today (word list)



# Where Should Teaching Occur?

EVERYWHERE!

Need a blend of formal (structured) teaching sessions and training in the natural environment

Home, park, stores, car, the yard, the zoo, Discovery Zone, the beach

EVERYWHERE !!!

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