Don't save it all for the CABs!: Part 2

How to assess, identify, and teach relevant skills within HRE

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Basic Tips for Goals During HRE

- SAFETY IS PRIORITY. Do not attempt goals that are too hot for learner! HRE goals should ideally not lead to R1s.
- Avoid EOs….it should not feel like a demand.
- Avoid physical prompting unless invited.
  - Model, gesture, expectant pause. OK to do the skill yourself
- Go slow.
- Initially goals should be about what staff does
  - Not so much about what the learner does.
- Secret get out Jail free card if things go sideways.
  - My Way!!!!!!!

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Learning Goal: Boundaries

When to consider: **ALWAYS**

Types of Boundaries:

1. We **must say no** for safety (non negotiable).
2. We **would like to say no** for cost, health, comfort, etc (negotiable)
3. Practice Boundaries.

Tips for Teaching Boundaries:

- Avoid Unnecessary Battles!
  - Start with non-negotiable and practice.
- Antecedent Strategies are key!
- Consistency
  - Choose label for non negotiable boundaries
  - Be clear and confident
  - Be Empathetic.

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Learning Goal: Boundaries

- Antecedent Strategies for Boundaries
  - Environmental manipulations
    - locks, no high shelves
  - Limit number of consumables (stickers, balloons, snacks) in room.
  - Don’t you dare games.
  - Practice Boundaries (contrive for more practice opportunities)

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Examples: Boundaries

Non Negotiable Scenario with profile 1

Learner wants to go in the backyard when it's raining. Backyard has not been landscaped yet and is too muddy. Adult presents boundary and offers alternatives (play in garage, use a safe outside toy in the living room)

Antecedent strategies: Have a set of "safe" movement toys for these days, create a red/green signal paper for the back door and teach learner to discriminate when it's available, provide water play inside on rainy days

Non Negotiable Scenario profile 2

Learner wants to pull open their peanut butter sandwich and lick the peanut butter off. Adult is allergic to PB. Adult offers options to eat sandwich whole, eat something else, or cut sandwich into smaller pieces.

Antecedent strategies: having several food options, asking family to pack other sandwich, figure out the issue and adjust the sandwich, offer options before getting out lunchbox

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Examples: Boundaries

Negotiable Scenario with profile 1

Learner loves playing with balloons. Parents really want to limit the number of balloons that are consumed.

Antecedent Strategies: only bring limited number of balloons to session, bring balls etc.

When learner gets upset, show confidence and calmness. I know that you want more balloons but we only have three.

Negotiable Scenario profile 2

Learner like to play games where astronauts shoot and kill aliens. Staff is uncomfortable playing this game.

Antecedent strategies: troubleshoot before play. “Hey buddy, I know you like to play killing aliens but I don’t like games like that”. Come up with alternative. “Capture” “put in jail” “Freeze”

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Boundary data sheet

Track acceptance of boundary in careful order

Tolerating 'Unavailables' Program
"Not an option!"

Client: _____ Date: _____

Arbitrary Unavailable		Not Arbitrary Unavailable		Normally Unavailable	
Things he doesn't care about… Practice Hearing Language Examples: • which chair to sit in • which table to work at • types of dry erase markers • whether adult uses pen or pencil • door open/shut • toys for independent play		*"No" for things you usually say "yes" to…* May not be a real reason… Examples • Specific toys • Specific color of Playdoh • going to a certain room • specific snacks • physical play • _____ if another peer is present		*Always a "no"- Never Available* Things that are not possible… Examples: **Current:** • Chewing someone's hair • eating PlayDoh or Rice • Going outside without shoes • Climbing bookshelves • playing with toys assigned to someone else • tapping teeth with toys **Desired:**	
No PB	PB	No PB	PB	No PB	PB
Total: ____	Total: ____	Total: ____	Total: ____	Total: ____	Total: ____
NO PB = ___ x 100= ____% No PB + PB		NO PB = ___ x 100= ____% No PB + PB		NO PB = ___ x 100= ____% No PB + PB	

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Level 5 (Requiring very high support):

Section A.

- Learner requires 3+ reminders of any established boundary,
- Learner requires 3+ novel boundaries,
- Learner engages in multiple R1s in response to boundary setting.
- Learner engages in Life Threatening Boundary Testing.

Section B.

- Requires physical supports,
- Requiring peer removal (30+ minutes),
- Requiring additional staff support (1+ staff),
- More than 1 instance of property damage (broken items),
- Any injury to client, staff, or peer, OR
- Intensity/Distress requires modifications to Behavior Intervention Plan

Level 4 (Requiring high support):

- Learner requires 3+ reminders of any established boundary,
- Learner requires 3+ novel boundaries,
- Learner engages in multiple R2s in response to boundary setting, OR
- Learner engages in 1 R1

Level 3 (Requiring moderate support):

- Learner requires 3 reminders of any established boundary,
- Learner requires 3 novel boundaries,
- Learner engages in multiple R2s in response to boundary setting, OR
- Requires environmental modifications

Level 2 (Requiring some support):

- Learner requires 2 reminders of any established boundary,
- Learner requires / accepts 2 novel boundaries, OR
- Learner engages in 1 R2 in response to boundary setting.

Level 1 (Requiring little support):

- Learner requires one reminder of established boundaries,
- Learner requires / accepts one novel boundary,
- Learner does not have Problem Behavior (R1/R2) in response to boundary setting.

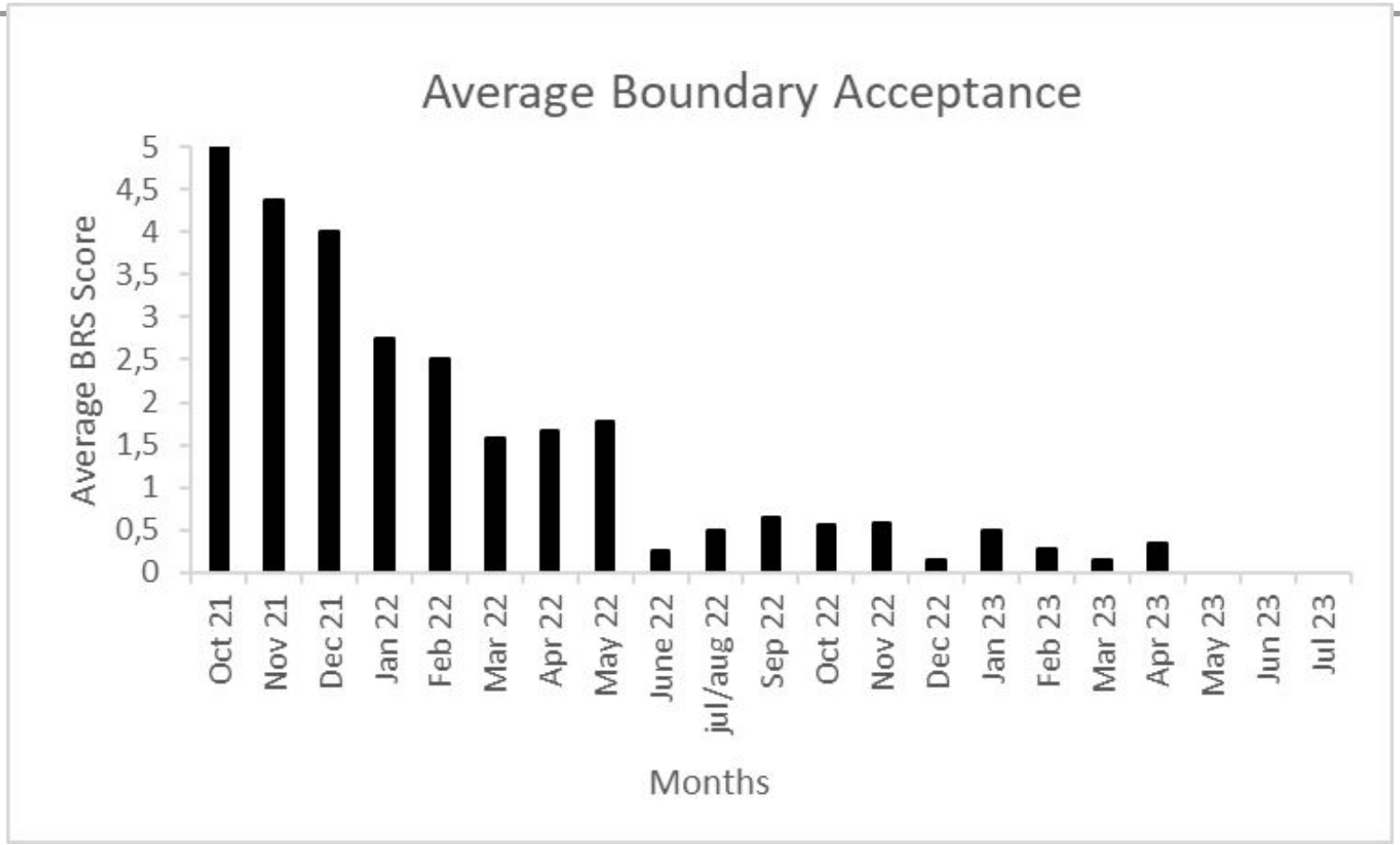
Level 0

- Learner does not require any reminders of established boundaries,
- Learner does not require novel boundaries to be established.

Documentation and Data: Boundaries

- Decide on data collection
  - R1s during SBT tracked separately from R1s during Boundary Holding
- Boundary Rating Scale
  - Thanks Meghan.

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Learning Goal: Parent Participation

Teaching parents to buy into HRE (when they want the child to be doing X activities)

How to teach and encourage parents to join in HRE and establish it.

How to avoid eggshells within play.

How to play without giving demands.

How to present and reinforce calm behavior re: boundaries

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Examples: Parent Participation

Scenario with profile 1

- Have parents joining in through parallel play, narrating the relevant portions of play in an unobtrusive manner. The goal of narration is for them to notice what their child is noticing.
- Have parents predict what their child will do next and respond in a way that allows that step to happen more easily because of it.
- Practice covert communication bids

Scenario profile 2

- Stimulus control transfer from HRE with therapy team to parents. Phase 1: parent is present (parent has notepad and you give them specific questions to answer as they observe). Phase 2: Parent joins in as peer. Phase 3: Parent joins in as second adult, phase 4: Parent leads play with covert feedback from staff

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Documentation and Data: Parent Participation

Implementor Flexibility during HRE practice

Task Analysis

SELECT ALL

- Switches between activities naturally
- Captures learning opportunities with low heat
- Adjusts contingency in response to learner performance
- Contrives learning opportunities with low heat
- Models expected behavior

Implementor responds appropriately to problem behavior during HRE

Task Analysis

SELECT ALL

- Adjusts plan when R2/R1 occur
- Scaffolds skills expected and appropriate reinforces earlier steps to avoid escalation
- Adjusts heat of any EOs after problem behavior
- Contrives practice at a lower heat following problem behavior
- Prompts appropriate skill in presence of R2s or "default" R1s

Hit ENTER to add another target

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Documentation and Data: Parent Participation

- [ ] **Implementor establishes HRE**

Task Analysis

- [ ] SELECT ALL
- [ ] Creates welcoming atmosphere in set up of HRE activities
- [ ] Recognizes that "it's not about the thing"
- [ ] Identifies and encourages the details that are specific to that instance of HRE
- [ ] Identifies when to engage and when to wait for learner to initiate
- [ ] Observes and comments when uncertain to allow learner behavior to guide the activity
- [ ] Expands on learner's interests without causing assent withdrawal

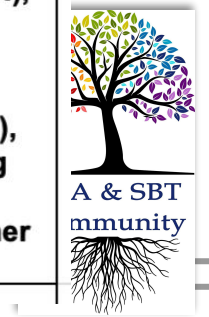
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Parent participation: parent observation data

Item	Was the toy novel (N) or familiar (F)	Who chose? (C child, A adult)	What type of play? Traditional (T) /nontraditional (NT)	How did the child want to be social while playing? S = solo play with toy AP = adult present nearby (1-3 feet) AI - adult interacting with child and toys (taking turns, etc.) AF = adult facilitating (child ok with adult directing play)	What aspect of toy appears most interesting to child?	Did child want to have one item or piece or many at a time? Play with all at once or collect a pile?	Did child incorporate any play ideas modeled by adult by the end of play?

Did child demonstrate more than one way to play by end of play?	Did child copy any play modeled by adult used in another toy?	Was child attending to adult's turn? (watching adult's play, oriented towards adult, reacting to adult play) (Y/N)	Does child accept items or other toy parts from adult? (Y/N)	Is child easily able to switch between items in one toy set?	About how long did child choose to stay and play? If they left and adult brought back, did they stay after this?	How does play end? Natural conclusion (N), child leaves area (L), problem behavior (PB), stops playing and sits (S), accesses other toy (T)



Learning Goal: Teaching assent/assent withdrawal

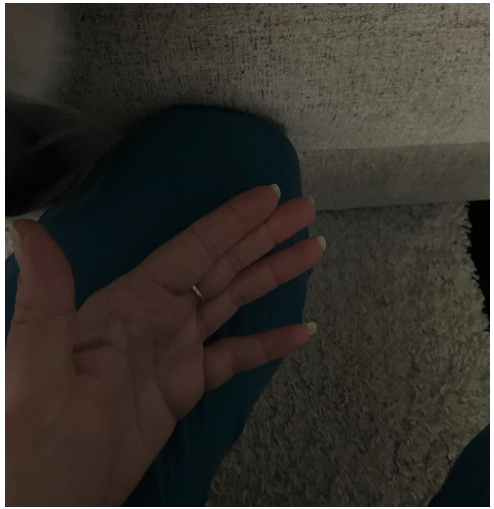
Accepting/Rejecting elements of HRE

Main goal: learner will respond to adult's presentation of appetitive and aversive elements within HRE using a wide response class of behavior, remaining calm, and communicating to solve communication breakdowns. Adult will reinforce all responses on a conjugate schedule of reinforcement depending on the context. No R1s and specific, contextual R2s are expected and programmed for and reinforced.

Adult presents opportunity, waits for learner to respond. If they do, reinforce based on match of evocative nature of situation and clarity of response compared with baseline responding. If not, adult will model most efficient method given the situation and then reinforce the learner's imitation of the model or simply provide reinforcement for calm behavior in the presence of the aversive stimulus and/or model.

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Learning Goal: Teaching assent/assent withdrawal







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Acceptance/Rejection Class examples

Examples of acceptance:

Physically Accepting items

Physically approaching item or person/turning towards

Indicators of enjoyment: smile, head nod, laughter, waiting calmly

Putting an arm or leg out to request continuation of a behavior chain or activity

Holding out container to accept materials

Helping adult make the element better

Vocal mands for items

Echoic of item offered

Various of “yes” when asked or item held up

Examples of rejection:

Walking away/turning away

Handing item back

Putting item down/Closing container

Vocal indicators of dissent (no, no thank you, ____ away)

Not echoing when adult presents item and says its name

Calmly waiting while adult recognizes that item isn’t wanted and taking it away

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Documentation and Data: accept/reject elements of HRE

Create shaping table to guide technician or parent in complexity of responding for that particular learner.

Contrive trials as much as possible.

Move up and down the hierarchy in a fluid manner with reinforcement following various steps just as with SBT.

Make sure that some trials do NOT require any response from the learner accept for remaining calm.

Select a set of responses to teach, varying among them. Expand on this list as the learner masters them.

Initially provide equivalent reinforcement for all members of the class except for maybe 2 levels, one being responding to situations that in the past would have evoked R1s, and all the rest. Once this is steady, then begin conjugate schedule.

Sample target: When presented with an element of an evocative nature during the reinforcement context, learner will respond by using decreasing escalation, which will be reinforced by removal of the aversive element, as measured by a rating scale, the final step of which is remaining calm and using a clear indicator of dissent on the first opportunity of the session without any prior practice.

Sample target: When presented with an evocative element during the reinforcement context, learner will use a wide range of responses to indicate assent withdrawal while remaining calm. (can add in # if necessary)

Sample target: When presented with an appetitive element during the reinforcement context, learner will use a wide range of clear indicators of assent on 100% of opportunities….

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Learning Goal: Preparing for CABs

Teaching relinquishing and transitioning

Main goal: develop fluency with motor movements for putting stuff down, establish positive history for responding to instructions in the class of “put down your stuff” without a history of it meaning that they actually have to give up their plan and do something hard.

Includes:

- Building up trust with giving things back and forth
- Logical reasons to put stuff down or walk over to _____
- Putting things down or in a container, cleaning up,
- Chains that include CAB1 or CAB2 response after a mand but no other steps.

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Learning Goal: Preparing for CABs









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Examples: Preparing for CABs

Scenario with profile 1

Asking the learner to briefly relinquish part of the HRE context during HRE in order for the adult to deliver another part of the context. (e.g. pause the ipad so I can hand her the bowl of chips; put doll on the counter so she can help me open the pantry door)

Ask learner to pause play so you can “clean” their toy/wipe off ipad screen, etc.

Scenario profile 2

Ask the learner to “park” Batman’s car so they can help me put batteries into the flashlight for the bat signal.

Ask the learner to put their hands in their lap so I can fan the hot chocolate to cool it down and not bump them with the fan.

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Data and Documentation: Preparing for CABs

Sample goals related to CAB1

Learner will demonstrate fluency with dropping small items into a bin at a rate of at least 30/min.

Learner will place an item on a target spot within 3 seconds of the SD without dropping it and then move their hands back into a ready position within 1 second at a rate of at least 15/min.

When directed, Learner will place an item into a container and close it (e.g. put their favorite Nedo cat squish toy into their “special pouch” and zip it up.)

When directed, learner will follow directions to stand up or sit down within 3 seconds, in the absence of problem behavior, across 2 settings and 2 caregivers.

Goals related to CAB2

Learner will walk next to an adult for 10-15 feet, remaining at arm’s length of the adult for the duration of the walk with and without holding hands. (e.g. walk from the front door to the trampoline set up on the lawn.)

Learner will imitate an adult’s movements from location A to location B, copying a 1-step action when arriving at location B with and without objects. (e.g. copy adult driving a HotWheels car from the rug to the bookshelf and “park” at the bookshelf.)

Learner will follow an adult from Activity A to
Activity B, which is located in a different area, traveling at least 5 feet between the activities

Learner will travel up to 10 feet to access a reinforcer, moving from one area of the room to another to do so without prompts.

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Data and Documentation: Preparing for CABs

Goals related to CAB2

Learner will walk next to an adult for 10-15 feet, remaining at arm's length of the adult for the duration of the walk with and without holding hands. (e.g. walk from the front door to the trampoline set up on the lawn.)

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Documentation and Data: Preparing for CAB 1

Precision Teaching - standard celeration chart used to track fluency with motor movements (These can be various components of CAB1 or CAB2 movements.)

-put on mat/pick up from mat

-put in container/take item out of container

Big 6+6 targets (e.g., touch, place, grasp and release, push/pull)

EFL goals and tracking (use first trial probe or SCC)

R10

R13

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Documentation and Data: Preparing for CAB 2

Walking from Point A to Point B

Getting in and out of a chair

Turning around from facing to facing B

Opening folder/container

Pulling tray of materials in front of you on table

Walk to another room to place/get material

EFL goals and tracking (use first trial probe or SCC)

LR1

LR2

LR6

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Learning Goal: Greying HRE

Greying HRE is lessening the quality or intensity of one aspect of HRE (in preparation for the real world).

When to consider?

- As soon as safely possible.
- Makes generalizing so much easier.

Strategies:

- What is truly necessary to reach HRE?
- Delay
- Similar Alternative
- Almost-but-not-quite obeying demands from the learner.
- “Forgetting” moderately preferred item

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Examples: Graying HRE

Scenario with profile 1

Learner loves being spun around while being held.

Introduce a delay:

“Hey, I need a rest (wait 1 second then spin). Systematically increase the delay.

Introduce an alternative:

I am too tired to pick you up but I can spin this chair.

Scenario profile 2

Learner has specific phrases that need to be repeated back verbatim. Learner will say, say this: “oh no, he is going to fall off”. Shape similar but different responses.

1. Change intonation but use all the same words.
2. Change one word but keep the meaning the same. “Oh no, he is going to slip off”.
3. Add comments, “Oh no, he is going to fall off. It’s a long way down!”

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Data and Documentation: Graving HRE

Component Analysis

Date: _____

HRE preference assessment 30 second interval duration

Activity	1	2	3	4	5	6
Activity name						
Engaged (whole interval)						
Element 1						
Element 2						
Element 3						
Element 4						
Element 5						
R1						

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Sample data: Teaching within HRE session targets

- STG: Reaching HRE with low precursor/dangerous class behaviors: **HRE: Rating - 5 min MTS interval** (1)
- HRE: % of intervals in which highest indicator of assent demonstrated (spontaneous tacting)
- PFA preparation: frequency of communication bids to staff
- HRE: STEAM score during rapport games (enter 1 per activity) (14)
- Frequency of R1 class behaviors across full session (5)
- Boundary Acceptance (Non-Negotiables) (phase 1) (6)
- Preference assessment with assent measures
- Calming: Demonstrates calm attending to gain access to reinforcer (phase 1)
- Mands: Makes requests for items that can be made frequently and immediately available (EFL R7)
- Mands to end aversive: uses various phrases/gestures to end aversive (EFL R14) (3)
- Mands to end aversive: Puts item pieces away in container/cleans up to say no to activity (1)
- Mands to end aversive: assent withdrawal by handing item to an adult in vicinity (6)
- Problem-Solving: uses calm affect or decreases emotional level/vocal prosody when repeating communication (5)
- Problem-solving: adds second mand form when first is not successful. (Phase 1) (4)
- Problem-Solving: goes to ask second adult when first is confused (phase 1)
- Social Engagement: Toy engagement (put toys in comments) (11)
- Accepts removal/relinquishes reinforcer EFL R10/Cab 1 practice (phase 1)
- Take's adult's hand when directed - EFL LR1 (Phase 1)
- Responds to "Come here" - RFL LR2/Cab2 practice (phase 1) (1)

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