Teaching Interaction Procedure

<u>In a distraction-free environment:</u>

1. Explain the skill you will be working on (Ask for alternative task.)
2. Give examples of appropriate ways to use the skill and inappropriate ways you could handle the situation instead of using the skill.
    a. Appropriate ways (Ask if you can do...instead, Say, I would rather do...).
    b. Inappropriate ways (Yell, hit someone, throw things, etc.).
3. Provide a rationale for using the skill.
    a. Appropriate: If I use the skill, I will...
    b. Inappropriate: If I hit, yell, etc, I will...
4. Give the student a couple scenarios that have happened prior in the natural environment and what could happen if they used the skill appropriately or inappropriately.
    a. *T: Its time for algebra. S: "I told my teacher I hated her and wanted to kill her." " T: You could have asked to do communication homework instead by saying, "I would rather work on communications than algebra."*
5. Provide the student with feedback as they discuss and role-play the different scenarios. Give the student reinforcement (e.g., praise, escape from academic work, access to preferred activities) for cooperating with the discussion and role-playing.

<u>Setting up a scenario in the natural environment/classroom:</u>

1. Determine different times when the student would not use the appropriate skills learned to handle a specific situation (e.g. Para shows up to take student to classroom).
2. Set-up a scenario that the student has not handled using the skills taught in the past. Initially teach to scenarios that would not cause a student to engage in crisis behaviors, but that would have created low-level problem behavior.
3. Prior to the scenario occurring, remind the student of how they should appropriately **Ask for something else.** This is called priming.
4. If the student does not immediately use the skills taught, prompt with a vocal (e.g. remember how we **ask for something else, we can...**).
5. If the student does not follow the vocal prompt, model the solution (e.g. remember how we **ask for something else, we can...**).
6. If the student still does not follow the vocal prompt and model prompt, immediately use de-escalation strategies and record behavior data.

<u>Handling naturally occurring scenarios:</u>

1. Record a "+" if a scenario occurs and the student independently uses their skills to handle the situation.
2. If the student needs any prompt, record the specific prompt needed.
    a. **V** = vocal, **M** = model, "**-**" = implement de-escalation strategy

Taubman, M., Leaf, R., & McEachin, J. (2011). *Crafting connections: contemporary applied behavior analysis for enriching social lives of persons with autism spectrum disorder*. New York, NY: DRL Books Inc.