Parent Training Guide on Virtual Intensive Teaching Sessions

- ❏ Your child's teacher will be conducting Virtual Lessons on a program called Verbal Behavior. Verbal Behavior is a program that is designed using components of ABA, or Applied Behavior Analysis.

What is ABA?	**Principles of ABA**	**Why do we use it and what are we trying to accomplish?**
ABA stands for Applied Behavior Analysis. It is the science of studying behavior and applying *data supported techniques* for increasing or decreasing *behaviors that are meaningful* to the individual and their social environment	*Analyzes* socially significant behavior in need of improvement. This means that educators collect, examine, and interpret data as part of the teaching process. Behavior is defined in objective and measurable terms. Examines the functional relationship between behavior (what a person does) and its controlling variables (what happens in the environment). *Analyzes* behavior through a three-term contingency: • *What happens before the behavior* • *What does the behavior look like* • *What happens after the behavior*	Verbal Behavior is behavior that is mediated by the behavior of another person. This means it is what we do in most of our interactions with other people. Verbal behavior is communication. It focuses attention on the functional analysis of language: looking at the conditions under which a person will use language. In other words, looking at why things are said.

- ❏ To help your child's teacher be successful in teaching Verbal Behavior in a Virtual environment, there are some basics of Verbal Behavior that you will need to know to help your child be successful with learning at home.

- ❑ You will go through a step-by-step process of learning Verbal Operants. You may be asked to help with prompting procedures as your child's teacher is teaching a lesson. To make this process easier for you, we are giving you guidance on the errorless teaching procedures your teacher may be using with your child.

- ❑ Your child's teacher may ask you to review this document in its entirety or just portions of this document as it relates directly to what your child is learning or what your child requires assistance with.

- ❑ Before you learn about the Verbal Operants, let's go over the Errorless Teaching Procedure. The Errorless Teaching Procedure is embedded in Verbal Behavior as a way your child will learn each operant.

Errorless Teaching Procedure

- ❑ **What is it?** Errorless teaching provides instruction so that your learner is less likely to make mistakes. It increases the rate of learner responding. It is associated with faster learning and less problem behavior during instruction. It allows engagement in faster-paced instruction.

PROMPT-TRANSFER-DISTRACT-CHECK

Prompt	❑ Helps ensure that a correct response will occur. ❑ Help prevent errors. ❑ Come from known items. ❑ There is a different prompt for each Verbal operant. **Caregivers will be helping primarily with this part of the teaching procedure.**
Transfer	❑ Going from a prompted to unprompted response
Distract	❑ Distract trials are used to place other responses between a prompt-transfer sequence and a check trial of the same item with no prompt. ❑ Distract trials are selected from known items or "easies".

	❏ Distracters help ensure that the student "remembers" the skill.
Check	❏ The check trial "checks" whether the student is still able to demonstrate the skill after other events occurred (distract trial). ❏ Correct performance on the check trial is a sign that the student is learning.

❏ Watch this video to go further into Errorless Teaching and to see what it looks like.

What is a Known Card, and What is a Target Card?

Known Card, or "Easy" Card	A known card, or "easy" card is a card that has already been mastered. Known cards are used as distractors in the Distract part of the errorless teaching procedure.
Target Card	A Target card will be taught using the Errorless Teaching Procedure. A target is considered mastered after the student has answered the card correctly for three consecutive days. This is done during a Cold Probe Session.

What is a Cold Probe Session?

- ❏ A Cold Probe Session is done prior to an Intensive Teaching session. This session takes data on Target cards. A card is typically moved to the Known card, or "Easies" after it has been answered correctly for three consecutive days. Your child's teacher may require more than three consecutive days for a card to be moved into the Knowns. There are no prompts given to the child when doing a Cold Probe Session.
- ❏ Watch this video to see what a Cold Probe Session could look like for your child when given Virtually: https://vimeo.com/manage/449112458/general

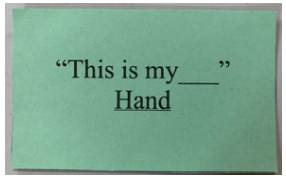
For each operant, you can read about it, listen to a recorded powerpoint, and/or watch a teaching session.

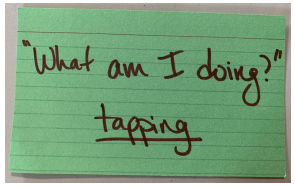
Tact

- ❏ Read about the tact

What is it?	Another word for a Tact is an expressive label
Why is it Important?	Teaching a child a tact will give the child the ability to learn how to label an item when the item is seen, heard, smelled, touched, or tasted.
How Can it Be Used?	A tact can be used any time you want your child to label something. The ultimate goal is for your child to label items spontaneously. For example: If your child smells cookie, then says "cookie", your child just labeled cookie spontaneously.
How is it Implemented?	In Verbal Behavior, a tact is taught through an errorless learning procedure. PROMPT, TRANSFER, DISTRACT, CHECK. Once it is learned, the tact will go into a known, or "easies" pile to be reviewed often.
The Prompt for a Tact is:	Verbal

GREEN: Tacts- Examples: "This is my hand", "What am I doing?" (tapping), "This is a bear"







- ❏ Listen about the tact: https://vimeo.com/453385499/29b9da5360

- ❏ Watch a teaching session of a tact body part: https://vimeo.com/369292611/be26708009
- ❏ Watch a teaching session of a tact action: https://vimeo.com/340895090/356250f839
- ❏ Watch a teaching session of a tact picture: https://vimeo.com/340895109/977c6c9a13
- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Listener Responding (LR)

- ❏ Read about Listener Responding.

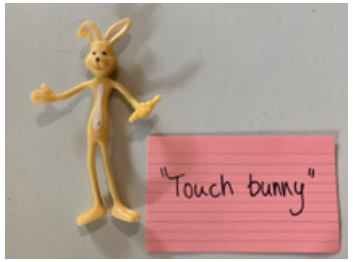
What is it?	Another way to think about Listener Responding is following directions (you do what someone else asks you to do).
Why is it Important?	Following directions is an important life skill for students to learn. Developmentally, children will often point to a picture or an object before they name it. They will follow a simple direction before a complex direction.
How Can it Be Used?	An LR will help your child be better able to follow directions or identify an item. For example, if someone says, "Touch cookie", your child will touch the cookie. Or, if someone says, "Get the cookie from the counter", your child will get the cookie.
How is it Implemented?	An errorless teaching procedure is used to teach an LR. PROMPT-TRANSFER-DISTRACT-CHECK. Once an object or picture in the *field is learned, it may become a tact. The child will learn to label the picture because the child can now point to the picture. The learned LR will automatically become an "easy" card. Red 3x5 LR cards will also become "easy" cards and will be reviewed often.
The Prompt for an LR is	If the LR is a picture or object in a field, the prompt is pointing to the correct picture or object in the field.

	If the LR is an action, the action will be modeled by the teacher or the parent and the student will imitate the modeled action.

RED: 1. Listener responding (receptive discrimination skills that you do not use pictures for such as, "clap your hands", "stand up", "show me laughing"). 2. The dot on the picture card indicates that this card goes in a field. 3. The child may be asked to "touch bunny" either in a field of objects, or by itself.

1. 

2. 

3. 

- A field is a set of 4-10 cards. The student would point to the requested picture in the field. This is a picture of what a field of cards can look like when given over a computer screen.



❑ Listen about Listener Responding: https://vimeo.com/453385633/4077cffe18

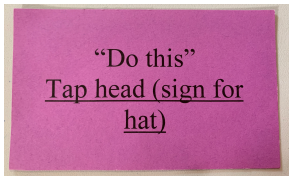
❑ Watch a teaching session of an LR Action: https://vimeo.com/386587002/45f0e0b7ae
❑ Watch a teaching session of an LR Body Part: https://vimeo.com/386587086/912f3bab53

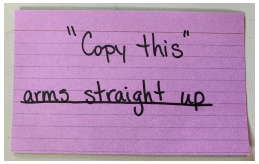
- ❏ Watch a teaching session of an LR Picture in a field: https://vimeo.com/386587232/8013fd6531
- ❏ Watch a reading session of an LR Object (Basic Skills): https://vimeo.com/manage/449113199/general
- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Imitation

- ❏ Read about an Imitation.

What is it?	Another way to think about imitation is repeating, or copying, someone else's motor movements (you move because someone else moved the same way).
Why is it Important?	Learning imitation allows students to be able to learn from others without direct teaching. Your child can watch what the other person does and imitate it. Imitation skills that students can learn are: standing in line, walking down the hallway, learning actions to songs, sign language, etc.
How Can it Be Used?	Imitation skills can be taught at any time you want your child to learn how to copy what you are doing. For example, if you say "Do this" while modeling arms straight up, your child can learn to copy you by putting arms straight up.
How is it Implemented?	An errorless teaching procedure is used to teach an imitation. PROMPT, TRANSFER, DISTRACT, CHECK. Once an imitation skill is learned, it will be added to the "easies" and reviewed often.
A prompt for an Imitation is	The prompt for an imitation is physical. The caregiver working with the child will give a full or partial physical prompt to help the child do the action that was just shown. When working in a virtual setting, the teacher will likely prompt the caregiver to give the physical prompt.
PURPLE: Motor Imitation skills "copy me" (adult models raising one hand)	





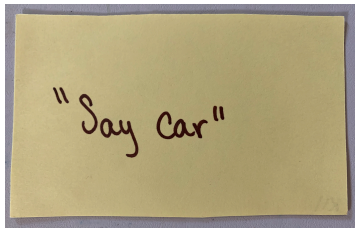
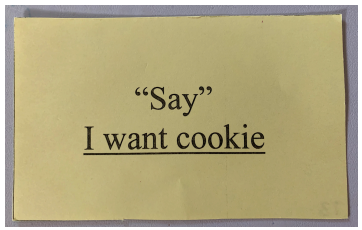
- ❏ Listen about Imitation: https://vimeo.com/manage/453385540/general

- ❏ Watch a teaching session of Imitation: https://vimeo.com/340895127/7fc691f9d1
- ❏ Watch a teaching session of an Imitation with an Object (Basic Skills): https://vimeo.com/449112962/7c5c1d3594
- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Echoic

- ❏ Read about an Echoic

What is it?	Another way to think of an Echoic is repeating what someone else said (you say it because someone else said it). It is repeating sounds, words, phrases or sentences.
Why is it Important?	❏ Echoics start with one syllable sounds and increase to whole words, phrases and sentences. ❏ Echoics work on articulation for beginning Echoics to every day phrases and learning how to generalize these phrases into appropriate times of the day.

	❏ The teacher will be working with a Speech Language Pathologist to determine which Echoics to teach.
How Can it Be Used?	A student can learn to "Say hi" with an Echoic, then learn how to generalize "hi" when greeting people.
How is it Implemented?	An Echoic is typically implemented within a separate Echoic program, however, learned Echoics can be a part of a child's Verbal Behavior program. When an Echoic is taught, the Errorless Teaching Procedure of PROMPT, TRANSFER, DISTRACT, CHECK will be used.
A prompt for an Echoic is	❏ Slow it down ❏ Mouth position cue ❏ Pronunciate or overemphasize ❏ Vocal intonation
YELLOW: Echoic skills "say car", "say I want cookie".  	

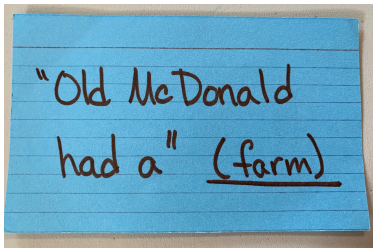
- ❏ Listen about Echoic: https://vimeo.com/453385530/d59aba7e9c
- ❏ Watch a teaching session of an Echoic in a separate Echoic program: https://vimeo.com/386586029/a840953081
- ❏ Practice this skill with the teacher.

- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Intraverbal

- ❏ Read about an Intraverbal

What is it?	❏ Intraverbals can be answering questions, fill-in-the-blank, conversational speech, word associations. It is important for a child to have a strong tact repertoire before beginning Intraverbals. ❏ You say it because someone else asked you a question, or made a comment.
Why is it Important?	Intraverbals teach skills needed for a child to have a back and forth conversation.
How Can it Be Used?	❏ Someone might ask a question, such as "What do you eat?", the child will answer with "cookie". ❏ Someone might sing "The Wheels on the bus" and the child will finish with "go round and round".
How is it Implemented?	An errorless teaching procedure is used to teach an Intraverbal. PROMPT, TRANSFER, DISTRACT, CHECK. Once an Intraverbal skill is learned, it will be added to the "easies" and reviewed often.
A prompt for an Intraverbal is	A picture (tact) on the other side of the blue 3x5 card is the prompt. The teacher will hold up the picture as the prompt. The prompts for intraverbals come from known picture cards.
BLUE: Intraverbal skills (Fill-ins "Old McDonald had a (farm)" "You live on a farm"	





- ❏ Listen about an Intraverbal: https://vimeo.com/453385593/d13156829d

- ❏ Watch a teaching session of an Intraverbal: https://vimeo.com/386586905/3c73eeb501
- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

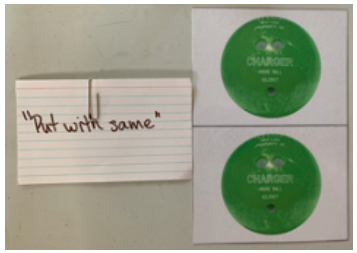
Match to Sample

- ❏ Read about Match to Sample

What is it?	Match to Sample (MTS) is matching identical or non-identical items. Non-identical matches can have a common feature, function, or class that is in close proximity with one another. ❏ **Identical:** Matching a picture of a green shirt with the same picture of a green shirt. ❏ **Non-Identical:** Matching a pencil to a picture of a pencil. ❏ **Feature:** Matching a picture of an iPad to a picture of a computer (both of them have screens). ❏ **Function:** Matching a picture of a sippy cup with a picture of a

	glass cup (they can both hold a drink) ❏ **Class:** Matching a picture of a car to a picture of a motorcycle (they are both vehicles)
Why is it Important?	MTS helps students to categorize items into different groups. Students learn to discriminate between the similarities and differences of those items.
How Can it Be Used?	MTS can be used any time a specific type of item needs to be found in a group, when copying an arts and crafts project, when completing patterns, etc. There are many ways children and adults use MTS skills in everyday life.
How is it Implemented?	An errorless teaching procedure is used to teach Match to Sample. PROMPT, TRANSFER, DISTRACT, CHECK. Once a Match to Sample skill is learned, it will be added to the "easies" and reviewed often.
A Prompt for Match to Sample is	Pointing to the correct picture in a field where the match should be made.

MTS: Identical picture match



Non-identical match



Match dessert (class)



❏ Listen about Match to Sample: https://vimeo.com/453385419/25ab3c1637

❏ Watch a teaching session of Match to Sample: https://vimeo.com/386586533/d42c964147

- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Error Correction Procedure:

- ❏ **What is it?**
  - ❏ The teacher will go through an Error Correction Procedure when your child has made a mistake on a known or "easy" card. The Error Correction Procedure will give your child a chance to review the card that was said incorrectly. Your child's teacher will likely add this card to the Target cards and teach it during the next session. Your child's teacher will likely review this card in the following day's Cold Probe to see if it has been remembered. If this card has been remembered, it will go back into the front of the known cards. If it hasn't been remembered it will continue to be taught errorlessly.
  - ❏ The Error Correction Procedure looks like this: **END-PROMPT-TRANSFER-DISTRACT-CHECK**
  - ❏ If your child has made a mistake on a known card, the teacher will **END** by either putting the card down, pausing, or by facing eyes downward. The teacher will then re-present the card and give a **PROMPT** and will continue with the errorless teaching procedure with **TRANSFER-DISTRACT-CHECK**.

- ❏ Watch this video of an Error Correction Procedure.

Mand

- ❏ Mands, or learning how to request, is a skill that will help tremendously in the home environment. As a caregiver, you will benefit greatly in the home when you learn the process of teaching your child how to request. The teacher you work with may have a slightly different method of teaching requesting than what is written here. Pay close attention, because this is something you can do with your child outside of a virtual teaching session.

❑ Read about a Mand

What is it?	A Mand is the same thing as someone asking for what someone wants or needs. A child might ask for a specific toy, or food item. A child might say "up" as a request to be held. A child may say "no" to ask for the removal of an item or attention. Items may or may not be present.
Why is it Important?	A Mand is the considered the most important operant because it allows the child control the delivery of some items that are reinforcing for them throughout their day. Because children are learning to ask for items, problem behavior will be reduced because the caregiver will know what they are asking for.
How Can it Be Used?	Teaching a child to say the name of the item can happen at any time your child wants something, or even wants to get away from something. This is the best time to teach requesting because your child is motivated to get that item!
How is it Implemented?	❑ When a caregiver can tell that the child is interested in an item, the caregiver can hold the item up and prompt the child to say the name of the item. The caregiver can then wait for the child to repeat the name of the item, then will immediately give the child the item. This is called a Within Trial Transfer. ❑ When a caregiver can tell that the child is interested in an item with multiple pieces, the caregiver can hold up a piece of the item and prompt the child to say the item's name, "block". The caregiver will then hand the item to the child after "block" has been said again. The caregiver will then hold up more pieces and wait for the child to say the name of the item. Once the name is said, the caregiver will immediately hand the child the pieces. This is called a Second Trial Transfer. ❑ Your child's teacher may have slightly different methods that are used to teach your child how to request. The teacher may use picture cards or

	assistive technology to request items. Be prepared to listen to this information as your child's teacher trains you specifically in your child's mode of requesting.
The Prompt for a Mand is:	The prompt for a Mand is echoic, imitative for a sign, physical for a sign, or having the item present.

Any item around the house can be used for teaching a Mand (request).

A child wants goldfish.  The childs says "goldfish". The child gets goldfish. 

- ❏ Listen about a Mand: https://vimeo.com/453385748/ed7d2ade26
- ❏ Watch a short video clip about teaching a Mand: https://www.pattan.net/Videos/Mand-Training-Teaching-a-Vocal-Mand
- ❏ Practice this skill with the teacher.
- ❏ Listen to Feedback from the teacher.
- ❏ Repeat these steps until you feel comfortable.

Reinforcement

- ❏ In order for online teaching sessions to go smoothly, it is important for both you and the teacher to have reinforcing (favorite) toys and edibles available for your child to play with for several seconds during the teaching time to keep your child motivated to keep working!
- ❏ Your child's teacher may show you how to give a reinforcement assessment to your child, or you may know exactly which items and edibles in your household your child gravitates toward the most.
- ❏ You may want to think about putting together a bin, or a small tub with these items in them and have them close to you when you are teaching your child, or when the teacher is online with your child.
- ❏ You can provide reinforcement at times indicated by the teacher when doing Independent work, or Direct Instruction work with your child. Most often, your child will receive an item to play with after a certain number of tasks are completed. You will want a timer handy, so you know when to ask for that item back.
- ❏ During Intensive Teaching sessions, your child will be reinforced more often by the teacher, or by you. Make sure the teacher knows what you have available so you can be cued as to when to give it.

Getting Reinforcement Throughout the Day

- ❏ In order for reinforcement to be effective, it needs to be given when the appropriate behavior is seen. Reinforcement should not be accessible all the time. If your child is deprived of the item or activity for a certain amount of time, it will become more valuable for them when you let them access it, and you will see less problem behavior during the day.
- ❏ Make sure you are offering many different types of reinforcement. You may want to consider allowing your child access to one type of reinforcement during longer reinforcement times, and then offering a different reinforcement during the next longer reinforcement time.
- ❏ A **Token board** system where a child can work to earn reinforcement may be valuable for you to use with your child throughout the day. A token system can be used when doing seat-work, as well as during daily routines.
    - ❏ You may have a 5 token-board system and your child earns a token for each "chore" related activity. For example, your child can: take clothes out of dryer (get token), put clothes in dryer (get token), put shoes away (get token), put t-shirts in drawer (get token), and put away a book (final token). After all the token are on the board, your child has earned a specified amount of

time to access reinforcement (5-10 minutes). You will then repeat the token system with different tasks.

- ❑ As your child is able to handle more tasks, the token board can be made longer.

¨**TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.**