

Running the Approach Teaching Protocol & Procedural Integrity Checklist

Objective: To replace problem behavior that has been acquired when problem behavior has resulted in the removal of demands (or the avoidance) to approach or interact with others. *(This should not be performed with a student who engages in serious aggressive behavior and who is a safety risk to himself or others)*

Candidates for the Program: Following a functional assessment, learner's whose behavior has been determined to be a function of a history of having demands removed to approach or interact with others following problem behavior or who avoids interacting with others due to deficits in social skills.

1. Set up many opportunities a day to teach the learner to approach and interact with others without problem behavior.
2. For each **new** level being introduced, model the target behaviors you are teaching with another adult that you want the student to perform. (see approach skills tracking sheet that follows)
3. If possible, video the student performing the behavior (without PB) and have him/her watch the video.
4. Try to build natural reinforcing contingencies into the approach scenario instead of providing reinforcement for performing the trial itself. This way approach behaviors will begin to be conditioned as an improving set of condition for the student. (i.e. good things happen when I approach others).

OR

5. Use "go to _____ and ask/get _____ and then you can have the _____" to encourage cooperation.
6. Gradually fade adult prompting ASAP. (Prompts that you might use that will need to be faded: proximity of the adults, vocal prompting, physical prompting, partial prompting, attending to the student as they perform the trial (looking), gestures, etc. use a most to least prompt, fade ASAP. Fade vocal prompts as soon as possible.
7. At **first** make the approaches during practice **easy and relatively effortless**. Not too far away as well.
8. Intersperse both easy and target approach trials during the sessions. Run target criteria on only 20% or so of each day's trials; the other 80% of trials should be at levels the student has already mastered. When you first begin this, the first level of trials will all be hard.
9. Run these trials both during Natural Environment Teaching, during structured teaching (IT sessions), during high MO activities, around the school/community, etc and on an unpredictable schedule. Don't just run approach trials as a whole session.
10. Run as many approach trials per day as possible (10 or more per day). A trial equals each time the student approaches a person and then returns.
11. If the transition was slow, escape extinction procedures (keep on the demand), or if other problem behaviors occurred, practice the trial again within a few trials (or minutes) in order to get a better performance (opportunity to reinforce a better response).

12. Record the trials on the Approach data sheet. If problem behavior occurred, record that as well. Also keep a record of any naturally occurring instances of approach behavior throughout the day. This will help in determining if the behavior is generalizing to the natural environment/other people.
13. When the student has mastered approaching, increase the length of time of engagement with others. How you do this will vary depending on the student's data obtained once the program is implemented. The data are what will ultimately guide your decision-making process on increasing parameters of the behavior.

Quick Summary of Procedures

- Preplan and discuss with others that the student will be approaching him or her and what they are to do when the student does approach. Make sure the “approachee” is clear on the details of the specific approach trial as their participation is critical to the success of the trial.
- Determine the approach trial that you want the learner to perform.
- Identify the “approachee” and make sure they are aware of when the student will be coming. Don't announce this to the student if possible.
- Prompt the student to gain the person's attention if necessary and/or to complete the necessary behaviors but fade prompts as soon as possible. Try to avoid vocal prompts if possible as these are more difficult to fade.
- Make sure that the student has learned the name or title (nurse, lunch lady, etc.) of the person they are approaching. This should not be an unknown person; pairing should occur in advance if applicable to the step. (Approaching unknown people would be more difficult)
- Have the interaction be as reinforcing as possible so that it is likely to occur again in the future.
- If the learner engages in problem behavior as soon as you request the approach trial “Go to _____”, do not remove the demand or allow access to preferred items or activities. Keep the demand on the learner and use physical guidance to obtain compliance with the demand while maintaining safety of student and others. Once back at the starting area, continue to place easy demands until you gain instructional control, and then place the demand to approach again. ***(This should not be performed with a student that is a safety risk to himself or others)***
- Record the learner's responses on the approach data sheet. Remember to record naturally occurring approaches during the day as well on a separate sheet.

Criteria: When the student successfully complies with the **first** request of the target trial of the day for 3 consecutive days (Y's) on the daily cold probe and 90% of the total trials have NO problem behavior. (This can be adjusted by the team based on the data of the student's performance). For example, two days of 100% could be an option.

Mastery would be the student performing successful approaches with many different people including peers, in many different environments.

Approach Program Procedural Integrity Checklist

Student:

Date:

Person that conducted trials:

	YES	NO	N/A
1. Did you determine the approach trial that you wanted the learner to perform in advance?			
1. Did you pre-teach the trial that you are going to practice?			
2. Did pairing with participants occur in advance (if applicable to step)?			
3. Did you make sure that the student has learned the name or title (nurse, lunch lady) of the person they are supposed to find and/or approach?			
4. Was there a preplan? Was the "approachee" clear on the details of the specific approach trial as to their specific participation?			
5. Was the "approachee" made aware of when the student was coming so that they were prepared?			
6. Did you avoid announcing the details to the student (during practice trials) to make the scenario as naturally occurring as possible especially during the cold probe?			
14. Did you try to contrive natural reinforcing contingencies into the practice trial to increase motivation for the interaction so that it could be reinforced? (Or use a "go to _____ and ask/get _____ and then you can have the _____" to encourage cooperation)			
7. Was the student prompted to gain the person's attention and/or to complete the necessary behaviors if necessary?			
8. Were the prompts faded as soon as possible? (Try to avoid vocal prompts if possible as these are more difficult to fade).			
9. Did you run a transfer trial to practice better responding?			
10. If the learner engaged in problem behavior as soon as you requested the approach trial, did you repeat the demand and provide prompted and/or physical guidance to complete the steps? (where safety of the students and participants are not a concern)			
11. Once compliance was regained, did you repeat the trial again within a short period of time to practice and reinforce a better response?			
12. Did you record the learner's responses on the approach data sheet? (Remember to record any naturally occurring approaches during the day.)			
Responses			
Percentage of Yes <i>(minus any n/a responses)</i>			

APPROACH DATA SHEET

Name: _____ **Date:** _____ **Time:** ___ to _____
Target Step: _____ **Cold Probe:** YES NO #Y's _____

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in the box.

Grumpy face, GF Grumpy talk, GT Flops to Floor, FF Refusal to do trial, R Other _____

	<i>Person to approach</i>	<i>Approach Scenario</i>	<i>Problem Behavior</i>	<i>Time to compliance</i>	<i>Initial</i>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

Percentage of approach trials without Problem behavior _____

Target: Approach Skills Tracking

Step	Criteria	Date Introduced	Date Mastered
1.	Receive a reinforcer from another person/peer. (pairing)		
2.	Approach a person/peer <u>to be given</u> something (pairing)		
3.	Approach a person/peer and gains his/her attention and <u>gives</u> them something.		
4.	Approach a person/peer and gains his/her attention and asks one question.		
5.	Approach a person/peer and gains his/her attention and ask one question and answer one question		
6.	Approach a person/peer and gains his/her attention and ask one question and answer more than one question.		
7.	Approach a person/peer and is required to perform a simple task.		
8.	Approach two different people/peers, gain their attention and asks or answers one or more questions.		
9.			
10.			
11.			
12.			
Additional Criteria Can Be Added Here if Necessary....			
13.			
14.			
15.			
Spontaneous Approach behavior occur across people and settings regularly			
	Date: Note:		

Student: _____