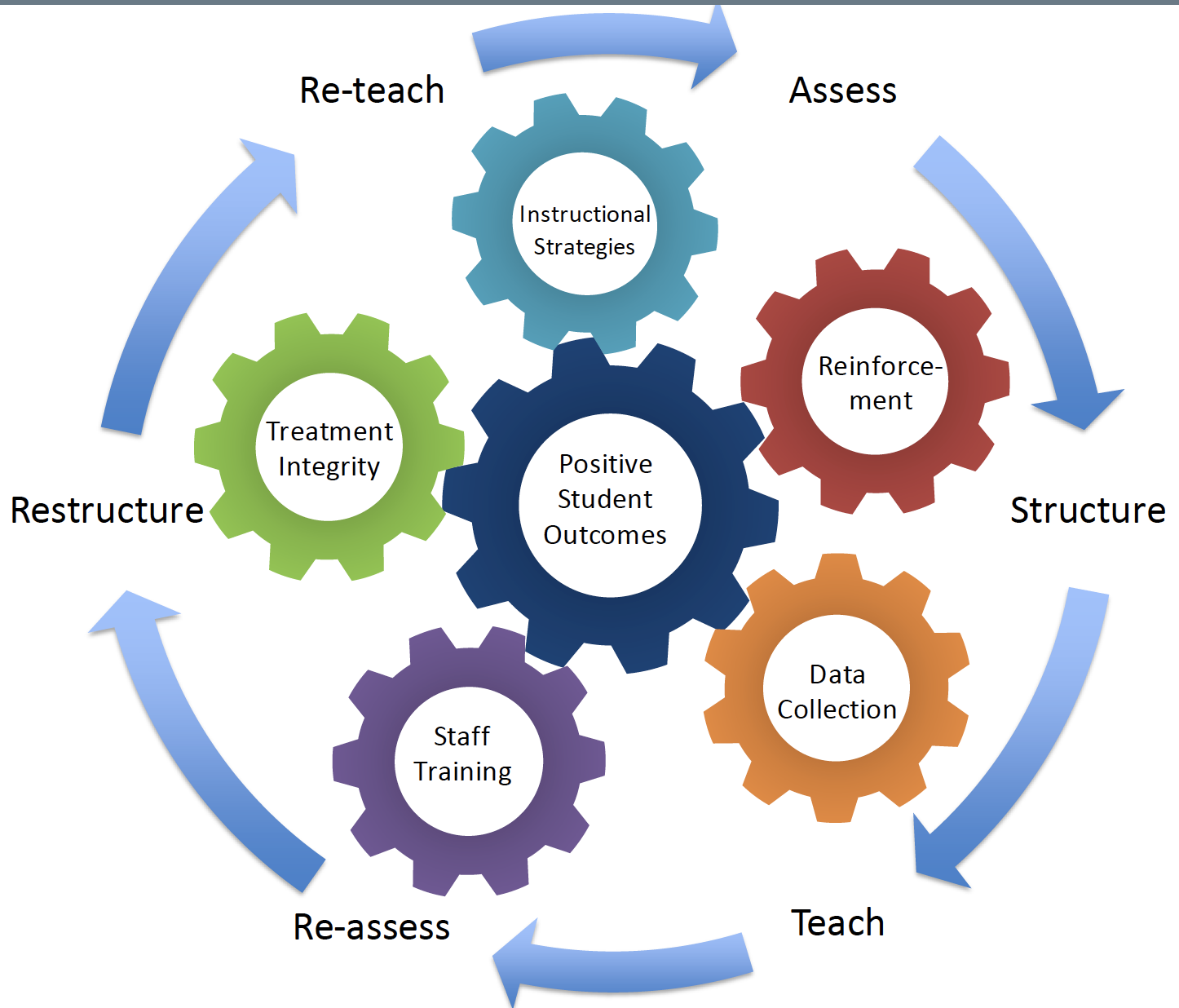


**It’s All About YOU! Using Behavior Analytic and Instructional Strategies to**

**Improve Student Outcomes**

Implementation Support for Coaches and Teachers

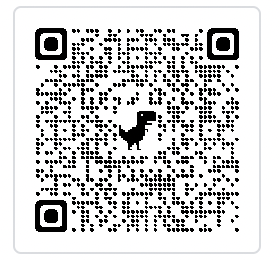
\*When developing an implementation program, all components of the implementation cycle should be considered as part of the written program.

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| **Components** | **Possible Strategies and Resources** | **Considerations** | **Selected Strategies and Materials Needed** | **Recommended Timeline Goal** |
| [**Antecedent-Based Strategies**](https://ksdetasn.org/resources/1957)  Evidenced-based strategies you can implement prior to problematic behavior occurring. | * [Classroom Assessment](https://ksdetasn.org/resources/1943) * [ABC Data Collection](https://ksdetasn.org/resources/482) * [Physical Structure](https://docs.google.com/presentation/d/1f7hxcHxU5eNSa6a5nOXKi1cTQQMR9JNj/edit?usp=sharing&ouid=113464965886951704306&rtpof=true&sd=true) * [Schedules](https://www.ksdetasn.org/atbs/visual-schedules) * [Routines and Expectations](https://www.ksdetasn.org/atbs/routines) * [High ratio of praise, 5:1 at minimum](https://ksdetasn.org/resources/1947) * [Opportunities to Respond](https://drive.google.com/file/d/1XERlLBeDwW5GsyXX3mP7noLCPYr9dwU2/view?usp=sharing) * [Interspersing](https://drive.google.com/file/d/1TwVjrYJSFZmxJK-hig05423uoT7_1Gee/view?usp=sharing) * [Behavior Momentum](https://drive.google.com/file/d/1UURGk0mxrFNKySbdbZsuNpob91iChjAE/view?usp=sharing) * [Pre-correction](https://drive.google.com/file/d/1evY21007Lo7Emp0TMW4CRvjw0hiexEYk/view?usp=sharing) * [Pairing – relationship building](https://drive.google.com/file/d/1cCMIgyDuO_xRnEpckFCYJYglov1Yl72l/view?usp=sharing) * [Novelty](https://www.iidc.indiana.edu/irca/articles/change-is-good.html) * [Choice](https://drive.google.com/file/d/1WoRlr90NTVPA86qhC44LxNK0jVXVJPMY/view?usp=sharing) * [First/Then – Premack Principle](https://www.iloveaba.com/2013/01/the-premack-priniciple.html) * [Fast-Paced Instruction](https://www.ksdetasn.org/resources/1944) * [Functional Communication Training](https://drive.google.com/file/d/13LdkllHLqvZBCaleaCeML8K2xoWYotEM/view?usp=sharing) | * Individualized per student. * Used within programs to prevent problematic behaviors. * A combination of strategies can be implemented to strengthen the behavior. |  | Weeks 1 and 2 |
| **Skill Acquisition**  Errorless teaching and errorless correction procedures are evidenced-based strategies that are used to teach new behaviors/skills. | * [Levels of Prompting](https://www.ksdetasn.org/resources/932) * [Prompt Fading](https://drive.google.com/file/d/1NDH-qeujw1OGWDu9mHkHbl-_fgMaqE7p/view?usp=sharing) * [Stimulus Prompts/Fading](https://drive.google.com/file/d/1Gwo8XnX_-67fcuXO5UkKNwvG5UtfIKa_/view?usp=sharing) * [Task Analysis](https://ksdetasn.org/resources/2035) * [Chaining (backward, forward, total task)](https://drive.google.com/file/d/1ZZ2L4qVmghhJSqboX_rmOBfo8ZWd2DTz/view?usp=sharing) * [Shaping](https://drive.google.com/file/d/1bYFOBMwXNq0HKPkoq2w5qzy7FRd249Aj/view?usp=sharing) * [Simultaneous Prompting](https://drive.google.com/file/d/1iMjUPQ1LXPS_gtmwcch76oKqaYPHV5Ge/view?usp=sharing) * [Time Delay](https://drive.google.com/file/d/1lqnwD2W8juLxIelMD5Y2iZU9rYd_NecZ/view?usp=sharing) * [Most-to-Least and Least-to-Most Prompting](https://drive.google.com/file/d/1eEvRn2FU_48zfoqxWnJHXCk483JtjVSz/view?usp=sharing) * Replacement Behavior * Generalization and Maintenance | * Individualized per student and utilizes age-appropriate materials. * Requires data collection and graphing. * Should not rely on anecdotal data collection only. * A task analysis, set of procedures, or lesson plan should be evident in program books for each learner. * Programs are implemented with consistency across all implementers. * Programs are followed as written (treatment fidelity). |  | Week 2 |
| [**Reinforcement**](https://ksdetasn.org/resources/938)  Delivered after a desired behavior to increase the likelihood of that behavior occurring again in the future.  Used to strengthen a behavior. | * [Identify behavior/skill to reinforce](http://ksdetasn.org/resources/1988) * [Preference Assessments (Direct)](https://drive.google.com/file/d/1tSHZgPlQ3kKUFM3Aj_kY8S17PzlVdh8W/view?usp=sharing) * [Preference Assessments (Indirect)](https://drive.google.com/file/d/1aC-5YQm9aXEXyzw79aOekr6Wrlfu54sL/view?usp=sharing) * [Set of procedures listed for reinforcement program](http://ksdetasn.org/resources/1889) * [Schedule of Reinforcement](https://drive.google.com/file/d/1RxiAOKzqSvRSXgAc8Gigg3e-2Pk2S9wI/view?usp=sharing) | * Individualized per student. * Reinforcement procedure is listed on a written program or wall chart. * A plan for fading reinforcement should be considered. * Reinforcement is not a thing, it’s about the effect on the behavior. * If the desired behavior isn’t increasing, whatever is being delivered as a consequence is not functioning as a reinforcer for that behavior. |  | Weeks 1-2 |
| **Measurement**  Provides an accurate and reliable measurement of the target skill. Reliable measurement is achieved when the measurement tool can assess the skill the same way each and every time. | * [Frequency and Rate](https://drive.google.com/file/d/1bNGVpn48yxgdHMc0buMbblZ6lkpQiv6Y/view?usp=sharing) * [Duration](https://drive.google.com/file/d/1luEXycJLdNT9yOE0Zo1qBWG_hhNIoJhs/view?usp=sharing) * [Latency](https://drive.google.com/file/d/1LmkzYNgzQzyyszXa6Ll_mioxT6CmMDEI/view?usp=sharing) * [Momentary Time Sampling](https://drive.google.com/file/d/1OpcpMgHFMUWEBlTccgtlM6prJoHNVpUn/view?usp=sharing) * [Partial Interval Recording](https://drive.google.com/file/d/1CskeGQk8d8a5SsVtCUhLSPAb6gN43m_j/view?usp=sharing) * [Whole Interval Recording](https://drive.google.com/file/d/1DJW1s8MfVUIwfQM8rV3Ka4MDhhIXSS4H/view?usp=sharing) * [Permanent Product](https://drive.google.com/file/d/1eIbMxKMQnQvIe9AuHC-C1plLpsIeW8RG/view?usp=sharing) * [Graphing](http://graphit.ksdetasn.org/interventions) | * Data is collected, graphed, and analyzed weekly. * Easy to use-doesn’t interfere with teaching. * Easy to train staff how to use. * Shows crucial information for making decisions. * Easy to summarize or graph. * Easy for others to interpret. * Consistency across time with other systems in the child’s life. |  | Week 2 |
| **Staff Training and Treatment Integrity**  The process of improving rapport, effective communication, treatment fidelity, and implementing new teaching strategies with staff. | * [Classroom Meeting Guidelines](https://ksdetasn.org/resources/2029) * [Staff Meeting Agenda](https://docs.google.com/document/d/1z3-VnocjOH7Mx9gIM8DGAevsDiGtph5E/copy) * [SMART Goal Form](https://docs.google.com/document/d/1HD0WsxGQAlDug93dGdx6WGhffkFBmdKk/edit?usp=sharing&ouid=113464965886951704306&rtpof=true&sd=true) * [Feedback Preference Survey](https://docs.google.com/document/d/1ALCEU46nXbILMJncosGA202X5hXj-6jq/edit?usp=sharing&ouid=113464965886951704306&rtpof=true&sd=true) * [Paraprofessional Classroom Guide](https://www.ksdetasn.org/resources/2146) * [Active Supervision Planning Tool](https://www.ksdetasn.org/resources/3016) * [Lesson Plan Guide for Paras](https://www.ksdetasn.org/resources/3015) * [Lesson Plan Guide for Support Staff](https://www.ksdetasn.org/resources/2145) * [Staff Cohesiveness and Training Plan](https://docs.google.com/document/d/1uTfSLJMjtl9qmDH1mzQ5osC0QuTEU6Ff/edit?usp=sharing&ouid=113464965886951704306&rtpof=true&sd=true) * [Para Training Plan](https://docs.google.com/document/d/1L_OU9_B_SjxzzailTt8uBE1lQRs6e2RwGyL30-U4iao/copy) * [Outline for Requesting Training Time](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2119/Example_for_Directors_to_ask_for_Training_Meetings_Outline.pdf) * [Behavior Skills Training Model (Instruction, Model, Rehearsal, Feedback)](https://drive.google.com/file/d/1YPGxBPvk9Lp7-vewPBQKlChx_dKjb2kW/view?usp=sharing) * [BST Planning Form Template](https://docs.google.com/document/d/1HfJpv0TZucZ7ufDOFtySwU0UWvQy0o8i/copy) * [Treatment Integrity and Feedback Form Template](https://docs.google.com/document/d/1LuKeC5myIhtMDydOkANNUBOT1NE8HWV4/copy) * [Performance Diagnostic Checklist - Education](https://docs.google.com/document/d/13cPBTeJg7tYEoWnoDhxDL3p050N9gfmX/copy) * [Staff Contextual Fit Survey](https://docs.google.com/document/d/1M07I_xlm9g_GGTcz_LLQc29GxeOQM_8s/copy) * [Parent Social Validity Survey](https://docs.google.com/document/d/1dxQSq06dWQoVr95r5id3EBdDC6TBHEhraH5IfKbkBHc/copy) | * Should be ongoing and monitored. * Fluency should be the goal. * Have a shared philosophy. * Show staff appreciation frequently. * Back-up plan when staffing shortages arise. |  | Weeks 2-3 |

More information regarding this training can be found on the It’s All About YOU! Instructional Strategies Training initiative page. A picture containing crossword, text, piece, small

Description automatically generated

To view the Comprehensive Strategies Toolkit, scan the QR code below.



This tool can be used for self-reflection, and as a tool to provide feedback during observations.

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| **PREVENTATIVE-BASED STRATEGIES** | |
| **Strengths** | **Notes/Next Steps** |
| **Additional Resources on Initiative Page**: <https://ksdetasn.org/atbs/it-s-all-about-you> | |
| Staff works on relationship building and/or pairing. |  |
| Lesson plans are evident and specific. |  |
| Instruction occurs across multiple skill domains (communication, social, core content, adaptive, life skills). |  |
| Novelty is built into instruction. |  |
| Instruction is presented in a fast-paced format. |  |
| Tasks are interspersed using an 80/20 ratio. |  |
| Students are provided with a high ratio of opportunities to respond. |  |
| No student sits more than 5 minutes without instruction. |  |
| AAC devices or other communication supports are incorporated and used consistently. |  |
| Materials are easily accessible by person providing instruction. |  |
| All instructional materials are age appropriate. |  |
| Behavior expectations are explicitly taught. |  |
| Peer-related social skills are explicitly taught. |  |
| All staff is engaged in instruction/ preparation of activities when not on a scheduled break. |  |
| Staff members generally deliver the same directive only once then use prompts or feedback to ensure correct responses. |  |
| Staff delivers consistent feedback during instruction. At least a 5:1 ratio of praise is evident through instruction. |  |
| Pre-Correction is used for predictable errors of responding. |  |
| Staff uses data from preference assessment to select potential reinforcers. |  |
| Staff members demonstrate or plan methods to promote generalization. |  |

This tool can be used for self-reflection, and as a tool to provide feedback during observations.

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| **SKILL ACQUISITION** | |
| **Strengths** | **Notes/Next Steps** |
| **Additional Resources on Initiative Page**: <https://ksdetasn.org/atbs/it-s-all-about-you> | |
| Each student has a program book (schedule, assessment, goals, data sheets, etc.) |  |
| Materials are well organized and ready to go. |  |
| There is a clear back-up plan when staffing shortages arise. |  |
| Staff use errorless teaching and error correction as directed on the teaching plan. |  |
| Reinforcement is delivered in alignment with the student's program. |  |
| All staff runs Behavior Intervention Plans consistently. |  |
| There is a system in place to communicate daily with parents. |  |
| Regularly scheduled staff meetings or training sessions are scheduled with staff implementing instruction and behavior plans. |  |
| Data is collected, graphed, and analyzed weekly. |  |

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| **Sample Reflection Questions** |
| What is your vision for implementing these strategies? |
| How will this vision look for individual students and/or classroom? |
| Who might you go to for support as you implement this strategy? |
| What will you be looking for in your staff and students to determine if modifications need to be made? |
| How will you know you’ve seen the outcomes you expect? |

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