

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

Look Fors Document

\*All of the components on this document work together as a package. Meaning when developing an implementation program, all components should be considered as part of the written program.

| **Components** | **Specifics** | **Considerations** |
| --- | --- | --- |
| **Antecedent Strategies**  Evidence-based strategies you can implement prior to problematic behavior occurring. | **Antecedent Based Strategies**   * Classroom assessment * ABC Data Collection * Physical Structure * Schedules * Routines and Expectations * High ratio of praise 5:1 at minimum * Opportunities to Respond * Interspersing * Behavior Momentum * Pre-correction * Pairing – relationship building * Novelty * Choice * First/Then – Premack Principle * Fast-paced instruction | * Individualized per student. * Used within programs to prevent problematic behaviors. * A combination of strategies can be implemented to strengthen the behavior.   **Comprehensive Strategies Toolkit**  A picture containing crossword, text, piece, small  Description automatically generated |
| **Skill Acquisition**  Errorless teaching and errorless correction procedures are evidenced- based strategies that are used to teach new behaviors/skills. | **Errorless Teaching**   * Levels of prompting * Prompt fading * Stimulus prompts/fading * Task Analysis * Chaining (backward, forward, total task) * Shaping * Simultaneous Prompting * Time Delay * Most to Least and Least to Most Prompting * Replacement behavior * Generalization and maintenance | * Individualized per student and utilizes age appropriate materials. * Requires data collection and graphing. * A task analysis, set of procedures, or lesson plan should be evident in program books for each learner. * Should not rely on anecdotal data collection only. * Programs are implemented with consistency across all implementors. * Programs are followed as written (treatment fidelity) |
| **Reinforcement**  Delivered after a desired behavior to increase the likelihood of that behavior occurring again in the future.  Used to strengthen a behavior. | **Reinforcement**   * Preference assessments * Identifying reinforcers * Identifying behavior/skill to reinforce * Set of procedures listed for reinforcement program * Schedule of reinforcement | * Individualized per student. * Reinforcement procedure is listed on 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. |
| **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. | **Measurement Methods**   * Frequency * Rate * Duration * Momentary Time Sampling * Partial Interval recording * Graphing * Analyzing * Data is collected and analyzed weekly | * Efficient, easy, highly interpretable. * 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. |
| **Staff Training**  Implementing and improving working with staff on rapport, effective communication, and introducing new teaching strategies. | **Staff Training Methods**   * Building rapport * Regularly scheduled staff meetings or training sessions are scheduled with staff implementing instruction and behavior plans. * Written protocols (IEP goals, BIPs, Lesson Plans, Task Analysis, Data Collection) * Behavior Skills Training Model (Instruction, Model, Rehearsal, Feedback) * Treatment Integrity | * 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. |

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Description automatically generatedMore information regarding this training can be found on the It’s All About YOU! Instructional Strategies Training initiative page.

For each topic presented, this training utilizes an implementation cycle to include in planning. 

