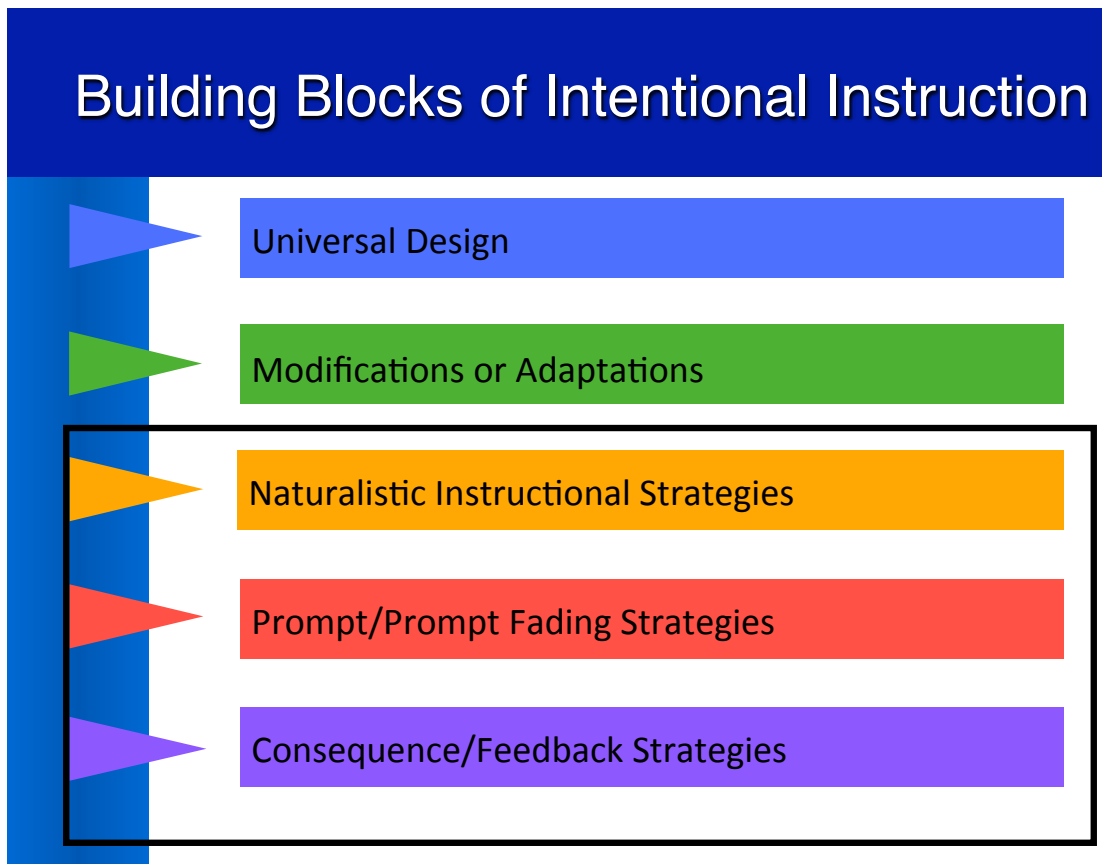
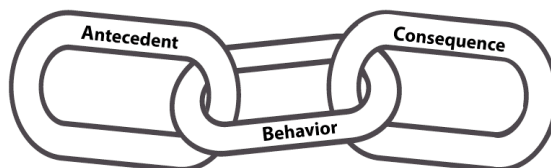


# Instructional Procedures

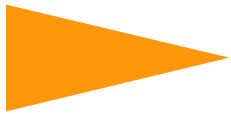
The following instructional procedures can be used to ensure complete learning trials. These procedures have been taken from a variety of sources emphasizing different aspects of instruction. Each procedure is unique in the way that it promotes complete learning trials. Procedures can be used together to ensure complete learning trials. Universal design and modifications or adaptations were discussed in Module 1. Module 3 focused on naturalistic instructional strategies, prompt and prompt/fading strategies and consequence and feedback strategies that can be used to implement complete learning trials.



**Remember:** instructional procedures are effective when they result in a



**Complete Learning Trial**



# Naturalistic Instructional Strategies

## Naturalistic Instructional Strategies

Naturalistic instructional strategies help children learn a new behavior or skill. They typically involve following the child's lead and helping the child to expand or elaborate on his/her behavior. We will look at two naturalistic strategies in detail.

Naturalistic strategies include, but are not limited to:

- ▶ Incidental Teaching
- ▶ Mand-Model
- ▶ Naturalistic Time Delay

### Incidental Teaching

Incidental teaching is a naturalistic strategy that is initiated by the child. The child initiates an interaction in response to something in the environment that he wants to obtain or wants to communicate about. The adult uses this initiation as an opportunity to elicit more elaborate behavior by prompting the child. When the child produces the more elaborate target behavior, the desired consequence or reinforcer is provided.

#### *When to use:*

The adult might arrange the environment to encourage the child's desire for interactions and might also use incidental teaching as it naturally occurs during the day. Incidental teaching is useful for priority learning targets focused on communication, but also can be used with other types of skills including social skills. Incidental teaching is more useful in naturally occurring routines and activities in which child initiations are likely to occur.

#### *Who to use it for:*

Incidental teaching is useful for children with a variety of disabilities who are able to initiate communication or engage with materials.

### Mand-Model

Mand-model is a naturalistic strategy initiated by the teacher. In this strategy, the teacher provides a mand to the child followed by a model of the target behavior. For example, the teacher might want the child to use single words to communicate. The teacher might say to the child "say juice" (mand-say; model-juice). After the child says "juice" the teacher provides descriptive feedback (e.g., "Good job you said juice and I gave you the juice box").

*When to use:*

Mand-model is useful when the child is unlikely to produce the target behavior without a model demonstration to imitate.

*Who to use it for:*

Mand-model is useful for children with a variety of disabilities who need to expand their communication skills. Children should be able to imitate for this strategy to be effective.

*Naturalistic Time Delay*

Naturalistic time delay involves using a naturally occurring antecedent in the environment that sets the occasion for the child to: (a) request assistance, (b) ask for an object, or (c) request to engage in an activity.

The occasion is a naturally occurring activity for which the adult has identified a target behavior and prompt. Following a natural antecedent, the adult should: 1) establish joint attention, 2) look expectantly at the child, and 3) wait for about 5 seconds for the child to perform the targeted behavior. If the child performs the targeted behavior, a naturally occurring consequence will be obtained. If the child does not perform the targeted behavior, a prompt that will elicit the behavior should be given. If the targeted behavior occurs following the prompt, the consequence will be obtained. If the child produces a behavior that is not the target behavior, additional help (i.e., correction procedure) that will elicit the behavior should be used. If the targeted behavior occurs following additional help, the consequence will be obtained.

*When to use:*

Naturalistic time delay is easy to use in ongoing routines and activities. It can also be used across domains including self-help, social, pre-academic, and communication skills. Naturalistic time delay is useful when working with individual children or during group instruction. Also, it is useful when focusing on individual behaviors or sequences of behaviors.

*Who to use it for:*

Naturalistic time delay can be useful for children with mild or significant disabilities. It is also effective with children who are motivated to respond.



# Prompt/Prompt Fading Strategies

## Prompt/Prompt Fading Strategies

Prompt/prompt fading strategies provide explicit support to help children perform skills/behaviors. Prompt/prompt fading strategies are similar to naturalistic instructional procedures. However, these strategies typically are given specific names and have specific instructional steps that are followed.

Prompt/prompt fading strategies include but are not limited to:

- ▶ System of Least Prompts (SLP) (increasing assistance)
- ▶ Most-to-Least Prompts (MLP) (decreasing assistance)

### System of Least Prompts

In system of least prompting, the child is given increasing amounts of help until the ABC learning trial is complete. Two or more levels of help may be needed in a single complete learning trial. If the child only needs a little help, a verbal prompt may be enough. If more adult help is necessary, the adult would provide more and more helpful prompts until the desired behavior is elicited. All of the levels of prompts may be used or only selected levels from less intrusive to more intrusive.

*When to use:*

System of least prompting is very useful for skills that a child is able to perform, but not with accuracy or fluency. It also can be used to support generalization. This system provides the opportunity for the child to respond as independently as possible. However, using a system of least prompting may also allow the child to make errors. In some cases, the child may learn that help is coming if he waits, which can create prompt dependency.

*Who to use it for:*

System of least prompting is useful for children with a variety of disabilities.

### Most-to-Least Prompts

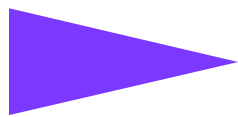
In most-to-least prompting, the adult only gives one level of assistance per complete learning trial. To prevent child errors or help a child learn a behavior not in his repertoire, the adult initially uses the most assistance needed to ensure a correct response. The help will be gradually decreased across future complete learning trials until the child performs the target behavior without help.

*When to use:*

Most-to-least prompting is useful when a child is acquiring a skill. It is also useful for teaching behaviors that are made up of a sequence or chain of behaviors such as dressing or grooming skills. The advantage of most-to-least prompting is that child errors are kept at a minimum with respect to the target behavior. However, teachers should probe to determine when support levels should be reduced.

*Who to use it for:*

Most-to-least prompting is particularly effective with children with significant disabilities.



## Consequence/Feedback Strategies

### Consequence/Feedback Strategies

**Consequences and feedback strategies are used in conjunction with other instructional procedures to ensure a complete learning trial.**

#### Positive Consequences

If the child responds to an antecedent with a correct behavior, a positive consequence should always be provided. A positive consequence makes it more likely that the child will produce the behavior again in relation to the antecedent. Positive consequences can occur naturally as a result of the situation or they can be planned and delivered by the adult. For information about positive consequences see the consequences section of this guide (p. 84).

#### Feedback

Descriptive feedback can be paired with a positive consequence. Descriptive feedback provides the child with more information about the situation. For example, a teacher might ask a child, “Where is the red car?” The child hopefully will respond by pointing to the red car. The teacher might say, “Yes, you found the red car. Good pointing. In this situation the teacher has described for the child what they did that is resulting in praise.

Feedback can also be provided to end a trial when the target behavior does not occur, even with additional help. In this case, it is important to provide feedback to the child to model the expected target behavior. Using the example above, if the child does not find the red car after additional help, the teacher might point to the red car and say, “This is the red car. We can try again later.”



		<p>starts by providing a full physical prompt to show him how to perform the action. After Sam can imitate in a full physical prompt the teacher will provide partial help to perform the actions. Periodically the teacher will check to see if Sam can perform the action with a gesture rather than a partial physical prompt and will continue to fade back the level of prompting over time.</p>
<p><b>Consequence/Feedback</b> strategies are used in conjunction with other instructional procedures. They should always be used after a child has demonstrated a targeted behavior so that a complete learning trial is obtained.</p>	<ul style="list-style-type: none"> <li>• Providing a positive consequence - a consequence for a behavior that increases the likelihood that the behavior will occur again, with more intensity, or for longer duration</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Providing descriptive feedback- Praise is most effective if it describes what it was the child did that was targeted. Descriptive feedback is used to let the child know what they did that was correct.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Providing feedback to end a trial when the target behavior does not occur-If the target behavior does not occur even after additional help is provided, it is important to provide feedback to tell or show the child the expected behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• After a child counts to 5, the teacher says, "Wow, way to go counting to 5." "</li> <li>• After a child asks for his favorite book, the teacher gives the book to the child (naturally occurring consequence)</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• If a child wants a toy truck that is out of reach and asks their peer if they can have the toy, the teacher might say "Good job using your words to ask Benji for the truck."</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• If a child's target behavior is to use a 3-word phrase to request, and she does not use a 3-word phrase to request a ball after additional help is provided, the teacher might say, "If you want the ball, you should say, 'I want ball.'"</li> </ul>