

Compliance Training Explanation

- 1) **Accepts wait for attention-** When learner wants adult attention tell them **Wait**. Do not give any further attention than that. Don't count or use timer. Just ignore for duration of time. If child is engaging in any maladaptive behavior once time is up, still do not give them attention until calm. It is only a yes if learner does not ask again and waits without misbehaving. SD: wait
- 2) **Waits for removal of an item-** When learner is done with a task or meal, tell them to wait before you allow them to or you clear it or clean it up for them. Learner must not destroy or dump what is in front of them. It is only a yes on data if learner waits and does not make any attempts to remove item. SD: Wait

- 3) **Waits for a desired item-** When learner makes a request for an item tell them wait. Only score yes if student does not repeatedly ask and does not engage in any inappropriate behavior. SD: wait

- 4) **Waits turn in a group lesson-** Only a yes if learner does not call out or touch items out of turn during a group lesson. SD: the lesson
- 5) **Waits for turn with peer-** Only a yes if student refrains from grabbing a toy or item from peer's hands. Learner must wait for use of a preferred item. SD: wait your turn.
- 6) **Remains in assigned area-** Learner will stay in assigned area in a room or at a

table. Only yes if learner does not try to move or elope. Sd: wait here or stay here

- 7) **Transitions from highly preferred activity-** Learner will change activities without protesting or engaging in undesired behavior. It is only a yes if child transitions upon first instruction to do so. Prior to activity end, please say it is almost time to do _____. This will serve as a warning. Sd: _____ is all done, time for _____
- 8) **Follows a classroom instruction-** learner will comply upon initial. Only a yes if child complies upon the initial command without assistance. Sd: with school task. SD: Get a _____ or Go _____.
- 9) **Accepts No you Can't-** Learner will not protest when denied access and told no

to receiving an item or gaining access. You can offer an alternative. Only a yes if learner does not engage in maladaptive behavior or attempt to negotiate. Sd: No you can't _____, but you can have _____

10) **Accepts no as a reprimand-** Child will refrain from activity when told no or stop. Only a yes if learner complies upon first time SD and does not protest. SD: No or stop

11) **Follow a self- help request-** Child will follow request to engage in a self -help task upon initial request without engaging in maladaptive behavior. Sd: go to the bathroom, go wash your hands, back your back , etc.

12) **Walks in a Hall-** learner will walk nicely in a hallway without inappropriately touching peers or speaking above an inside voice. Only a yes if no prompting needed for duration of activity. SD: activity itself

13) **Remains Seated for Meal-** Learner will sit during lunch or snack without getting up. Only a yes if no prompting is needed to stay in seat. Sd: Activity itself

14) **Gives up item to peer-** Gives peer a turn with an item that they are currently using. Gives a turn and then waits again for their turn. This is only marked yes if child refrains from grabbing item during their waiting for it to be given back period and refrains from maladaptive behavior. Sd: Can I have a turn or give _____ a turn

15) **Gives up a reinforcer**- cleans up, puts away, or hands over an item when told the time is all done. Only a yes if learner does so without protest and upon initial SD. You can give a 2 minute warning prior to the SD. SD: clean up

16) Follows a Picture Schedule- Only a yes if learner can engage in activity from start to finish with no assistance. Only use mastered tasks in independent schedule. A leisure and non- leisure schedule should be run. Not leisure can be a life-skill, academic, or job schedule.

POINTERS TO FACILITATE COMPLIANCE

1. Only issue instructions with which you are willing to follow through. Following through requires either motoring your child through task or providing a meaningful consequence for compliance. As your child ages, motoring through should be kept to a minimum.
2. Do not issue multiple instructions in a short time span (e.g., three instructions in 10 seconds). Otherwise, you will promote noncompliance as well as create an agitating situation.
3. Provide your child positive choices (e.g., "Do you want to go outside and play or would you like to watch a video?").
4. Also provide your child forced choices (e.g., "Do you want to take a bath or do you want to go to bed?").
5. When your child does not follow instructions, you should be as neutral as possible.
6. Attempt to facilitate your child's compliance by "sandwiching" non-preferred tasks between easier tasks. Making tasks fun sets up the environment to facilitate compliance.
7. Catch your child listening. For example, when your child is about to close the door, say "Please close the door" and then reinforce him for cooperating.
8. Issue instructions calmly with the expectation that your child will listen.
9. Provide your child with areas of control.
10. **GIVE YOUR CHILD MEANINGFUL REINFORCERS WHEN LISTENING OCCURS.**

Tips for Successful , compliancy, redirection and use of Positive Behavioral Supports

- Catch a student doing something good and make a big deal about it
- Make it a practice to complement each student. Every five minutes a positive phrase should be elicited by you. Make a chart and hang it up for a cheat sheet.
- Change your classroom tone. Send notes home stating what a student did well or enjoyed at school. You do not need to report every incident to the parent. It is not effective or beneficial for desired future results.
- Do not discuss with a child what they did wrong in a public forum. Use these ideas and thoughts during positive learning times or bonding time when you are engaged in meaningful exchange.

- Create do lists for rules. Use do not's only when necessary. State clearly what your expectation is. We want to see children raising hands, waiting turns, sharing, etc.
- Reinforcement systems with earning potential. Taking away items earned or privileges is not recommended. Earning privileges is a stronger motivated. So think about changing your philosophy. Have students earn an outside time instead of losing it. Have students earn i-pad time instead losing it. Give less of the fun stuff for free during the day and use these as items we earn vs. having them as an item/activity we get unless we lose it!
- Don't take it personally! They are not doing it to you. Taking your emotions out of the equation alters your reaction and body language. Reacting less or not at all produces positive outcomes.
- Smile. A smile goes a long way. That alone can change a student's mood or motive. A smile often works better than a no.

- If a child can't be still, give them movement! You cannot force still. If they are done, let them be done. Let them get it out and then start over with work.
- Change your bag of tricks. If it is not working, try something new. Every child is different and therefore, responds differently to words, actions, cueing, and reinforcement.
- What a child hears, a child internalizes, and acts out that role! Please be careful what you say in front of a child. Plant a good seed." He is a good helper." He will become that good helper.
- Start fresh. If you are having a bad morning, don't drag it into the afternoon. It is a new beginning after lunch, just like a new day.
- Make it fun, make yourself fun. Make your class a preferred activity. A balance of fun, consistency, clear expectations, motivation, and learned successes.

Protocol for handling Noncompliance, Aggression, or seeking to go home during non-preferred, uncomfortable, or new situation

Avoidance/Escape Protocol

When a child has any act of aggression, non-compliance, or disruptive behavior during group or community activity please remove them from activity calmly. "Come with me" and guide them away.

1. Once off to the side, Firmly and one time only state/ NO, state the action (This step is to only be used for the first couple episodes exhibited by this child, when it is a new behavior. If it is an old behavior go to step 2.
2. "You can stay play, participate, etc or you can sit with me and watch but we stay until it is over. We stay until it is over! It is over at _____. Show a clock or set a timer. _____ minutes left. Allow child to watch activity. You can hold them, sit next to them, but no conversation. Withhold social attention until event ends
3. You can offer 2x only during the waiting period to have child reenter activity. Simply, "do you want to go try again. "Please do not engage in conversation regarding the behavior that took place.
3. Once activity is over, " Now _____ is all done, time to go home" regardless of whether they participated more or not. Tell child you made the right choice by staying. Point out

2-3 great things the child did and no talk of the negative.
Provide praise and reinforcement for this.

4. Hold onto the good and use this to motivate for next visit.
Take a picture of the good and use this to decrease anxiety.
No discussion about the past.

- Always be direct and honest with where you are going and what the expectation is when you leave the house for all events.

pages

DATA SHEET

SKILL:

Name:
 Acquisition
 Maintenance

19) Walks in hall	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
17) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
18) Gives up for lunch	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
19) Gives up for supper	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
20) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
21) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
22) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
23) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
24) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
25) Gives up for meal	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

Key: Criterion =

Overview of General Behavior Procedures

Behavior Targets- The below protocol is a general guide to be used with all behavioral targets. See Target sheets and program modifications for more specific instruction.

- Do not use punishment procedures, we practice positive behavioral supports. Punishment is a last resort and is not recommended.
- Time out is not utilized as it does not teach a functional skill

Use DRO, Differential Reinforcement of other behaviors, incidentally and intermittently. No fixed schedule. This means stating "Nice job not...or I like the way your are ... Using the DRO you reward the non occurrence of the behavior. Timers will be used only when indicated

DRA- Differential Reinforcement of Alternative Behavior- This will be utilized for both teaching and reinforcement. Praise and reinforce when this alternative skill is used spontaneously and replaces the targeted maladaptive behavior. When student engages in the maladaptive behavior, do not say NO or reprimand. Instead, say, try — instead, Do this instead, watch me, and use social stories as a teaching tool. Praise for the cooperation. TEACH A FUNCTIONAL SOCIALLY APPROPRIATE BEHAVIOR OR SKILL

DRI- Differential Reinforcement of Incompatible behavior- use this as a last resort, as it does not teach the student to not do the behavior or act as a substitute for target behavior. It blocks or prevents the behavior by having the child participate in an activity that does not allow for the other behavior to simultaneously exist.

Redirection- distract from the situation. Hey look over here ! Wow, look what I have. Want to go outside. Change the activity or the environment

Planned ignoring- ignore the target behavior unless child is a danger to self or others. Big difference between danger and an unpleasant or annoying behavior. If safety becomes issue view crisis plan on target sheet. Planned ignoring teaches a child that they will not get attention for the behavior that once brought them a reward or desired object.

General Procedure: When behavior is exhibited, coach or coax the DRA. The DRA is the new behavior that will replace the old behavior. After you state or model, 3 clear times, end the DRA and implement planned ignoring. Attempt to teach and redirect, 3 times then ignore. Never give into the target behavior if planned ignoring is the protocol.

Extinction Burst- temporary increase in a behavior when behavior plan is implemented. Child tries harder to get the item or activity. Wait, if I try harder, scream louder, bite again they will give in or change their mind. When these attempts fail, behavior declines. This is a process not an immediate. Be patient when conducting behavior change procedures. Graph all behaviors on graph by occurrence or frequency on graph per session. Use ABC chart for extreme behavior only. Graph each target on its own graph. Do not combine targets

General Procedure: Use DRO and DRA simultaneously. View Target Instruction for carrying out plan. See modifications and instruction. Check to see if timer is being used. Remember that behavior goals are a work in progress and will change according to student behavior and family needs.

Our goal is to increase quality of life and functional skills, not to punish or exercise control

Behavior Target:

Increase: _____

Reduction: _____

DRO: Praise and reward non -occurrence of behavior

DRA: (Decided along with family during parent training)

Reinforcement schedule :

Crisis plan protocol

Other notes:

Prior to an FBA , 3 different plans MUST be utilized for a period of 2 weeks per plan.

Reinforcement Plans for Preschool, Integrated, & Autism Program
(Unless Learner Has Individual Behavior Plan this must be utilized)

Autism Preschool, Full Day Preschool Program, and ABA Behavior Room

5 coin/token board

Tokens delivered for compliancy during groups, specials, related services

Tokens delivered for correct responding during trials and academic work stations

Frequency of delivery varies per learner needs. Use reinforcement protocol form f

Autism Academic Level One

Character theme based 5 step reinforcement plan which has a definitive start and finish. Reach the end to earn

Tokens delivered for compliancy during groups, specials, related services

Tokens delivered for correct responding during trials and academic work stations

Frequency of delivery varies per learner needs. Use reinforcement protocol form

Autism Academic Level Two

3 step self- monitoring chart promoting one social target, one behavior target, one academic target. DID I... stated in positive terms. These terms can change throughout the year.

Ex. Did I say nice things to my friends

Did I follow the teacher's instructions

Did I try my hardest on my work

Did my teacher say I earned

Student responsible for circling and tallying points

Points earn am/pm reinforcement (see point system sheet)

Integrated Preschool/ Half Day Program

3 step self- monitoring classwide chart promoting one social target, one behavior target, one academic target. DID I... stated in positive terms. These terms can change throughout the year.

Ex. Did I say nice things to my friends

Did I follow the teacher's instructions

Did I try my hardest on my work

This can be reviewed and delivered every 30 minutes/rotation/activity to start and faded to an end of the day r

Choice of preferred activity or special treat last 5 minutes of day

Behavior Plan for X

Target Behavior: Decrease impulsive behavior which touching items and person's belongings, impeding on personal space, low level aggressive behavior, calling area, partaking in activity prior to seeking adult permission

*high
low
high*

Self- Monitor Impulsive behavior (See chart)-

Target Behavior: **Independent Work Productivity-** increase in production rate and independent work production

General Recommendations:

1. Ignore low level non-compliant behavior. Instead, catch him doing something good. We want to reinforce all the behaviors we want to see. Over exaggerate the success.
 2. X should be given a reinforcement board which is to be kept at his desk. This should be changed in appearance frequently to keep him interested and engaged. Examples include climbing the ladder to success. Top step earns reinforcement or drive the train to the station final train stop earns reinforcement. He needs to earn 5 spaces. He cannot lose spaces, but he can earn.
 3. X should have a rule list. He earns for following these rules. For starters, I recommend he earn 1 token approximately every 5 minutes. The delivery of the token should be paired with verbal praise. After X earns 5 tokens, he gets a reinforcer. Approximately every 25 minutes he has the opportunity to earn. This can be a toy, sticker, a couple minutes of play, time with a friend, high five from the teacher, etc.
 4. Suggested Rule list: I follow class rules/directions: These rules will be used to assist him in having an awareness to self-monitor and work towards him
-

understanding what he needs to do to earn. Pair this with pictures and keep on desk.

- I try my hardest to stay in my work area
 - I ask permission before I do something that is not on my schedule
 - I try my hardest to wait my turn
- Teacher can cue him on the above when reinforcing. Ex. As she is walking by she can say, nice staying in your work area, move your train to station 2.

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5. Earning reinforcement: X earns for ATTEMPTS of independent work productivity and compliancy. This means at this time, I do not expect him to be successful, but his trying should be reinforced. Criteria for earning reinforcement should continue to change as X's impulse control increases.
 6. There should be no losing of tokens.
 7. I encourage mom to send in a little bag of toys that X can choose from. Little figures, toy cars, squishy toys, etc. This can be used as both reinforcers and fidget toys.
 8. Planned Ignoring- Please do not engage in any verbal exchange when X is being removed from environment, acting out, or threatening. Redirect him with a suggestion of a task to partake in. He is to be ignored for non-compliant behavior unless he is a danger to self or others. If restraint is necessary, he should still not get verbal attention.
 9. Keep redirection simple. Tell X what to do vs. what not to do.
 10. Use a visual schedule for routines in the day. This would help him to independently follow routines. He can cross off each step with a dry erase as he goes.

11. Every 20 minutes have X partake in a sensory based movement activity. This should be part of his schedule. This should be both movement and exercise based as well as calming. Ex: Listening center for calming and jumping jacks for movement. (See attached suggestions) He can be told to grab an activity stick or chose from a list of options.
 12. Use social stories to discuss taking turns, raising my hand, staying in my work area, I can't always go first, etc, Social stories should be integrated into reading and Language Arts program to assist with Social skills training
 13. Run behavioral programs given by the BCBA targeting turn taking, waiting, accepting no
 14. Twice a month behavioral consult recommended at this time which will include working with both student and teacher to address and develop strategies to manage impulse control and time on task.
- See attached general recommendations for redirection and strategies

I am learning to control my behavior

- Did I try my hardest to stay in my work area?

Yes/no

- Did I ask permission before I did something that was not on my schedule?

Yes/no

- Did I try my hardest to wait my turn?

Yes/no

- Did my teacher say I earned?

Yes/no

Behavior Plan

Purpose: Motivational Plan to increase work productivity and prosocial behaviors. Target behaviors include completing assignments, class participation, class preparedness and socially appropriate verbal interactions.

Reinforcement: Learner will have the opportunity to earn points which will earn him free time in class.

Positive Behavior Supports to be implemented. Once Learner earns an activity, it cannot be taken away. This is a motivational system utilizing positive reinforcement. There is only earning potential.

Reinforcer can be changed if need be. If Learner satiates on reinforcement or makes other requests, these requests will be considered. Classroom teacher has ability to use discretion and can allow or deny selection.

Criteria: The current criteria to earn is 5 out of 7 potential points a day. This criteria can be adjusted as needed. A total of 5 Friday points prior by the end of 7th will allow

him access to Free Time. Criteria and rules will change according to learner's needs. His successes and gains in skills will serve to assist us with moving forward to new targets and goals. These changes will be made under the supervision of case manager or behaviorist.

Discontinuation or Modification of Plan: If Learner does not earn 50% of reinforcement over the first month of implementation, the plan will be modified in order to increase number of successes. If Learner is at 75% or higher success rate in earning, the plan will be considered successful and remain in place.

Expectation to earn: This plan must be paired with realistic expectations of class assignments. He should receive a paper at the start of each class with a realistic expectation to earn a yes. IEP modifications are in place to assist with this expectation.

Procedure: Learner will receive a daily sheet that he will carry with him. It is the teacher's responsibility to remind him to carry it to the next class. It is the teacher's responsibility to sign off on the form each class. **At the start of each day, homeroom teacher will review the plan, including the rules and the earning potential. At the**

start of each period, Learner should receive a written and verbal explanation of what meets criteria for earning.

The homeroom teacher is responsible for coordinating the reinforcement. Learner will have one, two sided sheet per day that he will carry with him. Homeroom teacher will keep the completed sheets to serve as data for future decisions.

Student : _____

Date _____

Self-Monitoring

Teacher

Period 1 Subject: _____

Yes/no

Did I speak respectfully to grown-ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 2 Subject: _____

Yes/no

Did I speak respectfully to grown-ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 3 Subject: _____

Yes/no

Did I speak respectfully to grown-ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 4 Subject: _____

Yes/no

Did I speak respectfully to grown-ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 5 Subject: _____

Yes/no

Did I speak respectfully to grown- ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 6 Subject: _____

Yes/no

Did I speak respectfully to grown- ups? Yes/no

Did I complete my required classwork? Yes/ no

Period 7 Subject: _____

Yes/no

Did I speak respectfully to grown- ups? Yes/no

Did I complete my required classwork? Yes/ no

Total Points per day : _____

How do I Earn Points

1. I have the opportunity to earn 7 points a day. One point per period.
2. I earn a **point** if I can say **yes**. I did follow all of my rules.
3. I will always have two rules. These rules will change according to what my teacher and I think I need to work on.
4. If I earn a total of **5 out of 7 points** I can participate in **Seventh Period Free time**.
5. Free time will be the last 15- 20 minutes of 7th period.

Summer School Goals for non compliance

1. Learner will follow simple command to complete a classroom task given one Sd without engaging in maladaptive behavior
2. Learner will transition from a highly preferred task to a lesser preferred task given one Sd without engaging in maladaptive behavior
3. Learner will accept no given one Sd without engaging in maladaptive behavior. This includes denied access to reinforcer, denied ability to help or assist, and as a directive
4. Learner will accept wait given one Sd without engaging in maladaptive behavior (see waiting program)
5. Learner will wait his turn during group activity without engaging in maladaptive behavior
6. Learner will share toy with a peer and engage in reciprocal play for 5 minutes without engaging in maladaptive behavior
7. Learner will follow a picture schedule consisting of preferred and non -preferred tasks without engaging in maladaptive- behavior
8. Learner will remain in assigned area for a 20 minute period of time without engaging in maladaptive behavior