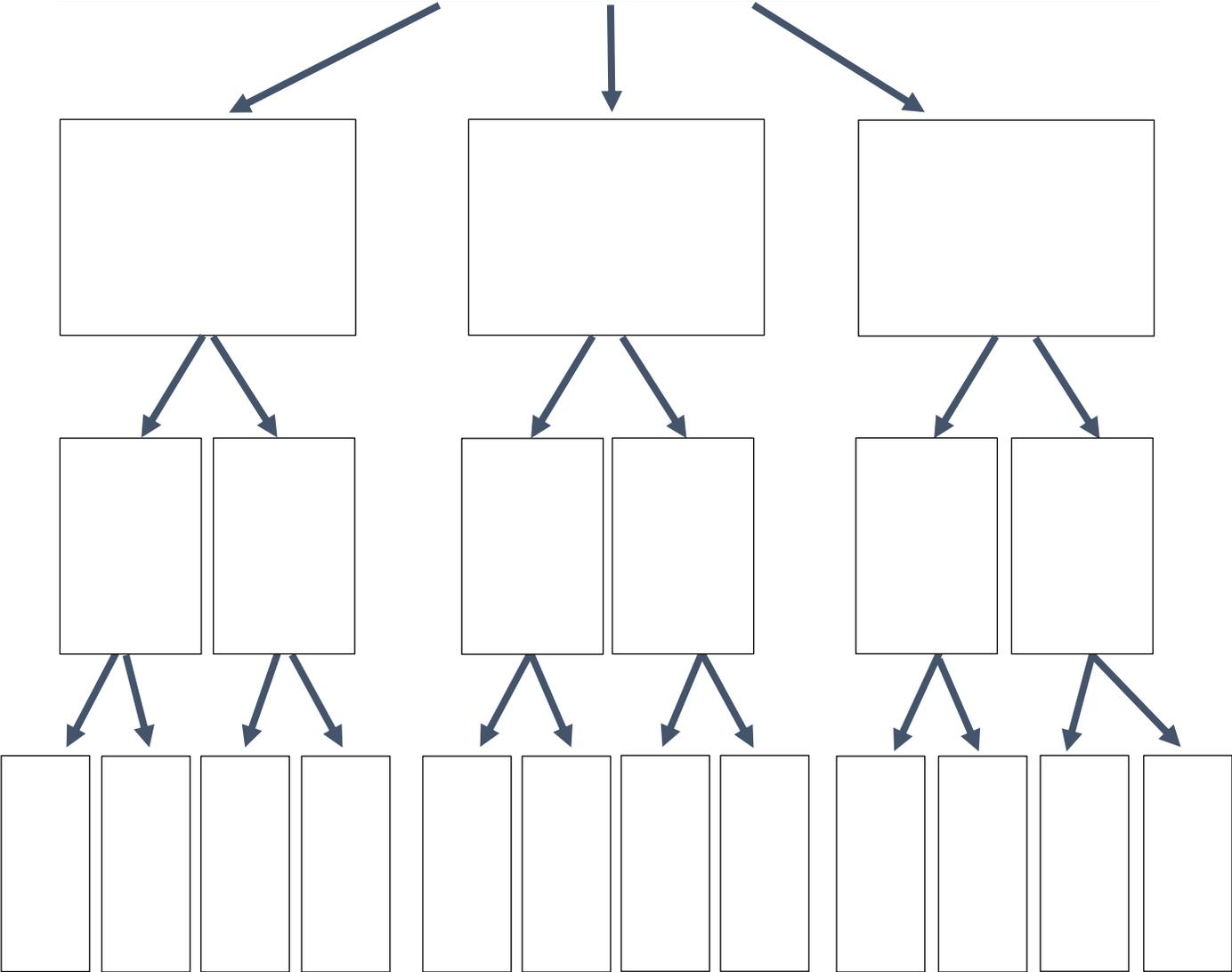


Identifying Prerequisite Skills

Skill to be taught



Practice - Recording Data

(+) = Says, 'Hi' / 'Hello' / 'Hey' within 5 s of a peer initiating a greeting
 (-) = Off-topic response, no response for 5 s or more.

Student Name: _____ Program Name: _____

STO-																			
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
Correct / Total																			
Date:																			
Initials:																			

10																			
9																			
8																			
7																			
6																			
5																			
4																			
3																			
2																			
1																			
0																			

Number of Correct Trials

Checklist - Brief Multiple-Stimulus Without-Replacement (MSWO) Preference Assessment

<p>1. Prior to the start of each session, provide the client with a sample of each item, one at a time. For leisure items, provide the student for 30 seconds to access each item.</p> <ul style="list-style-type: none"> • If the client does not sample the item within 1 min. Remove the item and do not use it in the assessment. 	
<p>2. Sequence all items randomly on the table, approximately 5 cm apart.</p>	
<p>3. Have the client sit at table approximately 0.3 meters from stimuli and instruct the client to select an item.</p> <ol style="list-style-type: none"> a. If the client makes contact with more than one item, record the first item contacted. b. If the client selects more then one item at the same time, replace the items in the field and represent the trial. 	
<p>4. Give the client 30 seconds access to selected item (leisure items) or allow them to completely consume the item (edible) before the next trial begins.</p>	
<p>5. Once the client has selected an item remove the items from the field or move the field away form the client.</p>	
<p>6. After the item is selected, it is either removed it from the immediate area (leisure item) or do not replace it (edible).</p>	
<p>7. Do not provide social praise for selection of items. Remain neutral throughout the assessment. If the client interacts or makes a statement about the item, respond neutral (e.g., ‘Yes a dinosaur’, ‘It is a book’).</p>	
<p>8. Prior to the next trial, rotate the sequence of items by taking the item at the right end of the line (client’s right) and moving to the left end of the line, (client’s left) and then shifting the remaining items so that all items are spaced evenly on the table.</p>	
<p>9. Continue the procedure until all items are selected, or 30 seconds elapses from the beginning of a trial with no selection being made. If this occurs, the end the session, and all remaining items are scored as “not selected.”</p>	

References

Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. *Journal of Applied Behavior Analysis, 33*, 353 – 357.
doi:10.1901/jaba.2000.33-353

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of Applied Behavior Analysis, 29*, 519 – 533.
doi:10.1901/jaba/1996.29-519

MSWO Preference Assessment Data Practice Data Form

Student _____ Implementer: _____

Items:

1 = _____ Selected on _____ out of _____ trials presented.

2 = _____ Selected on _____ out of _____ trials presented.

3 = _____ Selected on _____ out of _____ trials presented.

4 = _____ Selected on _____ out of _____ trials presented.

5 = _____ Selected on _____ out of _____ trials presented.

Date: _____

Time: _____

Trial #	Stimuli							
	1	2	3	4	5			
1								
2								
3								
4								
5								

Total session duration (in minutes): _____

Data collection Instructions:

- Start stop watch when session begins (when stimuli is first presented). Stop stopwatch when child has consumed the last stimulus selection, or 30 seconds after the final trial is presented.
- Record the order in which stimuli are presented, and circle the stimulus selected.

MSWO Preference Assessment Data Form

Student _____

Implementer: _____

Items:

- 1 = _____ Selected on _____ out of _____ trials presented.
- 2 = _____ Selected on _____ out of _____ trials presented.
- 3 = _____ Selected on _____ out of _____ trials presented.
- 4 = _____ Selected on _____ out of _____ trials presented.
- 5 = _____ Selected on _____ out of _____ trials presented.
- 6 = _____ Selected on _____ out of _____ trials presented.
- 7 = _____ Selected on _____ out of _____ trials presented.
- 8 = _____ Selected on _____ out of _____ trials presented.

Session 1

Date: _____

Time: _____

Trial #	Stimuli							
1								
2								
3								
4								
5								
6								
7								
8								

Total session duration (in minutes): _____

Data collection Instructions:

- Start stop watch when session begins (when stimuli is first presented). Stop stopwatch when child has consumed the last stimulus selection, or 30 seconds after the final trial is presented.
- Record the order in which stimuli are presented, and circle the stimulus selected.

Teaching a New Skill

Identify and define the skill to be taught

--

Evaluate pre-requisite skills and current performance

--

Identify the instruction/cue

--

Describe when teaching will occur

--

Describe how learning will be measured (data collection)

--

Describe the type of prompt(s) that will be used

--

Describe the reinforcement system

--

Describe how skill generalization and maintenance will occur.

Evaluate learning (e.g., speed of acquisition, number/type of errors, motivation, etc.). Are changes required?

Solving Learning Problems

“If they can’t learn the way we teach, we teach the way they learn.” – O. Ivar Lovaas

Questions	Possible Solutions
Reinforcement	
Has the need for ‘extrinsic’ reinforcers been considered?	<ul style="list-style-type: none"> • Interview people familiar with the student’s preference to identify potential reinforcers. • Directly assess the student’s preference for foods, toys, activities etc., by conducting a preference assessment.
Is reinforcement present?	
Are the reinforcers effective?	
Was reinforcement systematically thinned before mastery?	<ul style="list-style-type: none"> • Develop a systematic plan for thinning reinforcement before considering a skill mastered.
Motivational Conditions and Setting Events	
Are instructional activities arranged to maximize motivation?	<ul style="list-style-type: none"> • Intersperse easy tasks with difficult tasks. • Alternate between teaching the target student and a peer. • Use slightly preferred activities to reinforce engagement in lower preference activities.
Are setting events for problem behaviour present?	<ul style="list-style-type: none"> • Address relevant setting events before teaching (e.g., hunger, lack of sleep, illness)
Are competing reinforcement contingencies present?	<ul style="list-style-type: none"> • Change the competing contingencies (e.g., minimize distractions, move to a quieter area of the room) • Use the competing contingencies to teach the new skill (e.g., use peer tutors, alternate teaching trials between the target student and a peer). • Incorporate the competing contingencies into the reinforcement system (e.g., first-then).
Pre-Requisite Repertoires	
Have all the prerequisite skills been identified?	<ul style="list-style-type: none"> • Re-evaluate pre-requisite skills using another approach, with another person, in another setting, or with alternative materials. • Seek a second opinion on pre-requisite skills.
Has the teaching context changed?	
How long ago were prerequisite skills observed?	<ul style="list-style-type: none"> • Evaluate current performance (i.e., baseline) again if a lot of time has passed since the last evaluation.
What method was used to evaluate prerequisites?	<ul style="list-style-type: none"> • Re-evaluate pre-requisite skills using another approach, with another person, in another setting, or with alternative materials.

Are prerequisite skills mastered and fluent?	<ul style="list-style-type: none"> Teach pre-requisite skills to fluency.
Are basic learning-to-learn skills present?	<ul style="list-style-type: none"> Teach basic learning-to-learn skills (e.g., sitting appropriately at the table, attending to instructional materials, following a point/gesture, attending to the teacher/EA, etc.).
Instructional Strategies	
Does the student reliably respond to the teacher?	<ul style="list-style-type: none"> Evaluate ‘learning-to-learn’ skills and teach as needed.
Is the instruction clear? <ul style="list-style-type: none"> Simple, consistent language for early learners 	<ul style="list-style-type: none"> Simplify language such that only the most important words are used (e.g., instead of, ‘can you find the duck?’, say, ‘duck’).
Are the expectations for the learning setting clear?	<ul style="list-style-type: none"> Create written/visual expectations Ensure expectations are consistent Evaluate learning-to-learn skills Directly teach the student the expected behaviours
Are the instructional strategies appropriate?	<ul style="list-style-type: none"> Consider alternative instructional strategies Consider prerequisite skills related to prompting strategies (e.g., does the child attend to gesture/point prompts?).
Are the instructional strategies consistently implemented?	<ul style="list-style-type: none"> If there is more than one person delivering instruction, are all instructors using the same procedures? Consider increasing the frequency of instruction (e.g., from every second day to every school day).
Are the materials appropriate?	<ul style="list-style-type: none"> Are materials clear and free from distractions? Are non-essential components varied?
Prompt Dependency	
Have attempts to fade prompts been unsuccessful?	<ul style="list-style-type: none"> Fade prompts at an appropriate pace Use a systematic prompt-fading strategy Avoid verbal prompts Use differential reinforcement
Has prompt dependency been observed?	

Resources

Association for Science in Autism Treatment

<https://asatonline.org/>

Autism BC

<https://www.autismbc.ca/>

Autism Community Training BC

<https://www.actcommunity.ca/>

Autism Support Network BC

<https://autismsupportbc.ca/>

Canucks Autism Network

<https://www.canucksautism.ca/>

Government of BC Autism Information Site

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/special-needs/autism-spectrum-disorder>

Curricula

Connecting Math Concepts

<https://www.mheducation.com/prek-12/program/connecting-math-concepts2003/MKTSP-UUF06M0.html?page=1&sortby=title&order=asc&bu=seg>

Corrective Reading

<https://www.mheducation.com/prek-12/program/corrective-reading-20082008/MKTSP-URA04M0.html?page=1&sortby=title&order=asc&bu=seg>

Edmark Reading

<https://www.proedinc.com/Products/13620/edmark-reading-program-level-1--second-edition-complete-kit.aspx>

Different Roads to Learning (range of instructional materials and curricula)

<https://difflearn.com>

Headsprout Reading

<https://www.headsprout.com/>

Language for Learning

<https://www.mheducation.com/prek-12/program/language-learning-20082008/MKTSP-USA07M02.html?page=1&sortby=title&order=asc&bu=seg>

PEERS Social Skills Curriculum

<https://www.semel.ucla.edu/peers>

Reading Mastery

<http://www.nifdi.org/programs/reading/reading-mastery>

Remedia Publications (range of instructional materials and curricula)

<https://www.rempub.com/>

Sensible Pencil

<https://difflearn.com/products/sensible-pencil>