40-Hour course based on the Registered Behavior Technician™ 2nd Edition Task List

C-Skill Acquisitions

C-7 Implement discrimination training

C-8 implement stimulus transfer procedures

C-9 Implement prompt and prompt fading procedures.

We Teach in a Spanglish Way!!!

Vocabulary

1. **Prompts:** Indicaciones en forma de ayuda que puede ser verbales, fisicas, escritas, etc.
2. **Overshadowing:** sombras, eclipsado, que se ve limitado por...
3. **Masking:** enmascaramiento, bloqueo de algo (stimulo)
4. **Feature:** Characteristicas usualmente fisicas
5. **Arbitrary: A**rbitrario (literal definicion) pero para ABA son estimulos que no tienen la mismas characteristicas.
6. **Discriminative Stimulus:** Estimulo descriminativo
7. **Fading**: Desvanecer, va desapareciendo
8. **Most-to-least** : De mas a menos
9. **Least-to-most**: de menos a mas
10. **Delay**: Algo que se demora, o que infiere que hay que esperar



C. SKILL ACQUISITION

Stimulus Discrimination training: **R**equires one behavior and two antecedent stimulus conditions. Responses are reinforced in the presence of one stimulus condition, the SD, but not in the presence of the other stimulus, the S ▲

#same question=different answers

C-7 Implement discrimination training.

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In a general sense, **DISCRIMINATION** is the ability to tell or distinguish things apart or differentiate among stimuli that have similar controlling stimuli. That may involve Visual or Auditory discrimination

Visual Discrimination would be the ability to identify something when given two things to visually choose from.

Auditory discrimination would be the ability to distinguish between two sounds or between two spoken words.

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Why is Discrimination Training Important?

1. Discrimination is critical for learning, both functional and academic skills. Without the ability to tell apart two sounds (auditory discrimination) a child can't learn to understand spoken language. Without the ability to tell two symbols apart, a child can't learn to use language or mathematics

2. Help learners classify and identify the objects, concepts and activities they find in their world and to respond to them as others do. (training one behavior in the presence of two stimulus)

C-7 Implement discrimination training.

- Factors Affecting the Descrimination Training and the Development of a Stimulus Control.

  - ***Pre-attending Skills* : L**ooking to the instructional materials, looking and listening the trainer, remaining quieted and seated)
  - *Stimulus Salience*: Stimulus in the learning environment influences the learner's attention (specific room color, specific teacher, etc.
  - *Overselective Stimulus Control*: Restrictive stimulus control (may focus on a specific part of a stimulus and not taking consideration of the whole component of the stimulus)
  - ***Stimulus Blocking (or Masking)*:** Even though one stimulus has acquired control over a behavior (response), a competing stimulus blocking the evocative of the behavior or response.
    - Example: A child that knows the answer but because he is talking or attending to another stimulus cannot emit the correct answer.
  - **Overshadowing:** The most salient stimulus may interfere with acquiring stimulus control over desirable behavior (response).
    - For example: a child that is learning to read and still focus on the pictures rather than the letters, and thus letters does not have the stimulus control over reading.

C-7 Implement discrimination training.

Training one behavior in the presence of two stimulus:

- 1. Discriminative stimulus – responses that occurs in the presence of SD are reinforced, increasing the probability of the response in the presence of (SD)
- 2. Stimulus delta – responses that occur on the presence of SΔ are not reinforced (Thus decreasing the probability of the response in the presence of (SΔ)

Example (next page in blank)

C-7 Implement discrimination training.

What is Stimulus Discrimination?

- When (SD) signals a rich schedule of reinforcement and (SΔ) signals zero chance of reinforcement (i.e. EXT) the organism (learner) will eventually respond only in the presence of the SD and emit no response in the presence of (SΔ). In this case stimulus discrimination is achieved.

What is Faulty Stimulus Control?

- It occurs when a behavior comes under the restricted control of an irrelevant antecedent stimulus. For example, children with ASD are prone to faulty stimulus control.

C-7 Implement discrimination training.

Stimulus Discrimination Training includes

- **Teaching Matching-to- Sample** : Response that select match sample is reinforced; contrary to, the response that select nonmatched sample will not be reinforced

- **Teaching Concept**: It is defined by a set of shared features found in each example of the concept. For example, bed (4 short legs and big square mattress on top)

    - **Feature Stimulus Class**: share common physical forms (concept of dogs versus other animal) or common relative relation (bigger than, shorter than, hotter than)

    - **Arbitrary Stimulus Class**: evoke the same response but they do not share a common stimulus features). For example, banana, apple, and pineapple evoke fruits; boats, airplanes, trains, cars, and buses evoke travel transportation.

C-07 POP QUIZ

What is stimulus discrimination?

A. When there is one stimulus and two behaviors
B. When there are many stimuli
C. When there are two stimuli and one behavior
D. When there are two behaviors and one stimuli

C-07 POP QUIZ

What is stimulus discrimination?

A. When there is one stimulus and two behaviors
B. When there are many stimuli
C. **When there are two stimuli and one behavior**
D. When there are two behaviors and one stimuli

C. SKILL ACQUISITION

Stimulus Control : A stimulus acquires control only when responses (behaviors) emitted in the presence of that stimulus produces more reinforcement than in the absent of the stimulus.

In addition, a **situation in which the frequency, latency, duration or amplitude of a behavior is altered by the presence or absence of an antecedent stimulus.**

C-08 Implement stimulus control transfer procedures.

C-08 Implement stimulus control transfer procedures.

- **Our everyday behaviors are under stimulus control.**
  - Hearing the doorbell results in someone answering the door. In the absence of the doorbell ring, we don't answer the door.
  - Seeing the green light in the traffic light (semaphore) results in continuation of driving. In the absence of green light but red light, the result stops driving.
  - Having a fork when there a bowl of soup is a stimulus delta for using the fork but instead, we can ask for a spoon, which will be discriminative stimulus to drink/eat the soup.

C-08 Implement stimulus control transfer procedures.

- Why it is important to transfer Stimulus Control:
- During discrimination teaching training (DTT) initially, the trainer uses stimulus and response prompts.
  - Stimulus and response prompts is a clue/ an assistance that the trainer gives to the learner to promote choosing the correct response

- The goal is that the responses emitted by the learner becomes under the control of a natural occurring discriminative stimulus (SD)
  - For example:
    - If the trainer present a picture of a cat and asks, “what is that.” The learner may be given different cues (response/stimulus prompts) to enhance the correct response " A cat" that leads to reinforcer. However, the goal is that when the trainer presents the card with the cat and asks, "What is that" the learner says " A cat" without any given prompts.

C-08 Implement stimulus control transfer procedures.

- Transferring Stimulus Control:
- Applied behavior analyst transfer stimulus control by gradually removing the given aid prompt to a natural stimulus that provoke the correct response.
- It is achieved through Prompt fading (commonly known with that terminology):

  1- Transferring stimulus control from contrived response prompts to naturally existing stimuli (**Response Prompt Fading**)

  2- Transferring stimulus control with fading techniques (**Stimulus Prompt Fading**)

C-08 POP QUIZ

What is changes during stimulus control transfer?

A. The stimulus
B. The response
C. The consequence
D. The behavior

C-08 POP QUIZ

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A. The stimulus

B. The response

C. The consequence

D. The behavior

C-08 POP QUIZ

The teacher told Sara to pick up her shoes, but she picked up his hat, what do you think is the problem?

A. Sara is noncompliant
B. Sara is following the SD
C. Sara does not have the instructions under stimulus control
D. Sara just made a mistake

C-08 POP QUIZ

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C. SKILL ACQUISITION

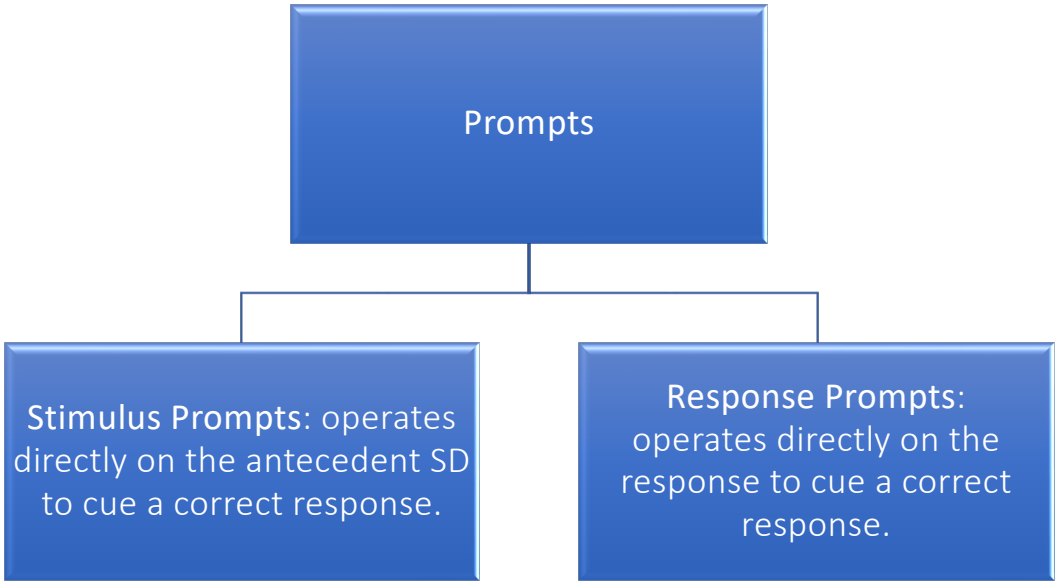
Prompts are suplementary antecedent stimuli used to evoke a correct response in the presence of the natural discriminative stimulus (SD) that will eventually control the behavior.

Prompts are useful in helping people display new desirable behaviors, but new skills are mastered only if prompt can be removed (faded)

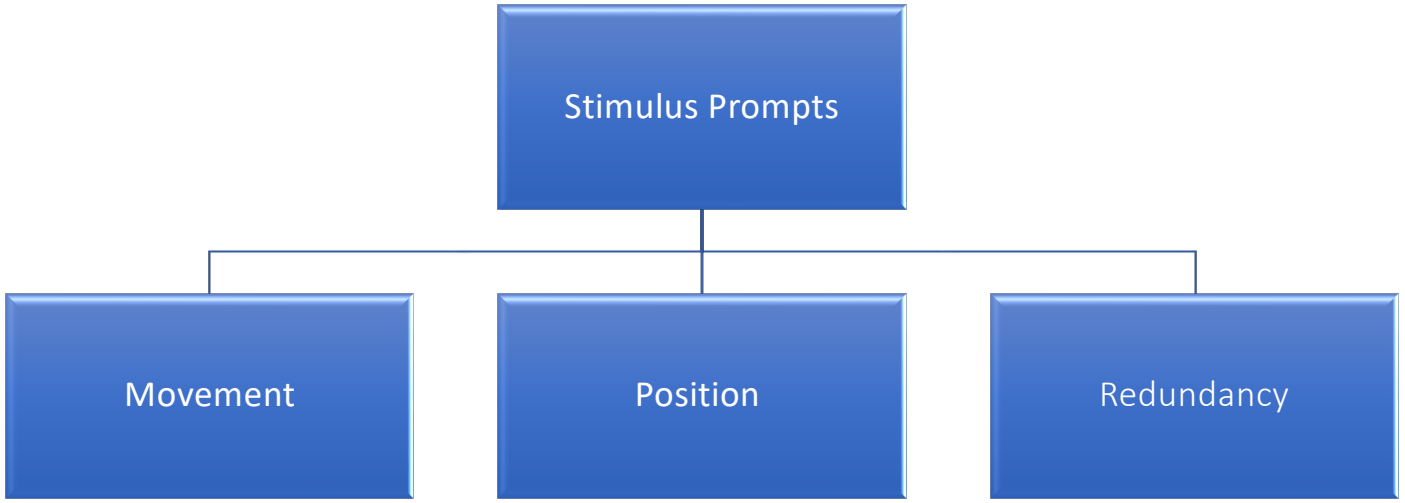
C-09 Implement prompt and prompt fading procedures.

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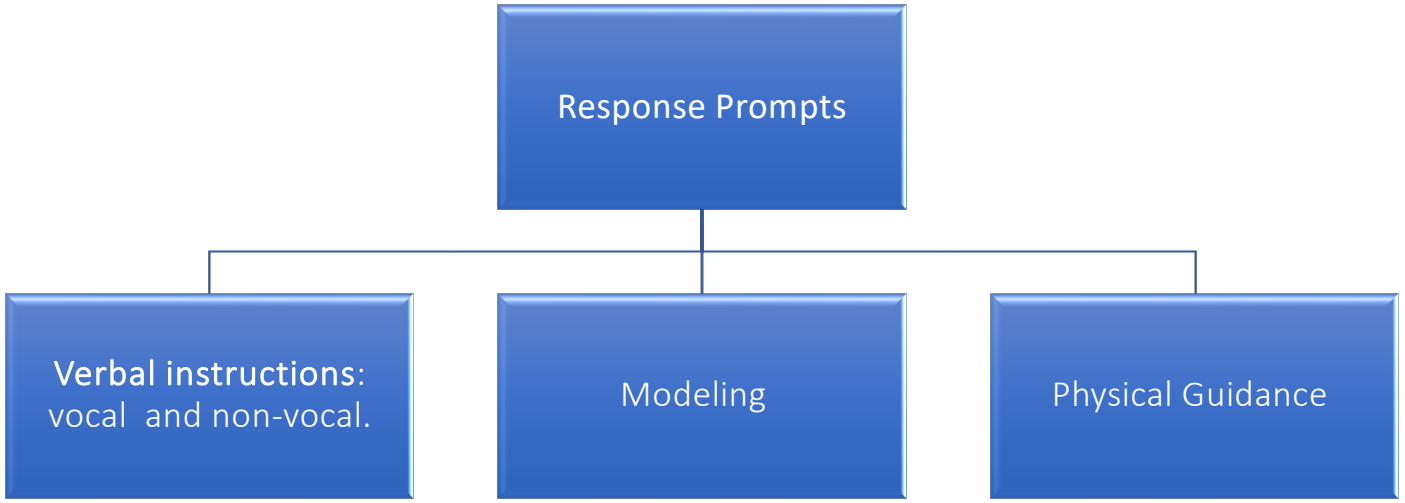
- Different Types of prompts



C-09 Implement prompt and prompt fading procedures



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C-09 Implement prompt and prompt fading procedures

How to select a prompt:

- The frequency and types of prompts the ABA practitioner uses will depend on several factors, including the learner's repertoire of skills , environment, complexity of the behavior, etc.
  - **Modeling** as response prompt should be used with learners that already have in their repertoire imitative skills
  - **Physical guidance** is a response prompt applied most often with young children, learner with severe disabilities and older adults experience physical limitations.
    - Physical Guidance prompt includes **full or partial guidance through the desired response.**
    - Physical guidance can be effective response prompt, but it is more intrusive than verbal instruction and modeling.

C-09 PART 1 POP QUIZ

Which of the following is a NOT a type of prompt?

A. Visual
B. Physical
C. Modeling
D. Partial learning

C-09 PART 1 POP QUIZ

Which of the following is a NOT a type of prompt?

A. Visual

B. Physical

C. Modeling

D. Partial learning

C-09 Implement prompt and prompt fading procedures

What is response and stimulus prompt Fading?

Response Fading: Described 4 procedures **for transferring stimulus control** from response prompts to natural stimuli. The respnse does not change its form.

Response fading procedures are: Most-to-Least , Least-to-most, Graduate Guidance, and Time Delay.

Prompt fading is the process in which suplementary stimulus are faded in or out to transfer stimulus control from the stimulus prompts to natural stimulus.

Propmt fading can be achieved by Stimulus Fading and Stimulus Shape Transformation

C-09 Implement prompt and prompt fading procedures

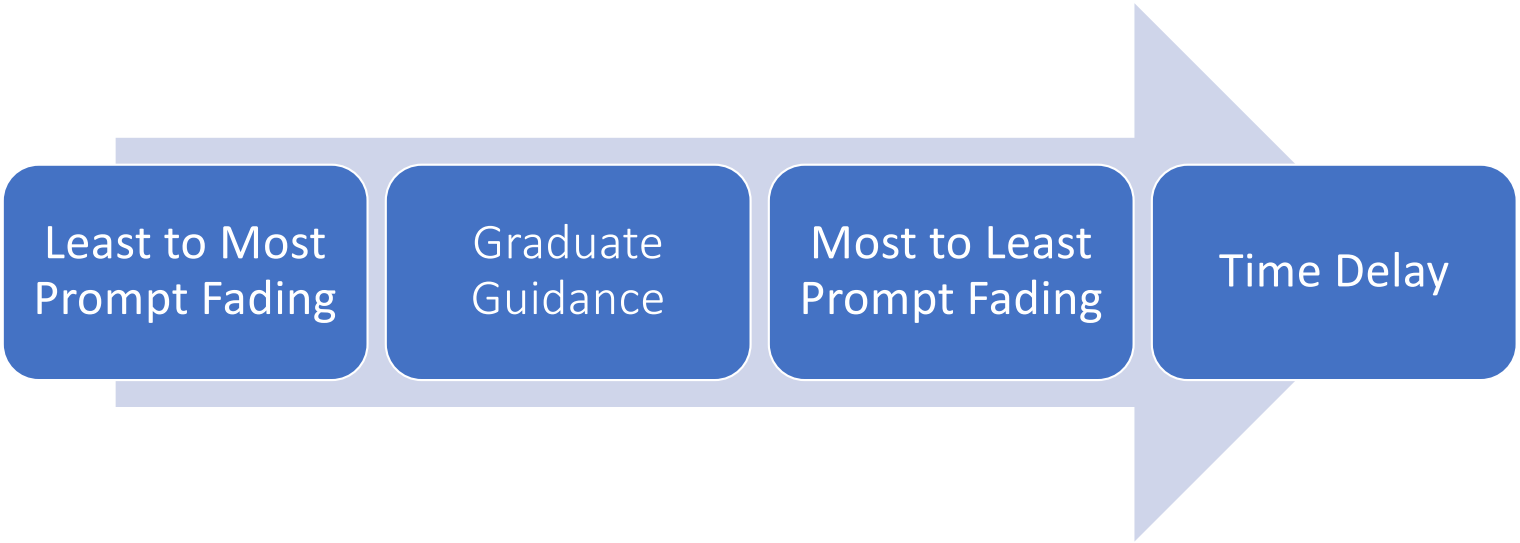
Why to use fading procedures?

- Prompt fading requires being able to fade a prompt quickly enough that the student does not become dependent on that prompt, but slowly enough that the student remains successful.

- When done correctly, the techniques of prompting and fading will eventually result with the learning performing the behavior independently.

C-09 Implement prompt and prompt fading procedures

Response Prompt Fading



C-09 Implement prompt and prompt fading procedures

1. Most to Least Prompt Fading

- The trainer guides the participant throughout the entire performance sequence, and the gradually reduces the amount of physical assistance provided as the training progresses trial by trial and session to session.
- Most-to-least prompting moves from:
  - Physical guidance
  - Visual prompts
  - Verbal instructions
  - Natural stimulus without prompts

The idea behind most to least prompting is that students will contact reinforcement right away and you will avoid errors and the students developing any incorrect habits.

C-09 Implement prompt and prompt fading procedures

2. Graduated Guidance

- Graduate guidance begins with the trainer following the participant's movement closely with his/her hand but fading out the physical prompt to transfer the stimulus control.
- The trainer will then increase the distance of her/his hands from the participant by gradually changing location of the physical prompts.
  - For example:
  - If the trainer is using physical guidance for participant's hand movement for zippering a coat, he/she might move the prompt from the hand to the wrist, to elbow, to the shoulder, and then no physical contact.
- Graduate guidance provides the opportunity for immediate physical prompts.

C-09 Implement prompt and prompt fading procedures

3. Least to Most Prompt Fading

- Least-to-Most involves give the participant an opportunity to perform the response with least amount of assistance on each trial.
- The procedure for Least-to-Most prompting requires the participant to make a correct response within a set limit time (i.e. 3 seconds) from the presentation of the natural SD.
  - If the response does not occur within that time, then the trainer presents the natural SD and a response prompt for least assistance, such as verbal response prompt.
  - If after the same specified time limit (another 3 seconds) the participant does not make a correct response, then trainer gives the natural SD and another response prompt such as visual prompt, and so on.
- This can be beneficial because it gives students to the opportunity to be independent and you are only providing as much prompting as needed.
- This is a strategy we tend to use naturally.

C-09 Implement prompt and prompt fading procedures

3. Time Delay

- A time delay inserts a set amount of time between the natural or teaching cue and the response prompt.
- When utilizing a time delay, start with a zero second time delay – so it will basically be like errorless teaching.
- For the first few trials, give the prompt right away so the student knows how to respond. Then after several trials, increase the time delay to 2 seconds, then 4 seconds, then 6 seconds, etc.)

C-09 Implement prompt and prompt fading procedures

Stimulus Fading

- Stimulus fading involves fading in/out exaggerated stimulus prompts (such highlighting, size, positioning, etc.) gradually to a natural SD.
- For example:
  - Writing letter A: start with a strong black and bolded letter, then lessen the color and with discontinued line making the letter A, then super light ink almost no visual cues to trace the letter, and then no prompt given.
  - Child with severe texture aversive to milk. Child will only drink small amount water. The trainer will add 5% of milk to 50% of water, then add 10% of milk to 45% of water, then add 20% of milk to 30% of water, and so on until the child was able to drink the 50% of milk with no water added.

C-09 Implement prompt and prompt fading procedures

Stimulus Shape Transformation

- The procedure for stimulus shape transformation uses an initial stimulus shape that will prompt a correct response.
- The initial shape is then gradually changed to form the natural stimulus, while maintaining correct response .
  - For example:
  - Word identification using stimulus shape transformation from drawing of car shaping to CAR.

C-09 PART 2 POP QUIZ

The gradual removal of prompts while the behavior is occurring in the presence of the SD is called?

A. Prompt withdrawal
B. Fading
C. Shaping
D. Time delay

C-09 PART 2 POP QUIZ

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