



Amy Hewitt



John Smith



Cliff Poetz



I AM DRIVEN TO  
PROFESSIONALIZE THE DIRECT  
SUPPORT WORKFORCE



I AM DRIVEN TO RE THINK  
WHAT ACCESSIBILITY MEANS



I AM DRIVEN TO  
MAKE HOME OWNERSHIP A  
REALITY FOR PEOPLE WITH  
DISABILITIES

## Positive Behavior Support Intensive Training – Day 5



# Positive Behavior Support – Tier 1 / Universal Day 5



**Minnesota Department of Human Services**  
**Research and Training Center on Community Living**  
**Institute on Community Integration**

UNIVERSITY OF MINNESOTA  
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## Today's Agenda

- Building a support plan
  - Supporting skill development identified in your Matrix
  - Revisiting context modification and antecedent strategies for your Matrix
- Instructional Strategies
- Reinforcement Strategies
- Developing instructional and reinforcement strategies in the context of three case studies
  - Violet
  - Abdi
  - Emma

We will break at least every 60 minutes!

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# Revisiting Context and Antecedent Supports

**FOR YOUR MATRIX**



# Proactive Strategies – Improving Context





## Quality of Life – other domain structures

- **Emotional well-being** – contentment, self-concept, lack of stress
- **Interpersonal relations** – interactions, relationships, supports
- **Material well-being** – financial status, employment, housing
- **Personal development** – education, personal competence, performance
- **Physical well-being** – health and health care, activities of daily living, leisure
- **Self-determination** – autonomy / personal control, personal goals, choices
- **Social inclusion** – community integration and participation, roles, supports
- **Rights** – legal, human (respect, dignity, equality)



# Proactive Strategies – Antecedent Modifications

- Give positive attention
- Pre-specify a reinforcer
- Collaborate
- Make plans and clarify expectations via:
  - Schedules
  - Lists
  - Calendars
- Give concrete, affirmative answers to requests
- Offer choices instead of giving demands
- Use preferred items and activities as distracters
- Gradually fade-in demands and expectations



# How have you thought about supporting your Matrix with context modifications and antecedent strategies?

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

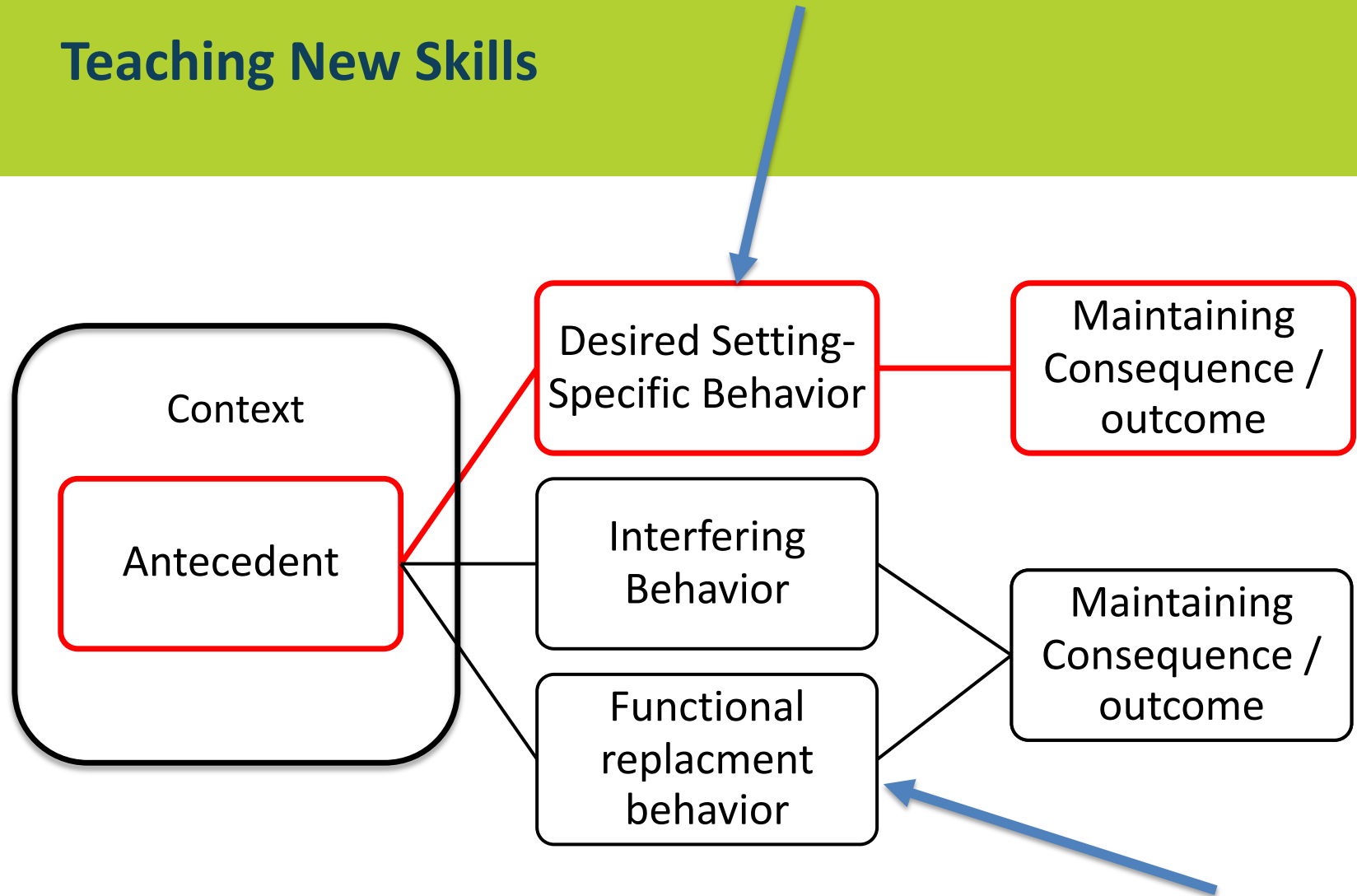


# Building a PBS Plan

## **INSTRUCTIONAL STRATEGIES**



# Teaching New Skills



## Teaching New Skills – two different types

- Functional replacement behavior:
  - An alternative that serves the same function as challenging behavior
  - Be efficient (produce the reinforcer as quickly or quicker)
  - Be less effortful
  - Produce as good (or better) quality of reinforcement
- Desired setting-specific behavior:
  - What could the person learn to do in that setting...
    - ...consistent with their preferences for that setting
    - ...that could build their independence
    - ---that could connect them to positive outcomes, perhaps those noted in their person-centered profile or plan



# Teaching New Skills - considerations

- Is the context optimized for learning?
- What antecedent strategies will you incorporate?
- How many learning trials will the person need (per day, week, etc) to learn the skills?
- Do you know what functional or other reinforcers to use, in order to strengthen the new skills?
- How will you correct errors, and respond to challenging behavior?
- How often will you review data to determine whether your approach is working or needs adjusting?



# Chat about it!

- What was familiar to you about that last slide, in terms of your current practices?
  - What are you already doing to address formal treatment plan / CSSP-A goals?
  - What might you benefit from adding, or weaving together more systematically?



# Functional Replacement Example:

*Functional Communication Training*





# Steps for Teaching New Skills

- WRITE an operational definition of the behavior
- START with the initial cue that occurs naturally
- PROMPT the behavior (see choices in coming slides), using an intentional hierarchy
- REINFORCE immediately with specific praise or other options (see choices in coming slides)
- REPEAT with as many opportunities, in dedicated teaching and naturalistic scenarios, as needed for the person to **learn**, **master**, and **maintain** the skill



# Starting the teaching opportunity

- What should cue the person to use the skill under naturalistic conditions?
  - Use this as the starting point
- Some examples
  - Empty plate = put dishes in the dishwasher
  - Person enters room = start a conversation
  - Phone alarm sounds = set out clean clothes and get shower items ready
  - Someone is watching TV = "when can it be my turn?"
  - Hearing someone say "no" or "not right now" = get calendars and ask to determine when it can happen



# CHAT ABOUT IT!

- What examples can you provide – what natural cues have you been working to get people to respond to?



# Prompting the skill

- **What is the purpose of prompting?**
  - So the person can respond to the natural cue by doing the skill
- **We often forget about that first part!**
  - We can support a person to learn & do any skill, but if they don't learn it in response to the natural cue, then they will be "prompt dependent"
- **Considerations for prompting**
  - Age of the person
  - Context in which we are supporting the person
  - Fading prompts, building towards independence and spontaneity
  - Starting with most- or least-intrusive prompts



# Types of Prompts (see handout)

- **Verbal** = e.g., “Say help”
- **Gestural** = e.g., point to toothpaste
- **Model** = e.g., demonstrate how to put the toothpaste on the toothbrush
- **Visual** = e.g., task list with written steps to cross off or Velcro pictures to remove
- **Positional** = e.g., correct answer / item is physically arranged for success for the person
- **Partial Physical Prompt** = lightly touch hand to indicate toothbrush should move to other side of mouth
- **Full Physical Prompt** = place a hand over the person's hand and guide toothbrush to other side of mouth



# Most-to-least intrusive prompt hierarchy

- Start with the least intrusive prompt that consistently results in a correct use of skill (this could be a full physical prompt)
- Across successful opportunities the prompt is faded
  - (remember to fade quickly)
- Need some criteria for when to move to a less restrictive prompts.
- **Benefits:**
  - More errorless learning (could lessen likelihood of frustration)
  - May be good for harder/more complex/novel skills
- **Drawbacks:**
  - Can be harder to fade
  - Lessen likelihood of spontaneity of new behavior





# Least-to-most intrusive prompt hierarchy

- Use the least intrusive prompt first,
- Then progresses through the sequence of prompts until the person performs the skill
- Need criteria for when to advance in the hierarchy
- **Benefits:**
  - Increased likelihood of independence/spontaneity of the response
  - Can be easier to fade
- **Drawbacks:**
  - The person may error before receiving prompt, which may increase frustration
  - May lead to error pattern



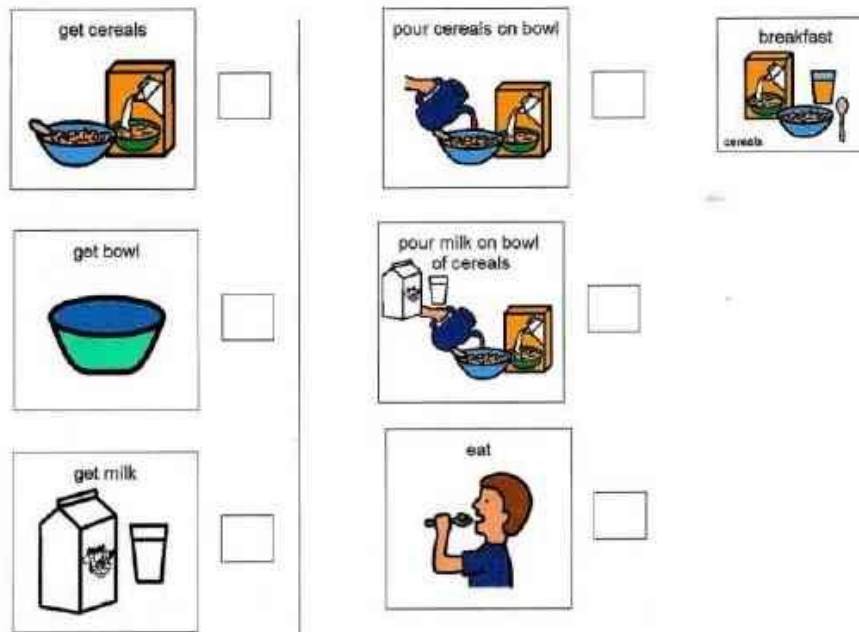
# Task Analysis

- Breaking down larger tasks into smaller steps
- YOU break down the task, then assess person's ability to complete each step
- Match instructions and supports to the person's prerequisite skills
  - Identifying pictures, reading, sequencing steps, etc
  - This includes prompts – what prompts will work best for the person?
- Be specific with naming of objects
- Quality control-have someone perform the task
- Use action verbs
  - Locate, Identify, Put, Place, Identify



# Example Task Analysis

## Visual Task Analysis: Prepare Breakfast (Cereals)



- 1 • Grab toothbrush
- 2 • Grab toothpaste
- 3 • Open toothpaste
- 4 • Put toothpaste on toothbrush
- 5 • Brush teeth
- 6 • Spit
- 7 • Rinse
- 8 • Put items away



## Task Analysis for Brushing Teeth

(Pictures can be added for students that need additional visual supports)

1. Pick up the tooth brush
2. Wet the brush
3. Take the cap off the tube
4. Put paste on the brush
5. Brush bottom teeth on left side
6. Brush bottom teeth on right side
7. Brush bottom teeth in front
8. Brush top teeth on left side
9. Brush top teeth on right side
10. Brush top teeth in front
11. Brush tongue
12. Spit in sink
13. Rinse brush
14. Put brush in holder
15. Get cup and fill with water
16. Rinse mouth and spit in sink
17. Put cup away
18. Put cap back on tube of toothpaste
19. Wipe face with towel if wet
20. Clean sink area with towel



- Step 1: **Find** vending machine room
- Step 2: **Identify** soda vending machines (SVMs) in vending machine room
- Step 3: **Search** SVM 1 for desired soda brand (X)
- Step 4: **Search** SVM 2 for desired soda brand (X)
- Step 5: **Search** SVM 3 for desired soda brand (X)
- Step 6: **Search** SVM 3 for cost of Brand X
- Step 7: **Search** SVM 3 for money slot
  - Does it accept quarters only?
  - Does it accept dollars and quarters?
- Step 8: **Find** change in pocket
- Step 9: **Get** change from pocket
- Step 10: **Examine** change for quarters
- Step 11: **Get** wallet from pocket
- Step 12: **Examine** bills in wallet for \$1.00 bills
- Step 13: **Get** one \$1.00 bill from wallet
- Step 14: **Put** wallet in pocket
- Step 15: **Put** unneeded change in pocket
- Step 16: **Insert** money into SVM 3
- Step 17: **Select** Brand X on SVM 3 button array
- Step 18: **Get** soda
- Step 19: **Enjoy** a refreshing beverage

**Figure 11.2** Example of a task description for the task of buying a beverage from a vending machine.





# Chat about it!

*How could you support your Matrix with instructional strategies?*

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

# Task Analysis Activity

Create the steps of a task analysis and steps to teach a skill that would be important to someone you support

- What is the skill?
- What are the steps?
- What prompts would be effective for the person?
- What prompt hierarchy would you use to teach each step of the overall skill?

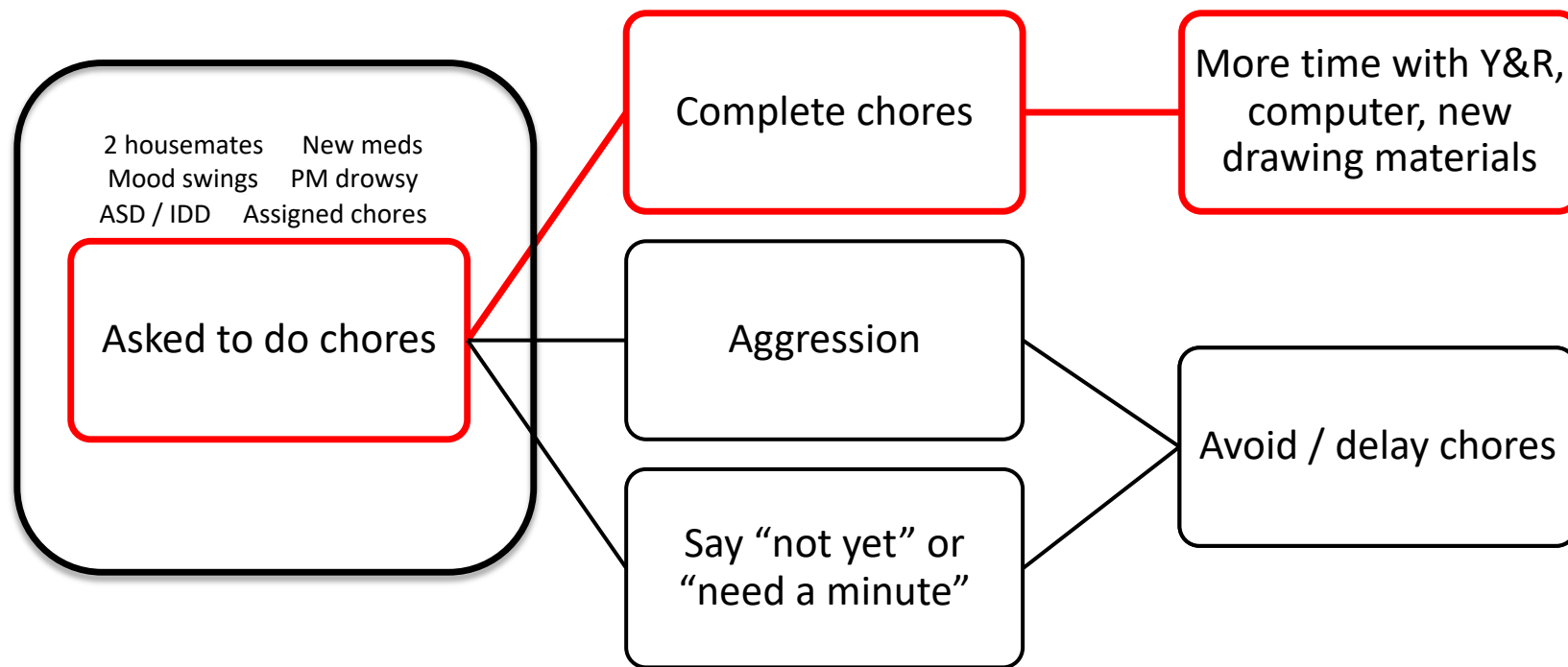


# Violet Case Study

- Revisit the Competing Behavior Pathway
- Revisit context and antecedent strategies
- Create instructional strategies



# Competing Behavior Pathway



# Behavior Pathway Plan

<b>Context Modifications</b>	<b>Antecedent Strategies</b>	<b>Instructional Strategies</b>	<b>Reinforcement Strategies</b>	<b>Positive Responses to Challenges</b>
<p>Talk with medication prescriber to adjust timing of afternoon medication dose (avoid drowsiness)</p> <p>Create chore list together with Violet vs. assigning chores</p>				



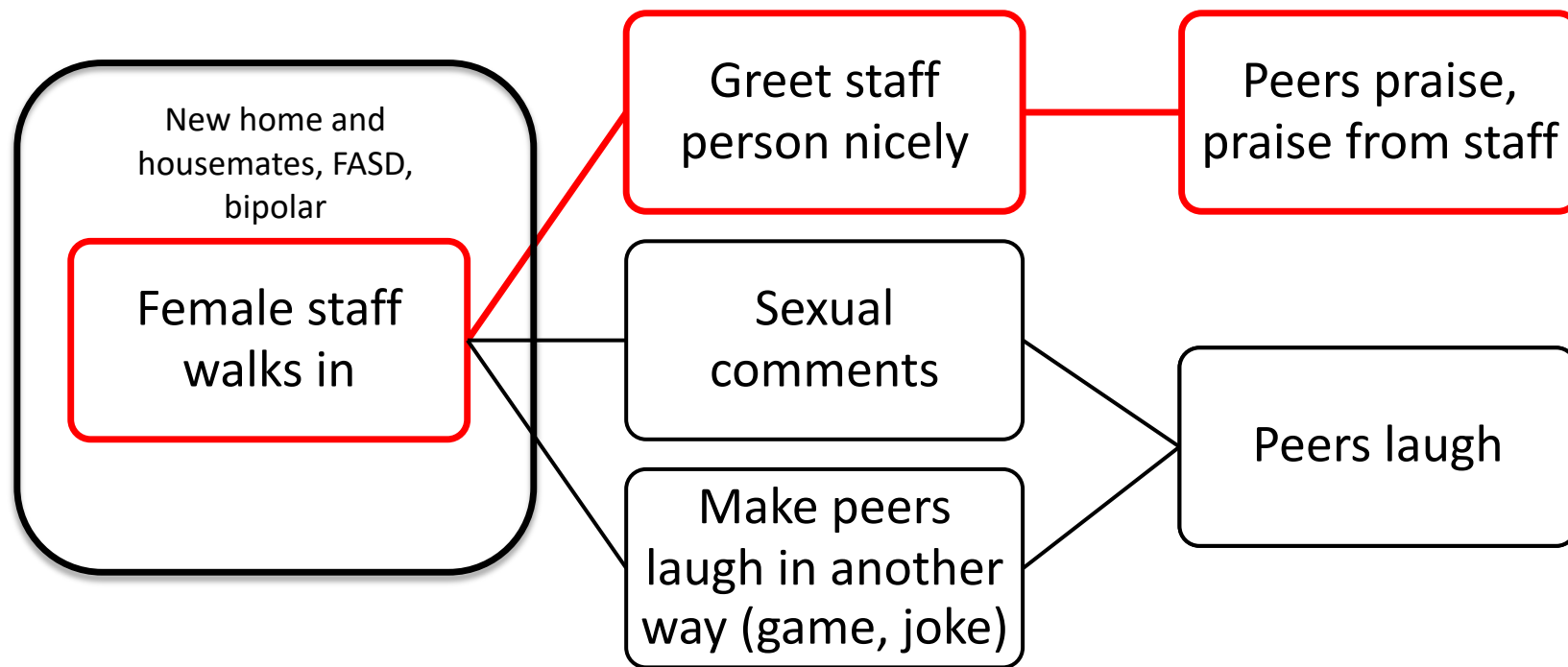
# Abdi Case Study

- Revisit the Competing Behavior Pathway
- Revisit context and antecedent strategies
- Create instructional strategies





# Competing Behavior Pathway



# Behavior Pathway Plan

Context Modifications	Antecedent Strategies	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
<ul style="list-style-type: none"> <li>• Male staff vs. female</li> <li>• Person centered planning – are housemates a good fit, what kind of peers are best fits, learn about his tendencies and his values / goals – so good reason for managing impulses, Hx with treating women</li> </ul>	<ul style="list-style-type: none"> <li>• Provide him with a joke book (appropriate jokes)</li> <li>• Create a routine for Abdi and the staff person to greet when she arrives</li> </ul>	<ul style="list-style-type: none"> <li>• Practice telling appropriate jokes</li> <li>• Practice greetings</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1...</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1...</li> </ul>

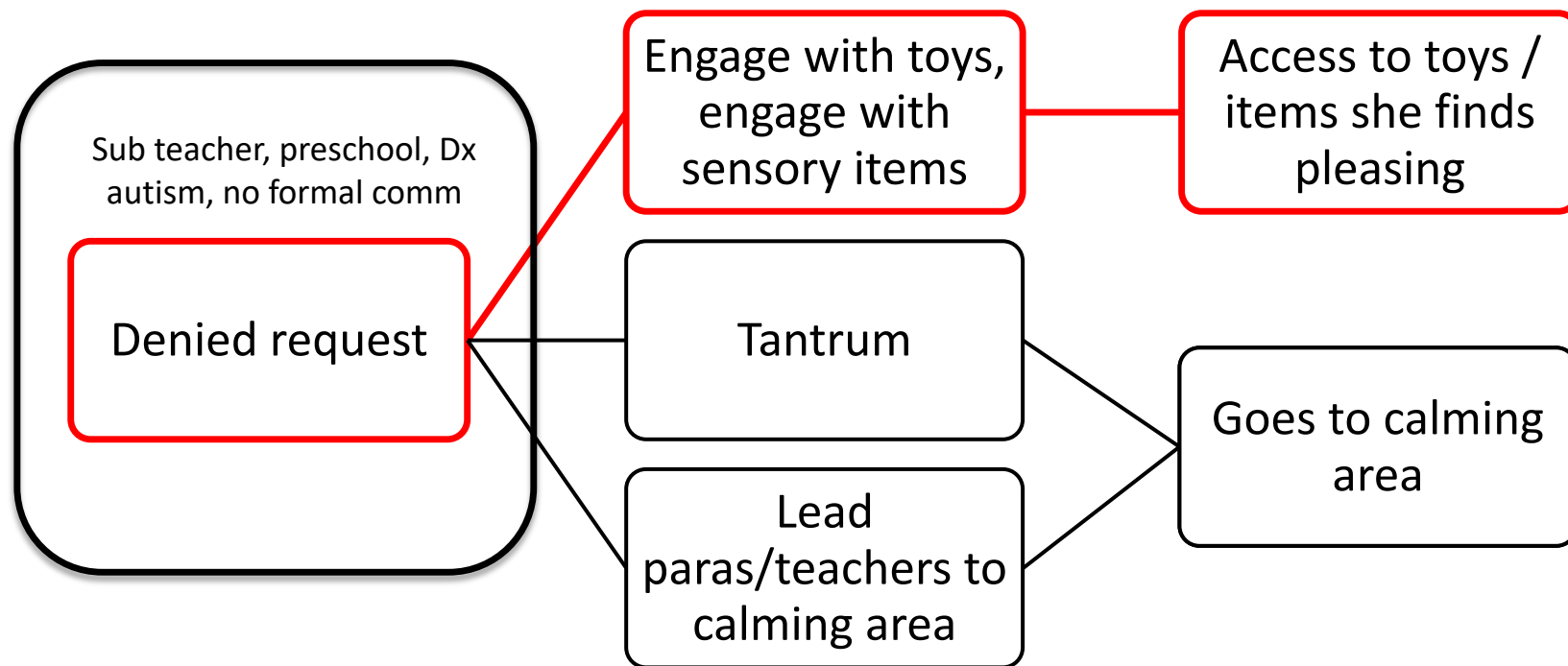


# Emma Case Study

- Revisit the Competing Behavior Pathway
- Revisit context and antecedent strategies
- Create instructional strategies



# Competing Behavior Pathway



# Behavior Pathway Plan

Context Modifications	Antecedent Strategies	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
<ul style="list-style-type: none"><li>• Time with Emma and Sub at start of the day to connect better</li></ul>	<ul style="list-style-type: none"><li>• Schedule proactive access to sensory time throughout the day</li><li>• Visual schedules / timers for each activity</li></ul>	<ul style="list-style-type: none"><li>• Teach her to lead to sensory area throughout the day</li></ul>	<ul style="list-style-type: none"><li>• Step 1...</li></ul>	<ul style="list-style-type: none"><li>• Step 1...</li></ul>



# Building a PBS Plan

## **REINFORCEMENT STRATEGIES**



# What is Reinforcement?

- An outcome generated by a behavior that makes that behavior more likely in the future (**makes it stronger**)
  - We find out through FBA what reinforces challenging behavior
  - We use those same reinforcers, and others, to strengthen more socially-desirable behaviors
- Reinforcement is personal – what works for one person likely will not work for another
  - Activity worksheet
- It's not bribery! Who knows the difference?

## Common categories of reinforcers (see handout)

- Behavior-specific praise
- Behavior-specific feedback
- Physical praise
- Special item or activity
- Tokens or points
- Break or delay





# Reinforcement: what makes it work (or not?)

- **Individuality**
  - Preferences matter, across individuals – ensure individualization
- **Contingency**
  - Reinforcer is only delivered when the behavior happens
- **Immediacy**
  - Reinforcer is delivered right away
- **Schedule**
  - How often the reinforcer is available
- **Magnitude**
  - The amount / potency of the reinforcer should match the difficulty of the expected behavior



# CHAT ABOUT IT!

Share an example of when you tried to use reinforcement but it was not very effective because of one (or more) of these important elements of reinforcement was not set up as well as it could have been:

- Individuality
- Contingency
- Immediacy
- Schedule
- Magnitude



# What behavioral improvement challenge are you facing?

- A behavior is not happening enough
  - Learn a new skill for a particular setting or routine
- A behavior is happening too much
  - It's OK, just needs to happen less
  - It's not OK, cannot happen at all
    - A functional replacement behavior is needed, that perhaps is physically incompatible
    - Recognizing the absence of challenging behavior is important
- A behavior is happening under the wrong circumstances



# "Differential Reinforcement" Approaches when a behavior is happening too much

- Differential Reinforcement of Alternative behavior (DRA)
  - Drawing pictures with colored markers rather than stereotypically flipping the markers
- Differential Reinforcement of Incompatible behavior (DRI)
  - Give Idina a mirror to hold (she loves mirrors) so that she doesn't grab or hit staff transferring her to her wheelchair.
- Differential Reinforcement of Low rates of behavior (DRL)
  - Jill interrupts an average of 9 times per 30 minute session. If she interrupts no more than 2 times every 10 minutes, she gets a token at each interval
- Differential Reinforcement of the Omission of behavior (DRO)
  - Rhonda receives a token for each 5 minute interval she goes without engaging in verbal aggression.



# Summary of "differential reinforcement" procedures

	Purpose	Management	Objective
<b>DRL</b>	Reduce behavior to socially-desirable level	Focus on reducing # of occurrences	Tom will be out of his work area no more than 2 times in 40 minutes
<b>DRI DRA</b>	Reinforce a functional alternative or setting-specific behavior	Focus on developing more socially-desirable behavior that better connects person to valued life	Tom will press a button to indicate he wants to take a break instead of yelling and face slapping
<b>DRO</b>	Reduce behavior to zero occurrences	Focus on increasing time of nonoccurrence	Tom will have no occurrence of leaving his work area in a 40-minute period



# WHEN AND HOW OFTEN TO REINFORCE: **SCHEDULES OF REINFORCEMENT**



# Schedules of Reinforcement

- How often should I deliver reinforcement?
  - Every time the behavior happens?
  - Occasionally?
- Which way makes more sense along the person's journey of learning and using the new behavior?
  - During acquisition?
  - When developing fluency / mastery?



# Schedules of Reinforcement

- Continuous Schedule of Reinforcement (CRF):
  - Reinforce each instance of the behavior
  - Best when:
    - Teaching a new skill (acquisition)
    - The behavior occurs at a lower frequency
  - Limitations:
    - Increases the likelihood of satiation
    - May contribute to expectation of frequent reinforcement





# Schedules of Reinforcement

- Intermittent Schedules of Reinforcement
  - Reinforce the behavior after some number of occurrences
  - Behavior becomes resistant to extinction
- Examples:
  - Ratio Schedules
  - Interval Schedules
  - Response-duration schedules



# Non-Contingent Reinforcement

- Delivering reinforcement on a fixed-time schedule independent of any behavior
- Provides the individual the reinforcer (the one maintaining the inappropriate behavior) independently of the performance of the challenging behavior
- The individual receives the reinforcer at preselected intervals of time and challenging behavior is ignored
- Disassociates the reinforcer from the behavior (and decreases the challenging behavior)



# Intermittent Schedules of Reinforcement

## SCHEDULES OF REINFORCEMENT

	Fixed	Variable
Ratio	<i>Every so many:</i> reinforcement after every $n^{\text{th}}$ behavior, such as buy 10 coffees, get 1 free, or pay per product unit produced	<i>After an unpredictable number:</i> reinforcement after a random number of behaviors, as when playing slot machines or fly-casting
Interval	<i>Every so often:</i> reinforcement for behavior after a fixed time, such as Tuesday discount prices	<i>Unpredictably often:</i> reinforcement for behavior after a random amount of time, as in checking for e-mail



# Schedules of Reinforcement

Type	How	When	Challenges
Fixed Interval	Every so often: Reinforce after a specified amount of time	With low to moderate rates of the behavior	Might see less response right after the interval, then increased response toward the end of the interval
Variable Interval	Unpredictably often: Reinforce after an average amount of time	With moderate rates of the behavior	If only one response is required in the interval, rates of the response might be lower
Fixed Ratio	Every so many: Reinforce after every X number of responses	With high rates of the behavior	Student might notice the pattern after time and pause response following reinforcement
Variable Ratio	After an unpredictable number: Reinforce after an average number of responses	With high rates of the behavior	Good choice – number of responses is unpredictable, increasing rate of response



# Fading and Tolerating Delay to Reinforcement

- Any arbitrary reinforcement system should shift to a natural system whenever possible
- Fading: reinforcement gradually becomes available less often / contingent on greater amounts of appropriate behavior
  - Beware "ratio strain" (schedule faded too quickly)
- Tolerating delay to reinforcement:
  - Used when teaching someone a new communication skill
  - Initially the behavior is reinforced each time.
  - Over time, the individual is asked to wait increasing amounts of time before reinforcement.



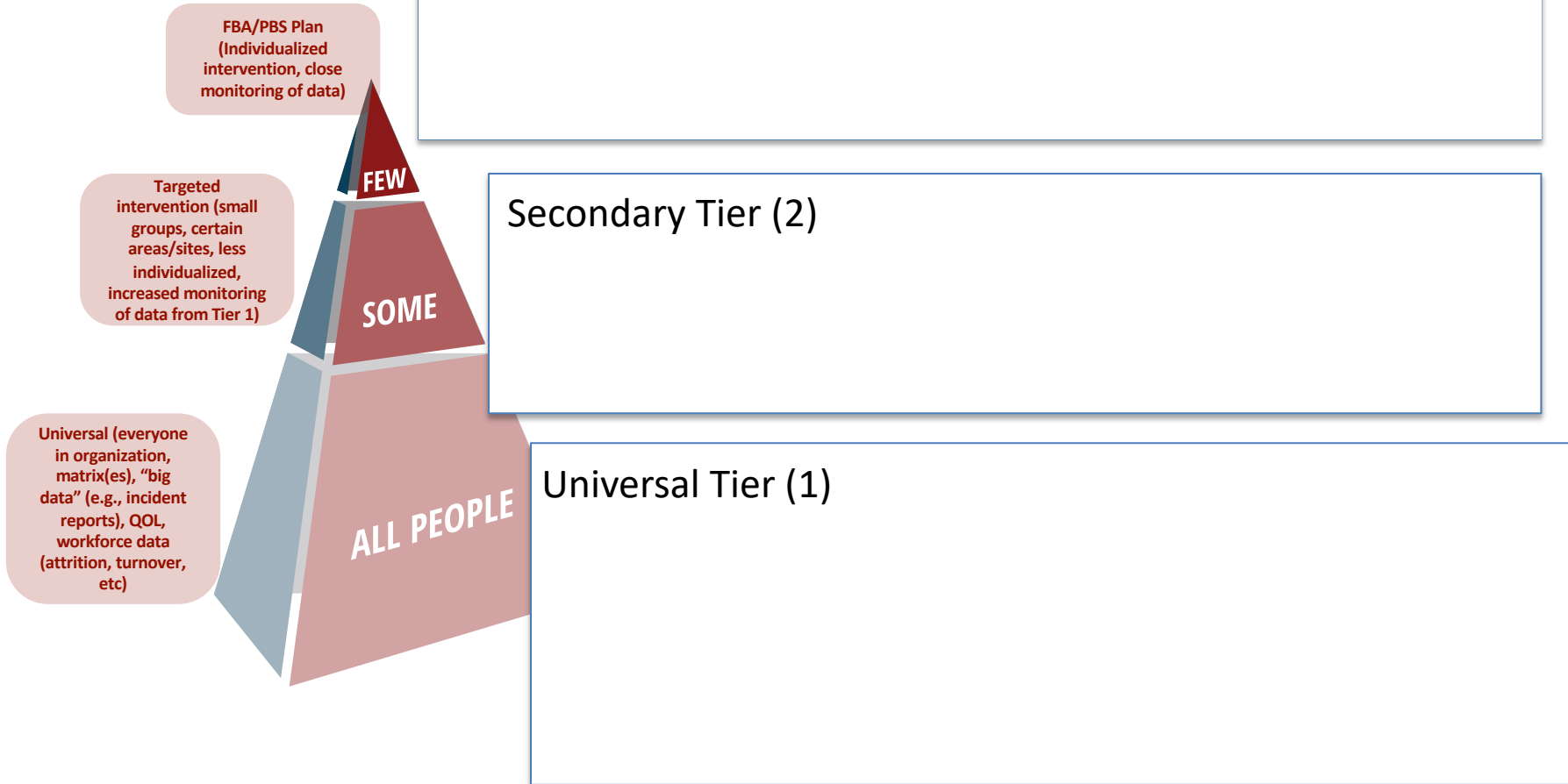
## CHAT ABOUT IT!

- That was A LOT of information and A LOT of jargon
  - Post one thing that makes sense to you – a piece of information from that last section that you could take back to work tomorrow and use with a person you support
  - Post one thing that does not make sense – a term, a concept, a process, anything you'd like explained better



# Reinforcement across tiers of support

## Positive Behavior Support



# Example of Reinforcement at Tier 1

- Incident reports at a particular employment site suggest that 44% of problem behaviors occur in the break room area
- An analysis of the CSSPs for the people who work at that site indicate that 75% have goals to increase socialization skills

## POSSIBLE INTERVENTION

- Staff identify opportunities to prompt people to make and respond to social bids, praise them for doing those things (arbitrary reinforcer), and nurture conversations / interactions that emerge between people who appear to have common interests (naturally-occurring reinforcer)





# Tier 1: Teaching to and Monitoring Your Matrix

	Times of Day	Free Time	Cleaning Up	Lunch Time	Fundraising	During Outside Activities
<b>V a l u e s</b>	<b>Respecting Each Other</b>	Respect another's privacy, Understanding differences	Offer to help each other, talk to each other kindly if something isn't working	Push in/pull out chairs for others, Ask if help is needed	Everybody can do something, break bigger jobs into smaller parts	Respect each other's preferences, follow the rules, watch out for each other
	<b>Having a Positive Attitude</b>	Be aware of your environment, Be aware of how other's are feeling	Respect people's differing abilities, Get involved	Talk to people that you may not otherwise talk to	Help out where you can, participate in Clubhouse meetings and offer suggestions	Appreciate the moment and activity, say thank you to those who plan activities
	<b>Working Together</b>	If there is nothing to do, get together and decide to do something, Clean up after yourself	Offer to help each other with the bigger tasks	Clean up after yourself, allow people time to finish eating before cleaning up/try not to rush people	Develop committees to break down the bigger jobs	Be friendly, clean up after yourself, be neat
	<b>Positive Communication</b>	Respect boundaries, have compassion, use humor respectfully	Ask for help if you need it, offer help if you see someone needs it	Use manners (please and thank you), thank the people who cook and serve you	Plan more fundraisers, talk about how to plan them at Clubhouse meetings	Be polite to the public and each other
	<b>Volunteering</b>	Welcoming new members, help others to participate more	Try out different tasks, try not to always do the same things	Pay attention to what chore/cleaning needs to be done	Volunteer for what you can, attend Clubhouse meetings to learn of and present opportunities	Help other people stay on time and with the group
	<b>Support for Each Other</b>	Offer to help, share computer time, only share things with others that you are comfortable sharing	Take turns doing tasks, develop teams for getting bigger cleaning projects done	Help out where you can - 2 people can do a job faster than 1	If someone or a committee needs help, offer assistance	Be friendly, get involved in planning activities



# Example of Reinforcement at Tier 2

- John, Pete, and Eduardo were not as successful as other employees at the site in improving on their social skills in response to the Tier 1 intervention. They continue to get into loud arguments that disrupt other workers.

## POSSIBLE INTERVENTION

- Staff created a time for the three men each morning to work on social skills in a quiet place.
- Staff use a curriculum for developing social skills and friendships, which includes praise (arbitrary reinforcer) for even small pieces of social interactions such as orienting the body toward a partner, and nurturing conversations / interactions that emerge between the men when common interests emerge (naturally-occurring reinforcer)



# Example of Reinforcement at Tier 3

- John continues to get into loud arguments with others, including provoking those arguments, and often refusing to participate in the Tier 1 and Tier 2 interventions.

## POSSIBLE INTERVENTION

- Staff conduct an FBA
- They determine the function of John's arguing with others is to escape work and interactions with his co-workers.
- Staff work with John to determine what would motivate him to be part of the work environment (reinforcement) and what type of work better suits his preferences and skills (adjust context)



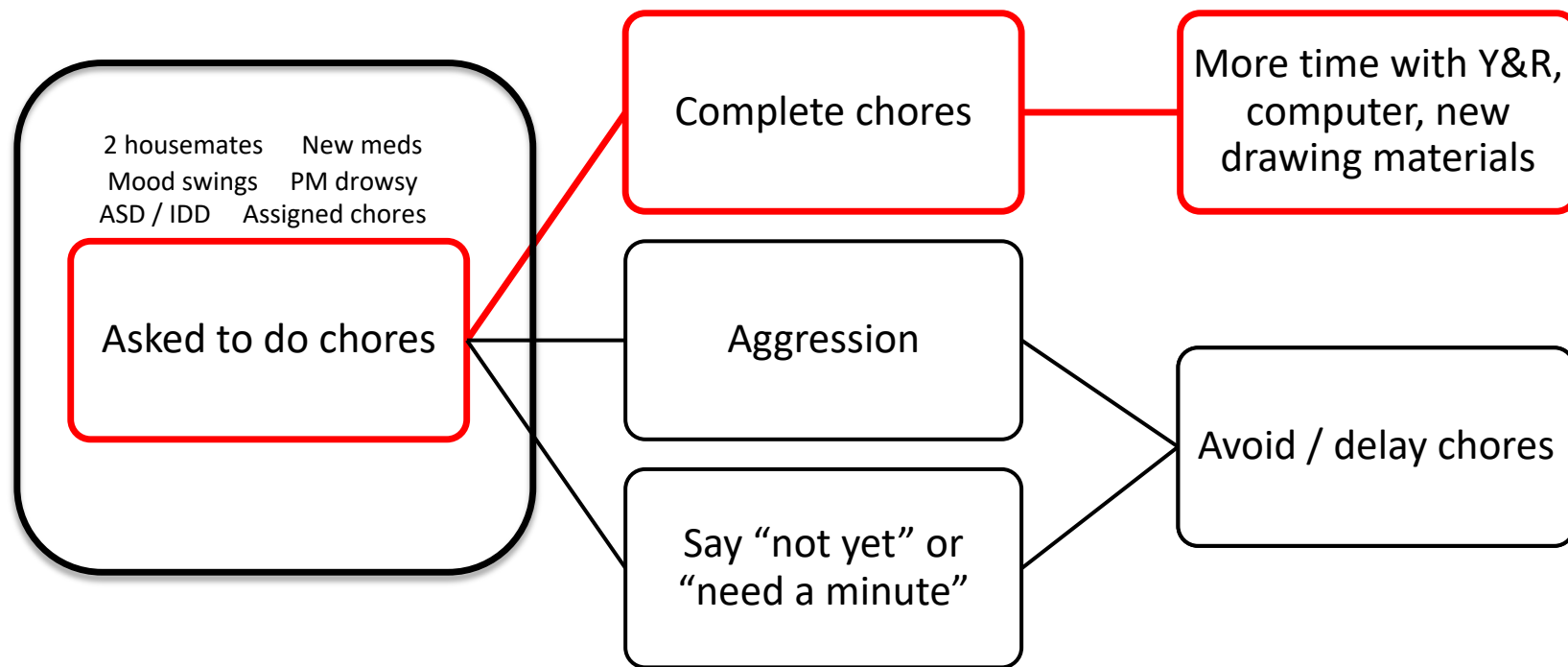
# CHAT ABOUT IT! Consider how you could support your Matrix with reinforcement strategies

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Value 1				
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# Violet Case Study

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# Competing Behavior Pathway



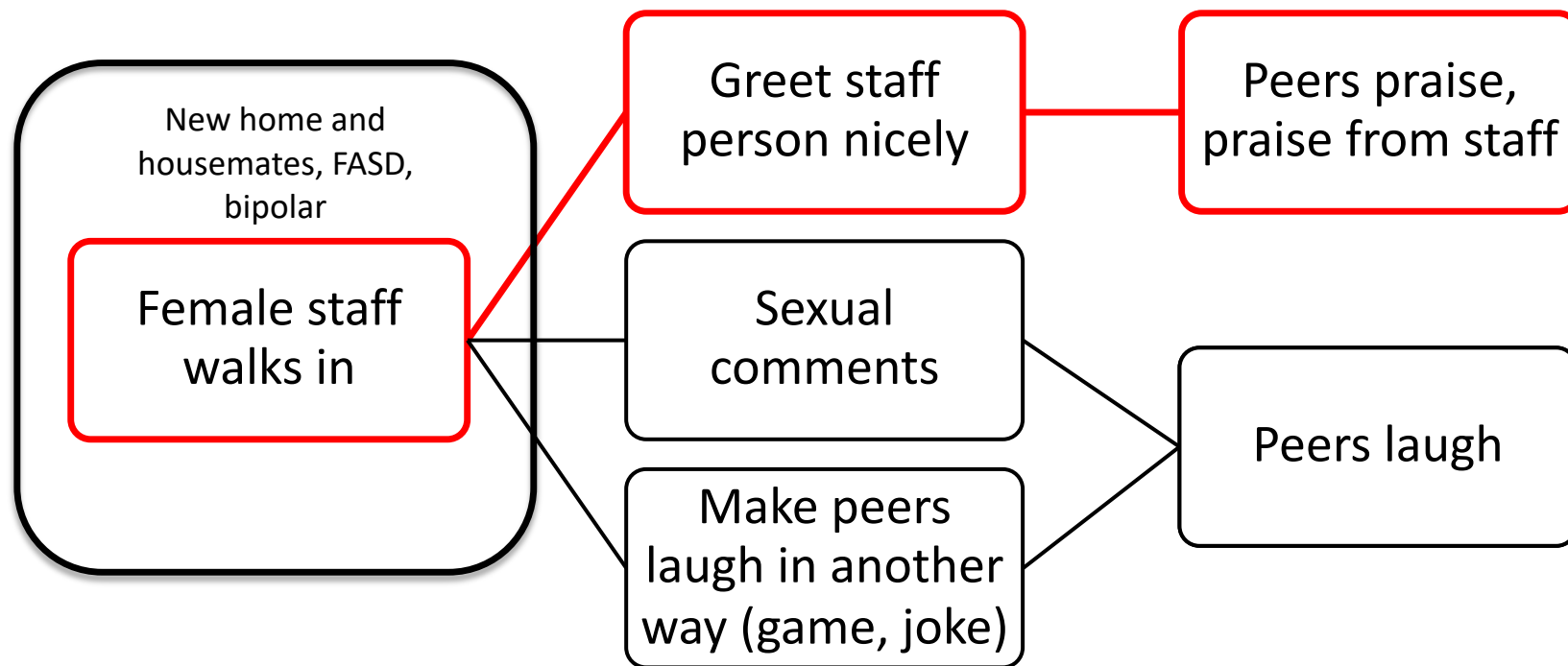
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<p>Talk with medication prescriber to adjust timing of afternoon medication dose (avoid drowsiness)</p> <p>Create chore list together with Violet vs. assigning chores</p>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Choice – which chores to do when, on which days, in what order</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1...</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1...</li> </ul>	<ul style="list-style-type: none"> <li>• Step 1...</li> </ul>

# Abdi Case Study

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# Competing Behavior Pathway

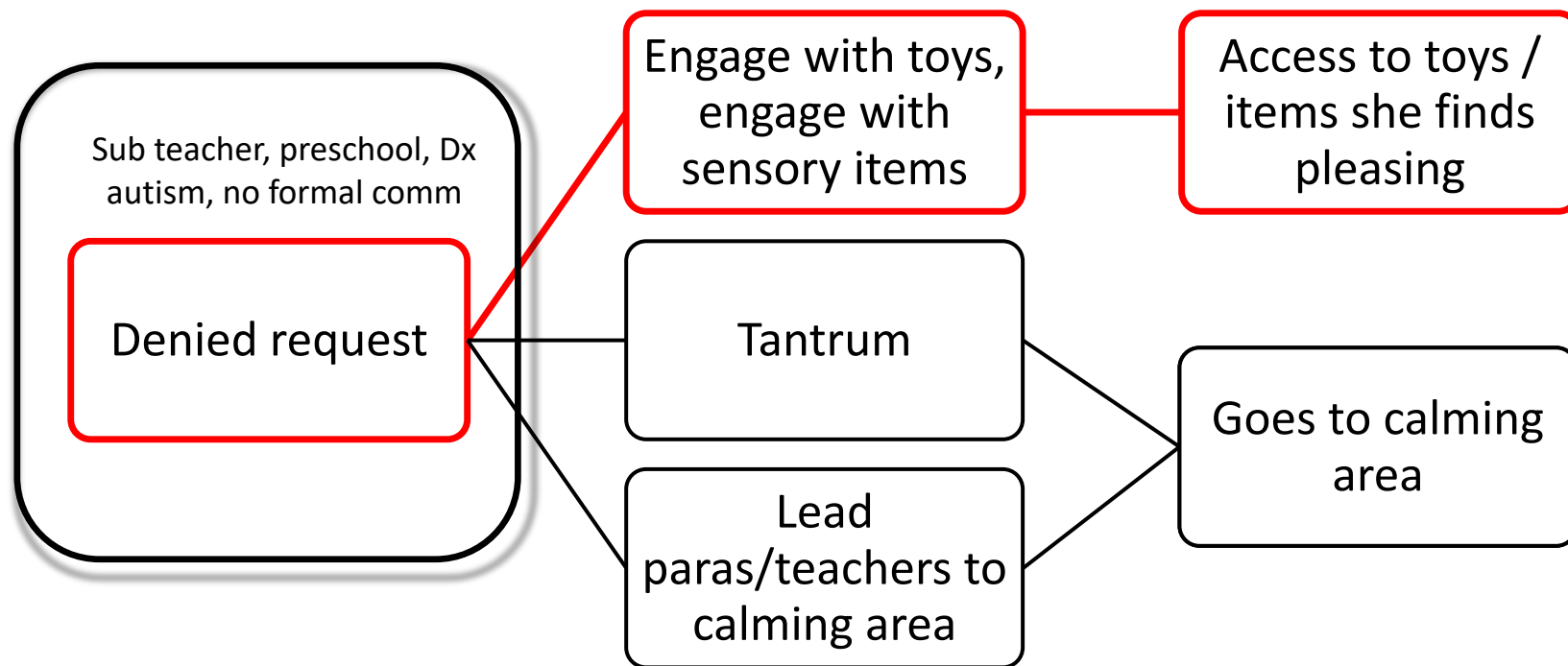


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# Emma Case Study

- Revisit the Competing Behavior Pathway
- Revisit context, antecedent, and instructional strategies
- Create reinforcement strategies

# Competing Behavior Pathway



Context Modifications	Antecedent Strategies	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
<ul style="list-style-type: none"> <li>Time with Emma and Sub at start of the day to connect better</li> </ul>	<ul style="list-style-type: none"> <li>Schedule proactive access to sensory time throughout the day</li> <li>Visual schedules / timers for each activity</li> </ul>	<ul style="list-style-type: none"> <li>Teach her to lead to sensory area throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Step 1...</li> </ul>	<ul style="list-style-type: none"> <li>Step 1...</li> </ul>

# For Next Week: further consider how you could support your Matrix with instructional and reinforcement strategies

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

# Deeper Dive

## Interested in more detailed behavioral support resources?

- Prompting, shaping, chaining, generalization, extinction, reinforcement schedules, self-management, etc
- The following websites have useful, free information
  - The May Institute: <https://www.mayinstitute.org/news/acl.html?cat=182>
  - I Love ABA (use the search bar): <https://www.iloveaba.com/>
  - Behavior Babe: <https://www.behaviorbabe.com/>
- If you are interested in module-based learning, you may look into the AFIRM modules. Note the application examples are children with ASD, but the principles are broadly applicable.
  - <https://afirm.fpg.unc.edu/afirm-modules>



# LIKE-LEARN-CHANGE





## Three Post-it Notes

- What did you LIKE about today ?
- What did you LEARN today?
- What would you CHANGE about today?





Preparation of this [presentation/report] was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and Conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.

