

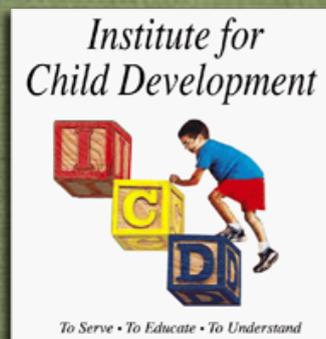


Autism Initiative Training Series

Module 4: Chapter 4.2

Evaluation Methods Practice and Feedback

<http://bddso.icd.binghamton.edu>



Learning Objectives

- Name four components of behavioral skills training.
- Define feedback.
- Name two components of feedback.
- Identify which individuals should receive feedback.
- Identify four strategies to provide feedback effectively.

Data Collection

- Consistency
- Tracking Progress
- Individual Outcomes
- Quality of Life

Behavioral Skills Training (Miltenberger, 2004)

- Behavioral skills training procedures consist of four components:
 - Instructions
 - Modeling
 - Rehearsal
 - Feedback

Instructions (Miltenberger, 2004)

- Instructions describe exactly what the appropriate behavior is in a given situation.
- Instructions should specify the antecedent situation the requires the individual to engage in the behavior, as well as what the behavior looks like, and the consequence for engaging in the behavior.

Modeling (Miltenberger, 2004)

- Modeling is when the correct behavior is demonstrated for an individual.
- For example: If a staff member wants to teach Jeanine to brush her hair, they would engage in the behavior to demonstrate what hair brushing looks like.

Rehearsal (Miltenberger, 2004)

- Rehearsal is the opportunity for the individual to engage in the behavior after receiving instructions and watching a model demonstrate the behavior.
- Rehearsal is an important component of behavioral skills training because it allows the individual to practice the behavior and be observed and monitored for corrections or praise.

Feedback (Miltenberger, 2004)

- After an individual engages in a behavior, they can be given information about whether or not they have correctly performed the behavior.
- For example: If teaching an individual to put away their belongings, a staff member might provide instructions and modeling for putting away their coat and bag when returning home. An individual would then practice these behaviors and be given feedback.

What is Feedback? (Roscoe et al. 2006)

- Feedback consists of two components:
 - Performance feedback- the delivery of potential reinforcers for engaging in the correct behavior.
 - Corrective feedback- the delivery of information about how to improve future performance.

Who Should Receive Feedback?

- Individuals
- Staff
- Supervisors
- **EVERYONE** should be willing to provide and receive feedback.

Importance of Feedback (Parsons & Reid, 1995)

- Research shows that:
 - Feedback is an effective way to maintain consistency in performance.
 - Correct implementation of teaching procedures is an essential skill for direct care staff.

How to Provide Feedback (Parsons & Reid, 1995)

- Set a positive tone for the feedback session by making a positive statement about feedback.
- Provide performance specific feedback.
- Start with positive feedback and descriptive praise.
- Identify areas where errors were made and describe how the skill should be performed.

How to Provide Feedback (Parsons & Reid, 1995)

- After providing feedback, ask if there are any questions.
- Discuss what is supposed to happen next based on the feedback.
- End the feedback session with a positive statement.