

Autism Initiative: Training Series

ACTIVITIES AND DISCUSSION QUESTIONS

Chapter 4.2 – Evaluation Methods, Practice and Feedback

Part 1: Review of Concepts

- *Behavioral skills training* refers to the process through which individuals are taught to engage in new behaviors.
- *Behavioral skills training* consists of four components: instruction, modeling, rehearsal, and feedback.

Part 2: Discussion Questions for Staff

1. *Why is data collection important in a group residential setting?*
 - **Answer:** There is not a “correct” answer for this question. Encourage discussion among staff about their thoughts.
2. *What are the four components of behavioral skills training? Define them.*
 - **Answer:** The four components of behavioral skills training are:
 - Instructions: Describe exactly what the appropriate behavior is in a given situation.
 - Modeling: The correct behavior is demonstrated for an individual.
 - Rehearsal: The opportunity for the individual to engage in the behavior after receiving instructions and watching a model demonstrate.
 - Feedback: Information given to the individual about their performance after they engage in the behavior.
3. *What are the two components of feedback?*
 - **Answer:** Performance feedback and corrective feedback.
4. *Why is feedback an important component of teaching?*
 - **Answer:** There is not a “correct” answer for this question. Encourage discussion among staff about their thoughts.
5. *In this chapter a number of considerations are presented for providing feedback. What are they?*
 - **Answer:**
 - Set a positive tone for the feedback session by making a positive statement first.
 - Provide performance specific feedback.
 - Identify areas where errors were made and describe how the skill should be performed.
 - After providing feedback ask if there are any questions.
 - Discuss what is supposed to happen next based on feedback.
 - End the feedback session with a positive statement.

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Part 3: Examples

Read the following examples and identify which steps of behavioral skills training, if any, the supervisor forgot to complete.

1. Rose is a new staff member learning how to take data on the occurrence of social initiations between residents in a group residential setting. Her supervisor, Beth, gives her a detailed handout describing how “social initiations” are defined and how to take data on them.

After Rose had a chance to review the handout, she watched Beth take data on social initiations and asked her questions as she recorded data. After that Beth told Rose that she had had enough training and that she was ready to begin data collection on her own and Rose began taking data independently.

- *Did Beth complete all of the steps in the behavioral skills training sequence?*
 - **Answer:** No
- *If no, what step(s) did she not complete?*
 - **Answer:** Feedback. Beth never observed Dawn taking data on “social initiations” and did not give her any corrective or performance feedback.

2. Mike is learning how to implement a behavior support plan at the group residential facility in which he works. His supervisor, Daniel, gave him a copy of the plan, which provides a thorough description of the behaviors for which Mike should take data and how to respond when the individual engages in the targeted behaviors. Daniel reads through the plan with Mike and answers all of his questions.

After all of Mike’s questions are answered Daniel tells Mike that he thinks he understands the plan well enough to begin implementing it independently. Daniel watches Mike implement the plan and provides him with a written review of his performance.

- *Did Daniel complete all of the steps in the behavioral skills training sequence?*
 - **Answer:** No
- *If no, what step(s) did he not complete?*
 - **Answer:** Modeling. Mike was never given the opportunity to observe Daniel (or anyone else) implement the behavior support plan before he did it himself.