

PROGRAMMING TERMINOLOGY

TASK ANALYSIS

Task analysis is a process in which a task is analyzed into its component parts so that those parts can be taught through the use of chaining: forward chaining, backward chaining and total task presentation. Task analysis has been used in organizational behavior management, a behavior analytic approach to changing organizations.

CHAINING

The skill to be learned is broken down into small units for easy learning. For example, a person learning to brush teeth independently may start with learning to unscrew the toothpaste cap. Once they have learned this, the next step may be squeezing the tube, etc. Reverse chaining is the fading process of eliminating the last step first until task is mastered.

PROMPTING

A prompt is a cue or assistance to encourage the desired response from an individual. Prompts are often categorized into a prompt hierarchy from most intrusive to least intrusive. There is some controversy about what is considered most intrusive: physically intrusive versus hardest prompt to fade (i.e. verbal)

TYPES OF PROMPTS:

- **Verbal prompts:** Utilizing a vocalization to indicate the desired response.
- **Visual Prompts:** a visual cue or picture.
- **Gestural prompts:** Utilizing a physical gesture to indicate the desired response.
- **Positional prompt:** The target item is placed closer to the individual.
- **Modeling:** Modeling the desired response for the student. This type of prompt is best suited for individuals who learn through imitation and can attend to a model.
- **Physical prompts:** Physically manipulating the individual to produce the desired response. There are many degrees of physical prompts; the most intrusive being hand-over-hand, and the least intrusive being a slight tap to initiate movement.

This is not an exhaustive list of all possible prompts. When using prompts to systematically teach a skill, not all prompts need to be used in the hierarchy; prompts are chosen based on which ones are most effective for a particular individual.

FADING

The overall goal is for an individual to eventually not need prompts. As an individual gains mastery of a skill at a particular prompt level, the prompt is faded to a less intrusive prompt. This ensures that the individual does not become overly dependent on a particular prompt when learning a new behaviour or skill.

SHAPING

Shaping involves gradually modifying the existing behavior into the desired behavior. If the student engages with a dog by hitting it, then he or she could have their behaviour shaped by reinforcing interactions in which he or she touches the dog more gently. Over many interactions, successful shaping would replace the hitting behavior with patting or other gentler behavior.

VIDEO MODELING

One teaching technique found to be effective with some students, particularly children, is the use of video modeling (the use of taped sequences as exemplars of behavior). It can be used by therapists to assist in the acquisition of both verbal and motor responses, in some cases for long chains of behavior.

Definitions used from http://en.wikipedia.org/wiki/Applied_behavior_analysis

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TOOLBOX FOR CREATING PROGRAMS FOR INDIVIDUALS WITH AUTISM

www.playsafebesafe.com for \$12 (US)/\$19(CAN) you get a cool kit and the flashcards included promote conversation rather than yes or no responses

www.do2learn.com fire safety picture cards, graphics with low text, symbolic flash cards

www.mayer-johnson.com/education/symbols symbols and technology information for all abilities

www.kurzweiledu.com "scan and read" program for all ages with cognitive, developmental and/or learning disorders

www.lifeprint.com Sign language 101 ☺ 100 basic words, finger spelling, A-Z dictionary

www.modelmekids.com not fire safety related but clips provide a great example on how I should incorporate modelling into my programming

www.zacbrowser.com okay...one fire related story but I thought the site was great, educational, and stimulating with simple commands...I give it a 10 and can be used as a reward!

www.angelfire.com/pa5/as/asteachersites.html HUGE inventory of sites for educators that work with those that are in the autism spectrum disorder

www.talkingbooklibrary.net creates your own talking stories with PowerPoint incorporating the student's pictures and possessions! If verbal, you can import their own speech

www.gov.pe.ca/photos/original/ed_autisminc.pdf Educating classes about Autism in an inclusive environment

www.trainerswarehouse.com games for active learning, props, toys for learners

www.robotronics.com smoke alarm, match and Sparky puppet

www.puppetsinc.com fire safety CDs for puppeteering, scripts and puppets

www.seedseducation.org fire safety education curriculum and DVD for adults with special needs (DVD actors are adults with special needs)

www.homesafetycouncil.org/AboutUs/HSLP/hslp_materials_w002.asp terrific resource material in low text with plenty of pictographs for those with low literacy

www.puppetorium.com many affordable puppets and the stages are compact and light

www.lessonplanet.com/search?keywords=fire+safety&media=lesson&OVRAW=Fire%20Safety%20For%20Kids&OVKEY=fire%20safety%20lesson%20plan&OVMTTC=advanced&OVADID=54680862511&OVK

[WID=351652748511&ysmwa=rE9u5AySIXZ4yeRdwKxjFtGT-HH6FwWVw0Hmo65LfPDMrJ8uOlqK_zQW_ypJ2eJL](http://www.lessonplanet.com/search?keywords=fire+safety&media=lesson&OVRAW=Fire%20Safety%20For%20Kids&OVKEY=fire%20safety%20lesson%20plan&OVMTTC=advanced&OVADID=54680862511&OVK) 966 lesson plans!!! Can you believe it!!!

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