



Affordable ABA

Parent Involvement with Early Intervention Services



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Introduction

Early intervention services that are effective continue into the home setting and with parents and caregivers once the provider leaves the setting. Research based strategies that are guided toward helping parents and caregivers should be made available as tools toward helping the service recipient's support system take an active role in their development. A behavior analyst should be aware of how important it is to provide clear information about supports that can be provided for parents or caregivers. Therefore, it is necessary for a behavior analyst to understand different components that are key to effective parent involvement with early intervention services.

In this course, participants will learn to (1) identify and consider various factors that could potentially influence the outcomes of treatment, (2) identify common training errors that can occur when training a parent or caregiver, (3) and consider different factors associated with the facilitation of skill development. All of these components are key to effective service delivery and integration of parents and caregivers into the service delivery model.

Section 1: Factors for Consideration During Service Delivery

When delivering treatment to a service recipient, it is important for a behavior analyst to consider various factors that may have the potential to influence the outcomes of treatment. Some of these factors may include cultural considerations, learning styles, the grieving process, priorities of the family, and the dynamics that occur when working with several caregivers, siblings, and peers of the service recipient. Overall, a behavior analyst has to ensure that they are not only considering the service recipient when delivering services but that they are

also focusing their attention on the parent or caregiver and considering them as their client as well. A behavior analyst should develop their interventions tailored to the parent or caregiver as it is these individuals who are in the best position to influence and affect the development of the service recipient in the direction of growth and change.

Cultural Factors

A behavior analyst should consider the family's cultural background when delivering services. Materials that are provided to the family should not be offensive and should work to accommodate families that decide to select an alternative treatment. Interpreters should be utilized to help facilitate conversations when needed. Additionally, assumptions should not be made that are based on the culture of an individual. A behavior analyst should be aware of their own cultural biases that they exhibit and should work to be open and flexible with the family. The behavior analyst will want the family to view them as selecting strategies that align with their family choices. However, if differences will affect the delivery of services, a behavior analyst should recognize that it may be best to refer these services to others that have the necessary experience and knowledge concerning the treatment needs and cultural background of the family.

Some cultures do not recognize that a disability or a developmental disability exists within an individual. In fact, some cultures believe that a disability is a form of punishment. Additionally, other cultures may have a strong gender bias towards males and go to great lengths to secure treatment for a male child. On the other hand, a female child may be viewed as a huge financial risk for them and not receive treatment. This is an important consideration that should be understood, especially as a behavior analyst's own practice has been shaped by their attitudes regarding individuals with disabilities. A behavior analyst will need

to be cognizant about the multitude of cultural beliefs and attitudes that exist that could potentially influence one's behaviors and decisions. Some of these beliefs and attitudes can even have an impact on the interactions among different family members and with their own community. Therefore, it is important for a behavior analyst to be aware of these factors that can affect the treatment of the service recipient and their family.

One's culture can also have an impact on the roles that are held during collaboration. One of the factors that may have an impact on the relationship between the behavior analyst and the family or caregiver is the manner in which one dresses. A family may hold a strong belief as to whether or not shoes are to be worn, or they may wear clothing that restricts their movements. The attire of the behavior analyst may also be important to the family or caregiver. A behavior analyst should be respectful of a more modest dress if a family or caregiver is more comfortable with this attire.

Developmental milestones that are culturally based should also be understood and respected by the behavior analyst. For example, the age of self-feeding, toileting, and independent dressing can vary from one culture to the next and often influences a family's preferences for placing priority on some goals prior to others. A family's immigration status may also affect their attitudes or access to the services that they can receive. A family may have residence in one country on a limited basis and need to consider their transition that will eventually occur as part of their service delivery. It may also be important that a family take extended trips outside of the country to their country of birth. A behavior analyst may then need to incorporate extended absences into the course of treatment for the service recipient and their family.

Additionally, a behavior analyst should respect the privacy of the family or caregiver in their own home and be mindful with asking questions pertaining to

religious icons, use of incense or candles, religious texts, and food restrictions. A behavior analyst should also be mindful of the origination of certain exclamations and the possibility of offense that may occur when using them.

A behavior analyst should be continually aware of the cultural competency that they demonstrate when working with a service recipient and their family or caregiver. Cultural competency is more than just knowing about the different practices that exist within a particular ethnic group. It should be viewed as an ongoing, social, and multidimensional approach that is used within treatment. Cultural needs should be met through continual dialogue with the family and/or caregiver.

Learning Styles

It is often common knowledge to think that children have different learning styles. However, it is also important to know that just like children, parents and caregivers also have a variety of learning styles. A behavior analyst should ensure that a parent or caregiver's preferences for exchanging information concerning recommendations and their child's progress are solicited. While modeling of a skill and coaching can occur during a normal session, a parent or caregiver often benefits from additional opportunities to practice a desired technique or various methods for learning the same skill. For example, videos, written instructions, and even photos can suffice as different methods that can be used to teach the same skill. Various personalities of the individuals involved in training can influence the relationship that exists. Some individuals will want to jump right in and implement a skill that has been taught while others will want to observe several times and then demonstrate the skill. A behavior analyst should understand that each family that receives services will have different needs and different challenges will exist that affect the service delivery of treatment. Some of these challenges that exist

may include a learning disability, an intellectual impairment, or even a mental health condition. Therefore, it is important for a behavior analyst to ensure that they listen to each family member involved and provide support that meets the needs of not only the service recipient but the parent or caregiver as well.

Acceptance

Often, children are referred for services through a multitude of paths and outcomes can vary based on the needs of the child as well as the services that can be offered. There may be times when a child is referred because they present with a delay in one area but are then observed to have a delay in more than just this initial area. An initial referral may lead to a more complex list of needs for the service recipient. Some parents or caregivers may recognize that their child presents with a delay, especially if this delay was identified at the birth of the child. On the other hand, some parents or caregivers may actually be surprised that services are warranted for their child.

Families may experience many emotions as they navigate learning about their child's diagnosis. There are different stages of adjustment that parents or caregivers go through (Ulrich & Bauer, 2003). The first stage is where parents or caregivers do not fully understand the impact that the child's disability will have on not only the child but the family dynamic as well. The second stage allows the parents or caregivers to solicit help for their child. The third stage is where parents or caregivers will try to diminish the symptoms that their child presents with so that these differences are less apparent. They may also choose to decrease the services that are being delivered to the child. The fourth stage is a time where the parents or caregivers do not necessarily see their current situation as being better or worse but identify that it is different from others.

A behavior analyst will need to understand that these processes can be viewed completely different from the views of a parent or caregiver. A parent and behavior analyst will enter their working relationship with different perspectives and expectations. These differences can affect how each person sees the next step in the intervention. For example, a behavior analyst may see a diagnosis as the beginning direction for selecting a treatment intervention and what to expect regarding outcomes for the service recipient. For a parent, though, a diagnosis may be filled with a mountain of confusion and feelings of trepidation as they attempt to navigate through their future goals. The behavior analyst should be mindful that all parents and caregivers will not integrate information concerning their child in the same way or same time frame as other professionals may. A behavior analyst should provide support to the parents or caregivers through strategies that can help assist them with their concerns, delivering resources when needed, and by listening to all members involved.

Priorities of the Family

It is important that the behavior analyst works with each family to determine the family's priorities rather than focusing on their own ideas of what should be incorporated into treatment interventions. If a skill is learned during a specific activity or daily routine, then the behavior analyst should help the family to decide the context in which the skills should be learned or taught. In some cases, a child may learn the desired skill when it is practiced during the specified routine. Other children, though, will require additional opportunities to practice the skill and various strategies may further be needed.

A behavior analyst should focus on the specific needs of the family as well as their interests and beliefs. A behavior analyst may determine that a certain activity may be beneficial for teaching a skill, but the family may not prefer this activity due to

where the skills are embedded. Therefore, a behavior analyst should approach various familial routines with respect and flexibility. A parent or caregiver has insight into what is able to be used to motivate their child, what will work best for the needs of their family, and what they view as having value and being important to their family.

Multiple Caregivers

Throughout the integration of treatment to a service recipient, a behavior analyst may find that they have the opportunity to work and collaborate with multiple caregivers for a specific child. These multiple caregivers may include two parents, extended family, a child care provider, and many teachers. The service recipient's particular living situation may require a behavior analyst to intervene with caregivers in a variety of locations as the individual may spend some of their time with parents who do not reside together. Some children that require intervention may respond and act differently in different locations or have challenges with generalizing a skill from one environment into another environment. Therefore, it may be best practice for a behavior analyst to observe a service recipient in a multitude of settings and with different caregivers. This will help to provide a breadth of knowledge concerning the individual's strengths and various needs, including the wide array of services that may be necessary to provide support for not only the service recipient but also to all of the caregivers involved.

Although there are several advantages to being in multiple settings with several caregivers, a behavior analyst will still need to be aware of the dynamics of the different relationships that are present and remain neutral as well as professional when there are differing opinions among the parties. Agreement will not always be present among the different members that are supporting the service recipient, and the behavior analyst will need to be aware of how to navigate

various situations. Additionally, a parent may be in support of early intervention services for their child and request for services to be delivered within a child care setting or a preschool. However, the caregiver within these environments may not be as interested in having these services provided within this environment. Simply because a parent wants a service delivered does not automatically mean that the caregiver within that environment will be interested in the service. The behavior analyst will need to be aware of this situation and understand that they should respect the group setting's philosophy, work to develop a partnership within the environment, support other children that are present in the group, have conversations with the different people within the environment, uphold confidentiality for individuals involved in the environment, and support other children that are present within the group. The behavior analyst will need to become familiar with the needs of the child as they exist within this particular setting, determine the needs of the staff that are present within the environment as they relate to the child, outline the roles of the provider for service delivery, and modify strategies as time progresses so that the needs of everyone are being met.

A behavior analyst is able to be in a position where they can coach a child care provider on implementation of different strategies. However, this coaching should be conducted both skillfully and tactfully. Even though the child care facility has agreed for the behavior analyst to be present within the environment, the teacher that is associated with the child may not be actively seeking out suggestions on how to work with the child to increase their skill level. A behavior analyst should strive to explain their role with not only the director of the child care facility but also with those providing direct care within the environment. A behavior analyst can ask questions to demonstrate that the behavior analyst is working to become an ally and a collaborator with the child care providers. Additionally, a behavior analyst should ask a child care provider how they would prefer to receive

information at the onset of services. Child care providers are often very busy individuals and may find that taking time to talk before or during a session to be stressful. They may prefer to receive information from their director or when the children at the facility are napping.

A behavior analyst that provides services within a child care facility will often find it difficult to determine a time to collaborate with the primary caregivers within the home environment. It may be best to email, place phone calls, or have sessions during drop-off or when the parent is picking up their child.

Peers and Siblings

A behavior analyst should understand that there may be other children present in the environment where the service recipient is receiving services. These children may include siblings, cousins, friends, and even other children in child care settings. As some service delivery models focus on natural environment integration, other children will be present during these sessions and will naturally become a part of interactions, daily routines, and participation. As a behavior analyst works to design a treatment option that is embedded within a daily routine, the behavior analyst should be aware of the responsibilities that the caregiver will need to maintain, particularly if those daily routines also include assisting other children within the environment.

Some families may find it difficult to focus their attention on the child that necessitates services while in the presence of other children. They may struggle to multitask and prefer to focus their attention on only one child at a time. Other families will target interactions with other children as their main focus which makes incorporating other children into treatment easier. There are several benefits to having other children and siblings present during sessions. Although this may be the case, it is best to provide services in a position where the parents

or caregivers are most comfortable. At a later time, the behavior analyst can suggest ways for siblings or other children to be present, even if only for a portion of the session.

There are several advantages associated with siblings or other children being present during service delivery. The behavior analyst can use other children to coach the family on situations using a real-life situation instead of leaving the family to try to figure out how to handle a situation after the behavior analyst has left the environment. Often, parents or caregivers may be embarrassed or caught off guard if a sibling interrupts a session to make a request or ask for a need to be met. However, these types of interruptions are perfect for the behavior analyst to coach the parent or caregiver on how to manage these situations and interruptions as they are likely to occur when a parent or caregiver is on their own. When other children are present during sessions, these children can also act as models or help by teaching specific skills. There are times when children are able to be more successful at encouraging specific skills to be elicited. A parent or caregiver can also be coached by the behavior analyst to use peer influence to change behaviors that are being exhibited.

Additionally, when a behavior analyst arrives at a child care facility, they are often bombarded by children that are willing to interact as they are not busy assisting other children. This allows many opportunities for the behavior analyst to use peers in dyads to guide development of specific competencies. They can teach skills such as how to use words or gestures to get their needs met or ask for help or how to play with certain items within the environment.

Section 1 Key Words

Cultural bias - a prejudice or highlighted distinction in viewpoint that suggests a preference of one culture over another

Cultural competency - the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own

Section 2: Common Parent/Caregiver Training Errors

Parent or caregiver training can often be difficult for a behavior analyst to conduct depending on the situation. Although this may be the case, it is important for a behavior analyst to understand the importance of continued training and support for a parent or caregiver is necessary in order for the skills that are learned by a service recipient during sessions to generalize to other environments and across different people. Therefore, a behavior analyst should recognize that there are often barriers to the delivery of effective parent training. Some of these barriers can include various training errors that are made during the delivery of parent or caregiver training.

Rapport Building

It is important for a behavior analyst to develop a relationship with parents and caregivers prior to implementing any training. If parent training is begun prior to a trusting, open, and empathetic relationship being developed with those involved, then the training may not take off or be accepted by those being trained. When a behavior analyst is in a room with a parent and their child, the behavior analyst should understand that they are no longer the expert and the parent of the child is considered the expert. The behavior analyst will need to show the parent or caregiver empathy and understanding that demonstrates their commitment to making the lives of the service recipient and those involved better. The behavior analyst should take the time to get to know not only the service recipient but the parent or caregiver as well prior to jumping right in with a series of instructions or assignments to complete. Compassion should be provided and relationships

should be built so that trust can be brought out among those involved. While a behavior analyst's credentials do matter, the parent or caregiver will ultimately not focus on the letters after one's name and instead rely on the relationship that they have with the behavior analyst when listening to the direction they provide. If a parent or caregiver exhibits trust with a behavior analyst and feels that the behavior analyst has their best interests at heart, they will then begin to listen to the information that the behavior analyst provides and take what they say as being important to the development of their child.

Lack of Behavior Skills Training Integration

Behavior skills training (BST) can be used as an integral and effective method for teaching skills to others. This method can also be implemented to teach parents and caregivers new skills. There are four steps that are included with BST: instruction, modeling, rehearsal, and feedback. Within the first step of instruction, it is important to understand that effective teaching should be more than just informing others what they should be doing. Parents and caregivers should be engaged so that they are able to tell, show, and actually perform the correct methods when it is time to respond to a behavior or teach a skill to their child. Step two involves modeling the skill or step for the parent or caregiver. The behavior analyst should demonstrate the information that they have written down and allow the parent or caregiver to act in the role of the service recipient. Modeling the skill allows for an easier transition into the next step which is rehearsal. Rehearsal involves the parent or caregiver demonstrating the information that they have learned and to show the behavior analyst that they are able to understand the information that has been provided. Demonstrating a skill shows a level of understanding and comprehension and allows for questions to be asked to improve clarity. Lastly, feedback is provided to correct any errors that are made during the demonstration and to ensure that the parent or caregiver is

demonstrating the skill accurately. Feedback does not need to be sandwiched. The feedback delivered should be precise, direct, and specific and praise should be delivered when something is completed correctly. It is best that the behavior analyst does not wait until the end of a demonstration to provide feedback. Instead, feedback should be delivered throughout the demonstration so that errors are not practiced.

Allowing for Errors to be Practiced

Parents and caregivers should be stopped from practicing errors. The behavior analyst should be prepared to step in and stop an error from continually occurring and prior to them developing into a habit. A behavior analyst should feel empowered to speak up when they notice that a parent or caregiver responds to the service recipient too quickly or completes a task incorrectly. It is important to understand that errors that are made impede learning from occurring. The behavior of a parent or caregiver should be shaped and allow for prompting to occur. This encourages a supportive approach and allows for feedback to occur to the parent or caregiver.

Expecting a Parent or Caregiver to Read Minds

It can be uncomfortable and challenging to provide feedback to a parent or a caregiver when in their home. It may even be difficult for a behavior analyst to tell a parent or caregiver how to parent their own child. Often, it may feel like it is easier for one to ignore bigger issues and for a behavior analyst to assume that a parent or caregiver knows what they are supposed to do but they are not wanting to do it. Therefore, it is important for a behavior analyst to understand that while they are there to teach the service recipient, they are also there to instruct the parent or caregiver as well as correctly model the interaction as it should occur. A

behavior analyst should continue to provide training to the parent or caregiver, continually review the steps and procedures of what the parent or caregiver should be doing, narrate the behavior that the behavior analyst is demonstrating as they do it, and continuously explain the desired behavior(s).

Not Teaching About Reinforcement

It can prove challenging for a parent or caregiver to obtain similar results that occur during a session once the behavior analyst has left if reinforcement is not being used in an effective manner. Therefore, it is important for a behavior analyst to teach a parent or caregiver how to use reinforcement effectively. Furthermore, the behavior analyst should also remind the parent or caregiver to use reinforcement often and to continually build rapport with their child. A behavior analyst should work with the parent or caregiver on understanding that their child's behavior will go where the reinforcement is. Families should understand how to praise their own child and learn when their child is able to be engaged through a relaxed body, engaged mind, and happy demeanor.

Omitting Clear Expectations from the Beginning

At the onset of services, the behavior analyst should take the time to explain the commitment that comes with the implementation of ABA-based services. All individuals involved in the care of the child ought to be on board, want to receive training, participate in sessions that occur, and be willing to learn from the behavior analyst's level of expertise. The behavior analyst should understand that they are not in the home to babysit the child and should not feel obligated to watch the child while in the home. Clear expectations should be delineated so that the parent or caregiver understands what they are requested to do in order to be a part of the services that are being delivered. Specific information and

details should be outlined in writing. For example, the behavior analyst should notate what the parent or caregiver participation looks like, the consequences that will occur if a session is missed, and include operationally defined responsibilities of the parent or caregiver.

Including Jargon

Parent training should not be viewed as a time for a behavior analyst to demonstrate how smart they are. While jargon is included in any discipline, it is important for a behavior analyst to explain processes and procedures in a simple and clear manner. Language should be accessible to the family members that will be involved in the training. The behavior analyst should also ask questions that are open ended and provide a discussion with family members that allows them to be engaged in the process.

Selecting Parent/Caregiver Goals for the Parent/Caregiver

As goals are being outlined for the child to work on during sessions, the parent or caregiver should also have goals outlined to work on. The family should be involved when goals are being determined, and a behavior analyst should not just choose goals that they think are important. Instead, it is vital that socially valid goals are selected that will benefit the family members. These goals should be realistic and age-appropriate. The family should be involved as much as they possibly can be and should work with the behavior analyst to select goals that will be helpful and viewed as being important to them.

Lowering Expectations for Parents/Caregivers

Once an individual has been receiving services for quite some time, it is easy for a behavior analyst to forget that parents/caregivers still need continued training and support. This continued training and support can help ensure that the skills that are taught are being generalized to other environments. However, behavior analysts can sometimes get into a routine of providing services to the service recipient only and become extremely close with parents or caregivers. Therefore, it is important to keep in mind that this closeness should not take away from a behavior analyst needing to provide services to the parents or caregivers as well. Continued observation of sessions, ongoing training, and practicing of skills should be routinely worked into the service delivery model. Expectations of parents and caregivers should remain high so that the quality of services delivered and received are also high throughout the entire time that services are being delivered to the individual and their family.

Insinuating that Parents/Caregivers are to Blame for Lack of Learning

At times, a parent or caregiver may not see similar results or changes in their child's behavior. When this occurs, the behavior analyst should work to modify the parent training goals that are in place. Additionally, it is important for the behavior analyst to not blame the parent or caregiver for a lack of progress or lack of learning that has occurred. The behavior analyst should determine if the parent or caregiver needs additional support or if more training is required and evaluate if there are any barriers that exist within the environment that would impact learning. Then, the behavior analyst should work with the parent or caregiver to develop an effective parent training plan. If the parent or caregiver is not interested in training or learning skills that could impact the development of their

child, the child will be less likely to make long-term progress through the use of ABA and may need to reconsider if ABA-based services are still appropriate at this time.

Not Taking Data

There are times when a behavior analyst will want to or need to talk to the parent or caregiver about their level of participation, use of procedures discussed, cancellation of sessions, tardiness to sessions, or even giving in to their own child's behavior. It is important for the behavior analyst to have taken data regarding these concerns in an effort to have data to back up any claim or tough conversation that may be warranted. It can be easier to have a difficult conversation if there are data to support the discussion being had. For example, a behavior analyst can display a graph to show the parent or caregiver level of participation within a certain time period. This conversation is easier to have with a parent or caregiver if you can document and show them each instance that a specific situation occurred. Data collection should not start and stop with only the service recipient. Instead, it should continue with the parent or caregiver as well. Decisions and judgements regarding parents should be based on data and facts as opposed to one's feelings being hurt or their own thoughts.

Section 2 Personal Reflection

Have you had to integrate parent or caregiver training into the services you have provided? If so, are there any common parent training errors that you have made and how did you remedy those situations?

Section 2 Key Words

Behavior skills training (BST) - a training package that utilizes instructions, modeling, rehearsal, and feedback in order to teach a new skill

Reinforcement - a consequence that increases the future frequency of that type of behavior that immediately precedes it

Section 3: Factors Associated with Facilitating Skill Development

There are several factors that are associated with facilitating skill development in children. Some of these factors pertain to the child while others are associated with service providers. Those factors that pertain to the child include the extent of their developmental delay. A child that has minimal delay or a delay that is predominantly in one area may make faster progress in skill acquisition than those that have an extensive or more complex delay.

On the other hand, several factors that are associated with facilitating skill development coincide with the activities or qualities associated with the behavior analyst. When evaluating how an outcome is written, this could be related to measuring progress which could have a significant impact on a child's skill development. Some outcomes may be written in a more general context while others are developed in a specific manner which may result in the child taking longer to complete or meet criteria for advancement. The expertise of the behavior analyst will also have an impact on the skill acquisition of a child. Interpersonal skills, breadth of experience, and one's knowledge base can influence the delivery of services. Additionally, there are other factors that are also associated with a child's skill development that should be considered.

Motivation, Reinforcement, and Punishment

A behavior analyst should work to determine what motivates the child that they are working with as this is necessary to encourage learning of different skills and appropriate behaviors. The items that motivate a child can be found by asking parents or caregivers various questions concerning what makes the child smile or laugh and by watching the child respond to different activities. Continuous assessment of reinforcers is necessary as well as being able to make modifications to the environment to increase learning opportunities. The items that act as a reinforcer for one child may be a punisher for another child. Therefore, it is important for a behavior analyst to help parents or caregivers determine reinforcers for their child, specifically.

Task/Activity Analysis

A behavior analyst needs to be able to evaluate a skill and determine the various components that create the skill. Additionally, any prerequisite skills that are needed to perform the skills should be identified. It can often be difficult for a parent or caregiver to understand that some skills need to occur in a sequential manner. A behavior analyst should be able to explain why prerequisite skills are important, how to best facilitate learning of these skills, what the caregiver or parent can do to teach these skills, and how these prerequisite skills will eventually lead to development of the desired goal.

A behavior analyst may need to observe a parent or caregiver as they are engaged in different routines with their child. This will provide the behavior analyst with a wealth of information about things that are working well within the environment and what may need to be targeted for acquisition to facilitate development of a skill. The behavior analyst may also need to coach the parent or caregiver on how to facilitate certain responses or by eliciting these responses through a hands on

approach. Throughout this process, the behavior analyst will need to evaluate the strengths as well as the needs that are relevant to the skills that are required for the desired outcome.

Shaping and Prompting

Shaping and prompting are two techniques that can be used to facilitate skill acquisition and continued progress. Shaping allows for small changes to be made in the task requirements and reinforcement to be delivered to the child after they have completed each small step. This can be a very helpful process to integrate into teaching a skill in acquisition. Prompting can also be used in conjunction with shaping. A prompt hierarchy (i.e., most-to-least, least-to-most) can be used by demonstrating a skill, physically prompting various steps to be completed, or verbal directions to be given depending on the prompt level delivered. A behavior analyst should be mindful at facilitating these techniques and explaining to parents or caregivers the best method for integrating these techniques into the teaching process.

Section 3 Personal Reflection

What are some other factors not listed that are associated with skill development? How have you used reinforcement to enhance learning or a service recipient?

Section 3 Key Words

Prompting - instructions, gestures, demonstrations, touches, or other things that we arrange or do to increase the likelihood that children will make correct responses

Punisher - a stimulus change that decreases the future frequency of a behavior that immediately precedes it

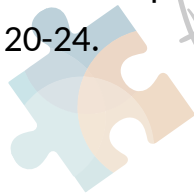
Shaping - systematic, differential reinforcement of successive approximations to a desired behavior

Reinforcer - a stimulus change that increases the future frequency of a behavior that immediately precedes it



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