Jennifer Cerbasi, M.S. Ed.

Jennifer holds a B.A. in Psychology and a Master's degree in Special Education. Trained in Applied Behavior Analysis, she has incorporated those techniques as a classroom teacher of students with Autism in Northern New Jersey. Jennifer continues to apply those principles in her current work as an Educational Consultant with families working on in-home behavior strategies.

The Art of Teaching

- **Before the lesson**
  - How can I best prepare myself and my surroundings to maximize instruction?

- **During the lesson**
  - What techniques can I utilize to maximize instruction?

- **After the lesson**
  - What strategies can I apply to ensure the child permanently acquires and independently maintains the skill?

Selecting Lessons

- Consult with parents and related service providers to prioritize skills.

- Ask for top three short-term and top three long-term social skills goals.

- Hold a viewing session so parents and educators can see available lessons.

Selecting Lessons

- Develop a long-term plan… then be ready to adjust your sails!
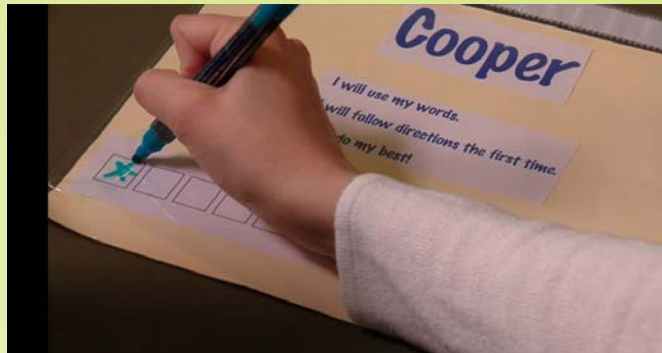
Preparing Materials

- Model Me Kids® materials include:
  - Video
  - CD photos
  - Student workbook
  - Teaching manual
  - Software
  - Apps

Reinforcement

- Selecting an item to earn is a way for that child to have control.

- Just because *you* think it's fun doesn't mean it's for him!

- Establish who is delivering reinforcement.
  - teacher, teaching assistant, child upon direction.

Reinforcement

- Momentum! Present choices and immediately provide praise and token.

Attending

- Location, location, location!
  - 1:1 at table, small group at desk, small group on floor, etc.

- Pause and reconnect
  - Sometimes interruption to your "flow" is worth it.

- Be clear with teaching assistants about grounds for prompting.

Attending

- Ignore attention-seeking behaviors.

- Redirect off-task behaviors.

- Incorporate language from token board, behavior contract, or class rules.
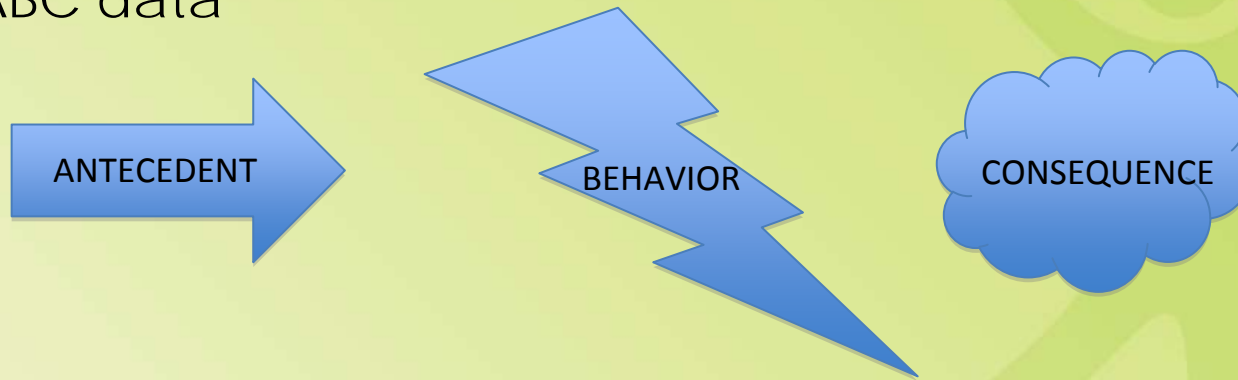
Function of Behavior

Clinical term	Translation
Self-stimulatory/sensory	"I like the way it feels!"
Attention seeking	"Look at me!"
Avoidance/escape	"I don't want to do it!"
Access to tangible/preferred item	"I want it!"

Before the behavior…

Establishing Function of Behavior

- Anecdotal notes

- ABC data

ANTECEDENT → BEHAVIOR → CONSEQUENCE

- Functional behavior assessment (FBA)

Attending

- Video modeling is a great tool to gain and maintain attention.

Modifications

- In order to make efficient modifications, you must know how the child sees the world.

Modifications

- Modify language and your own visuals based on students' age and skill level.

Modifications

- Writing
  - Coordinate with Occupational Therapist.

Repetition

- Repetition is key!

Transitions

- Transitioning to and from breaks.

Transitions

- Timer
    - Creates predictability
    - Limits break time
    - Maintains a schedule

What is Generalization?

Generalization

- Rehearse in a new setting.

Generalization

- Keep visuals around the room.

- Review the lesson before known situation.

- Use the same materials at home and at school.

- Reinforcing demonstration of the skill in the natural setting is crucial to success.

Generalization

- Train peer models, custodians, secretaries, and other school staff who interact with your students.

Training Peer Models

Generalization

- Train community members, mail carriers, librarians, business owners.

  You have the power to share this information and create generalization opportunities!

Working with Teens

- May be able to generalize in a shorter time.

- May work independently in workbooks.

- Postpone reinforcer.

- Reinforcer is age-appropriate.