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Teaching Hygiene Skills for adolescents and adults using ABA methodology

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Applied Behavior Analysis: What does it mean?

- ▶ **Applied:** determined by the social significance of the behavior being targeted. Behaviors being examined must be significant.
- ▶ **Behavioral:** (Baer et al, 1986)
 - Behavior targeted must be behavior that needs improvement
 - Measurable
 - When behavior changes, examine why, who and how
- ▶ **Analytic:** demonstrate a functional relation between manipulated events or variables and the behavior being examined.
 - Methodology of science guides practice
 - Behavior changes procedures are described and applied in systematic and methodological ways.
 - Only procedures based on the basic principles of behavior are used.
 - Focus of behavior change must center around behaviors that are socially significant.

Seeks to make meaningful improvement in behavior and determine the variables responsible for the behavior change.

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ABA

- ▶ Good Teaching!!
- ▶ Based on three-term contingency (A-B-C)
- ▶ Make data based decisions
- ▶ Offers strategies and tools for teaching any person with a disability
- ▶ Helps solve and replace problem behaviors.
- ▶ Time out, praise and positive reinforcement are ABA techniques you may know.
- ▶ Today will talk about prompting, shaping, and task analysis for teaching hygiene skills.

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What do we want to teach?

Any hygiene or self-help skill where you want your client / child to function independently -

For example:

- Brush teeth
- Use deodorant
- Take a shower
- Menstrual cycle needs

Are we talking about teaching a skill or a problem behavior related to the completion of that skill? both?!

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What if there is poor hygiene?

- ▶ Target skills needed for hygiene to improve.
- ▶ Provide incentive / encouragement / cooperation for improvement, rather than nag, reprimand or blame (punishing).
- ▶ Depending on the clients cognitive or social level, supplement teaching with:
 - Use video-modeling to teach skills.
 - Peer model / sibling / same gender to assist.
 - Use social-stories / picture books to teach effect of poor hygiene on others.
 - Enlist the help of caregivers, family and school to make things consistent for the learner.

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Behavioral Principle I: Positive Reinforcement

It is the most widely used principle of behavior

DEF: Occurrence of a consequence (positive reinforcer) delivered immediately after the behavior to increase the likelihood of that behavior in the future.

TYPES: Food, Drinks, Tangible, Access to activities, Social (praise, pats on the back, high fives) & Generalized (token systems, tickets, money)

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What is a reinforcer?

- ✓ Find out by observing what the client does in her/his free time.
- ✓ Have them sample (try) potential reinforcers.
- ✓ Forced choice procedure: A menu of reinforcers is offered.
- ✓ Ask the child / family what they prefer.
- ✓ Reinforcers are different for each child AND
- ✓ The value or strength of that reinforcer varies in the moment / day / week (ie: hungry, tired)
- ✓ Payoff equals the effort made!!

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☺ Establish cooperation with your client and motivation to participate.

☺ Pair teaching and learning environment with positive reinforcement and not escape motivated behaviors.

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**Behavioral Principle II:
Prompting Levels**

1. Partial physical prompt – Touching client in some way (ie: elbow, wrist)
2. Gestural prompt – Guide without touching, (avoid pointing for this procedure)
3. Independent – Client completes the step, with no cues from adult.

Do not to use pictures or vocal prompts:
The pictures distract the client with contact with the real items in the environment and STAFF & STUDENT become prompt-dependent.

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Fade your prompts

Move from
Partial Physical
To
Gestural
To
Independent
Quickly
As the client progresses

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**Restricted use of verbal prompts:
Shhhhhh!**

- > Vocal prompts make it difficult for the client to complete the skills independently
- > Client may ignore the first command.
- > There is a tendency to degenerate to “unpleasant nagging”.
- > Physical cues can be faded away and reduce dependence on the adult / instructor.
- > Clients get “prompt dependent” on vocal cues to complete the task.

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Please note:

It will feel ***unnatural*** not to talk
There are ***few*** exceptions to this rule.
It is in the ***best interest*** of the client.
You will ***quickly adjust*** to quiet, really!
This is the number 1 reason why
programs fail and a client does not
become ***independent***.

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**Behavioral Principle III:
Task Analysis**

- ▶ DEF: Break a complex skill into smaller, teachable units.
- ▶ Determines: Content and sequence of instruction
- ▶ Example: Scrub nails with a brush
 1. Place bristles on nail surface.
 2. Clean flat surface of nails.
 3. Clean flat surface of thumbnail
 4. Cleans under fingernails
 5. Clean under thumbnail.
 6. Clean brush and put away.

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How to write a TA

- ▶ First perform the task yourself.
- ▶ Ask a person skilled in performing the task what to do.
- ▶ Write each step in small teachable units.
- ▶ Do not make two actions in one step, unless the client has demonstrated mastery in that area.

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Chain your steps together

PRACTICE in PAIRS:

Write
A Task Analysis
with the steps
in order of instruction
in
small, teachable units.

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Taking data

- ▶ Use this data form to record
 1. Name
 2. Name of program
 3. Steps of TA
 4. Plus or Minus for completion of each step or can write prompt level (ie: PP or GP)
 5. Staff writes initials at the top
 6. Write at the bottom the totals
ie: 6/10 completed / 60%

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How to put it all together

- ▶ Types of chains:
 - Forward chains
 - Backward chains
 - Total task presentation - quicker mastery

- ** Long chains can be broken down into smaller chain or skill clusters

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How to put it all together

1. Establish skill to be taught
2. Establish setting(s) to teach in and positive reinforcement contingencies.
3. Consider reinforcement and cooperation variables.
4. Write your task analysis with steps.
5. Decide on chaining procedure.
6. Train staff, if necessary.
7. Teach in natural environment, ie; when time to take a shower, you teach soaping arm.
8. Assess data and procedural integrity on day 1 - 3, adjust if necessary.

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Ready to Train

1. Ready to train:
 - Present one instruction to client, ie: "Sally, put on deodorant"
 - Do not speak again during instruction.
 - Prompt from behind and allow Sally 1 second to complete step in the chain
 - If she does not, provide LEAST INTRUSIVE PROMPT, continue to the next step.
 - Motor Sally through the steps with no pauses.
 - Provide enthusiastic praise when completed and provide immediate access to positive reinforcer.

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Murchoch Center Program Library

- ▶ Instructional system for people with disabilities.
- ▶ Consists of over 1,000 programs of the **task analysis** of specific skills.
- ▶ Teaches how to shape & chain skills.
- ▶ Contains an easy, minimal effort data system, easily completed by parents, teachers aides, direct care staff, etc. (that is how it was developed)
- ▶ Features a wide range of programs

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Categories in the Murdoch

- ▶ Toilet Training
- ▶ Hygiene and Grooming - ie: bathing, makeup
- ▶ Food - ie: food prep, purchasing food
- ▶ Domestic - ie: answer phone, floor care, sewing
- ▶ Special Needs - ie: adaptive switches
- ▶ Leisure - ie: push-ups, arts and crafts, ball
- ▶ Academic - ie: attending, language, money
- ▶ Vocational - ie: packaging, office, shop
- Other more interesting skill areas.....

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Materials with the Murdoch

- ▶ CD-Rom listing all the programs and TA
- ▶ Data Collection sheets
- ▶ How to do staff training - EASY!
- ▶ Three volumes of program books compiling over 1,000 skills.
- ▶ Website is:
www.murdochfoundation.org

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What are the some of the problems to arise in teaching?

- ▶ Prompt-dependence from over-prompting
- ▶ Not correct or sufficient positive reinforcement / motivation.
- ▶ Payoff - does not match the effort made.
- ▶ Bad timing - Is the client motivated? Time of day? Leaving a preferred activity to do?
- ▶ Task Analysis - Didn't break down skill well or too many steps for learner. Possibly, too much written on each step so data is unclear.
- ▶ Consistency with staff? Procedural integrity?

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Facing resistance

- ▶ How long has their been difficulty / resistance?
- ▶ How do you make a non-preferred activity, preferred, easy and fun?
- ▶ Uncooperative or aversive for the client to complete?
- ▶ Spend time pairing activity / env. with reinforcement.
- ▶ Pair transition with reinforcement
- ▶ Assess difficulty in teaching, reinf., length of task analysis.

BUILD COOPERATION

OF YOUR LEARNER!!!

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Final Summary / Discussion

- ▶ Apply ABA strategies: Positive Reinforcement, Task Analysis & Chaining and fading prompts
- ▶ Positive reinforcers are immediately available to client.
- ▶ Take data to assess progress
- ▶ Work on gaining **cooperation** from your clients, resistance or forcing will not teach them to do it on their own (ie: when staff or parent is not around)
- ▶ Start teaching with an easy skill, ie; cutting toenails, apply deodorant

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Problem Solving

Do you have questions?

I may have answers! 😊

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