Evidence Based Practice Training:

Modeling (MD)

Adapted from Sam, A., & AFIRM Team. (2015). Modeling. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/modeling

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN,
are members of the Statewide System of Support as the
Special Education Content Lead for Autism.

This project is funded by the California Department of Education
and the California Collaborative for Educational Excellence.

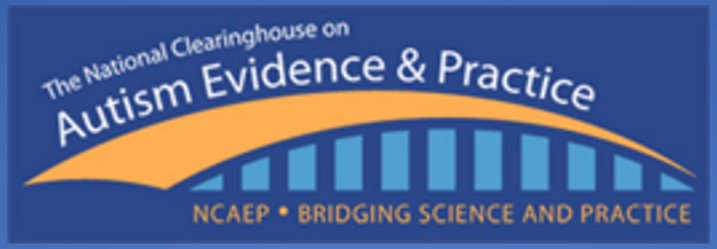
Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

Before We Begin…

Please complete the **Pre Training Survey** sent to your email

What are Evidence Based Practices?



NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
ABI																																				
AAC																																				
BMI																																				
CBIS																																				
DR																																				
DI																																				
DTT																																				
EXM																																				
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FBA																																				
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R																																				
RIR																																				
SM																																				
SI																																				
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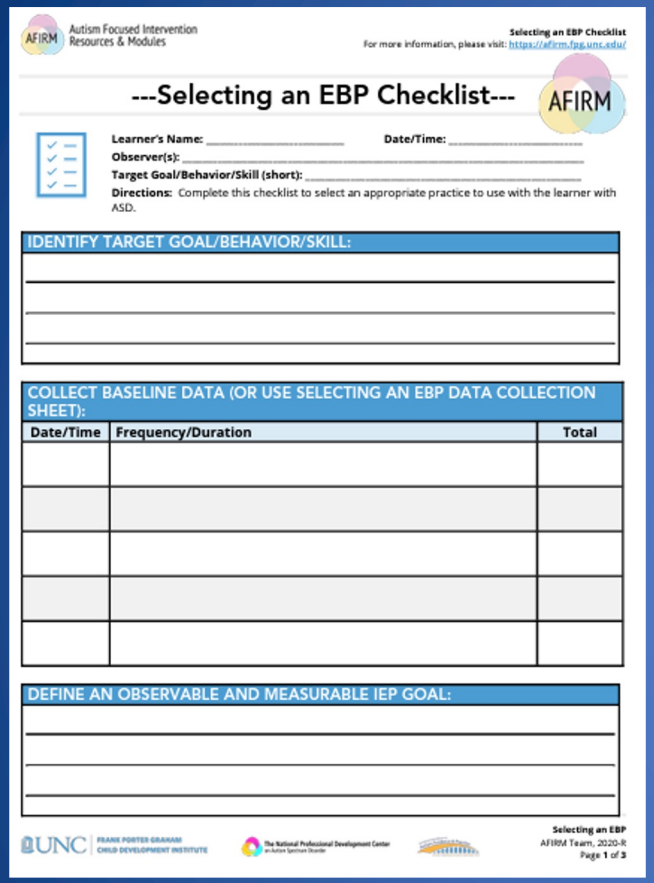
TD																																				
VM																																				
VS																																				

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



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Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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Selecting an EBP
AFIRM Team, 2020-R
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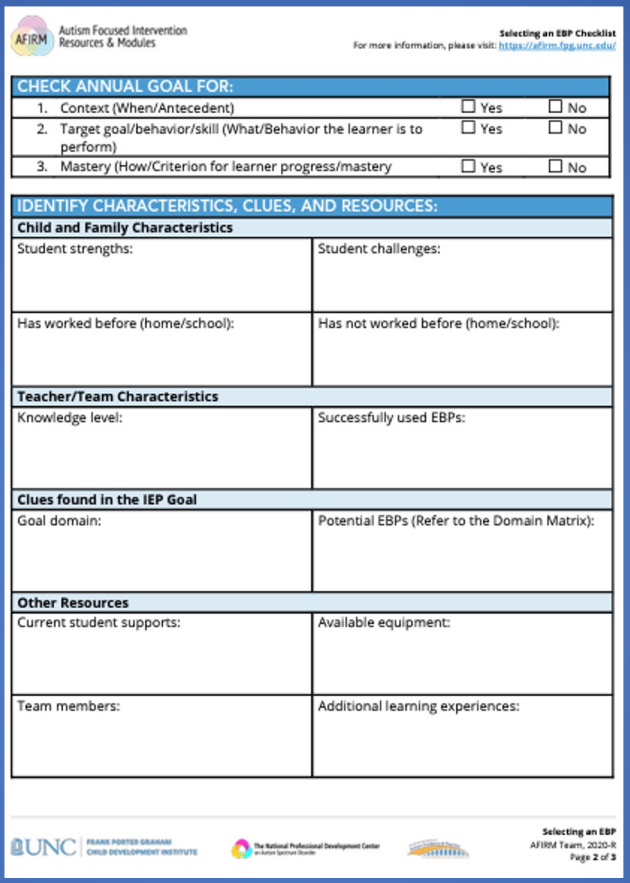

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Selecting an EBP Checklist
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CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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Selecting an EBP
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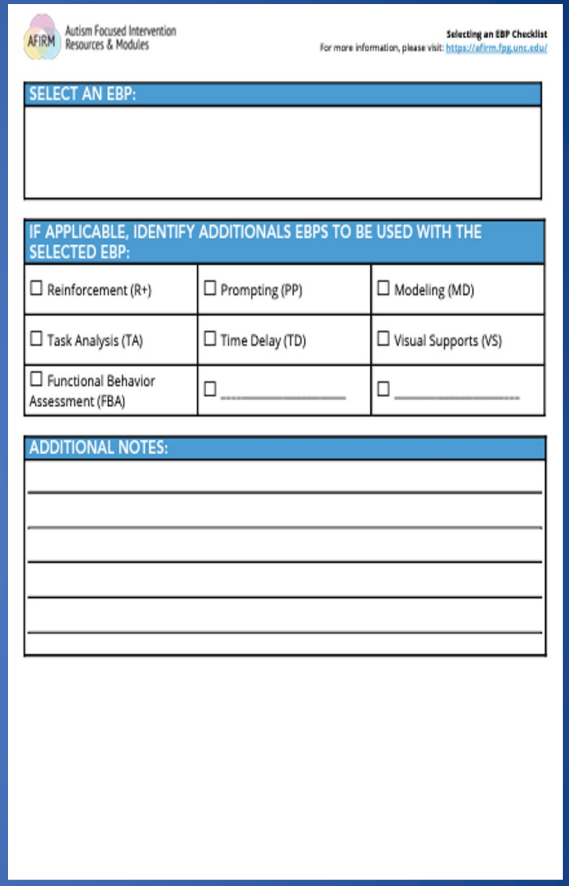

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SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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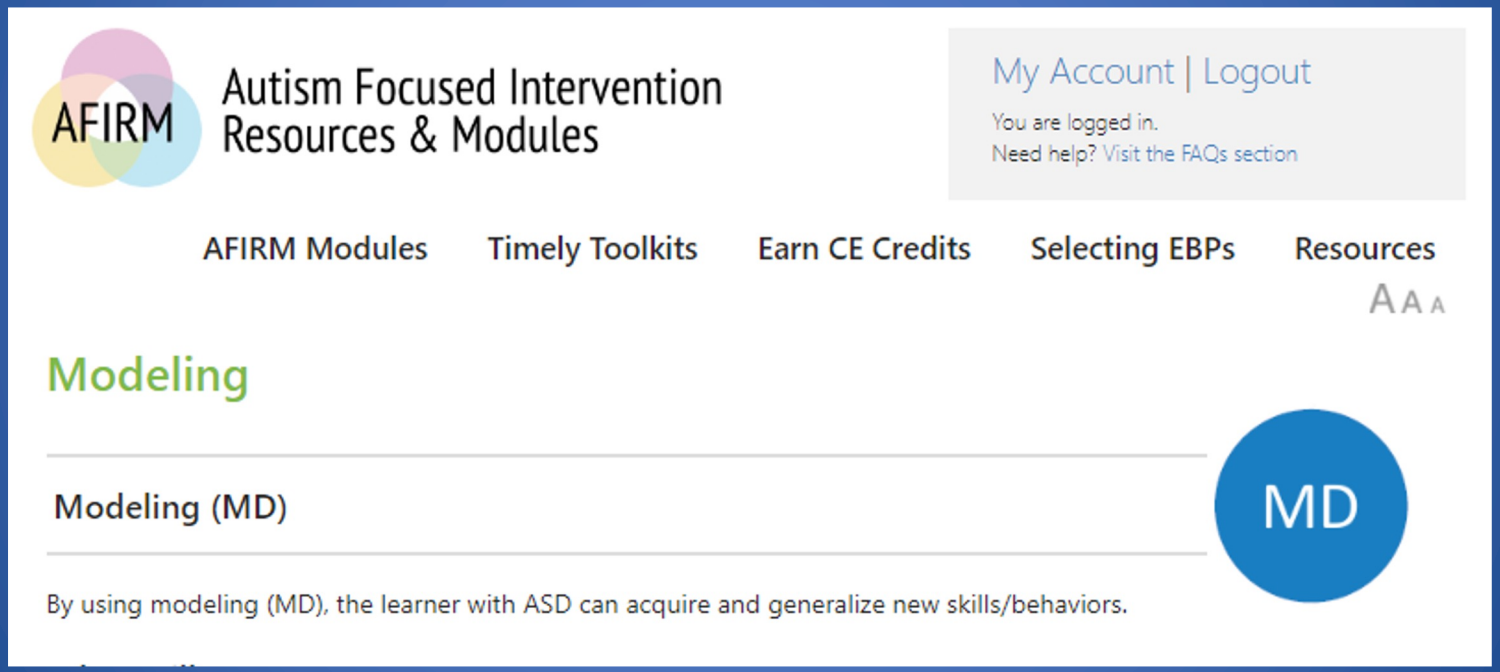
High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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Core Components: Learning Objectives

- Define Modeling (MD)
- Learn basic knowledge about MD
- Describe two different ways that MD can be used in instruction
- Describe what ages, settings and skills/learning domains MD can be used
- Applying MD in activity based scenarios that promote real-world application

Evidence for Modeling (MD) (Age and Domains)

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
			No studies	
Social	Social	Social		Social
	Communication	Communication		Communication
	Joint Attention			
	School-Readiness			
		Play		
				Vocational
	Academic			

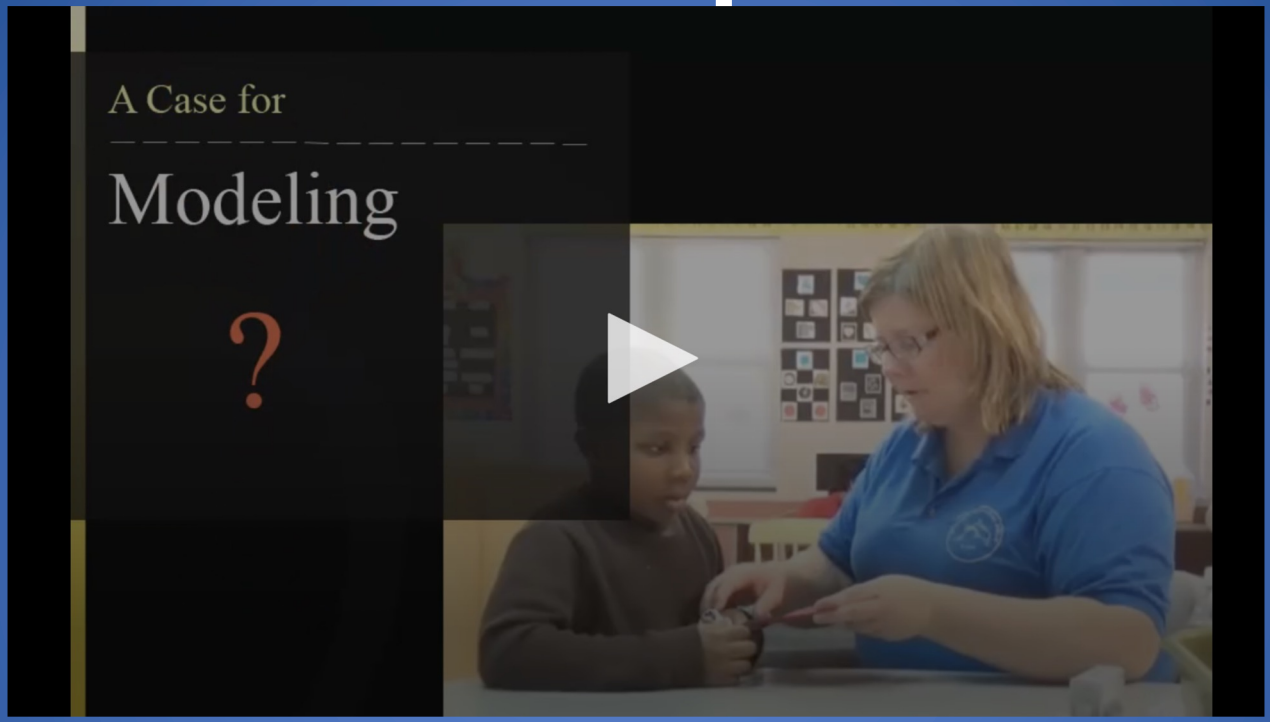
What is Modeling (MD)?

- An evidence-based practice for children and youth with Autism
- MD involves someone correctly performing a target behavior or skill as a visual demonstration for the learner
- MD can be used as a primer and/or as a prompt

Why do we use MD?

- Learners with autism often struggle with acquiring new target skills or behaviors
- Modeling increases the ability of learners with autism to perform the new skill/behavior and supports the generalization and maintenance of the skill/behavior
- Modeling is a cost-efficient and convenient teaching tool that requires few additional resources

Example



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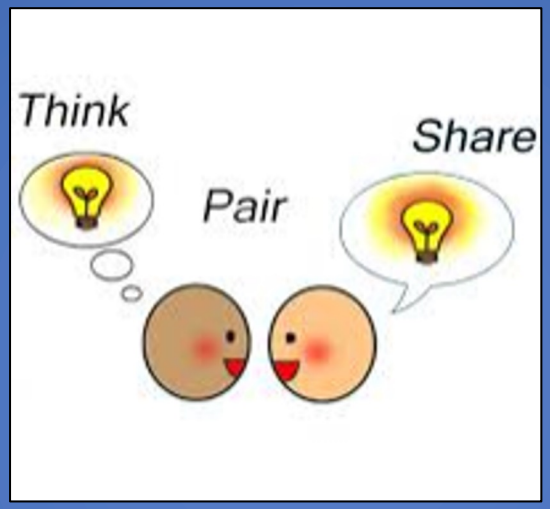
Think-Pair-Share



How could modeling be used to increase this student's ability to cut the paper?

Planning for MD

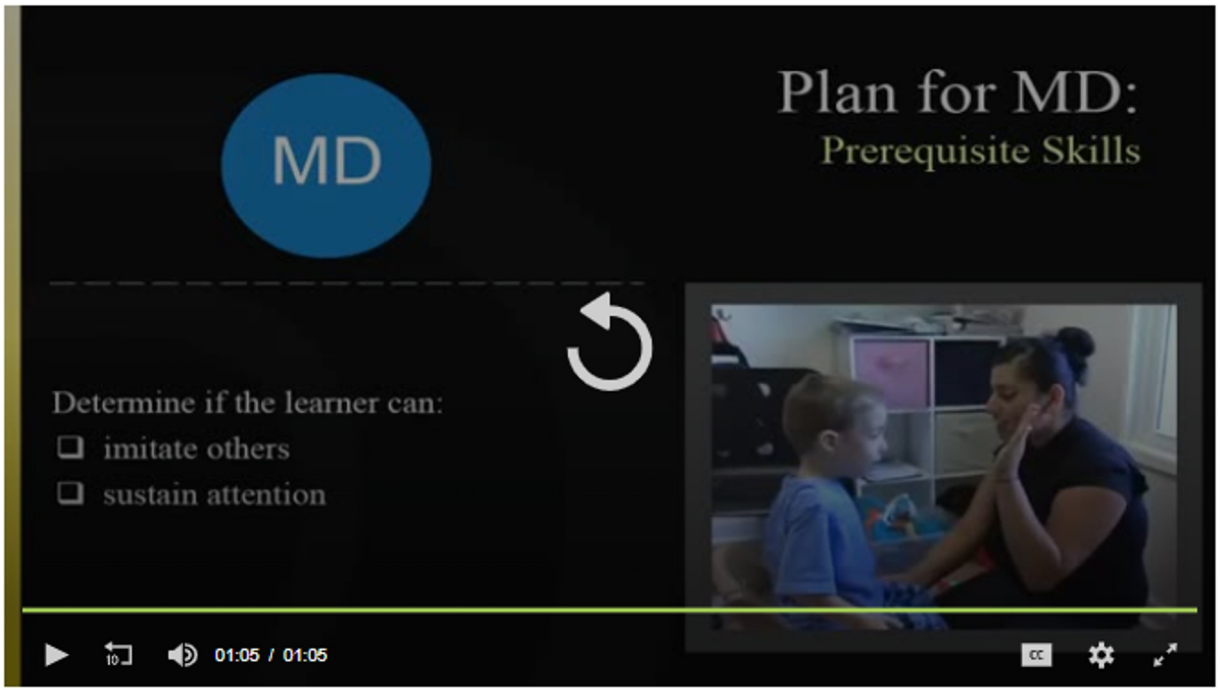
Step 1: Planning
1.1 Determine if learner has prerequisite skills needed for modeling
1.2 Select evidence-based practices to use with modeling to teach target behavior
1.3 Identify times and activities to use modeling
1.4 Identify model for the learner
1.5 Provide training to model if applicable
1.6 Determine if model will be used as a prime or as a prompt

Considerations for Using MD

In order for MD to be successful, the learner must be able to:

- Imitate others
- Perform some of the components of the skill
- Sustain attention long enough to watch the skill being performed

Example: Assessing Prerequisite Skills for Modeling



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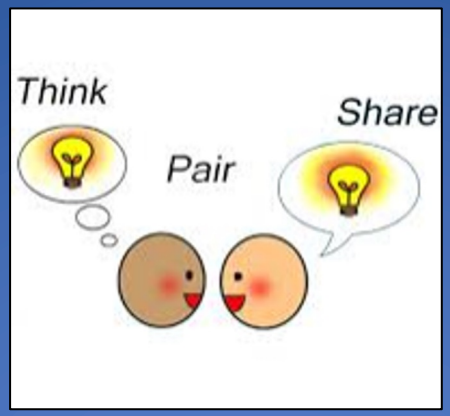
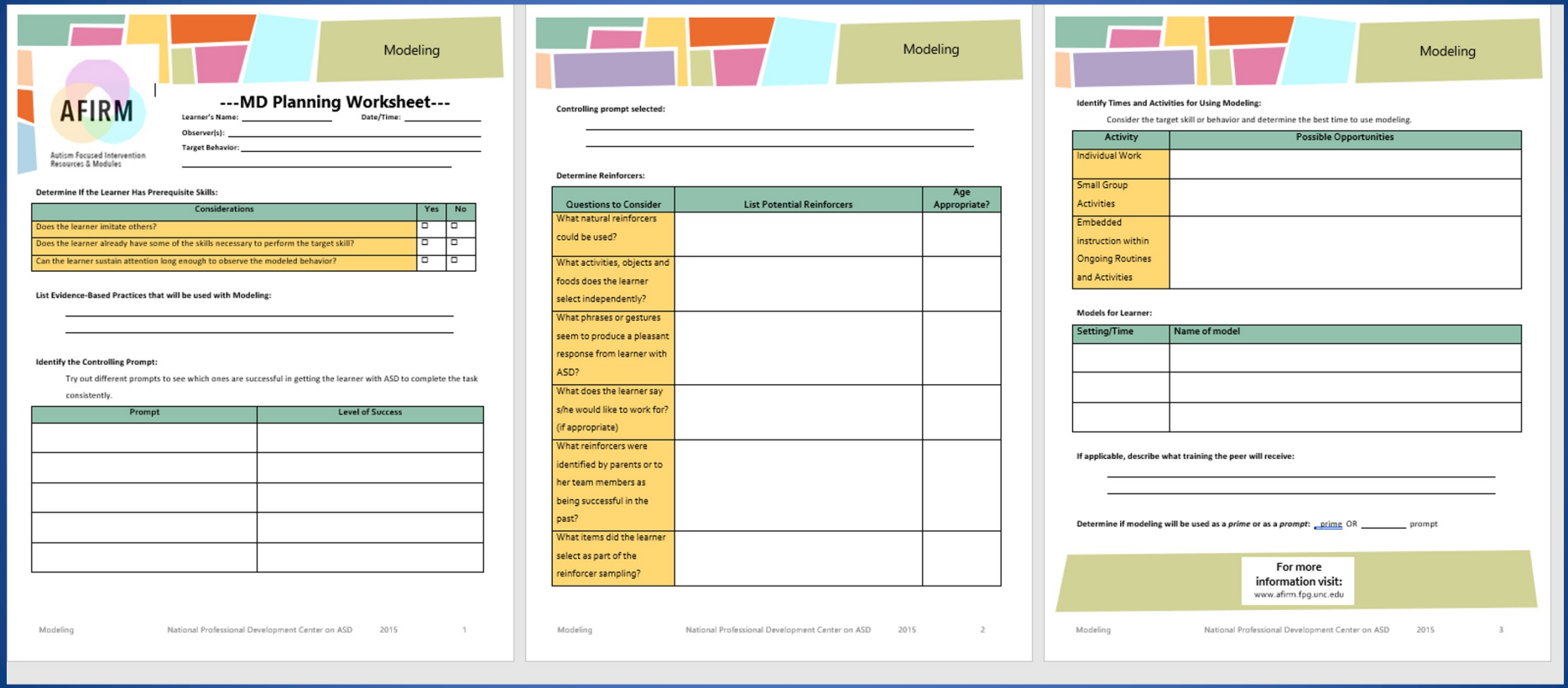


Ryan is working on independently preparing meals. While he has several of the skills necessary to follow a recipe, such as understanding measurements, he often becomes lost in the steps and gets frustrated. Ryan has good imitations skills and is able to focus his attention on others for around 30 seconds at a time.

Is Ryan a good candidate for Modeling?

Helpful Resource: MD Planning Worksheet



Modeling

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---MD Planning Worksheet---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Behavior: _____

Determine If the Learner Has Prerequisite Skills:

Considerations	Yes	No
Does the learner imitate others?	☐	☐
Does the learner already have some of the skills necessary to perform the target skill?	☐	☐
Can the learner sustain attention long enough to observe the modeled behavior?	☐	☐

List Evidence-Based Practices that will be used with Modeling:

_____
_____

Identify the Controlling Prompt:

Try out different prompts to see which ones are successful in getting the learner with ASD to complete the task consistently.

Prompt	Level of Success

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Controlling prompt selected:

_____
_____

Determine Reinforcers:

Questions to Consider	List Potential Reinforcers	Age Appropriate?
What natural reinforcers could be used?		
What activities, objects and foods does the learner select independently?		
What phrases or gestures seem to produce a pleasant response from learner with ASD?		
What does the learner say s/he would like to work for? (if appropriate)		
What reinforcers were identified by parents or to her team members as being successful in the past?		
What items did the learner select as part of the reinforcer sampling?		

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Identify Times and Activities for Using Modeling:

Consider the target skill or behavior and determine the best time to use modeling.

Activity	Possible Opportunities
Individual Work	
Small Group Activities	
Embedded instruction within Ongoing Routines and Activities	

Models for Learner:

Setting/Time	Name of model

If applicable, describe what training the peer will receive:

_____
_____

Determine if modeling will be used as a *prime* or as a *prompt*: _prime_ OR _____ prompt

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Consider Times to Use MD

Example:

Kevin's target behavior is to identify numbers 1 through 10. This skill is usually addressed during math time. However, the team created several opportunities throughout the day to work on number identification. For example, at lunch, the number of milks needed is written on a card. A peer models identifying the number and then Kevin is asked to identify the number.

Identify Models

- Best model to use are peers who are physically similar to the learner and respected by the learner

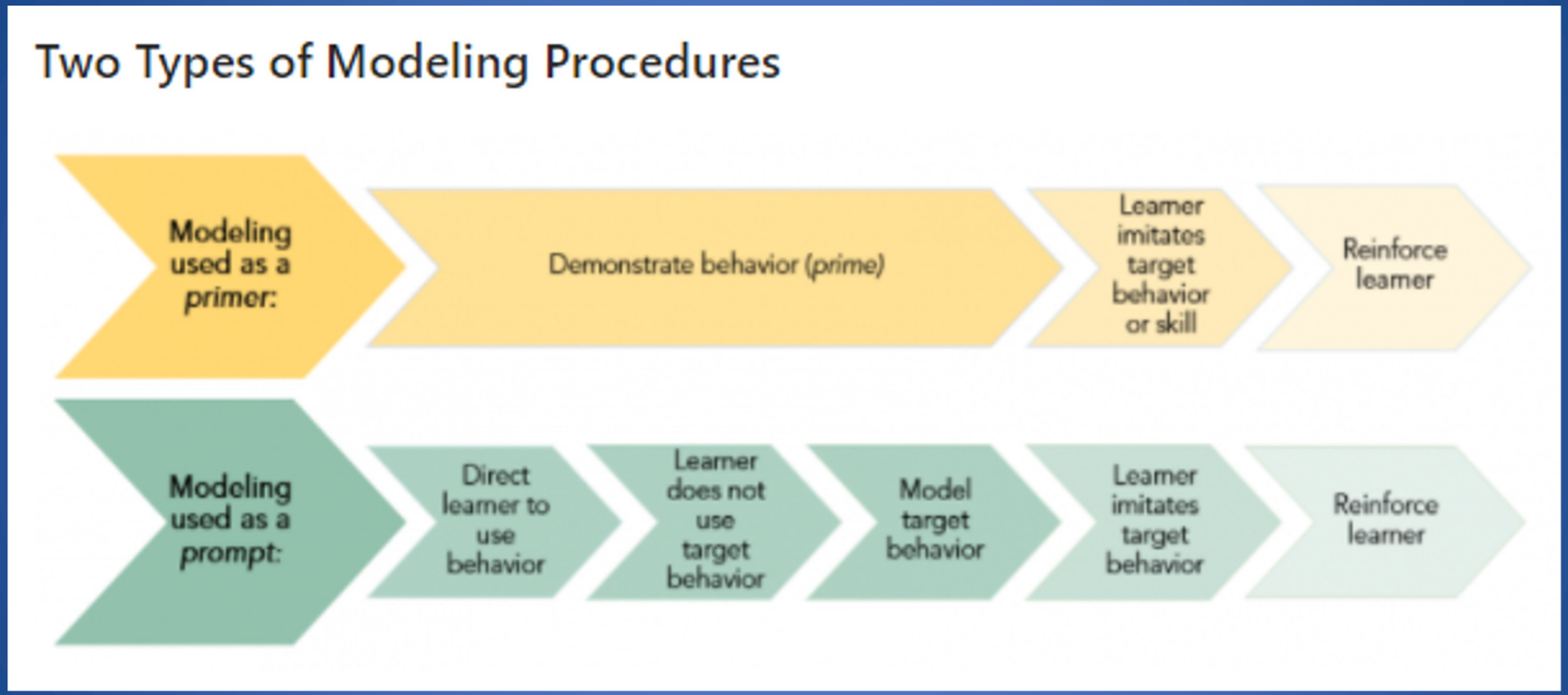
- Peer models might need to be trained or provided with a script
- If peers are not available,

- teachers, paraeducators or other staff can serve as models

Using MD

Step 2: Using
2.1 Follow the unique steps for using selected model procedure
Model as a prime
Cue learner to observe the model
Model demonstrates behavior/skill
Wait for learner to imitate behavior
Model as a prompt
Direct learner to use behavior
If learner does not use behavior, model target behavior
2.2 Provide feedback to learner using reinforcement and prompting
2.3 Thin reinforcement

MD as Prime or Prompt



Monitoring MD

Step 3: Monitoring
3.1 Collect and analyze data target behavior
3.2 Determine next steps based on learner progress

Modeling

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---Time Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Time Sampling:

Use time sampling to monitor the frequency of the target behavior by recording if the learner is engaging in the behavior before, during, or after (reinforcement).

	Time					
Date						Total

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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---Event Sampling Data Collection---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Skill/Target Behavior	Total

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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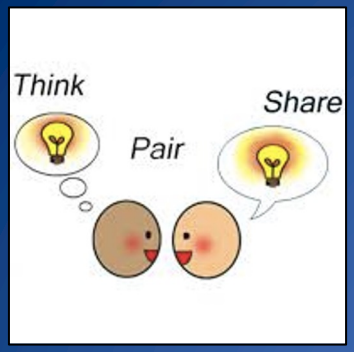
Troubleshooting Tips

If the learner with ASD is not showing progress, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Does the learner have the needed prerequisite skills for modeling?
- Has enough time been devoted to using this strategy?
- Was modeling used with fidelity? (Use the Modeling Implementation Checklist to determine fidelity.)
- Are reinforcers used that are motivating to the learner?
- Does the controlling prompt ensure the learner uses the target skill or behavior?



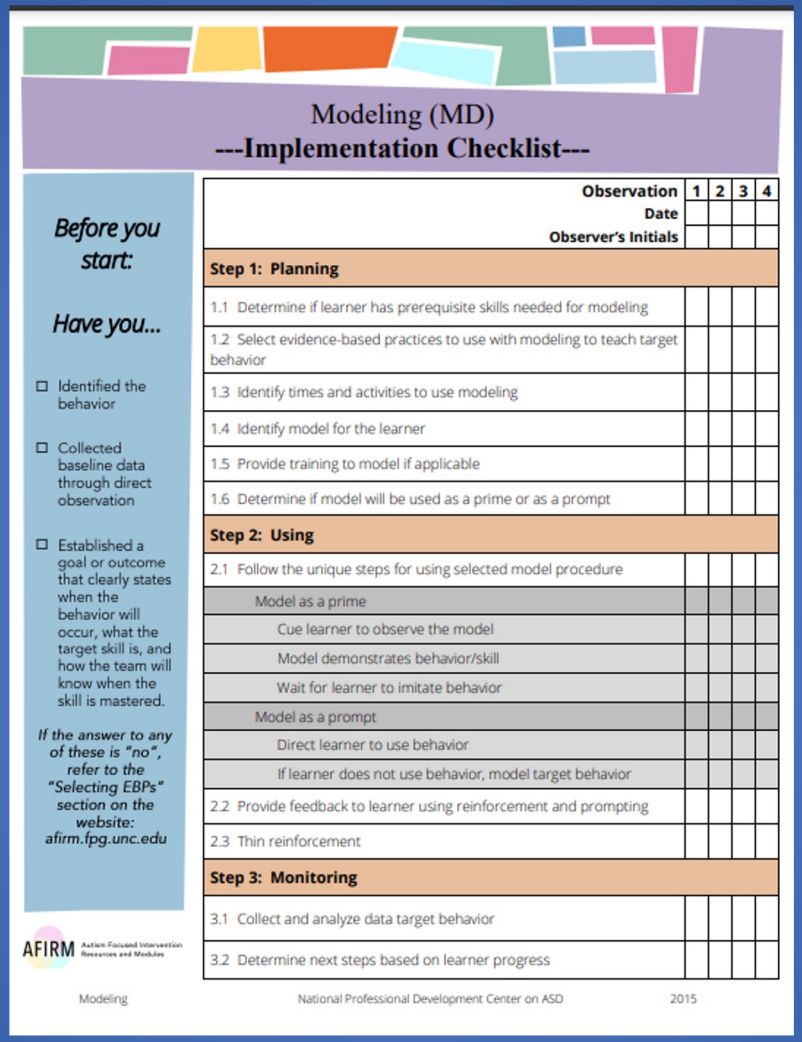
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

Next Steps: Implement MD



Modeling (MD)
---Implementation Checklist---

Before you start:

Have you...

- ☐ Identified the behavior
- ☐ Collected baseline data through direct observation
- ☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website: afirm.fpg.unc.edu

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Observation / Date / Observer's Initials	1	2	3	4
Step 1: Planning				
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Model as a prompt				
Direct learner to use behavior				
If learner does not use behavior, model target behavior				
2.2 Provide feedback to learner using reinforcement and prompting				
2.3 Thin reinforcement				
Step 3: Monitoring				
3.1 Collect and analyze data target behavior				
3.2 Determine next steps based on learner progress				

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After the Training…

Please complete the **Post Training Survey** that will be sent to your email

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