






Trouble Shooting Teaching Programs





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Frequency of Implementation



- Is the program being implemented too often?
 - Reduce Frequency 
- Is the program being implemented too infrequently?
 - Increase Frequency 



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- Has the program been implemented for too short a period of time?
 - Continue teaching
 - You have to look at the graphs! 
 - Is the child a light bulb learner?
 - If yes, keep going. 
- Has the program been implemented for too long a period of time?
 - Discontinue; start up after a break 
 - Don't beat a program to death (e.g.: color ID) 


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Environmental Conditions


- Is the learning space too distracting?
 - Reduce noise level 
 - Reduce visual stimuli
 - Reduce interruptions 
 - Reduce peer disruptions
 - Provide physical boundaries


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- Is the learning space uncomfortable?
 - Regulate lighting
 - Regulate heat/air conditioning 
 - Provide adaptive devices
 - Appropriate furniture 


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- Is the learning space consistently changing?
 - Stabilize location
- Is the student/teacher ratio too low? 
 - Increase the ratio
 - Consider individual instruction


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Motivational Conditions

- Provide Reinforcement Assessment 
 - Need that “to die for” reinforcement
 - Never say, “Nothing is reinforcing” because nothing may be it
 - Are the reinforcers too limited?
 - Redo the assessment
 - Increase the reinforcement pool




- Is the reinforcement delivery too infrequent?
 - Increase the reinforcement rate 
- Is the reinforcement delivery too delayed?
 - Increase the pace 
- Is the reinforcement delivery too frequent?
 - Decrease reinforcement rate 




- Does the child have no control over reinforcement selection?
 - Teach choice making
 - Offer choices 
- Are the reinforcers not impacting data?
 - Remove reinforcer to determine effectiveness




Curricular Conditions

- Is the curriculum too generic?
 - Establish specific curriculum
 - Develop teaching hierarchy
 - Task analyze goals 
- Is the individual unable to demonstrate prerequisite skills?
 - Teach prerequisites

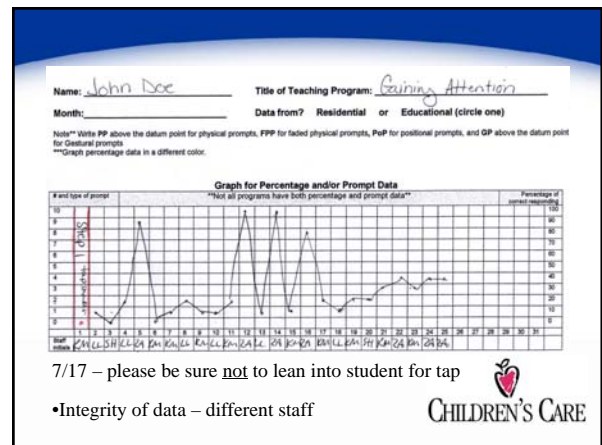
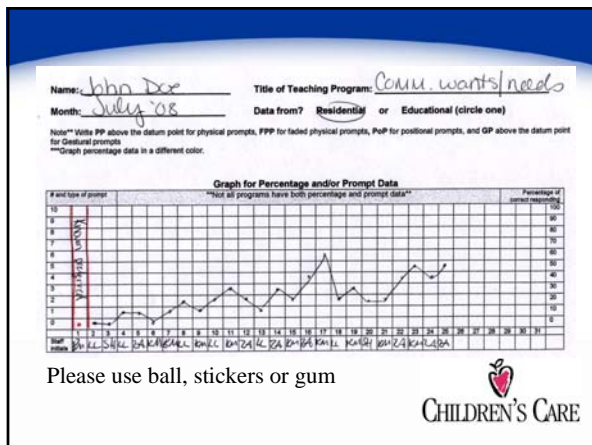
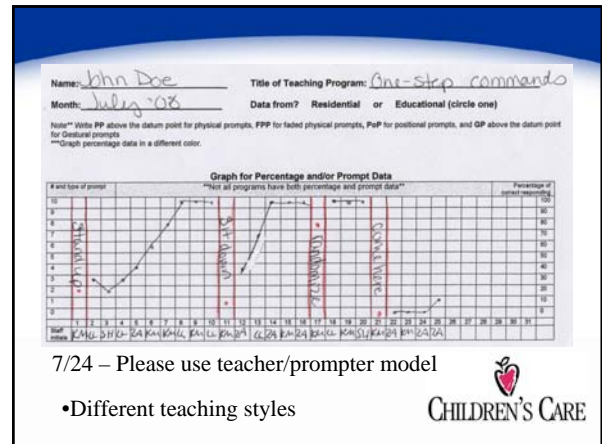
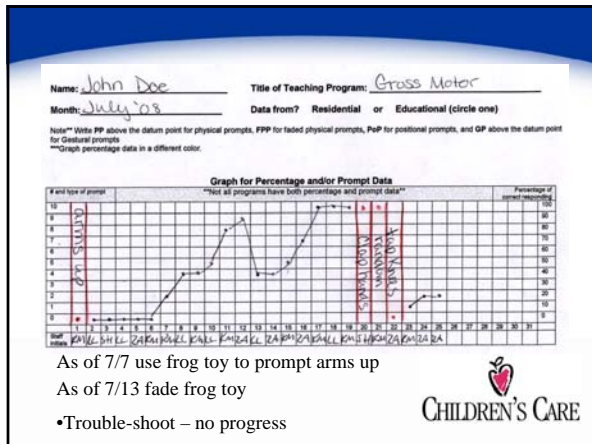


- Is the teaching program too general?
 - Task analyze the program
- Is the targeted step too big?
 - Break down the step 
- Is the targeted step too small?
 - Combine steps



- Does the teaching program have little or no impact on the child's functioning?
 - Change the goal 
 - Drop the program
- Does the teaching program require adaptations?
 - Provide adaptive devices
 - Build prompts into the program
 - Lower criteria
 - 90,90,70,90,9,80
 - 3 of 4 sessions
 - Some are 100%
 - Fire alarm
 - Crossing street
 - Toileting





If you would like any additional information regarding any of the Children's Care Behavioral Services please contact Jamie Richardson at (605) 782-2324 or jamie.richardson@cchs.org

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