**Effective Teaching methods**

1. Pair teaching environments with Reinforcement.
   * Correlate the teaching environment with highly valuable and high density reinforcement, relative to the conditions that have typically been interrupted at the start of teaching sessions.
2. Fade in the effort/difficulty of tasks and number of demands.
   * Start with a mand, or free delivery of reinforcement if the student comes to the table without any difficulties, then start with demands that the student finds easy, likes to do and is good at. Gradually increasing demands as the student responds without avoiding or escaping the demands.
   * Also, always use a variable ratio (VR) when working intensively. The student should never know when the reinforcer is coming, if your VB is 20, then sometimes reinforce after 10 responses and sometimes after 30, or anywhere in between. Intermittent reinforcement creates strong behavior. You want the child’s behavior of responding to our demands to be very strong, so that their language skills become strong.
3. Reduce Learner errors.
   * Use the errorless teaching methods: Prompt, transfer, distract check: to insure high levels of correct responding.
   * These procedures lower the value of escape-established reinforcement and will insure that instructional demands are correlated with an improving set of conditions.
4. Intersperse Easy and difficult demands.
   * Interspersing easy tasks, which result in correct responding and are correlated with higher density of reinforcement, with relatively more difficult tasks will reduce problem behavior by reducing the value of escape as a reinforcer.
   * In the beginning, use the ration of 20% hard or difficult tasks and 80% easy tasks when presenting demands at the table. Easy responses are tasks that the student can typically do without prompts. These are also sometimes called high probability response. These are determined by assessment and skill tracking sheets once a target has been mastered.
5. Mix and Vary Instructional Demands.
   * Presenting instructional demands in which the stimulus and response requirements vary from trial to trial reduce the value of escape as a reinforcer, compared to massed trialing and consistent task presentation.
   * When teaching never present the same demand over and over. You need to mix demands from all the skill areas. These can be imitation, receptive, tacts, echoics, RFFCS, and intraverbals. The card sort system makes this easier for the instructor to do.
6. Use extinction for off task responses.
   * Deliver extinction for problem behavior that occurs when the student has problem behavior and or non responses during instruction (if they are occurring because the student is attempting to escape instruction).
7. Fast-paced instruction
   * Instruction which is delivered in a fast-paced manner (short intertribal intervals ITI) can reduce problem behavior and student errors by lowering the value of escape as a reinforcer, relative to the same demands when presented slowly.
8. Teach to fluency
   * Teaching skills to fluency (correct and quick) as opposed to just correct, decreases the value of escape as a reinforcer, relative to other reinforcers available for non-fluent responding.
   * The language taught to fluency will also be more functional for a student that can respond correctly as well as quickly.
9. Most to least prompts.
   * This decreases the student error and mistakes, which can reduce problem behaviors and increase acquisition of skills. Use the most effective but least intrusive prompts, to ensure correct responding but also ease the fading of the prompt. Errorless teaching procedure: Prompt, Transfer, Distract, Check. Error correction procedures: Error, Prompt, Transfer, Distract, Check.

**What NOT to do when Teaching**

* **DO NOT** remind the student “what they are working for” or flash the reinforcer when they are not responding at the table or when they are starting to exhibit problem behaviors. It may temporarily get the students attention back but it will increase the future frequency of the negative behavior.
* **DO NOT** present easier demands if the student is not responding to the demands you are presenting.
* **DO NOT** wait for the student to look at you before you present demands.
* **DO NOT** look for a better reinforcer when the student is not responding to your demands or when the student leaves the table setting.
* **DO NOT** make the student wait while you determine which demand you are going to present next. Give a reinforcer and get your materials sorted out for the next run through.
* **DO NOT** reinforce the student more often when he/she is engaging in weak responses or escaping, or engaging in self-stimulatory behaviors. You want to stop teaching and reinforce more often when the student is responding well to your demands.
* **DO** use extinction when the student is not responding to your demands. Be sure that you use extinction by continuing to present demands of the same difficulty level as the one the student didn’t respond to. When using extinction be careful and reinforce as soon as good responding starts up again. Always go back and assess what went wrong in your teaching so you can prevent the problem from occurring again.
* **DO NOT** think that extinction equals ignoring.