

PaTTAN Autism Initiative

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Pennsylvania Training and Technical Assistance Network

PATTAN AUTISM INITIATIVE

EVIDENCE BASED PRACTICES LEARNING MODULES

PATTAN AUTISM INITIATIVE



The PaTTAN Autism Initiative guiding principle is to provide systemic support utilizing evidence-based practices to empower special education teams across Pennsylvania.

PATTAN AUTISM INITIATIVE CORE VALUES

We support all Local Education Agencies (LEAs) to cultivate internal capacity to effectively implement teaching strategies and classroom systems.
We provide on-site coaching, modeling and classroom training and technical support to ensure that all classroom teams and teachers receive the necessary tools to meet the diverse needs of students, including those with autism and related disabilities, as well as other complex needs.
We collaborate closely with districts to foster inclusive learning environments, thus elevating student outcomes and championing equity in education, ensuring that every student can meet their fullest potential.
Consultation provided by the PaTTAN Autism Initiative is ongoing and adaptable to the evolving needs of classrooms and students.



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MAND TRAINING: TYPES OF ERRORS

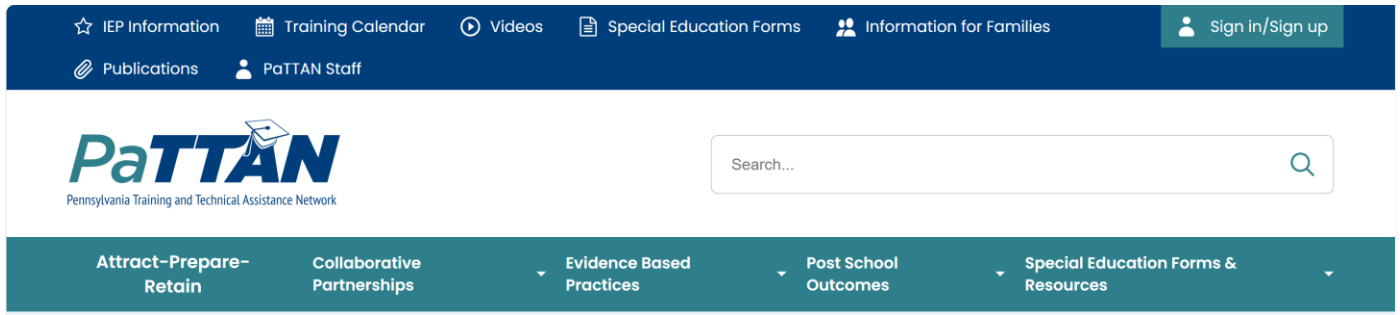
SELF ADVOCACY AND SOCIAL COMMUNICATION

EVIDENCE BASED PRACTICES LEARNING MODULES

EVIDENCE BASED PRACTICES LEARNING MODULES-RESOURCES

Padlet Resources

PaTTAN Website



www.pattan.net

TRAINING MODULE OVERVIEW

This training will provide a review of types of errors that may occur during mand training or when learners are engaged in social communication.



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MANDING ERROR TYPES



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MAND TRAINING LEARNING POINTS

- Mand training is fluid and instructors are observing, analyzing, and making decisions in the moment
- Mand training must be guided by student motivation and their responding
- Successful mand training and acquisition of mands for the learner relies on precise implementation of mand errorless teaching procedures and correction procedures aligned to:
  - Checks for Motivation
  - Prompting
  - Transfer Trials with systematic prompt fading
  - Differential Reinforcement
  - Remediating errors when they occur



TYPES OF ERRORS

- **What Counts as an Error During Mand Training?**
  - **Problem Behavior** – If the student displays behavior that interrupts learning
    - Problem behavior occurs with no precise mand
      - Ex. Reaching or grabbing for items, whining or yelling, etc.
    - Problem behavior occurs with a precise mand
      - Ex. Grabbing ball from listener (instructors hand) while saying ball
      - Ex. Yelling marker vs a volume appropriate to the conditions
  - **Wrong Answer** – If the student says the wrong response
    - Far Out Example: Learner motivation is for the swing but says “ball”
    - Close In Example: Learner motivation is for the marker but says “crayon”



TYPES OF ERRORS

- **What Counts as an Error During Mand Training?**
  - **Fixing Their Own Mistake (Scrolling)** –
    - If the student mands incorrectly and then corrects it on their own or
    - Mands incorrectly multiple times in a row and ends with or includes the correct mand
- **Why doesn't "No Response" NOT Count as a Mand Error**
  - A student not responding at all is not considered an error because no response may indicate No Motivation
    - Instructors could
      - represent the opportunity at another time
      - Vary the presentation/setting to contrive motivation
      - Move on to a different mand opportunity





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THANK YOU!

HTTPS://WWW.PATTAN.NET/EVIDENCE-BASED-PRACTICES/AUTISM