

PaTTAN Autism Initiative

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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- ERROR CORRECTION

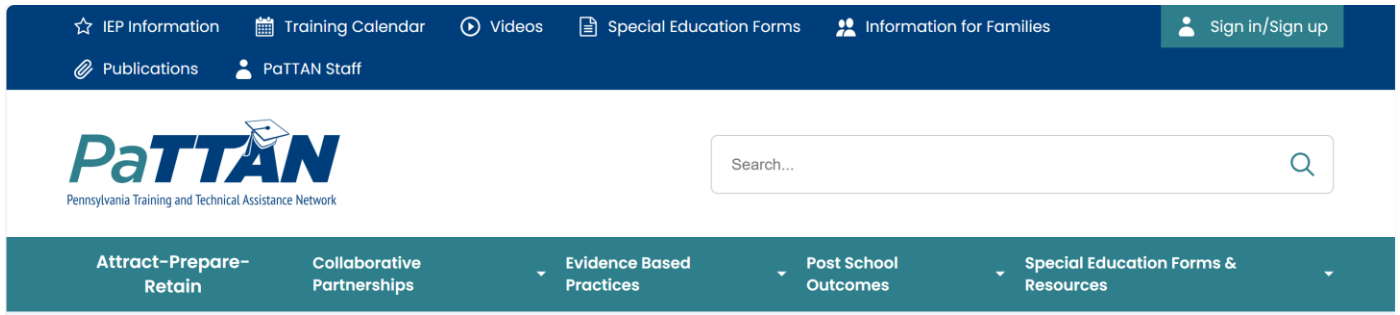
SELF ADVOCACY
AND SOCIAL COMMUNICATION
INSTRUCTION

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 an overview of explicit evidence-based teaching procedures used to address errors in social communication also known as manding.



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MANDING ERROR CORRECTION

MAND TRAINING-SELF ADVOCACY AND SOCIAL COMMUNICATION

IDENTIFYING MAND ERRORS



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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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MANDING ERROR CORRECTION

MAND ERROR CORRECTION PROCEDURE

What to Do After a Student Makes an Error When Manding (Error Correction Steps)

- **End the Trial**
  - Gently remove what was asked for and your attention to show the student that the response didn't lead to what they wanted this time, and the next two steps will help you help them try again!
- **Pause**
  - Wait **3 to 10 seconds** before trying again. This gives space between the error and the correction, and helps the student understand the wrong response does not lead to access to getting what they want/need.
- **Prompt-Try Again with Support**
  - Offer the item or choice again and **PROMPT-immediately show or say the correct response** to help them get it right.
- **Reinforce Less**
  - Differential reinforcement can also be less reinforcement to signal the difference between the error response and the independent best response

MAND ERROR CORRECTION PROCEDURE

Instructor	Student
	Mand Error Occurs
• End →	Student gets to neutral
• Pause →	Waits in neutral for instructor
• Represent, Check Motivation Prompt correct mand →	Student responds
• Reinforce LESS →	Student enjoys a little reinforcement!
• Model the response form!	



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TRANSFER TRIAL DECISION MAKING FOLLOWING ERRORS

- **When the mand error is an unknown or not yet mastered mand for the learner**
  - Consider ending the trial after the error correction procedure
  - Consider adding the mand as a future Target Mand
  - Consider running another mand trial for the error using the Within Trial Transfer procedure
  - Consider including the Second Trial Transfer procedure into the error correction
- **When the mand is know or already acquired by the learner**
  - Consider including the Second Trial Transfer procedure
  - Consider running another mand trial using the Within Trial Transfer
  - Consider arranging the opportunities for this mand to occur again or more frequently to increase maintenance/practice trials throughout the session and/or day



MAND ERROR CORRECTION WITH SECOND TRIAL TRANSFER

Instructor	Student
	Mand Error Occurs
• End	Student gets to neutral
• Pause	Waits in neutral for instructor
• Prompt correct mand	Student responds
• Reinforce LESS	Student enjoys a little reinforcement!
• Model the response form!	
• **Transfer**:	Student mands again
• Present again and pause	
• **Reinforce More**	Student enjoys their reinforcer!
• Delivers reinforcer	
• Model the response form!	



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*__BOLD__ = Second Trial Transfer Procedure

MAND ERROR CORRECTION WITH WITHIN TRIAL TRANSFER

Instructor	Student
	Mand Error Occurs
• End	Student gets to neutral
• Pause	Waits in neutral for instructor
• Prompt correct mand	Student responds
• Reinforce LESS • Model the response form!	Student enjoys a little reinforcement!
• **Prompt:** models mand	Student mands
• **Transfer**: • Move reinforcer closer and pause	Student mands again

• **Reinforce**
  • Delivers reinforcer
  • Model the response form!
	Student enjoys their reinforcer!



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*__BOLD__ = Within Trial Transfer Procedure

MAND ERROR CORRECTION WITH WITHIN TRIAL TRANSFER

Instructor	Student
	Mand Error Occurs
• End	Student gets to neutral
• Pause	Waits in neutral for instructor
• **Prompt** correct mand	Student mands
• **Transfer**:	
◦ Move reinforcer closer and pause	Student mands again
Reinforce LESS	Student enjoys a little reinforcement
• Delivers reinforcer	
• Model the response form!	



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*__BOLD__ = Within Trial Transfer Procedure

MAND ERROR LEARNING POINTS

Types of Errors

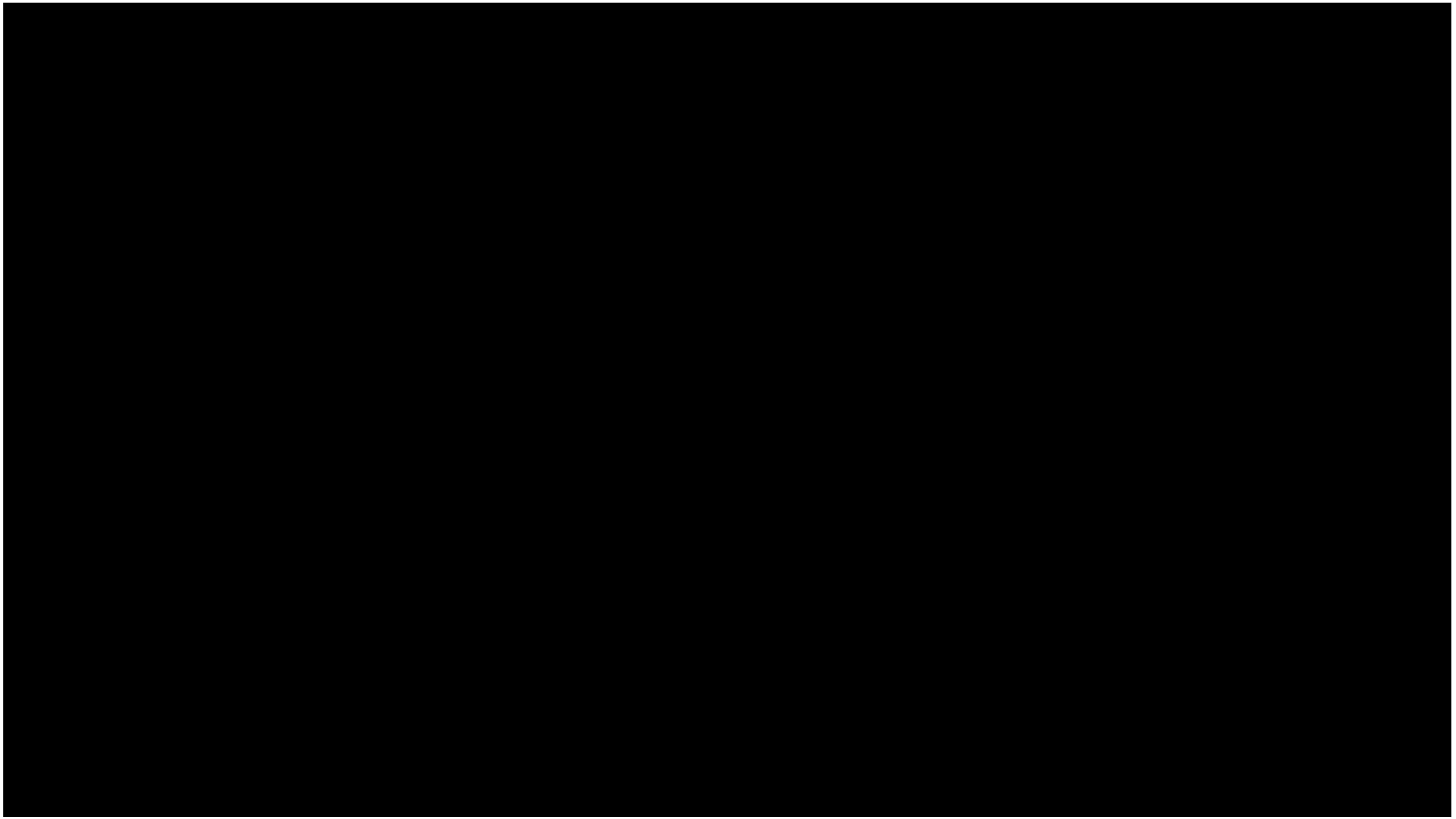
- Problem behavior
- Wrong Mand Response
- Scrolled Mand Responses

No Response is NOT an error

Mand Error Correction

- Error Correction Procedures
- Analyzing Mand Errors
- Data bases analysis of mand errors and next steps for instruction



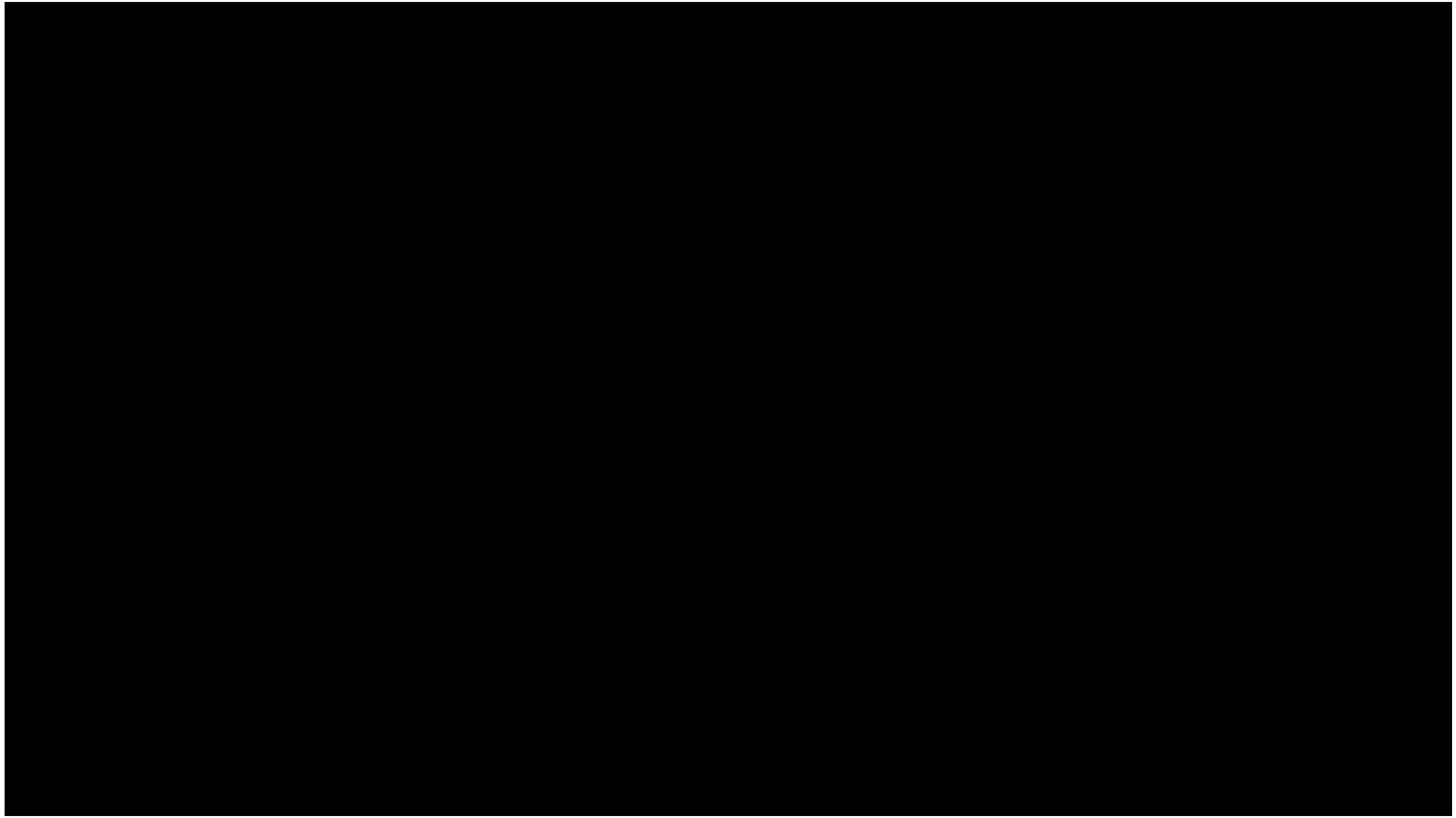


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MAND TRAINING SAMPLE

Antecedent	Student Behavior	Consequence
(Check for Motivation) Instructor offers blocks and says "do you want to play with some blocks"	*Student accepts*	Student plays with blocks
Student wants more blocks	Says "blocks" reaches and grabs blocks from in front of instructor (problem behavior)	Instructor blocks access **(End)**
Instructor directs hands to neutral position, **pauses** then, presents a block and says "block" **(Prompt)**	Says "block"	Instructor delivers and says **"block" (Reinforce Less)**
Instructor offers another block, pauses **(Second Trial Transfer)**	Says "block"	Instructor delivers and says "that's how you ask for blocks" *Student builds* Instructor delivers more blocks **(Differential Reinforcement)**

Sample for training purposes only



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MAND TRAINING SAMPLE

Antecedent	Student Behavior	Consequence
Instructor offers brushing hair and says "brush" **(Check for Motivation)**	*Student accepts*	Student's hair being brushed by instructor
Instructor **pauses** brushing hair	Signs and says "marker"	Instructor directs hands to neutral **(End)**
Instructor directs hands to neutral position, **pauses** then models sign and says "brush" **(Prompt)**	Signs to say "brush"	Instructor moves the brush closer **(Within Trial Transfer)**
Instructor presents brush and moves it closer **(Within Trial Transfer)**	Signs to say "brush"	Instructor delivers and says "brush" *Student receives hair brushing* **(Differential Reinforcement-Less)**
Instructor offers brushing hair **(Check for Motivation)**	Signs to say "brush"	Instructor delivers and says "brush" *Student receives hair brushing* **(Differential Reinforcement-More)**

Sample for training purposes only

MODULE SUMMARY

- Defined and Identified a Mand Error
- Reviewed Mand Training Error Correction Procedures
  - Making data based decisions
  - Using Mande Error Correction Procedures
  - Using Errorless Teaching procedures





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THANK YOU!

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