

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 ASSESSMENT AND DATA COLLECTION TOOLS

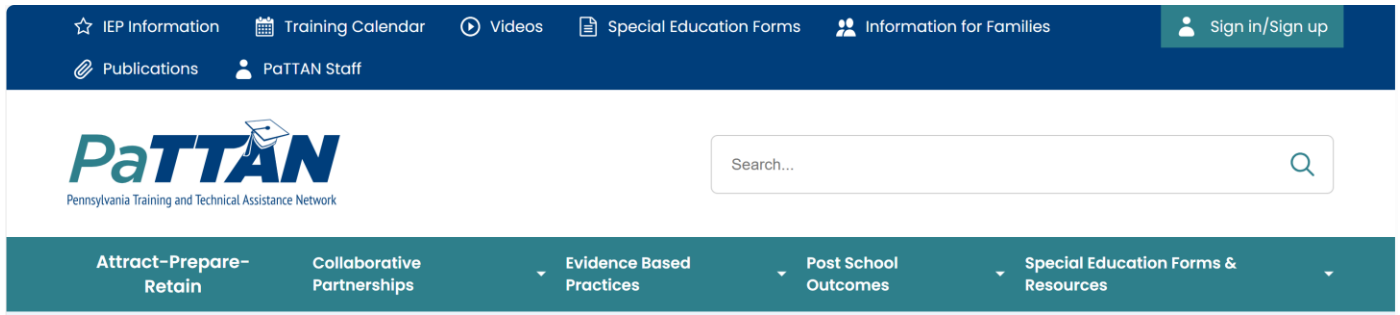
SELF ADVOCACY AND SOCIAL COMMUNICATION

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 an overview of explicit evidence-based data collection and initial assessment considerations for students in need of developing early social communication and self advocacy skills.



AUTISM DEFINITION

Autism spectrum disorder (ASD) is a complex developmental condition that is characterized by:

- Social communicative deficits
- Restricted and repetitive patterns of behavior, interests, or activities
- Examples of challenges and impact on educational performance:
  - Generalization
  - Discrimination
  - Social interactions
  - Require systematic instruction
  - Problem behavior
- Other such disorders or disabilities may also present with similar deficits

Centers for Disease Control and Prevention. (n.d.). *National Center on Birth Defects and Developmental Disabilities (NCBDDD)*. Centers for Disease Control and Prevention. https://www.cdc.gov/ncbddd/

WHEN TO USE INTENSIVE TEACHING?

- Intensive Teaching is used to teach students to interact with and understand their environment and comprehend both spoken and written language which serves as the foundation for all academic learning

- Intensive Teaching can be used to teach language, communication, self-advocacy, self-help, academics, independent skills, prevocational skills, and more



COMPARISON OF INTENSIVE TEACHING PROCEDURES AND MAND TRAINING

Components of Errorless Teaching	Intensive Teaching	Mand Training	Evidence Based Explicit Teaching Procedures
Pairing/Modeling		★	I Do
Prompt	★	★	We Do
Transfer	★	★	You Do
Distract	★	Interspersed Pairing & Maintenance Mand Trials	Spiraling of content and concepts
Check	★	Mand Acquisition Data & Frequency Data	Progress Monitoring
Reinforce	★	★	Reinforce



MAND TRAINING

- **Mand Training** is a type of intensive teaching that uses errorless instructional procedures
- **Mand Training** should occur all day and, in all environments, or settings
- A **Mand Session** is a dedicated instructional time with a systematic structure, procedures for data collection, teaching, and error correction
- Mand training procedures provide a decision-making process for instructors to meet student needs in the moment and to provide in the moment teaching
- Mand training is lead by the learner's interests



MAND TRAINING

- Is a type of intensive teaching
- Is a type of instruction for a specific set of skills-Mand Skills
- Is a range of skills more commonly known across disciplines and educations as:
  - Social skills
  - Self advocacy skills
  - Social interactions
  - Social communication
  - Expressive language
  - Expressive communication



PREPARE TO TEACH MANDS

1. Complete an assessment of skills
    - Identify skill strengths and needs
2. Determine what skills to teach
    - Teams should determine priorities for instruction
3. Determine the student's mode of communication (response form)
    - Vocal responding and/or alternate methods of speaking
4. Prepare your teaching Plan
    - Sequence instruction to be systematic in building foundational or pre-requisite skills before complex skills; sequence skills to teach from easiest to hardest when possible
    - Errorless Teaching and Error Correction Procedures
5. Monitor Student Progress and adjust instruction as needed

MAND TRAINING PREPARATION: ASSESSMENT

- Create a list of what is frequently and consistently valuable to the learner

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Preference Assessment Observation Data Sheet

Observer:_____ Date:_____

Item/Activity	Speed of approach (slow, medium, fast)	Strength of Response (weak, strong, very strong)	Total engagement time	Frequency of approaches	Notes

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MAND SAMPLE DATA SHEET
BASIC MAND PROFILE

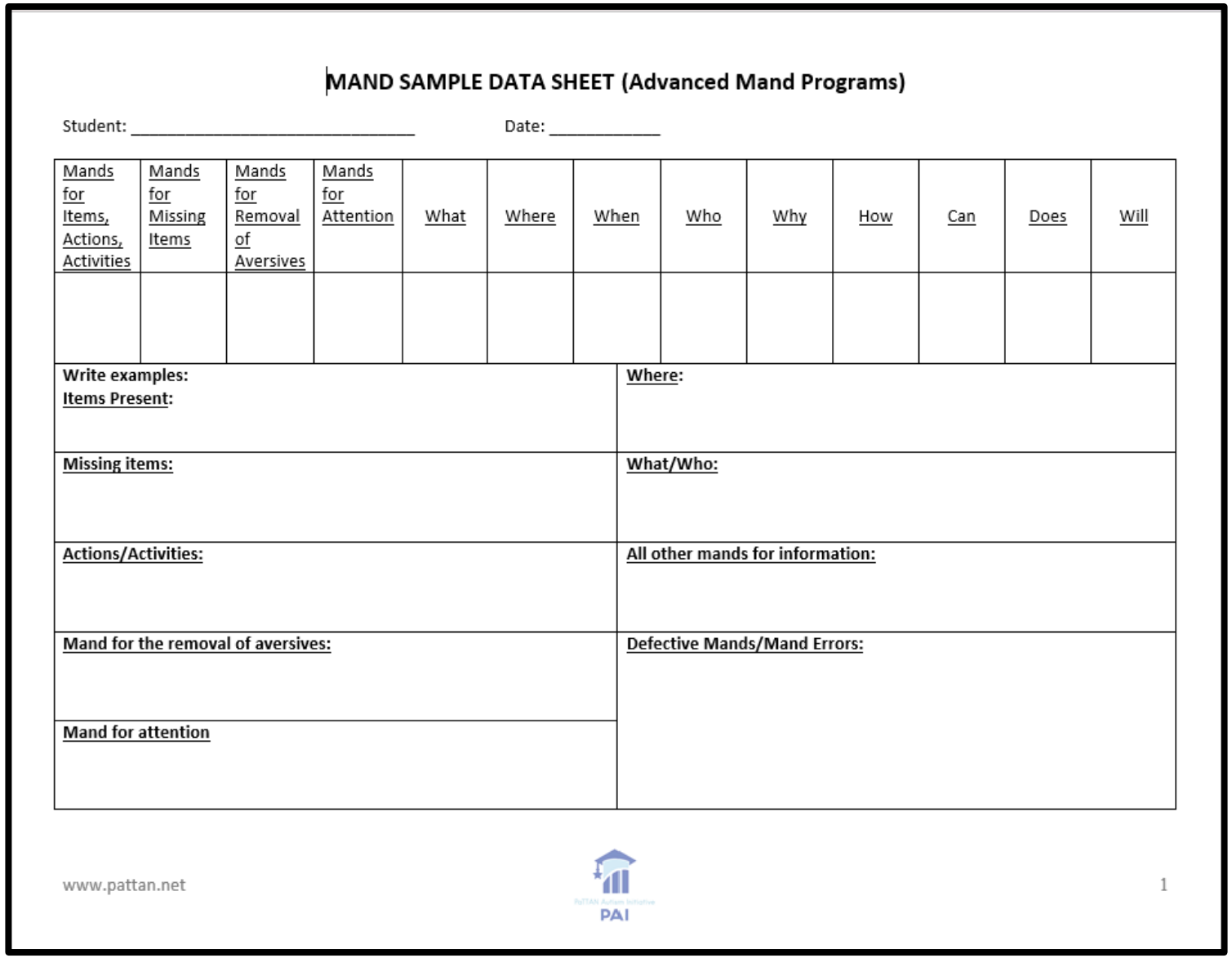
MAND SAMPLE DATA SHEET (Basic Mand Programs)

Student: _____ Date: _____

Mands for Items	Mands for Actions	Mands for Activities	Mands for Missing Items

Write examples: **Items Present:**	**Activities:**
Actions:	**Mand Errors:**
Missing Items:	

MAND PREFERENCE ASSESSMENT TOOL
ADVANCED MAND PROFILE



MAND SAMPLE DATA SHEET (Advanced Mand Programs)

Student: _____ Date: _____

Mands for Items, Actions, Activities	Mands for Missing Items	Mands for Removal of Aversives	Mands for Attention	What	Where	When	Who	Why	How	Can	Does	Will

Write examples: **Items Present:**	**Where:**
Missing items:	**What/Who:**
Actions/Activities:	**All other mands for information:**
Mand for the removal of aversives:	**Defective Mands/Mand Errors:**
Mand for attention	

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1

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GUIDANCE FOR MAND TARGET PLANNING

1. Can the item/activity/interaction be delivered quickly or immediately when requested
    - Meaningful to the student's daily life and interactions
    - Frequent opportunities occur naturally or can be arranged
    - This includes consideration for delivery across all school settings
2. Allow for a brief period of contact
    - Are consumable
    - Terminate on their own (ex. Bubbles)
    - Can be delivered in small bits/pieces at a time (ex. Puzzle pieces, legos, play doh, push on the swing, snacks)
3. Contact with the item/activity/interaction is easy for staff to
    - Provide when the student may and may not access
    - Be a part of the interaction/item/activity



CONSIDERATIONS FOR MAND INSTRUCTION

1. Arrange instruction to teach more than one mand at a time
   - Initiates discrimination learning from the onset of instruction
   - Enables variation of targets-number and category (ex. Item, social, consumable, sensory, technology, activity, etc.)
   - In general, early language learners may begin with 2-3 active mand targets but a learner may benefit from 3-5 active mand targets
2. Avoid teaching one mand that may serve to request many different things
   - For example: “candy” can serve to request many different candies
   - Instead ensure the mand means a specific candy
     - “Chocolate” for chocolate bar
     - “Gummies” for gummy bear



CONSIDERATIONS FOR MAND INSTRUCTION CONTINUED

3. Target specific mands
   - Specific mands allows for the precise communication between the learner and listener
   - Connect language skills across other operants-tact, listener, echoic, intraverbal, motor imitation
   - Allows listeners to respond quickly to student wants and needs
4. If possible, avoid teaching generalized mands initially
   - Generalized mands may be easily acquired but difficult to determine precise student motivation
   - Generalized mands can include –more, help, yes/no, please





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THANK YOU!

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