LEARNING TOGETHER

Specialized Services At Your Fingertips

REMINDER — COMMUNITY LIVING Toronto

Wash your hands for a minimum of 20 seconds with soap

Keep your mask on at work

Use gloves only when needed for personal care

Introduction

Hello everyone and welcome back to the 8th edition of Learning Together! In this week's newsletter we will be covering delivering instructions, delivering reinforcement, and how to use high probability sequences. If you would like to learn in more detail about any of these topics click the link here. In this edition you will also find some additional resources that you may find helpful or interesting.

Don't forget if you have any feedback for us or a topic you would like covered please email your newsletter team at specservicesnews@cltoronto.ca.

Additional Resources

The American Association on Intellectual and Developmental Disabilities is hosting weekly webinars on a variety of educational topics, click here to learn more.

Brighton Social Groups is offering online social groups every Friday. It's designed for adolescents and young adults who require some support or facilitation of social skills and friendships. Click here to register for this Friday's upcoming group.

Individuals across the province are grieving losses in their life due to COVID-19 whether

Coping with loss is challenging for us all but even more so for persons who may not be able to express their loss. CBHS has developed Loss & Found Toolkits to assist front-line staff and client's express loss and share their constantly changing feelings throughout this time. If you would like further information or to access a training for your teams please contact Stefanie Smith at stefanie.smith@mackenziehealth.ca.

Activities at Home

Slowly but surely businesses are beginning to re-open. However, there will still be times when we are expected to stay home to help manage the spread of covid-19. Here are some more ideas of things you can do to keep busy when you are at home:

Visit Art City Toronto's Facebook page to get weekly virtual art lessons and craft ideas.

Be creative and make your own music using Music Lab.

Just because you can't travel doesn't mean you can't visit different places around the world. Enjoy these virtual tours of the Smithsonian Museum of Natural History, Egyptian heritage sites, or Vatican City. The world is your oyster!

High Probability (P) Sequence

When supporting individuals during this uncertain time, they may be directed to go to unfamiliar places like testing centers or hospitals. This can be a stressful time for both the individual and support person. High P sequence is a preventive strategy that can be used to increase cooperation.

What is a High P Sequence?

High P sequence consists of providing an individual with a few easy, also known as high probability requests, followed by reinforcement. Then, after the momentum of a couple of easy instructions, instruct them to complete a task they are less likely to do.

The goal of a high P sequence is for the individual to come in contact with reinforcement for following instructions. Therefore, building up momentum to complete an instruction that may be more difficult or less desired.

Flowchart (left column)
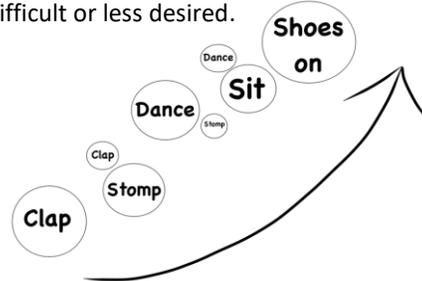
Provide the first instruction, prompt them to complete if necessary

"Stand up"

⬇

Immediately provide specific praise for cooperation

"Great job standing up"

⬇

Provide the second instruction, prompt them to complete if necessary

"High Five"

⬇

Immediately provide specific praise for cooperation

"Nice work giving me high five"

⬇

Provide the third instruction, prompt them to complete if necessary

"Put on your mask"

⬇

Immediately provide specific praise for cooperation and reinforce

"Good work! Here's your iPad"

Middle column

How to Use a High P Sequence:
The diagram to the left depicts the steps required to effectively implement a high P sequence as well as an example.

Things to Consider Before Implementing a High P Sequence:
- Identify 2-3 simple instructions that the individual can do easily
  i. e.g., clap your hands, stand up, give me that, etc.
- Identify the instruction you want to provide that the individual may be resistant to
  i. e.g., 'stand up for the doctor', 'roll up your sleeve', etc.
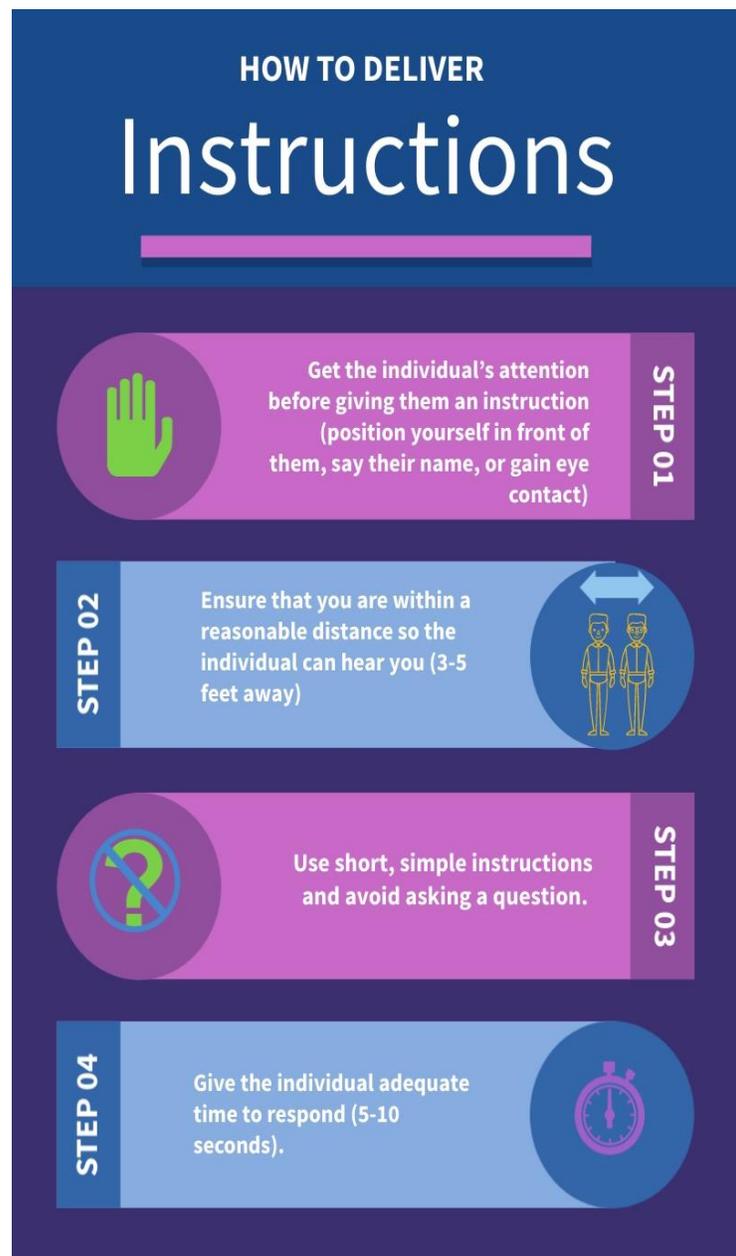
Things to Keep in Mind!
- Use a High P sequence before you provide an instruction
- Avoid using instructions in the form of a question
  i. e.g., can you pass me that?
- The individual should be familiar with the High P instructions you provide
- Some individuals may need more than three instructions to build up enough momentum; you can use one or two instructions more than once if needed!

Right column

Delivering Instructions

As caregivers and support staff, we are frequently providing individuals we support with instructions throughout the day.

It is therefore important to know how to effectively give instructions to increase cooperation and reduce challenging behaviours.

Here are some tips to delivering instructions:

HOW TO DELIVER

Instructions

STEP 01 — Get the individual's attention before giving them an instruction (position yourself in front of them, say their name, or gain eye contact)

STEP 02 — Ensure that you are within a reasonable distance so the individual can hear you (3-5 feet away)

STEP 03 — Use short, simple instructions and avoid asking a question.

STEP 04 — Give the individual adequate time to respond (5-10 seconds).

Reinforcement Delivery

Reinforcement delivery is important to change behaviours and promote positive behaviours. There are several components to consider when providing reinforcement;

1. **Distinctiveness**
   - The individual should be able to distinguish between your **instructions**, other things in the **environment**, and **reinforcement**. This is important to remember when providing verbal praise!
   - To make verbal praise more distinctive, vary the tone of your voice, be specific and combine it with a tangible reinforcer.
2. **Immediacy**
   - Reinforcement should be provided 3-5 seconds after the target behaviour occurs
   - Waiting too long (e.g., seconds or minutes) might mean your attempt at reinforcing the target behaviour has no effect and you may have inadvertently reinforced another behaviour
3. **Reinforcer Variation**
   - Use a variety of reinforcers, not just one! This helps slow down *satiation*. Satiation is when a reinforcer stops working because it is used too often.
   - When trying to reinforce a behaviour, alternate between preferred items or provide choices to the individual.

How to effectively deliver reinforcement:
1. Identify the target behaviour you are trying to increase
2. Choose several known or suspected reinforcers
3. Observe the target behaviour
4. Deliver **distinct** reinforcement **within 3-5 seconds** of the occurrence of the target behaviour
5. Repeat with a different reinforcer the next time you observe the target behaviour

Delivering Reinforcement

Identify
Identify the behaviour you are trying to increase

Choose
Choose several known or suspected reinforcers

Observe
Observe the target behaviour

Deliver
Deliver **distinct** reinforcement within **3-5 seconds** of the occurrence of the behaviour

Repeat
Repeat with a different reinforcer the next time you observe the behaviour

For feedback or questions please email us at: specservicesnews@cltoronto.ca

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