



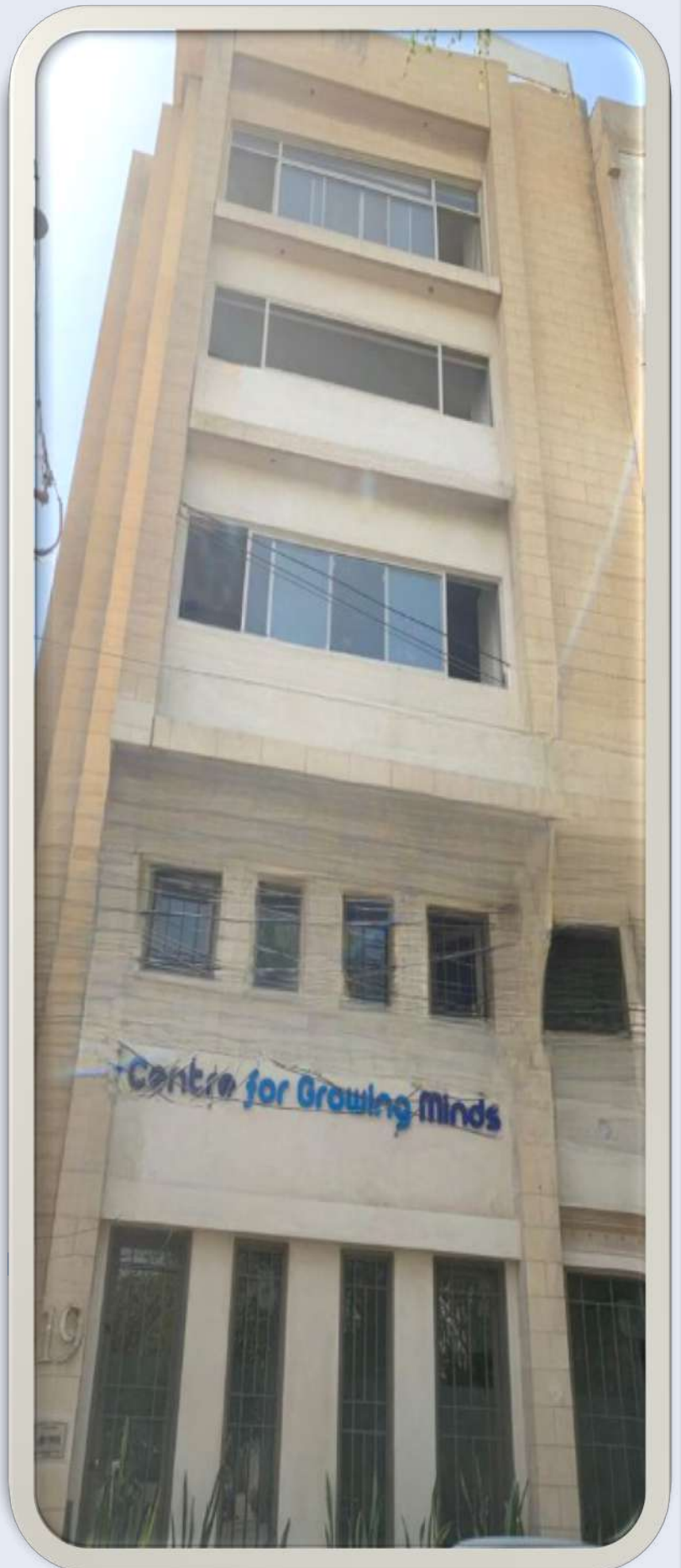
MONTHLY NEWSLETTER

Volume 4

February 2023

HIGHLIGHTS:

- Generalisation in ABA by Naiha Khan.
- Our Second Parent Training.
- Recap of our First Parent Training.
- Highlights from the Month.





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Generalisation in Applied Behaviour Analysis

“How do I teach this at home?”

Naiha Khan, RBT

Parents often inform therapists that newly learned skills in therapy have not been observed in other places in the child’s life. This occurs due to lack of ‘generalisation’. A behaviour is said to be generalised only when it is seen to occur across different settings over a period time. Traditionally, this phenomenon was suggested to be a natural outcome of learning. Theories of generalisation argues for it to be an active or learnt process instead. Therefore, when forming behaviour and skill development programs, the process of generalisation is systematically planned.

One type of generalisation occurs when the behaviour or skill is observed in a new environment with different yet similar materials. For example, if a child in therapy is taught to label objects such as shoe and towel and goes on to also label them at home or at school where there will be different yet similar types of shoes and towel. Another type of generalisation occurs when newly learned behaviours occur in unique yet functional ways from how it was learned in the first place. For example, a child has been taught to greet his peers by saying “hi”. Once the behaviour is learned, they might show generalisation by choosing to say “hello” or “hey there” to greet their peer and the cashier at a grocery store.

Various methods promote the two kinds of generalisations in therapy sessions. Firstly, parents are suggested to have their child work with more than one therapist. This not only ensures a variety of teaching techniques are implemented, but also that the child is able to respond to more than one person. As a standard, when teaching skills, multiple examples of the same tasks are introduced. This is valuable as it promotes the generation of novel behaviours. Materials used in therapy settings are arranged in ways to match the natural environment. Lastly, for behaviours to be generalised in environments outside therapy, they must be paired with natural reinforcement or rewards. This means, when providing rewards to teach behaviours and skills, those rewards must match the kind of consequences the child will receive in the natural environment. For example, if a child counting objects up to 10 is reinforced by a high five and praise ‘well done’ in therapy, he or she should receive praise when they are doing the same thing at school. This ensures that the behaviour ‘counting’ is generalised across settings as the behaviour results in the same reinforcement, that is, praise.

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A child received a cookie for sitting and completing tasks may not sit and complete tasks in school (where cookie is not being delivered).

While generalisation is planned actively during treatment, there are many possible reasons for it to not maintained outside therapy. One of the most common reasons is that the behaviour taught in therapy was not supported in environments outside of therapy. There may not be active situations in which the skill or behaviour was expected from the child. Or the situations might not have occurred enough for it to be learned in another environment. Furthermore, even if situations were present in the natural environment, they were not supported by naturally maintaining consequences. Here are some ways parent and caregivers can ensure generalisations of skills:

<p>Provide rewards for learnt behaviours that are natural</p>	<p>This method should apply to all teaching techniques as it ensures behaviours to be associated quickly to things within the natural environment. If a child has mastered following 2-step instructions with a delay, practice the same skill at home that is natural. For example, asking them to (1) go to the lounge and (2) bring the remote. Once they bring the remote, praise them and turn the TV on (natural reward).</p> <p>Another example would be, if a child has mastered waiting for 45 seconds for a ball, they should naturally be rewarded for the same ball. An example that would not support this would be allowing them screen time after they waited 45 seconds for the ball. Praising the child for ‘good waiting’ may also not reinforce the behaviour of waiting!</p> <div style="display: flex; justify-content: space-around;">   </div> <p><i>Children waiting for their turn in a group session. (Left)</i></p> <p><i>Peers working on crossword puzzle in a paired session. (Right)</i></p>
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<p>Practice mastered skills in different environments during</p>	<p>When teaching a child to show interest in others by asking questions, different situations can arise during the day versus at night. Various questions can be asked to peer at school during the day, a social gathering with family and at home in the evening. By practicing this in such natural environments, the behaviour of ‘showing interest’</p>
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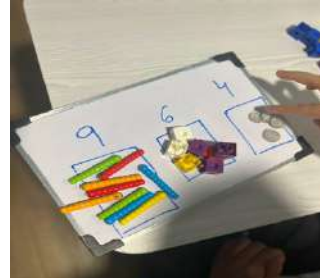
<p>different times of the day</p>	<p>will be maintained by natural consequences such as other people responding back to the child.</p> 
<p>Practice mastered skills across different people</p>	<p>This is sometimes carried out in therapy but at home, have the child practice with different people such as siblings, grandparents or family friends. For example, if a child is being taught to answer personal questions, have other people ask them the same questions and provide praise for responding.</p> 
<p>Teach loosely and reward variations of the same behaviour</p>	<p>When teaching any skill, ensure teaching styles are not rigid. Behaviours often targeted in therapy are broken down and very specific. Therefore, it is essential to ensure generalisation to not be specific in our teaching, methods. Use different materials, switch up the words being used and provide rewards for similar looking behaviour. For example, when teaching a child to count items, use different items such as counters, blocks, wooden sticks or even toys. Present them with different instructions such as 'Count these objects' vs. 'How many are there?' Reward them if they not only count when asked, but if they count items in a book or a at grocery store.</p>

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Both pictures demonstrate the use of multiple examples to teach similar concepts.

Provide multiple exemplars to teach the behaviour

The more exemplars are used to teach a behaviour, the more likely it is to be generalised to other settings with different stimuli. For example, when teaching fine motor skills to a child who has mastered fine motor tasks at therapy, find ways fine motor can be practiced at home. Use things that would promote the skill naturally such as making a necklace using beads, putting pegs on a clothesline and holding small items found around the house.



*First pictures show a therapist using different flashcards to teach initial letter to picture matching
Second picture shows a girl using her fine motor skill to hang clothes using pegs*

Some proactive steps we, at CFGM, take to ensuring generalisation:

- Use of different instruction materials – If a child is learning to label a particular picture of a dog, we present multiple exemplars of 'dog' to check that labelling has generalised across all pictures of dogs.



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- When the children are responding well to one therapist, we introduce another therapist to run the same goals to 'check' if learning of skills have been maintained.
- Use of different rooms – Some of our kids are working in the same rooms. Requesting for items in one room may end up being 'rote.' Conducting therapy in different rooms could allow our kids to request for 'novel' visible items present in the different rooms.
- Introducing a peer into the session – Once our kids have started to follow 'one-step instruction' in a one-to-one setting, we may add on a peer for part of the session to target following instructions as a pair. Introducing kids into group can also ensure generalisation of social skills in a way that can aid with school readiness!
- We also share weekly summaries with parents to give you a guideline of what you can try at home! Some of our kiddo's skills are being generalised quicker due to parents running the same goals at home.



TO EAT or NOT TO EAT ? - PART 2

A DISCUSSION ON THE RELATIONSHIP OF FOOD ON
SPEECH LANGUAGE DEVELOPMENT AND BEHAVIOR

 Friday, 10th March 2023
  10:30 am – 11:45 am

 **ONLINE WEBINAR - LINK WILL BE SENT OUT UPON REGISTRATION**

EMAIL AT INFO@GROWINGMINDS.COM.PK OR WHATSAPP **0335-2221642**
 FOR BOOKING/RESERVATIONS ON A FIRST COME FIRST SERVED BASIS.





Ahlam Premjee, BCBA

Ahlam Premjee is the 8th Board Certified Behavior Analyst in Pakistan and has a Masters degree in Developmental Disorders.

She has a keen interest in early intervention and she's been working in the field since 2020. During this seminar, she will be discussing Edible Reinforcers with a focus on Reinforcement vs. Bribery.



Ifrah Shah,
Speech Language Therapist

Ifrah Shah is a Speech Language Therapist at The Learning Tree School (TLT), Karachi, Pakistan. She also practices independently since the year 2012.

As a Speech and Language Therapist with over 9 years experience, she strongly believes in working with children to make them functionally independent individuals. This can be achieved by using both verbal and non-verbal Language Use.



HOST AND MODERATOR

AREESA CHINOY

Founder of
Centre For Growing
Minds, Child Psychologist
and Board Certified
Behavior Analyst

TO EAT or NOT TO EAT EAT – Part 2

To cater to requests of parents of school going children

OUR **NEXT PARENT TRAINING** WILL BE HELD ON:
March 10th, 2023
10:30 – 11:45 am

Please contact us to book your slots!

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RECAP OF OUR FIRST PARENT TRAINING SEMINAR (for those who missed it)

To EAT or NOT TO EAT? – PART 1

FOOD REINFORCEMENT IN THERAPY

WHAT ARE THE ADVANTAGES AND
DISADVANTAGES OF ITS USE?

NAIHA KHAN, RBT.

Some common food items used in therapy settings include **unhealthy snacks** such as chips, biscuit, chocolate or candy.

These often serve to promote socially significant behaviour change, however may also pose various disadvantages.



The advantages

1. Food is more preferred to other reinforcers
2. Food is more effective in managing challenging behaviours
3. Food preference is stable over time
4. Food is easy to prep and deliver in therapy

The disadvantages

1. Not naturalistic
2. Poses ethical and health concerns
3. Trigger challenging behaviours when withheld
4. Limits interactions with other potential reinforcers

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HIGHLIGHTS FROM THE MONTH:

Our First Parent Training Seminar

Topic: To Eat or Not To Eat? A Discussion on how nutrition can effect our children.

Held on: 18th February 2023.



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ONE YEAR WITH CENTRE FOR GROWING MINDS:

On the occasion of first work anniversary of our dedicated administration officer, Ashbeel Qadir and Registered Behavior Technician, Naiha Khan, their special day was celebrated with full zeal, as it marked a year of hard work and dedication. The entire staff and management showed great appreciation and acknowledged their commitment to the organization.

