00:00
let's take a look at the fidelity
00:01
checklist for use of highly preferred
00:04
materials this antecedent based
00:06
intervention involves incorporating
00:08
preferred items or activities for the
00:10
student into non preferred activities
00:12
with the goal of increasing
00:14
participation in the activity as well as
00:17
decreasing problem behaviors that may be
00:19
occurring during the non preferred
00:21
activity the implementation checklist
00:24
has two sections the first is
00:26
preparation steps and the second is
00:28
implementation steps let's look at each
00:31
step in each section
00:32
our first step in preparation is to
00:35
identify the problem behaviors that the
00:37
student may be engaging in during the
00:39
non-preferred task or activity that's
00:42

interfering with participation in that

00:44

activity our next step is to identify

00:46

highly preferred items or activities for

00:49

the student there are a couple of

00:51

different ways that you can go about

00:52

doing this the first is to observe the

00:55

student during free time and see what

00:57

sorts of items or activities they spend

00:59

the most time engaging in the more time

01:02

they spend engaging in something the

01:04

more likely it is that it's a highly

01:06

preferred item or activity another

01:08

option is to conduct an interview with

01:10

the student or caregivers that are close

01:12

to the student to get an idea of

01:14

preferred items or activities the last

01:16

option on our list here is preference

01:18

assessment this is a more specific

01:20

structure and interaction that you have

01:22

with the student where the student is

01:24
either making choices from a set of
01:26
items that are mail available or you're
01:28
taking data on how long the student
01:30
spends with different items or
01:33
activities that are made available and
01:34
you can get a list a hierarchy of
01:37
preference
01:37
for those different items that you've
01:39
included in the assessment after we've
01:42
completed the preparation steps we move
01:44
into implementation the first step in
01:47
implementation is to embed the interest
01:49
activities that you've identified as
01:51
preferred for the student into the
01:53
non-preferred item or activity so one
01:57
example of this might be say you have a
01:58
student who's engaging in a lot of
02:00
verbal refusal and ripping materials
02:03
during writing assignments so you do a
02:06

observation and you notice that the

02:08

student spends a lot of time playing

02:11

with superhero

02:12

action-figures so the next time you give

02:15

the student a writing assignment you

02:17

embed a topic on superheroes and action

02:20

figures for the student to write about

02:23

once you've done the step for embedding

02:26

interests and preference into the non

02:28

preferred activities you're going to

02:29

take some data on how student behavior

02:31

changes you might be looking for an

02:34

increase in participation or completion

02:36

of those non-preferred tasks or

02:38

activities you might also be looking for

02:41

a decrease in the target problem

02:43

behaviors that were occurring during

02:45

that non-preferred item or activity