



# CAPTAIN X Newsletter

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In this edition of the CAPTAIN X newsletter, we are highlighting Behavioral Momentum Intervention (BMI) and Direct Instruction (DI).

While everyone is on their winter break for the next couple of weeks, parents can use these interventions in the home setting. During the holidays, behavior challenges may be averted by using behavior momentum. To do this, parents can ask their children to do tasks that are easy before making requests that are more challenging or difficult. This will increase their motivation because they are being set up for success. Just in case your child is in the mood to work during the break, Direct Instruction may be implemented by simply reviewing their mastered skills. This will also promote generalization.

## How to Make the Holidays Autism Friendly

### **Purchasing presents during the time of COVID-19:**

With the supply chain shortage, it may be more difficult to purchase specific presents. You and your child should make a list of what he or she wants for the holiday. As you make the list, make sure you identify “back up” gifts in case the one your child wants is unavailable. Promoting flexibility will be important. Be careful in promising your child that they will receive specific gifts.



Source: [Indiana Institute on Disability and Community](#)



**If you are travelling during the holidays,** there continue to be new regulations and expectations, especially if you are flying. Prepare your child for mask wearing, and that movement may be restricted. Make sure you have the child's favorite foods, books, or toys available. Having familiar items readily available can help to calm stressful situations. Also prepare them via social stories or other communication systems for any unexpected delays in travel.

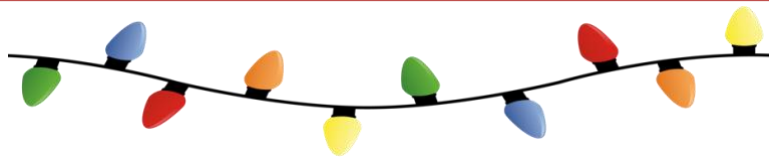
Source: [Indiana Institute on Disability and Community](#)

# Evidence-based practice in focus: Direct Instruction (DI)

## What is Direct Instruction (DI)?

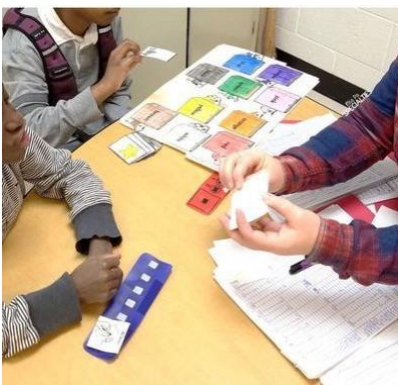
Direct Instruction is a systematic approach to teaching using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and employs systematic and explicit error corrections to promote mastery and generalization.

This evidence-based practice was originally called DISTAR and developed out of the work of Carl Bereiter and Siegfried Engelmann at the University of Illinois in the 1960s. It is used to teach a variety of academic skills, e.g., reading, writing, math, spelling, etc. This method of teaching is a systematic approach to ensure the maintenance of basic skills. It directly employs the use of curriculum in a detailed, sequenced method of instruction. Students usually must acquire a certain level of mastery before moving on to the next level. Instructional delivery can be done in a 1:1 setting or small groups. Instructors utilize scripts in the instructional delivery to include presentation of materials, eliciting responses from the student, ensuring the minimization of errors/ error correction, and using positive reinforcement strategies that are relevant to the student when correct responses are given.



### Common Instructional Features of DI

- Program Design
- Instructional Organization/Delivery
- Documentation
- Teaching Techniques



### What does it look like?

1. Students are organized into instructional groupings
2. Clear instructional objectives are outlined
3. Time allotted for instruction
4. Fast pace & high rates of student's responses to maintain engagement
5. Use of planned correction procedures
6. Positive reinforcement to promote motivation
7. Assessments & progress monitoring
8. Consistent implementation of the presentation of scripted lessons

# Evidence-based practice in focus: Behavioral Momentum Intervention (BMMI)

## What is Behavioral Momentum Intervention?

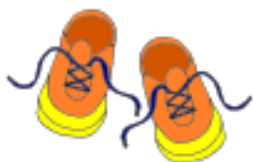
Behavioral momentum is the organization of behavior expectations in a sequence in which the low probability or harder responses are embedded in a series of high probability or easier responses to increase persistence and motivation to attempt the low probability or harder responses. In other words, behavioral Momentum essentially means to build up momentum to what you really want the child to do, by giving them easy tasks or demands, that they are highly likely to do first, before presenting them with more difficult tasks. Instead of approaching the child with what you want them to do, you start with what they are most likely to want to do. By following a pattern of easy – easy - easy – hard, or a similar pattern, you increase the child's motivation to engage, because you are building many opportunities for success.



### Applications Within the Home

To motivate your child to put on their shoes, give them the following directions or ask these questions in the sequence below:

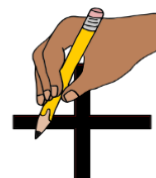
- Clap your hands! (easy)
- Give me a high five! (easy)
- Jump two times! (easy)
- d. Put on your shoe! (hard)**
- What does the dog say? (easy)
- Give me another high five! (easy)
- Tell me your favorite color! (easy)
- h. Put on the other shoe! (hard)**



### Applications Within the School Setting

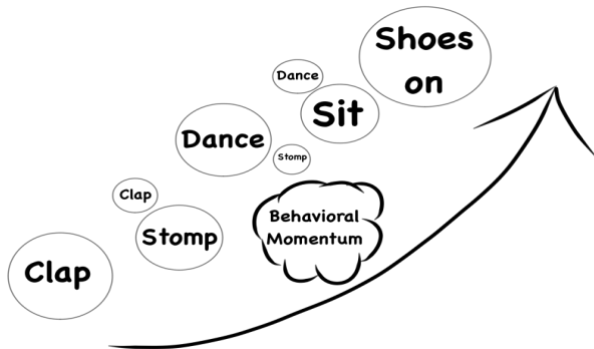
To motivate a student to solve addition problems with 2-digit numbers, ask them to solve a mix of easy 1-digit and harder 2-digit problems as in the sequence below:

- $2 + 1 =$  (easy)
- $8 + 2 =$  (easy)
- c.  $10 + 1 =$  (hard)**
- $2 + 6 =$  (easy)
- $7 + 2 =$  (easy)
- f.  $12 + 2 =$  (hard)**



# Resources

## Behavior Momentum Intervention (BMI)



### Autism Focused Intervention Resources and Modules

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

<https://afirm.fpg.unc.edu/behavioral-momentum-intervention>

Other links:

[https://www.youtube.com/watch?v=0n71B\\_J60sk](https://www.youtube.com/watch?v=0n71B_J60sk)

<https://accessibleaba.com/blog/behavioral-momentum-autism>

## Direct Instruction (DI)

### The National Institute for Direct Instruction (NIFDI):

The NIFDI website provides information and resources for administrators, teachers and parents to help them maximize student achievement through DI. The website also contains information on DI's extensive and broad research-based summaries. <https://www.nifdi.org/>



**California Autism Professional Training and Information Network:** Learn more about how the use of Evidence-Based Practices are developed and supported across the state of California. <http://www.captain.ca.gov/>

**ADEPT (Autism Distance Education Parent Training) Interactive Learning:** is an original MIND Institute/CEDD 10-lesson interactive, self-paced, online learning module providing parents with tools and training to more effectively teach their child with autism and other related neurodevelopmental disorders functional skills using applied behavior analysis (ABA) techniques [https://health.ucdavis.edu/mindinstitute/centers/cedd/cedd\\_adept.html](https://health.ucdavis.edu/mindinstitute/centers/cedd/cedd_adept.html)

## RESOURCE PADLET FOR SUPPORTING STUDENTS WITH AUTISM POST COVID-19

### ENGLISH

<https://padlet.com/SELPACAPTAIN/a8koaq55ly7m72rs>

### SPANISH

<https://padlet.com/SELPACAPTAIN/fi0rpf81ldrdhxiv>