

Session 3 Asynchronous Activity 2: Teaching Strategies that Promote a Range of Communication Strategies and Activities Modes

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No unread replies. 1717 replies.

Good teaching strategies are often the best ways to prevent problem behaviors. Some evidence-based teaching strategies include: shaping, chaining, choral responding, response cards, behavior-specific praise, choice making, high-probability requests, proximity control, and wait time. For this activity, you will learn more about each of these teaching strategies.

Directions

1. View the videos of shaping, chaining, choral responding, and response cards:

Shaping: [Shaping Definition - ABA Treatment for Autism \(Links to an external site.\)](#)



Chaining:

[Autism Training Solutions: Chaining and Task Analysis \(Links to an external site.\)](#)



Choral Responding:



[Active participation choral response \(Links to an external site.\)](#)

Response Cards:

[Aimee Ayers McDonald - Response Cards \(Links to an external site.\)](#)



2. Read the IRIS Fundamental Skill Sheets and view all videos for behavior-specific praise, choice making, high-probability requests, proximity control, and wait time:

[Iris Fundamental Skill Sheets \(Links to an external site.\)](#)

3. Choose three of these teaching strategies to discuss. For each of the three teaching strategies, write one post (three posts total) that includes the following:

- a) A short description, in your own words, of the strategy
- b) How the strategy might prevent problem behaviors
- c) How the strategy can be used as a Tier I support
- d) How the strategy can be adapted for distance learning

4. Respond to at least two different classmates' posts.