

TAGteach to present an International Symposium and Workshop at 2007 Association for Behavior Analysis Convention in San Diego, California.



#83 International Symposium

5/26/2007

3:30 PM - 4:50 PM

Betsy B

CSE; Service Delivery

BACB CE Offered. CE Instructor: Janet L. Montgomery, M.S., BCBA

Three Diverse Applications of Teaching with Acoustical Guidance (TAG): Caregivers, Juvenile Delinquents, and Gymnasts

Chair: Janet L. Montgomery (University of Florida, Behavior Analysis Services Program)

Discussant: Ragnar S. Ragnarsson (ICEABA)

Three pilot studies using TAG showed promising outcomes.

Florida's Behavior Analyses Services Program (BASP) conducted two types of follow-up trainings (video, video with TAG) for caregivers who completed a 30-hour parenting course. Two skill components were compared after having been retrained with the video or the video with TAG. Average improvement scores for both components after video training were 29%. Average improvement scores after TAG were 50% for both components.

Twenty-two juvenile delinquent youth participated in eighteen sessions utilizing TAG for a task analyzed list of components such as "fighting and fight

negotiation". This study showed skill enhancement and participants viewed TAG as socially acceptable as measured by positive verbalizations.

Five gymnasts were taught four skills using either conventional training (verbal praise, encouragement, verbal correction for errors) or TAG (a specific behavior marked with a click with no verbal correction). Baseline was measured via three trials of four skills per gymnast. Behaviors were scored as "1" or "0" with total scores averaged across groups over three trials. Conventional training scores increased over baseline from 7% to 25% while TAG scores increased over baseline from 61% to 67%.

Additional data collection is in process to support these preliminary outcomes.

Feedback via Auditory Marker to Improve Task Analyzed Components of Caregiver Skills. Janet L. Montgomery (University of Florida, Behavior Analysis Services Program), VICTORIA FOGEL, Judith A Kosarek, Tony Manzollillo, Vanessa Magdalena Burgos, and Angela M. Howland (University of Florida)

Abstract: The University of Florida and University of South Florida's Behavior Analysis Services Program (BASP) teaches behavioral parenting skills to caregivers. Although BASP's curriculum has produced improvements in caregiver's skills, some skill components have not been performed correctly by large percentages of caregivers. This study was conducted to determine whether Teaching with Acoustical Guidance (TAG) would improve performance on components of the BASP caregiver curriculum that have typically been performed with low accuracy. Preliminary unpublished studies show that TAG may improve the accuracy of other skills, such as those used in golf and gymnastics, but has not been evaluated in a classroom setting such as BASP's training.

Two types of brief follow-up trainings were conducted (standard video and standard video with TAG) for caregivers who had completed a 30-hour parenting course. Two skill components were compared after having been retrained with either the standard video or the standard video with TAG. Average improvement scores for both components after receiving the standard video follow-up training were 29%. Average improvement scores after the TAG training were 50% for both components. Additional data are being collected on the use of TAG in the 30-hour class.

Teaching with Acoustical Guidance: Effects with the Juvenile Delinquent Population. KERI GORMAN (TAGteach)

Abstract: This study applied Teaching with Acoustical Guidance (TAG) technology to juveniles involved in the court system. The Juvenile Detention Center manager identified the negative behaviors of negative verbalizations and low rates of chore completion, but due to unique features of this population, the social acceptance of TAG (using an auditory marker as feedback) was questioned.

Twenty-two youth involved in the county court system and six staff members participated in eighteen, 30 to 60 minute sessions. TAG was shown on video, described, and modeled followed by participants practicing in role-plays. Next, the youths tagged each other on "fun" activities (e.g., rock climbing, magic trick, ball pass) to enhance skill competency. Tagging was paired with reinforcement (candy) on a variable interval schedule. Finally tagging as an enhancement to living and social skills was introduced with participants required to tag for a task analyzed list of components such as "making a room" and also for "fighting and fight negotiation". This study showed skill enhancement in skills taught and all participants taught via this method viewed TAG teaching as socially acceptable in this setting as measured by positive verbalizations regarding this method. This outcome provides an open door for ongoing teaching with this population.

Teaching Gymnastic Skills with an Acoustical Marker. THERESA MCKEON (TAGteach International)

Abstract: Clicker training effects with animals are documented, however, few studies have discussed Teaching with Acoustical Guidance (TAG) with humans.

Study 1 involved teaching two groups of five artistic gymnasts of normal intelligence four skills. Two skills were taught using conventional training methods (verbal praise, encouragement, verbal correction for errors). Two additional skills were taught using TAG where gymnasts were told which task analyzed component would be marked with a click and no verbal corrections were used. Baseline was measured via three trials of four skills per gymnast. Skill elements were scored as "1" or "0" and total scores were averaged across groups over three trials. Conventional training methods produced scores ranging from 7% to 25% increase over baseline while TAG training scores increased over baseline from 61% to 67%.

Study 2 assessed TAG with three mentally challenged rhythmic gymnasts across three unmastered skills. The changes noted from baseline to post-TAG training were from 0% to 75% accuracy in 8.5 minutes, from 0% to 100% accuracy in 5 minutes, and from 25% to 100% accuracy in 1.2 minutes. Both

Studies 1 and 2 showed positive results and all athletes reported greater satisfaction with TAG teaching than with conventional methods of teaching.

Workshop #94

CE: BACB, PSY

5/26/2007

8:00 AM - 11:00 AM

Cunningham A

CE Instructor: Janet L. Montgomery, M.S., BCBA

TAGteach: Using an Acoustic Marker, Unique Phrasing, and Positive Reinforcement to Enhance Teaching and Learning

Theresa Mckeon (TAGteach International), JANET L. MONTGOMERY (University of Florida, Behavior Analysis Services Program), Victoria Fogel (University of Florida), Jose A. Martinez-Diaz (Florida Institute of Technology & ABA Tech), Ernest A. Vargas (B.F. Skinner Foundation), and Keri Gorman (TAGteach)

Description: This workshop will define the principles of Teaching with Acoustical Guidance (TAG), present current applications and introduce the methodology. TAGteach is a new application of operant conditioning principles that allows for more effective teaching and learning of physical and cognitive skills. TAGteach uses, an audible conditioned reinforcer as an event marker, condensed phrasing of directions and positive reinforcement as core elements of the methodology. The game-like nature of this method sparks creativity and reduces stress for teacher and learner. The efficiency of this system allows for pinpoint focus and a reduction of excessive language.

The workshop will incorporate video, demonstrations, and engaging practical exercises to spark creativity and encourage active participation in the learning and teaching process.

Objectives:

- *Learn the use of tag as a marker, information and positive reinforcement
- *Use an audible marker to strengthen the learning process.
- *Identify and create clear achievable goals called tag points.
- *Deliver these tag points using exclusive TAGteach phrasing

Activities:

An introduction to the basic fundamentals of TAGteach will be enhanced with videos of various disciplines and populations using tag techniques. Attendees will participate in interactive exercises that provide the opportunity to practice using the audible marker (tagger). In line with the TAGteach approach, the

exercises will be directed towards encouraging creativity and gaining a new perspective on teaching and learning.

Audience: This workshop is designed for Behavior Analysts and others who want to gain knowledge about the TAG methodology. TAGteach has been successfully used across diverse populations including: autism, caregivers, detention centers, therapists, classroom teachers, and in the sporting community including, professional golfers, gymnasts and rock climbers.

Level: Introductory

Member: \$80.00 **Non-member:** \$95.00

After 3/10 Member: \$105.00 **Non-member:** \$120.00