**Imagine:**

* A child running to you when you enter the house
	+ Excitement in his/her face
* A child running away from you when you enter the house
	+ Why?
	+ What are they thinking?

**The Importance of Pairing:**

* What is pairing?
	+ Establishing yourself as fun by combining the learning environment and the instructor with items and activities that are rewarding
* Why do we do it?
	+ To develop/increase rapport (positive relationship building)
	+ To increase the likelihood of instructional control

**\*\*\*Be a friend, not a drill sergeant\*\*\***

**Pairing:**

* Present preferred items and activities to a new learner in order to build rapport
* During pairing, give the child free access to items/activities that they love
* Ensure that these preferred items are *only* available to the child *through you*
* Put away these toys when you are not playing and pairing with the child
* The child will learn that you are the giver of all great things and will start to come to you instead of run away from you

**Where Do I Start?**

* Arrange the environment so that the student does not have free access to preferred items
* Bring toys!
	+ Examples: balloons, spinning tops, cause-and-effect toys

**Have a ‘Goodie Bag’:**

* Very important to carry this with you!
* This bag of toys should be yours and hidden away at the end of the session
	+ This will help to avoid satiation
	+ This helps the child to perceive you as fun

**What Types of Things Should I Use to Pair?**

* What does the child typically gravitate toward?
* Any preferred characters?
* Avoid tug of war – choose a reward that is easy to control
	+ Edibles/Drinks – deliver a small, consumable amount
	+ Timed Toys – spinning tops, wind up toys
* Quality vs. Quantity
	+ Motivation!
	+ Satiation vs. Deprivation

**Examples of ‘Goodie Bag’ Items:**

* Slime
* Slinkies
* Bouncy Balls
* Vibrating Toys
* Toy Cars
* Stretchy Toys
* Squishy Balls
* Light Up Toys
* Bubbles
* Items personalized to the learner’s interests (e.g., Disney, Paw Patrol, etc.)

\*\*\*Continually add/remove/change toys as you get to know your student(s)

**Ultimate Goal:**

* Your ultimate goal is going to be to pick a reward that the student obtains through you!
* You want the student to WANT you because YOU are the “Giver of Good Things”
* It is important to select a reinforcer in which the student tolerates or prefers your involvement

**Examples:**

* Pushes on a swing
* Wind up toys
* Spinning tops
* Rough and tumble
* Tickles
* Reading a book

**What If a Child Really Does Not Want to Engage?**

* Clear the environment of distractions – the only fun things should be coming through you
* Put preferred items in clear bins with lids that the child cannot get into without an adult’s help
* Put preferred items up high so that the child needs an adult’s assistance
* Get down to the child’s level
* Entice interest by exaggerating how much fun you are having with the toys

**Pairing – What To Do:**

* Have a variety of preferred items and activities readily available (but not accessible by the student)
* Go to the student – get down to their level – give him/her 1 item at a time – WITHOUT ANY demands
	+ If the student will not take the item directly from you, place it next to him/her
	+ Repeat, repeat, repeat – each time, trying to get closer until the student takes the offered item directly from you

 **Pairing – What To Do Continued…:**

* Back up – systematically increase distance
	+ Require the student to travel further and further to access the preferred item (still through you and still no demands)
	+ Goal = student learns that YOU are the giver of all things good – you have all the preferred items/activities and you will give them over without requiring anything in return
* Once the student is coming to you willingly and appears happy… it is time to INTERACT

**When Interacting with the Student:**

* Do NOT place demands
* Follow the student’s lead
* Imitate the student
* Narrate what you see
* Add to the activity (make it so that the student can only do the activity in a certain way because YOU made it special)
	+ Tickles
	+ Singing
* Pair less preferred activities with highly preferred activities

**Capturing Motivation:**

* Follow the child’s lead
* Put preferred toys up high and/or behind you
* Goal = the child needs you to fulfill what s/he wants

**Contriving (Creating) Motivation:**

* Animated facial expressions
* Fun toys
* Use toys that they need an adults’ help with
* Space free from distractions
* Put other toys away
* Get in front of other toys

**Discussion:**

* Satiation/Deprivation – what is this and what does it mean for a therapy session?
* What types of things can you/do you bring to a therapy session in order to capture/contrive motivation?
* How can you arrange the environment to make the experience even better for your student(s)?
* How can you position your body to promote you being the giver of all things good?
* Think about your facial expressions and voice tone – what can you do with your face and voice in order to convey that you are fun?

**What’s in it for ME?**

* What motivates you?
	+ Remember: what motivates you, may not motivate others
* Why is motivation important?
* What motivates your learners?
	+ What do they like?
	+ What do they dislike?
	+ Strengths/Weaknesses?
* Why should they work for you?

**Moving from Pairing to Goals:**

* Let the learner come to you:
	+ Create motivation
	+ Then slip in first/then demands
* Example: He may like when you spin the top, get him to “copy me” before the next spin
* Discussion: At what point do you start to place some demand?

**Formal Stages of Pairing:**

* Stage 1
	+ Preferred items/activities offered continuously and non-contingently throughout the session
	+ Look for indicating responses
* Stage 2
	+ Preferred items/activities offered continuously contingent upon the child’s proximity to the instructor (arm’s length)
	+ Reinforce indicating responses
* Stage 3
	+ Preferred items/activities offered continuously contingent upon the child’s sitting at the table
	+ (Optional)
* Stage 4
	+ One demand per minute following indicating response
* Stage 5
	+ One demand every 30 seconds following indicating response
* Stage 6
	+ Two demands every 30 seconds following indicating response
* Stage 7
	+ Two demands every 15 seconds following indicating response
* Stage 8
	+ Three demands every 15 seconds following indicating response
* Stage 9
	+ On average, three demands every 15 seconds following indicating response
	+ Baseline/Assessment can commence

**Does it need to be that formal?**

* No! Everything is student dependent
* Be hyper aware of your student’s behavior
* Once your student is readily and happily approaching the work area and yourself, you are ready to start adding demands
* Move systematically
	+ There should not be a dramatic change between fun and work at this point

**“Work” for a Beginner Learner:**

* Attending/Joint Attention/Interaction
* Requesting
* Play/Time on Task/Imitation
* Receptive Language
* Echoics/Verbal Imitation

**Other Beginner Goals:**

* Requesting
	+ Example: Put an item in a closed container, do they ask for help?
	+ More complex requests, ask questions
* Language, Language, Language
	+ Can they point to pictures in a book?
	+ Can they answer questions about a picture?
	+ Follows instructions?
* Play
	+ Meaningful or repetitive?
	+ Example: Follow instructions with Little People – “put her in the car”

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