# Three Rs/Intensive Teaching

This handout describes an interactive, multiple trial instruction approach, utilizing the concept of the ***Three Rs – request, response, reaction***. This is very similar to what is termed in the ABA literature as stimulus, response, consequence. The terminology in this manual has been simplified (Three Rs) to ease in training a wide range of individuals working with children with Autism Spectrum Disorders (ASD). An instructor issues a request or presents a task and waits for the child to respond, or provides prompting if the teaching is errorless. Correct responses on the first try should be reinforced with social praise and a highly preferred edible or tangible reinforcer. For example, if you request *“Clap hands”* and the child independently claps his hands (i.e. without assistance/prompt), provide social praise “*Wow, you clapped your hands*!” and a goldfish cracker. If the response is incorrect or there is no response, repeat the request, prompt the child to complete the target response, and give more subdued praise. In this example, repeat *“Clap hands,”* model prompt him to clap, then say “*Yep, that’s clapping hands.*” The goal is an independent response. **Heavily reinforce independent, correct responses**.

A typically developing child will generally respond to a request within a few seconds. Young children with ASD often have receptive language difficulties and may need additional time to respond. When introducing a new request, it is reasonable to give the child up to three to five seconds to respond independently, unless the child is moving toward an error response and you are teaching using errorless learning. As the child becomes more familiar with the task, the time between the request and the response should move closer to the three-second goal.

After the child acquires a target skill during Intensive Teaching, he should be given the opportunity to generalize (i.e., transfer) the skill to other situations. For example, if the child is working on labeling, you could have him identify the same objects at times throughout the day during typical activities.

Due to having pervasive impairments in socialization, communication, behavior, and often deficits in other areas (e.g., motor, academic, self-help skills), young children with ASD need to learn at a faster rate than their typically developing peers just to catch up. The purpose of the ***Three R’s*** is to provide the children with frequent, supported learning opportunities that lead to success. The *Three R’s* can be used in any setting – circle time, small groups, one-to-one, recess, snack, etc.

**Instruction**

 **“Do This”: Imitation**

**“MATCH”: Pre-academic**

**“Do Puzzle”: Play Skills**

 **“Give me the . . .”: Receptive Language**

Presenting Instruction

**REQUEST**

**RESPONSE**

**REACTION**

**What makes the behavior happen**

**What increases the chance the behavior will happen again**

**PROMPT**

**REINFORCEMENT**