Guiding Questions

Shaping

- What do you want the student to be able to do?

- Why does the student need this skill?

- What can he or she do now that might serve as a basic, first form (approximation) of the behavior you ultimately want to see?

- How can you shape this behavior? How incrementally "small" should your approximations be to ensure momentum and success across the shaping process?

- How will you reinforce the behavior during shaping? How will you assure that the student understands what is expected?