Are you teaching ESCAPE?

A one-page check for building instructional control based on the Competent Learner Model

> The target isn't obedience. It's a learner who values instruction because working with adults reliably pays off. That's competence, not compliance and it's the goal of the early lessons.
>
> V. Tucci

> Do not falsely assume that the learner is NONCOMPLIANT. It is more useful to simply assume that s/he is NOT participating. Therefore, your focus will be on developing the participator repertoire that is 'missing'.
>
> V. Tucci · Course of Study Guide, Unit 9A Lesson 4

THE SELF-CHECK

When I walk over, does my learner come toward me — or move away?

WHAT I ARRANGE to become a valued instructor

- ☐ Bring the instruction to where the learner is — carpet, swing, hallway, snack
- ☐ Expect nothing from the learner while you are pairing
- ☐ Keep at least five strong reinforcers ready; rotate so they stay powerful
- ☐ Honor any way of asking: reach, point, sound, word
- ☐ No "work first, then play" in the early lessons
- ☐ Treat "no" as information. Change the activity
- ☐ Join the learner's play first. Interrupt nothing
- ☐ Put the phone away. Full attention, periodic eye contact
- ☐ Give what is asked for right away — no "first do this"
- ☐ Give directions that lead to something good ("Pull it!")
- ☐ Let a direction go if the learner does not respond. Never force
- ☐ End on a success — and build value with every adult on the team

WHAT THE LEARNER SHOWS information, not blame

Signs you are valued	Signs you are not yet valued
Moves toward the adult	Moves away, or leaves the area
Brings things over to show you	Plays only when you are not near
Asks you for things	Asks other adults, or does not ask
Keeps working when you step back	Stops the moment you move away
Stays with you when work appears	Falls apart as soon as work appears
Stays calm as rewards thin out	Protests when rewards suddenly drop
Responds the same with several adults	Responds well with one adult only
Learns anywhere: carpet, swing, hallway	Responds only at the table

WHEN IT IS NOT WORKING, CHECK THE ARRANGEMENT

The four parts — Curricula · Learners · Physical structure · Teacher delivery

The four conditions in the order they arrive — Non-directed (play, no demands) → Semi-directed → Teacher-directed → Peer-directed

Most of us start at the other end.

ON MONDAY

Do not ask whether the learner is ready. Ask whether the condition is arranged for them. Change one part — and see whether they come closer.

Why Are We Teaching Learners to Escape? Engineering Environments Where Participation Is the Natural Response

Tina Lawson, Ed.D., BCBA · Tina Lawson, LLC · tinalawson@mac.com · ABAI 13th International Conference, Prague, 2026 · Submission #109951

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Dr. Tina Lawson drtinalawson.com

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