



# Matching Object to Picture

## REACH Haldimand-Norfolk

Alicia Hachey, alicia.hachey@mohawkcollege.ca



### Introduction

This semester I had my placement at REACH Haldimand-Norfolk. REACH's mission is to promote and support community well being by providing co-ordinated access, planning, programs and services for individuals and families.

I worked along side with Debi Arsenault who is the transition coordinator for children who are on the waitlist for IBI. Because I was working with Debbie, I rarely had the opportunity to see IBI so instead of developing a behavioural program for the other IT's to use, I developed a matching program that would be taught to the child's parents so the parents could implement the program at home, by themselves with the child. The program was developed and implemented very similar to our role play video assignment that we had to complete for our Staff and Parent Training class.

The main focus of my program was to teach the parent how to implement the program by using visual modeling rather than teaching the skill to the client.

I developed a matching object to picture program that was very easy to follow so I could teach the program to the child's parent.

### Procedure

#### The Client

The client used for this program is a 3 year old boy who has been diagnosed with autism. He is for the most part non-verbal although he is able to say small words like "no" and "train". He is not using a PEC system but he is able to communicate what he wants by pointing at things.

#### Baseline

It was discovered at baseline that the child already obtained the skill of matching object to picture, although it is still a skill that should be practiced frequently as the child engages in behaviours when asked to complete the task. It was also discovered at baseline that the child's parent did not obtain the skill of implementing the matching program. Whenever the child would engage in behaviours, the parent would back off, and not follow through with the activity. The child eventually learned that by engaging in such behaviours, he would not have to complete the task.

#### The Program

The program created was titled "matching object to picture". The child would first be presented with one picture and one object and would be asked to match. The child would then be presented with two pictures and one object (one picture is used as a distractor) and then asked to match the object. The child would then be presented with three pictures and only two objects (one picture to be used as a distractor) and asked to match the two pictures. This would continue until the child would be able to match up to 5 objects with no distractors. For each step of the program the instructor is to start from the most intrusive prompt level and when that is mastered they are to move up to the next prompt level. In order for a step to be mastered the client must have 8/10 correct over 2 consecutive data points at each prompt level.

#### Prompt Hierarchy

**Prompt hierarchy:** For each step indicated, do the following:

FP = Full Prompt – Hand over hand. Place your hand over \_\_\_\_\_ hand and match the object to the appropriate picture.

PP =Partial Prompt –Lightly guide \_\_\_\_\_ hand to go to where it's supposed to go.

G= Gestural Prompt-Point to the correct picture that \_\_\_\_\_ is supposed to match.

NP = No Prompt

Each prompt level was physically

#### Presentation

I had the opportunity to go into the child's home and teach this program to the child's parent. I started off by sitting one on one with the parent and going over the program. By using visual modeling, I then modeled the first three steps at each prompt level with my supervisor to show the parent how it should look. We then brought the child in and let the parent try the first few steps of the program with the child. I performed a performance check list on the parent and let the parent know about the steps that she may need to be more cautious of. I answered any questions the parent had and then gave the parent all materials needed in order to run the program on their own at home, including the written program. I did provide the parent with data sheets and graphing sheets but let the parent know that she would not have to track data as the client already obtains the skill, this program is just for the parent to learn how to implement appropriately.

### Results

#### Results In Training:

It was difficult to determine the results of my training session as visits with the parent were only scheduled once a week and due to conflicting schedules, no data could be collected.

After training the parent on the matching object to picture program, I was able to have a brief follow up with the parent to see how the program was going. The parent claimed that she was still trying to run the program as often as possible but she was still having difficulties with the clients behaviours. Unfortunately I was not given the opportunity to see for myself how the program was progressing.

It was decided that for future follow up the program would be passed on to my supervisor Debi Arsenault and she would do bi-weekly follow up's with the parent to make sure that the program is being implemented correctly.

#### Performance Checklist

Here is a copy of the performance checklist that was recorded during the training session.

Step	Action	Yes	No
1	Mediator has written program set out in front of them (including data sheets)	*	
2	Mediator has all required materials/reinforcers set up and ready to use in order to implement "matching object to picture" program	*	
3	Mediator states child's name and SD "Owen, match ____"	*	
4	Mediator assists child on appropriate step/prompt level	*	
5	Mediator delivers appropriate verbal praise for correct response "good job, that's matching ____"	*(with prompting)	
6	Mediator delivers appropriate reinforcer/preferred reinforcer		*
7	In the case of an incorrect response, mediator is to resort back to the previous prompt level.		*
8	Mediator writes down/collects appropriate data	NA	NA
9	Mediator returns data sheet and program to client's program binder and puts program binder back on the shelf.	NA	NA

#### Results

The results of the performance checklist show that visual modeling is one of the more effective ways of training a parent. For the most part, the parent was very successful when it was her turn to implement the program. After the parent had a chance to practice a few steps, I went over the areas that may have needed a bit of improvement. The parent accepted the feedback very well and I modeled for her again, the steps that she needed to work on. I then gave the parent the opportunity to try these steps again. The second time around, she seemed to be on the right track.

I found it very difficult to train the child's parent as there were a lot of distractions in the area and the parent did not appear to be very motivated. It was difficult to keep her focus and make sure she fully understood what I was explaining to her rather than just agreeing with me. At the end of the training session, I summarized everything that we went over and left the parent with all of the required materials that she would need in order to run the program on her own, including a copy of the written program. I let her know that because of schedule conflicts, the program would be passed over to Debi Arsenault for further follow ups and training. The parent was very appreciative for the new program and agreed to implement the program as often as possible, but agreed that she would need more training sessions.

#### Visual Modeling

Visual modeling is one of the more effective ways to train a staff or parent on how to implement written programs. Especially for a parent, it can be very difficult to understand certain terminology. By using visual modeling you are giving the parent the opportunity to see exactly what it is they need to be doing and also gives them the opportunity to ask questions as they go along.

When working with this parent in particular, visual modeling is the best method to use when training her. For future follow up's visual modeling will be consistently used at each session. Debi will model the steps of the program for the parent and then ask the parent to model the way she has been running the program. By doing this, it gives the parent the opportunity to improve the way she is implementing the program and reminds her of steps that she may have forgotten. When working with a child's parent, you must always be cautious of what you are saying and do to ensure that you are not offending the parent or underestimating their parenting abilities.

### Required Materials

- Bag of 5 matching object to picture items (5 objects and 5 matching pictures)
- Copy of the written program
- Copy of performance checklist
- Preferred reinforcements

Figure 1:  
Matching object  
To picture items  
With one  
distractor



Figure 2:  
Matching object  
To picture items,  
All five objects  
And all 5 pictures



### Conclusion

In conclusion, I found that by using visual modeling when training a parent is very successful. As I have stated before, training a parent in general can be very challenging but can make quite the difference in the child's progress. I feel that this study would have been more successful if necessary data could have been recorded, but due to conflicting schedules, unfortunately this was not possible. For next time, proper data would have been taken on the parent and child, and a week after teaching the program I would have liked to record another performance checklist to keep track of the parents progress in implementing the program.

### Literature

Valerie J. Gortmaker, Edward J. Daly III, Merilee McCurdy, Michael J. Persampieri, and Melanie Hergenrader; *Improving Reading Outcomes for Children with Learning Disabilities: Using Brief Experimental Analysis to Develop Parent-Tutoring Interventions*, Journal of Applied Behaviour Analysis, 2007, 40, 203-221

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