

# Identifies Obvious Problems

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# The client

- ▶ The client is a 6 year old girl who has been diagnosed with autism. She attends The Gregory School for Exceptional Learning where she receives IBI. She has been attending the school for 2 years.



# Rationale

- ▶ This program was chosen to help the client become more aware of her surroundings. Instead of just seeing a picture of a house on fire and just labeling 'house' she will be able to identify that there is a problem within the picture. Also, instead of having the client's target response just be, for example, 'fire' it will be 'house on fire.' This will help with the child's ongoing development of her language skills.

# Baseline

- ▶ Baseline was conducted over 2 days by 1 instructor. The child scored 0% on all targets across the 2 days.

Target	Day 1	Day 2	Total %
House is on fire	–	–	0%
Pencil is broken	–	–	0%
Baby is dirty	–	–	0%
Boy scarped knee	–	–	0%
Street is flooded	–	–	0%
Tornado on beach	–	–	0%

# Targets

- ▶ 1. House is on fire
- ▶ 2. Pencil is broken
- ▶ 3. Baby is dirty
- ▶ 4. Boy scraped knee
- ▶ 5. Street is flooded
- ▶ 6. Tornado on beach



# Steps

- ▶ Procedure: The instructor is to place a picture of an obvious problem in front of the client and issue the SD, “What is wrong?”
- ▶ 1. The instructor will give a verbal prompt and a sign prompt after asking the SD.
- ▶ 2. The instructor will just sign the correct response after asking the SD.
- ▶ 3. The instructor will just ask the SD and the client will not be prompted.
- ▶ 4. Mastered targets will be put into random rotation to help the child maintain the skill.

# Data Collection

- ▶ Data was collected on a trial by trial data sheet. The instructor working with the child is responsible for taking the data. Data will be collected every time the program is ran. Here is the legend that was used.

Legend	
Correct Response	+
Incorrect Response	-
Prompted Correct	+P
Prompted incorrect	-P
No Response	NR

# Generalization/Maintenance

- ▶ After the child has mastered the first set of targets then additional targets will be added to help the child generalize the skill.
- ▶ Maintenance is done within the program since after a target is mastered it is then placed into random rotation. This will help the child maintain the skill.



# A Special Thanks...

- ▶ To the principal and staff of The Gregory School for Exceptional Learning. I learned a lot during my placement there. It really was a great experience.