

Receptive Identification of Labels

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Rationale

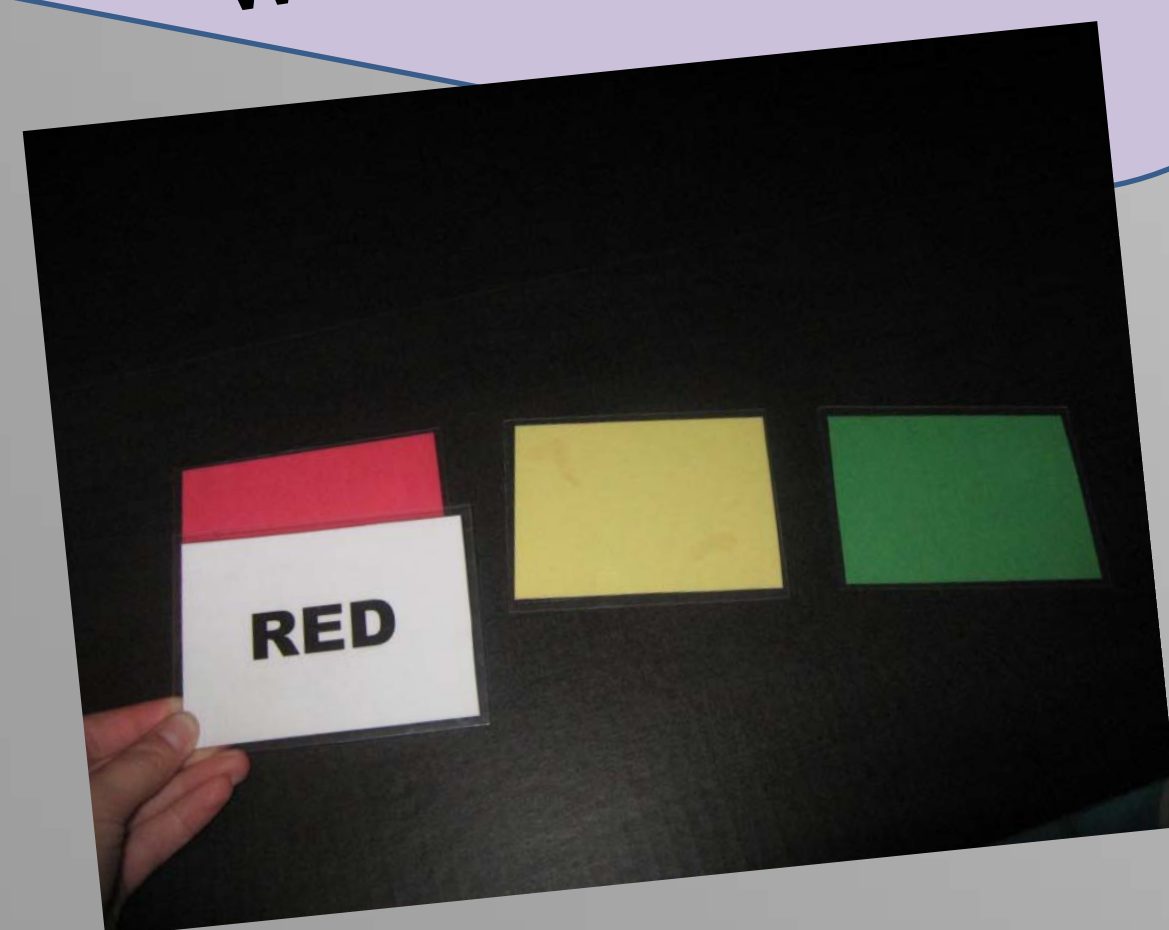
The purpose of this program to support/increase development of language that is age appropriate. Also to support development of academic skills and learning/labelling colours in his environment

Prerequisites

The learner will be able to sit, attend and be able to receptively identify colours when provided with a verbal label. Also letter discrimination and sight Words.

Method

The participant, Hayden* is a 6 year old male who has been diagnosed with autism. Six months prior to this study the boy had only approx 50 words. Hayden did have little language and poor communication skills. He would use single words or excessive behaviours to try and communicate his wants and needs. Hayden's excessive behaviours are screaming and hitting. Screaming is defined as making loud vocal noise for longer than 10 seconds. Hitting is defined as striking another person or object with force.



Setting and Stimulus Materials

Training and test sessions were conducted in the basement of the client's grandmother's home. The room was furnished with a table, several chairs, and cabinets. Materials included for this participant were pictures of the following colour; red, green, blue, brown, black, purple, orange, yellow, white, pink which measured 4.5 in wide and 3.5 in tall. Also cards that had the text of each colour in aril black font size 72.

Baseline Data

Baseline showed that none of this material is learned as no colours scored over 80% or three + data points in a row. Baseline was conducted across five individuals.

Item	Trial 1 / Date	Trial 2 / Date	Trial 3 / Date	Trial 4 / Date	Trial 5 / Date	% Correct
Red	-	-	-	-	-	0%
Pink	-	+	-	-	-	20%
Brown	+	+	-	+	-	60%
Blue	-	-	-	-	-	0%
Orange	-	+	-	-	-	20%
Green	-	+	-	+	-	40%
Purple	+	-	+	+	-	60%
Yellow	-	-	-	-	-	0%
White	-	+	-	-	-	20%
Black	-	-	+	+	-	40%

Preference Assessment

Stimulus preference assessment was conducted. Forced choice assessment was completed and it was determined that pickles were the top reinforcer. Pickles were compared with bubbles, Thomas Tank Engine book and Vtech game.

Teaching Phases

Phase 1: Text in specific colour



Phase 2: Text in black & outlined in specific colour



Phase 3: Text in black



Procedure

In front of the child, an array of three colour cards is presented. IT gave SD to "Match" where child is required to match the text to the picture. In teaching phase one, we started teaching with just three colours (blue, pink, green)

Data

Students Name: _____ Monthly Performance Graph

Month / Year: April, 2009 Mastery Criteria: 80% across three IT's
Goal / Program: Blue, Pink, Green BO: "Match"

Phase	April 22 JP	April 22 AK													
100															
90															
80															
70															
60															
50															
40															
30															
20															
10															
0															
Date/Init.	April 22 JP	April 22 AK													
# Of Trials	3	3													
Target #	P	P													

1. Jessica 3. _____ 5. _____ 7. _____ 9. _____
2. Ashley 4. _____ 6. _____ 8. _____ 10. _____

Use • for teaching data, Δ for probe data and x for maintenance data. All phase changes are marked

Results

- Phase one was probed, child mastered the first three targets in phase one with across two IT's
- Phase 2 was probed and child also mastered the first three targets of this phase across two IT's.
- Procedure is not complete and is still continuing.

Literature

Clevenger. Theresa., Graff. Richard, (2005) Assessing object-to-picture and picture-to-object matching as prerequisite skills for pictorial preference assessments. 38, 543-547

Rosales. Rocio, Rehfeldt. Ruth Anne, (2007) Contriving transitive conditioned establishing operations to establish derived manding skills in adults with severe developmental disabilities. 40,105-121