

# ABLLS-R PROGRAM

S7 COPY LETTERS (WITH SAMPLE)

& T3 COPY WORDS

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# CLIENT PROFILE

- The client is a 6 year old male that has been attending IBI for 2.5 years and currently attends approximately 24 hours a week.
- He uses verbal communication with prompting to use sentences and make eye contact.
- He enjoys independent play and needs prompting to play socially with others.
- He has repetitive behaviours including frequent scripting, fluttering his hands in front of his eyes and some rocking.



# ASSESSMENT RESULTS

- Skill Deficit program
- His ABLLS-R book shows he has the prerequisite skills to be able to complete the Copy Letters and Words programs.
- He has mastered the Tracing Letters Program and Labeling letters both receptively and expressively. Copying letters is the next step



# SOCIAL VALIDITY

- This program was chosen because now that he is in school he will need to learn this to copy letters and words so he can copy notes and sentences from the blackboard. This is a skill he will also need in future grades as he gets older.
- This skill will help this client to become more like his typical peers in the classroom as he will be able to copy notes and information when instructed to. He will be able to make all the letters in both upper and lower case and this program can be a building block for spelling and reading as future programs.



# WRITTEN PROGRAM

- **OBJECTIVE:** The child will be able to copy the letters of the alphabet and up to 6 letter words within the lines given when provided with a model and is given an instruction to copy.
- **Set Up/General Instructions:** To be taught using varying instructions (“Copy the letters,” “Copy the words,” “Copy,” etc) and generalization will be included from the start, using different fonts, sizes and shapes of the letters.
- Can use the letter book in his room or draw out the letters.
- Use a variety of different words for the student to copy.
- Teach all uppercase letters before beginning with lowercase letters.
- Teach 3 letters at a time and move to the next letter once it has 3 consecutive Y across 2 therapists



# WRITTEN PROGRAM

- **Materials:** Pencil, data sheets, paper to draw letters, letter book, dry erase markers
- **Mastery Criteria of Program:** This program is considered to be mastered when the child can copy each letter both upper and lowercase and up to 6 letter words for 3 consecutive Y probes on the cold probe sheet, across 2 therapists.



# WRITTEN PROGRAM

## Program Procedure

<b>Step</b>	<b>Instruction</b>	<b>Target Response</b>	<b>Reinforcement</b>	<b>Move to Next Step When...</b>
<b>1</b>	IT will teach 3 uppercase letters at a time using various SD's ("Copy the letters," "Copy," etc) and giving a model of the letter until all letters have been learned	Student will copy the given letter within the lines using the model provided	Follow reinforcement procedures below. If an error occurs follow error correction procedures.	3 consecutive Y probes across 2 therapists with each letter
<b>2</b>	IT will teach 3 lowercase letters at a time using various SD's ("Copy the letters," "Copy," etc) and giving a model of letter until all letters have been learned	Student will copy the given letter within the lines using the model provided	Follow reinforcement procedures below. If an error occurs follow error correction procedures.	3 consecutive Y probes across 2 therapists with each letter
<b>3</b>	IT will teach a variety of 2 and 3 letter words using various SD's ("Copy the words," "Copy the letters," "Copy," etc)	Student will copy the 2-3 letter words within the lines using the model given	Follow reinforcement procedures below. If an error occurs follow error correction procedures.	3 consecutive Y probes across 2 therapists



# WRITTEN PROGRAM

## Program Procedure

<b>4</b>	IT will teach a variety of 4-5 letter words using various SD's ("Copy the words," "Copy the letters," "Copy," etc)	Student will copy the 4-5 letter words within the lines using the model given	Follow reinforcement procedures below. If an error occurs follow error correction procedures.	3 consecutive Y probes across 2 therapists
<b>5</b>	IT will teach a variety of 6 letter words using various SD's ("Copy the words," "Copy the letters," "Copy," etc)	Student will copy the 6 letter words within the lines using the model given	Follow reinforcement procedures below. If an error occurs follow error correction procedures.	3 consecutive Y probes across 2 therapists



# WRITTEN PROGRAM

## Prompting Hierarchy

<i>Most FP</i>	<i>PP</i>	<i>G</i>	<i>Least P</i>
Hand over hand drawing the letters and words with the student	Touching students elbow or hand and prompting them to copy, or gently guiding the pencil	Pointing to the letters or words the student is to copy	<b>Gestural</b>

## Reinforcement Procedures

<i>Reinforcement</i>	<i>Unprompted Correct</i>	<i>Prompted Correct</i>
<b>Tangible/Edible</b>	When teaching give tangible on an FR:1 schedule for the first few trials and fade to a VR:3	No tangible given for a prompted correct response
<b>Social</b>	Give social praise on an FR:1 schedule for first few teaching trials and fade	Neutral feedback given to the client ("Nice trying, Nice sitting, etc)



# WRITTEN PROGRAM

Data Collection Procedures

Cold Probe Data Sheet  
Rate of Acquisition of Skills Graph

Generalization

<b>Order</b>	<b>Instruction/SD</b>	<b>Materials</b>	<b>Setting</b>	<b>People</b>	<b>Reinforcement</b>
<b>1</b>	Various SD's	Chalkboard, chalk	In a different room	Other IT's, other children, parents	Follow reinforcement procedures listed above
<b>2</b>	Various SD's	White board, dry erase markers	In a different room	Other IT's, other children, parents	Follow reinforcement procedures listed above



# BASELINE RESULTS

## Method

- Baseline was tested 2 separate times across 2 different therapists and the client was given a sample of each letter to copy in both upper and lower case and instructed with various SD's to copy the letters. Words were not baselined and would have been added had the letters been mastered.



# BASELINE RESULTS

## Results

- If any letter got 2 Y probes during the baseline testing, then it was considered mastered and was not put into teaching. The letters that received either 2 N probes or a Y probe and a N probe was put on the items list for teaching
- Teaching will be started with uppercase letters then going into the lowercase letters, and the overall goal of the program is for the client to be able to copy up to 6 letter words.



# BASELINE RESULTS

## Letters Mastered

The following letters were mastered at baseline:

a C c E H I J l m n t

The rest of the letters were put into teaching,  
starting with uppercase and letters A B D



# GENERALIZATION

- The program is being generalized by being taught by different instructors and the option to use different materials is there. Additional generalization steps have been added to the program ( using a chalk board to copy from and a white board) to help generalize the program and for it to be implemented into the classroom that the client attends. The program will be taught in centre as well as at home sessions.
- There are generalization steps for each program that the client initially masters and these steps will also be followed for this program.



# GENERALIZATION

- These steps include:
  - varying locations, people and materials
  - The program can be practiced anytime
  - Generalization is considered mastered with 4/5 Yes probes on the data sheet
  - If there is a No probe, the target is to be taught to independence that day and probed the next time
  - 3 consecutive No probes and the program is to be put back into acquisition again



# MAINTENANCE

- After the program has been completely mastered, the hope is that the skill is maintained at school, so that the client can copy notes and exercises from the blackboard like all his classmates.
- There are also maintenance steps for each program that the client masters in acquisition and generalization.



# MAINTENANCE

- These steps are as follows:
  - The program is to be taught in the Natural Environment
  - The program is put on a 3 month schedule and the weeks 1, 2, 4, 8, 12 are highlighted and the program is tested during these weeks and the data is recorded
  - For the program to be completely mastered, the client needs to score 4/5 Y probes
  - If the first 4 probes are Y's then the fifth probe must also be tested
  - 2 consecutive N probes and the program goes back to generalization
  - 3 N probes within 5 consecutive probes and the program goes back into generalization



# DATA PRESENTATION

- Data will be collected by the Instructor Therapist in cold probe data format. The data for each target will be recorded once per session on the first trial of that target. The data will be recorded as a Y, N or T probe (yes, no or teaching).
- When the target is first introduced, it is put as a Teaching probe until it can be faded to Independence and the next session it is probed and the data is recorded.



# DATA PRESENTATION

- If the target was left off as an I (independent) then the target is probed on the first trial of that target. If the response of the client is correct for that target, it is recorded as a Y probe. If there are 3 consecutive Y probes, then a new letter will be introduced the next session.
- If the target is recorded as an N, then it will be taught to independence or as less of a prompt as possible. The next session, that target will be started off with the last prompt and will try to be faded to independence. If it is left at independence, it will be probed the next session.



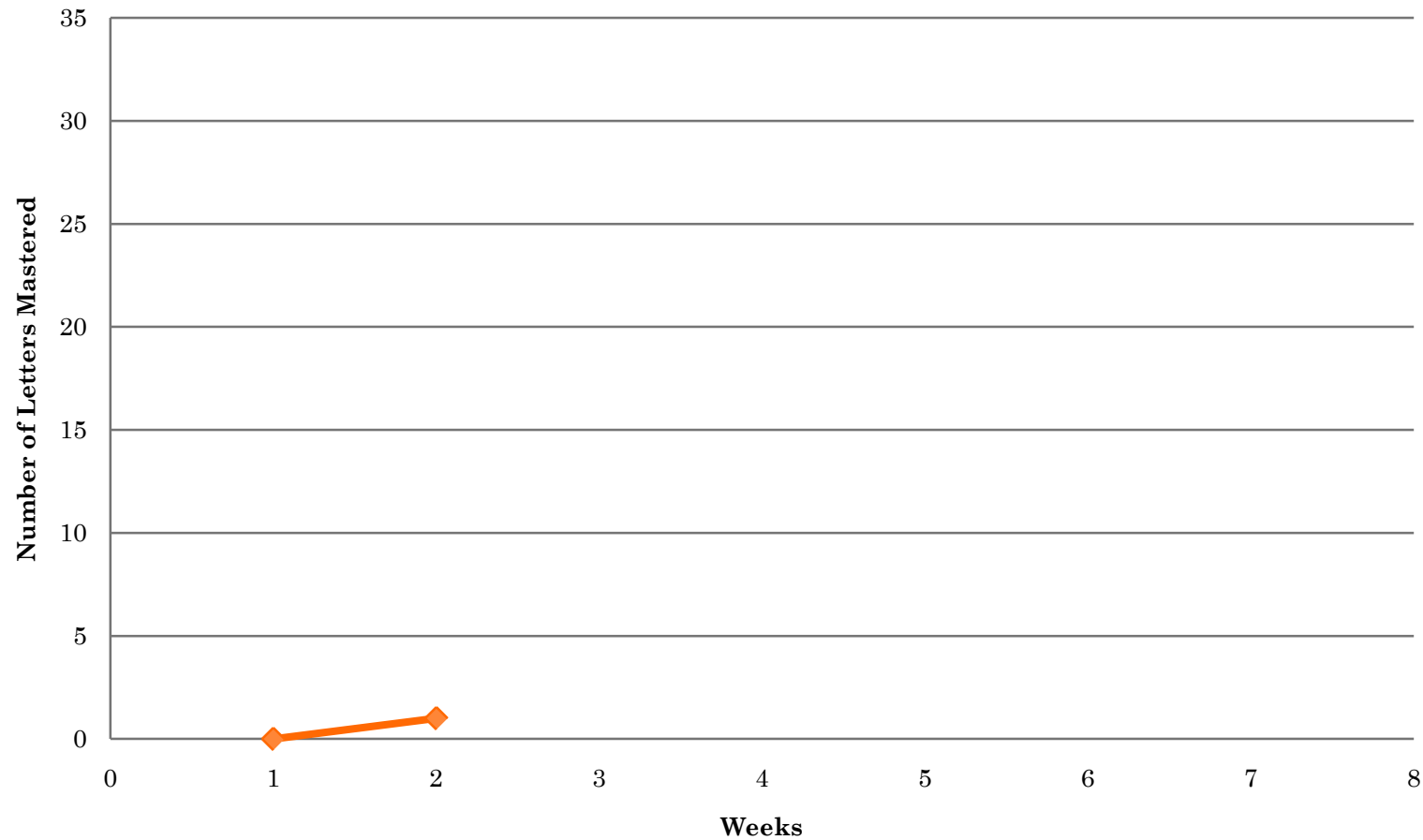
# DATA PRESENTATION

- The data will be evaluated by the primary Instructor Therapist of this client each week and put onto the Skills Acquisition Graph.
- The instructor therapists are responsible for introducing new letters when they see one has been mastered on the data sheet.
- The current data is representing that the program be continued, as the first few letters are still being acquired.



# DATA PRESENTATION: GRAPH

## Program S7 & T3 Copying Letters & Words



# DISCUSSION

- Some of the problems faced are:
  - The program not being run every single session but the majority of the sessions as time can be a restraint
  - IT's accepting different variations of the shape of the letter copied
- Possible Solutions:
  - Try to get through as many programs as possible in the time that is allowed
  - Make sure that all IT's accept only defined letters or ones that are very similar to what is in the materials book that was made



# SCIENTIFIC EVIDENCE

- In the Melchiori et al article, stimulus equivalence was tested. The results state that “dictated words, printed words and pictures were all members of equivalence class” (Melchiori, p 99) and through testing these classes, the student’s reading improved. During the printed word session, the students were asked to copy the written words that were proved on cards. This proves that through learning to copy words and letters, it can help with equivalence class and learning each of the members as well as help with learning to read. These are important skills to help generalize the stimulus classes and be able to read like typically developing peers.



# SCIENTIFIC EVIDENCE

- In the Karsten and Carr article their results concluded that a differential reinforcement procedure (delivering high quality reinforcers exclusively following unprompted responses) was the most preferable method of reinforcement to produce acquisition of motor and vocal responses in 2 children with autism. This goes along with the reinforcement procedures of this program, in that no tangible is given and only neutral social feedback given when there is a correct prompted response.



# REFERENCES

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