

Labels Common Ongoing Actions: Comparing Acquisition Rates with PECS & Sign Language.



Bethesda Services

Hamilton – Niagara Regional Autism Intervention Program

Baseline

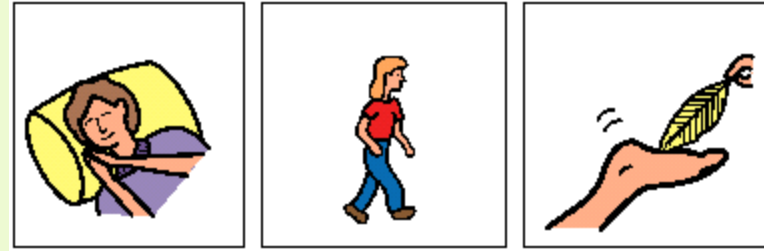
A DVD consisting of 18 actions was used:

- Drink
- Jump
- Sleep
- Tickle
- Sit
- Clap
- Bounce
- Hug
- Eat
- Read
- Walk
- Pet
- Brush
- Shake
- Draw
- Crawl

Baseline Instructions

When playing an action clip on the DVD the IT will put an array of 3 PECS in front of the child and ask:

"What are they doing?"



Child will respond by pointing to the correct PEC and response will be recorded as correct or incorrect. + -

PECS



Baseline Data Sheet

STEP	Date:	Date:	Date:	COMMENTS
What is she/he doing?				
Tickle	+	-	-	
Jump	+	-	+	
Eat	+	-	-	
Bounce	+	-	-	
Pet	-	-	+	
Read	-	-	+	
Shake	+	-	-	
Hug	+	-	-	
Drink	+	+	-	
Sit	-	+	-	
Draw	-	+	-	
Clap	-	-	-	
Tickle	-	+	+	
Crawl	-	-	-	
Sleep	+	-	-	
Brush	-	-	+	
Walk	+	-	+	
Smile	+	-	+	
Touch	-	-	-	

About My Learner

- 6 years old
- Non Verbal
- Obsessive Compulsive Disorder
- Uses PECS to communicate
- Been in IBI for almost two years
- Received Private therapy since 2005

Program

HAMILTON-NIAGARA REGIONAL EARLY AUTISM INITIATIVE

Domain: Labeling Program: G7 Labels Common Ongoing Actions: comparing acquisition rates with PECS & sign language.
 Date Introduced: April 17, 2009 Revision Date: Date Mastered: Senior Therapist: Diane Campbell Date Terminated: Child:

OBJECTIVE: The child will label ongoing actions using PECS and sign language. A comparison of acquisition rates will be made between the two modalities: PECS and sign language. A decision on which modality to continue with will be made based on the data.

Set Up: Child and IT can be at the table, or on the floor.

Materials: DVD & DVD player.

Mastery Criteria of Program: The child will label 3 ongoing actions on 3 cold probes across 2 different IT's using his PECS. The child will label 3 ongoing actions on 3 cold probes across 2 different IT's using sign language.

PROGRAM PROCEDURES:

Teaching procedure and strategy (see General Programming Procedures):

Priming – have child imitate the signs modeled by therapist before teaching the signing steps. Ex: "Do this"

Intensive Trial Teaching - The following steps can be taught at the table (clapping, reading, tickling, eating, drinking, and sleeping).

Ensure the proper objects are available for each teaching target.

NET - In generalization, teach the following steps when they occur naturally in the child's environment (reading, eating, drinking, and sleeping).

When the child has mastered a step immediately put into generalization.

It is okay to use pronouns for the pictures in generalization. Ex: "What are they doing? What is he doing? What are you doing? What am I doing?"

* Incidental Teaching – When the opportunity arises teach target and count as trial.

INITIAL ACQUISITION:

Step	Instructions that can be interchanged	Target Response	Move to next step
1	With 3 pictures on a sheet in his PEC book, the therapist will start the "clapping" scene #1 on the DVD and ask "What is she doing?"	* will take the "clapping" picture and put it on his sentence strip and hand it to the instructor therapist and point to the pictures. When * is pointing to the pictures the therapist will	9/10 correct response across two therapists.

2	With 3 pictures on a sheet in his PEC book, the therapist will start the "drinking" scene #2 on the DVD and ask "What is she doing?"	* will take the "drinking" picture and put it on his sentence strip and hand it to the instructor therapist and point to the pictures. When * is pointing to the pictures the therapist will read the words aloud. "Clapping! Yes, she is clapping!" "Drinking! Yes, she is drinking!"	9/10 correct response across two therapists.
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3	Random Step With an array of 3 – 5 pictures on a sheet in his PEC book, the therapist will randomly start either "clapping" or "drinking" scenes on the DVD and ask "What is she doing?"	* will take the appropriate action picture from his PEC book and put it on his sentence strip and hand it to the instructor therapist and point to the picture. When * is pointing to the pictures the therapist will read the words aloud. "Drinking! Yes, she is drinking!" Or "Clapping! Yes, she is clapping!"	18/20 correct response across two therapists.
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4	With 3 pictures on a sheet in his PEC book, the therapist will start the "tickling" scene #3 on the DVD and ask "What is she doing?"	* will take the "tickling" picture and put it on his sentence strip and hand it to the instructor therapist and point to the pictures. When * is pointing to the pictures the therapist will read the words aloud. "Tickling! Yes, she is tickling!"	9/10 correct response across two therapists.
5	Random Step With an array of 3 – 5 pictures on a sheet in his PEC book, the therapist will randomly start either "clapping" or "tickling" scenes on the DVD and ask "What is she doing?"	* will take the appropriate action picture from his PEC book and put it on his sentence strip and hand it to the instructor therapist and point to the picture. When * is pointing to the pictures the therapist will read the words aloud. "Drinking! Yes, she is drinking!"	18/20 correct response across two therapists.

6	The therapist will start the "sleeping" scene #5 on the DVD and ask "What is she doing?"	* will form his hands into the sign "eat". Therapist will then also model the sign and say: "Eating! Yes, she is eating"	9/10 correct response across two therapists.
7	The therapist will start the "eating" scene #6 on the DVD and ask "What is she doing?"	* will form his hands in the sign "sleep". Therapist will then also model the sign and say: "Sleeping! Yes, she is sleeping."	9/10 correct response across two therapists.
8	Random Step The therapist will randomly start either "eating" or "sleeping" scenes on the DVD and ask "What is she doing?"	* will form his hands in the appropriate sign. Therapist will then also model the sign and say: "Eating! Yes, she is eating." Or "Sleeping! Yes, she is sleeping."	18/20 correct response across two therapists.

9	The therapist will start the "reading" scene #7 on the DVD and ask "What is she doing?"	* will form his hands in the sign "read". Therapist will then also model the sign and say: "Reading! Yes, she is reading."	9/10 correct response across two therapists.
10	Random Step The therapist will randomly start either "eating" "sleeping" or "reading" scenes on the DVD and ask "What is she doing?"	* will form his hands in the appropriate sign. Therapist will then also model the sign and say: "Eating! Yes, she is eating." or "Sleeping! Yes, she is sleeping." or "Reading! Yes, she is reading."	18/20 correct response across two therapists.
11	See ST for further teaching in the program using either modality: PECS or Sign.		

* Changes have been made to the program: Once one PEC has been mastered they will move on to teach the first sign. Data will be compared to see which modality is learned at a faster rate. They will continue to teach program in this fashion.

GENERALIZATION PROBE: Continue to vary the instruction for individual child

Step	Location	People	Materials	Move to next step
1	3 different locations			When the child responds correctly over 3 cold probes in at least 3 different locations.
2		3 different people.		When the child responds correctly over 3 cold probes with 1 parent and 2 other people.
3			Identifies each action when different people are engaging in the activity or a different video is used.	When the child responds correctly over 3 cold probes with at least 3 different examples of each action.

Prompting & Reinforcement

PROMPTING PROCEDURES: Most to Least

Full Physical (FP), Partial Physical (PP), Gestural (G), Positional (P), Visual (V), Visual/within stimulus (Vis/WS), Verbal (Vb), Verbal/within stimulus (VB/WS)

Most			Least
Fade Time	0 sec delay		3 second delay
Full Physical – Hand over hand.	Partial Physical – Guide to start the sign.	Modeling– models the sign.	

REINFORCEMENT PROCEDURES: See General Programming Procedures

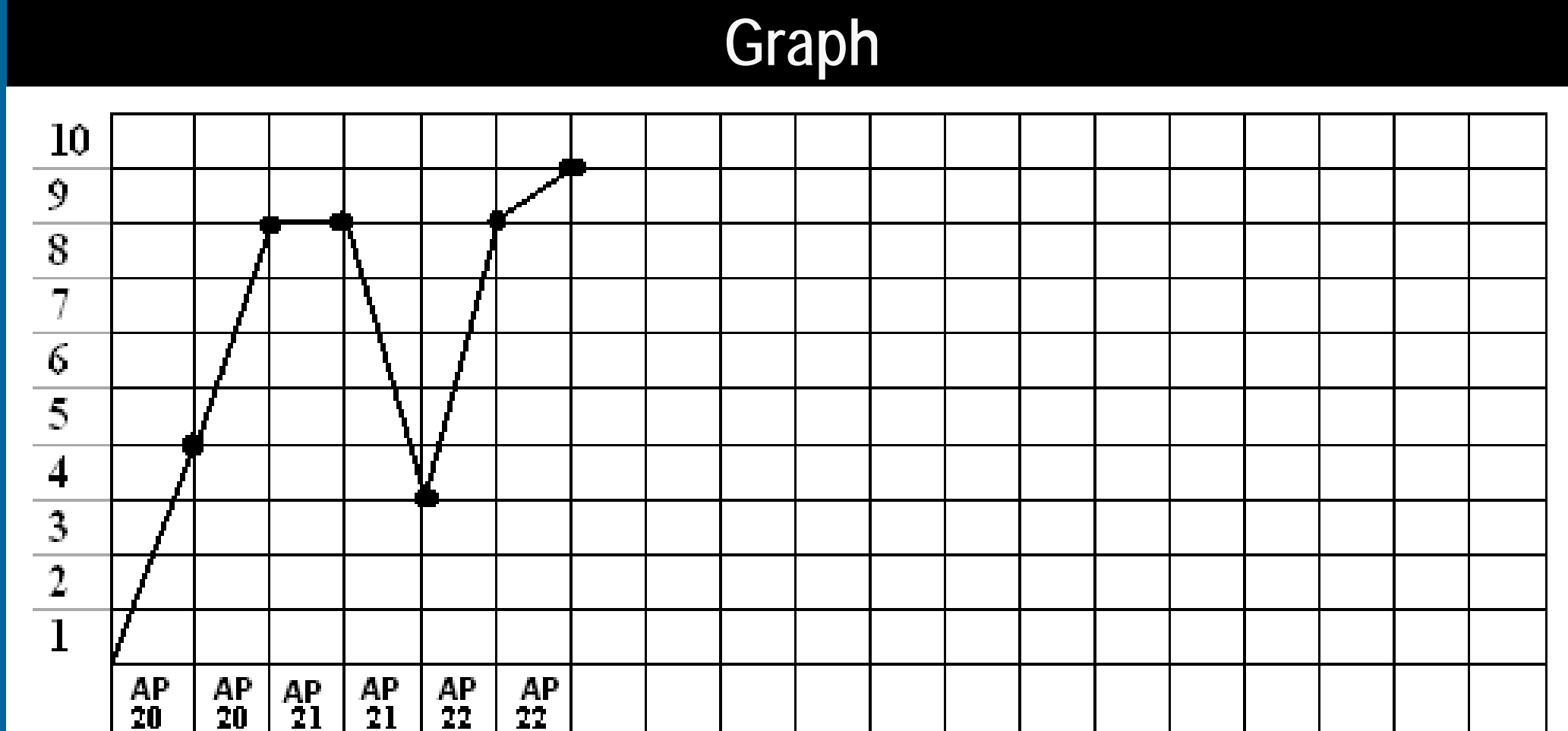
ITT: FR: 1 in initial teaching
VR: 3 when known.

Revision Criteria: If child does not move one step in 5 treatment days consult the senior therapist.

Error Correction: See General Programming procedures in binder.

10 Trial Data Sheet

Program: Label On Going Actions				Program: Label On Going Actions				Program: Label On Going Actions			
Instruction: What is he/she doing?				Instruction: What is he/she doing?				Instruction: What is he/she doing?			
Step: 1 - Clapping				Step: 1 - Clapping				Step: 1 - Clapping			
Materials: DVD				Materials: DVD				Materials: DVD			
trial	1	U/P	P	trial	1	U/P	P	trial	1	U/P	P
	2		y		2		y		2		y
	3		y		3		y		3		y
	4		y		4		y		4		y
	5		y		5		y		5		y
	6		y		6		y		6		y
	7	y			7	y			7	y	
	8	y			8	y			8	y	
	9	y			9	y			9	y	
	10	y			10	y			10	y	
Total %	4/10 = 40%			Total %	8/10 = 80%			Total %	8/10 = 80%		



*Note some of the data used in this presentation is hypothesized

Sources

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