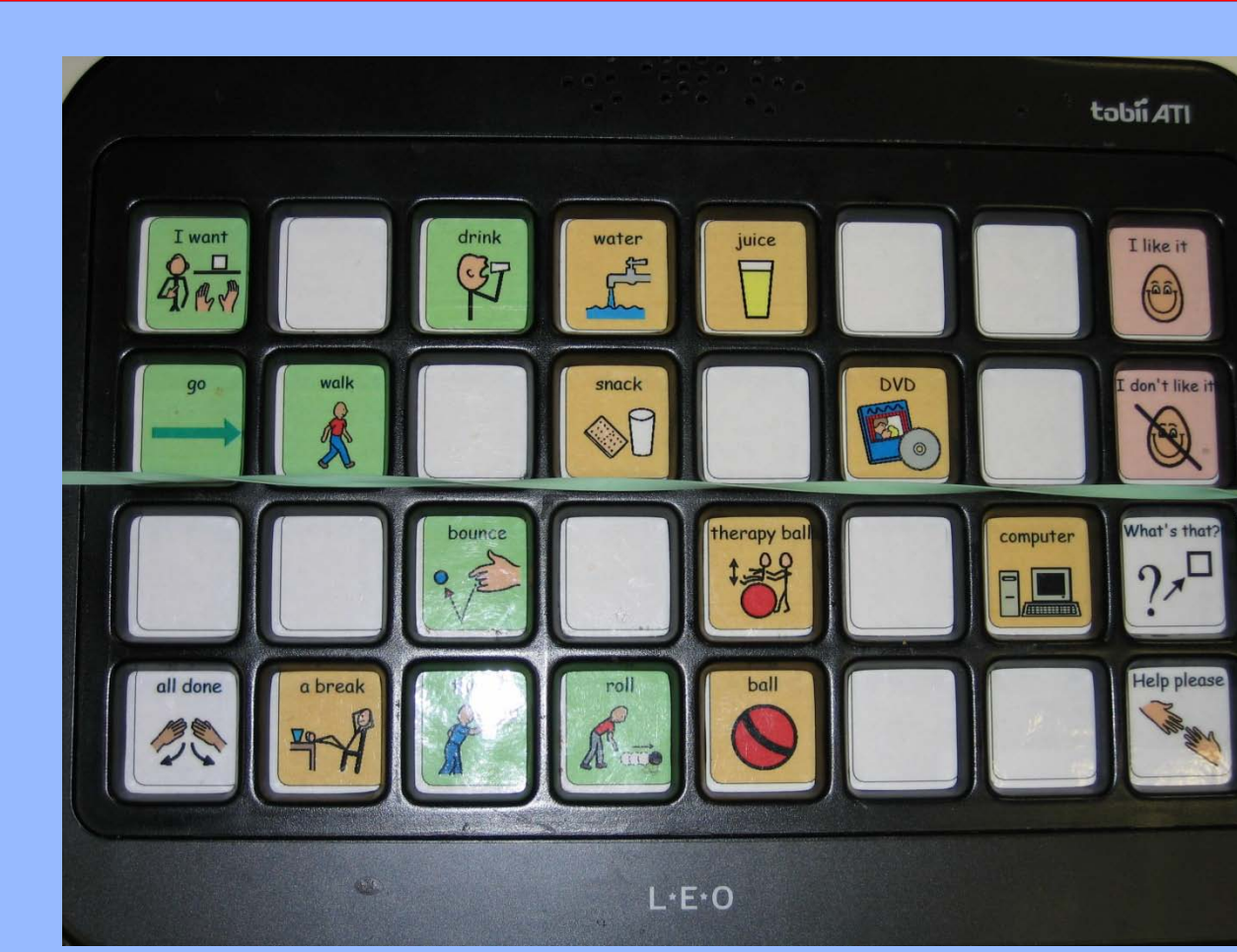
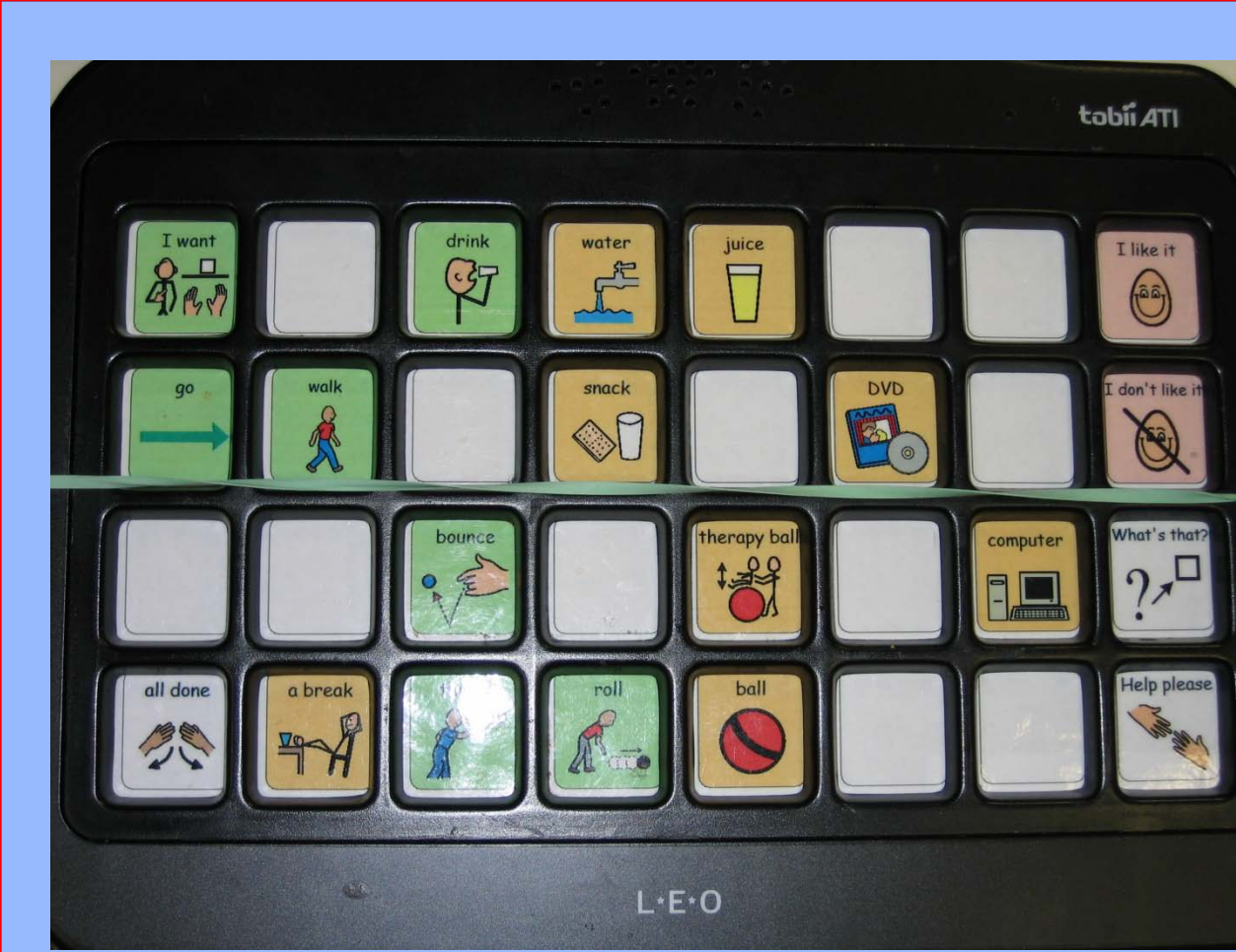


Independent Location of LEO

Missing Links

Jenn Franks



Description

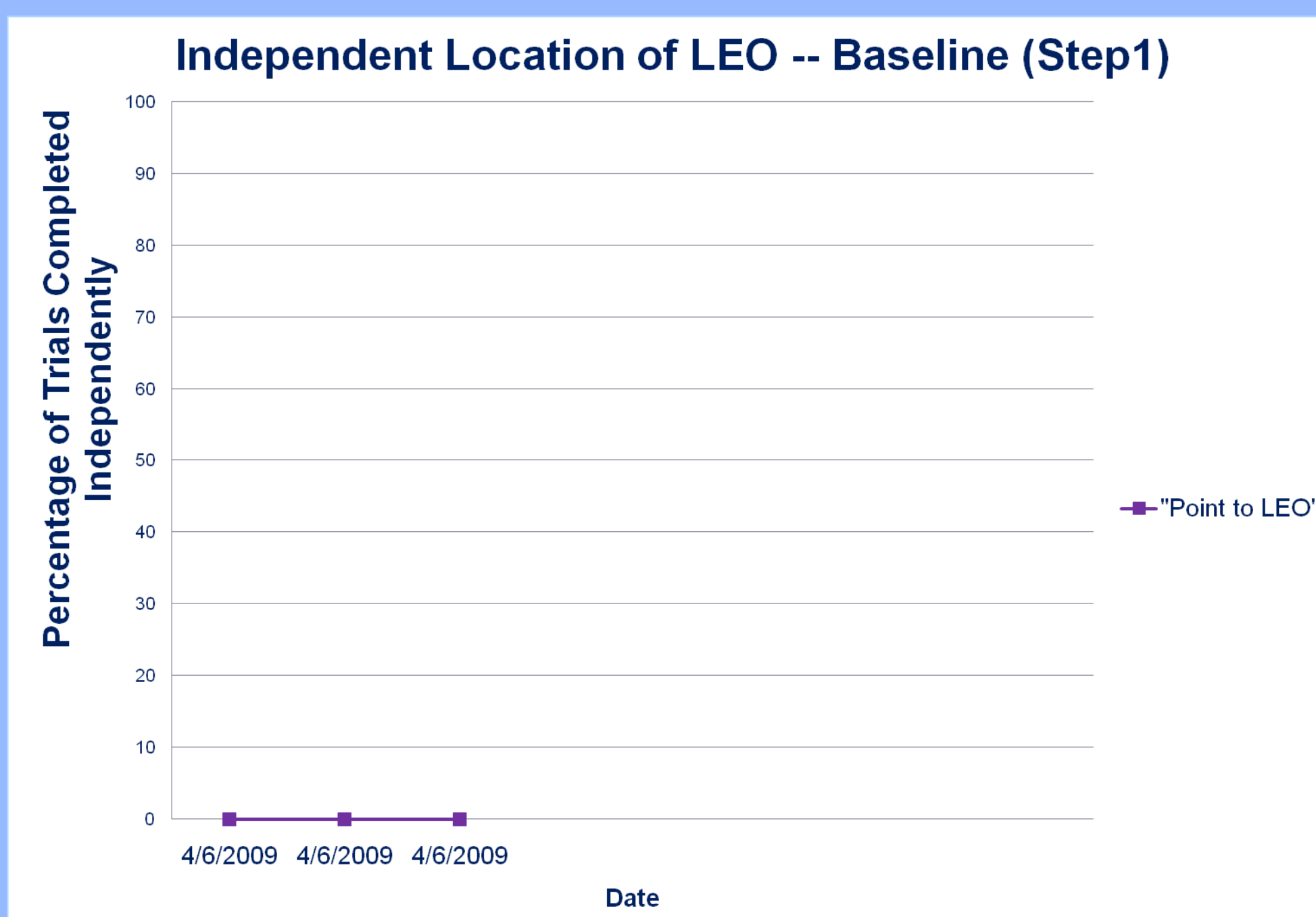
This program was written and individualized for a 9 year old male diagnosed with autism. He is funded by the government and attends the centre 5 days a week. He has been a client at the centre for the past 5 years and has made many gains. He is non-verbal and uses the LEO to communicate his wants and needs.

The LEO is a fantastic, high quality communication device which is always on and ready to speak. By pressing a pre-recorded picture/symbol button, a digitized speech message is heard. The LEO can be programmed with up to 8 personalized overlays, containing up to 32 buttons. The LEO's infrared commands can also be set to control lights, small appliances, adapted toys, television, and VCR/DVD. The LEO expresses the wants and needs of the child through a programmed voice. For example, if the child wants to bounce on the ball, he presses 'I want', 'therapy ball', 'bounce'.

When I entered placement and realized that the client was unable to identify what his LEO was, nor was he able to get his LEO out of his bag when asked to, I realized that this was an important skill which needed to be taught for him to gain more independence and to be able to communicate with everyone throughout the centre. I decided to write a program teaching him to eventually get his LEO from far distances, as well as out of the room.

Baseline

At baseline, the client was unable to receptively identify what his LEO was (see graph below).



From this data, I began writing the program and determining small achievable steps to ensure success. Because this program was individualized to the client, I had to determine which pre-requisite skills he already had. He was already able to receptively follow the instructions "point to _____" and "get _____" so I was able to work these previously learned skills into his program.

Written Program

Independent Location of LEO

Goals:

The student will be able to locate his LEO independently and bring it to the therapist, then press the 'I want' and item buttons, for communication to mand for items.

Procedure:

Step	Acquisition	Stimulus Discriminate	Targeted Response	Scope	Materials required
1	Receptive Instruction	Therapist will present Leo and 2 known objects on a surface and say, "Point to LEO"	A correct response for this level will include pointing to the item indicated (LEO).	N/A	LEO and 2 known objects (i.e. cup and marker)
2	Receptive Instruction	Therapist will place LEO out of child's reach on the table, get the child's attention and say, "Get LEO"	A correct response for this level will include reaching for the LEO and moving it closer to himself.	N/A	LEO
3	Receptive Instruction	Therapist will place LEO two feet away from a tempting item (i.e. computer, ball, movie), if child reaches for tempting item, therapist will say, "Get LEO"	A correct response for this level will include walking over to the LEO and bringing it to the Therapist, then pressing the 'I want' and item buttons.	N/A	LEO and tempting items (i.e. computer, ball, movie)
4	Receptive Instruction	Therapist will place LEO four feet away from a tempting item (i.e. computer, ball, movie), if child reaches for tempting item, therapist will say, "Get LEO"	A correct response for this level will include walking over to the LEO and bringing it to the Therapist, then pressing the 'I want' and item buttons.	N/A	LEO and tempting items (i.e. computer, ball, movie)
5	Receptive Instruction	Therapist will place LEO out of room containing tempting items (i.e. computer, ball, movie), if child reaches for tempting item, therapist will say, "Get LEO"	A correct response for this level will include walking out of the room to the LEO and bringing it to the Therapist, then pressing the 'I want' and item buttons.	N/A	LEO and tempting items (i.e. computer, ball, movie)
6	Receptive Instruction	Therapist will place LEO in random distances away from a tempting item (i.e. computer, ball, movie), if child reaches for tempting item, therapist will say, "Get LEO"	A correct response for this level will include walking over to the LEO and bringing it to the Therapist, then pressing the 'I want' and item buttons.	N/A	LEO and tempting items (i.e. computer, ball, movie)
7	Novel	Therapist will place LEO in random distances away from a tempting item (i.e. computer, ball, movie), with no verbal prompt to get LEO (non-verbal gestural prompt may be used at first, but eventually faded out)	A correct response for this level will include walking over to the LEO and bringing it to the Therapist, then pressing the 'I want' and item buttons.	N/A	LEO and tempting items (i.e. computer, ball, movie)

Follow Errorless Prompting Procedures

Mastery Criteria:

Live measures will be completed at least once every day. Mastery criteria of 90% independent responses across 2 instructors and 3 days.

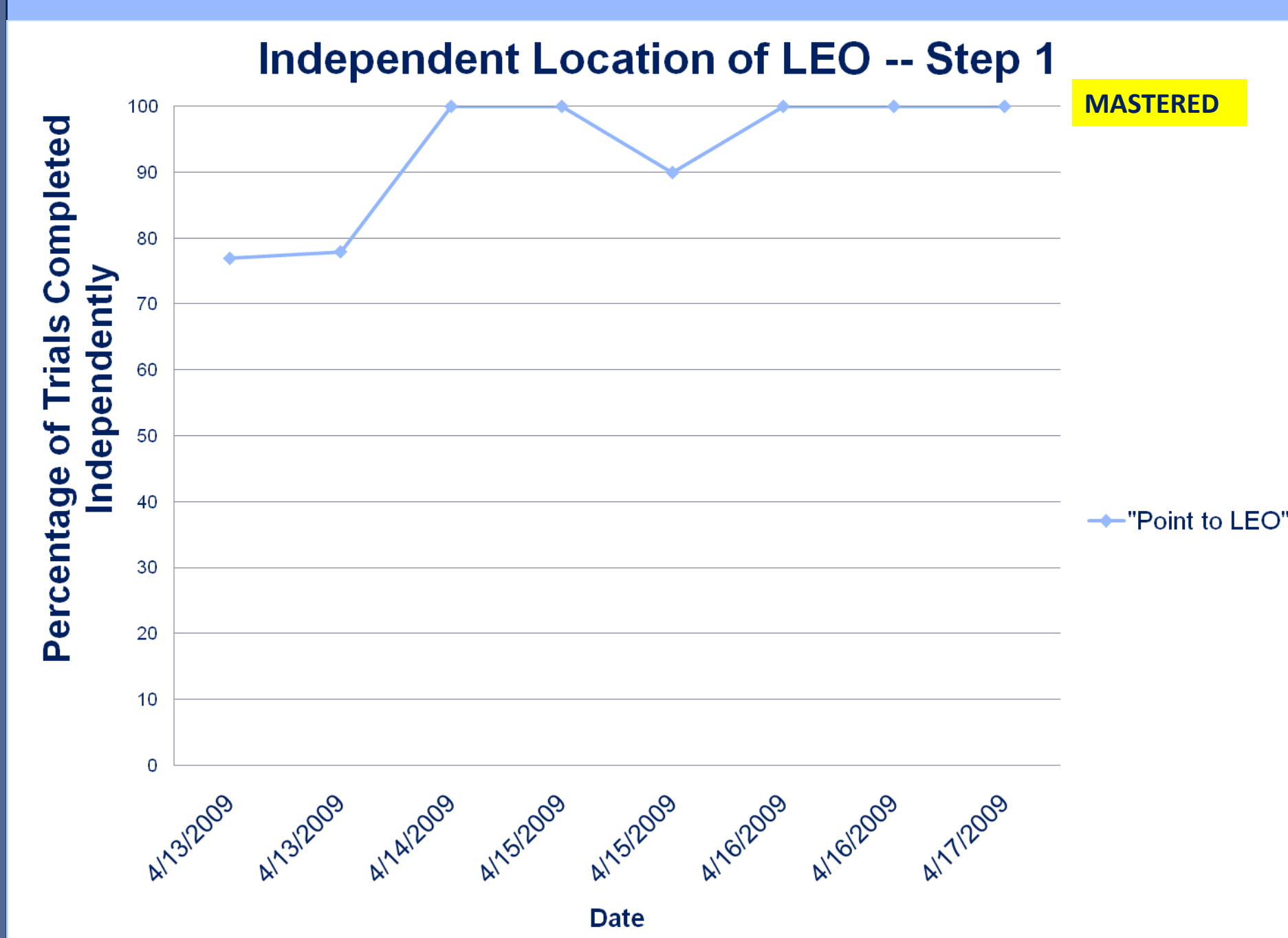
Maintenance:

This skill will be maintained in the maintenance rotation. Maintenance probe data will be recorded once a week for three weeks, then once a month for three months. If during the maintenance procedure the student is not successful, the current level of the skill will return to acquisition.

ONLY THE HIGHEST LEVEL OF THE PROGRAM WILL BE MAINTAINED

Results

Thus far, my written program has been extremely successful with this client. At baseline, he was unable to receptively identify what his LEO was, and he has now mastered this first step within the first five days of being implemented. He is now working on step 2, and within one day has successfully reached 100% accuracy. I am quite confident that he will have this step mastered within the first three days of being implemented, and will be moving onto further steps at the same pace.



Program Summary

I am very excited for this program to continue being implemented within the centre with this client, as I believe that it is extremely important for him to know what his LEO is to be able to communicate with the people around him, and to build his independence in the use of his LEO. If he is not only unable to identify his LEO, but does not go out of his way to get his LEO when it is out of the room, let alone out of reach, his independence and communication are greatly reduced. With the mastery of this program, the client will have more independence and better communication skills generalized and maintained across different settings, people and stimuli.



MISSION STATEMENT AND PHILOSOPHY

Missing Links is committed to the provision of unique and individualized service in the area of programming and consultation utilizing a multi-disciplinary approach for children with ASD.

All children in our society must be valued for their unique characters and competencies. Using a multi-disciplinary teaching approach, we hope to enhance the learning of students with ASD.

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