



D5: IMITATION OF HAND AND ARM MOVEMENTS

By Jaclyn Nobel



SECTION 1

The child is a male, 4 years old

Area of Focus:

imitation of hand and arm movements

Triad of impairments:

Social:

parallel play, when he is interested in toys

Communication:

no functional communication. Is learning PECS, and the hope is that he will be able to learn sign.

Repetitive behaviours:

hand flapping, enjoys sounds and lights on a toy.

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SOCIAL VALIDITY

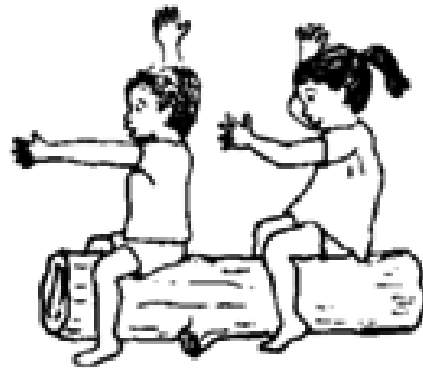
- This program is socially valid because it will increase the likelihood that he will be able to sign. Signing uses many different hand and arm movements, so by this program hopefully he will gain some of these movements.

CURRENT REPERTOIRE AND REINFORCERS

- Currently he is able to sit down, put his hands down and attend. All of these will be helpful when doing hand and arm movements.
- Reinforcers: chips, trains, gummies, skittles, rockets.

OBJECTIVE

- child will imitate a variety of hand and arm gross motor movements correctly 90% of the time across 2 therapists and 3 sessions



MASTERY CRITERIA OF THE PROGRAM

- Given the instruction “Copy me/Do this/Try this” and shown an arm or hand action, the child will independently imitate the action. The child will be able to independently imitate at least 10 arm or hand motor movements. The child must do this 90% of the time, across 2 different therapists and 3 sessions.

PROGRAM PROCEDURES

- ◉ *Instructions that can be interchanged*
“Do this” “Copy me” “Try this” “Do what I do”
“Your turn” “Do the same” (an arm or hand movement)
- ◉ *Target Response*
The child imitates the arm or hand movement shown to him or her.
- ◉ *Move to next step*
The child will respond correctly on three consecutive sessions across 2 different therapists

MOST TO LEAST PROMPTING PROCEDURE

- ◉ Full physical - instructor will hand over hand do the action
- ◉ Partial Physical - instructor will assist a little bit with the action
- ◉ Gestural - instructor will gesture to where the child is to move his hands or arms by pointing at the child's hands or arms
- ◉ Verbal - instructor will tell the child what they are to do

REINFORCEMENT PROCEDURES

- ◉ ITT: follow the child's rf schedule outlined in his/her binder, at a rate of fr1
- ◉ NET: Reinforce at a rate of fr1.



ERROR CORRECTION

- ⦿ Therapist presents Sd and child answers incorrectly
- ⦿ Therapist re-presents the Sd and immediately prompts
- ⦿ Provide neutral praise for correct response
- ⦿ Do 2-3 high p's
- ⦿ Re-administer Sd and wait 2-3 seconds for independent

REVISION CRITERIA

- Contact the ST if 5 days with less than 80% correct



RESULTS

Item #	Target skill	Baseline 1	Baseline2	Date Introduced	Date Mastered
1	Arms in front	-	+	April 14, 2010	
2	Arms out to side	-	+		
3	Arms above head	+	+		
4	Hands together	-	+		
5	Fold hands (pray)	+	+		
6	Hug self	+	+		
7	Hands on shoulders	-	-		

CONT'D

Item #	Target Skill	Baseline 1	Baseline 2	Date Introduced	Date Mastered
8	Bend arms at the elbow	-	+		
9	Grab wrist	-	+		
10	Open and close fist	+	+		
11	Turn palms up and down	-	-		
12	Make circles with arms	-	-		
13	novel	-	+		

DATA SHEET

APRIL 14, 2010

ARMS IN FRONT

Total	Unprompted	Prompted
1		FP
2	+	
3		FP
4		FP
5	+	
6	+	
7	+	
8	+	
9	+	
10	+	
% End prompt	70%	

DATA SHEET

APRIL 15, 2010 MORNING

ARMS IN FRONT

Total	Unprompted	Prompted
1		FP
2	+	
3		FP
4		FP
5		FP
6		FP
7		FP
8		FP
9	+	
10		FP
% End Prompt	20%	

DATA SHEET

APRIL 15, 2010 AFTERNOON

ARMS IN FRONT

Total	Unprompted	Prompted
1		FP
2		FP
3		FP
4		FP
5		FP
6		FP
7		FP
8		FP
9		FP
10		FP
% End Prompt	0%	

DATA SHEET

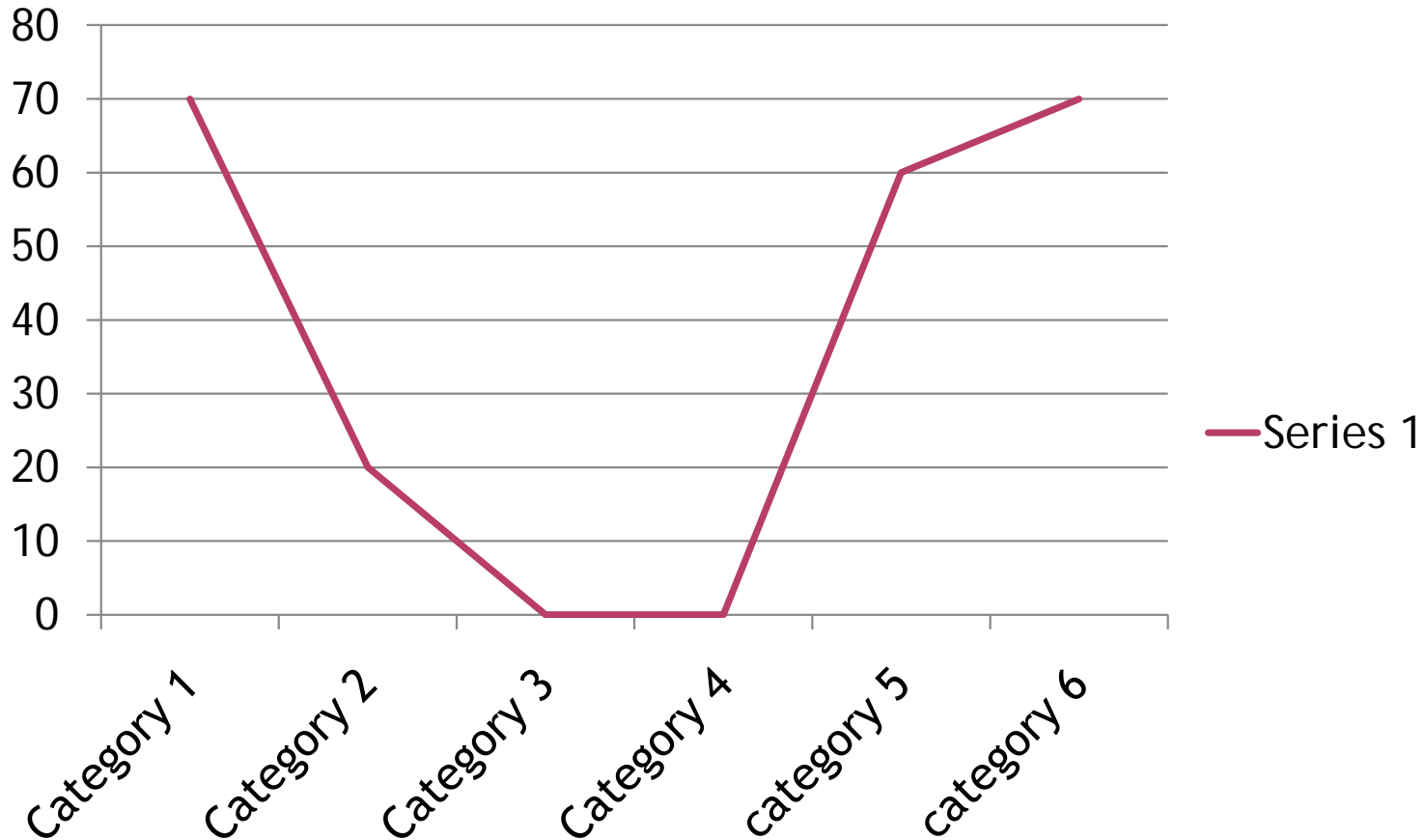
APRIL 16, 2010

ARMS IN FRONT

Total	Unprompted	Prompted
1		FP
2		FP
3		FP
4		FP
5		PP
6		FP
7	----- -----	----- -
8	----- -----	----- ----
9	----- -----	----- -----
10	----- -----	----- -----

GRAPH

Results from ABLLS-R D5



GENERALIZATION & MAINTENANCE

- Generalization: could be generalized to playing with toys, on the floor or at home. It will be generalized to sign language.



ARTICLES

- ◉ Gregory, M.K. Deleon, I.G. Richman, D.M. (2009). The influence of matching and motor imitation abilities on rapid acquisition of manual signs and exchange based communicative responses. *Journal of Applied Behaviour Analysis, 42*, 399-404.
- ◉ Shea, V. (2004). A perspective on the research literature related to early intensive behavioural intervention (Lovaas) for young children with autism. *American Psychology Association, Autism. Volumn 8*. 349-367