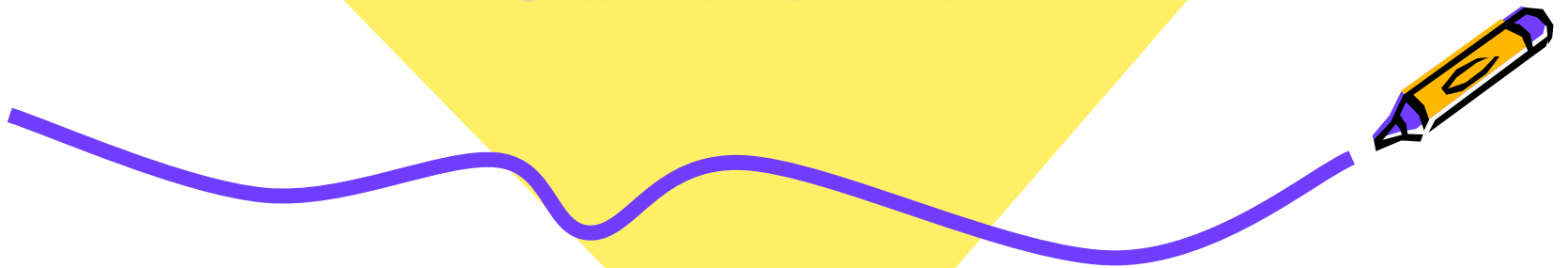


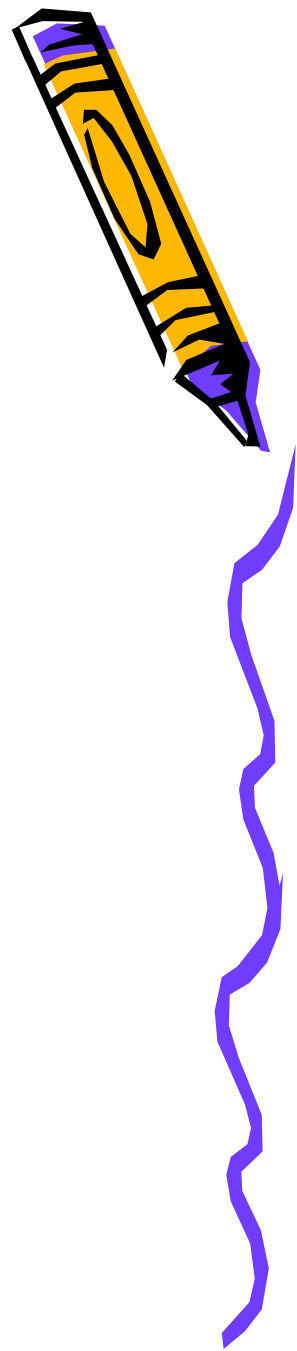
Match Associated Pictures

Justine Gates



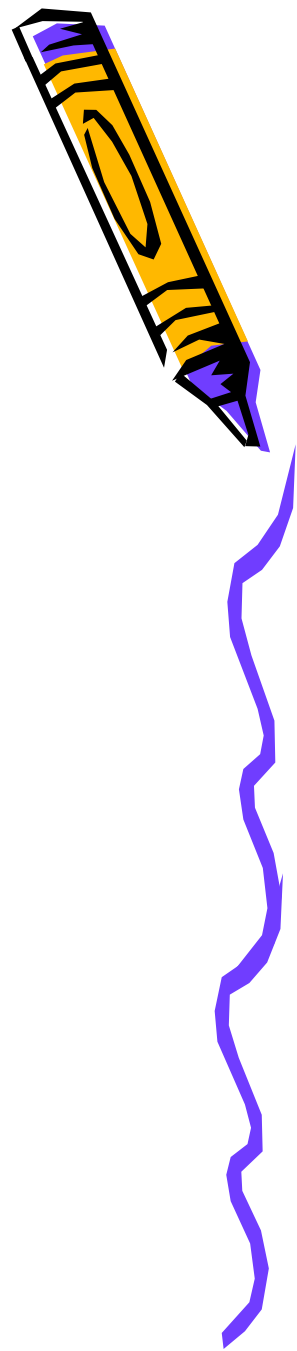
A little bit about the client

- Sex: Female
- Age: 7
- Diagnosis: autism



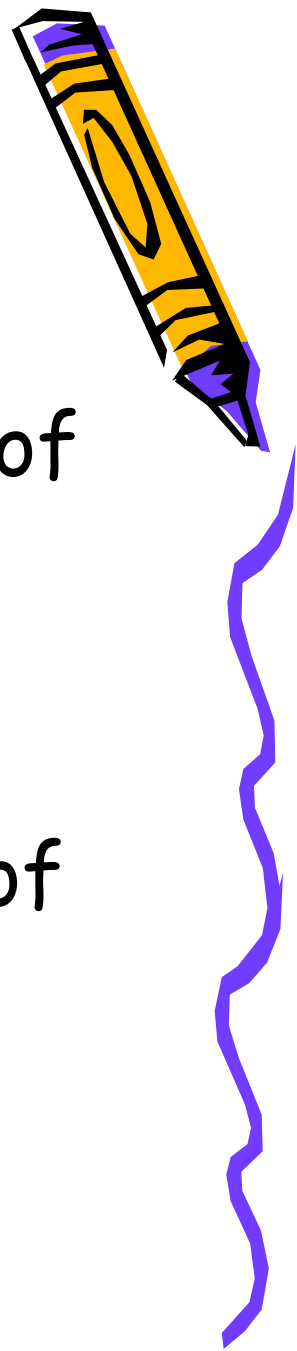
Main focus of the program

- Visual performance
- matching pictures based on similarities
- Eg. Dog+ leash+ bone



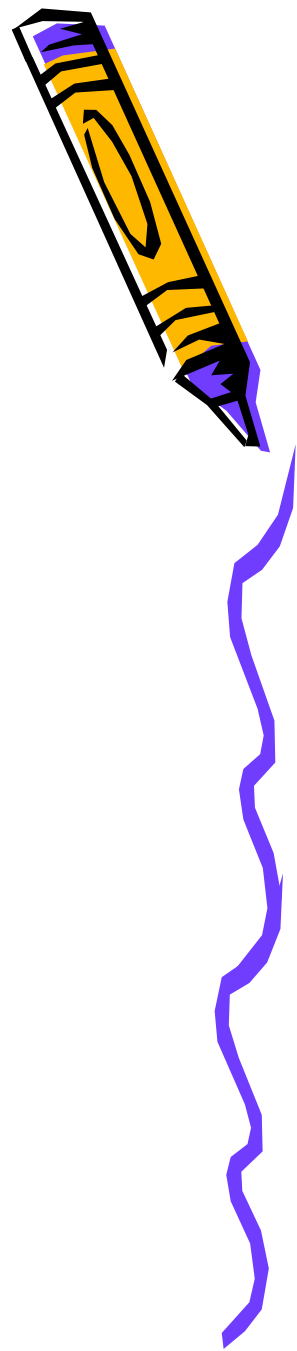
Current Repertoires

- Client is able to identify features of objects, functions of objects and classes of objects.
- Client can also match identical and non identical items and is capable of completing jigsaw puzzles.



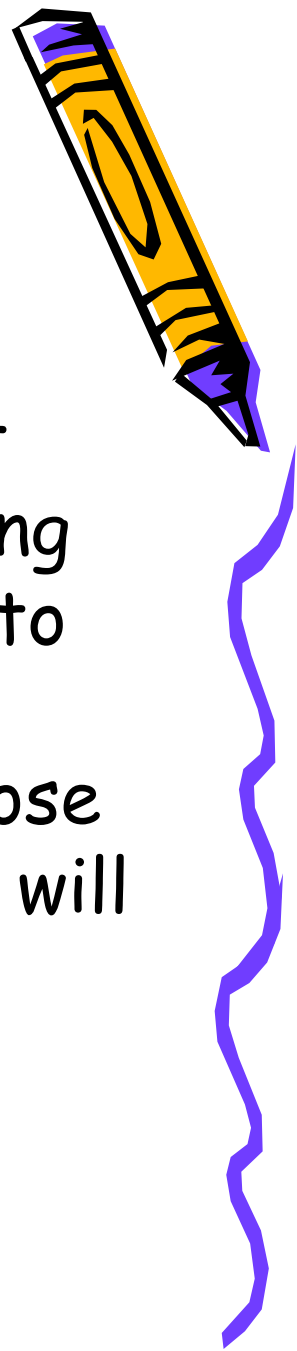
Reinforcement

- Cookies
- Toy room
- Coloring/Crafts
- Computer
- Cheezies
- Social Praise



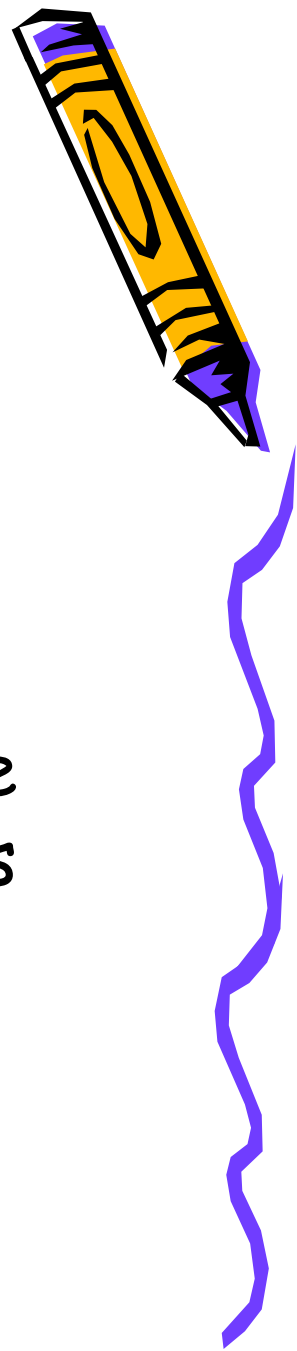
Social Validity

- By learning associated words, the client gains independence. For example, knowing you need a bowl, spoon, milk and cereal to make cereal would increase the client's independence rather than relying on those around her to make it for her. The skill will also increase her existing vocabulary



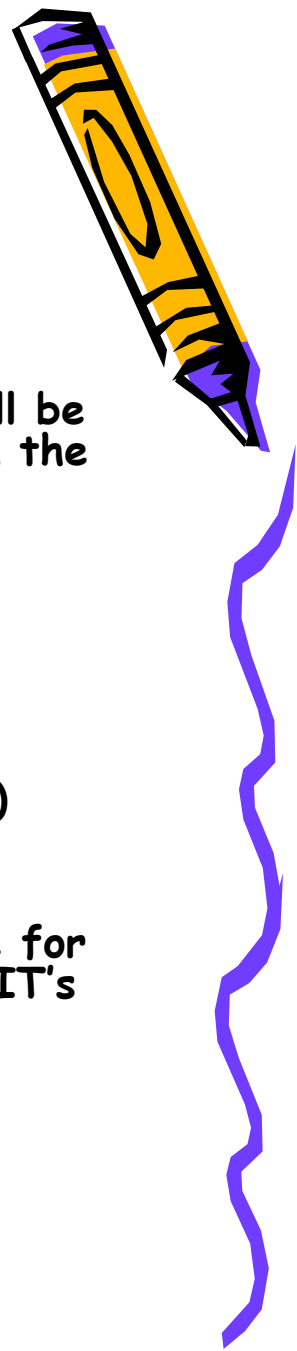
Where?

- Program will be taught in a clinical setting
 - All materials will be readily available
 - When generalization and maintenance are to occur, it can be done in various rooms across various IT's



The program

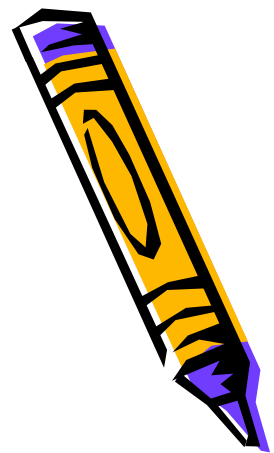
Match Associated Pictures



- **OBJECTIVE:** Given an array of items of pictures, the student will be able to match an item that is associated with one of the items in the array (e.g. match a bat to a ball).
 - **Set Up:** This program will be run as:
 - ✓ Intensive Trial Teaching (Mix and Vary)
 - Natural Environment Teaching
 - Discrete Trial Teaching (Stand-alone)
 - **Materials:** 5 pairs of child interest flashcards (ie Glue and Paper)
15 pairs of typical object flashcards (ie Toothbrush and Toothpaste)
- Mastery Criteria of Program: Can match at least two related picture for 20 or more items, with three consecutive yes probes across two IT's and three sessions.



PROGRAM PROCEDURES:



- *Step 1*

IT will set up an array of 3 different pictures on the table. IT will instruct the child "What goes with a/an _____."

Target Response: Child will match the picture to the correct associated picture. (one to each picture)

Move to next step: The child will respond correctly on three consecutive cold probes across two IT's and across three consecutive sessions

- *Step 2*

IT will set up an array of 3 different pictures on the table. IT will instruct the child "what goes with a/an _____."

Target Response: Child will match the picture to the corrected associated picture (two to each picture)

Move to next step: The child will respond correctly on three consecutive cold probes across two IT's and across three consecutive sessions



PROMPTING PROCEDURES:

Most to Least



- *Most-Gestural*
 - IT will point to the correct picture
- *Positional*
 - IT will position the correct picture closer to client than the other pictures
- *Least-Partial Verbal*
 - *IT will provide the first sound of the correct answer (ie say the "g" sound if the answer is glue.)*



GENERALIZATION:

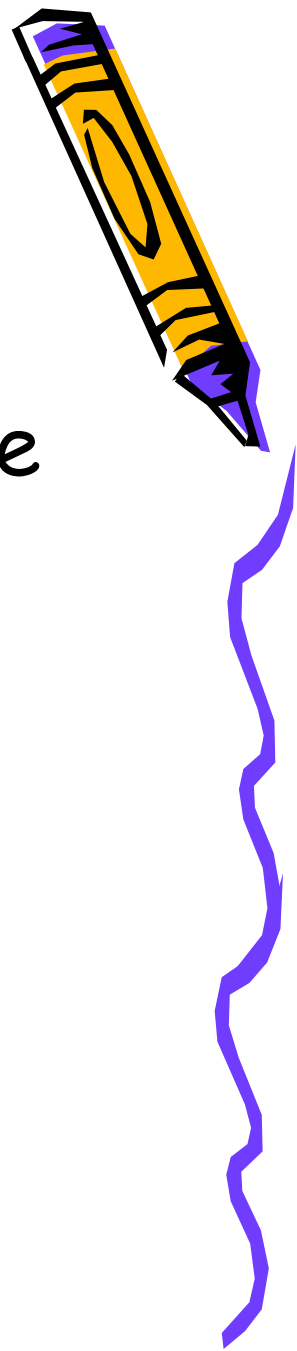


- Continue to vary the instruction
- Materials: Same targets but with different pictures (eg. two different pictures of a sofa)
- Step 1: NET-Therapist-90% across 2 therapists
- Step 2: NET-Parent-90 % across 2 therapists
- Step 3: NET-Peer- 90 % across 2 therapists

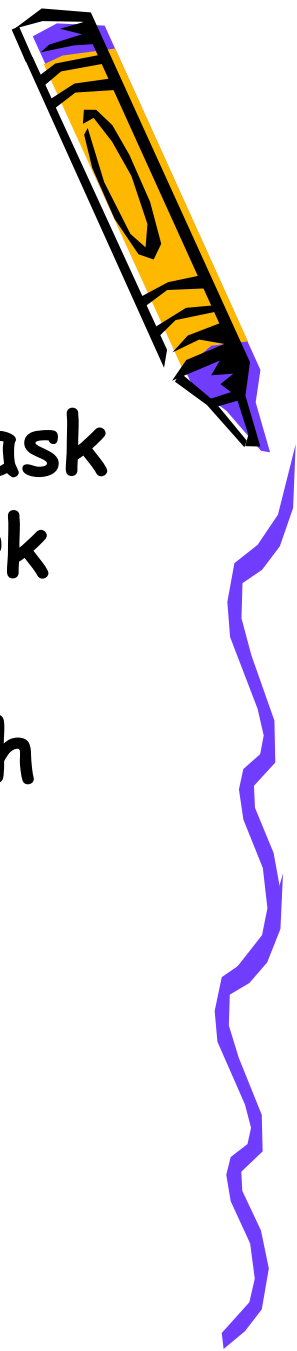


MAINTENANCE ACTIVITIES:

- Once a week for 12 weeks, vary the activity and record on the data tracking Sheet



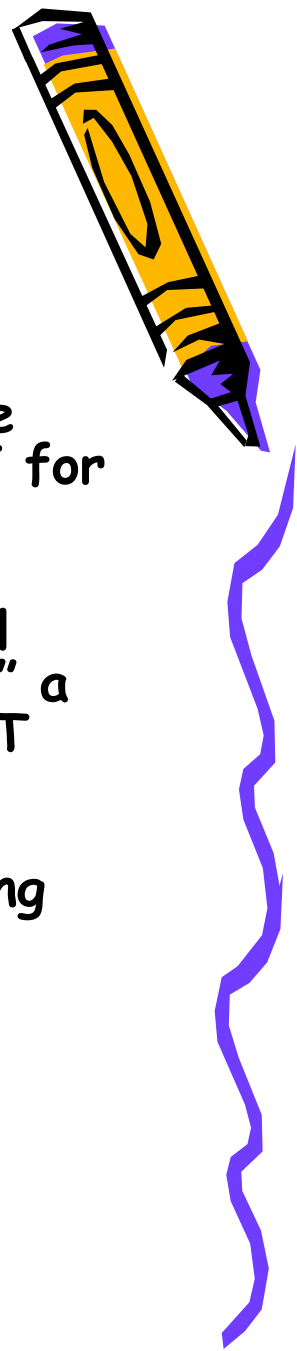
REINFORCEMENT PROCEDURES:



- ITT: Before running the trials ask the child what she wishes to work for. Keep client on her current VR:4 reinforcement schedule with tokens.



Revision and Error Correction



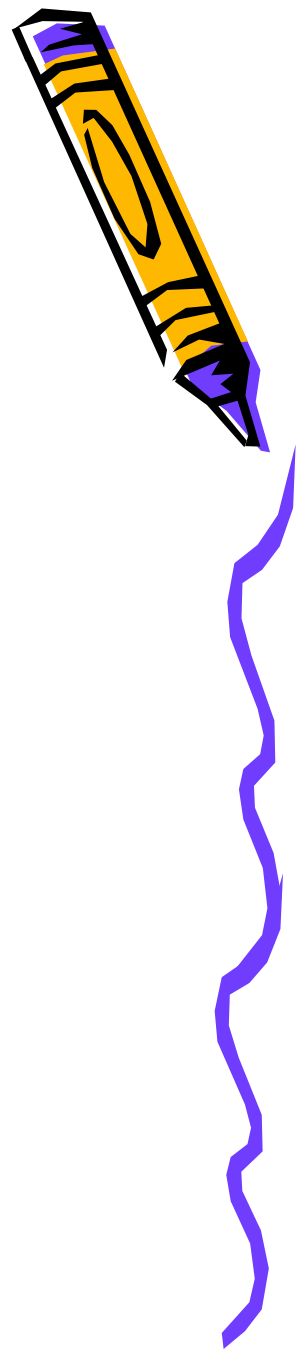
- Revision Criteria: If child receives three consecutive points below baseline data during trials, refer to ST for revision.
- Error Correction: When an error is made the IT will following the most-least prompting hierarchy, IT will present the question "What goes with a/an _____." a second time while prompting the correct response. IT will ask two high P questions before presenting the question again "What goes with a/an _____." For further clarification refer to the general programming section of her binder.



DATA COLLECTION

PROCEDURES:

- ✓ Cold Probe Data Sheet
- Activity Embedded/Incidental Data Sheet
- Discrete Trial Data Sheet
- ✓ Rate of Acquisition of Skills Graph
- Other



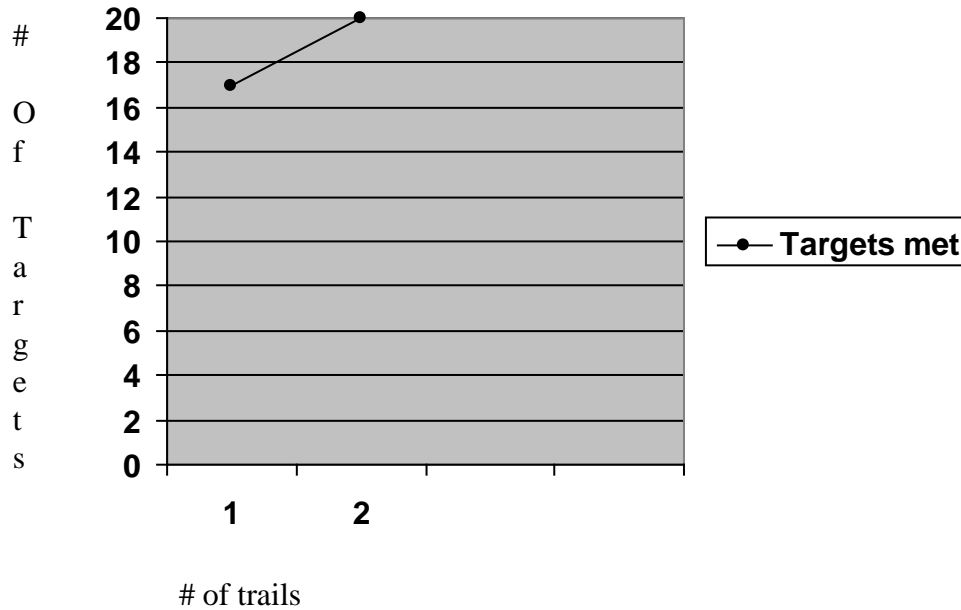
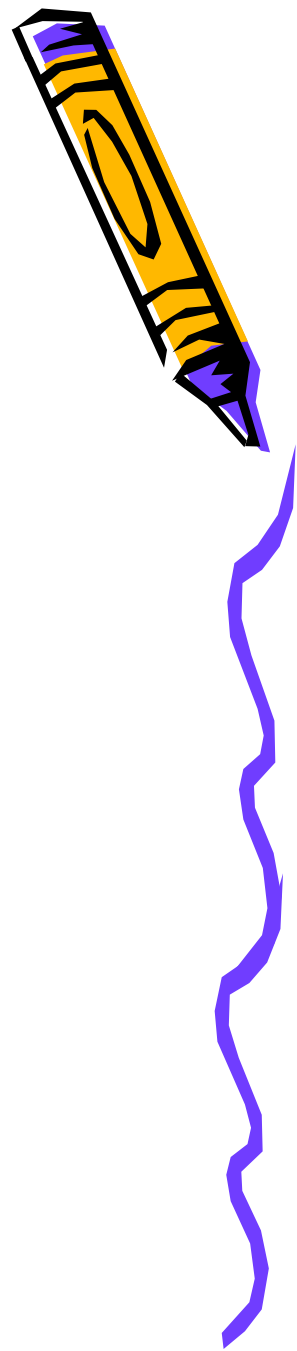
Baseline procedure



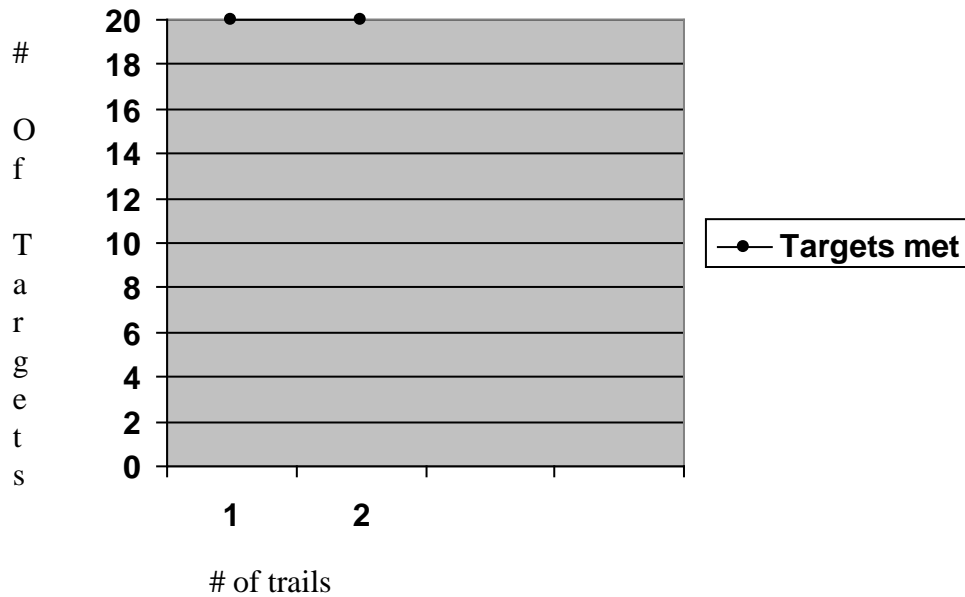
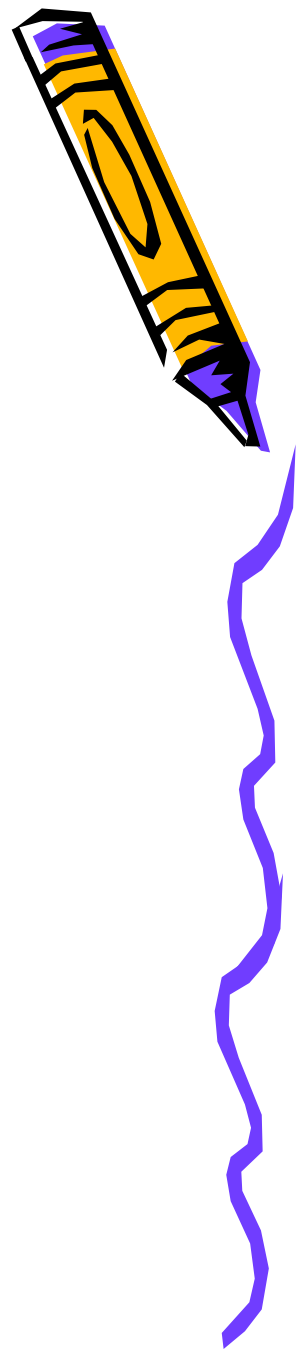
- Baseline procedure
 - Baseline method is to ask the Sd "What goes with a/an _____" and mark down whether or not the client got the answer right by circling Y or N on the baseline data collection sheet. Error correction should not be made in during the baseline sessions.



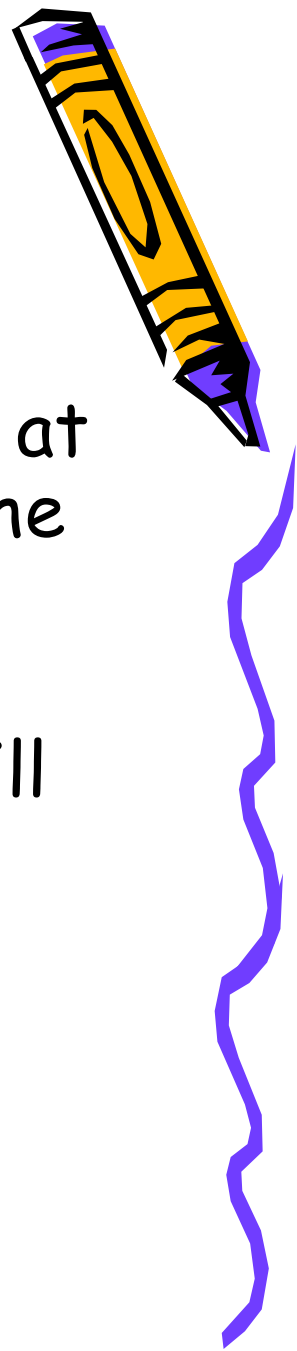
1st Baseline Results



2nd Baseline Results



What happens at Baseline Mastery?



- When a client masters all their targets at baseline the program is not taught at the table.
- The skill is maintained in "high probabilities." where a therapist will still ask the client to answer the question "What goes with a/an ____." but only asked to build up to a program that is being taught to the client.



Generalization and Maintenance



- The intervention method addresses generalization by trying the program across various therapists, parents and peers as well as changing the environment different rooms etc. Generalization would also be obtained by using various Sd's such as "Match" "What goes with _____." "Show me where _____ goes." Etc



References



- Gulick, R.R., & Kitchen, T.P. (2007) *Effective Instruction for Children with Autism* Erie, PA: The Dr. Gertrude A. Barber National Institute
- Kazdin, A.E., & Bootzin, R.R. (1972). *The Token Economy: an Evaluative Review*. *JABA*, 5(3), 343-372 Retrieved April 12, 2010, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310772/>
- Partington, J.W. (2008) *The Assessment of Basic Language and Learning Skills: ABLLS-R Protocol* Version 3.1, Pleasant Hill, CA: Behaviour Analysis, Inc.
- Partington, J.W. (2008) *The Assessment of Basic Language and Learning Skills: Scoring Instructions and IEP development Guide* Version 3.1, Pleasant Hill, CA: Behaviour Analysis, Inc.
- Tarbox, R.S.F., & Ghezzi, P.M., & Wilson, G. (2006). *The Effect of Token Reinforcement On Attending in a Young Child With Autism*. Wiley Interscience, 21, 155-164 Retrieved April 12, 2010, from <http://www.autismservicesnorth.com/wp-content/uploads/tokenreinforcement-on-a-young-child-with-autism.pdf>

