

Time Telling

Laura MacPherson

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Introduction

Client history

- E.L. is a six year old boy with autism.
- Allergic to nuts
- Very smart and funny
- He has lots of energy
- Some of his favorite things are Thomas the tank engine, sponge bob square pants, Disney's Cars, Scooby doo, and Alvin and the chipmunks
- E.L. loves to read and play with a variety of toys
- E.L. works well on the computer
- E.L. enjoys playing with this friends at IBI.

Medical/treatment

- E.L. has been in IBI with Chedoke McMaster since June of 2008

Environment conditions

- E.L. lives at home with Mom, Dad, Beth, and Mason (siblings).
- E.L. attends center based IBI for 24 hours and one home session a week.
- E.L. also attends a fully integrated grade 1 class part time (mornings)

Assessment

- E.L. was assessed by ABLLS in December 2008 and from assessments E.L. has shown that he can "name numbers" and he scored ¼.

- With this scoring it showed that he has the basic steps for time telling and the assessment was carried on.
- E.L. could not do time telling and has received a zero in this category.
- With this information it was then decided by the goals of parents and senior therapist that he should learn to tell time.

Constraints

- Child says "o'clock" after all times, not just 9:00 for example, child would say it after 9:15 "o'clock"
- May say "hundred" rather then o'clock
- Noncompliance
- Throw materials
- Request not to answer or do demand (this is a conflict because the child has a program running that he receives anything he requests for)

Supporting environments and social validity

- **How:** the therapist will set the numbers on the digital watch/ clock to the target time. The therapist will show the digital watch and deliver the instruction
- **When:** once baseline is completed, the program will be implemented 1 per session due to the child being on a 2 cold probes per day if needed. The first data is recorded and practiced 9 other times the rest of the session.
- **Who:** lead therapist, and other instructional therapist on the child's team. Then parent generalization
- **Why:** age appropriate, digital time is everywhere and is easily assessable, also a goal that the parents wished to have.
- with a digital clock it is much easier to label the time rather then having to explain the "little hand" and the "big hand".
- With the child learning digital time first, it is easier to pair for teaching time on an analog clock.

Research findings

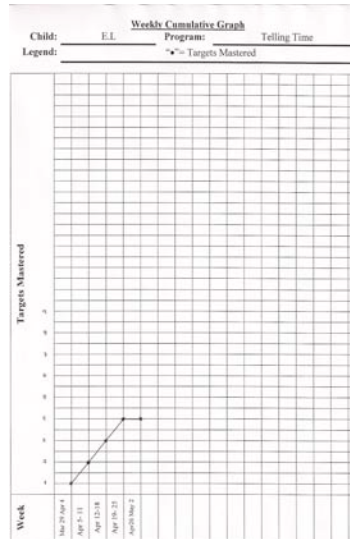
The article I have chosen to use to help provide why I am doing specific instruction for the program procedure is called "A comparison of general and specific instruction to promote task engagement and completion by a young man with aspergers syndrome" by: Kelly J. Bouxsen, Jeffery H. Tiger, and Wayne W. Fisher. This article is about how specific instruction shows better compliance with instruction. With this article a young man with aspergers syndrome was given specific instructions to the task at hand and the results showed that specific instruction gave higher levels of task completion. Higher levels of completion were shown even when there wasn't a specific reinforcement in place.

The second article I have chosen to use to help support why I used the prompt procedure is called "Increased communication of chronic mental patients by reinforcement by response priming" by F.O Bienen, N.H. Azrin, and K. Henson. The reason I have chosen to use this article is because in the prompting procedure I used in this program there was response priming and giving the child the specific answer to the task demand and having him use echoic to tact teaching procedure. This article is about how patients had mandatory attendance for meetings in the hospital they were attending. With mandatory attendance being priming for making suggestions during the meeting, it showed better results then allowing "welcoming" attendance, where little attendance was shown. This shows that when priming an individual for the type of responses you want to see it is effective for future responses.

The final article I used for support of my program is called "Prompting and stimulus shaping procedures for teaching visual-motor skills to retarded children" by: Mark D. Mosk and Bradley Bucher. The article is about how there are larger visual prompts. The task was pegboard- insertion, and the task was to place two pegs into the correct hole. The incorrect holes were much larger then the correct holes, slowly they were faded out. With reading this article it helps prove that using within stimulus prompting is effective and can be faded out quickly

Results

- The results for E.L.'s time telling program was successful and is continued to be ran daily at the center.
- He successfully mastered step 1-4 and is continuing to make gains in this program.
- E.L. went through stages of on the hour with priming, on the hour, half an hour with priming, and half an hour.
- With struggled at the beginning with the child not being able to use provided materials, it was discussed and decided to used an digital clock rather then watch for teaching.
- After changing up the materials the child was mastering steps and being more attentive with the program.
- Once viewing the graph below it will become apparent that E.L. is successful in this program and it will be placed in generalization within the home.



Conclusions

- With working one on one with E.L. on his time telling program it became apparent that this is a useful skill for him and the program will be used to his full potential.
- With the steps being completed it will soon be put into generalization and will be made an everyday skill.
- I am proud to have made this helpful change in someone's life and found it inspiring to continue in this field.
- Creating this program and being able to trouble shot, create motivating activities and materials was a great eye opener to see how much work and how much detail is needed for a program.
- I am pleased with the out comes of the program and hoped that it can be used with other children with the program.



*An angels sent from God
Unwilling themselves to the world
To unite us all
Influencing hearts minds & souls
Spreading compassion love & understanding
Making a difference in this misguided world!*

Literature cited

- Kelly J. Bouxsen, Jeffery H. Tiger, and Wayne W. Fisher (2008). A comparison of general and specific instruction to promote task engagement and completion by a young man with aspergers syndrome. *Journal of applied behavior analysis*, 1 (41), 113-116
- F. O'Brien, N.H. Azrin, and K. Henson (1969). Increased communication of chronic mental patients by reinforcement by response priming. *Journal of applied behavior analysis* 1(2), 23-29
- Mark D. Mosk and Bradley Bucher (1984). Prompting and stimulus shaping procedures for teaching visual-motor skills to retarded children. *Journal of applied behavior analysis*, 1(17), 23-34

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I would also like to thank the teachers for the autism and behavioural science course, they were a pleasure to have as teachers and educated me to feel prepared for placements and the work world. Thank you to Michelle Turan for being understanding, motivating and helpful person.

For further information

For more information on the telling time program or any questions about the program please contact Laura at laa_max@hotmail.com



Materials and methods

- Digital watch
- Digital clock
- Telling time work sheets
- Reinforcers
- The therapist will set the numbers on the digital watch/clock to the target time. The therapist will show the digital watch and deliver the instruction.



Figure 1. Picture of the actual watch being used for program materials



Figure 2. Picture of actual alarm clock being used for program materials