

# Program Implementation: Extend a Sequence

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# Client Profile

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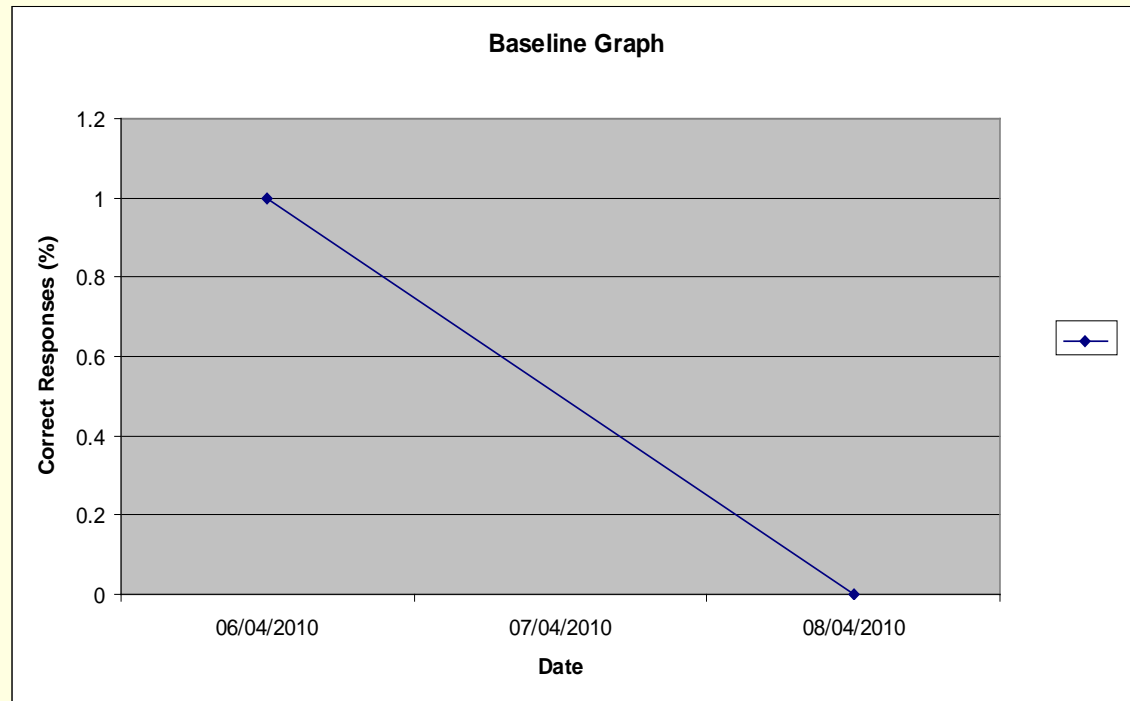
- Ethan; 4 year old boy
- Diagnosed with autism and ADHD
- Characteristics of autism are : disruptive behaviour, non-compliance and low social interactions

# Baseline Results

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- Done on two separate dates with Ethan
- Did not understand the concept of extending a sequence
- Was done on the floor, table, and wall.
- All steps were baselined.

# Baseline Graph



# Definitions

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- Definition of graduated guidance : “a **physical prompting procedure** wherein hand-over-hand guidance is used to **lead an individual** through a chain of behaviours.” – (Miltenberger, 2007)

# Scientific Evidence

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- In the article “Using parent-delivered Graduated Guidance to Teach Functional Skills..” graduated guidance was the **independent variable**
- Four levels of prompts were used
- Criterion to move on to the less intrusive prompt was 100% over three sessions.

# Scientific Evidence Cont'd

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- In the article, “The effects of errorless learning and backward chaining on the acquisition of internet skills...” they discussed **gradual guidance, stimulus preferences and teaching conditions**

# The Objective

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- The program being implemented is B22 – Extend a Sequence
- When given a visual sequence pattern consisting of items, the child will arrange the items to extend the sequence.

# Prompt Levels

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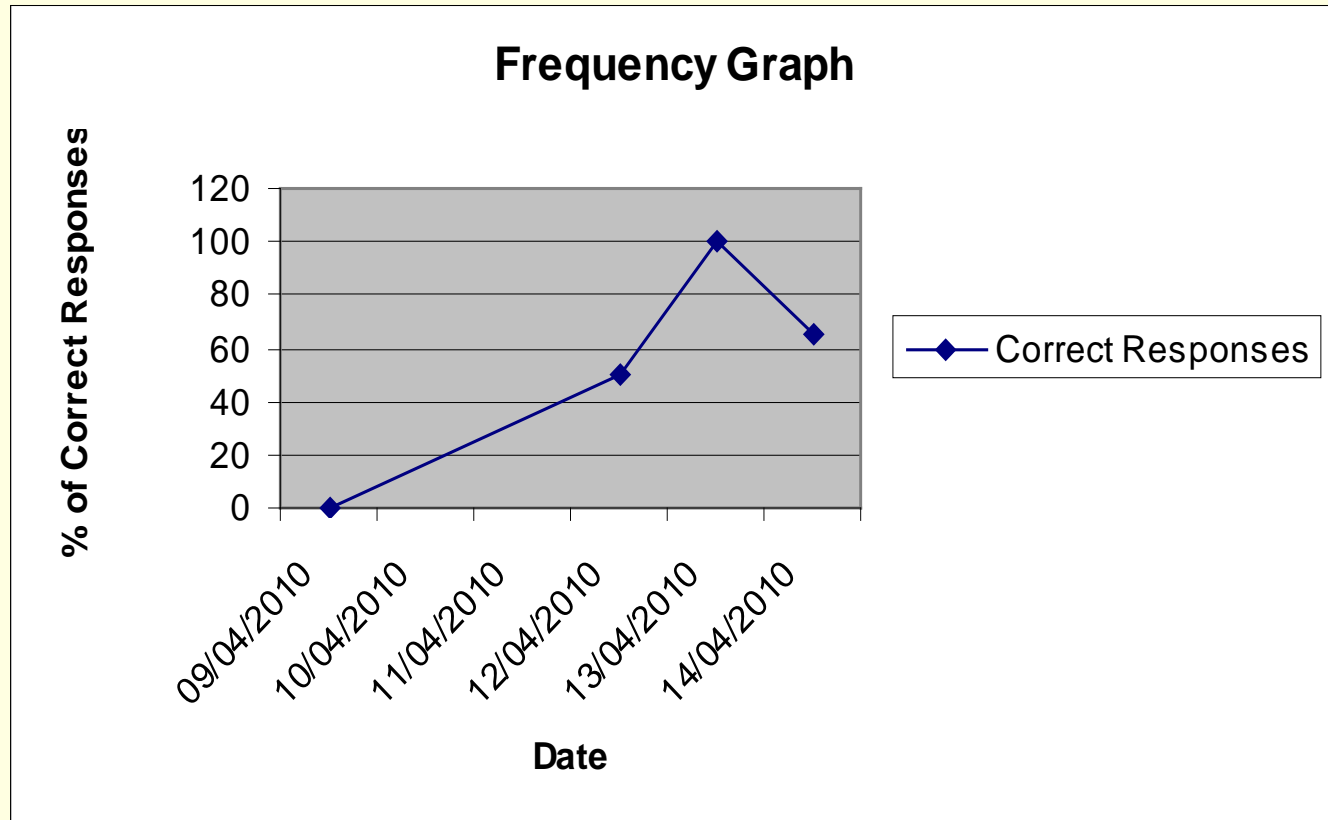
- Most to Least
- Full Physical (FP), Partial Physical (PP), Gestural (G)
- Graduated guidance – give as much physical assistance as necessary to ensure a correct response.
- Gestural prompt – Point to the location in which the object is to be placed.

# Mastery Criteria

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- The child will extend a sequence up to 8 objects with at least **4 different pieces** using at least **5 different examples** obtaining *80% accuracy over 3 consecutive treatment days* with different therapists.

# Progress



# References

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- Denny M, et al. *Using Parent-Delivered Graduated Guidance to Teach Functional Living Skills to a child with Cri au Chat Syndrome*. *Education and Treatment of Children* Vol. 23, No. 4
- Jerome J. et al.(2007) *The Effects Of Errorless Learning and Backward Chaining on the Acquisition of Internet Skills in Adults with Developmental Disabilities*. *Journal of Applied Behaviour Analysis* p. 185
- Miltenburger, R. (1997). *Behaviour modification: Principles and procedures*. Pacific Grove CA: Brookes/Cole