

Demonstrates a Specified Action with an Object when Given Different Objects

Lauren Schefter

Client Profile

- Name: Jill Johnston
- Age: 6
- Jill shows many of the characteristics that can be observed in children diagnosed with ASD such as;poor eye contact, limited verbalization and limited play skills.

Program

- Demonstrates a Specified Action with an Object When Given Different Objects
- Domain: Receptive Language
- ABLLS-R: C32

Regional Autism Intervention Program- Hamilton

ABLLS R: C32
Domain: Receptive Language
Program: Demonstrates a Specified Action with an Object when Given Different Objects.

Name:
Date Introduced:
Date Generalized:
Senior Therapist: Alyson Sheilds
Date Initially Mastered:
Date Fully Mastered:
Written By: Lauren Schefter

Objective:
Student will successfully be able to select object when instructed to do so and perform the action associated with the object.

Materials:
Crayons or markers, cups, toy cars, balls, hairbrush or toothbrushes, include many examples of each target.

Mastery Criteria of Program:
Student will select appropriate object and perform the action indicated for at least 5 actions within 3 seconds, across 3 consecutive 'yes' probes and 2 instructor therapists.

General Instructions:
Hairbrush- brush hair
Cup- drink
etc.

Teaching Procedures:

Step	Instruction	Target Response	Move to Next Step When...
1	IT will place the target item and 2 distracters on the table in front of student. IT will instruct "show me (action)"	Student will be able to successfully select the item and the action requested.	When student correctly completes instruction to show the IT the item as well as the action for 3 consecutive 'yes' probes.

Teaching Procedures:
Teach one target at a time.

Generalization:
1.Once fully mastered. The program can be moved into generalization.
2. Targets are considered mastered when it receives 3 consecutive yes probes.
3. All targets are to be taught in varying locations with different people and materials.
4. If the child receives 2 consecutive no probes in generalization the target is to be re-introduced into acquisition.

Maintenance:
1. Programs in maintenance must be probed using Natural Environment Teaching.
2. Reinforcement for maintenance programs should not be additional.
3. Maintenance falls on three (3) months schedule; each program should have a maintenance probe sheet added to its contents once it is at this point.
4. Highlighted will be weeks 1,2,4,8 and 12. If the student receives a yes on at least 4 of these 5 probes, the skill is considered to be fully mastered. If the child receives a yes on the first 4 probes, the 5th probe must still be completed.
5. If a child receives 2 no probes (do not need to be consecutive, the target moves back into the generalization phase.

Reinforcement Procedures:
VR:6 on average ever 6th response is reinforced, between 3 and 9 responses.

Revision Criteria:
If No probe, return to teaching trials. In teaching trials, if no fading prompts over 5 days, notify ST.

Prompting Procedures:

Full Physical (FP), Partial Physical (PP), Gestural (G), Positional (P), Visual (V), Visual/Within Stimulus (Vis/ws), Verbal (Vb), Verbal/Within Stimulus (VB/ws)

Most		Least		
Full Physical Use hand over hand to guide the student to complete the task.	Partial Physical Lead student by the elbow towards the item needed to complete the task.	Gestural Point to item required to complete the task.	Positional Push item required to complete the task towards student.	Visual Model the action.

Assessment Results

- This program was selected for Jill do to the fact that it was the next succession from programs in this domain that she had been working on and had been moved into generalization and maintenance.
- This program will help Jill to be able to pair known objects with the function that they serve, such as a hairbrush with brushing one's hair.

Preferences

- After observation it was found that Jill enjoys working for:
- Books
 - Gum
 - Colouring
 - Clips of her favorite DVDS
 - Social praise between questions

Reinforcement Schedule

- Jill is on a VR:6 which is tracked using a token board
- Tokens are given on approximately every 6th response but, can vary on either side, between 3rd-9th response

Best Available Scientific Evidence

• For my program I selected a prompting hierarchy (most to least) this is supported by the article: A Comparison Of Time Delay and Decreasing Prompt Hierarchy Strategies In Teaching Banking Skills To Students With Moderate Handicaps (McDonnell and Ferguson, 1989) The study they conducted showed that most to least prompt hierarch was a more effective teaching strategy.

• Secondly, I selected a 'cold probe' or 'discontinues measurement' form of data collection. This is supported by: Evaluating Progress In Behavioral Programs For Children With Autism Spectrum Disorder Via Continuous and Discontinuous Measurement (Cummings and Carr, 2009) This study found that discontinuous measurement or cold probe measurement lead to quicker skill acquisition, This in turn would lead to more targets being taught in a shorter amount of time.

Social Validity

- This program holds social validity because it will aid Jill in building independent, imaginative and group play skills.
- Gaining these skills will help towards integration with typically developing peers.

Supporting Environments

- Training will occur in Jill's regular treatment hours in her session room. Due to the fact that Jill has no scheduled home sessions throughout the week.

Baseline Results

	Target Skill	
	Baseline #1	Baseline #2
Hairbrush	+ (-)	+ (-)
Pencil	(+) -	(+) -
Spoon	+ (-)	+ (-)
Ball	+ (-)	+ (-)
Car	+ (-)	+ (-)

Baseline #1: April 12th 2010

Baseline #2: April 13th 2010

Due to the fact that 'pencil' was mastered during baseline trials this skill was not needed to be placed into acquisition.

Generalization

- The implementation of this program took generalization into to account by teaching targets on multiple exemplars.
- This program follows the generalization policy set out by the agency.

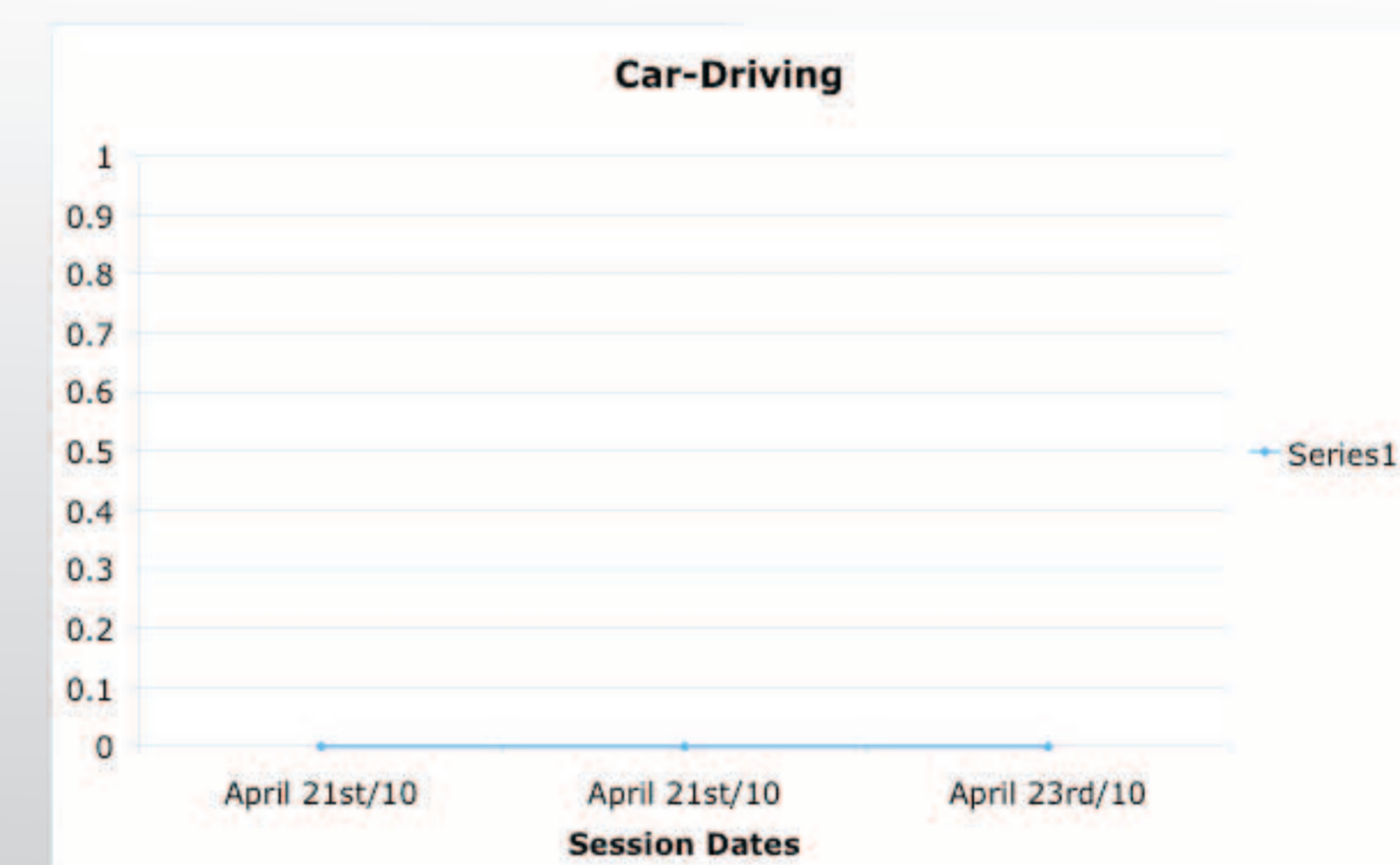
Agency Generalization Policy

1. Once fully mastered. The program can be moved into generalization.
2. Targets are considered mastered when it receives 3 consecutive "yes" probes.
3. All targets are to be taught in varying locations with different people and materials.
4. If the child receives 2 consecutive 'no' probes in generalization the target is to be re-introduced into acquisition.

Data Presentation

Date:	April 21 st /10	April 21 st /10	April 23 rd /10
Car-Driving	Y (N) (T) FP	Y N (T) Ix3	(Y) N T Ix3

Graph



Evaluation of Implementation

- Over the three sessions that I conducted this program I had the IT whom which I was working with mark me on five trials. I learned that I need to work on my differential reinforcement strategies doing this will help for my sessions to be more successful.

Discussion

- Problems faced during the implementation of the program included: Jill wanting to swipe materials from the table, She also had frequent behavioural outbursts which included hitting, screaming and crying.
- Solutions that may help decrease the behaviour towards me could have been to ignore the swiping behaviour as this could have been a way to try and escape or postpone the task that she was being asked to complete.

References

- McDonnell, J, & Ferguson, B. (1989). A Comparison of time delay and decreasing prompt hierarchy strategies in teaching banking skills to students with moderate handicaps. Journal of Applied Behavior Analysis, 1(22), 85-91.
- Cummings, A.R, & Carr, J.E. (2009). Evaluation progress in behavioral programs for children with autism spectrum disorders via continuous and discontinuous measurement. Journal of Applied Behavior Analysis, 1(42), 57-71.