Identifying emotions program – ABLLS-R (C54)

KidsAbility
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Introduction

Geoffrey Hall (2003) stated that individuals with autism are markedly deficient in both the recognition of emotional prosody and the perception of facial emotion. They tend to categorize facial stimuli with reference to some non-social dimension rather than paying attention to the emotional content. Therefore, the social relevance and communicative value of emotional faces seem to be less salient stimuli for children with autism.

I choose the C54-R program from the ABLLS-R because emotion recognition is a key aspect in our society today and it holds social value within the school setting. It was a program that was going to be introduced following the child's ISP therefore, it was determined that this would be an interesting program to implement.

Written Program

Child's Name: BB	
Skill Area: Receptive Language	
Task: C54-R	**Task Name:** Selects pictures representing emotions
Task Objective: Student will be able to select pictures of faces depicting various emotions	
Prerequisite Skills: C17	
Program Mastery Criteria: (ABLLS-R) at least 4 emotions **Target Mastery Criteria:** 100% across 2 instructors and 3 consecutive probes. In general, one novel probe should be successfully completed to target mastery. **Revision criteria:** 10 consecutive probes not at target mastery	
Set Up: This program will be run as: ▫ Mixed VB format ▫ Natural Environment teaching ▫ Mass Trials (stand-alone)	
Materials: emotion cards (2 sets)	
S(d): verbal "show me…" "touch…" "Find the one that is …"	
Targets: see probe data sheet (teach 2 stimuli at a time in order on the data sheet)	
Teaching Procedure: Place and array of 3 pictures (same person depicting different emotion) Give the S(d) At least 2 distracters of the same person displaying different emotion Vary the person depicting emotions with each trial	
Prompting Procedure: 1. Matching 2. Positional 3. Gestural	
Reinforcement Schedule: see child binder – CRF Acquisition During acquisition, please note that differential reinforcement should be used for "better" quality of responses (e.g. more independent)	
Data & Graphing: use probe data sheet	
Dates: Start date: _____ Acquisition date: _____ Maintenance Schedule: Week 1: _____	

Data Collection

PROBE DATA SHEET - 2009

Child: BB

Task Name: Selects pictures of faces depicting various emotions

ABLLS Code: C54-R

Objective: Student will be able to select pictures of faces depicting various emotions

Example: "find the one that is happy"

SD: "show me…", "touch…", "find the one that is…"

Criterion to Mastery: 3 consecutive Y on probe over 2 therapists

Criteria: ABLLS-R - at least 4 emotions

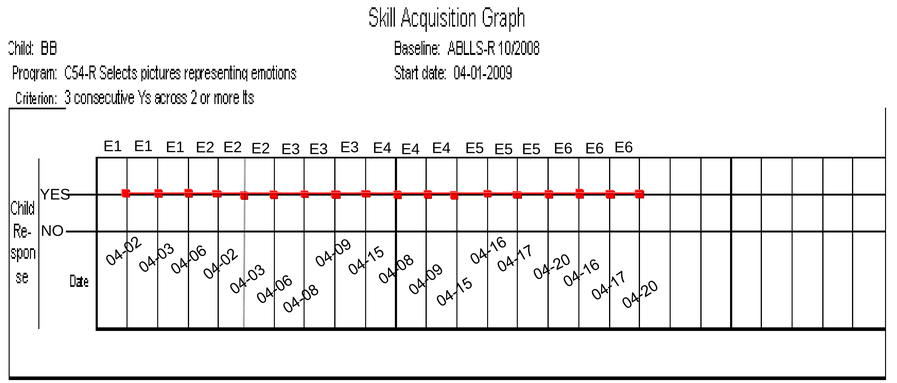
Y=independent response N=no response/prompted/error

Dates & Instructor Initials

Current Item	SM 04-02	**AC 04-03**	LC 04-06		16 - APR									
Happy	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	SM 04-02	AC 04-03	LC 04-06		16 - APR									
Sad	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	TM 04-08	LC 04-09	KS 04-15		22 - APR									
Scared	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	TM 04-08	LC 04-09	KS 04-15		22 - APR									
Tired	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	TM 04-16	AG 04-17	TM 04-20		27 - APR									
Mad	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	TM 04-16	AG 04-17	TM 04-20		27 - APR									
Surprised	N	N	N	N	N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

IT LEGEND: TM = Trisha M. LC = Lea C. KS = Karen S. SM = Sharon M. AG = Amanda G. AC = Angela C.

Graph



*Baseline data was the ABLLS-R

Discussion and Results

When we communicate with another person we generally watch each other's facial responses in order to form our own reactions. Children with autism have difficulties in social situations and these difficulties can hinder their ability to recognize emotions in a particular social situation. The inability to recognize emotions and understand where others are coming from could cause problems for that child. The client I choose to implement my program with has the ability to rote memorize. It is one of his strongest abilities. Therefore, to make this program unable to be memorized, pictures were taken of the ITs where all six emotions were depicted by each. When presenting the program only pictures of one person were laid out but each picture was a different emotion. It was found that BB needed minimal prompting and repetition to be successful with the C54-R program. The skill was probed daily to see if it had been learned. As shown in the graph the child scored a "yes" each time the program was probed. The program is now in maintenance and all emotions should be in mastery within a week. To gain generalization a file folder game was created using different people depicting different emotions. That way, BB needed to take what he has learned and transfer it to other people as well as transfer it to a new environment. To add to generalization, when reading a book or watching a movie BB is asked which emotion a particular character is showing. The client's parents are also helping with generalization by doing homework with the child that is assigned to them for the weekend.

Conclusion

This program was implemented because not only does it offer a skill to the child it offers social validity. Recognizing how someone feels can help a child with interaction. They may be able to approach a sad person and ask them if everything is ok or they may be able to know that when a child is mad you should not approach them in a certain way. This skill can be carried over to many different aspects of the child's life because it is seen everyday by many different people and it is one than can be generalized into the natural setting.