



# Regional Autism Intervention Program

Hamilton

## **Specific Motor Responses in Receptive Tasks**

Written by: Rebecca Hill



# Client Profile

Name: Leah Smith\*

Age: 6

Gender: Female

Date: April 2010

Leah has several impairments characteristic of children with ASD. She has behavioural, social and communication difficulties. She is non-verbal but has some approximations of common words and uses PECS to communicate her wants and needs. Leah has been attending IBI for just over a year and has made many gains while in the program. The program I developed focused on Leah's skill deficit in receptive language, specifically motor responses in receptive tasks.

\*A pseudonym has been used to protect the identity of the client.



# Assessment

- Very recent ABLLS assessment concluded that Leah does not have the skill of responding to instructions (give me, touch the, etc.)
- Through teaching this program Leah should be able to score a 4 the next time she is tested.
- According to her assessment, this task is the next skill that needs to be taught.
- Leah knows and can label (through approximations) up to 100 common objects, which is a pre-requisite skill because she needs to know how to identify the object when she is given the instruction.



# Preferences

- Leah will work for a variety of different reinforcers based on an interview completed in the past.
- Some of these reinforcers include colouring, movies, gummy bears, and free play.
- Leah chooses these by using her “I want \_\_\_\_\_” strip and the picture symbol of the reinforcer she wants to work for.



# Social Validity

- Learning the skill of responding to instructions will help Leah in day to day life, especially at school.
- She will need to be able to respond to instructions in order to function in a typical classroom.



# Environment

- The training of the new skill will occur in the IBI setting, and will require one-to-one instruction.
- Once the skill is mastered, it will be generalized across a variety of different settings, people and it will be ensured that the skill is maintained over time.
- It is proven that Intensive Behavioural Instruction is the most effective method of teaching children with autism new skills.
- Leah has improved greatly throughout the past year she has been receiving IBI services.



# Baseline

- Baseline concluded that Leah did not have any of the target skills required for the program I am implementing.
- Baseline was run over two sessions by two different therapists.
- We mixed in baseline targets with high probability targets.

# Baseline Results

	Baseline 1	Baseline 2
Step 1 “give me _____”	Y/ <b>(N)</b>	<b>(Y)</b> /N
Step 2 “touch the _____”	Y/ <b>(N)</b>	Y/ <b>(N)</b>
Step 3 “get the _____”	Y/ <b>(N)</b>	Y/ <b>(N)</b>
Step 4 “point to _____”	Y/ <b>(N)</b>	Y/ <b>(N)</b>
Step 5 “show me the _____”	Y/ <b>(N)</b>	<b>(Y)</b> /N

# Data

- Data was collected using cold probes.
- A no probe was given if an incorrect (or no) response was given within 3 seconds of the instruction.
- If a no probe occurred, the skill was taught until there was an independent response, 3 consecutive times (I $\times$ 3).
- I indicated that on the data sheet by circling T for teaching and I $\times$ 3, or the level of prompt being used at the end of the session (if the skill has not yet reached independence).
- A yes will be given for independent responses only.



# Constraints

- There were no issues while implementing this program.
- Leah sometimes displayed behaviours, but the behaviours did not interfere with the teaching process.

# Program

## Regional Autism Intervention Program- Hamilton

ABLIS R: C31

Program: Specific motor responses in receptive

Name: \_\_\_\_\_  
tasks

Domain: Receptive Language

Date Introduced: April 15, 2010

Date Initially Mastered: \_\_\_\_\_

Date Generalized: \_\_\_\_\_

Date Fully Mastered: \_\_\_\_\_

Senior Therapist: Alyson Shields

Written by: Rebecca Hill

### Objective:

The child will select common objects when given the instructions of “give me, touch the, get the, point to, pick up \_\_\_\_\_”.

### Materials:

Several different common objects.

### Mastery Criteria:

The child will select known common objects when given instructions for 3 consecutive yes probes across 2 IT's.

# Continued...

## Teaching Procedures:

Step	Instruction	Target Response	Move to next step when...
1	The IT will present the child with 3-5 common objects (holding their hand out) and give the instruction of "give me _____"	The child will follow the instruction within 3 seconds.	The child demonstrates the target response for 3 consecutive yes probes across 2 therapists.
2	The IT will present the child with 3-5 common objects and give the instruction of "touch (the) _____"	The child will follow the instruction within 3 seconds.	The child demonstrates the target response for 3 consecutive yes probes across 2 therapists.
3	The IT will present the child with 3-5 common objects and give the instruction of "get the _____"	The child will pick up the object within 3 seconds.	The child demonstrates the target response for 3 consecutive yes probes across 2 therapists.
4	The IT will present the child with 3-5 common objects (out of reach) and give the instruction of "point to _____"	The child will follow the instruction within 3 seconds.	The child demonstrates the target response for 3 consecutive yes probes across 2 therapists.
5	The IT will present the child with 5 common objects and give the instruction of "show me the _____"	The child will point to the object within 3 seconds.	The child demonstrates the target response for 3 consecutive yes probes across 2 therapists.

### **Generalization:**

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

### **Maintenance:**

- Should be probed in NET. Don't deliver tangibles or extra reinforcement because the natural activity should be reinforcing.
- Maintenance probes fall on a 3 month schedule.
- The skill will be probed on weeks 1,2,4,8, and 12. If the child receives a yes on at least 4 of 5 probes, the skill is fully mastered.
- if the child receives 2 no probes, the target moves back into the generalization phase.

### **Reinforcement Procedure:**

- VR:4
- On average, reinforcement is to be given on a variable ratio of ever four responses.
- This could be between 2 and 6 responses.
- Mix in targets with high probability cards so the child is receiving reinforcement immediately following the targeted response.

### **Prompting Procedure:**

- *MostLeastFull PhysicalIT* will hand over hand the child follow the given instruction. *Partial PhysicalIT* will lead the child by the elbow to follow the given instruction. *GesturalIT* will point to the object to assist the child in following the instruction

### **Correction Procedure:**

- Stimulus 1 (0 second delay prompt) → Correct Response → Reinforcement
- Transfer Trial
- Stimulus 1 (0 Second partial prompt) → Correct response → Reinforcement
- Optional Transfer Trial
- Stimulus 1 (2 second delay) → Correct response → Reinforcement
- Several Responses Later
- Stimulus 1 (0 Second full or partial verbal) → Correct Response → Reinforcement
- Transfer Trial
- Stimulus 1 (2 second delay) → Correct Response → Reinforcement

### **Revision Criteria:**

- If there is a no probe, re-teach. During teaching, if no fading of prompts occurs over 5 days, notify the ST.

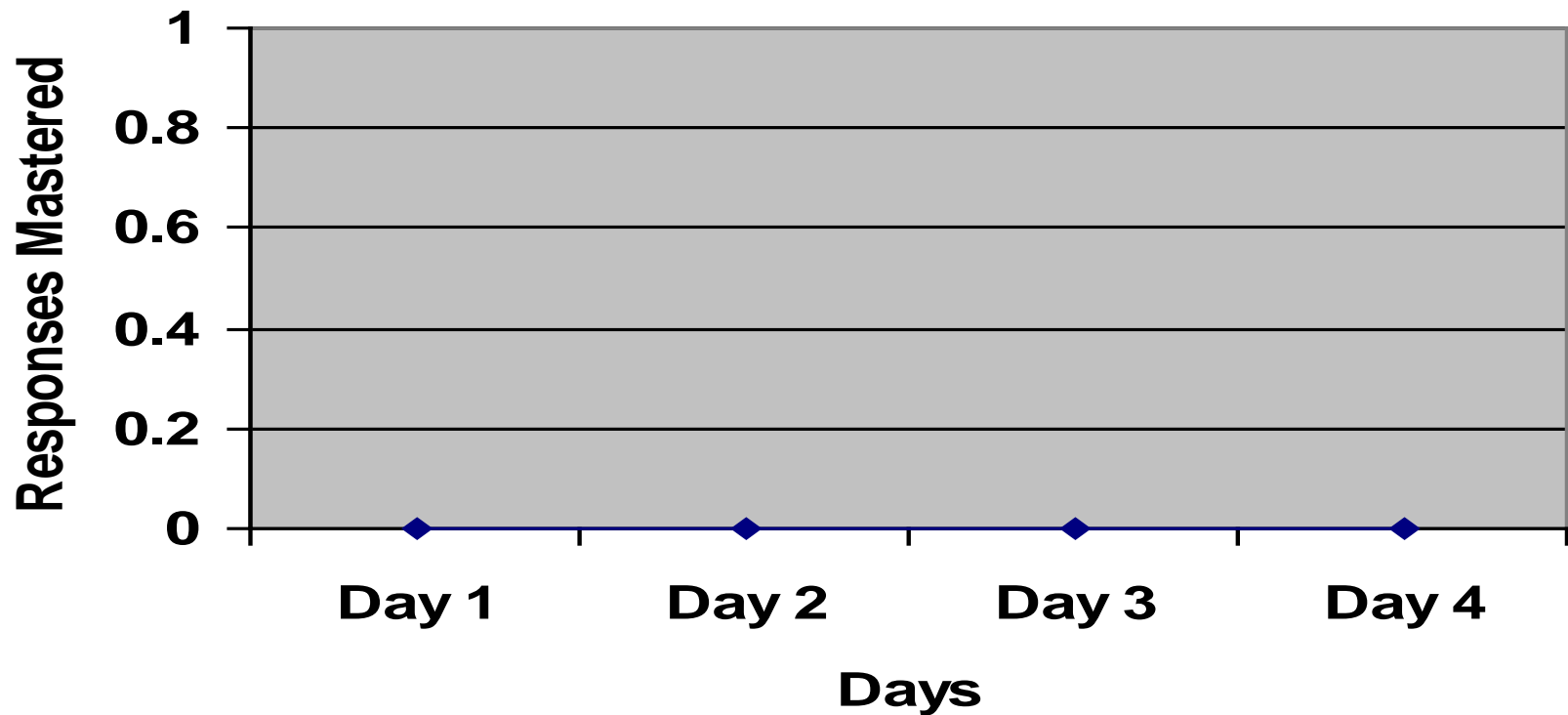


# Evaluation and Implementation

- I implemented the program over 4 different sessions, on 4 different days.
- I did approximately 5 trials of step one (“give me \_\_\_\_\_.”) within each session.
- Data was recorded on the cold probe data sheet and graphed daily.
- Targets were interspersed with high probability cards and gross motor movements.

# Graph

**Cumulative Number of Mastered Responses**





# Discussion

- There were not a lot of issues while implementing the program, although I had previously planned to implement a different program, but was not able to because the child mastered the program at baseline.
- The team will implement the program along with other programs and continue teaching the same way I was.
- The program has been added to the child's program binder so the team will be able to implement it later.



# References

- Gail G. Mcgee, Patricia J. Krantz, Debra Mason, and Lynn E. MCclannahan (1983). A Modified Incidental Teaching procedure for Autistic Youth: Acquisition and Generalization of Receptive Object Labels. *Journal of Applied Behavior Analysis*, 3 (16), 329-338.
- Glen O. Sallows and Tamlynn D. Graupner (2005). Intensive Behavioral Treatment for Children With Autism: Four-Year Outcome and Predictors. *American Journal on Mental Retardation*, 110 (6), 417-438.