

Lansdowne
CHILDREN'S CENTRE



Lansdowne Children's Centre

Sophie Podfigurna

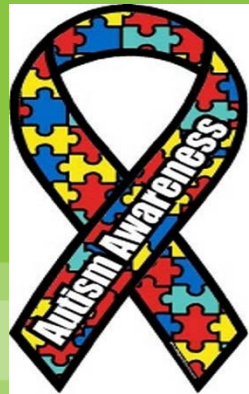
Autism and Behavioural Science
Mohawk College



Autism Intervention Program

The program provides services to children who have a diagnosis of Autism Spectrum Disorder (ASD) and are deemed eligible for Intensive Behavioural Intervention (IBI). While children are enrolled individualized programs are implemented to promote developmental, behavioural, social and communication skills.

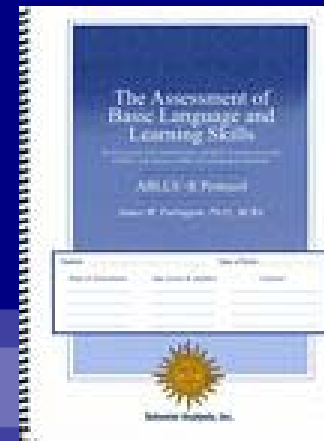
Lansdowne Children's Centre supports families by providing Child and Family Support Services while waiting for IBI. Also, following discharge from IBI a transition coordinator helps connect families to other community child and family service providers.



Client Profile

The following program was written for a 6 year old girl currently receiving approximately 22 hours of Intensive Behaviour Intervention a week. She has been in the program for approximately 6 months, is able to verbally communicate her needs and develops skills rapidly.

The following program was chosen based on The Assessment of Basic Language and Learning Skills and the need to continue to develop receptive language skills.



Skill Acquisition Program

Touches Parts of Items- C23

Domain: Receptive Language

Objective: When asked, the learner will be able to touch specific parts of a picture or item

SD: “ Show me....”, “Touch.....”, “Point to....” and the picture is on the table in front of child.

Mastery Criteria: Learner will receptively label 3 parts of 10 items and achieve 4 consecutive cold probes across 2 instructors.

Pre requisite Skills

To be successful in teaching this program I had to ensure the client was able to attend to pictures and objects, follow instructions to receptively label (pointing and touching) and also be able to identify the picture as a whole item before teaching her parts of that item.





Baseline Results

Baseline data was collected by asking the client to receptively label 3 parts of 12 items over 3 trials.

Results showed that this was an emerging skill, as she was able to label some parts with 100% accuracy but was not able to label 3 parts of any picture. Following baseline I made a target list by ranking the pictures from most to least by the highest percentage correct.

Pictures that were chosen were common to the child's environment for example, computer, bike and coat.

Generalization and Maintenance

Further generalization of this skill will be conducted such as novel pictures, objects of items, use of distracters by other pictures/items and identification of parts of items in a scene such as a book. One additional generalization that will be tested is similar parts of different items such as parts of a dog instead of a cat and parts of a van instead of a car.

Both Generalization and maintenance will be tested for every 4 weeks for 3 months following initial mastery of the program.

Literature

Kelly, M. , Shillingsburg, M., Castro, M., Addison, L., & LaRue, R. (2007). Further evaluation of emerging speech in children with developmental disabilities: Training verbal behavior. *Journal of Applied Behavior Analysis*, 40, 431-445.

Cohen- Almeida, D., Graff, R., & Ahearn, W. (2000). A comparison of verbal and tangible stimulus preference assessments. *Journal of Applied Behavior Analysis*, 33, 329-334.

For further information please contact Sophie at sophie90@live.ca