



Missing Links



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About Missing Links

Missing Links is an autism facility using Intensive Behavioural Interventions for children with autism as well as a social aspect.

Missing links uses a variety of teaching techniques to help with the development of :

- Cognitive
- Behavioural
- Developmental
- And social

Each child at Missing links receives and Educational consultation which helps to develop:

- Individual education plan (IEP)
- Modifications/Accommodations
- Differentiated instruction in all curriculum areas
- Programming Development/Curriculum Assessments (both formal and informal)
- Staff training and
- Support Technology

Missing Links under the direction of Am Badwall (Masters Child Study and Education, Special Education, Honours BSW, BA) has a renowned reputation for success in the area of independence and academic education for children with ASD and other exceptionalities.

My Program- Client R - Winning and Losing

Client- Young boy with High Functioning autism. Extremely verbal, very smart, amazing memory. A winning and losing program has been implemented often, but with no success that transfers to different settings. He take winning and losing very seriously, and now applies his concepts of winning and losing to the school environment, which has shown difficulties in his peer relationships.

Reinforcers- Huge reinforcers for this boy are: the game Cariboo, token economies where he earns something such as computer, movie, cars. He also enjoys the game pizza party, silly faces, and the step game.

Goals- Target goal was to teach the boy to receptively understand why certain emotions during a game are not appropriate which was deemed as uncool and cool ways to act.

Intervention Schedule- Monday afternoon from 3- 5pm. Thursday 9am- 12 pm. Thursday 4pm – 5pm.

Behaviours- Boy does not show any aggressive behaviours, but he is extremely emotional, especially if he loses a game, or is told he has done something wrong. It was a matter of treading very carefully, and to have him act appropriately during programming

The program-

- Child was asked to tell 2 uncool way of acting when they win or lose
- 2 cool ways to act when they win/ lose
- how do they feel when they win/ lose?
- There was a modeling component where the instructor would state the appropriate response, and then expect the child to state a similar response towards the instructor.
- In vivo was used for role playing opportunities. Instructor would create opportunities for the child to state whether the role playing scenario was uncool or cool for either winning or losing. Once child had stated whether the behaviours in the scenario were cool or uncool, he had to state why.
- Live measures included the child playing a game with 1 or more children. In this game they were graded on if they were cool during a game. This included talking to their friends, clapping for their friends, smiling even if they were losing. If child was uncool during a game that would count against them in the scoring

Bank words

After baseline, child was given a bank of words that were deemed acceptable for each component. These bank words were also acted out to help the child understand

2 Uncool ways of Losing:

- Crying
- Pouting
- Saying "I want to win"
- Putting head down, or walking away from friend
- Fake smile- looks like you're about to cry

2 uncool ways of winning

- Saying "I win, I win"
- Telling your friends they're not good at the game
- Laughing at your friends
- Only smiling because you are winning

2 cool ways of acting when you win

- Telling your friend "good game"
- Cheering your friend on
- Clapping for your friends
- Smiling

2 cool ways of acting when you lose

- Telling your friends "Good game:
- Give your friend a high five
- Telling your friend you hope to play with them again another day
- Smiling without looking like you're going to cry

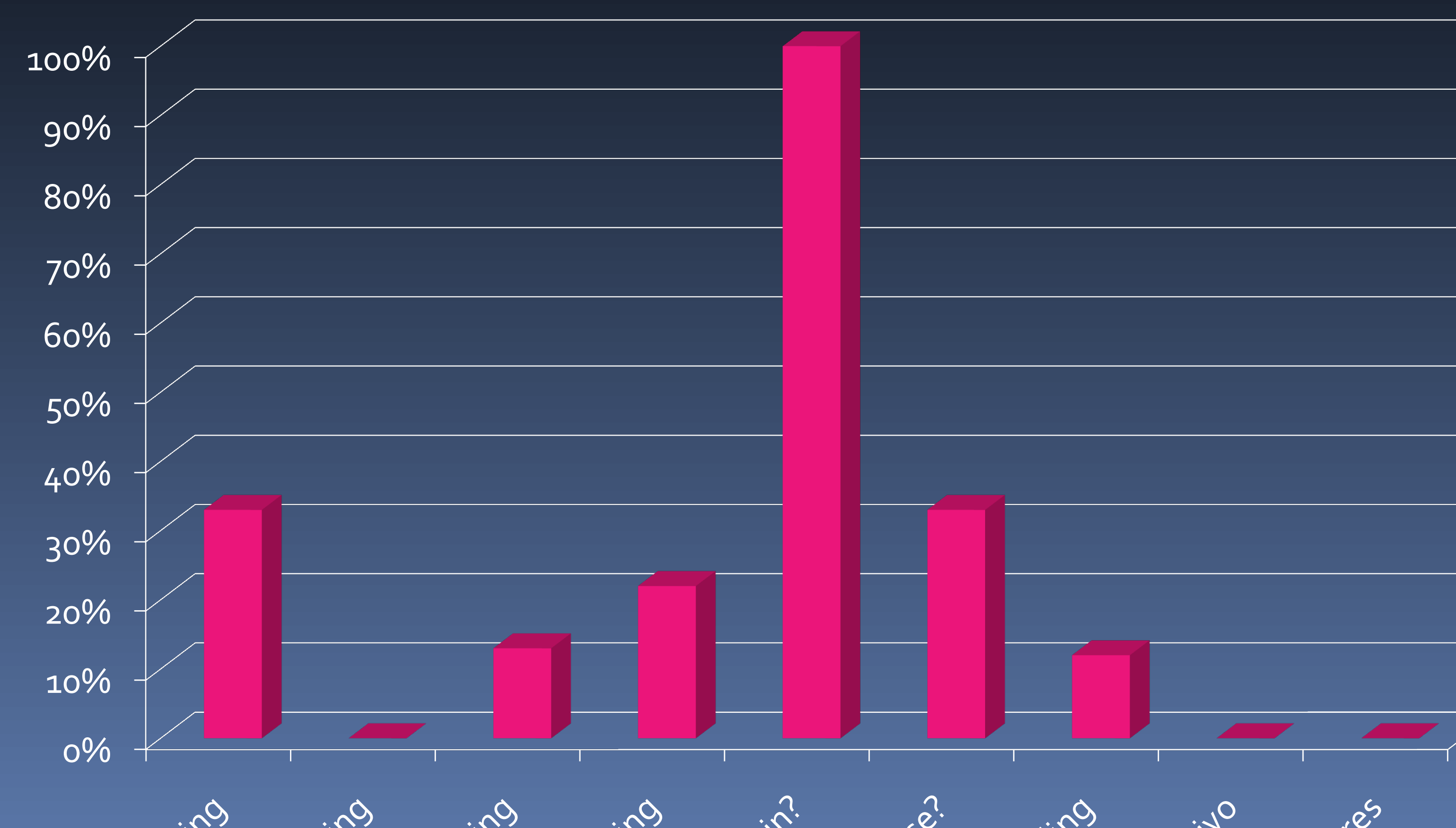
How do you feel when you win (He already knew) how do you feel when you lose?

- Okay
- No big deal
- Fine
- Happy for friends

Baseline

➢ During Baseline these were the following results for the child:

Baseline Data



Bank words

- Final results for the child showed a decent change in how much the child understood in what it is meant for winning and losing
- Child started to realize after a game if he was an uncool or cool winner/ loser which he has never been able to do before
- IT's as well as my placement supervisor noticed a change in how he acted during a game, and how much he really took in

Final Data Collection

