

# Sorting Recycling

Hamilton-Niagara Early Autism Initiative- *Chedoke site*  
Kristina Paul, B.A. [think.fink@live.com](mailto:think.fink@live.com)

**ABSTRACT:** According to Stats Canada 90% of households recycle their garbage. Learning how to recycle is an important life skill. Recycling conserves natural resources, saves precious landfill space and can create jobs; such as sorting waste materials. Being able to sort non-identical items into the appropriate containers is also a measure of visual performance. The following program was written to teach two children with ASD a functional life skill and to improve their visual performance scores on the ABLLS. Two recycling programs had to be created in order to address the specific abilities of the two children. The program for the higher functioning child, T.A. was called sorting recycling, he had to sort a pile of recycling materials into two categories, paper and container. The program for the lower functioning child (T.M) was called “sorting waste materials” he was given one waste material at a time and told to either “put in garbage” or “put in recycling”.

**CLIENTS:** Child 1: T.A. Is also six years old and is high functioning. He is verbal, has very good fine motor skills, and can imitation. His problem behaviours include: scripting, verbal defiance, stereotypy, self-injurious behaviours and perseveration. Child 2: T.M. is 6 years old and is low functioning. He has been in IBI for 1 year. He is non verbal and uses a P.E.C.S communication binder along with an ‘I want’ strip to communicate his wants and needs. He is echoic and has very good gross motor imitation skills. Problem behaviours include: spitting, flopping, swiping, kicking, self-injurious behaviours, screaming, and throwing objects.

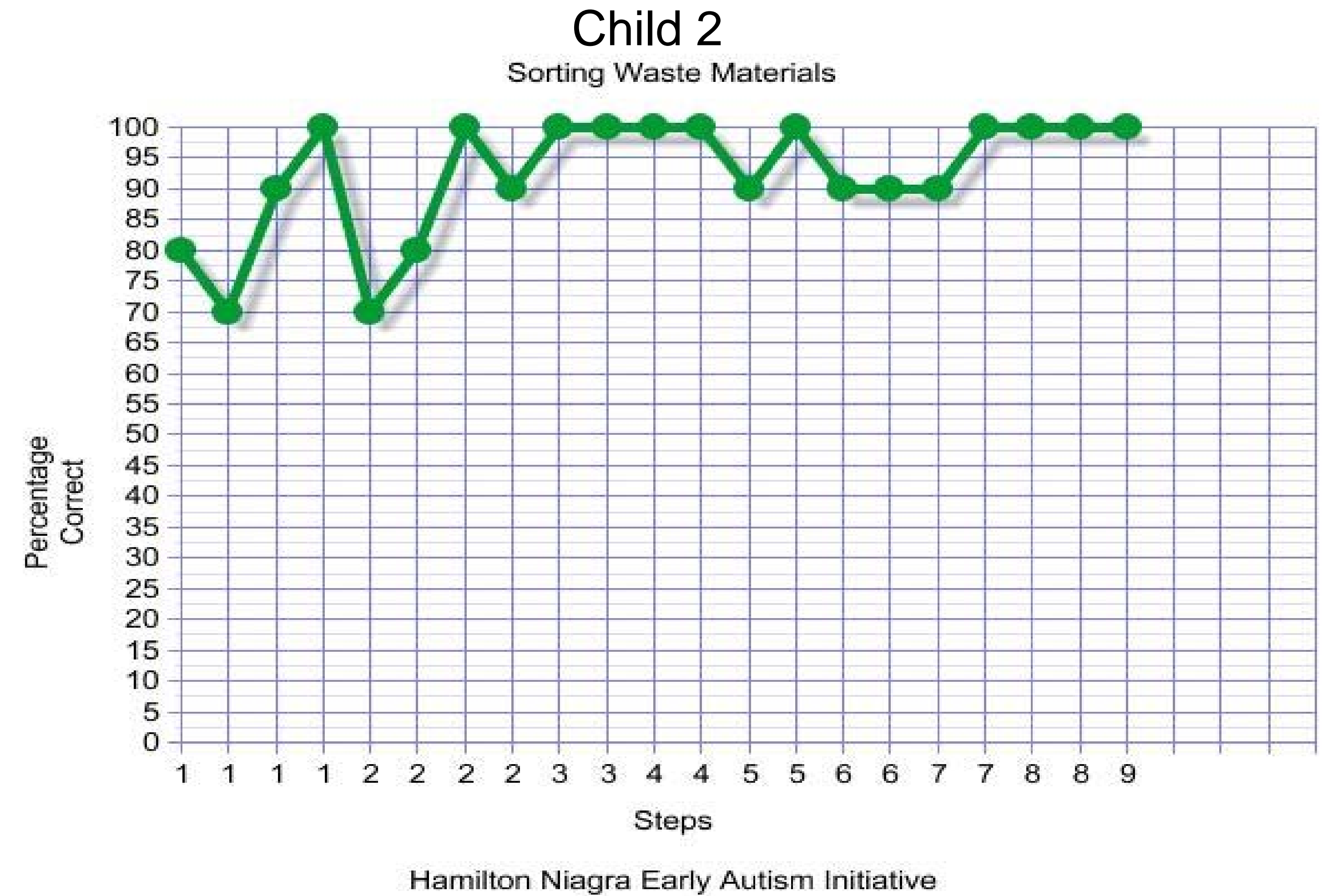
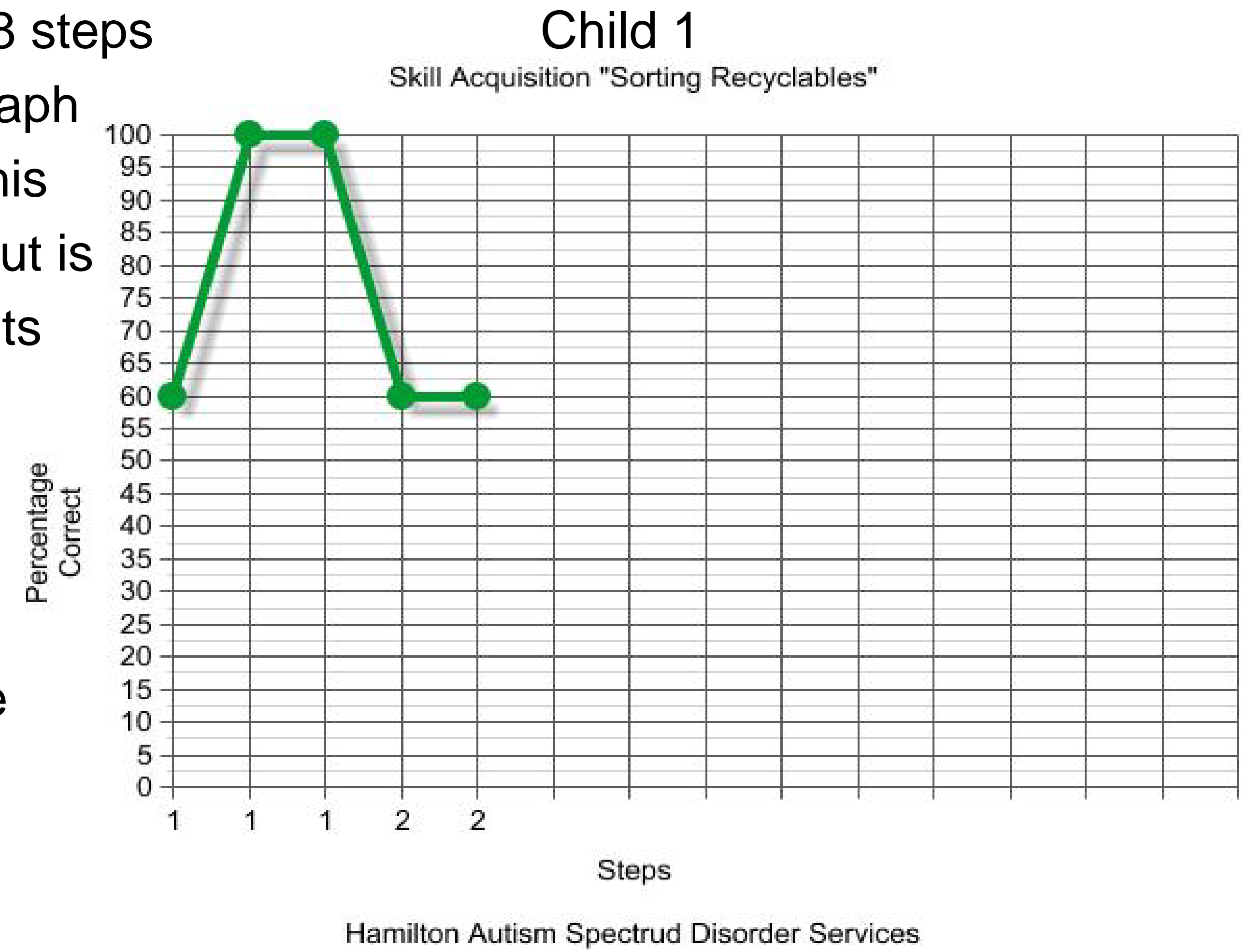
**PROCEDURE:** Two recycling programs had to be created in order to address the specific abilities of the two children. The program for the higher functioning child, T.A. was called sorting recycling, he had to sort a pile of recycling materials into two categories, paper and container. The program for the lower functioning child (T.M) was called “sorting waste materials” he was given one waste material at a time and told to either “put in garbage” or “put in recycling”. He had three categories to choose from, garbage, paper and containers.



*General Objective:* When given a waste material, the child will place the item into the correct bin.  
*Mastery Criteria of Program:* This program is mastered when the child can sort at least 6 items from the 3 categories into their corresponding containers correctly with 90% independence across 2 Instructor Therapists.

**RESULTS:** After 4 weeks of running the program, Child 2 mastered 8 steps of the program and is currently on step 9. The upward trend of the graph demonstrates that this program is an effective teaching strategy for this child. Child 2 has mastered step 1 of the program (sorting 2 items) but is finding step 2 (4 items) to be challenging. I hypothesize that his results are due to a confounding variable such as defiant behaviour. These two programs continue to be implemented at the clinic and are going to be introduced to other children as well.

If you have any questions and or would like to receive a copy of these Programs please contact me via email [think.fink@live.com](mailto:think.fink@live.com)



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