

Using an S^D Procedure to Establish Social Praise as a Conditioned Reinforcer

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Participant

- 3-year-old boy with autism
- Capable of sitting in a chair and attending to a teacher for 7 minutes

Problem and Purpose

- Social praise is typically not an effective reinforcer for children with autism
- Pairing procedure is used informally at the center of the intervention and has failed to establish praise as a reinforcer
- S^D procedure was used to first establish a social praise statement as a discriminative stimulus and in turn as a reinforcer

S^D Procedure

- Established “Terrific!” as an S^D
- Trained response of holding out a hand contingent on “Terrific!”

Pre and Post-Tests

- Five pre-tests were conducted
- Frequency of selecting “Terrific!” alone
- Comparison of selecting “Terrific!” versus preferred toys (book, train, and play-dough)
- “That was awesome!” versus “Terrific!”
- Post-tests were identical to pre-tests

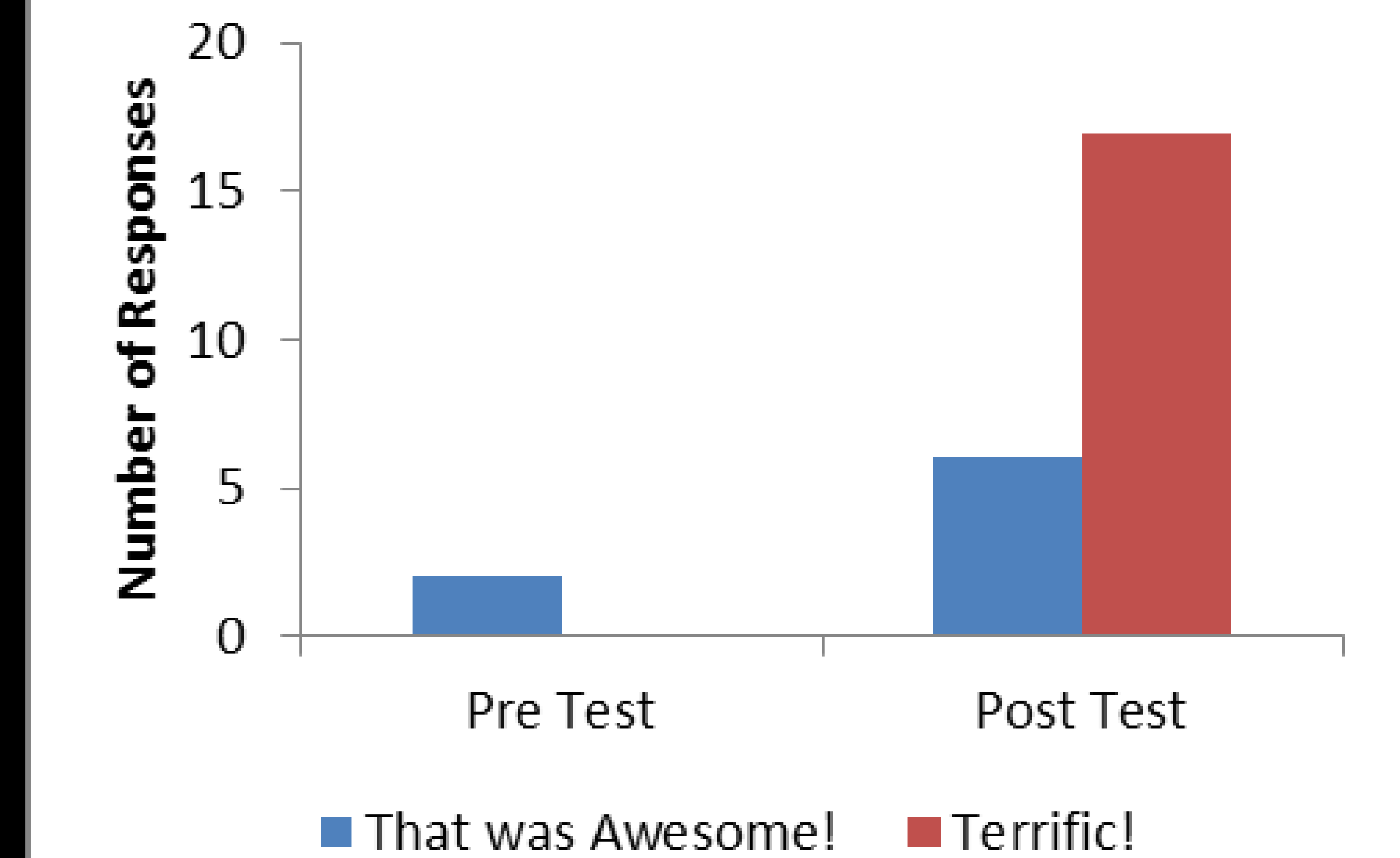


General Discussion

- Manding for “Terrific!” increased in frequency
- Manding for untrained social praise statement increased in frequency
- Tangibles were still preferred over socials
- Follow up probes demonstrated that the value of social praise maintained
- Future steps include generalization and replications with another student

Results

Comparison Data (Socials)



S^D Procedure

