Amanda Driscoll

Major: Behavioral Science
Minor: Holistic Health Care

Plans for future: Attending National University of Health Sciences

Area of Interest: Chiropractic and Naturopathic Medicine
Gradual Guidance and Independent Activity Schedules for a Child with Autism

By: Amanda Driscoll
Mentor: Ali Markowitz
Problem

- Children sometimes engage in noncompliant and aggressive behaviors
  - Behaviors included:
    - Crying
    - Flopping
    - Eloping
    - Throwing Materials
    - Hitting
    - Biting
Problem Cont.

• Research showed the use of independent activity schedules with children with autism
  - Increased on-task behavior
  - Increased on-schedule behavior
  - Increased independence
• 3-year-old boy with autism
• Discrete trial classroom
• Engaged in noncompliant and self-injurious behaviors
  – Screaming
  – Throwing materials
  – Hitting
  – Biting
  – Mouthing objects
  – Hitting head against environment
Intervention

• Implementing the independent activity schedule
  – Gradual Guidance
    • Least amount of prompting for successful completion of task
Intervention Cont.

- Measured on-task and on-schedule behavior
  - Measured behaviors in 15-second intervals
  - On-task:
    - Attending to
      - Book, materials, or activity
    - Transitioning
    - Engaging in task
  - On-schedule:
    - Engaging in the task corresponding to picture
On-task and On-schedule Data Sheet

On-task behavior will be defined as the student attending to the book or the materials, the student engaging in the activity, the student transitioning between activities. Off-task behavior will be defined as not attending to the book or materials, engaging in other behaviors such as tantrums including throwing or hitting materials against environment, putting materials in mouth, flopping on the floor, eloping from work area, or aggressive behaviors including biting, hitting and self-injurious behavior in the form of hitting head against the ground or the walls as well as not engaging in the scheduled activity. On-schedule behavior is defined as engaging in the activity that corresponds to the picture on the page. Off-schedule behavior is defined as not engaging in the activity corresponding to the picture on the page.

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Procedure

• Materials in discrete trial booth
• Child was told
  – “Get Your Book!”
• Completed tasks
• Exchanged “All Done” icon
Tasks
(Most to Least Preferred)

• Geo board
• Star stacker
• Large pegs
• Match simple objects
• Sort by pairs
Phase Change Criteria

- 3 sessions with 80% of the schedule completed independently
- If prompted consecutively, child stayed on same phase
Phases

• Phase One: One Task
• Phase Two: Two Tasks
• Phase Three: Three Tasks
Phase Two

• Preference Assessment Completed
  – Premack’s Principle
• Tasks were rotated
Results

On-Task Behavior

- Completed Sessions
- Terminated Sessions

Session
0 1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53 55 57
Percentage
0 10 20 30 40 50 60 70 80 90 100
BL IAS IAS + Matching P2 P3
Results

On-Schedule Behavior

Completed Sessions
Terminated Sessions

Percentage
Session

BL
IAS
IAS + Matching
P2
P3
Results

Skill Acquisition

- Completed Sessions
- Terminated Sessions

Session Dates:
- BL: Before Instructional Assistance
- IAS: Instructional Assistance Session
- IAS + Matching: Instructional Assistance + Matching Session

P2 and P3 represent specific conditions or phases in the study.
Results

• Independent activity schedules and gradual guidance increases on-task and on-schedule behavior
Discussion

• Increase in independence
• Spent more completing tasks
• Noncompliance decreased during sessions
Discussion

• Variability in data
  – Extended absence
  – Difficulty of schedule
  – Time spent outside of booth
My Role

• Collected on-task and on-schedule behavior data

• Graphed data for all three Variables
  – On-Task
  – On-Schedule
  – Skill Acquisition
What I Learned

• The Importance of Behavioral Interventions
• The Importance of Valid Data Collection
• Time Management
• Planning With Others
Questions? Comments?
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