Giulia Avelar

Major: Psychology: Behavioral Science

Minor: Spanish

Plans for future: Work at an autism center as a behavioral technician and eventually attend graduate school for Applied Behavior Analysis and become a BCBA.

Area of Interest: Autism, verbal behavior, & functional assessments
TEACHING IMITATION TO CHILDREN WITH AUTISM USING MOST-TO-LEAST PROMPT FADING IN FRONT OF A MIRROR

By: Giulia Avelar
Mentor: Nick Ostosh
GOAL OF PROJECT

- Imitation may play a role in learning new behaviors, social skills, and language
- Richie had difficulty acquiring imitative skills with LTM classroom procedure
- Test to see if using MTL prompt fading with a mirror is an effective procedure
TESTING FOR ELIGIBILITY

- Tested participant’s ability to imitate through a 25-response generalization probe
  - 2 correct
  - 2 approximations
  - 21 no response/incorrect

Do this!
PROCEDURE

• Giulia gains student’s attention
• Giulia presents SD, “Do this,” while modeling action
• Nick prompts each response

• Uses MTL within-session prompt fading
• Uses toys or edibles as reinforcement
PROMPT FADING PROCEDURE

• Hand-over-hand full physical
• Partial physical (PP) from wrist
• PP from forearm
• PP from elbow
• PP from shoulder
• Independent
PHASE CHANGE AND MASTERY CRITERIA

- 3 consecutive correct trials: decrease intrusiveness
- 2 consecutive incorrect trials: increase intrusiveness
- Mastery: 10 consecutive correct independent trials
• Correct response: Immediate praise and toy or edible
• No response: Prompt using LTM prompting, no reinforcement
• Incorrect response (scrolling): 5-second quiet hands
TWO CONDITIONS

• Mirror: touch head, clap hands
• No-Mirror: touch cheeks, pat table
RESULTS

Number of Trials to Initially Phase Out of Prompt Level

- Full physical
- Wrist
- Forearm
- Elbow
- Shoulder
- Independent

<table>
<thead>
<tr>
<th>Target</th>
<th>Total trials</th>
<th>Touch head (mirror)</th>
<th>Clap hands (mirror)</th>
<th>Touch cheeks (no mirror)</th>
<th>Pat table (no mirror)</th>
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<td>92</td>
<td>77</td>
<td>112</td>
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Number of Trials

- Touch head (mirror): 6
- Clap hands (mirror): 77
- Touch cheeks (no mirror): 112
- Pat table (no mirror): 42

**Note:** The table and graph provide a visual representation of the number of trials required to initially phase out of different levels for various targets. The effectiveness and number of trials vary depending on the specific target and condition.
CUMULATIVE RECORD GRAPHS

PT (no mirror) for Richie

Cumulative number of correct responses

Session

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Full Physical  Wrist  Forearm  Elbow  Shoulder  Independent
CUMULATIVE RECORD

GRAPHS

TH (mirror) for Richie

PT (no mirror) for Richie
FINDINGS

• Attending is key!
• The mirror may not be necessary
• MTL is very effective for teaching single-response targets
I LEARNED...

• How to design and implement a study
• How to present a poster at a conference
• How to speak in behavioral terms
• How to problem-solve when things go wrong
QUESTIONS OR COMMENTS?