KATHERINE A. BURNHAM

BEHAVIOR SCIENCE MAJOR
COMMUNICATION STUDIES MINOR

POST GRAD PLANS:
MASTERS OF LIBRARY AND
INFORMATION SCIENCE

CONTINUE WORK AT TRAINING
CENTER FOR THE BLIND

SPECIAL INTEREST IN LITERACY

THESIS STUDENT SPRING OF 2017
TEACHING A SCANNING RESPONSE TO A CHILD WITH AUTISM

KATHERINE A BURNHAM
WESTERN MICHIGAN UNIVERSITY
GOAL OF PROJECT:

• What is scanning?
• Common scanning deficit in children with autism
• Importance of skill
  – Behavioral cusp
• Matching-to-Sample (MTS)
OUR PARTICIPANT

- JOSEPH: 4-YEARS-OLD KRESA STUDENT

- DIAGNOSED WITH AUTISM SPECTRUM DISORDER

- SCANNING DEFICIT & MATCHING

- MANY PROCEDURES ATTEMPTED TO REMEDY MATCHING DEFICIT

- EXHIBITS SCANNING OUTSIDE OF PROCEDURES
OUR INTERVENTION:

• THREE BLUE INDEX CARDS
• SCANNING REQUIRED ACROSS ALL THREE CARDS
• 4 PHASES
• MEASURED MATCHING-TO-SAMPLE PERFORMANCE BEFORE, DURING AND AFTER INTERVENTION
MTS scores were 0%
Full scan scores were at 0%
PHASE 1: EDIBLE INCORRECT RESPONSE
Scanning Procedure

Phase 1: Scan 3 cards with edible
PHASE 1: EDIBLE CORRECT RESPONSE
PHASE 2: TANGIBLE
CORRECT & INCORRECT RESPONSE
Phase 2: Tangible
PHASE 3: FINGER POINT
CORRECT RESPONSE
Phase 3: Finger Point

Scanning Procedure

Percentage of Correct Responses

Sessions
PHASE 4: INDEPENDENT SCAN
Phase 4A: Finger Point to 1st card

Phase 4B: Finger point prompt across 2 cards

Phase 4: Independent Scan

Phase 5: Within-Session Prompt Fading
Probe 1: Test scanning and MTS performance after phase 2.

Probe 2: Test scanning and MTS performance during phase 5.

Matching-to-Sample

- % MTS correct
- % Full Scan

Sessions

Percentage of Correct Trials

Probe 2: Test scanning and MTS performance during phase 5.
DISCUSSION:

• Motivation issues
• Potential confounding variables
• Matching to sample probes before each phase change
DIRECTIONS FOR FUTURE RESEARCH:

- TRANSFERABLE TO OTHER PARTICIPANTS
- TRANSFERABLE TO OTHER POPULATIONS
- OLDER AGE GROUPS
- WITH RECEPTIVE IDENTIFICATION
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KATELYN BUCHHOLZ

STAFF AT KRESA

TUTORS: KRISTA FERRIER & ASHLEY BALLARD
COMMENTS OR QUESTIONS?