

LOGAN WURSTER

- Major: Behavioral sciences
- Minor: Sociology and Arabic
- Area of Interest: Autism
- Plans for Future: Attending graduate school for a Master's in behavior analysis



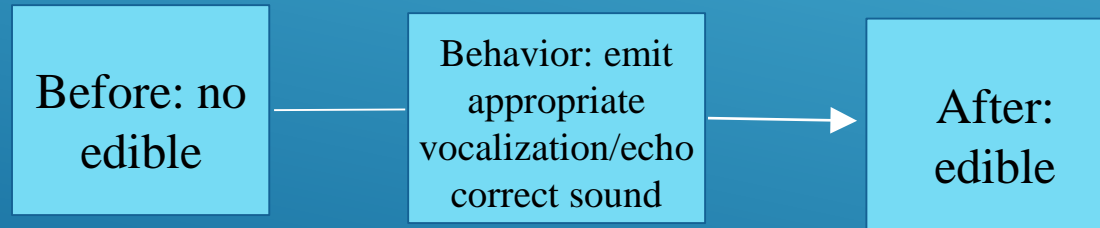
INCREASING VOCALIZATIONS AND ECHOIC STIMULUS CONTROL

Logan Wurster
Shannon Rupnow



Key Terms

- Echoics: The response produces a sound pattern that is similar to that of the prior stimulus
- Shaping: reinforcing successive approximations of the target behavior
- Reinforcement contingency:



Goal of Intervention

- Problem: low rate of vocalizations and echoic stimulus control
 - Can cause problem behavior
 - Can stifle independence
- Need of intervention: increase rates of vocalization and echoics with children with little of each in repertoire
 - Little research done with children with low vocalization rates



Participants

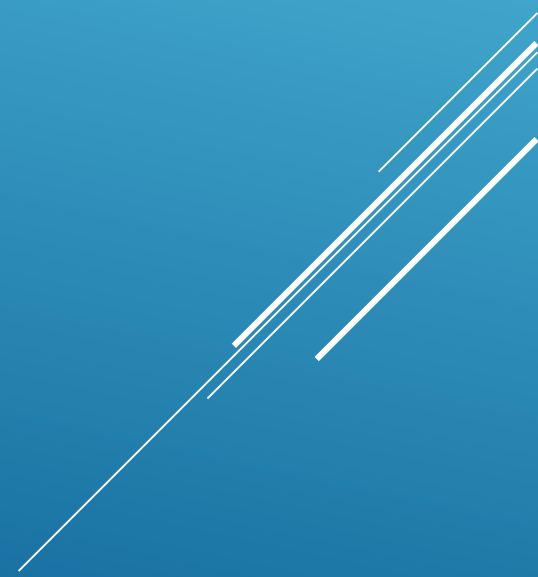
- Inclusion criteria: low rates of vocalizations and echoic stimulus control
- Exclusion criteria: high rates of vocalizations and echoic stimulus control, vocal-verbal behavior curriculum already in place





Participants

- Eli: three-year-old male diagnosed with a speech delay
- Cameron: two-year-old male diagnosed with autism
- Robert: four-year-old male diagnosed with autism





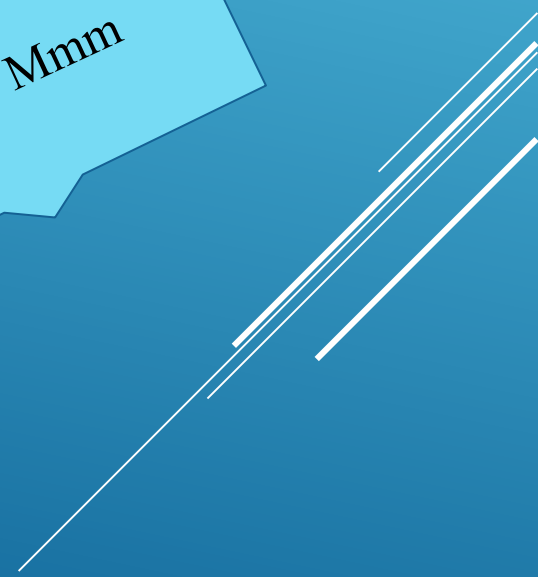
Baseline

- Observations of sounds emitted before intervention
- Early Echoic Skills Assessment (EESA) pre-test

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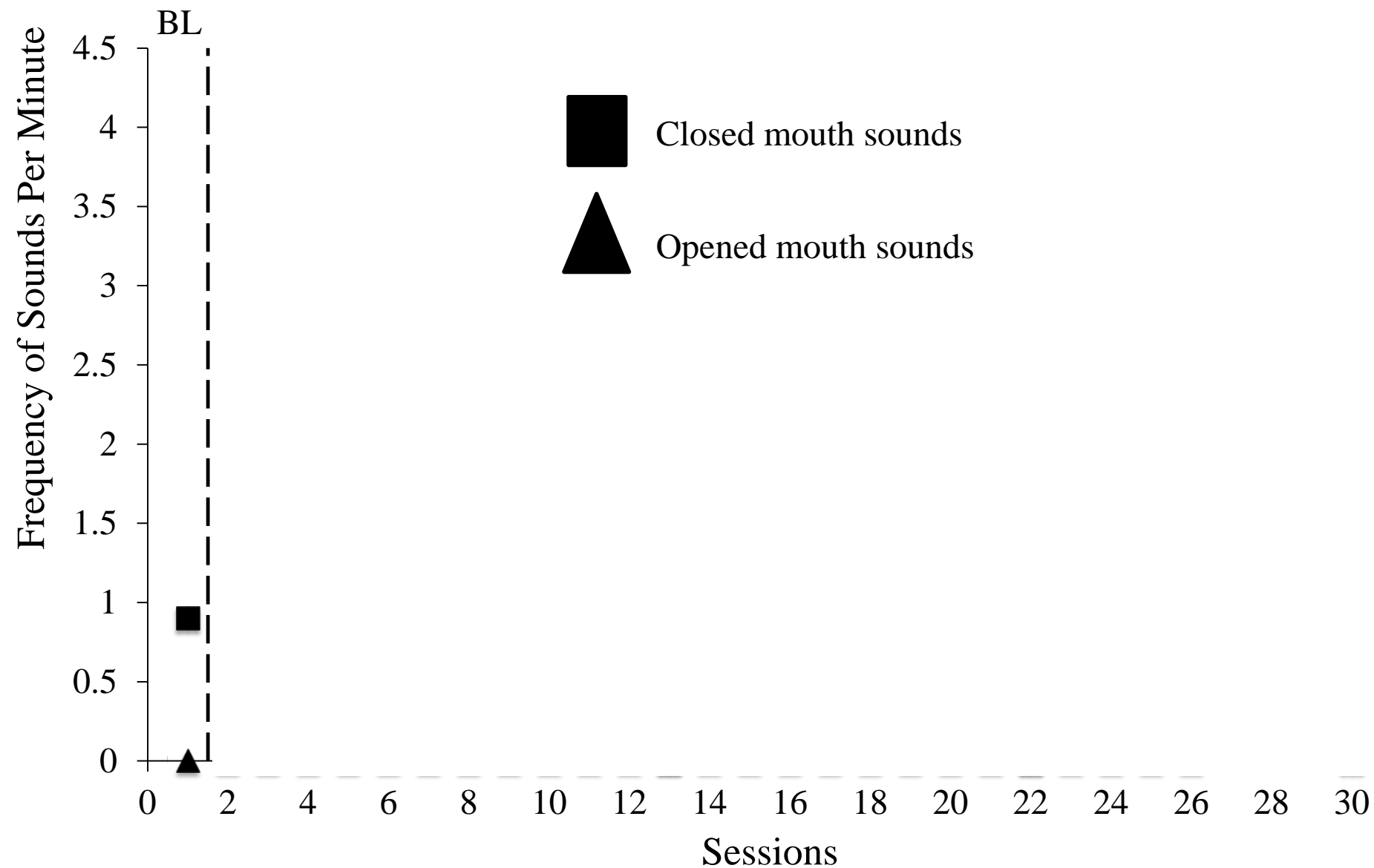
Ah

Mmm

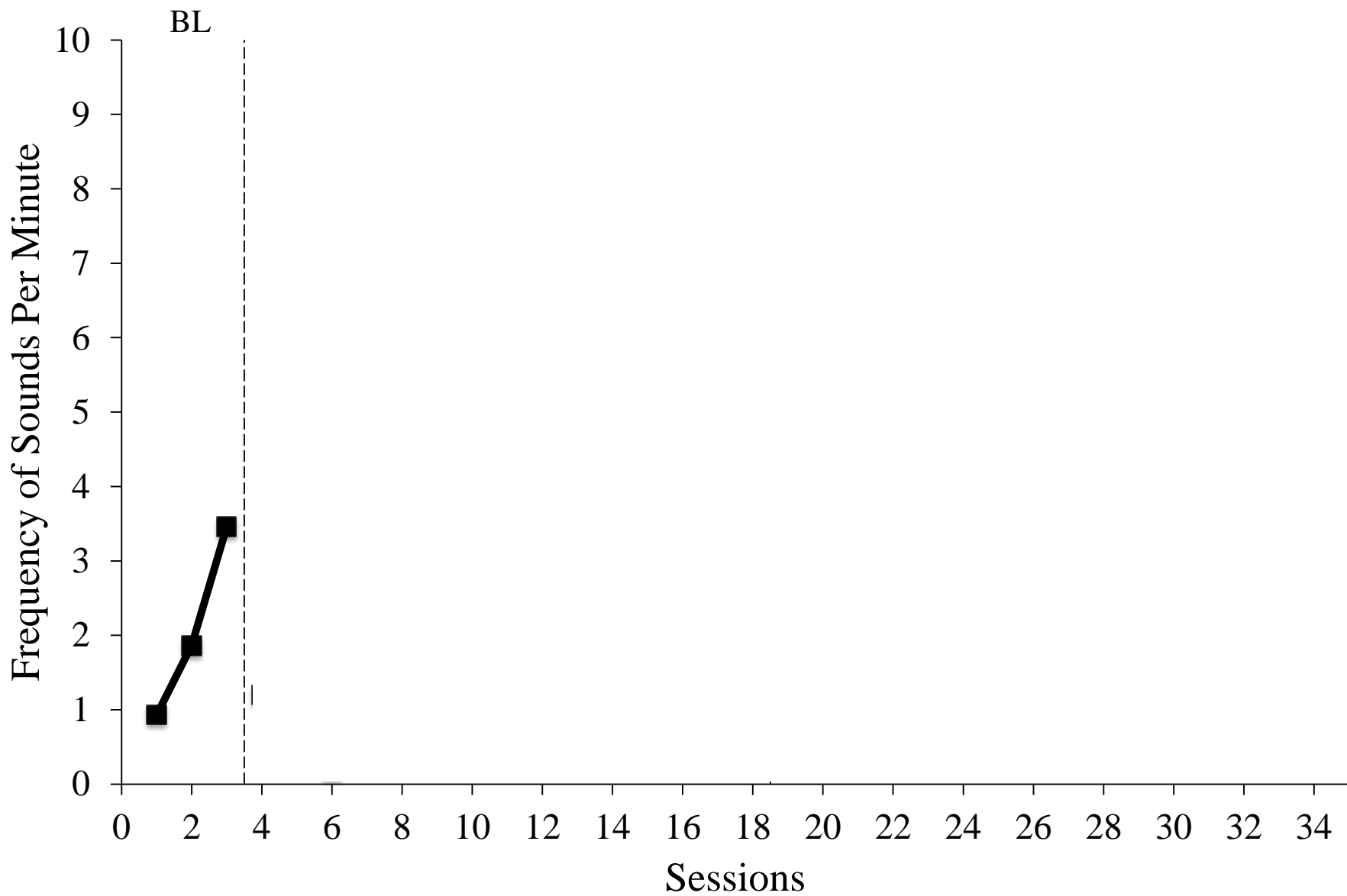




Shaping Vocalizations: Eli



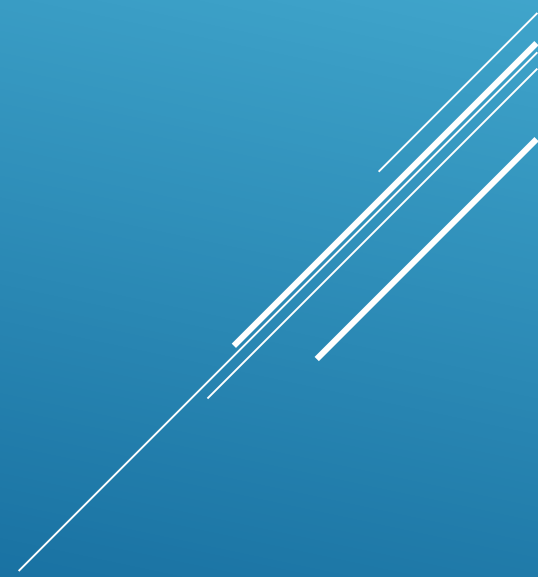
Increasing Vocalizations: Cameron



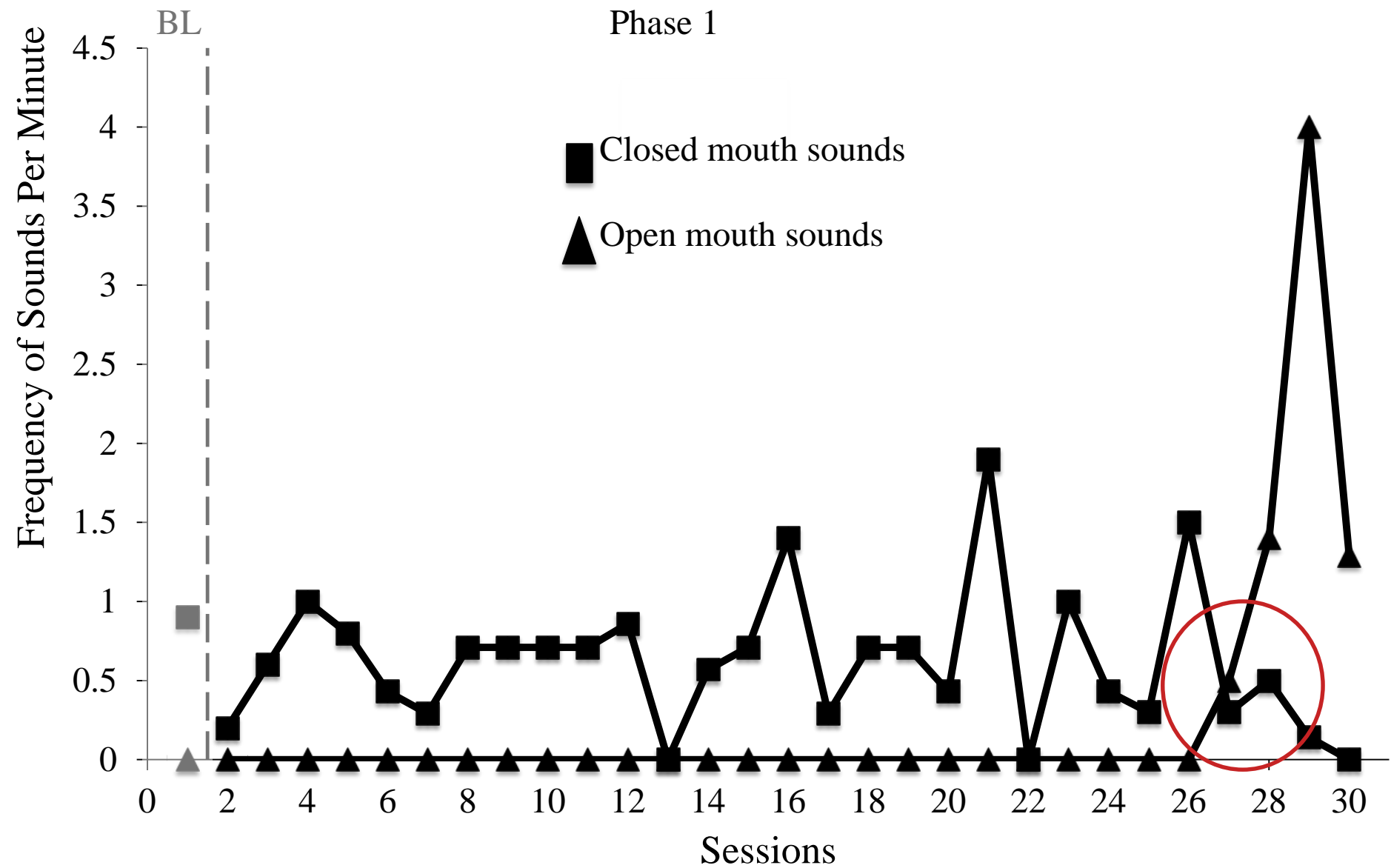


Phase 1

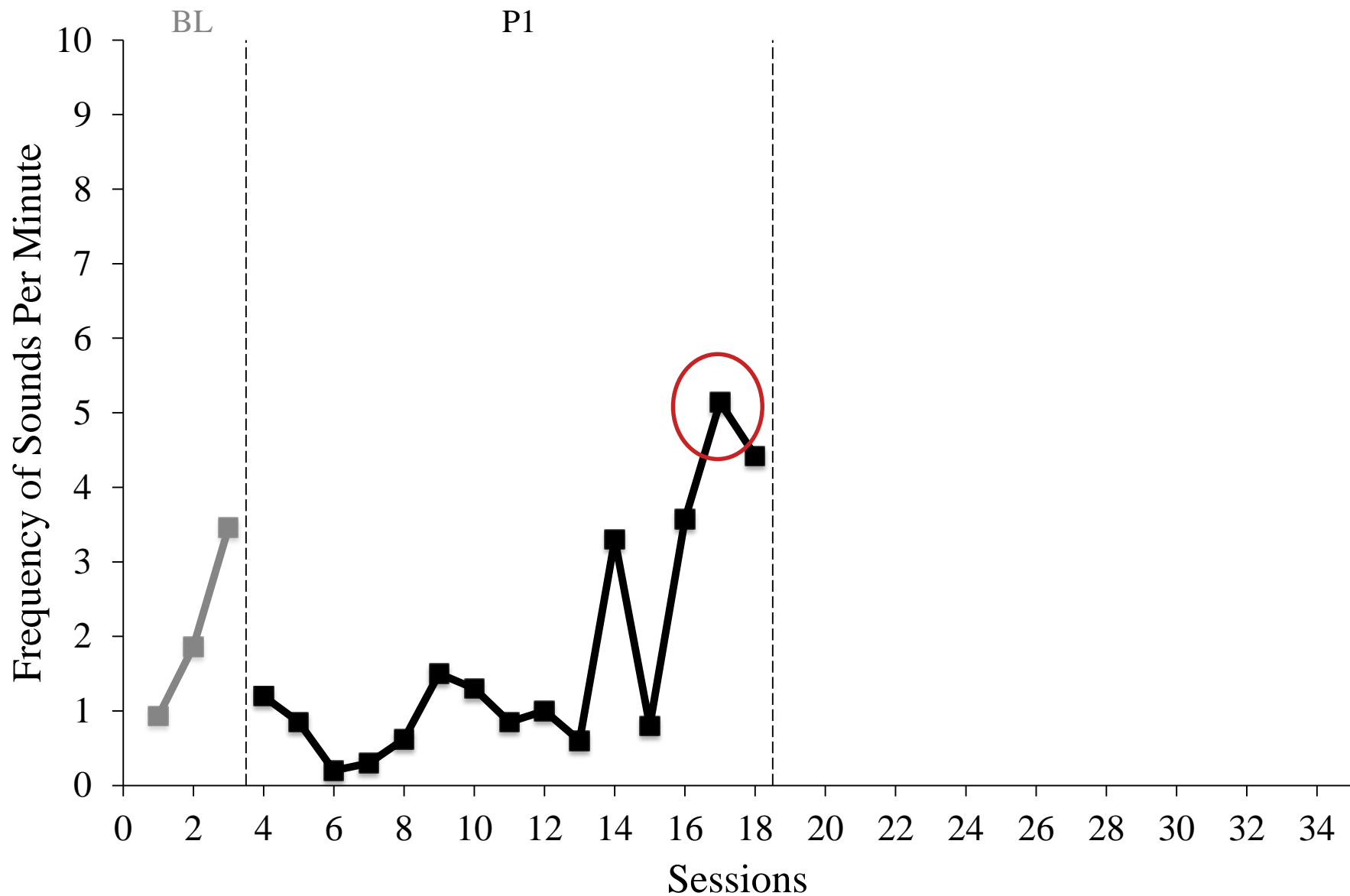
- No demands
- Reinforce any appropriate vocalizations
- Ignore any inappropriate vocalizations
- Phase change criteria: 3 appropriate vocalizations per minute for three consecutive sessions




Shaping Vocalizations: Eli



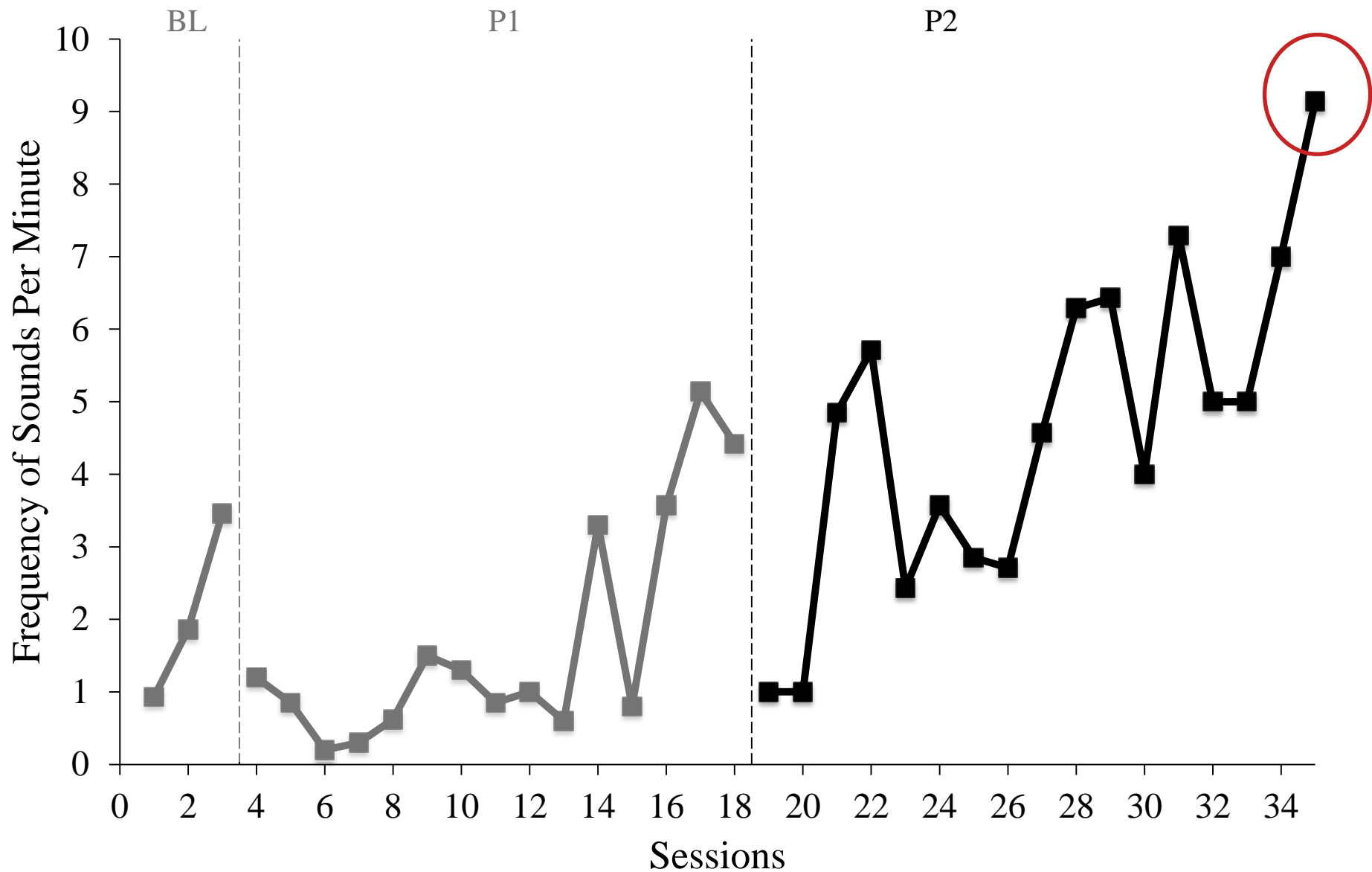
Increasing Vocalizations: Cameron




Phase 2

- No demands
 - Reinforce any appropriate, novel vocalizations
 - Ignore any inappropriate or dominant vocalizations
 - Phase change criteria: three high rate sounds (more than three sounds per minute) throughout phase 2
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Increasing Vocalizations: Cameron

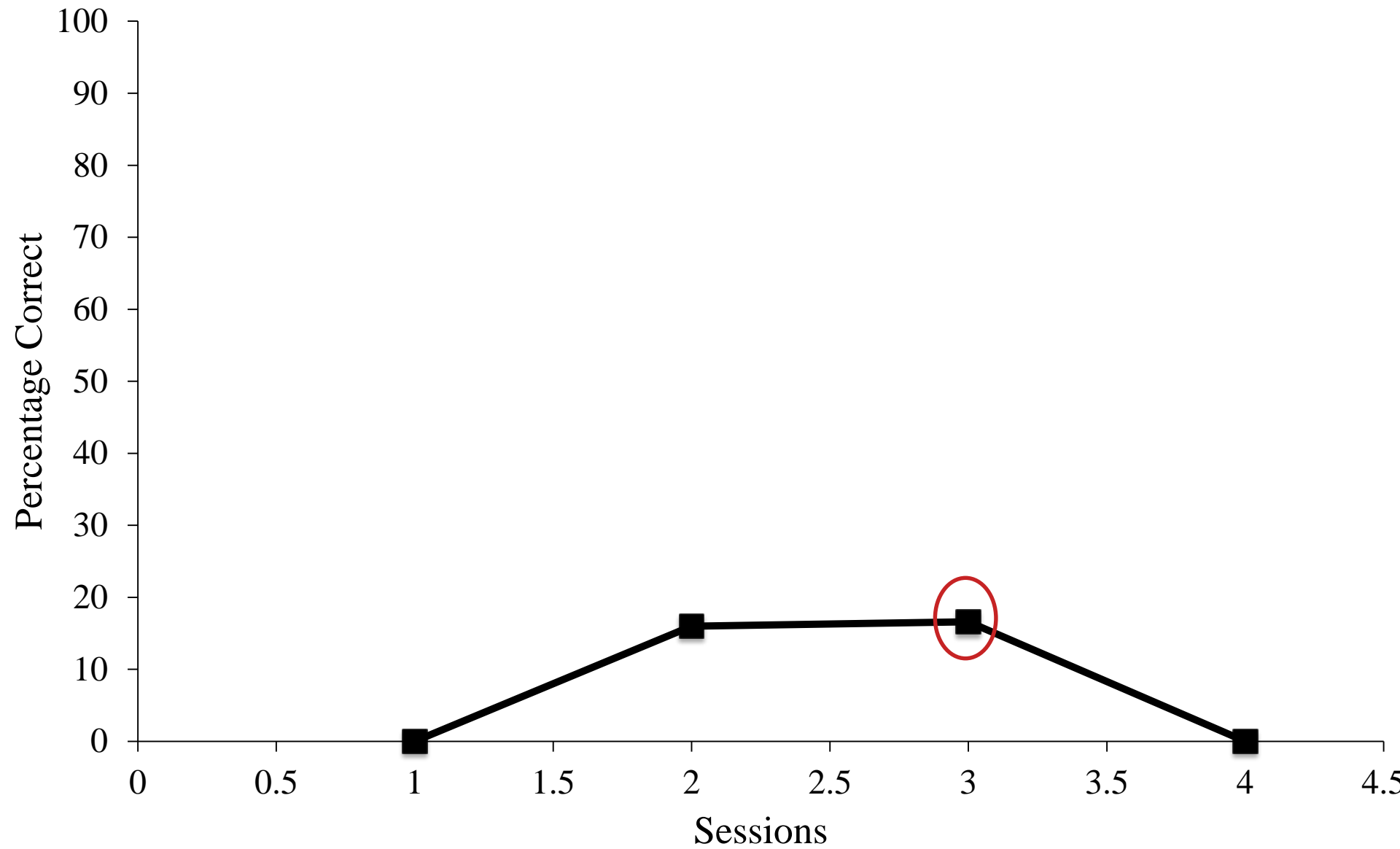


Phase 3

- Place demand
 - “Say (target sound)”
 - Reinforce correct sound following demand
 - Ignore no responses, incorrect sounds following demand, and sounds preceding demand
 - Phase change criteria: 80% or more correct for three consecutive sessions
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Cameron: Phase 3 "Ah"



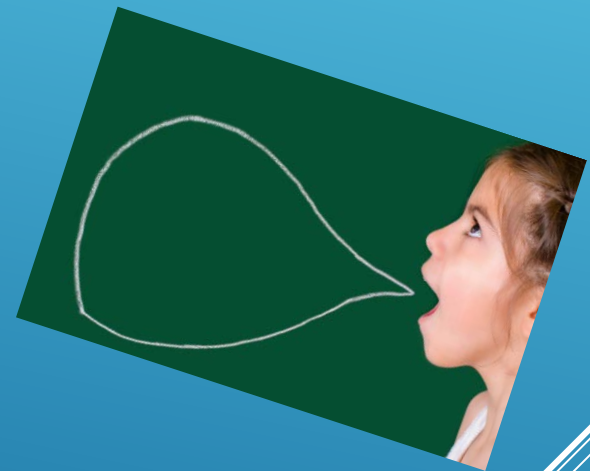
Discussion

- Eli and Cameron increased vocalizations emitted per minute
- Neither participant increased echoic stimulus control



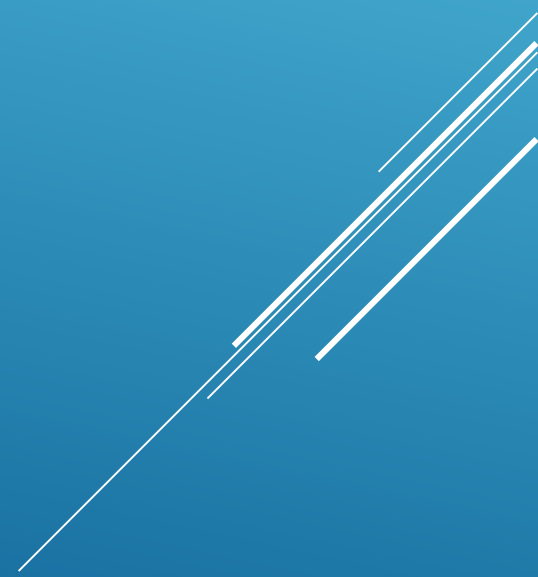
Discussion

- Limitations
 - Early termination
 - Possible apraxia of speech
 - Self-injurious behavior (SIB)




Future Directions

- Run procedure for longer time period
- Implement SIB extinction



My Experience

- What I Learned
 - Early intensive behavioral intervention skills
 - Collecting data
 - Writing skills
 - Graphing skills
 - Thank you to my mentor, Shannon Rupnow!
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QUESTIONS/COMMENTS?

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