

Kelsey Webster

- Major: Behavioral Psychology
- Minor: Addiction Studies
- Plans for future: Attending graduate school at WMU under Dr. Stephanie Peterson.
- Area of Interest: Decreasing severe problem behavior in individuals with developmental disabilities.



Teaching Two Children Diagnosed with Autism to Tolerate Physical Contact

By: Kelsey Webster

Mentor: Phylicia Ruso



Purpose/Goal of Project

- Prompting commonly used to teach skills in autism/DD population.
- However, problem behaviors occurred during prompting.
- Prevented individuals from learning new skills
- E.g., Various forms of tantruming, resistance, self-injurious behavior (SIB)

Background

- Minimal research on the topic.
- However,
 - Cuvo, Reagan, Ackerlund, Huckfeldt and Kelly (2010)
 - Altabet (2002)



Participants

- Student #1
 - 4-year-old male
 - Diagnosis – Autism
 - Resistance, screaming, throwing, kicking or stomping feet, eloping, grunting.

Put
picture
of D.H.
here



Participants

- Student #2
 - 2-year-old male
 - Diagnosis – Autism
 - Resistance, screaming, kicking or stomping feet, eloping, self-injurious behavior (SIB)

Put picture
of W.F. here

Setting/Materials

- Classroom at Kalamazoo Regional Educational Service Regency (KRESA) West Campus
- Materials
 - Eating utensils, cups, ball, bin, variety of toys, crayons
 - Top three reinforcers from preference assessments



Design - Baseline

- 10-trial sessions
 - % of trials engaged in problem behavior
 - Intensity
- Prompt hierarchy
- No reinforcement
- Student #1 vs. Student #2



Design - Intervention

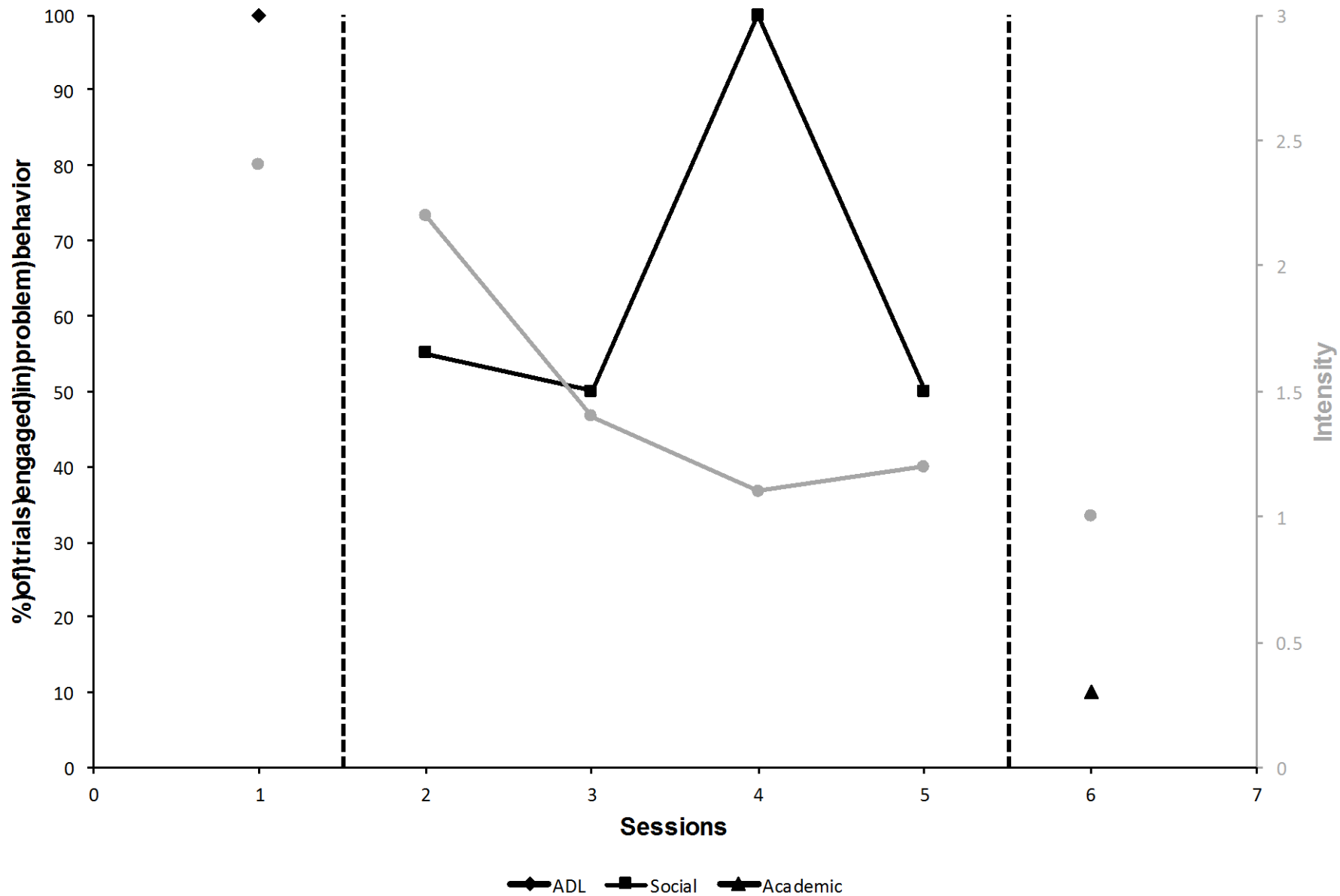
- 10-trial sessions
- Least-to-Most intrusive
- Reinforcement
- Phase change criteria
 - 3 sessions at 80% or 2 sessions at 90%
- Student #2



Student #1 Results

- Project was terminated due to student moving to another classroom
- Baseline
 - Percentage of trials with problem behavior remained variable
 - Intensity steadily decreased

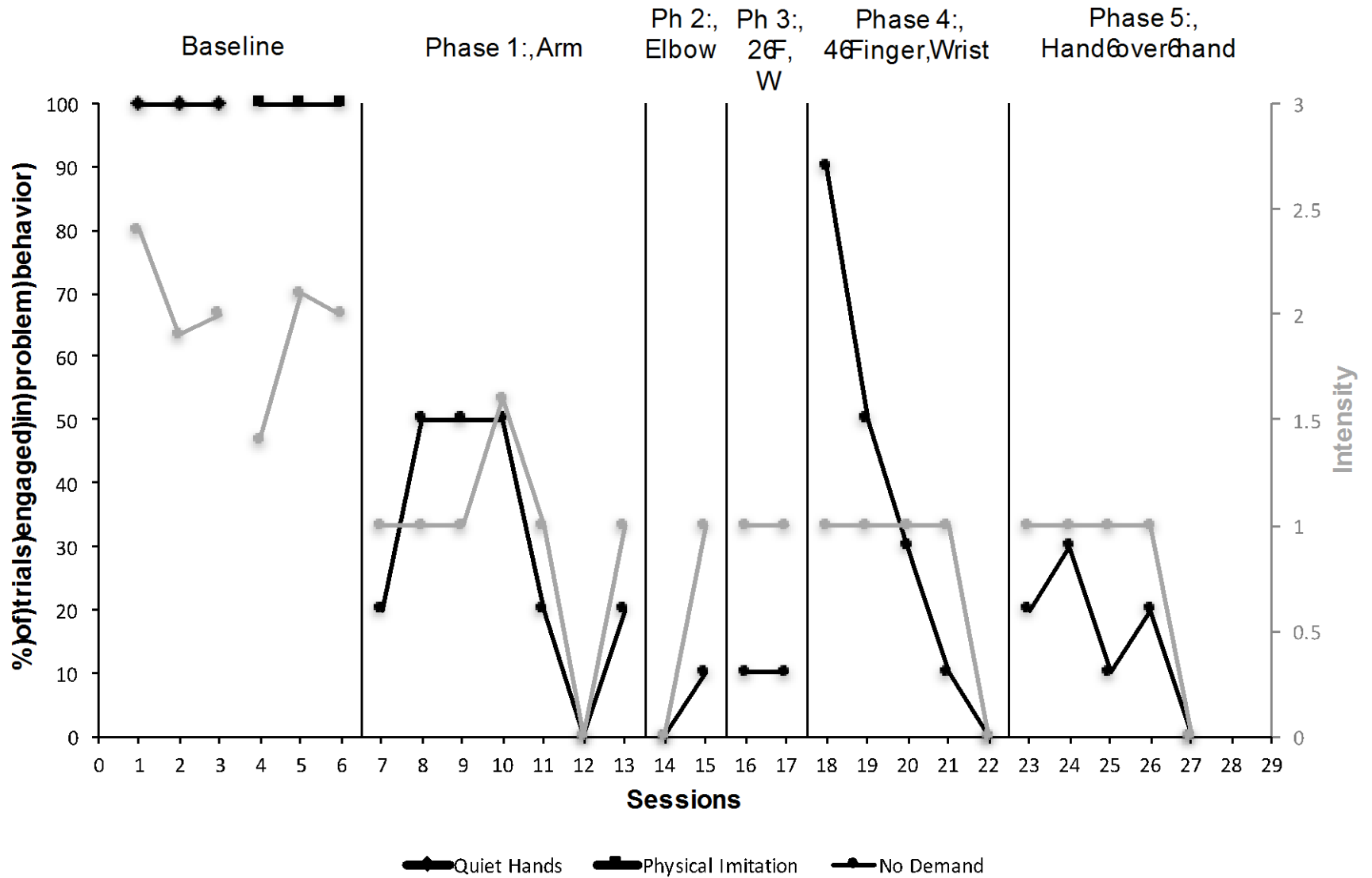
Student)1:)Baseline)Target)Behavior)Data



Student #2 Results

- Baseline
 - Problem behavior 100% of the trials.
 - High levels of intensity
- Intervention
 - Lower percentage of trials engaged in problem behavior
 - Intensity remained around a level 1

Student)2:)Target)Behavior)Data)



Discussion

- Able to introduce prompts with low levels of problem behavior.
- Slowly fade in more intrusive prompts.
- Initially, target problem behavior
- Then, focus on skill acquisition.



My Experience

- My role
- Two semesters go by quickly!
- Nothing ever goes as planned!
- Special Thank You!
 - Phylicia Ruso

Questions/Comments?

References

- Altabet, S. C. (2002). Decreasing dental resistance among individuals with severe and profound mental retardation. *Journal of Developmental and Physical Disabilities, 14*(3), 297-305. Retrieved from <http://libproxy.library.wmich.edu/login?url=http://search.proquest.com/docview/619897649?accountid=15099>
- Cuvo, A. J., Reagan, A. L., Ackerlund, J., Huckfeldt, R., & Kelly, C. (2010). Training children with autism spectrum disorders to be compliant with a physical exam. *Research in Autism Spectrum Disorders, 4*(2), 168-185. Retrieved from <http://libproxy.library.wmich.edu/login?url=http://search.proquest.com/docview/856410100?accountid=15099>