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- Major: Behavioral Science
- 2nd Major: Criminal Justice
- Future Plans: Attending graduate school for a Master's in either Behavioral Science or Criminology
- Area of Interest: Criminal behavior in young adults





Increasing Shared Attention in Children with Developmental Delays

Shelby Esman

Jess VandenBoom

Purpose

- Deficits in responding to and initiating joint attention (JA)
- Language and social skills development in children with Autism
- Classroom procedures lack this type of social interaction
- Example of JA:
 - A child pointing to a plane to show his mom





Participants

Intervention

- SD (discriminative stimulus):
“look!”
 - Simultaneously shifting eye gaze and pointing to target object
 - Social praise and comment on item
- Phases
 - A-D: introductory sessions; 1-5 main intervention



Phases

- Phases A-D
 - Involved using magnets on the booth wall
 - Magnets were consecutively moved farther apart per phase
 - Phase D introduced larger objects



Phases

- Phases 1-3
 - Involved placing target objects randomly around the booth
 - Each phase had consistently more distractor stimuli



Phases

- Phase 4
 - Involved placing target objects randomly around the hallway
- Phase 5
 - Involved placing target objects randomly around the playroom
- Phase change criteria: 80% or > for 2 consecutive sessions

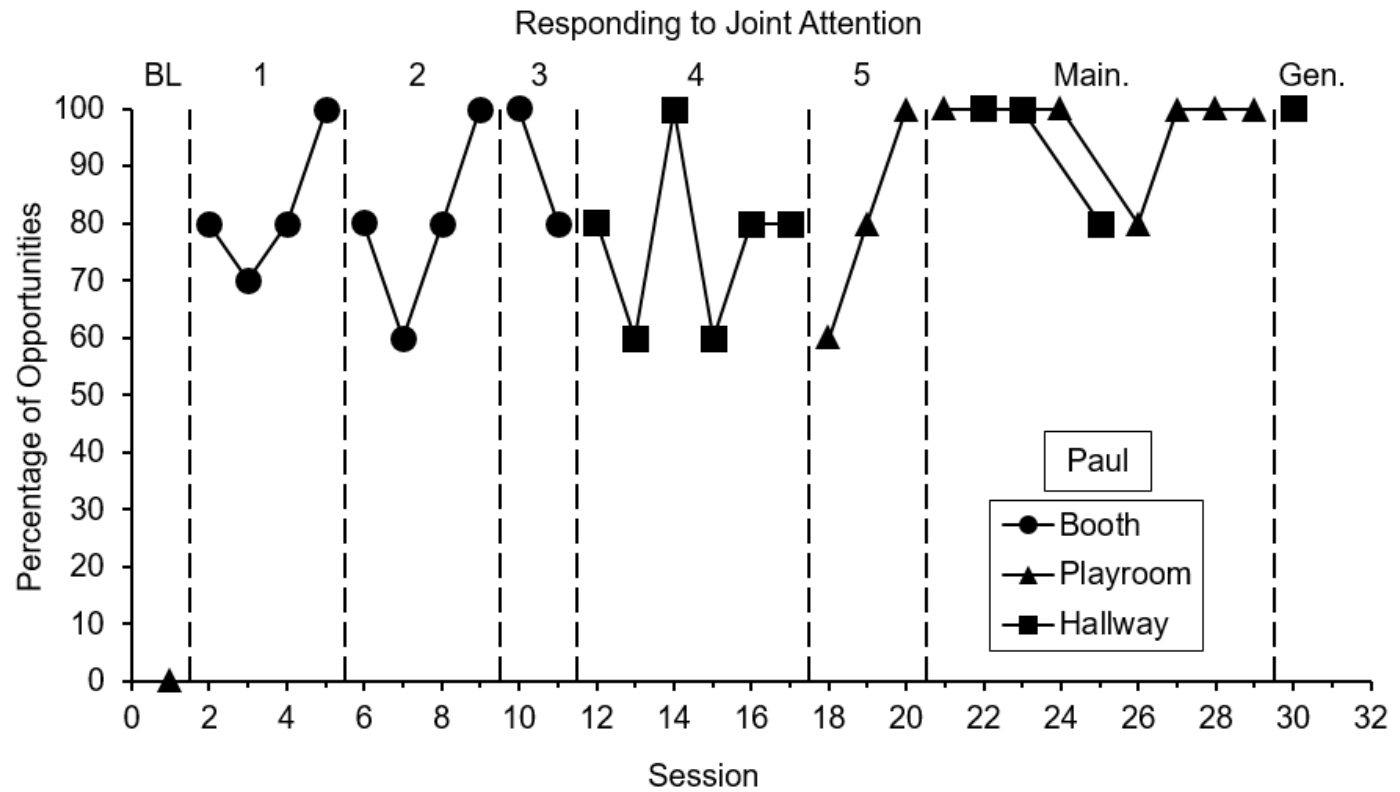


Intervention

- Correction procedure
 - Repeat the SD and neutral comment
- Role of the tutor and experimenters
 - Requesting shared attention
 - Taking data and interobserver agreement data (IOA)



Results

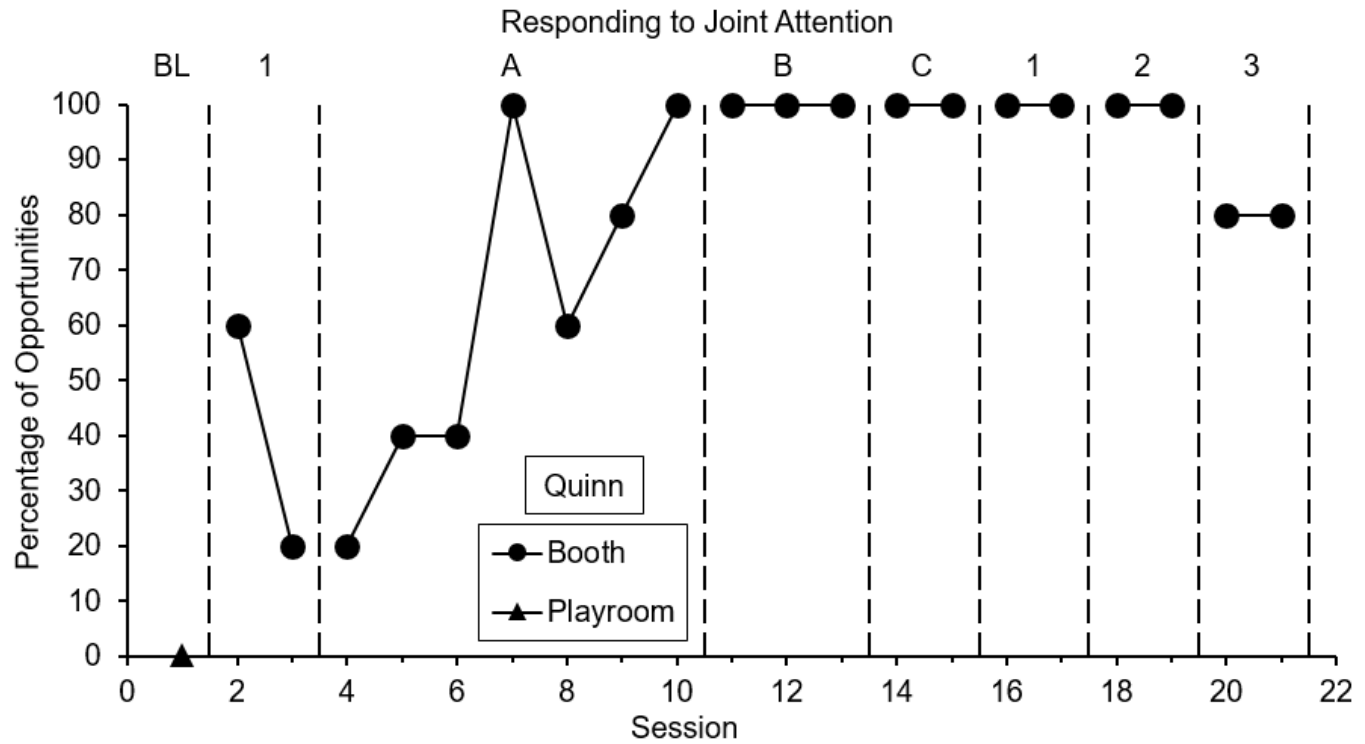


Results

- Increase in responding to bids for JA
- Paul mastered the procedure in 19 sessions
- Performed at 60 % or greater for sessions during intervention
- Performance stayed high during maintenance
 - Able to introduce even more distractions



Results



Results

- Increase in JA responding
- Did not complete the procedure
 - Quinn had more problem behavior than Paul
 - Did make significant improvement from baseline
 - Phases A-D helped shape the correct response



Discussion

- Future step for Paul: Initiations
- Future step for Quinn: Finishing phases 1-5
- Social praise and comments were reinforcing
- Consistent eye contact was not a necessary prerequisite



Discussion

- Limitations
 - Limited number of different environments
 - Uncontrolled distracting stimuli
 - Generalizing to other adults



Personal Experience

- Patience
- Flexibility
- Having a mentor was a rewarding and needed experience
- Working with these kiddos for an extended period of time and tracking their progress was inspiring



Thank You!

- BRSS
- Jess VandenBoom
- Staff and Supervisors at KRESA
- Family and Friends



Questions/Comments?

