

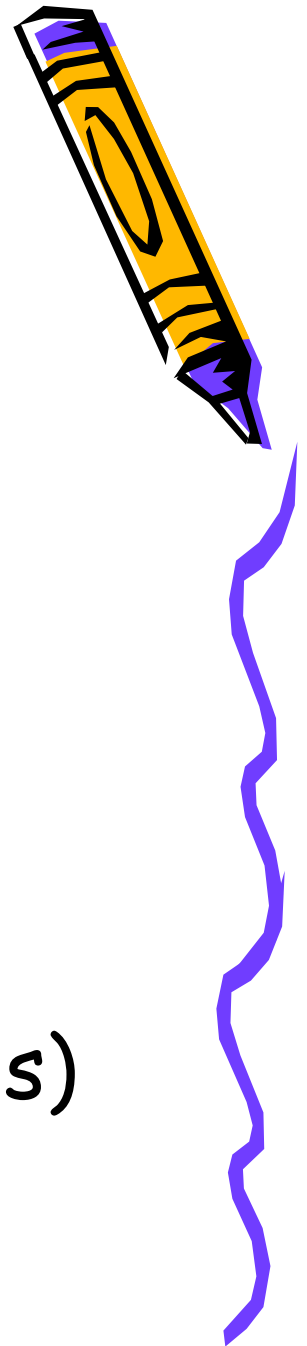
TAG Research at Applied Behavior Consultants, Inc.



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June 2006



Case Study #1



- SN is a 3 year old
- Diagnosed with PDD-NOS
- Attends ABC's Infant/Toddler Development Program since September 2005 (approx. 9 months)



Target Behavior

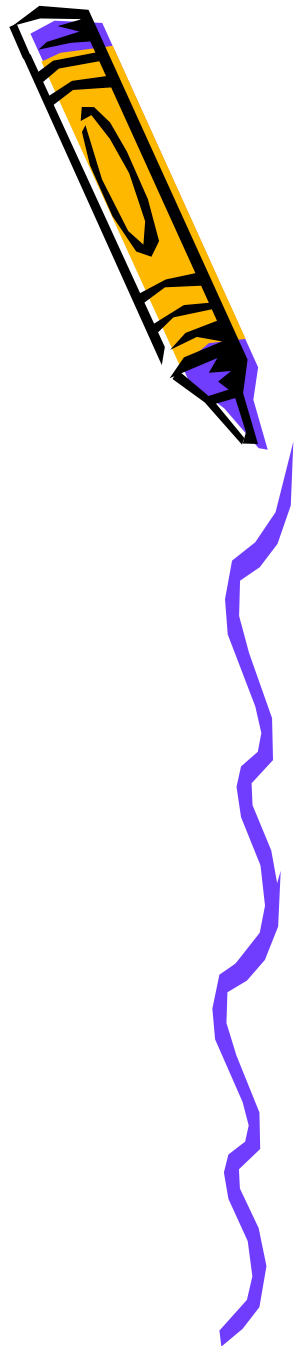


- Challenges during transitions.
- Technicians use outdoor play as a reinforcer for SN during session hours.
- Transitions back to station resulted in a "battle" with staff and the student (including vocal prompts and long durations of time spent outside transitioning inside).



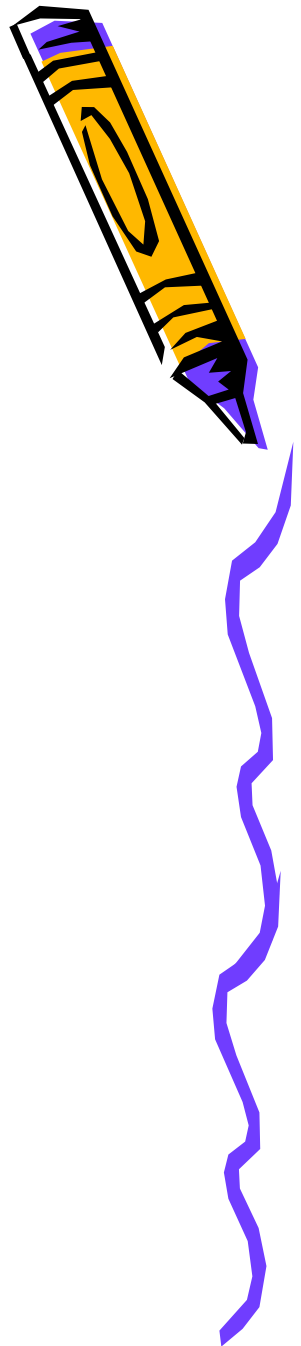
Baseline Data

- Average duration of transitions:
 - 264.5 seconds
- Average number of vocal prompts:
 - 7.7

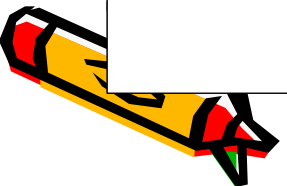
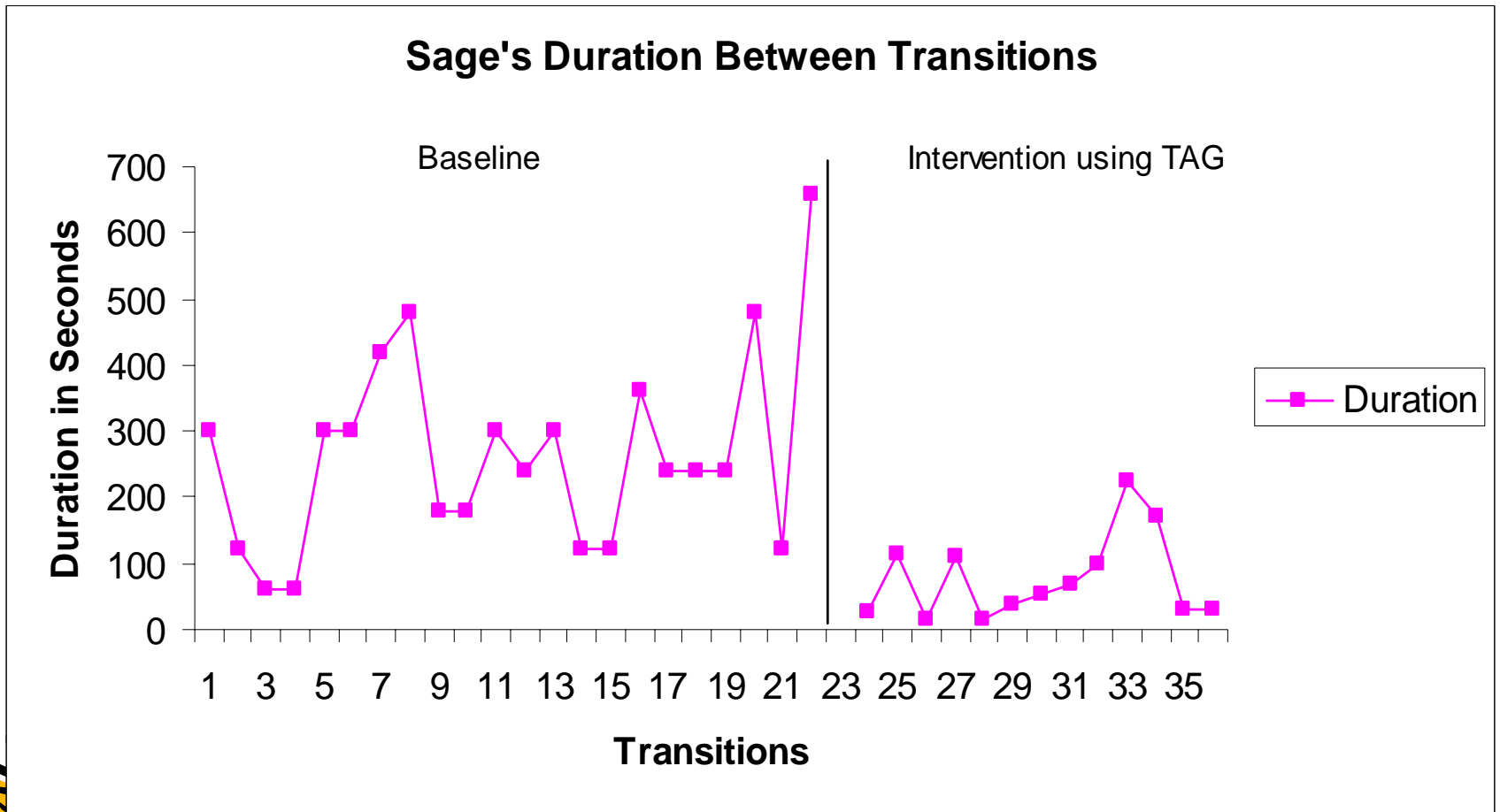


Implications...

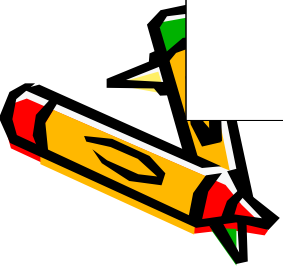
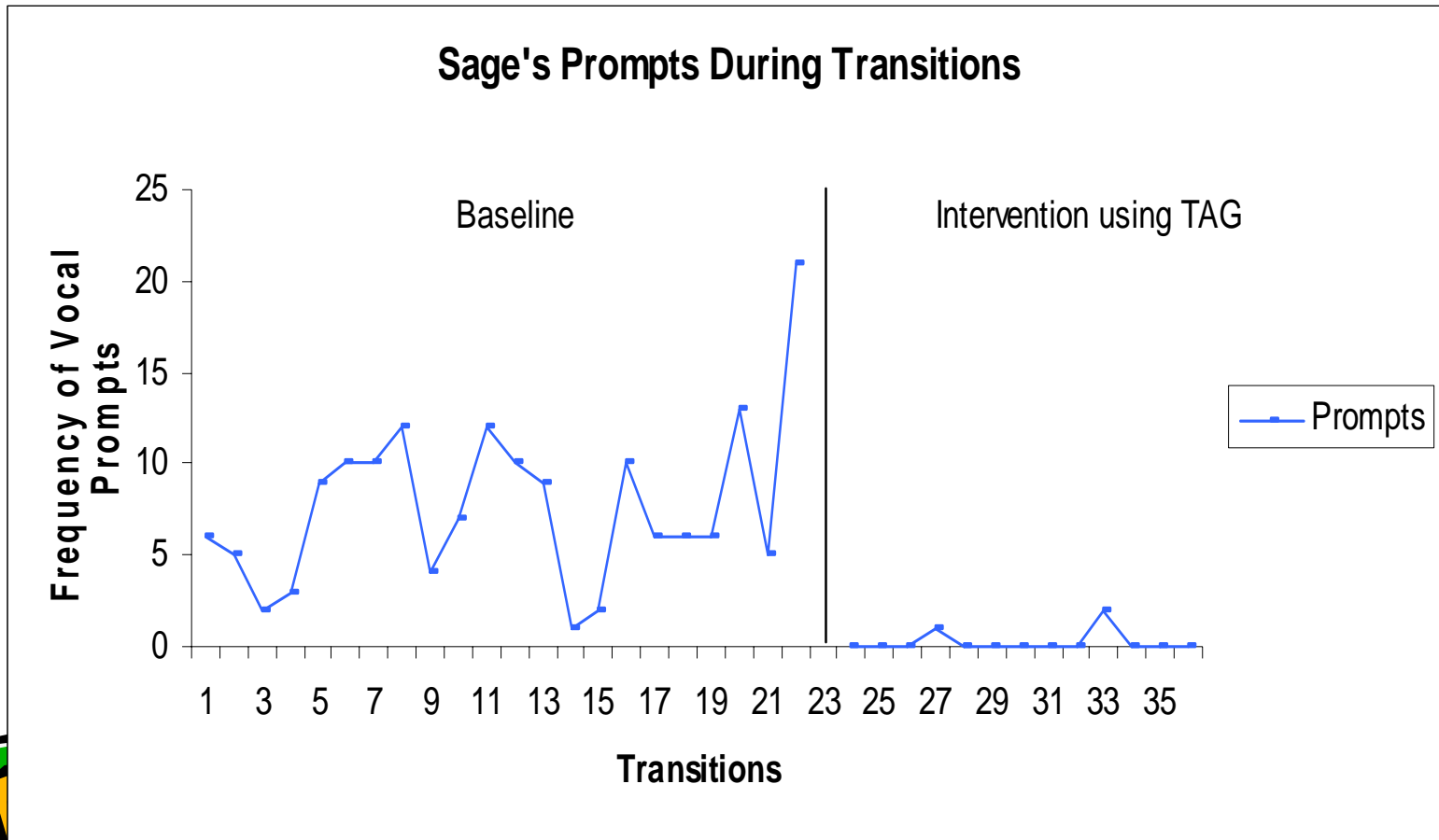
- Off-task time → time away from ABA 1:1 therapy.
- Potentially up to 15 minutes away from on-task behaviors.
- Wear and tear on technicians and teachers.
- Time away from other students.



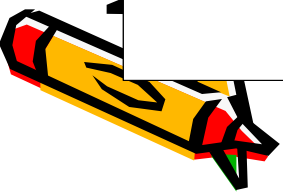
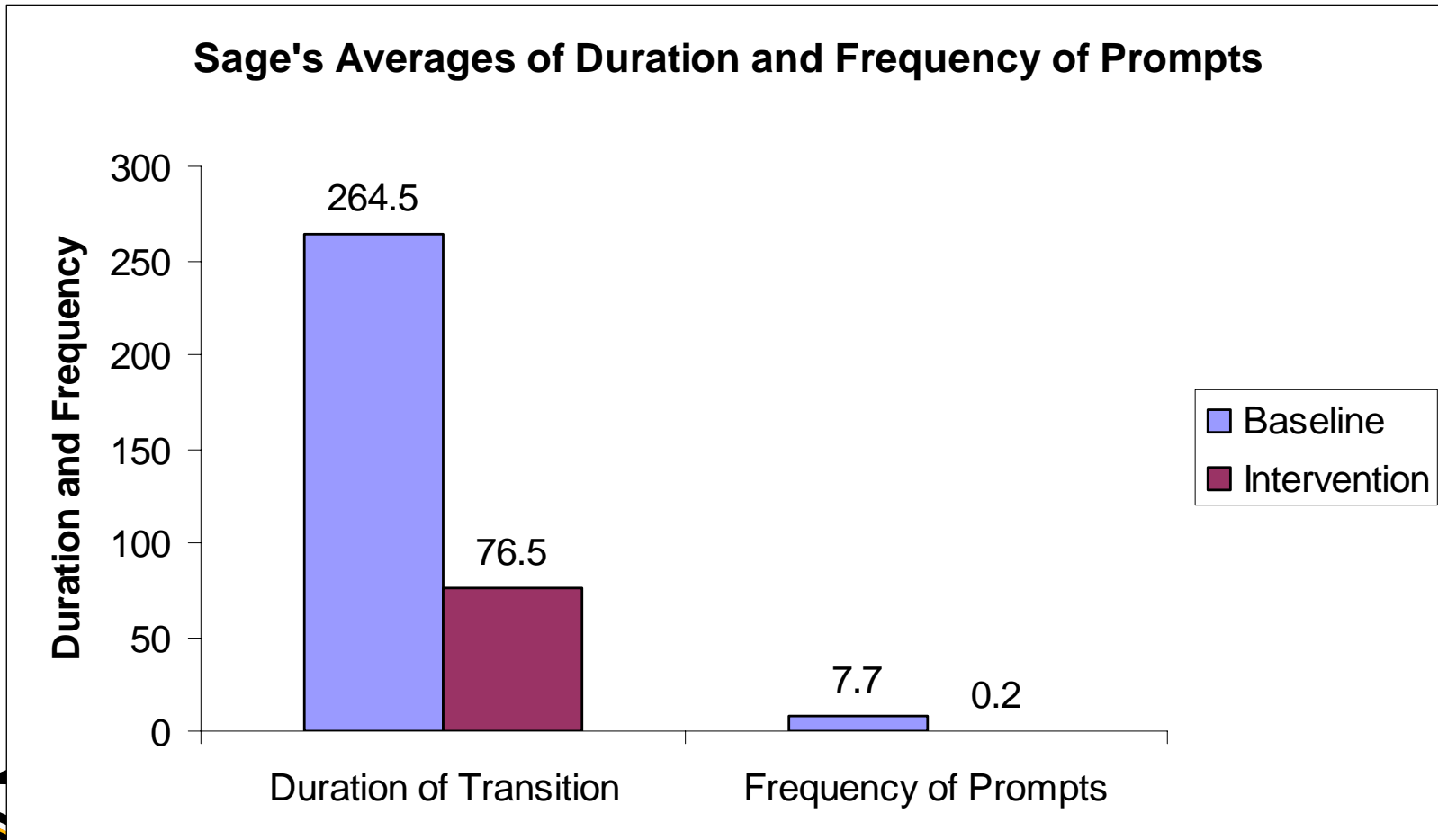
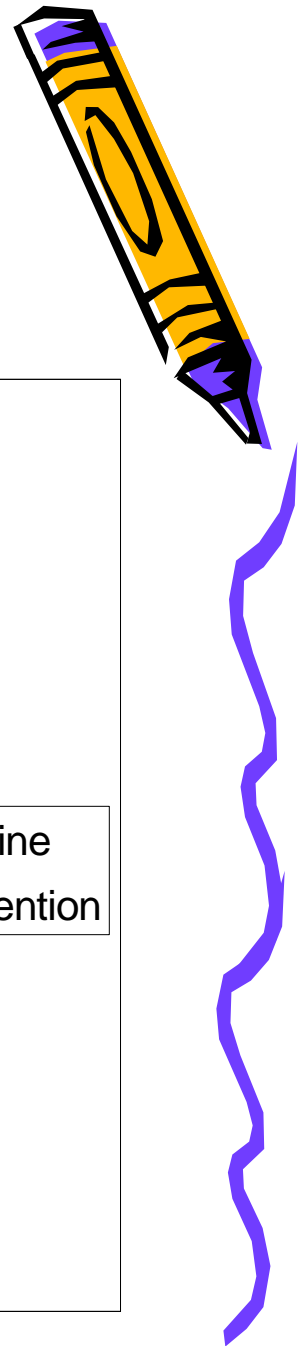
Data...



More Data...



Summary Data



Case Summary - S.N.

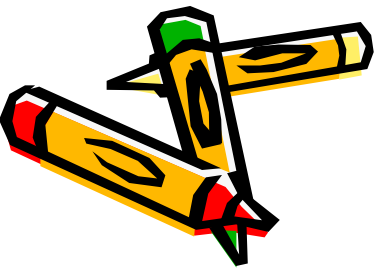


- During the intervention during TAG, we reduced the average duration of the transition periods by nearly 3 minutes, while decreasing prompts from almost 8 to nearly 0 vocal prompts during transitions.
- TAG proved to be an effective methodology for increasing compliance during transitions, while decreasing the amount of time and number of prompts.



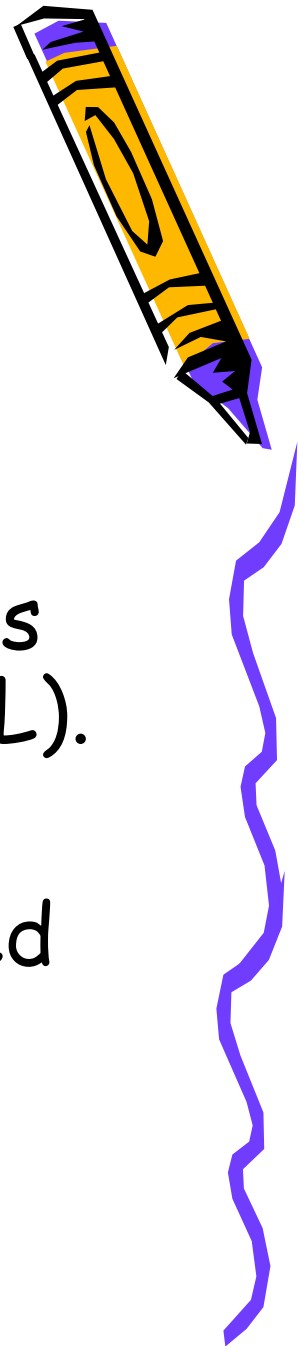
Case Study #2

- AD is a 8 year old girl.
- Diagnosed with Autism.
- AD has been receiving In-home Autism therapy for over two years.
- She currently receives approximately 18 hours of 1:1 ABA In-home therapy.

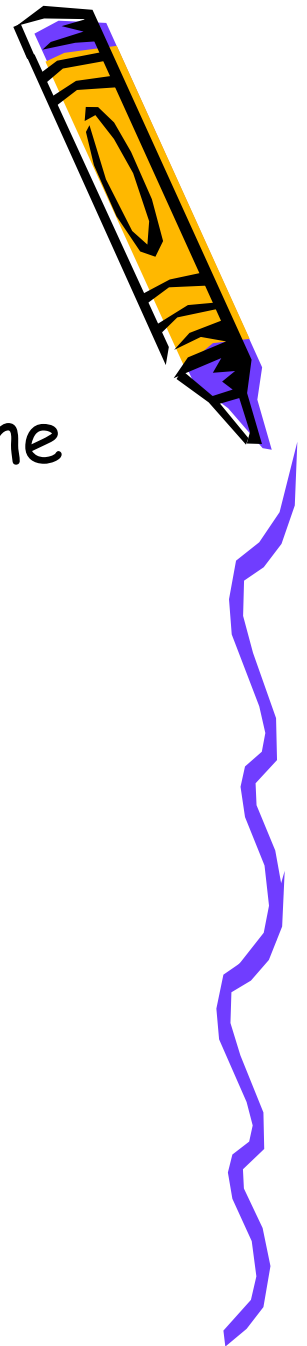


Baseline Data

- At the time of baseline, AD took approximately 2 months to acquisition on new imitation targets using American Sign Language (ASL).
- The Behavior Consultant introduced the ASL sign for FRENCH FRY.



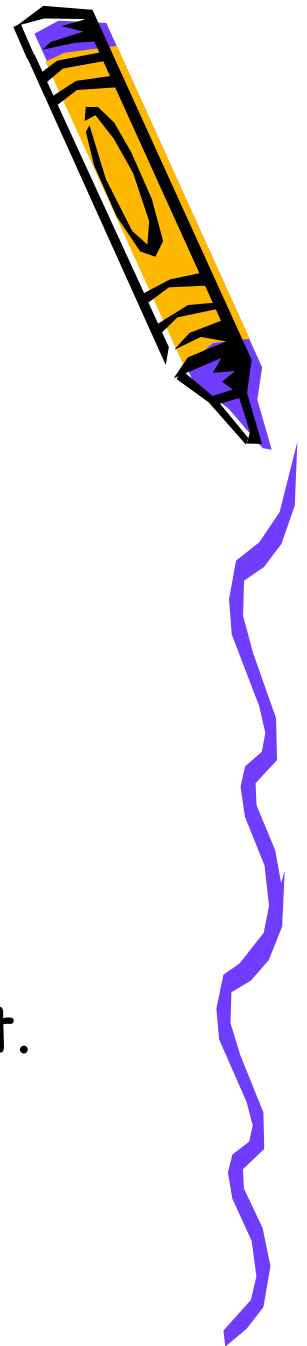
French Fry



- We created a task analysis for the fine motor imitation of ASL French Fry.
 1. Put right hand up.
 2. Bring pointer finger down.
 3. Touch pointer finger to thumb.
 4. Keep other three fingers straight up.
 5. Move hand side to side.



Data Collection



- We used a likert scale 1-4.
 - 4 = Fully Independent
 - 3 = Needed model or gestural prompts
 - 2 = Needed partial physical prompts
 - 1 = Needed full physical prompts
- We averaged out each set up steps.
- The higher the average, the more independent.



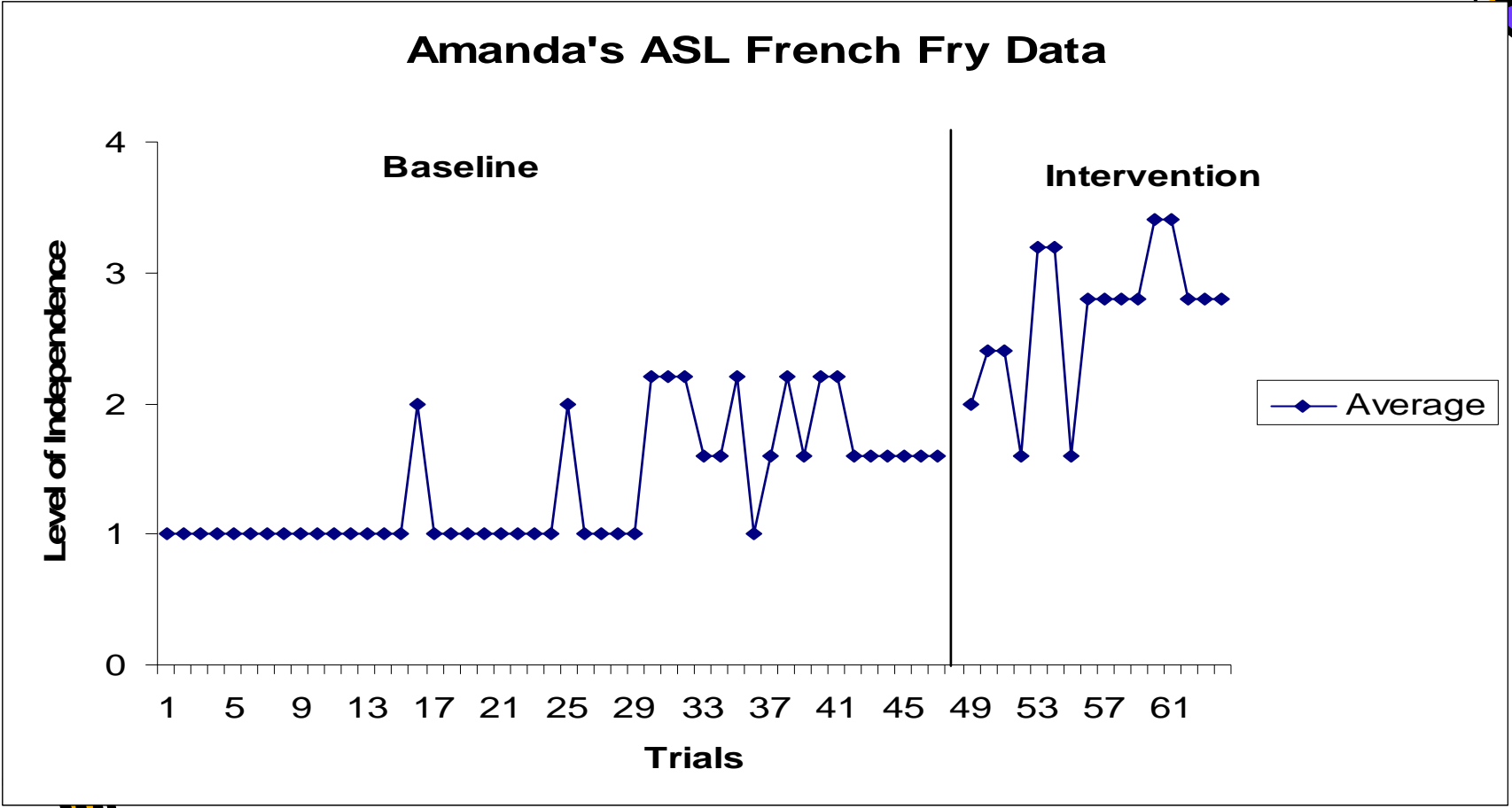
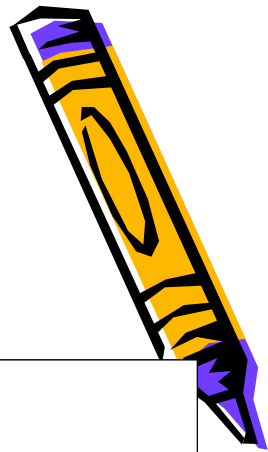
Implications



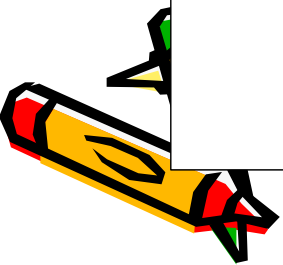
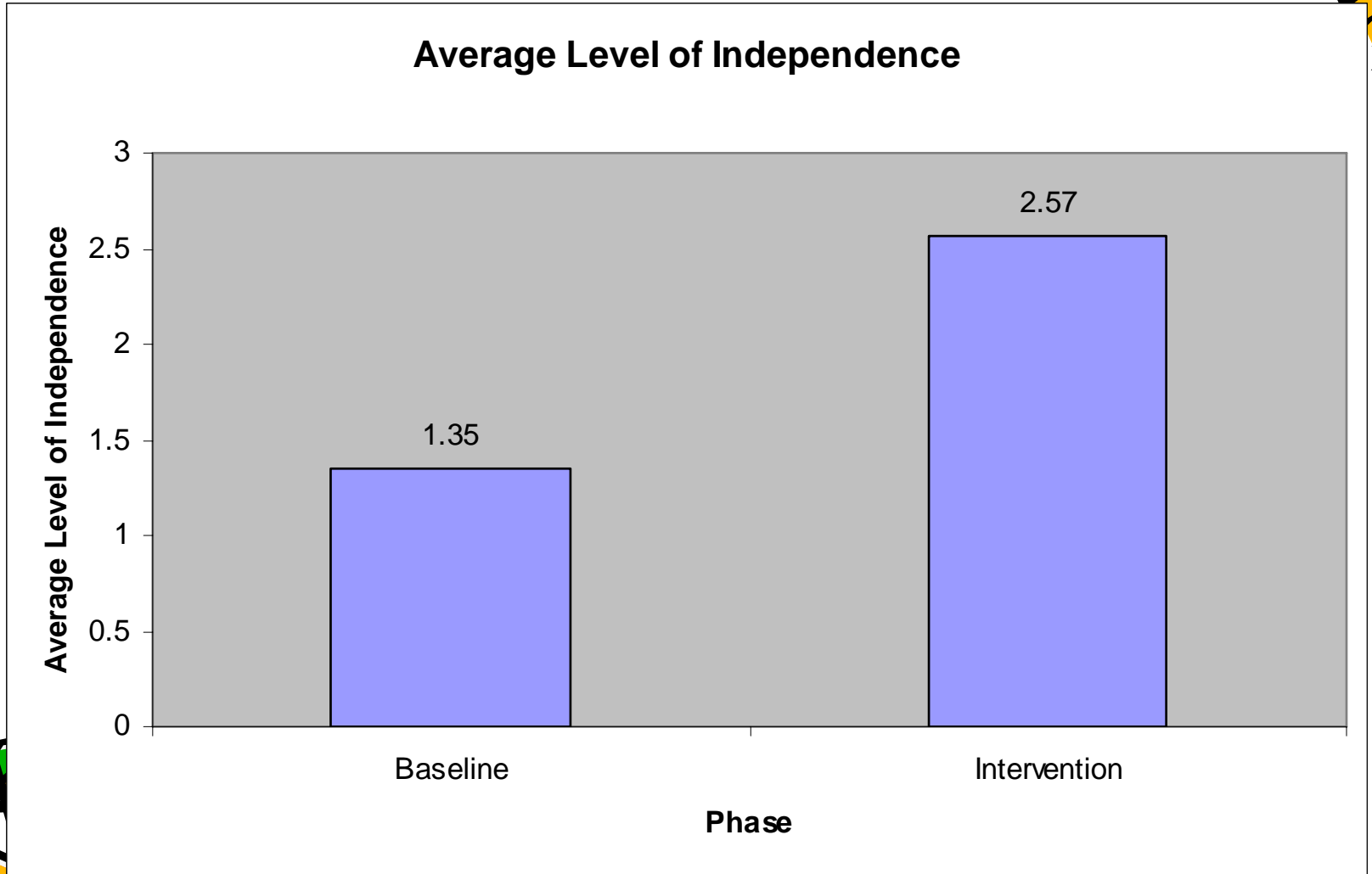
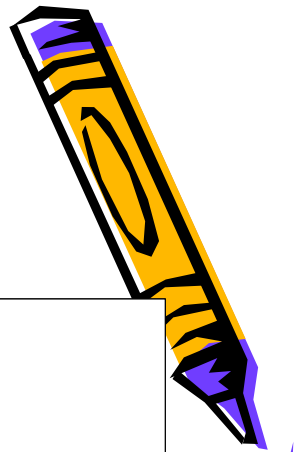
- AD used ASL for manding (requesting) what she wants/needs.
- It is important to increase her learning acquisition with manding behaviors in order to decrease behavior excesses that may interfere with learning.
- We also want to provide the least restrictive programming as possible (with fewer prompts as necessary).



AD Data

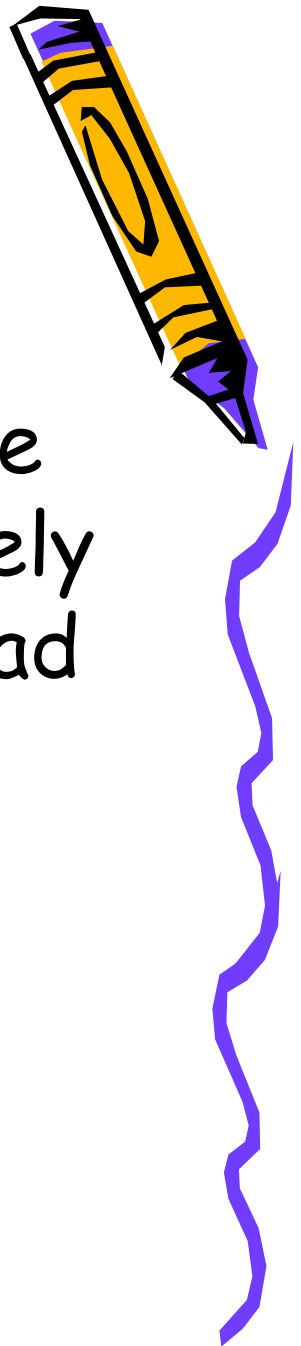


Averages...



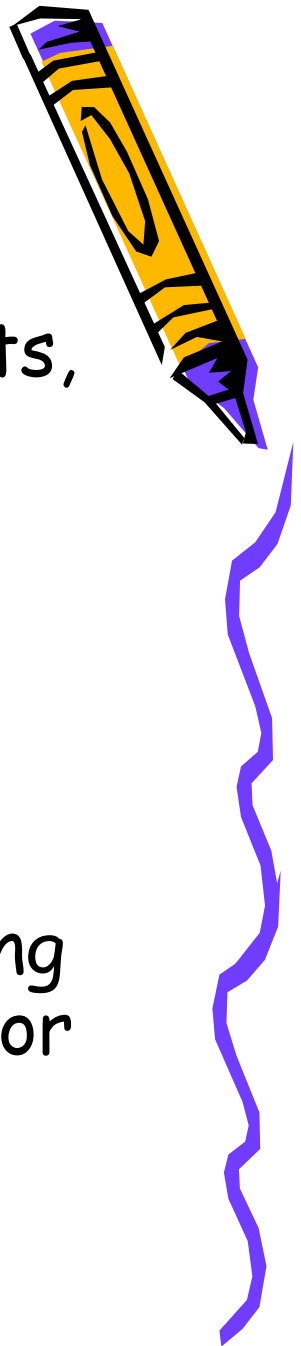
Case Summary...

- Although we were not able to shape her entire response to be completely independent (during the time we had to implement using TAG), we were able to decrease our prompts and also increase her independence.



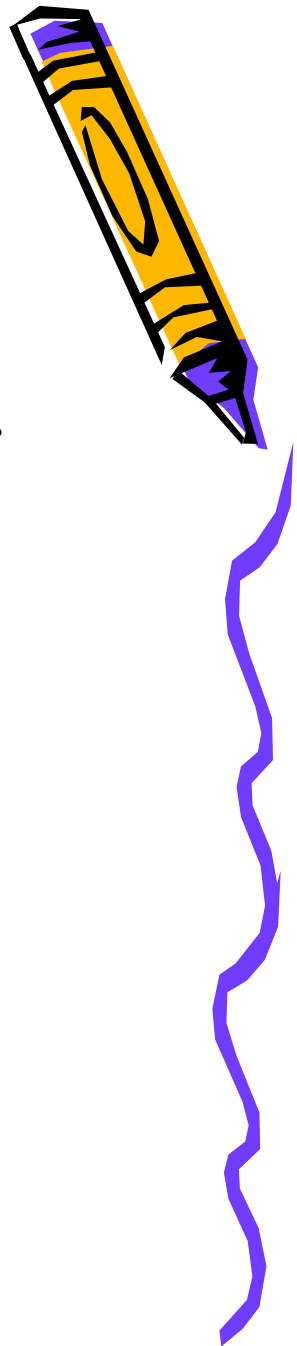
Other TAG benefits

- While working with many of the students, I used TAG for compliance training. Examples include:
 - "TAG point is sit in chair."
 - "TAG point is turn around."
 - "TAG point is chair on floor."
- The child was able to show understanding of the reinforcement (receiving TAG) for other behaviors other than the target.



Video

- Watch and see some compliance at work using TAG.



Conclusions...



- TAG significantly increased on-task behaviors throughout teaching sessions.
- TAG was useful when teaching compliance during transitions (SN).
- TAG was useful in shaping fine motor imitation while implementing mand training (requesting) (AD).
- TAG was useful with overall compliance across all children.
- TAG was useful when implemented with children with Autism at Applied Behavior Consultants, Inc.

