

Demonstration of the Effectiveness of Using a TAG to Promote Skill Acquisition for Students with Autism

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Introduction

- Imitation

- Baer, Peterson & Sherman (1967)

- Promotes development of language, play, self-help and vocational skills

- Core skill

- Imitating an action with an object

Purpose

Develop and report on procedures for teaching imitation of actions with an object using an acoustical marker (TAG)

Participants

- 12 year old female
- 20 year old male
- Both diagnosed with ASD

Setting and Materials

- Recent preference assessments
- Sessions run in classroom at the school
- Materials included tagger, tokens, preferred edibles, object, data sheet
- Sessions were video taped

Method

- Pretest
 - Identify current skill level
 - Baseline 9 actions as per Core Skills Assessment



Method

- Training
 - Teach 3 new actions
 - 9 trial sessions, 1-5x week
 - Probe prior to training new action
 - First level
 - “Do this” – immediate full manual prompt with TAG
 - Second Level
 - “Do this”- 2 second delay then full manual prompt with TAG



Method

- Once mastery of 1st three actions individually, combined into conditional discrimination
- Posttest of 9 core skills actions
- If mastery, core skill acquired
- If not, teach next three actions with objects

Inter-observer agreement

- IOA collected in more than 33% of sessions
- Agreement exceeded 95%

Conditional discrimination

3 actions

- Knob on crayons
- T on plate
- Elbow under cup



Pretest

MG w/TAG

2-s delay MG
w/TAG

MG w/TAG

2-s delay MG
w/TAG

MG w/TAG

2-s delay MG
w/TAG

Conditional
discrimination

Posttest

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

1

2

3

4

5

6

7

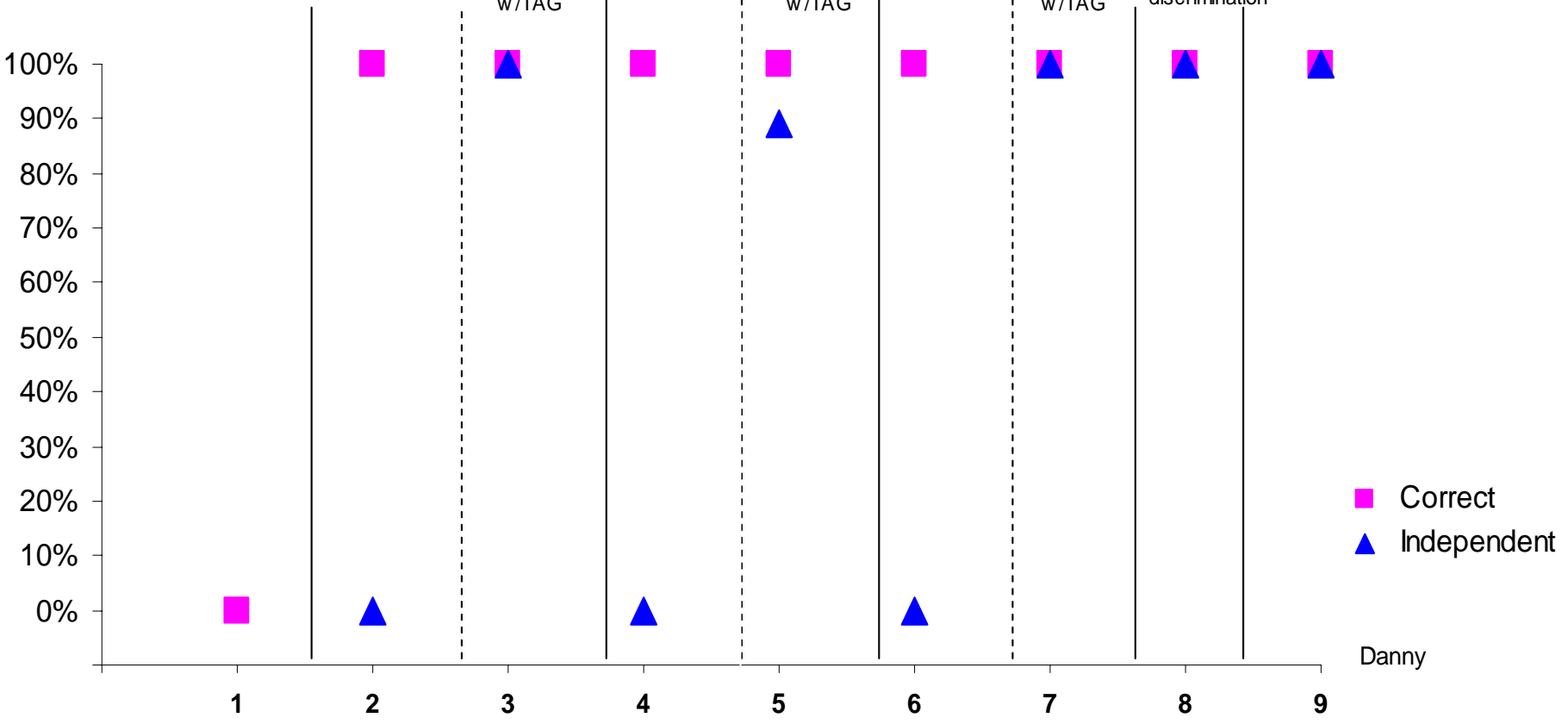
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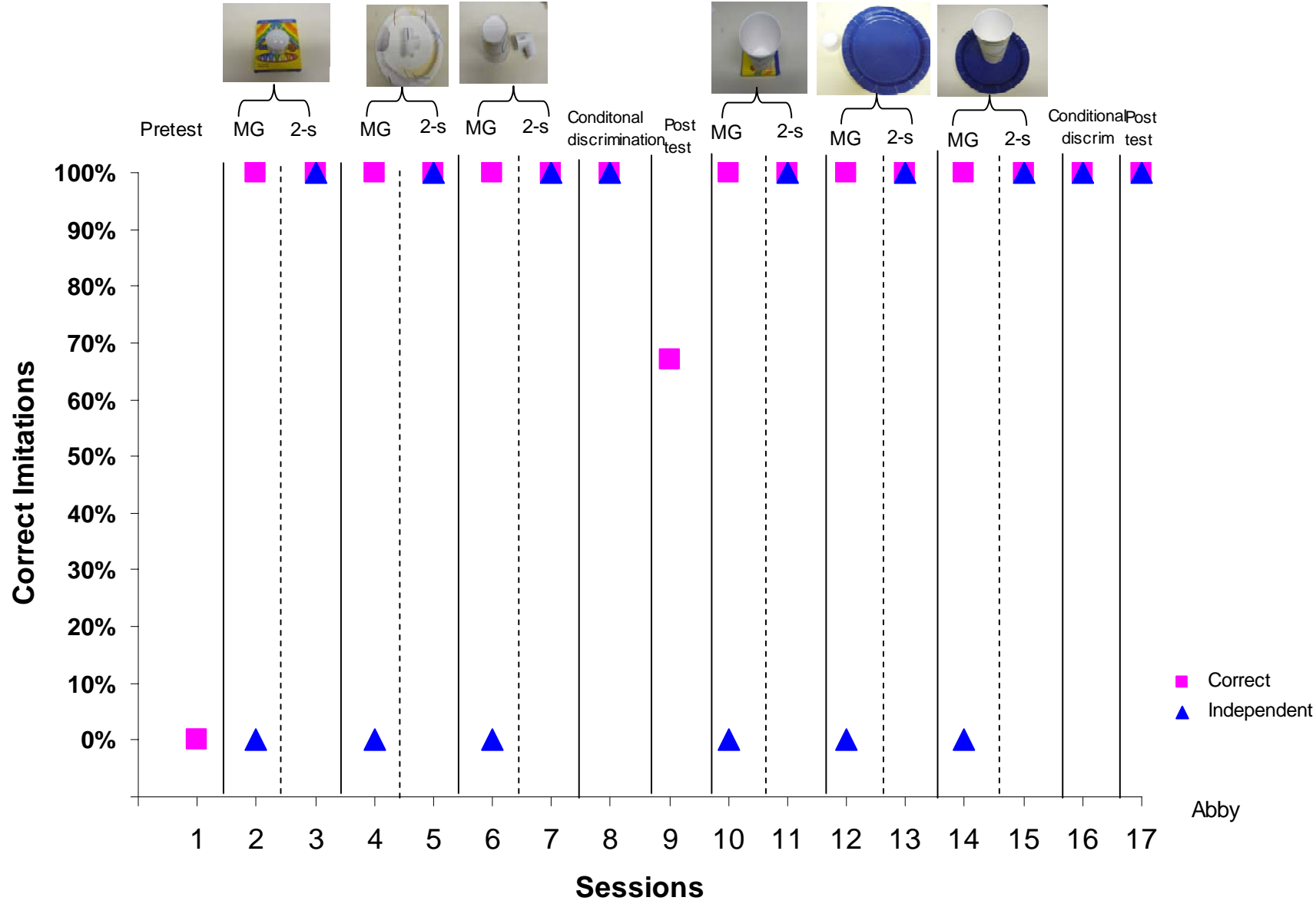
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Sessions

Correct
Independent

Danny





Discussion

- Danny learned to imitate 3 actions with an object with the use of TAG before generalizing to the 9 core skill imitations
- Abby learned to imitate 6 new actions with an object with the use of TAG before generalizing to the 9 core skill imitations
- Previous attempts to teach this skill with standard curriculum had not been successful

Future Direction

- More participants
- Which variables lead to rapid acquisition