

## Center-based ABA Programming, Behavior Skills Training, Expanding to Other Operants, Parent Training

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## Teaching the SGD

How to teach it functionally in  
 center and beyond



## Selecting an Alternative Mode of Communication

- Current communication modality
  - Gestures/ASL/MSE
  - Pictures
  - Vocalizations

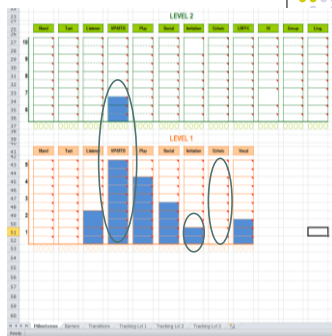


## Selecting an Alternative Mode of Communication (cont.)

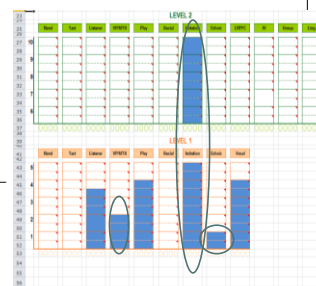
- Current skill
  - VBMAPP score
    - Visual perceptual
    - Imitation
    - Echoic

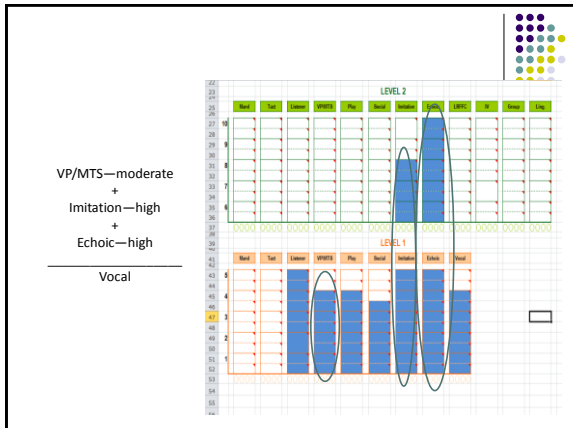


VP/MTS—high  
 +  
 Imitation—low  
 +  
 Echoic—none  
 —  
 Selection Based



VP/MTS—low  
 +  
 Imitation—high  
 +  
 Echoic—low  
 —  
 Topography Based






### Selecting an Alternative Mode of Communication (cont.)

- Age
  - Acceptability
  - responsibility
- Mobility
- Family preference



### Setting up the SGD

- Choosing the right app
- Core vocabulary vs. individualized layout
- Buttons
  - Size
  - Spacing
  - Highlighting
- Message bar




### Teaching the SGD

- Phases developed by LSC staff adapted from PECS phases
- Recommendations rather than rules
- SGD teaching only
- Baseline current skill
- Errorless teaching vs. natural consequences

### Errorless Teaching


### How to Run a Successful Teaching Session

- Preference assessments
- Deliver the item requested immediately
- Eliminate all unnecessary prompts





## Phase 1

- Long Term Goal
  - The learner will request a desired item by independently discriminating among all icons within a category folder, using a simple sentence and selecting the corresponding items when told "take it".




## Phase 1

Short Term Objective	Criteria
With two preferred item icons, the learner will independently touch the desired item button and the message bar and take the corresponding item when told "take it"	At least 90% accuracy for three consecutive opportunities
With two preferred item icons, the learner will independently touch the "I want" button, the desired item button, the message bar and take the corresponding item when told "take it"	At least 90% accuracy for three consecutive opportunities
The learner will look toward the listener after making a request using the SGD while the item being requested is in a natural position (i.e., on the table, out of view, etc.)	At least 90% accuracy for three consecutive opportunities
The learner will independently discriminate among at least 8 preferred item icons by constructing a simple sentence, engaging the SGD to speak the message and taking the corresponding item when told "take it"	At least 90% accuracy for five consecutive opportunities.


## Phase 2

- Long Term Goal
  - The learner will independently navigate the communication device to request a desired item.




## Phase 2

Short Term Objective	Criteria
The learner will independently select the appropriate folder which contains a desired item and request that item using a simple sentence	At least 90% accuracy for three consecutive opportunities
The learner will independently open the appropriate communication application on the device	At least 90% accuracy for three consecutive opportunities
The learner will independently turn on the communication device	At least 90% accuracy for three consecutive opportunities






### Phase 3

- Long Term Goal
  - The learner will request a desired item by independently traveling to retrieve the communication device, travel to the communication partner and activate the correct buttons to successfully complete the request.




### Phase 3

Short Term Objectives	Criteria
The learner will independently travel a distance greater than nine feet to obtain the SGD and request an item using a simple sentence	At least 90 % accuracy for five consecutive opportunities
The learner will independently travel a distance greater than nine feet to the communication partner and activate the device to request an item using a simple sentence	At least 90% accuracy for five consecutive opportunities
The learner will independently travel to obtain the SGD, travel to the communication partner and get the attention of the communication partner to request an item using a simple sentence	At least 90% for 3 consecutive days


### Phase 4

- The learner will respond when asked “What do you want” by constructing a simple sentence.



### Phase 4

Short Term Objective	Criteria
The learner will independently activate the device and construct a simple sentence to request an item when asked “What do you want”	At least 90% accuracy for five consecutive opportunities




## Home Training

- Recommended sending home the SGD after mastery of phase 2
- Provide training in the home continuously
  - Monitor fidelity
  - Provide suggestions for independence
- Adding buttons
  - General guidelines

## Home Training

- Determine a "home" for the device
- Tips for parents before traveling is mastered
  - How to prompt the child to go to the device
- It is okay to accept other acceptable forms of communication
- Setting aside time everyday that parents will work on using the device
  - Making choices
    - Food, movies, games

## Where Do We Go From Here?

- Asking for help
- Tacting
- Spelling
- Asking for neutral items
- Personal information
- Independence
- Conversations
- Wait & not right now



## Help!

- Teach "help" as specific as possible
- Contrive situations to make as natural as possible



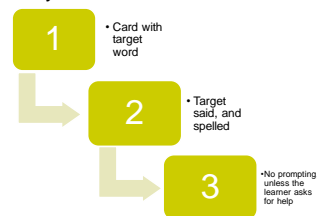
## Tacting

- Body parts
- Common items
- Letters/numbers
- Colors



## Spelling

- Prerequisite skills= tact & "echo" letters
- Apps with spellcheck
- Teaching task analysis:



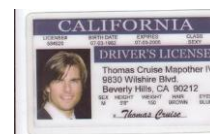
## Neutral Items

- Mand for missing items



## Personal Information

- When asked in social situations
- Safety in the community
  - Based on parent's preference



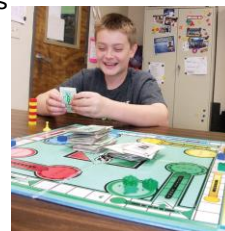
## Independence

- In community
- Ordering in restaurants
  - Pizza Hut
- Asking for help



## Conversations

- Responding to typical questions
- Initiating conversations
- Peer initiations
- Jokes



## Wait


- Wait should be taught simultaneous to the beginning phases
- Not right now
- Teaching No, not ever






### Rules!

- The SGD must go everywhere
- Adding the app and profile to other devices




### Who's "Voice" Is It?

- Keep your hands off as much as possible
- Hand-over-hand prompting when necessary
- Never prompt unless you are absolutely sure of motivation



### Have a Back-up Plan

- Technology fails
  - Low-tech days
    - Schedule quarterly
  - Invest in additional chargers
- Tablets break
  - Research cases



### Removing Buttons

- DON'T DO IT!
- Swiss cake rolls
- DO teach appropriate ways of responding




### Monthly Back-up

- Back-up the profile to a computer
- Most communication app website offer information on how to save a profile to the computer



## But What If...

- There are other apps that are more fun
- Carrier phrase errors
- Incessant manding
  - Acknowledge two times
  - Redirection and ignore after




## Vocals

- Probing for vocals
  - Well after the learner has mastered all phases of manding
  - Implement a time delay between initial mand and delivery of item
    - Can give an echoic prompt during time delay
  - Code the learner's responses
    - Look for a pattern of responding

## Vocals (cont.)

- Using the SGD to clarify an unintelligible vocal mand
- Use multiple exemplars
  - What?
  - Huh?
  - I didn't catch that.
  - Say it again.
  - I didn't understand you.



## Social Validity

*I couldn't be happier with how well he is doing and it is SO nice to be able to ask him questions and know that we are getting HIS answer instead of just making a choice for him...*

*i.e., "It's time for lunch. Time to eat, what would you like to eat?" "I want Bagel!"*

*It's a little step perhaps to some but for us... it's HUGE.*


*Last weekend he told me that he wanted to play with his cars, which I had all put away. Had he not asked, I would have never known that's what he wanted, but once I knew- I got them out and he was thrilled. And I was thrilled.*

*Life changing.*

-Margaret Young  
Parent of a LSC learner

- A list of apps can be found on the Autism Speaks website

<http://www.autismspeaks.org/autism-apps>







THANK YOU

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Questions ???

