

# What Should We Do? A Problem Solving Approach to Identify Skill-Acquisition Procedures to Resolve Persistent Errors

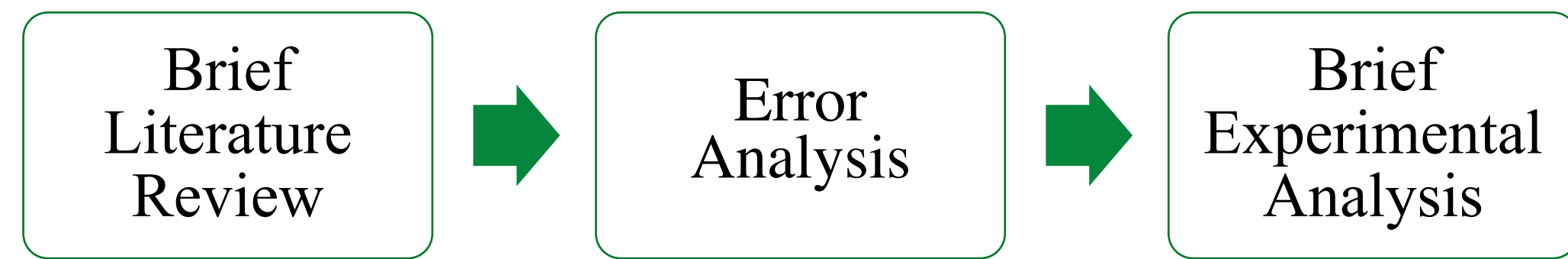
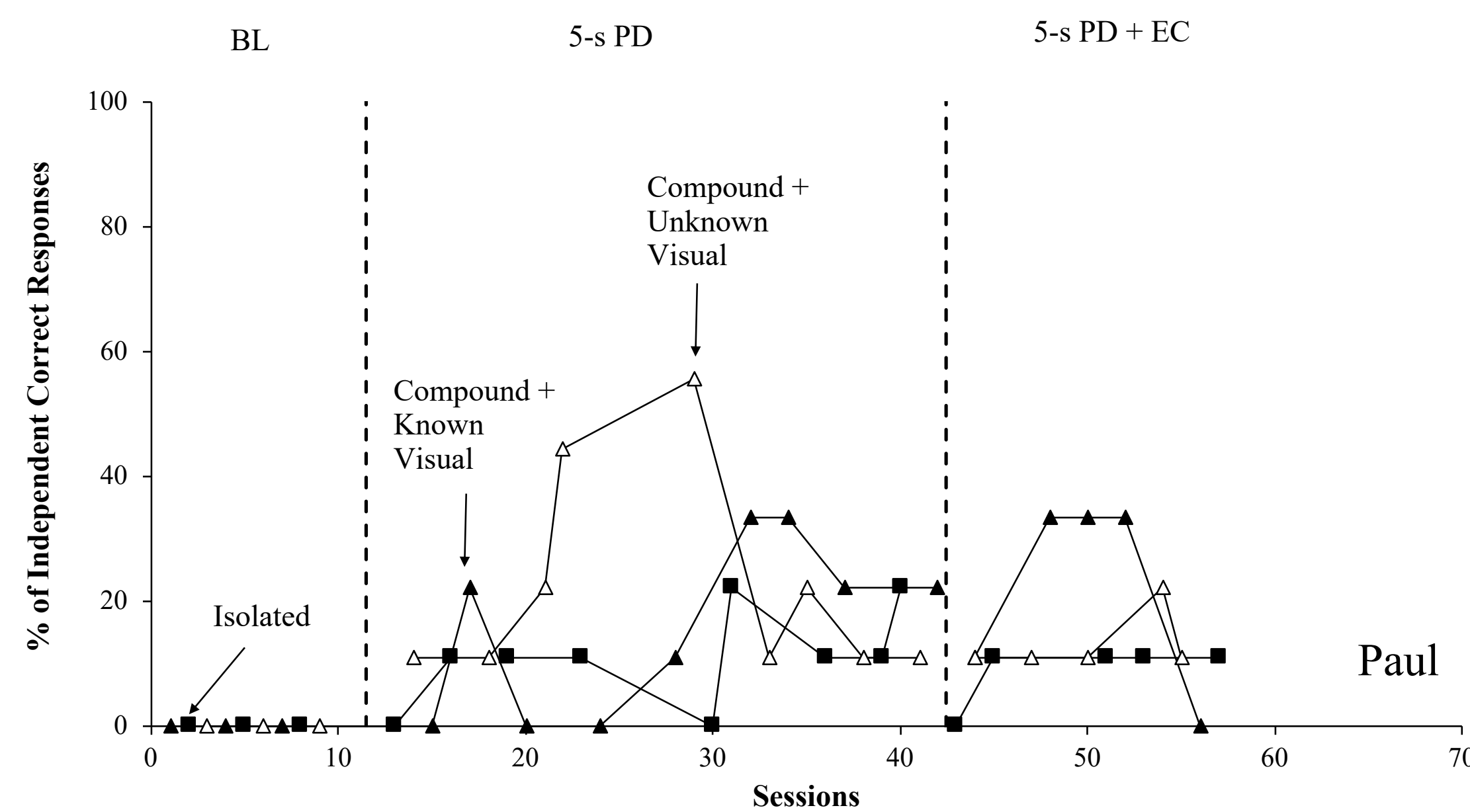
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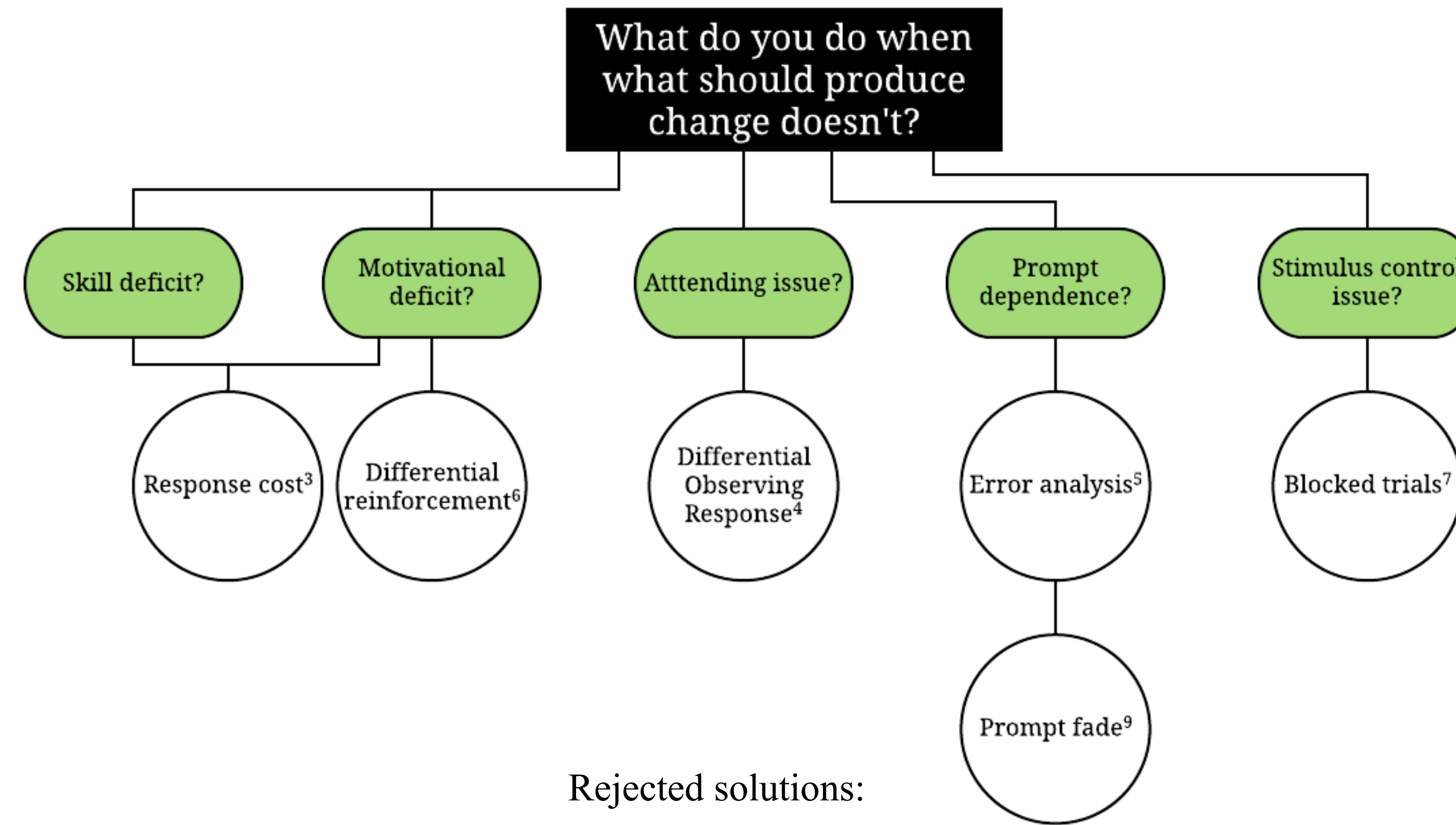


## INTRODUCTION

- Paul, a six-year-old boy with ASD, participating in a study on Auditory Tacts<sup>1</sup>
- Constant prompt delay (PD) with nondifferential reinforcement (NDR) → limited progress
- Error-correction procedure (EC) to try to increase correct responses → no change in responding



## LITERATURE REVIEW AND POTENTIAL SOLUTIONS

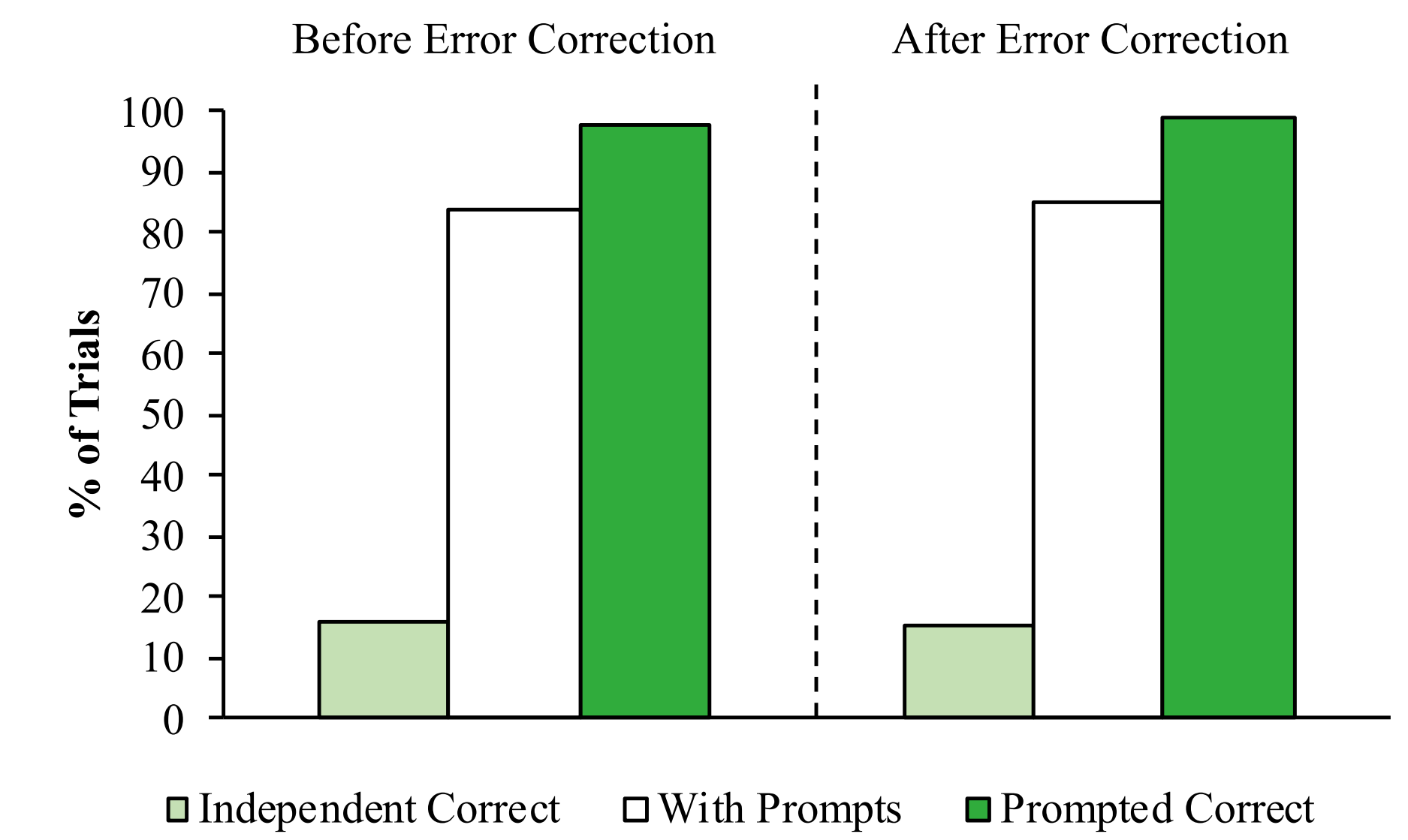


- Response-cost procedure<sup>3</sup>
  - Punishment procedure: option of last resort
  - Would need to add a token economy
- Differential observing response<sup>4</sup>
  - Environmental sounds could not be echoed → motor responses were only option
  - Would require nine motor responses → time consuming

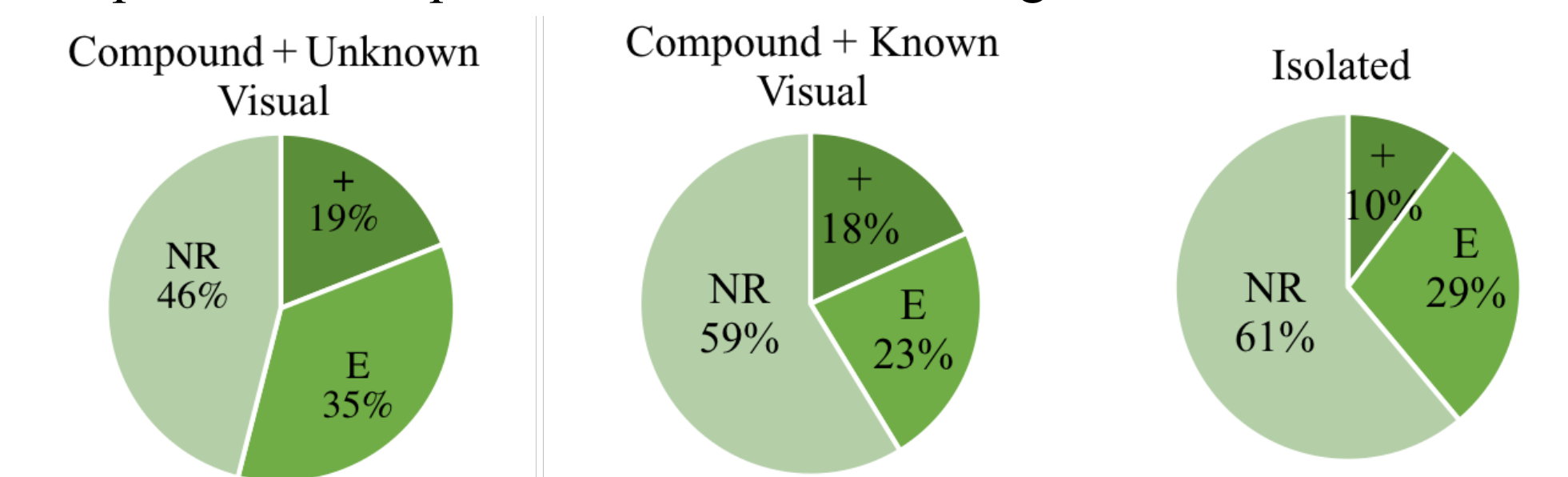
## ERROR ANALYSIS

### Prompt Dependence Criteria<sup>5</sup>

1. Fewer than 20% of the trials with independent correct responses
2. Given at least one prompt for at least 80% of trials
3. Prompted correct responses during at least 80% of trials across two sessions



### Proportion of Responses with Individual Targets Across Conditions:



## BRIEF EXPERIMENTAL ANALYSIS

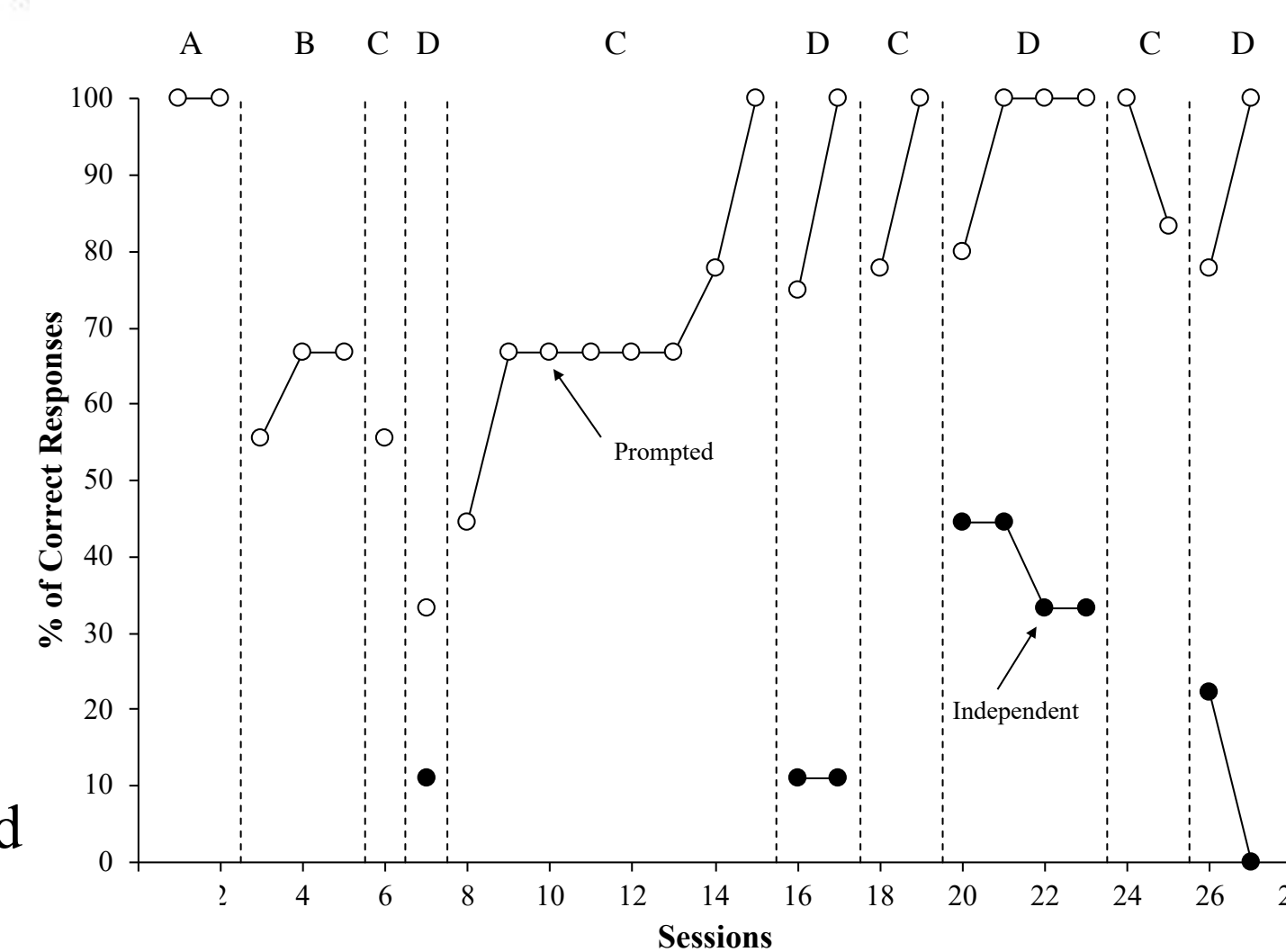
### Prompt Fading



#### Prompt-Fading Steps

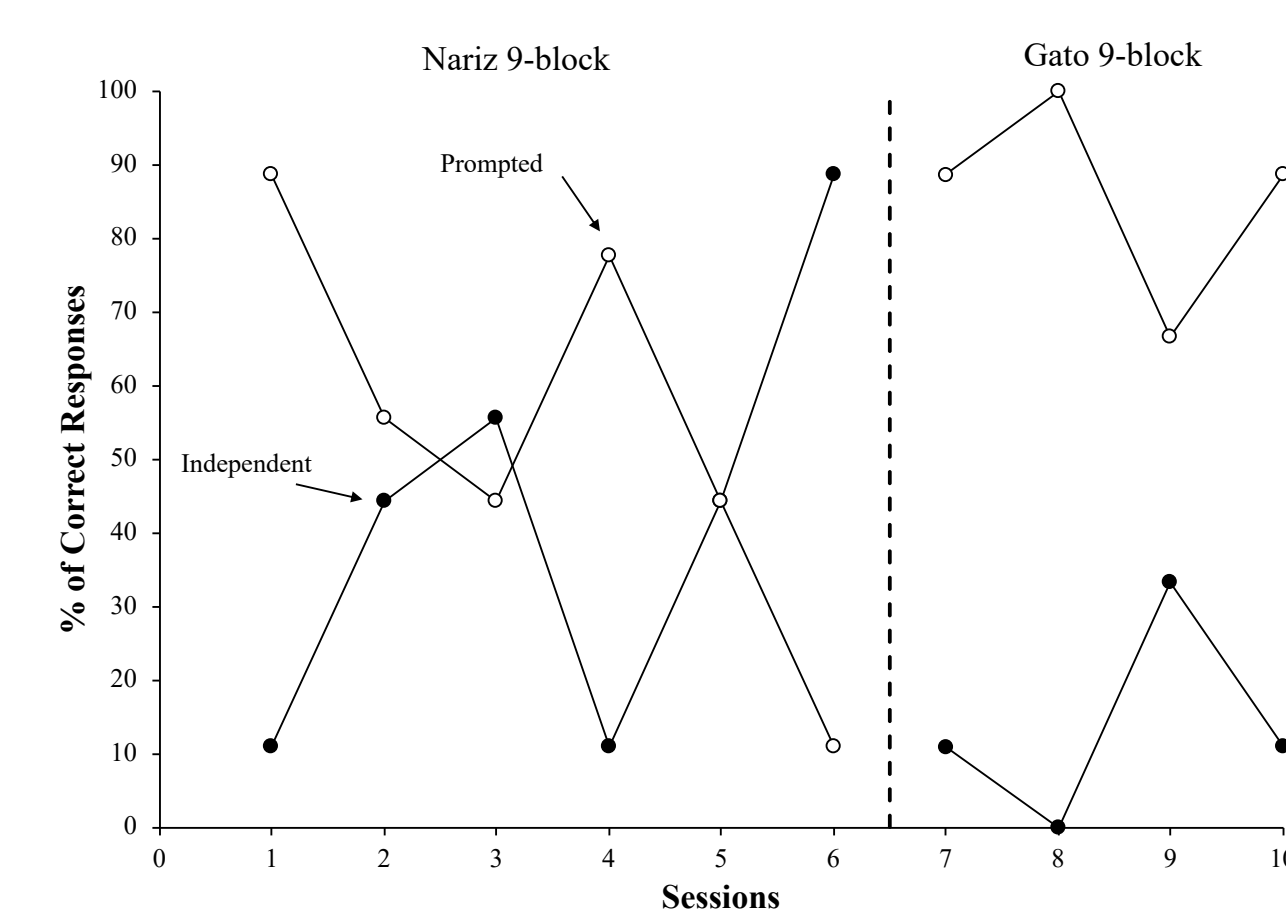
- Immediate full vocal (e.g. "Gato")
- Immediate partial vocal (e.g. "Ga")
- Immediate Initial sound vocal (e.g. "G")
- Independent opportunity, 5-s PD least-to-most prompting

- Paul continued to require initial sound prompts to evoke correct responding



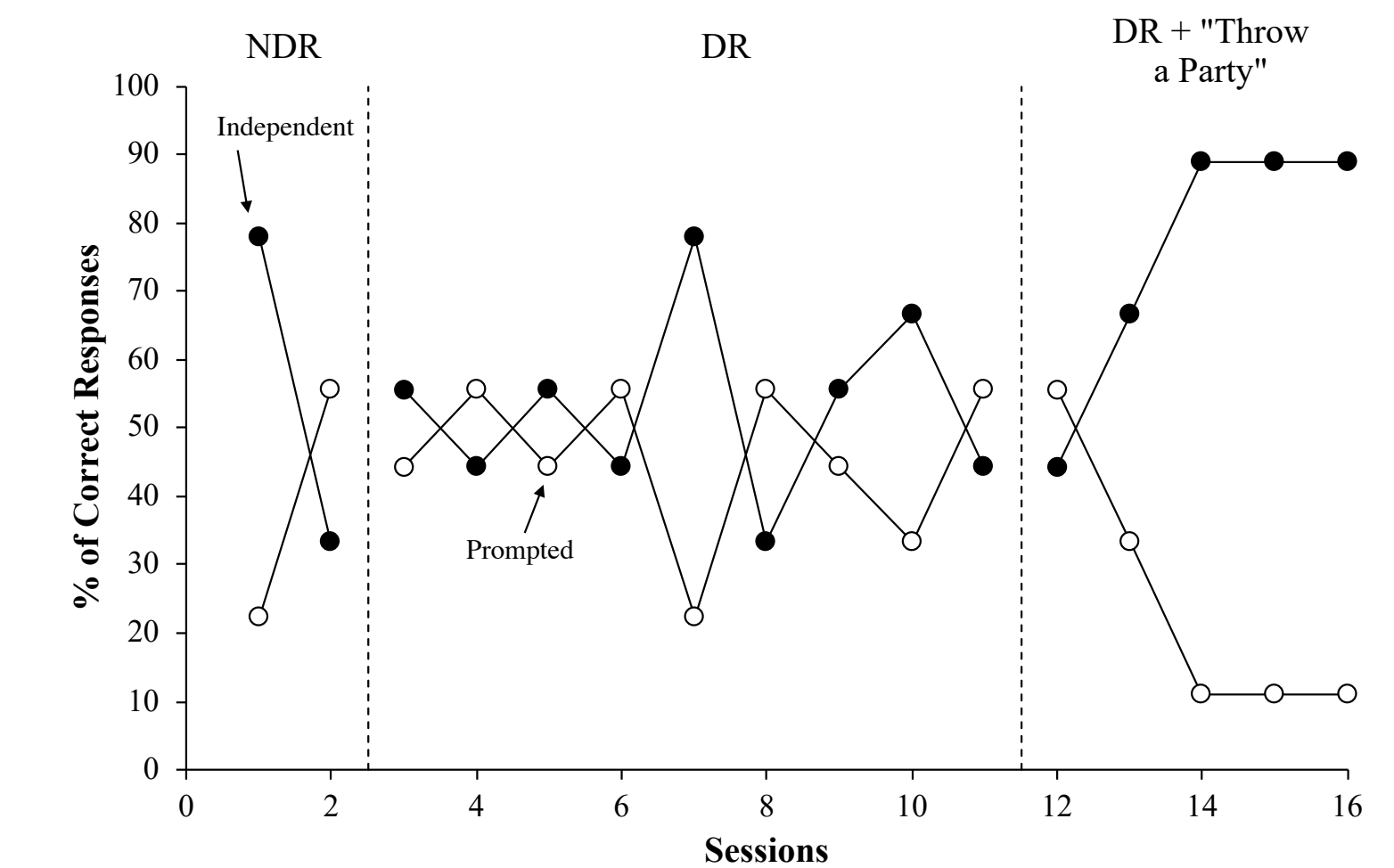
### Blocked Trials

Trial	Block A	Block B	Mixed (4)	Mixed (2)	Mixed
1	Nariz	Gato	Nariz	Nariz	Nariz
2	Nariz	Gato	Nariz	Nariz	Gato
3	Nariz	Gato	Nariz	Gato	Gato
4	Nariz	Gato	Nariz	Gato	Nariz
5	Nariz	Gato	Gato	Nariz	Gato
6	Nariz	Gato	Gato	Nariz	Nariz
7	Nariz	Gato	Gato	Gato	Nariz
8	Nariz	Gato	Gato	Gato	Gato
9	Nariz	Gato	Gato	Gato	Gato



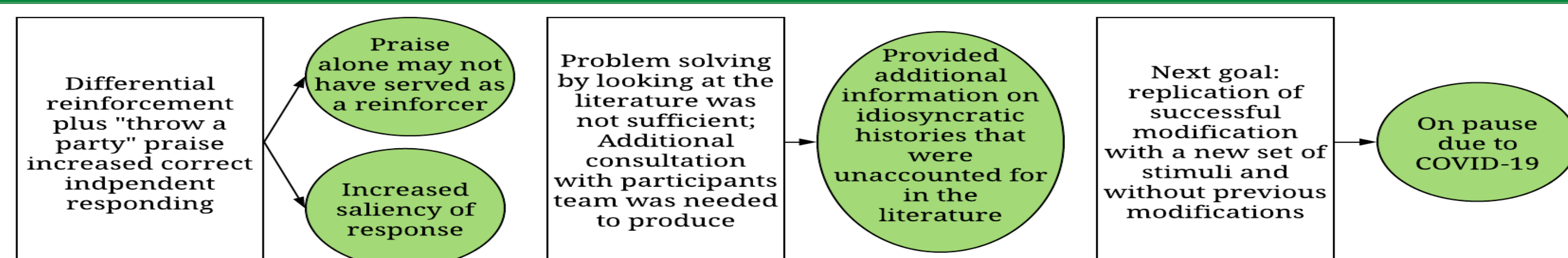
- We attempted a blocked-trial procedure with the **three** stimuli from prompt fading
- Six sessions (fifty-four exposures) to the first stimulus before completing Block A
- Potential control by sequence despite using six different orders

### Differential Reinforcement



- Differential reinforcement alone was not enough to produce high levels of independent responses
- Modifying praise to "throw a party" (enthusiastic cheering, clapping) produced an increase in correct responses

## DISCUSSION



## REFERENCES

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