



Feelings and You: Identifying Hurt Body Parts



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Introduction and Background

- Client is a seven-year-old male diagnosed with autism spectrum disorder (ASD).
- Client’s main form of communication is through a Proloquo2Go device.
- The client has demonstrated deficits in identifying body parts that are visibly irritated or hurt.

Rationale

- The client has demonstrated significant progress across his social communication and identifying skills.
- The purpose of this program is to build off of the client's identification and social communication skills by having him identify hurt body parts.
- Hurt body parts were identified utilizing a visual board and natural environment training.

References

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Dixon R. M., Belisle J., Munoz E. B., Stanley R. C., & Rowsey E. K. (2017). Teaching metaphorical extensions of private events through rival-model observation to children with autism: metaphorical emotions. *Journal of Applied Behavior Analysis*, 50, 744–749.

Methods

- Clinicians recorded data trial-by-trial on a daily DTT sheet.
- Least-to-most prompting and differential reinforcement procedures were utilized.
- Objective 1: Visual Board:
 - Client was presented with a visual board with unhurt body parts on it and one hurt body parts. Upon request the client would hand the hurt body part over.
- Objective 2: Natural Environment
 - Clinicians would utilize a band aide or a functionally similar tool and place it upon a body part in which the client would then identify.

Results

- Mastery criteria was 90% independence across three consecutive sessions.
- The client demonstrated significant acquisition of this skill, having mastered the entire program within a month time-frame.
- Future expansions from this program could involve tacting self-emotions through the utilization of the clients Proloquo2Go device.

Graphs

