

Teaching Educators to Support Augmentative and Alternative Communication of Individuals with Autism through Online Training of System of Least Prompts

SELECT SLIDES FROM PRESENTATION

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Research Question

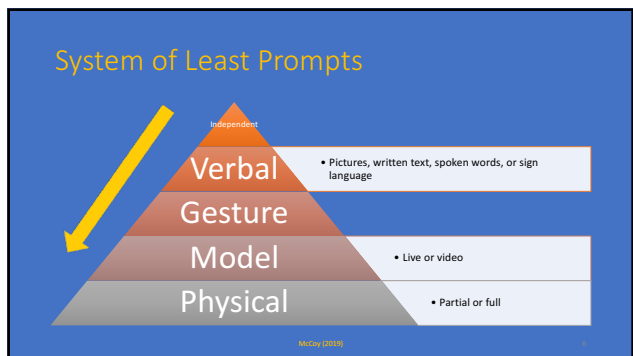
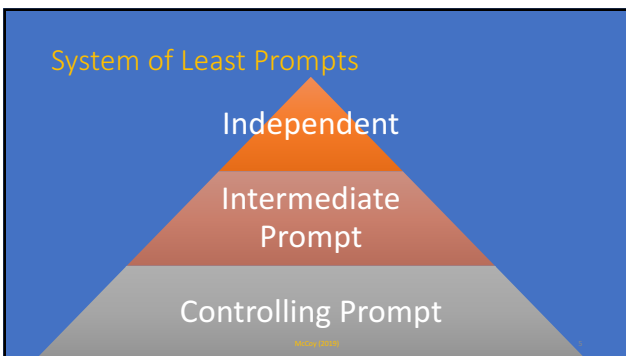
What is the effect of **online training**³ on education professionals' knowledge and use of **system of least prompts**¹ to support the communication of individuals with ASD who use AAC²?

System of Least Prompts

- Prompting is EBP for individuals with ASD (NAC, 2015; NPDC, 2014)
 - Foundationally important (Sam et al., 2017)
- Across skills
 - Discrete
 - Chained
 - AAC (Snell et al., 2006)
 - Expressive (Finke et al., 2017; Light et al., 1999)
 - Receptive (Cihak et al., 2010; Mechling et al., 2009)

System of Least Prompts

- Systematic prompting procedure
- Unique
 - Provides learner opportunity to respond independently
 - Constant time delay between prompts
 - Increases assistance within instructional trials, as needed



When to use which procedure

System of Least Prompts	Most to Least Prompting
Inconsistent use of target skill	New target skill
Regressing on performance	

(AFIRM Modules, National Professional Development Center on ASD, 2015)

McGeary (2016)

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Important Terminology

- Cue: signals learner to respond
- Hierarchy: sequence of prompts
- Response interval: opportunity for learner to respond
- Reinforcement: strengthening consequence
- Error correction: stopping an error

McGeary (2016)

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Dependent Variables

- DV 1: Knowledge assessment
 - 30 item multiple choice quiz (Cooper et al., 2007)
- Three types of knowledge (Paris et al., 1983)
 - Conceptual: "knowing *that*"
 - Procedural: "knowing *how*"
 - Conditional: "knowing *when and why*"
- Measured percent of questions correct



McGeary (2016)

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Dependent Variables Continued

- Performance assessments
 - DV2: Percent correct on planning document
 - DV3: Percent correct on role-play implementation
 - Modified from Neitzel & Wolery (2009) Steps for Implementation: Least to Most Prompts
- Independently coded by 3 graduate students who were blind to condition

McGeary (2016)

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Planning Steps: (SADD IDx3)

- **S**elect 3 prompts
- **A**rrange prompts (L to M)
- **D**etermine cue
- **D**etermine response interval
- **I**dentify learner correct response
 - Adult response: reinforce
- **I**dentify learner incorrect response
 - Adult response: interrupt and next intrusive prompt
- **I**dentify learner no response
 - Adult response: next intrusive prompt

McGeary (2016)

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Implementation Steps: (DWR)

- **D**eliver cue
- **W**ait & respond to learners' attempts
 - If the learner is correct, provide reinforcement
 - If the learner is incorrect, provide error correction (interrupt + next intrusive prompt)
 - If the learner makes no response, provide next intrusive prompt
- **R**epeat
 - Continue to move down the planned prompting levels by Waiting and responding to the learners' attempts, until the learner performs the desired behavior correctly

McGeary (2016)

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Limitations

- Implementation with adult confederate
 - Natural environment, learner with ASD
 - Concurrent learner behavior
- Nonresponders
- Participation analytics
- Other procedures to support AAC

Macy (2018)

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Key Takeaways

- Full acquisition of EBP
 - Combination of knowledge and performance
 - Long-term and generalized use
- Previous research
 - Focus on implementation performance
 - Participants provided with a researcher determined SLP hierarchy/procedure
- Contributions to literature
 - Evaluation of knowledge, planning, and implementation performance
 - Participants generated own SLP hierarchy (made instructional decisions)
 - Use of teleconference for role-play implementation

Macy (2018)

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