



Abstract

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Social Skills and ABA: Using a Functional Assessment and Conceptual Analysis to Guide Treatment

It is essential that Behavior Analysts design and implement social communication skills programming that conforms to the core principles of ABA and scientific evidence (Baer et al. 1968; Green 1996; Normand 2008). Learn to employ a functional assessment to select socially valid targets for intervention. A conceptual analysis of the stimuli that occasion and maintain simple and complex social skills informs development of functional equivalents for problem behavior. Learn to employ a behavioral skills training model in a group format via "Social Communication Therapy Class" (SCTC) and "Friends and Fitness" (F&F). Methods to target social behaviors including self-advocacy, negotiation, and conversational skills (complimenting, advanced manding, reflective comments) with direct application via games and contrived problem-solving activities utilizing confederate peers will be demonstrated via videotape and lesson plan examples. These practical group strategies improve motivation and intraverbal repertoires necessary to develop "mutual interests and experiences", game knowledge, motor abilities that can be essential in maintaining friendships and participating in community events. Parent training procedures will also be highlighted.

Speech Production and ABA: Using a Conceptual Analysis of Phonetic Hand Cues to Shape Speech Production

Phonetic hand cueing systems are commonly used by speech-language pathologists and promoted in commercially available products (Carahaly, 2012; Kaufman, 2007; Strode, 1994, and others), however; research on the effectiveness of these systems for improving articulation is limited (Hall and Jordan, 1992, Jordan 1988, Klick, 1985, Stelton & Graves 1985). This series of studies examines the effect of the systematic use of phonetic hand cues as a stimulus control transfer procedure and compares the relative effectiveness of phonetic hand cue procedures to other commonly used differential reinforcement procedures. Study results reveal rapid acquisition of hand cues, and improved articulation at the syllable, and word level as well as use of hand cues to improve intelligibility in natural settings. Reduction of speech sound errors on formal testing further confirms results. Use of hand cues as part of an ABA or school program from target selection to generalization of improved articulation across the verbal operants will be presented and illustrated via video examples. Results confirm previous case study findings that phonetic hand cues may be an effective intervention in promoting speech production skills in children with autism with limited vocal repertoires.