

# Angelman syndrome ABA Project

## GROUP EXERCISE: Getting your child's attention

Form pairs. One person will be the "child," the other person will be the "parent".

### Scenario 1

Child is excited because another person has just come into the room. Parent calls the child's name. What do you think happened next (what did the child do)?

Switch roles

After you both took a turn, discuss if there is anything you could do to help the child pay attention.

Notes:

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### Scenario 2

Child is sitting down but is distracted by something across the room. Parent calls the child's name. What do you think happened next?

Switch roles

Notes:

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After you both took a turn, discuss if there is anything you could do to help the child pay attention.

### Scenario 3

Child is sitting down but closes his/her eyes and lets his/her head drop forward. Parent calls the child's name. What do you think happened next?

Switch roles

Notes:

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After you both took a turn, discuss if there is anything you could do to help the child pay attention.

# **Angelman syndrome ABA Project**

Getting your child's attention (continued)

## **Scenario 4**

Child tries to get up from chair. Parent calls the child's name. What do you think happened next?

Switch roles

Notes:

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After you both took a turn, discuss if there is anything you could do to help the child pay attention.

Note: Before starting to work on attention, you may first have to teach your child to stay sitting down and/or keep his/her hands on the table or in his/her lap

# Angelman syndrome ABA Project

## GROUP EXERCISE: Giving an instruction

Form pairs. One person will be the "child," the other person will be the "parent".

### Scenario 1

Parent wants the child to wave to him/her and says "I have to go to work now. Can you wave goodbye to me?" From the "child's" perspective, what do you think he/she understood from the message?

Switch roles

After you both took a turn, discuss how you could make it easier for the child to understand what you said.

Notes:

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### Scenario 2

Parent wants the child to come to the table and says "Sit down please. Can you come here? Sit in your chair." From the "child's" perspective, what do you think he/she understood from the message?

Switch roles

After you both took a turn, discuss how you could make it easier for the child to understand what you said.

Notes:

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# **Angelman syndrome ABA Project**

## Giving an instruction (continued)

### **Scenario 3**

Parent wants the child to get his/her shoes and says "Can you get your shoes on so we can go outside?" The shoes are kept by the back door but the parent and child are in a different room. From the "child's" perspective, what do you think he/she understood from the message?

Switch roles

After you both took a turn, discuss how you could make it easier for the child to understand what you said.

Notes:

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### **Scenario 4**

Parent says to the child "Take that toy out of your mouth right away!" The parent is across the room from the child and there is a movie playing on the television. From the "child's" perspective, what do you think he/she understood from the message?

Switch roles

After you both took a turn, discuss how you could make it easier for the child to understand what you said.

Notes:

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# Angelman syndrome ABA Project

## Group Exercise: Using Prompts

Form pairs. One person will be the "child," the other person will be the "parent".

### Scenario 1

Parent tells the child to comb his/her hair and the child doesn't know what to do. Demonstrate how the parent could provide full physical assistance to the child.

Switch roles

Notes:

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### Scenario 2

Parent tells the child to eat some pudding. Child picks up the spoon and waits. Demonstrate how the parent could provide partial physical assistance to the child.

Switch roles

Notes:

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### Scenario 3

Parent tells the child to put the block in the shape sorter. Child starts to put the block in the wrong hole. Demonstrate how the parent could provide visual assistance to the child.

Switch roles

Notes:

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# **Angelman syndrome ABA Project**

## **GROUP EXERCISE: Promoting generalization**

Form pairs to discuss each scenario.

### **Scenario 1**

Parent asks the child to "Give me five" and the child does so every time. Discuss different ways to make sure child can generalize this skill.

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### **Scenario 2**

Parent tells the child to roll the ball and the child rolls the red ball across his bedroom floor every time. Discuss different ways to make sure child can generalize this skill.

Notes:

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### **Scenario 3**

Parent tells the child to pick up the cup and the child picks up his/her sippy cup from the kitchen counter every time. Discuss different ways to make sure the child can generalize this skill.

Notes:

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# Angelman syndrome ABA Project

## Group Exercise: Promoting Maintenance

Form pairs to discuss each scenario.

### Scenario 1

Parent gives the child a favorite treat and lots of enthusiastic praise every time he/she turns off the television when asked.

Discuss what you think will happen if the parent stops giving the treat every time the child turns off the television. What should the parent do so the child will continue to turn off the television?

Notes:

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### Scenario 2

Child was toilet trained (urinated in the toilet when taken) and received a treat after every success. One day, the parent stopped the treats, expecting the behavior to continue. Lately, the child has started to wet again.

Discuss what you think happened. What can the parent do so the child will continue to urinate in the toilet successfully?

Notes:

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### Scenario 3

Child learned to assemble a flashlight (battery in flashlight, lid on, turn lid) and performed this skill daily without prompts. Parent asks child to put the flashlight together after not practicing for one month and the child can't remember what to do.

Discuss what you think happened. What can the parent do so the child will remember how to put the flashlight together?

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# Angelman syndrome ABA Project

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## **Angelman syndrome ABA Project**

Getting your child's attention (continued)

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Discuss what you think happened. What can the parent do so the child will remember how to put the flashlight together?

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# Angelman syndrome ABA Project

Ideas for incorporating ABA into the classroom for children with Angelman syndrome

Activity	Possible Teaching Goals
Arrival in class	<ul style="list-style-type: none"> <li>-Put coat, backpack away</li> <li>-Follow visual schedule to transition to different activities</li> <li>-Greet others</li> </ul>
Circle time	<ul style="list-style-type: none"> <li>-Find seat in circle</li> <li>-Raise hand to take turn</li> <li>-Imitate actions to song</li> <li>-Give objects to others</li> </ul>
Individual ABA instruction – teach foundation skills	<ul style="list-style-type: none"> <li>-Requesting</li> <li>-Receptive instructions</li> <li>-Play</li> <li>-Self-help</li> <li>-Fine and gross motor</li> <li>-Imitation</li> <li>-Matching</li> <li>-Attending</li> </ul>
Snack	<ul style="list-style-type: none"> <li>-Request food or drink</li> <li>-Help set table</li> <li>-Pour drink</li> <li>-Eat with spoon</li> <li>-Wipe mouth with napkin</li> </ul>
Toilet	<ul style="list-style-type: none"> <li>-Indicate need to use toilet</li> <li>-Help with pants up/down</li> <li>-Sit on toilet</li> <li>-Wash hands afterward</li> </ul>
Individual ABA instruction	
Play	<ul style="list-style-type: none"> <li>-Copy others using play material</li> <li>-Waiting and taking turns</li> <li>-Request items for play</li> <li>-Appropriate touching of other children</li> <li>-Keep play materials out of mouth</li> </ul>

Notes: New skills can be taught during individual ABA instruction periods and once mastered can be brought into activities for generalization and maintenance

- need to consider children's specialized physical and learning needs and make allowances or modifications to the set-up in the classroom – e.g., seizures, unsteady when walking, putting things into mouth, sleeping problems so need for a quiet place to go to for rest, distractibility so need a way to minimize noise and visual distractions



# **Angelman syndrome ABA Project**

## **EXERCISE 4: Preparing my child ("How")**

	Physical Comfort and Health/Safety	Attention	Motivation	Other factors
How will I maximize my child's:				

# **Angelman syndrome ABA Project**

## EXERCISE 3: Setting up the Teaching Environment ("Where" and "When")

	Communication	Social	Self-help	Play
Where will I teach the new skill? (location, set-up of area)				
When will I teach the new skill? (time of day, how many times per day)				

# **Angelman syndrome ABA Project**

## EXERCISE 2: Finding Effective Rewards for My Child

	CONSUME	MANIPULATE	ACTIVITY-BASED	SOCIAL
Things I think he/she will like	- bottle - cake/muffins	- squeezey, noisy, clacky wheels vibrating crinkly	- baby Einstein - park - sprinkler	- high fives
How I will find out if he/she likes them				

# Angelman syndrome ABA Project

attach bowl to  
table

attach chair  
to table

I can't set goals  
for myself let  
alone my child.  
I need help

## EXERCISE 1: Setting Teaching Goals for My Child ("What" and "How")

Communication	Social	Self-help dressing "wipe-mouth"	Play using things the way they are intended
tell us when she's tired needs to go to the bathroom mad/frustrated communicating food drink picture exchange PICS	hair pulling not play jewelry pulling wave / high 5	get shoes to go outside brush teeth	roll ball back & forth sit on a swing and swing
	people can get close to her w/o worrying not pulling shirts or pants	feed herself bowl & spoon sign & tell what she wants	
bath, bed, outside, park, cold, hot every day		every meal time either she eats or she doesn't	go to the park set up a swing in the house

New skill I want to teach my  
child

How will this skill help  
him/her function better or  
become more  
independent?

How will I make sure this  
skill is used regularly?

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### 

<p>Refer to your goal setting sheet. You could choose a new skill you want to teach your child from one of the following areas: communication, social, self-help or play. For this exercise, a play skill (rolling a car) will be used as an example and will appear in the right-hand column of the table.</p>	
<p>Define the <i>teaching objective</i> in clear, observable terms.</p>	
My child will _____.	My child will roll a toy car upon request.
<p>Indicate what materials you will need to teach the new skill.</p>	
I will need _____ to teach this new skill.	I will need a toy car to teach this new skill.
<p>Once you have placed your teaching material and have obtained your child's attention, you need to give an <i>instruction</i> to your child that specifies what you want him/her to do.</p>	
"_____"	"Roll the car"
<p>The target response specifies what the <i>correct response</i> should look like.</p>	
My child will _____.	My child will put his hand on the toy car and roll it at least 5 inches across the table within 3-5 seconds of the instruction being given.
<p>Correct responses need to be <i>reinforced</i>. Indicate how often your child will receive a reinforcer after a correct response as well as the type of reinforcer(s).</p>	
My child will receive _____ after every _____.	My child will receive a tangible reinforcer plus social praise after every correct response.
<p><i>Prompts</i> are a form of assistance or guidance that are used to help the child respond correctly. Define different levels of prompts that will be used to teach your child the new skill.</p>	
Full physical prompt: _____	Full physical prompt: Hand-over-hand assistance to guide my child to roll the car
Partial physical prompt: _____	Partial physical prompt: Prompt at my child's forearm
Gestural prompt: _____	Gestural prompt: Point to the car



# Angelman syndrome ABA Project

## Developing your own teaching program (continued)

*Prompting procedures* specify the sequence you will follow to fade your prompts as well as when you should move from one prompt level to the next.

I will start with a \_\_\_\_\_ prompt and move to a \_\_\_\_\_ prompt after my child makes a correct response \_\_\_\_\_ times in a row.

I will start with a full physical prompt and move to a partial physical prompt after my child makes a correct response 5 times in a row.

The *mastery criterion* specifies when your child is considered to have "learned" (mastered) the new skill.

My child will be able to independently (without prompts) \_\_\_\_\_ the first time he/she is asked to do so for \_\_\_\_\_ teaching sessions in a row.

My child will be able to independently roll the toy car across the table the first time he is asked to do so for 5 teaching sessions in a row.

The *generalization criterion* specifies when your child is considered to have generalized the new skill.

My child will be able to independently \_\_\_\_\_ the first time he/she is asked to do so for \_\_\_\_\_ generalization sessions in a row across \_\_\_\_\_.

My child will be able to independently roll a toy car across the table the first time he is asked to do so for 3 generalization sessions in a row across 2 different people, in 2 different settings and using 3 different types of toy cars.

*Maintenance probes* are conducted at specific points in time after the skill is generalized. If your child starts to respond incorrectly, the skill will go back into generalization or teaching.

My child will be able to independently \_\_\_\_\_ the first time he/she is asked to do so after \_\_\_\_\_.

My child will be able to independently roll the car across the table the first time he is asked to do so 1 week after generalization was completed; 2 weeks after the first maintenance probe; and 4 weeks after the second maintenance probe.



# Angelman syndrome ABA Project

## Developing your own teaching program

Refer to your goal setting sheet. You could choose a new skill you want to teach your child from one of the following areas: communication, social, self-help or play.

Define the *teaching objective* in clear, observable terms.

Indicate what materials you will need to teach the new skill.

Once you have placed your teaching material and have obtained your child's attention, you need to give an *instruction* to your child that specifies what you want him/her to do.

The target response specifies what the *correct response* should look like.

Correct responses need to be *reinforced*. Indicate how often your child will receive a reinforcer after a correct response as well as the type of reinforcer(s).

*Prompts* are a form of assistance or guidance that are used to help the child respond correctly. Define different levels of prompts that will be used to teach your child the new skill.

## Angelman syndrome ABA Project

### Developing your own teaching program (continued)

*Prompting procedures* specify the sequence you will follow to fade your prompts as well as when you should move from one prompt level to the next.

The *mastery criterion* specifies when your child is considered to have "learned" (mastered) the new skill.

The *generalization criterion* specifies when your child is considered to have generalized the new skill.

*Maintenance probes* are conducted at specific points in time after the skill is generalized. If your child starts to respond incorrectly, the skill will go back into generalization or teaching.

# **Angelman syndrome ABA Project**

## EXERCISE 4: Preparing my child ("How")

Physical Comfort and Health/Safety	Attention	Motivation	Other factors
How will I maximize my child's:			

# **Angelman syndrome ABA Project**

## **EXERCISE 3: Setting up the Teaching Environment ("Where" and "When")**

	Communication	Social	Self-help	Play
Where will I teach the new skill? (location, set-up of area)				
When will I teach the new skill? (time of day, how many times per day)				

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## EXERCISE 2: Finding Effective Rewards for My Child

	CONSUME	MANIPULATE	ACTIVITY-BASED	SOCIAL
Things I think he/she will like				
How I will find out if he/she likes them				

# **Angelman Syndrome ABA Project**

## EXERCISE 1: Setting Teaching Goals for My Child ("What" and "How")

	Communication	Social	Self-help	Play
New skill I want to teach my child				
How will this skill help him/her function better or become more independent?				
How will I make sure this skill is used regularly?				