PSYC 587

Shaping Competency

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Client Background Information: Y. is a 5 year old boy who was diagnosed with ASD a year ago. He has above average language and cognitive skills for his age. He displayed severe self-injured behavior (e.g., kicking, hitting, or punching) or other forms of vocal tantrum behaviors (e.g., crying or repeating calling his grandmother's name). He had previous exposure to self-monitoring systems in another Applied Behavior Analysis (ABA) agency for three months. His caregivers transfer him to the ABA service of BrainCo, LLC. Sessions occur Monday to Friday from 9 am to 12:00 pm in a clinical room.

Purpose: Y. parents report that Y. has excellent improvement in eye contact and daily social interaction due to the recent DTT training. However, the registered behavior technicians (RBT) report that the session can only be conducted when his grandmother sat inside the clinical room. He is compliant and has great social interaction with RBT when his grandmother sits inside the clinical room. If his grandmother decides to leave the room, Y. will scream, cry (5 minutes or longer), and escape to find his grandma immediately. Staying in the room without caregivers is an essential ability that prepares the children to go to school, or hanging out with friends. This makes his ABA session, kindergarten activities, and routine daily tasks at home (for example, caregivers go to grocery stores) challenging for his therapists, teachers, and grandma. The

individuals who can not stay alone without caregivers will struggle when hanging out with friends in the future, and further skill acquisition with other educators. The goal of this intervention is to increase the duration of time that Y. stays with other adults (instead of his grandmother) independently and engage in school activities or leisure time himself.

Baseline: Per baseline data recorded, Y. currently receives ABA service with RBT every morning. He is allowed to choose any activities (e.g., toys) from the cabinet in the clinical room in the first 30 minutes of a session in 100% of opportunities. Grandmother steps outside once she leads Y. to the clinical room. However, he only sustains his attention to the selected leisure activity for an average of 10 seconds (range of 3 seconds to 30 seconds) before running out to find his grandma or asking "Where is my grandma?".

Differential Reinforcement: Each successive approximation outlined below will be reinforced with his grandma coming to join him in the activity or hugging him if he sustains independent engagement (remains in the clinical room with the RBT) for the target duration (a timer will be set).

Successive Approximations & Terminal Goal:

Goal #1: During the first 30 minutes of a ABA session, Y. will select preferred options from the cabinet in the clinical room. He is allowed to change his mind any time if he is no longer interested in the activities. He will then sustain engagement in any of these free play choices with

only the RBT inside the clinical room for a duration of 30 seconds without running out or maladaptive behaviors (such as crying or asking "Where is my grandma?").

Goal #2: During the first 30 minutes of a ABA session, Y. will select preferred options from the cabinet in the clinical room. He is allowed to change his mind any time if he is no longer interested in the activities. He will then sustain engagement in any of these free play choices with only the RBT inside the clinical room for a duration of 2 minutes without running out or maladaptive behaviors (such as crying or asking "Where is my grandma?").

Goal #3: During the first 30 minutes of a ABA session, Y. will select preferred options from the cabinet in the clinical room (the choices will be turn-taking, e.g., throwing balls with the RBT). He is allowed to change his mind any time if he is no longer interested in the activities. He will then sustain engagement in any of these free play choices with only the RBT inside the clinical room for a duration of 10 minutes without running out or maladaptive behaviors (such as crying or asking "Where is my grandma?").

Goal #4: During the first 30 minutes of a ABA session, Y. will select preferred options from the cabinet in the clinical room (the choices will be turn-taking, e.g., throwing balls with the RBT). He is allowed to change his mind any time if he is no longer interested in the activities. He will then sustain engagement in any of these free play choices with only the RBT inside the clinical room for a duration of 20 minutes without running out or maladaptive behaviors (such as crying

or asking "Where is my grandma?") while utilizing a self-monitoring protocol with 100% accuracy.

Terminal Goal: During the first 30 minutes of a ABA session, Y. will select preferred options from the cabinet in the clinical room (the choices will be turn-taking, e.g., throwing balls with the RBT). He is allowed to change his mind any time if he is no longer interested in the activities. He will then sustain engagement in any of these free play choices with only the RBT inside the clinical room for the first hour of the ABA session without running out or maladaptive behaviors (such as crying or asking "Where is my grandma?") while utilizing a self-monitoring protocol with 100% accuracy, across at least 5 consecutive ABA sessions.