Including Everyone: Training Typically Developing Children to Employ Positive Inclusion Practices

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Including Everyone in Preschool

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Introduction

Autism
- Challenges with social skills and communication (What is Autism?, 2013)
- 1 in 68 children and 1 in 42 boys (CDC Newsroom, 2014)

Trained vs Untrained
- Trained: Teachers, Administration, Parents, and Child with Autism
- Untrained: Typically Developing Peer

Evidence-Based Approaches
- Montana Behavior Initiative (MBI) (Juneau, 2013)
  - Teach, Practice, Generalize
- Video Modeling (Evidence-Based Practice Brief)
  - Visual model of targeted behavior or skill, provided via video recording
- Social Narratives (Evidence-Based Practice Brief)
  - Narratives that describe social situations, highlighting appropriate responses

Action After Empathy Survey Results
- Schoffer Closson and Swant (2014)
- Surveyed Speech Language Pathologist in Montana
- Identified Top Three Social Skills in Preschool
  - Asking a peer to join play
  - Simple turn taking
  - Sharing materials

Purpose
To assess teaching methods of MBI in combination with video modeling and social narratives

Methods
- Day 1
  - Pretesting with Formative data collection
  - Intervention Activity 1 – MBI with video modeling and social narrative
- Day 2
  - Intervention Activity 2 – MBI with video modeling and social narrative
- Day 3
  - Post-testing with Summative data collection
  - Six Weeks Post
    - Repeat Post-testing (generalization/retention)
  - Twelve Weeks Post
    - Repeat Post-testing (generalization/retention)

Pre-Intervention Data

<table>
<thead>
<tr>
<th>Question 1: Identify want</th>
<th>Question 2: Identify Inclusive Action</th>
<th>Question 3: Suggest Inclusion Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video 1: Positive Inclusion Demonstrated</td>
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<tr>
<td>Subject 1</td>
<td>-</td>
<td>-</td>
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<td>Subject 2</td>
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<tr>
<td>Video 2: Positive Inclusion Demonstrated</td>
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<td>Subject 1</td>
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<tr>
<td>Subject 2</td>
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<tr>
<td>Video 3: Neutral Interaction with Inclusion Opportunity</td>
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<td>Subject 1</td>
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<tr>
<td>Subject 2</td>
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</tbody>
</table>

Accuracy by Question

<table>
<thead>
<tr>
<th>Subject</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject 1</td>
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<td>0/1</td>
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<tr>
<td>Subject 2</td>
<td>3/3</td>
<td>0/3</td>
<td>0/1</td>
</tr>
</tbody>
</table>

Preliminary data revealed subjects did not identify inclusion actions or suggest inclusion solutions.

Literature:
- Research in Autism Spectrum Disorders, 619-625.
- Evidence-Based Practice Brief. (n.d.). Retrieved from The National Professional Development Center on Autism Spectrum Disorders: http://autismpdc.fpg.unc.edu/content/social-narratives

Acknowledgments:
- Jennifer K. Schoffer Closson, M.S., CCC-SLP
  - RiteCare Director of Pediatric Services
  - Assistant Professor