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

Shelby Swant
University of Montana - Missoula, shelby.swant@umontana.edu

Follow this and additional works at: https://scholarworks.umt.edu/umcur
Let us know how access to this document benefits you.


This Poster is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Conference on Undergraduate Research (UMCUR) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
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)

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

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>
</table>

Video 1: Positive Inclusion Demonstrated

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Video 2: Positive Inclusion Demonstrated

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Video 3: Neutral Interaction with Inclusion Opportunity

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Accuracy by Question

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

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