Deborah Parker

Domain 1: Individual Learning Differences and Learning Environments

Literature Review Table

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| **Study (APA Citation)** | **Competency and Purpose** | **Key Findings** |
| Dozier, C. L., Iwata, B. A., Thomason‐Sassi, J., Worsdell,  A. S., & Wilson, D. M. (2012). A comparison of two pairing  procedures to establish praise as a reinforcer. *Journal of Applied Behavior Analysis*, 45(4), 721-735. | **Competency: 1.12 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment**  Teachers, searching for appropriate rewards for their different students, should consider this when wanting to use praise as a reinforcer.  **Purpose:**  This study evaluated stimulus pairing and response- stimulus pairing to determine their usefulness in establishing praise as a reinforcer. Praise is considered an Evidence Based Practice, thus the study provided information on how to establish it with individuals. | Findings from the first study indicated that stimulus pairing did not establish praise as a reinforcer for the 8 participants; however, response-stimulus pairing in study 2 did establish praise as a reinforcer for 4 of the 8 subjects. This finding was consistent with other studies. The authors' reaction was the process of establishing praise as a reinforcer is more complicated than simple pairing and further studies should be done. |
| LeBlanc, L. A., Carr, J. E., Crossett, S. E., Bennett, C. M., & Detweiler, D. D. (2005). Intensive outpatient behavioral treatment of primary urinary incontinence of children with autism. *Focus on Autism and Other Developmental Disabilities*, *20*(2), 98-105. | **Competency 1.10: Plan and implement instruction for independent functional life skills and adaptive behavior**  Since I have students who come to school in diapers, I felt this information was beneficial to help me work on toilet training appropriately.  **Purpose:**  In this study 3 children with autism who were unsuccessful in low-intensity toilet training in the past are toilet trained using a modified Azrin and Foxx (1971) intensive training. Training was conducted at home and at school by parents and staff. | Results from this study concluded that all 3 participants were potty trained successfully using the intensive intervention. Discussion of the training did stress that this was used for children who had not be successful using other methods and should not be the first method chosen. |
| Singer‐Dudek, J., Oblak, M., & Greer, R. D. (2011). Establishing books as conditioned reinforcers for preschool children as a function of an observational intervention. Journal of applied behavior analysis, 44(3), 421-434. | **Competency: 1.12 Plan systematic instruction based on learner characteristics, interests, and ongoing assessment**  **T**his knowledge is important to me as a teacher in realizing I can encourage pre-academic skills by conditioning them to become rewarding stimuli.  **Purpose**  This study tested the effects of an observational intervention on establishing children’s book as conditioned reinforcers using a delayed multiple baseline design. The participants observed another student receiving a book for correct responses while participants received nothing. After several sessions, the participants received books and their response was recorded. | Results from the study showed that even students who had previously showed no interest in books began looking at the books following the intervention. One important finding was demonstrating the utility of using conditioning make neutral stimuli relevant. Another finding, more interesting, was that the children began choosing books during free-play where they had not done so before |
| Ozonoff, S., & Miller, J. N. (1995). Teaching theory of mind: A new approach to social skills training for individuals with autism. Journal of Autism and developmental Disorders, 25(4), 415-433. | **Competency:** **1.7 Knowledge of the effect of theory of mind, central coherence, and executive function on learning and behavior**  Understanding that individuals with autism have difficulty understanding the thoughts, feelings, and body language of others is important in understanding the social skills that need to be taught.  **Purpose:**  This study examined the effectiveness of social skills training for High Functioning teens with autism. Specific interactional and conversational skills were taught along with explicit and systematic intervention in underlying social-cognitive skills that aided in understanding the mental states of others. | 80% of the treatment group showed improvement on the theory of mind assessment with a 65.4% gain. The study found that systematic social skills intervention in theory of mind principals was able to improve performance substantially. |
| Ganz, J. B., Simpson, R. L., & Corbin-Newsome, J. (2008). The impact of the Picture Exchange Communication System on requesting and speech development in preschoolers with autism spectrum disorders and similar characteristics. *Research in Autism Spectrum Disorders*, *2*(1), 157-169. | **Competency: 1.5 Understanding speech, language, and communication needs**  Most of my students come with little to no communication skills. Being trained in PECS and implementing it with my students has helped them communicate more, have fewer meltdowns, and be happier children overall.  **Purpose:**  This study reports the results of a multiple baseline across participants investigating the implementation of PECS with 3 preschool children with ASD. The first four phases of PECS. | Results showed 2 of the 3 students mastered PECS; however, they did not significantly increase in use of word approximations or intelligible words. One mastered the first 4 phases quickly while the other required a longer training for Phase 3. |