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News From the President's Desk

Marlene J. Cohen



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Elections for NJABA's Board of Directors were held over the summer months and I am honored to have been elected as President. I would also like to introduce the 2007-2008 Board of Directors: Lori Bechner (President-Elect), Patrick Progar (Secretary), Ken Reeve (2-year Member at Large), Linda Meyer (2-year Member at Large), John Brown (1-year Member at Large), and Mary Beth Walsh (Consumer Representative). In addition, the newly elected Board appointed Tina Sidener (Treasurer), Mary Lou Kerwin (Public Relations Chair), Suzanne Buchanan (Government Affairs Chair), and Sharon Reeve (Membership Chair). NJABA is currently in the process of developing one final Board position, which will hopefully be accepted by Gregory MacDuff. This is an exciting group of professionals and I hope you will join me in welcoming them!

There has been a lot going on from a political standpoint. You may have heard about the APA Model Act that is causing some concern on behalf of Board Certified Behavior Analysts. The membership should know that NJABA's Government Affairs Committee is keeping a close eye on the situation as well as receiving advice from the Behavior Analyst Certification Board. You will be happy to know that the BACB and ABAI have joined to mutually support the development of a new organization, The Association of Professional Behavior Analysts. This organization will address policy, legislative, regulatory, funding, and public relations issues at a national (and eventually international) level, among other goals. I encourage NJABA members to find out more about this organization by visiting

their web site at APBAhome.net.

As NJABA Conference Chair, I would like to report that we are busy preparing for the 2008 conference, to be held at Rutgers University's Busch Campus Center on Friday and Saturday, August 8-9, 2008. Mark your calendars! We are honored to have Dr. Hank Pennypacker scheduled as our keynote presenter. NJABA plans to continue to offer exciting and informative presenters. As always, a range of continuing education credits will be available for conference attendees, including BACB, APA, ASHA, and NJ Department of Education.

We are also very excited to have Dr. Gina Green scheduled to present a full-day workshop on Friday, March 14, 2008 at Caldwell College as part of our Winter Workshop series. The morning will focus on assessing evidence-based practice for students with autism and the afternoon will focus on matching and discrimination skills. We will also be honoring Patricia Krantz and Lynn McClannahan at the event with NJABA's Lifetime Distinguished Service Awards. Please visit our website at www.njaba.org for upcoming details so you don't miss out on these exciting events!

Marlene

Marlene Cohen, Ed.D., BCBA is the President of the New Jersey Association for Behavior Analysis. She is a Research Assistant Professor at the Graduate School of Applied and Professional Psychology of Rutgers University, Director of Adult and Transitional Services at the Douglass Developmental Disabilities Center, and part-time instructor at the Graduate School of Education, Rutgers University.

An Interview with Dr. Gina Green

Dr. Gina Green, BCBA, received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E. K. Shriver Center for Mental Retardation in Waltham, Massachusetts; and Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School. Dr. Green is currently in private practice in San Diego as a consultant and is on the faculty at San Diego State University and the University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees and the Autism Advisory Group of the Cambridge Center for Behavioral Studies, the Board of Directors of the Behavior Analyst Certification Board, and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst, former president of the Association for Behavior Analysis, past president of the California Association for Behavior Analysis, and a Fellow of the American Psychological Association and the Council for Scientific Medicine and Mental Health. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. In 2005 she received an honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.



What led you into the field of behavior analysis?

As an undergraduate psychology major at Michigan State University in the 1970s, I took a year-long honors course in child clinical psychology that emphasized Rogerian "client-centered" therapy. I had become interested in autism through some reading and a graduate student friend, and the Psychology Department had a clinic that served some children with autism, so through the child clinical course I sought some experience with those children. At one point in the course I found myself in a large playroom with a little girl with autism who did not speak or interact, but spent most of her time toe-walking, spinning, and flapping her hands. My professor and classmates were watching from an observation room. I was supposed to do nondirective play therapy with this child ("Oh, I see that you're spinning around.") Within a few minutes I concluded that there was little chance that those techniques would help her. I wasn't sure what would, but I remembered seeing the Lovaas film about using "operant conditioning" to teach language to children with autism in my introductory psychology class. That systematic approach appealed to me. Subsequently I took a very good learning class and a year-long practicum with a well-known developmental psychologist who did classical conditioning research with infants and toddlers. That led to a part-time job as a research assistant doing direct observational measurement of the social interactions of preschoolers in a Head Start program. I went on to do a master's degree in educational psychology at Michigan State that included quite a bit of coursework and practicum training in what I later learned was applied behavior analysis: task analysis, developing instructional (behavioral) objectives, systematic instruction,

behavior management in classrooms. I continued to pursue my interest in autism and other developmental disabilities, and then got a job working on a federally-funded project to develop a curriculum for teaching motor and leisure skills to children with developmental disabilities. It was very behavioral, and in the course of field testing the curriculum at a number of sites around the country I got to know some behavior analysts, did some reading, and finally figured out what I wanted to be when I grew up. Five years post-master's degree, I enrolled in the outstanding -- but sadly, now defunct -- doctoral program in the Analysis of Behavior at Utah State University.

Who influenced you the most professionally?

Grayson Osborne, my doctoral advisor, scholar and scientist extraordinaire, who taught me to love the experimental analysis of behavior; Sebastian Striefel, my other doctoral mentor, who first trained me to do applied behavior analysis with children with autism and other developmental disabilities; Murray Sidman, whose research on stimulus equivalence grabbed me in graduate school and who later became the ultimate mentor and surrogate father; and Jim Johnston, whose depth and breadth of knowledge, vision for our field, and leadership skills never cease to amaze.

What are the important milestones in your professional career?

I would have to start with completing a tough doctoral program and getting my first positions at Southern Illinois University and then the E. K. Shriver Center. Getting my first publication in the *Journal of the Experimental Analysis of Behavior (JEAB)* was certainly a milestone, as was being asked to serve on the editorial board of that journal as well as the *Journal of Applied Behavior Analysis (JABA)* and *The Behavior Analyst*.



(Gina Green Interview continued)

Needless to say, being elected to the presidency of the Association for Behavior Analysis and to the Behavior Analyst Certification Board was huge. Honors like becoming a Fellow of the American Psychological Association and being named "Mental Health Professional of the Year" by *Psychology Today* would also be right up there, as would publication of the two autism intervention books I co-edited. Most astonishing, however, was receiving an honorary Doctor of Science degree from The Queen's University in Northern Ireland and giving the commencement address there in 2005. That still seems surreal to me. The most recent milestone is being a founder of the new organization the Association for Professional Behavior Analysts.

Any advice for young professionals in our field today?

Hone to the science, and put advancing our science and scientific practice -- which encompasses protecting consumers of our services -- above personal and political gain. For behavior analysts working in autism, it can be especially difficult to resist the seductions of the powerful social and monetary reinforcers that are readily available to almost anyone who claims to have a solution to autism, a new theory or treatment, or a politically correct "model." But in my opinion, behavior analysts who make claims that are not supported by sound scientific evidence do a serious disservice to consumers, to our field, and ultimately to themselves. Avoiding those pitfalls requires a thorough understanding of behavior analytic principles and methods -- not just what appears in applied textbooks and journals, but the basic science that underpins those principles and methods. It also requires a solid grounding in measurement and research design. Even if one never does research, knowing how to critically analyze research is essential for engaging in practice that is truly evidence-based. And it's fun to boot!

Article Review

**Comparing ABA To An Eclectic Approach:
A Review of *Intensive Behavioral Treatment at School for 4- to 7-Year-Old Children with Autism (Eikeseth, Smith, Jahr, & Eldevik, 2002)***

Reviewed by Claire L. Hess

In the years since Lovaas' seminal 1987 study, a number of researchers have conducted studies to assess the effectiveness of comprehensive ABA programs for children with autism. Owing primarily to a criticism of the design of Lovaas' (1987) study, which did not attempt to compare other interventions to ABA for children with autism, Eikeseth, Smith, Jahr, and Eldevik (2002) sought to compare the efficacy of behavioral and eclectic special education treatments for children with autism.

Participants were 25 children between the ages of 4 and 7 who were clients of a state-founded agency specializing in services for autistic children. Each participant was accepted according to certain diagnostic criteria, namely that he or she was 4-7 years of age, was diagnosed with Autistic Spectrum Disorder (ASD), had an IQ of 50 or higher, and was without critical medical conditions apart from autism. These assessments were all administered by an independent clinical psychologist.

Children were assigned to either an eclectic or behavioral treatment group by an independent clinician solely on the basis of staffing and supervision availability; children were assigned to the behavioral treatment group if supervisors were available to train and oversee behavioral treatment and were assigned to the eclectic treatment group if adequate supervision was unavailable. Children receive a minimum of 20 hours per week of treatment provided by trained therapists at their local schools. Each participant, regardless of the treatment condition, was enrolled in a different kindergarten or elementary-school classroom of 18 or 28 typically developing peers, respectively. For each participant, instruction was provided by at least two therapists; a special education teacher provided 4-6 hours per week while one or more aides provided the remaining hours. The child was removed from class for instruction and then mainstreamed with peers when he or she was not receiving one-to-one instruction with one of the therapists. During participants' mainstreamed class time, one of his or her one-on-one therapists

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Mark Your Calendars for These Exciting NJABA Events!

4th Annual NJABA Conference

Keynote

Dr. Henry S. Pennypacker



**Friday & Saturday
August 8-9, 2008
Rutgers University
Busch Campus Center**

**VISIT
WWW.NJABA.ORG
FOR UPCOMING
DETAILS!**

2008 Winter Workshop

Presenter

Gina Green, PhD, BCBA



**Dr. Green will present an
all-day workshop on assessing
effective treatment for autism
(morning session) and teaching
matching and discrimination
skills for individuals with autism
(afternoon session).**

**Friday, March 14, 2008
9am - 4pm
Caldwell College Alumni Theater**

**Dr. Green will be signing copies of
her books at the conclusion of the
workshop.**

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(Article Review continued from page 3)

acted as a shadow to maximize generalization of skills. Behavioral treatment was based on the University of California, Los Angeles (UCLA) treatment model with the exception that aversives were not utilized. Intervention began with simple receptive language targets, progressed to motor and vocal imitation and labeling objectives, and finally targeted responding to questions and conversational and social skills with peers. In addition, parents of children in the behavioral treatment group received training during the first 3 months of treatment, provided discrete trail instruction along with therapists, and ran maintenance programs in their homes. The eclectic treatment combined elements of Project TEACCH, applied behavior analysis, and therapists' personal experience and was designed by a multidisciplinary team of school personnel. The eclectic-treatment therapists received weekly 2-hour consultations from the same supervisors who supervised the behavioral treatment.

Following a year of treatment, therapists reported goals in the areas of vocal language, alternative/augmentative communication, academics, play, social skills, imitation, motor skills, activities of daily living, and behavior management. Post-tests on the WPPSI-R and Bayley Scales of Infant Development-R, Merrill-Palmer Scale of Mental Tests, Reynell Developmental Language Scales, and Vineland Adaptive Behavior Scales were administered to evaluate intellectual functioning, visual-spatial skills, language functioning, and adaptive behaviors, respectively. It was determined that the treatment groups did not differ significantly on intake variables (i.e. chronological age, IQ, performance IQ, language comprehension, expressive language, overall language ability, communication, daily living, socialization, and overall adaptive behavior scales), though the eclectic means were somewhat higher. Post-treatment tests revealed that the behavior group displayed significantly fewer disruptive behaviors, significantly increased IQ, significantly increased language, and significantly increased adaptive behavior. Intake IQ served as a strong, though not statistically significant, predictor of many outcome scores for both treatment groups. The behavior group was more likely to score in average range, and there were overall increases in performance within the behavioral treatment group as compared to decreases in eclectic group scores.

As the first of its kind to compare intervention alternatives, this study is an important contribution to the body of research investigating the effectiveness of applied behavior analysis as an intervention for children with autism. Although the study has many strengths of design (e.g. independent assessors making group assignments), certain variables may have acted to minimize the difference in treatment effects. For example, the eclectic approach combined elements of ABA and TEACCH; the latter of which contains behavioral components. Future studies should, perhaps, compare programs that purport to have little or no behavioral component.

Overall, the current study took an important step in comparing behavioral treatment to alternative interventions. Its findings suggest that older students, and not only children younger than 4 years of age, may benefit from behavioral intervention, a finding that has critical implications for children without access to early intervention programming. Additionally, findings suggest that the intensity of intervention may not need to exceed the 40 hours per week that has gained such recognition following Lovaas' 1987 study, though treatment effects may be more pronounced under more intensive conditions. These, and other variables, will be important to investigate through future research.

“Post-treatment tests revealed that the behavior group displayed significantly fewer disruptive behaviors, significantly increased IQ, significantly increased language, and significantly increased adaptive behavior.”

Reference

Eikeseth, S., Smith, T., Jahr, E., & Eldevik, S. (2002). Intensive behavioral treatment at school for 4- to 7-year-old children with autism. *Behavior Modification*, 26 (1), 49-68.

Claire L. Hess, B. S., earned a Bachelor of Science in Psychology from Davidson College before beginning work as an instructor in home-based ABA programs for children with autism. She joined the staff of the Carbone Clinic in 2006 where she is currently an instructor. Claire is also pursuing her Masters degree in Applied Behavior Analysis at Caldwell College in Caldwell, NJ.

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Promoting Independence: A Review of the Research Literature On Activity Schedules

by Diana Zitelli

Activity schedules, consisting of sequential visual representations of a set of activities or tasks, have been demonstrated to be an effective tool for increasing independence and task engagement, decreasing problem behavior, and promoting skill acquisition in individuals with autism (McClannahan & Krantz, 1999). Teaching an individual with autism or developmental disabilities to follow an independent activity schedule eliminates the need for consistent instructions or prompts from a supervisor by arranging these cues into a set of pictures or words that will set the occasion for the desired responses.

The purpose of the present paper is to review: (a) research that demonstrates a variety of uses for activity schedules to increase independence, decrease problem behavior, and promote skill acquisition among individuals with developmental disabilities, (b) methods for embedding choices into activity schedules and the effects of choice on independence, and (c) methods for incorporating self-management strategies into schedule following and the effects of these strategies on independence. Suggestions for future research in the area of increasing independence among individuals with developmental disabilities through the use of activity schedules will be discussed.

Uses for Activity Schedules

Increasing Independence / Independent Engagement

Individuals with autism often demonstrate dependence on parents, caretakers, and teachers to remain on task, complete an activity, or transition between a variety of activities when appropriate. Activity schedules have been used to teach children and adults with autism, mental retardation, emotional disorders, and learning disabilities to remain independently engaged in leisure activities (Krantz, MacDuff, & McClannahan, 1993; MacDuff, Krantz, & McClannahan, 1993; Massey & Wheeler, 2000; Morrison, Sainato, Benchaaban, & Endo, 2002; Anderson, Sherman, Sheldon, & McAdam, 1997), vocational tasks (Wacker & Berg, 1983; Wacker, Berg, Berrie, and Swatta, 1985; Wantanabe & Sturmey, 2003), academic tasks (Bryan & Gast, 2000; Spriggs, Gast, & Ayres, 2007; Hall, McClannahan, & Krantz, 1995), daily living tasks (Pierce & Schreibman, 1994; Anderson et al., 1997; Lalli, Casey, & Goh, 1994), and to increase independent transitions among various daily activities (Connis, 1979; Sowers, Verdi, Bourbeau, & Sheehan, 1985; Massey & Wheeler, 2000; Dettmer, Simpson, Smith Myles, & Ganz, 2000).

MacDuff, Krantz, and McClannahan (1993) taught four elementary school age learners with autism to complete individual photographic activity schedules containing after school leisure and home-

work activities. By teaching use of the schedules with graduated guidance as the exclusive prompting procedure, and after systematically fading the proximity of the experimenter as independence was demonstrated, MacDuff and colleagues demonstrated that the participants' independent task engagement was under the stimulus control of the visual stimuli (i.e., the photographic activity schedule and task materials) and no longer required support from a supervisor to engage in the appropriate activity. Krantz, MacDuff, and McClannahan (1993) employed similar procedures to improve independent engagement using photographic activity schedules at home during after-school hours. Subsequent research has demonstrated increased independence and engagement during leisure activities for preschoolers with autism during playtime in a pre-school classroom (Massey & Wheeler, 2000; Morrison, Sainato, Benchaaban, & Endo, 2002) and for adults with mental retardation during free time in a group home setting (Anderson, Sherman, Sheldon, & McAdam, 1997).

Preparing adolescents and adults with developmental disabilities for participation in employment settings can be facilitated using photographic activity schedules. Independent completion of complex vocational tasks was taught to adolescents and adults with mental retardation using photographs depicting task sequences (Wacker & Berg, 1983; Wacker, Berg, Berrie, and Swatta, 1985). Wantanabe and Sturmey (2003) implemented individual activity schedules for adults with autism who attended an adult services day program; independent task engagement increased when participants were able to choose the order of activities within their individual schedules.

For individuals with autism and developmental disabilities who have difficulty remaining on task during independent academic tasks, research has shown that photographic activity schedules may be an effective tool in increasing independence. Photographic activity schedules depicting classroom "centers" and activities to complete at each center were used to teach elementary school-aged individuals with autism (Bryan and Gast, 2000) and middle school-aged individuals with moderate intellectual disabilities (Spriggs, Gast, & Ayres, 2007) to engage in academic tasks and transition among centers without additional support from a classroom aide. Hall, McClannahan, and Krantz (1995) demonstrated that individuals with developmental disabilities who participated in a general education classroom could be taught to follow independent activity schedules depicting various activities that, for these participants, had previously required support from a classroom aide.



(Activity Schedules Review continued)

Independence during daily living activities at home is often a deficit reported by caregivers of individuals with developmental disabilities. Pierce and Schreibman (1994), Anderson and colleagues (1997), and Lalli, Casey, and Goh (1994) added daily living tasks (such as making the bed, taking a shower, getting dressed) to activity schedules to increase independent performance of these activities.

In addition, photographic activity schedules have been used to improve transitions among activities. In a vocational setting, Connis (1979) and Sowers, Verdi, Bourbeau, and Sheehan (1985) used photographic activity schedules and self-management strategies (participants were taught to cross off each activity on the schedule as it was completed) to increase the number of independent transitions among various work tasks each participant was required to complete. Massey and Wheeler (2000) and Dettmer, Simpson, Smith Myles, and Ganz (2000) incorporated activity schedules with self-management and reinforcement strategies to provide participants with a visual cue indicating the expected sequence of activities in order to decrease resistance to transitions among various activities.

Decreasing Problem Behavior

A desirable side effect of implementation of activity schedules is often a decrease in problem behavior when the visual support is present. Research has demonstrated that, even when not targeted through separate intervention, problem behavior (e.g., stereotypy, noncompliance, physical aggression) had decreased significantly upon introduction of the activity schedule (Krantz & McClannahan, 1993; Pierce & Schreibman, 1994; Lalli et al., 1994; Massey & Wheeler, 2000). Often, this decrease is a result of requiring a response (i.e., appropriate engagement in the activity depicted in the schedule) that is incompatible with problem behavior.

Promoting Skill Acquisition

Photographic activity schedules have been demonstrated to be effective in teaching individuals with developmental disabilities to independently complete complex tasks that consist of many small steps. Each photograph within the schedule represents a step of the behavior chain that the individual must complete sequentially to perform the entire task. Wacker and Berg (1983) and Wacker and colleagues (1985) taught adults and adolescents with developmental disabilities to follow sequential photographs depicting each individual component of complex vocational tasks (e.g., cleaning, assembly, packaging tasks). Using these photographic schedules, the participants were able to independently complete complex tasks that consisted of numerous individual steps. Subsequent tasks, both similar and dissimilar to the trained task, were then mastered at higher rates of acquisition when presented with a sequential photographic sched-

ule of steps. Pierce and Schreibman (1994) used similar procedures (combined with chaining and self management strategies) to teach children with autism to complete a variety of daily living tasks in the absence of a supervisor. Using a picture sequence depicting each step of several different daily living skills (e.g., laundry, dressing, meal preparation), participants were taught to complete each skill using a forward chaining procedure, and were taught to self-deliver a token (which had been previously conditioned as a secondary reinforcer) upon completion of the target steps. After each task was mastered, the length of time the experimenter was present in the room while the participant was completing each task was systematically decreased, until the participants could complete each task in the absence of supervision.

Acquisition of social and play skills have also been effectively taught using photographic activity schedules. Krantz and colleagues (1993) taught individuals with autism to follow photographic activity schedules at home, during after school hours. In addition to routine after school activities (such as hanging up one's coat in the closet), photographs within these schedules depicted social interactions with family members (e.g., hugs, showing someone an object, playing outdoors with the family). Similarly, research has demonstrated that photographic activity schedules have been effective in teaching pre-schoolers with autism to independently engage in appropriate play activities during free play-time in a classroom setting (Massey & Wheeler, 2000; Morrison et al., 2002). Kimball, Kinney, Taylor, and Stroman (2004) described procedures for embedding video models of appropriate play sequences and social initiations into high-tech photographic activity schedules made using Microsoft PowerPoint.

Embedding Choice into Activity Schedules

To further increase independence and appropriate engagement, individuals with autism and developmental disabilities can be taught to choose their own activities to be completed within a schedule, or to choose the order in which the activities are arranged in the schedule. Wilson, Reid, and Green (2006) demonstrated a significant increase in appropriate engagement when adults with severe physical and developmental disabilities were provided with a visual cue (photographs representing available leisure activities) and the opportunity to select a leisure activity. Dunlap and colleagues (1994) and Wantanabe and Sturmeier (2003) allowed participants to choose the order of academic and vocational tasks to be placed within their individual schedules. Both studies showed that increased engagement during experimental phases occurred when participants were given the opportunity for choice. In an experimental analysis of vocational preference among adults with mental retardation, Parsons, Reid, Reynolds, and Bumgarner, (1990) demon-

(Activity Schedules Review continued)

strated that task engagement was high both when the participant had the opportunity to choose a highly preferred task and when a supervisor assigned a highly preferred task.

Self-Management Within Activity Schedules

Several methods for incorporating self-management strategies into activity schedules have been reported throughout the literature. In a vocational setting, as adults with mental retardation completed each task within an activity schedule, they learned to put an "x" under each picture, indicating completion of that activity (Connis, 1979; Sowers et al., 1985). This self-management system closely resembles crossing an item off of a to-do list, which is a system many typically developing adults use to manage work tasks. In addition, individuals with developmental disabilities have been taught to deliver their own secondary reinforcement; Pierce and Schreibman (1994) incorporated self-delivery of tokens which were located on a page of the activity schedule book after each activity within the schedule, as part of a teaching package to teach daily living skills, increase engagement, and decrease inappropriate behavior.

Conclusion

Although McClannahan and Krantz (1999) recommend a variety of methods for advanced usage of activity schedules for individuals with autism (e.g., increasing choice, using text as opposed to photographs, or embedding self-management), and despite the prevalence of these types of advanced activity schedules used in clinical practice, experimental research demonstrating efficacy of these procedures are lacking. The current knowledge of the effects of activity schedules as a teaching tool to increase independence, decrease problem behavior, and teach new skills to individuals with developmental disabilities does not represent advances in this technology that have been put to use in clinical practice.

For example, many center-based educational programs for individuals with autism teach students to use all-day activity schedules that run from the time the student arrives at school until dismissal. There is currently no empirical evidence that this strategy promotes independence, yet individual all-day schedules have come to be standard in most classrooms for individuals with autism.

Another variation on the activity schedule that has not yet been investigated within the research is using a "high-tech" schedule (for example, presented on a PowerPoint presentation, or on a handheld device). Kimball and colleagues (2004) presented case studies demonstrating a variety of methods for embedding audio scripts and video models into a PowerPoint activity schedule. They suggested that improved play skills and social initiations may have resulted due

to embedding these auditory and visual prompts into the activity schedule. The authors recommended that future research should examine the efficacy of systematically fading these "high-tech" components and should investigate whether independent responding would maintain after gradually eliminating additional audio and video prompts. Future research may also examine the use of handheld devices as activity schedules. Since many typically developing adolescents and adults frequently consult a handheld device for scheduling appointments and tracking important tasks, future research could examine the use of handheld device activity schedules for individuals with autism in academic and vocational settings, as a more socially acceptable visual cue than traditional photographic activity schedules which may be stigmatizing.

Similarly, written to-do lists, although a considerably "low-tech" variation on the activity schedule, may be much more socially acceptable than traditional photographic activity schedules. McClannahan and Krantz (1999) describe the transition from photographic activity schedules to written to-do lists. They suggest that once a child can reliably follow a photographic activity schedule, stimulus fading procedures may be used to systematically transition from photographic schedules, to schedules consisting of photographs paired with the corresponding text, and finally to textual schedules. The authors advise that this stimulus fading process may need to be broken down into many more steps for some learners, and must be based on each individual's skill set. Empirical evidence is necessary to further examine the components of the transition from a photographic activity schedule to a written activity schedule, investigating the need for prerequisite skills, as well as effective procedures for stimulus fading from photographs, to photographs with text, to text alone. Further research is needed to demonstrate the efficacy of teaching individuals with autism to prepare their own written activity schedules, simulating to-do lists that are widely used by typically developing adolescents and adults for countless activities and in countless settings. Writing a to-do list encompasses several of the individual components of activity schedules that have been demonstrated within the literature as effective in contributing to increasing independence (e.g., choosing which activities and the order of activities to include embeds choice; crossing off each activity as it is completed incorporates self-management strategies).

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(Activity Schedules Review continued)

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New Jersey Association for Behavior Analysis**



NJABA MISSION STATEMENT

The New Jersey Association for Behavior Analysis (NJABA) was founded to promote the advancement of the discipline of behavior analysis. NJABA's mission is to:



1. Promote the ethical and effective application of sound behavior analytic principles in meeting the educational and habilitative needs of persons within New Jersey.
2. Promote the activities related to conducting and disseminating basic and applied research in behavior analysis.
3. Support the activities of the International Association for Behavior Analysis.
4. Support and encourage the certification process of behavior analysts by the Behavior Analyst Certification Board™.
5. Provide informational resources in basic and applied behavior analysis to professionals, families, and the community at large.
6. Support and promote the development of higher education certificate and degree programs in basic and applied behavior analysis.
7. Advocate for the implementation of behavior analysis services.
8. Promote and provide professional development activities for behavior analysts.
9. Sponsor an annual meeting of NJABA to disseminate information about the activities of the chapter as well as to provide a forum for discussion.
10. Sponsor an annual conference to serve as a forum for the presentation of research, application, and issues related to behavior analysis.
11. Publish and distribute a newsletter devoted to dissemination of research, application, issues and achievements related to behavior analysis, and other matters of interest to the NJABA membership and community.
12. Develop and maintain a web site to provide information about NJABA, its activities, and resources relevant for behavior analysts and the community.
13. Advocate for the fair representation of behavior analysis in the media and in professional materials outside of the field of behavior analysis.
14. Form an alliance between the fields of behavior analysis and education to bridge the gap between research and practice.

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