

Evaluation of an Intervention Package with Written Feedback to Reduce Vocal Protests During Chores for a Young Adult with a Developmental Disability

MIKAYLA WILLIAMSON, Graduate Student

Marie Kirkpatrick, Ph.D., BCBA-D, LBA

Hannah MacNaul, Ph.D., BCBA-D, LBA, LSSP

INTRO

- Prior studies have compared the use of written and vocal feedback when training adults, but little research exists on effective types of feedback with young adults with ASD (Luck et al., 2017).
- A literature review by McGinnis et al. (2022) found that caregiver implemented interventions, such as written feedback, improved outcomes for autistic individuals. Daily living skills was the most common outcome targeted for intervention.

PURPOSE

Evaluate whether use of written rather than verbal feedback in an intervention package would reduce vocal protests during chore completion in a young adult with developmental disabilities.

Participant

- 19-year-old M (ASD)

Dependent Variables

- Vocal protests

Method

- Materials: Chores checklist, chore supplies
- Setting: Participant's home (kitchen, bathroom, bedroom)
- Design: ABAB single-case research design

Conditions

- Baseline (vocal feedback)
- Intervention (written feedback)

Reliability

- IOA: Baseline = 95% & Intervention = 97%

Data showed a large decrease in vocal protests when written feedback was in place compared to verbal feedback.

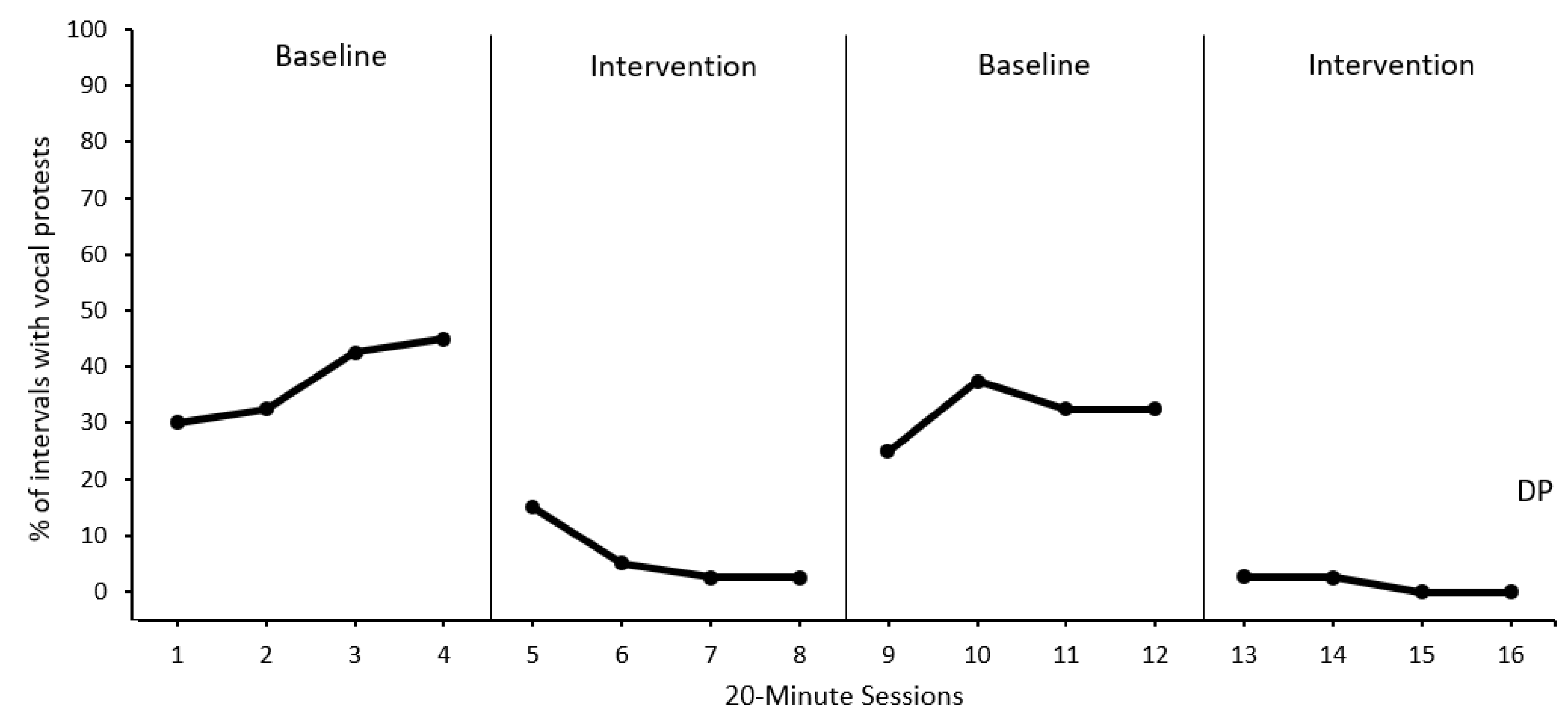


Figure 1. Percentage of intervals with vocal protests

RESULTS

- The participant demonstrated a decrease in percent of intervals with vocal protests during both intervention conditions compared to baseline.
- Percentage of vocal protests reduced to zero in the final two sessions.

DISCUSSION

- This study demonstrates that parent-implemented antecedent interventions for adults with autism are effective
- Adds to the limited literature on interventions to support adults, however more research is needed