


Teaching Children with Autism to Discriminate Private and Public Events


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Overview

- Private events vs. public events
- Case study data




Private Events

- Skinner (1965) felt private events such as thoughts and feelings were behavior
"a private event may be distinguished by it's limited accessibility, but not, so far as we know, by any special structure or nature" (p. 257)
- Radical behaviorism treats both private and public behavior equally
- Private events can be experienced internally or can involve covert behavior, such as self-rules (Taylor & O'Reilly, 1997)
- Teaching children with autism to tact their private events requires the reinforcing community to teach private tacting vocabulary and identify the critical and variable attributes of private events that do and do not require tacting behavior.




Public Events

- Events that are experienced by more than one person
- Overt
- Easier to shape than private events



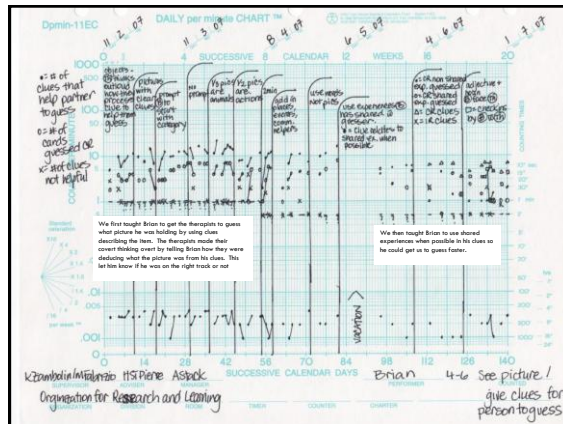
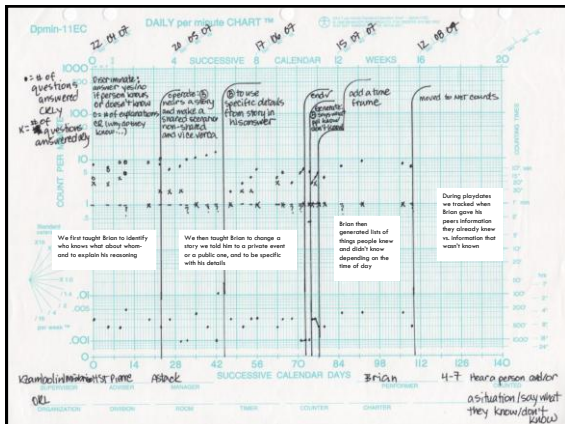
Brian

- 2.9 when diagnosed with autism
- 20- 25 hours per week of Behavior Analytic intervention
 - Fluency-Based Instruction
 - Direct Instruction Language Curriculum
 - 3 mornings a week of general education with an aide
- Focus on social and pragmatic language skills after 1-year of Behavior Analytic intervention
- Tacting private events to facilitate public understanding was a deficit



Brian

- Hear a person and/or a situation/say what that person knows or does not know
 - This chart taught Brian to identify what events were private and when it was appropriate to make those events public. As well it taught him how change private events into public ones and public events into private ones
- See a word/get person to guess that word
 - This chart taught Brian when to use shared public events in his clues and when it was not necessary



Brian

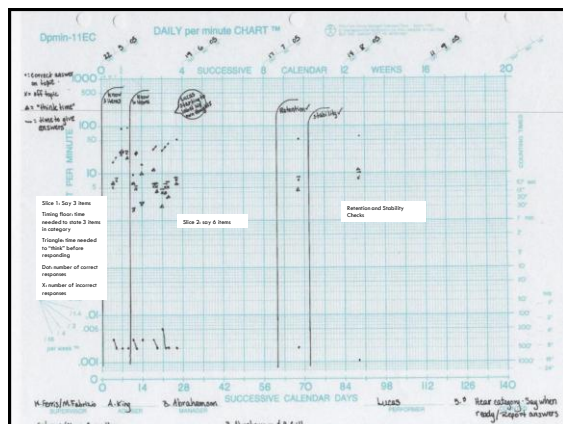
- [Video](#) of know and not know
- [Video](#) of getting person to guess

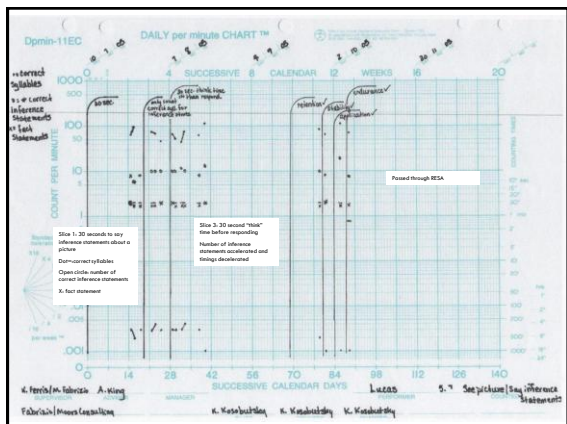
Lucas

- 5-year old boy with high functioning autism
- Attended private preschool 2 days per week
- Attended public preschool 2 days per week
- Received 15-20 hours of Behavior Analytic Intervention
 - Fluency Based Instruction
 - Direct Instruction Language Curriculum
 - 4.5 hours of aide support in private preschool


Lucas

- Skill deficit areas identified:
 - Hear category/say item
 - Long latency to respond
 - Long latency between answers
 - See picture/say inference statements
 - Long latency to respond
 - Effort increasing (student practices high)






Keith

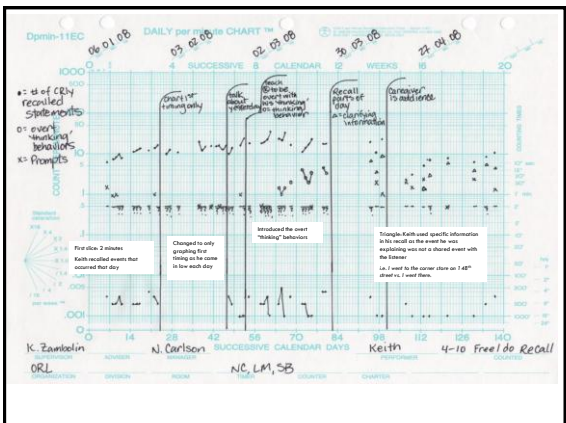


- 5-year old boy with high functioning autism
- 20 hours per week of Behavior Analytic Intervention
 - Fluency-Based Instruction
 - Direct Instruction Language Curriculum
 - 5 mornings a week of general education kindergarten with an aide
- Long latency to respond across multiple channels with no overt “thinking” behavior


Keith



- Free/say recall
 - Keith recalling events that occurred in his day
 - Long latency to respond between answers
 - Taught Keith to be overt with his “thinking” behavior to alert the listener that he was trying to find an answer



References



Skinner, B. F. (1965). *Science and human behavior*. New York: Free Press

Taylor, I. & O'Reilly, M. (1997). Toward a functional analysis of private verbal self-regulation. *Journal of Applied Behavior Analysis*, 30, 43-58