

Empirically Validating Component Skills Using RESA across Four Children with Autism

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Participants and Setting

- A.J. - 6 years old
- Matt - 3 years old
- Emma - 6 years old
- Ripley - 6 years old
- all have diagnoses of Autism
- all have an in-home, one on one Fluency-Based Instruction program approximately 15 hours per week

Methods

Dependent Measures

- Free/Shake-Student holds object and shakes either front to back or side to side. Number of movements per minute charted for each hand separately
- Free/Squeeze-Student holds noise-making object and squeezes. Number of movements per minute charted for each hand separately.

Results

Student	Free/Shake	Checks passed	Free/Squeeze	Checks passed
A.J.	L-110-120 R-90-110	RESA	L-75-90 R-60-90	RESA
Matt	L-150-200 R-150-200	RESA	L-200-240 R-200-240	RESA
Emma	L-100-130 R-100-120	RESA		
Ripley			L-110-150 R-110-160	RESA

Procedures

- **Retention**-stop instruction for one month then re-administer same skill at the original timing interval
- **Endurance**-triple the timing interval
- **Stability**-complete original timing interval while introducing distracting stimuli
- **Application**-complete original timing interval using novel stimuli

Sample Participant Charts

